MEETING OF BOARD OF STUDIES IN SOCIOLOGY & WSRC HELD ON APRIL 22nd 2016 AT 3:00 PM IN THE CONFERENCE HALL, VIDYA MANDIR, BANASTHALI VIDYAPITH

PRESENT

1. Dr. Aparna - Internal Member
2. Dr. Hitendra Singh Rathore - Internal Member
3. Mr. Jawed Akhatar - Internal Member
4. Prof. Manju Singh - **Convener**
5. Mr. Rabi Raj - Internal Member
6. Mrs. Reeti Raj - Internal Member
7. Dr. Ruchi - Internal Member
8. Mr. Satender - internal Member
9. Mr. Shah Alam - Internal Member
10. Dr. Sutanuka Banerjee - Internal Member

Note: Prof. Rajesh Mishra and Prof. A.S.Kohli (External Members) and Mrs. Rajshree Mathpal, (Internal Member) Mrs. Arti Kumari, (Internal Member) and Ms. Anshika Pandey (Internal Member) could not attend the meeting.

S.No	Agenda Item	BOS Recommendations	Remarks
1.	**To confirm** the minutes of last meting of the Board of Studies held on 12th March 2012.	The Board **confirmed the minutes** of its last meeting held on 12th March 2012.	
2.I.	**To recommend** Courses, Curricula and Scheme of Examination of **B.A**.	The Board considered the courses of study and scheme of examination for **B.A.** and **resolved to recommend** that the existing courses of study be continued with minor changes.	**Annexure1 Page No. 1-2**
	First Semester Examination December 2016	No Change	
	Second Semester Examination April/May 2017	No Change	
	Third Semester Examination December 2017	Paper 3.2: Rural Sociology	**Annexure I Page No. 1-2**
	Fourth Semester Examination April/May 2018	No Change	
	Fifth Semester Examination December 2018	No Change	
	Sixth Semester Examination April/May 2019	No Change	
2.II.	**To recommend** Courses, Curricula and Scheme of Examination of **M.A**.	The Board considered the courses of study and scheme of examination for **M.A.** and **resolved to recommend** that the existing courses of study be continued with minor changes.	**Annexure I Page No. 7-27**

	First Semester Examination December 2016	Paper IV - Elective (i) Rural Sociology	**Annexure I Page No. 7**
		Paper V-Social Science Perspective	**Annexure I Page No. 7-11**
	Second Semester Examination April/May 2017	Paper V- Research Techniques in Social Science (Paper shifted from IIIrd to IInd Sem.)	**Annexure II Page No. 12-15**
	Third Semester Examination December 2017	Paper V- Computer Application (Paper shifted from IInd to IIIrd Sem.)	**Annexure II Page No. 16-19**
	Fourth Semester Examination April/May 2018	Paper V- Women Studies	**Annexure II Page No. 20-26**
2.III	**To recommend** Courses, Curricula and Scheme of Examination of **MSW** and **Women Studies**.	The Board considered the courses of study and scheme of examination for **MSW** and **Women Studies** and **Resolved to recommend** the courses of study, curricula and scheme of examination.	**Annexure III (Page Nos. 1– 35)**
	MSW First Semester Examination December 2016	**Paper I**: Social Work Profession: Philosophy and concept	
	MSW Second Semester Examination April/May 2017	**Paper I**: Methods of Social Work I: Working with Individuals **Paper II**: Methods of Social Work II: Working with Groups **Paper III**: Community Work and Social Action **Paper IV**: Research methods in Social Work **(Proposed Nomenclature: Quantitative Research Methods in Social Work**)	
	MSW Third Semester Examination December 2017	**Paper I:** Research methods in Social Work (**Proposed Nomenclature: Qualitative Research Methods in Social Work**) **Paper II**: NGOs, Social Advocacy and Network **Paper III**: Counseling Theories and Practices	
	MSW Fourth Semester Examination April/May 2018	**Paper II**: Rural Community Development (**Proposed Nomenclature: Community Development)** **Specialization A: Women Empowerment** **Paper A-2**: (Specialization) Women and Health **Paper A-3**: (Specialization) Women and Law **Specialization B: Human Resource Management** **Paper B-2**: (Specialization) Organizational Behaviour at Work **Paper B-3**: (Specialization) Industrial Relation and Legal Environment **Specialization C: Medical and Psychiatric Social Work** (**Specialization C has been changed**) **Paper C-1**: (Specialization) Medical Social Work (**Proposed Nomenclature: Urban Community Development)** **Paper C-2**: (Specialization) Psychiatric Social Work (**Proposed Nomenclature: Rural Community Development)**	

		Paper C-3: (Specialization) Community health and Social Work (**Proposed Nomenclature: Tribal Community Development)**	
3.	**Restructuring** and **proposing** new M.Phil. course as per UG.C. Guidelines regarding expansion of M.Phil. programme from two semesters to three semesters scheme of Examination.	The Board considered the courses of study and scheme of examination for **M. Phil**. and **Resolved to recommend** the course of study, curricula and scheme of examination.	**Annexure IV**
	First Semester Examination December 2016	3. Disciplinary Course –I: Sociological Approaches	
	Second Semester Examination April/May 2017	1. Disciplinary Course II: Classical Sociological Thinkers 2. Reading Elective-I: A. Studies in Indian Society B. Sociology of Mass Communication and Advertising	
	Third Semester Examination December 2017	Reading Elective II: A. Rural and Urban Studies B. Gender Studies	
4.	**To revise** the Curricula of courses of M.A. Examination common for all Social Science disciplines (Economics, History, Political Science, Sociology and Psychology).	The board carefully **examined and revised** curricula of courses of M.A. Examination common for all Social Science disciplines (Economics, History, Political Science, Sociology and Psychology).	**Annexure I Page No. 7-26** (Already added in M.A. Sociology Syllabus)
5.	To amend the nomenclature of the department to '**Department of Sociology and Social Work'** so as to ensure the visibility of Social Work as a Department along with the Department of Sociology	The board approved the proposed nomenclature of the department as **Department of Sociology and Social Work** so as to ensure the visibility of Social Work as a Department along with the Department of Sociology.	
6.	**To introduce** a Diploma in Social Engineering	As the External expert for the Board of Studies in Sociology could not attend the meeting, detailed discussion regarding course content could not take place. Therefore, the following proposal is extended for the next Board of Studies.	
7.	**To recommend** the panel of examiners (in the format enclosed) for each examinations up to and inclusive of Master's Degree Examination keeping	The Board **scrutinized** the existing panel of examiners in the subject of Sociology in accordance with the Bye-laws 15.03.02 of the Vidyapith.	The board submitted the panel list in Secrecy section

	in view the following Bye-law 15.3.02 of the Vidyapith		
8.	**To evaluate** the question papers of periodical tests and semester examinations of 2014-15 keeping in view the following observations of the Vive-Chancellor. (Copies of question paper will be placed on table)	The Board **evaluated** the question papers of Semester Examination of the year 2014-15. Question Papers of **Periodical test** has not been provided by secrecy section.	**Annexure V Page No. 1-6**
9.	**To evaluate** the reports received from the examiners of the different examinations of 2014-15 and submit a critical report. (Reports will be placed on tables)	The board **considered** the reports of the examiners in the subject of Sociology of various examinations of 2014-15. It was noted by the examiners that the most of the answers were to the point and the overall performance of students was satisfactory. Only two reports found that answers were diffused. Only one examiner suggested that students should read original works and books.	
10.	Under Bye-Law 9.2.03 to co-opt external members of the Board of Studies for a fresh term of three years commencing from 1st January, 2017	Under Bye- Law 9.2.03, the board **co-opted** external members of the Board of Studies for a fresh term of three years commencing from 1st January, 2017 Two external members to be co-opted by the Board are as follows: i. Prof. Anjali Gandhi Former Director, Women Studies Centre & Former Head, Dept. of Social Work, Jamia Millia Islamia New Delhi-110025 E-mail: agandhi@jmi.ac.in Mobile: 9810294782 ii. Prof. Pratibha Jain Mishra Head, Department of Social Work, Guru Ghasidas Vishwavidyalaya, Koni Bilaspur-495009 Email: pjmldn@gmail.com Mobile:94137600046, 7869422622 iii. Prof. Vinay Srivastava	

		Department of Anthropology, University of Delhi, Delhi Vks1@gmail.com 09810454641 (M) 011-27667329 (O) 011-26276104 (R) iv. Prof. Ashok Kumar Kaul Department of Sociology & Coordinator, Centre for Study of Social Exclusion and Inclusive Policy, BHU, Varanasi-05 ashokkaulbhu@gmail.com 09452823866 (M) 0542-2366365 (R)	

Lastly after the successful in-depth discussion over the agenda, the meeting ended with a vote of thanks.

M.A. I[st]Semester

Existing	Proposed	Remarks
Paper I - Theoretical Sociology	No Change	
Paper II - Sociological Thinkers - Part I	No Change	
Paper III - Indian Society : Structure and Change	No Change	
Paper IV - Elective (i) Rural Sociology **Section A** Rural Sociology: Development, Meaning, Nature and Scope. Basic Characteristics & Problems of Rural Society. Rural – Urban Differences and Continuum. Rural Power Structure and Leadership: Changing Pattern	**Paper IV - Elective (i) Rural Sociology** **Section A** Rural Sociology: Development, Meaning, Nature and Scope. Basic Characteristics & Problems of Rural Society. Rural – Urban Differences and Continuum. Rural Power Structure and Leadership: Changing Pattern Agrarian Relations	This topic is relevant to understand the current rural dynamics.
Elective (ii) - Urban Sociology	No Change	
Elective (iii) - Social Movements in India	No Change	
Paper-V : Social Science Perspectives **Rationale:** The perspectives in Social Sciences are deeply influenced by values, beliefs and historical concerns. This course introduces the ways in which concepts and theories in social science disciplines are constructed and become instrumental	**Paper-V : Social Science Perspectives** Rationale: The course introduces the ways in which concepts and theories in social science disciplines are constructed and become instrumental in the understanding of social phenomena –	Syllabus is modified in order to make it more theoretically sound. The inclusion of Modernism, Idiographic and Nomothetic dichotomy, the addition of Lucknow School, and the philosophical ideas of Amartya Sen and Peter Winch will help to understand the evolution and

in the understanding of social phenomena - The goal of this course is to acquaint and engage students in discussing different social science disciplines in an integrated manner in terms of perspective, conceptual framework and substantive coverage of relevant social issues. Such a holistic view encompassing different social science disciplines will provide insights to interpret social events at any given point of time. An understanding of the basic ingredients of social science disciplines will help in contextualizing social reality. **Section I - Introductory :** **(1)** ~~What constitutes social sciences~~ ~~(i) Social science as a scientific pursuit~~ ~~(ii) Difference between natural and social sciences~~ (2) ~~Brief history of the growth of social science (using sociology of knowledge framework)~~ (3) ~~Key social sciences disciplines and linkages between them and growth of new specialism with interdisciplinary orientation~~ **Section II - ~~Major Paradigm Shifts in Social Sciences~~** (1)Historical, ~~Descriptive,~~ Normative Approach.	The objective of this course is to acquaint and engage students in discussing different social science disciplines in an integrated manner in terms of perspective, conceptual framework and substantive coverage of emerging themes **Section A** The Evolution of Social Science: • Philosophy of Knowledge and the study of society in Pre-Modern Era • Enlightenment, Modernism and the Idea of Social Sciences'. • Idiogrpahic and Nomotheitc Dichotomy;The Natural and Social Science Divide • The Interdisciplinary Relations **Section-B:**Perspectives to Social Phenomena • Historical, Normative Approach Classical Economy • Critique of Political Economy; Psycho-analytical Interpretation' • The 'Orient' and 'Occident' Perspective: Lucknow School, Lohian Apprach,; Amartya Sen (Welfare Economics and Social Justice); Peter Winch, Thomas Kuhn'	development of Social Science till the contemporary times. At the same time, fundamentals of the existing syllabus have been kept intact and the developing paradigms in the Social Science Research have been included.

(2)~~Structural - Functional Approach~~

(3)Marxist Approach. (4) Phenomenology (5~~) Systems Approach~~

Section – III Emerging concerns in Social sciences :

a..Emerging Approaches - Post - Modernism, ~~Interdisciplinarity~~

b.New Research Foci - Environment, ~~Globalization~~

c.~~Growth of Social Sciences in India, Brief History and Emerging concerns~~

Suggested Readings:

1. Mckenzie: A Guide to Social Sciences. (for topic 1)
2. Wallerstein: Open the Social Sciences (for topic 2)
3. 'History as a Social Science' : International Social Science Journal, UNESCO (for topic 3)
4. Nagel Ernest: The Structure of Science (for topic 2)
1. Kuhn T.S. : Structure of Scientific Revolution (for all topic)
2. A Sociology of Sociology (for topic 2)
3. Turner, Jonathan : Structure of Sociological Theory
4. ~~Ritzer : Classical Sociological Theory~~
5. योगेश अटल : समाजशास्त्र : एक विधिवत अध्ययन
6. Mckenzie : A Guide to Social Sciences (for topic 1)
7. ~~Abraham Francis : Modern Sociological Theory (for topic 3)~~

Section- C: Emerging Themes

- Cliometrics and the Quantitative analysis of the Social Change
- Science, Technology and Ecology
- Developing ideas on 'Self': Self Concept, Self Esteem and Social Identity'

References:

- Allbrow, Martin, The Global Age: State and Society Beyond Modernity, Cambridge: Polity Press 1996.
- Almond, G. A. and Powell, G. B. : Comparative Politics - A Developmental Approach, Boston: Little Brown and Co., 1966.
- Atal, Yogesh, Social Science: The Indian Scene, New Delhi: Abhinav Pub., 2003
- Bunge, Mario, Social Science under Debate: A Philosophical Perspective, Toronto: University of Toronto Press, 1999.

Coolingwoord, R.G., The New York: Oxford University Press. I946.

8. ~~Deutsch, K. : Nerves of Government (for topic 5)~~ 9. Deutsch, K. : Article in International Social Science Journa Steger : Globalization : A Very Short Introduction, OUP (for topic-2) 10. Brundland Committee Report, 'Our Common Future' UNESCO (for topic-2) 11 International Social Science Journal, Special Edition (for topic-1) 12 Atal Yogesh; Social Science : The Indian Scene. (for topic-3) 13 Dube, S.C. : Social Sciences and Social Realities, IIAS, Shimla, 1976. (for topic-3) 14 Atal Yogesh; Dube : S.C. : On Crisis and Commitment in Social Sciences, Abhinav Pub. New Delhi (for topic-3) 15 Gupta Surendra. K. : Emerging Social Science Concerns : Concept Pub., 2004 (for topic-3) 16 Joshi, P.C. : Social Science and Development (Quest for Relevance) Harward Pub., New Delhi.	• Dube, S.C., Social Sciences and Social Realities, Shimla: IIAS, 1976. • Easton, David, A System Analysis of Political Life, John Wiley and Sons, Inc. 1965. • Flyvbjerg, Bent, Making Social Science Matter: Why Social Inquiry Fails and How it Can Succeed Again, Cambridge: Cambridge University Press, 2003, • Gupta, Surendra. K., Emerging Social Science Concerns ,Concept Pub., 2004 • Harrington, Austin, Hermeneutic Dialogue and Social Science: A Critique of Gadamer and Habermas, London and New York: Routledge, 2005. • Hutcheon, L., The Politics of Postmodernism, London and New York: Routledge, 1989. Joshi, P.C., Social Science and Development: Quest for Relevance, New Delhi: Har-Anand, 1995.	

	• Kuhn T.S., Structure of Scientific Revolution, University of Chicago Press, 2012 • Mckenzie, N, A Guide to Social Sciences, Weidenfeld & Nicolson (1966) • Mehta, V.R., Foundations of Indian Political Thought, Manohar Publications, 1996 • Sen, Amartya, The Idea of Justice, Harvard University Press, 2008. • Winch, Peter, The Idea of Social Sciences, London and New York: Routledge, 2008.	

M.A. II[nd] Semester

Existing	Proposed	Remarks
Paper I Social Stratification and Change	**No Change**	
Paper II Sociological Thinkers - Part II	**No Change**	
Paper III Indian Social System	**No Change**	
Paper IV Elective (i) Globalization and Society	**No Change**	
(ii) Sociology of Education		
Paper VComputer Application		**Shifted from IInd to IIIrd Semester**
Paper V Research Technique in Social Science	***Paper V Research Technique in Social Science***	
Rationale- The Social investigation of a social phenomenon requires certain procedures and techniques used in survey research methods which may cut across various disciplines. Research Methodology, thus is not disciplines specific, but may be used by the students of various disciplines, especially in social sciences, are exposed and made aware of the various procedures and techniques of research methods. The present syllabus, which will be common for the students of various social science disciplines, has been designed to achieve dual goals. The emphasis in this paper is more on the procedure and techniques of survey research requires for social investigation.	**Rationale-** The Social investigation of a social phenomenon requires certain procedures and techniques used in survey research methods which may cut across various disciplines. Research Methodology, thus is not disciplines specific, but may be used by the students of various disciplines, especially in social sciences, are exposed and made aware of the various procedures and techniques of research methods. The present syllabus, which will be common for the students of various social science disciplines, has been designed to achieve dual goals. The emphasis in this paper is more on the procedure and	

	techniques of survey research requires for social investigation.	
Section I **Techniques of Selection** Formulation of Research Problem. ~~Devising Research Strategy in terms of -~~ ~~(i) Goals - Exploratory, Descriptive, Explanatory, Comparative (Cross sectional, longitudinal, spatial comparison)~~ (ii) ~~Selecting Field (Universe)~~ (ii) ~~Selecting a Sample~~	**Section- A** Formulation of Research Problem. Research Design. Formation and types of hypothesis. Sampling.	Goals are included in Research Design Selecting Field and Selecting Sample are included in Sampling in new proposed syllabus.
Section-II **Techniques of Data Collection** (i) Types of Data : Primary and Secondary Data. (ii) Techniques of Primary Data Collection : Observation, Interview, Questionnaire and Schedule (iii) Sources of Secondary Data (iv) Content Analysis	**Section- B** Source of Primary and Secondary data including library and e-resources. Techniques of Quantitative &Qualitative Data Collection: interview, Schedule, Questionnaire, Observation &Oral history. Case Study& Content Analysis.	Restructuring and some new additions.
Section-III **Techniques of Analysis and Presentation** (i) ~~Coding~~ and Tabulation	**Section- C** Classification & Tabulation. Graphic Presentation- Histogram, Bare & Pie	Restructuring and some new additions.

(ii) ~~Scale and Index Construction : SES, SPE~~ (iii) Tabular Presentation : (a) Univariate, Bivariate, Multivariate (b) Interpreting Tables : concept of data matrix and property space. (iv) (a) Analysis of quantitative data : Measures of central tendency (Arthmetic Mean, Median, Mode), Standard deviation, Correlation Coefficient. Chi-square. (b) Analysis of qualitative data :~~Association of attributes~~. (v) Graphic Presentation : Histogram, Bar diagram, Pie (Use of computer) (vi) Report Writing ~~and preparation of Bibliography.~~ Note : Internal assessment will be based on **practical work.** **Essential Readings :** 1. Sellitz, G., Jahoda M., Cook Stuart W. Holt Runehar& Winston, Research Methods in Social Relations, New York. 2. Goode W.J. and P.K. Hatt : Methods of Social Research, New York, Free Press, 1987. **Section-III** 1. Babbie, E.R. : Survey Research Methods. Wadsworth Publishing Company, Belmont California (Chapter 13, 14) 2. Shah, Vimal P. : Reporting Research,	diagram. Analysis of Quantitative data: Measures of Central tendency (Mean, Median, Mode), Standard deviation, correlation coefficient. An Overview of Hypothesis Testing (A detailed discussion of t, F, Z, $\chi 2$ tests and their applications are not required). Analysis of Qualitative data: Successive Approximation and The Illustrative Method. Report writing and the writing of research papers. **References:** 1. Sellitz, G., Jahoda M., Cook Stuart W. Holt Runehar& Winston, Research Methods in Social Relations, New York, 2003. 2. Goode W.J. and P.K. Hatt : Methods of Social Research, New York, Free Press, 1987. 3. Babbie, E.R. : Survey Research Methods. Wadsworth Publishing Company, Belmont California, 2005. 4. Shah, Vimal P.: Reporting Research, RachanaPrakashan, Ahemedabad, 2001. 5. Sijoberg Gideon and Nett Roger: A Methodology for Social Research, Rawat Publication, Jaipur 2002. 6. Kothari, C.R.; Research Methodology-Methods and Techniques, Wiley and Eastern Limited New Delhi, 2008.	

RachanaPrakashan, Ahemedabad. **Reference Books :** 1. Sijoberg Gideon and NettRoger : A Methodology for Social Research, Rawat Publication, Jaipur 2002. 3. RosenburgKenneth : Statistics for Behavioural Sciences. W. C. Brown Publishers, 1990. 1. Black Thomas; Understanding Social sciences Research, Sage Publication, New Delhi, 2001 2. Mariampolski H. ; Quantitative market Research- A comprehensive Guide sage Publication, New Delhi.	7. RosenburgKenneth : Statistics for Behavioural Sciences. W. C. Brown Publishers, 1990. 8. Black Thomas; Understanding Social sciences Research, Sage Publication, New Delhi, 2001 9. Mariampolski H. ; Quantitative market Research- A comprehensive Guide sage Publication, New Delhi, 2001.	

Annexure-IV

M.PHIL. EXAMINATION

SCHEME OF EXAMINATION

M.Phil. Social Sciences

Semester I

S.N.	Course	Contact hours per week	Cont. Assessment Marks	Final Assessment Marks	Total Marks
1.	Research Methodology in Social Sciences	4	20	40	60
2.	Teacher, Teaching and Higher Education	4	20	40	60
3.	Disciplinary Course I	4	20	40	60
4.	Sessional and Practical Work (Practice Teaching)[@]		20	40	60
			Aggregate marks (Semester I)= 240		

Semester II

1.	Disciplinary Course II	4	20	40	60
2.	Reading Elective ** (Disciplinary)	2	20	40	60
3.	Term Paper*	-	-	-	40
4.	Seminar[#]	-	-	-	40
5.	Comprehensive Viva Voce	-	-	-	40
			Aggregate marks (Semester II)= 240		

Semester III

1.	Reading Elective ** (Disciplinary)	2	20	40	60
2.	Dissertation	-	-	-	180
			Aggregate marks (Semester III)= 240		

Dissertation (To be spread over all the three semesters):-

Phase-I (Last-week of November - Semester I):
Selection of topic-to be defended before the faculty Members of the concerned department **- 5 marks**

Phase-II (Third week of April – Semester II):
Presentation of synopsis before faculty members of the concerned department **- 10 marks**

Phase-III (Before Diwali Break-Semester III):
Mid-term presentation before faculty members of the concern department **- 15 marks**

Phase-IV (By 30th November – Semester III)
Submission
Phase – V (First week of December – Semester III)
Dissertation to be sent for external evaluation **- 90 marks**
Internal Viva Voce **- 60 marks**

Total = 180 marks

Grand Total – (240+240+240)=720

Division of Marks for Continuous Assessment:

Courses	**Types of test**	**Marks Total**
For each of the above courses	Seminar	10
(Except Dissertation and	Class test	05
Practice Teaching)	Assignment	05
		Total 20

@ 5 teaching hours during the semester

*Student will have to write a term paper under the guidance of a faculty member on the allotted topic related to the concerned discipline. This term paper will be evaluated by the Board of Examiners at the end of Semester.

**Student will have to select a course out of a prescribed list of courses for self-study under the guidance of a faculty member. Its evaluation pattern will be similar to other theory courses.

#Student will have to present a seminar on current and relevant issue related to the concerned discipline and submit a hard copy of the same. The seminar will be evaluated by the Board of Examiners and the student will be required to make a presentation.

Students shall be required to attempt five questions out of nine questions given in the question paper.

M. Phil. (Social Sciences)
SEMESTER- I (December 2016)

- Gray in italics indicates shifting of the content. -- *Sociology*
- Strikethrough indicates content omitted -- ~~Sociology~~
- Black background with text in white indicates addition of the new content. -- Sociology

Course 1: Research Methodology in Social Sciences

Existing	Proposed	Remarks
1. Research in Social Sciences: Nature, Purpose, Problems & Importance; Pure and Applied Research. 2. Scientific Method in Social Sciences: Characteristics & Importance; Problem of Theory Building. Fact and Theory in Social Science Research. Formulation of Research Problem 3. Research Design: Meaning, Importance, Characteristics & Components, Hypothesis: Characteristics, Purpose. 4. Data collection: Observation, Interview, Questionnaire and Schedule. 5. Sampling: Meaning, Types. 6. Data Analysis 7. Measures of Central Tendency (Averages):	**Objective** The course on research methodology in Social Sciences is designed to impart knowledge for scientific research. To orient the students about the techniques for precise, rational, scientific research and qualitative and quantitative approaches in research, the course will enhance the conceptual understanding of students regarding various methods and techniques and make them able to improve their research knowledge and skills in the field of social sciences. 1. Research in social sciences: nature, purpose, problems & importance; Pure and applied research. 2. Scientific method in social sciences: characteristics & importance; Problem of theory building; Fact and theory in social science research; Formulation of research problem. 3. Research design: meaning, importance, characteristics & components; Hypothesis: characteristics, purpose. 4. Data collection: observation, interview, questionnaire and schedule.	No Change

Concept and Use: Calculation of Mean, Mode and Median, Criteria for Choice of Average. Measures of Dispersion: Range and standard Deviation, Simple Correlation: Correlation and Causation: Karl Pearson's Co-efficient of Correlation Simple Regression: Use and Estimation of Regression Lines. **References :** 1. Ackoff Russel: Design of Social Research. 2. Dailey Kenneth: Methods of Social Research. 3. Mueller John and Schuessler: Statistical Reasoning in Sociology. 4. Festinger and Katz: Research Methods in Behavioural Sciences. 5. Martin Balmer: Sociological Research Methods. 6. Henry Manheim: Sociological Research Philosophy and Methods. 7. Blalock and Blalock: Methodology in Social Research. 8. Goode and Hatt: Methods in Social Research	5. Sampling: meaning, types. 6. Data analysis 7. Measures of central tendency (Averages): concept and use: calculation of mean, mode and median; Criteria for choice of average. Measures of dispersion: range and standard deviation; Simple correlation: correlation and causation: Karl Pearson's co-efficient of correlation; Simple regression: use and estimation of regression lines. **References :** 1. Ackoff Russel: Design of Social Research. 2. Dailey Kenneth: Methods of Social Research. 3. Mueller John and Schuessler: Statistical Reasoning in Sociology. 4. Festinger and Katz: Research Methods in Behavioural Sciences. 5. Martin Balmer: Sociological Research Methods. 6. Henry Manheim: Sociological Research Philosophy and Methods. 7. Blalock and Blalock: Methodology in Social Research. 8. Goode and Hatt: Methods in Social Research	

Course 2: Teacher, Teaching and Higher Education

Existing	Proposed	Remarks
Objectives : The course is aimed at enabling students 1 To gain an overview of his/her education so her field of action. 2. To understand and assimilate the nature and significance of teacher roles in higher education. 3. To understand the technical aspects of the. complex process of teaching learning and ways of effectively dealing with them. 4. To develop understanding of the various dimensions processes and procedures of evaluation of pupil performance. 5. To become sensitive to the various issues involved in the different dimensions of higher education. **Course outline : Overview of Higher Education in India** **1. Overview of Higher Education in India** - Purpose and Function of Higher Education - Exising organisational structure of Higher Education (kind of instutions	**Objectives:** The objective of this course is to acquaint the students with the scenario of higher education in India and expected teacher's role in higher education. It enables students to identify and use different teaching competencies, methods and media required for effective teaching. It enhances the ability to instruct and evaluate, as a teacher in higher education. It also attempts to develop sensitivity towards major issues related to different dimensions of higher education. **Course Outline:** 1 **Overview of Higher Education in India**: Purpose and Functions of Higher Education. Functions of Regulatory Bodies - UGC, AICTE, NCTE, DEC, NAAC. 2. **Role of Teacher in Higher Education**: Teacher's Role - Curriculum development, Instructional, Institutional, Research related and Social. Professional Development of Teachers - Role of ASC. 3. **Pre-requisites of Teacher in Higher Education**: Teaching Competencies - Introduction, Questioning, Board Work, Explanation, Use of Support Material, Stimulus Variation, Probing and Closure. Methods for teaching - Lecture, Discussion, Project, Workshop and Seminar. Media for effective teaching. 4. **Designing of Instruction and Evaluation**:	Objectives are reframed in comprehensive manner. 1. First two topics of existing syllabus are included and others are incorporated as major issues in fifth point of proposed syllabus. To make the proposed syllabus more specific, names of regulatory bodies are mentioned in it. 2. Teacher's role is specified in five dimensions to make the proposed syllabus more clear. The role of teacher in curriculum development is taken from the third point of the existing syllabus. 3. In proposed syllabus the third point is newly added to make the course more useful and practical based. In this point teaching competencies are incorporated. Methods and

and their relevance) - Some major issues of Higher Education - Women's Participation in Higher Education as students as Professionals - Exammination Orientedness - Quality Control - Government and Private Participation **2. Teacher and Teacher Roles.** - Teaching, Research and Dissemination. - Teacher development-available channels and institutions. **3. Curriculum in Higher Education.** - Meaning, characteristics. - Process of curriculum development. - Role of teacher in curriculum, - Role of academic decision making bodies in universities. - Major issues. **4. Teaching Dimensions** - Meaning and characteristics of Teaching - Approaches and their relevance	Instructional Planning. Modes of Evaluation in Higher Education. 5. **Major issues in Higher Education**: Government and Private Participation, Women Participation, Globalization of Higher Education, Quality Issues. **Books Recommended:** 1. Aggarwal, J.C., Principles, Methods & Techniques of Teaching, Vikas Publishing House Pvt. Ltd., New Delhi, 2012. 2. Association of Indian Universities, Globalization of Indian Higher Education, New Delhi, 2003. 3. Bawa, M.S., Nagpal, B.M., Developing Teaching Competencies, Viva Books, New Delhi, 2011. 4. Dhar, B.B., Higher Education System, A.P.H. Publishing Corporation, New Delhi, 2009. 5. Dhir, R.N., Higher Education, Abhishek Publications, Chandigarh, 2006. 6. Kamalkar, G., Higher Education in Indian-Emerging Challenges, Commonwealth Publishers Pvt. Ltd., New Delhi, 2014. 7. Kidwani, A.R., Higher Education- Issues and Challenges, Viva Books, New Delhi, 2011. 8. Kidwani, A.R., New Directions in Higher Education, Viva Books, New Delhi, 2014. 9. Mangal, S.K., Manga. U., Essentials of Educational Technology, PHI Learning Private Limited, Delhi, 2014. 10. Manoharan, P.K., Higher Education, A.P.H. Publishing Corporation, New Delhi, 2009. 11. Panchmukhi, P.R. Debi,S., Educational Data Bank for Higher Education, Serials Publications, New Delhi, 2008. 12. Patnaik, J., Higher Education in Information Age,	Media are taken from fourth point of the existing syllabus. 4. Fourth point of the proposed syllabus includes both instructional planning and evaluation. Instructional Planning is newly added and Evaluation is taken from the fifth point of the existing syllabus. 5. Major issues regarding higher education are specified in fifth point of proposed syllabus. References books are recommended in the proposed syllabus.

- Systems approach - Cognitive approach - Methods and their potential - Teacher centered-Lecture - Students Centered-Assignment - Project Method - Group Centered-Discussion - Seminar - How to make classroom instruction meaningful and objectives - Some significant issues **5. Evaluation of student performance.** - Different modes of evaluation internal and external formative and summative marking and grading. - Emerging issues in evaluation field context technical demands.	Authors Press, New Delhi, 2001. 13. Sen, R., Women and Higher Education System, Crescent Publishing Corporation, New Delhi, 2009. 14. Shafi, Z.S., Reforms and Innovations in Higher Education, Association of Indian Universities, New Delhi, 2008. 15. Sharma, S.R., Effective Classroom Teaching-Modern Methods, Tools & Techniques, Mangal Deep Publications, Jaipur, 2000. 16. Thamarasseri, I., Essentials of Educational Evaluation, Kanishka Publishers, New Delhi, 2012.	

Economics

Disciplinary Course 1: Selected Topics in Advanced Economic Theory

Existing	Proposed	Remarks
1. Theory of Consumer behaviour: Hicks Logical ordering theory of demand. The Duality Approach in Utility Analysis: The Indirect Utility Function, Derivation of Demand Function: Roy's Identity. Lancaster's theory of consumer demand, Individual Choice under risky situations. The Friedman Savage Hypothesis, The Markowitz Hypothesis, New Mann Morgenstern Method. 2. Theory of the Firm : Limit pricing theory - Bain's limit pricing theory. The model of Sylos-Labini, The model of Franco-Modigliani, The model of Bhagwati, The model of Pashigian. Baumol's model of sales maximization-Static and Dynamic models (Single-Product case only). 3. Macro Economics in the Open Economy: The Price adjustment mechanism under a fixed and flexible exchange rate systems. The income adjustment mechanism and synthesis of automatic adjustments. The Foreign Trade Multiplier., Adjustment policies-IS-LM-FE model with exchange rates changes. The Monetary and Portfolio balance approaches. **References :**	**Objective** Objective of this paper is to equip the students with the in-depth knowledge of advanced micro and macroeconomic theories study of which would enable the students to analyses the behavior of various economic agents in a dynamic world. **1.** Theory of consumer behaviour: Hicks logical ordering theory of demand; The duality approach in utility analysis: The Indirect Utility Function, Derivation of Demand Function: Roy's Identity; Lancaster's theory of consumer demand, Individual Choice under risky situations; The Friedman Savage Hypothesis, The Markowitz Hypothesis, New Mann Morgenstern Method. **2.** Theory of the firm: Limit pricing theory - Bain's limit pricing theory; The model of Sylos-Labini, The model of Franco-Modigliani, The model of Bhagwati, The model of Pashigian; Baumol's model of sales maximization-Static and Dynamic models (Single-Product case only). **3.** Macro Economics in the Open Economy: The Price adjustment mechanism under fixed and flexible exchange	No Change

1. Baumol William J.: Economic Theory and Operations Analysis, Prentice Hall of India Private Limited. 2. Green, H. A. John: Consumer theory, The McMillan Press Ltd., London & Basingstocko. 3. Hicks, J. R.: Revision of Demand Theory, Oxford University Press, Amen House, London. 4. Bartthwal, R. R.: Micro Economic Analysis, Willey Eastern Ltd. 5. Da Costa G. C.: Production, Prices and Distribution-Tata McGraw Hill, New Delhi. 6. Koutsoyiannis, A.: Modern Micro Economics, Mcmillian, London. 7. Dobb, M.: Theories of Value and Distribution since Adam Smith, Cambridge University Press, Cambridge. 8. Salvatore, Dominick, (1990) International Economics, Mcmillian, New York. 9. Francisco L-Rivera-Batiz and: International Finance and Open Luis Rivera-Bati Economy Macro Economics. 10. Dornbusch, R. & Fisher S. : Macro Economics, Mcgraw Hill Kogakusha, Tokyo. 11. Hall R. Eu. & Taylor J. B.: Macro Economics. W. W. Norton, New York.	rate systems; The income adjustment mechanism and synthesis of automatic adjustments; The Foreign Trade Multiplier; Adjustment policies-IS-LM-FE model with exchange rates changes; The Monetary and Portfolio balance approaches. **References :** 1. Baumol William J., Economic Theory and Operations Analysis, Prentice Hall of India Private Limited. 2. Green, H. A. John, Consumer Theory, The McMillan Press Ltd., London & Basingstocko. 3. Hicks, J. R., Revision of Demand Theory, Oxford University Press, Amen House, London. 4. Bartthwal, R. R., Micro Economic Analysis, Willey Eastern Ltd. 5. Da Costa G. C., Production, Prices and Distribution-Tata McGraw Hill, New Delhi. 6. Koutsoyiannis, A., Modern Micro Economics, Mcmillian, London. 7. Dobb, M., Theories of Value and Distribution Since, Adam Smith, Cambridge University Press, Cambridge. 8. Salvatore, Dominick, International Economics, Mcmillian, New York, 1990. 9. FranciscoL-Rivera-Batiz, International Finance and Open Luis Rivera-Bati Economy Macro Economics. 10. Dornbusch, R. & Fisher S., Macro Economics, Mcgraw Hill Kogakusha, Tokyo. 11. Hall R. Eu. & Taylor J. B., Macro Economics. W. W. Norton, New York.	

History

Disciplinary Course 1:Concepts in the Study of History

Existing	Proposed	Remarks
Course 1: Sources of Rajasthan History and Culture **Objectives**: It stresses upon the importance of varied nature of source-material and historical writings for reconstructing the history and culture of Rajasthan. 1. Archaeological Sites as a source of social and cultural history of Rajasthan (an outline). 2. Inscriptions as source for social, religious and political history of Rajasthan. 3. Travellers' Accounts for social and cultural history of 18th -19th century Rajasthan. 4. General Survey of the holdings of Rajasthan State Archives, Bikaner; Nature of Records in the National Archives of India, Delhi. 5. Persian Sources for Medieval History of Rajasthan (an outline) 6. Khyat literature with special reference to Muhnot Nainsi. 7. Autobiographies, Diaries and Private	**Rationale:** This course aims to introduce students to important issues related to historical method by giving them a broad overview of significant, including recent, historiographical trends and to acquaint them with important historiographical interventions and issues related to the historian's craft. 1. Pre-modern historical traditions; Modern Historical Traditions – Enlightenment, Romanticism, Positivism 2. Historicism 3. Neo-Marxist Tradition 4. Intellectual History 5. Art History – Psychoanalytics, Structuralism, Multiculturalism 6. Environmental history 7. Oral history 8. Cinema history 9. Book History 10. Connected histories: emotions, peoples, commodities, sports	The existing course has been modified and shifted to reading elective. The proposed syllabus will provide the fundamentals of traditions of historical enquiry, writing and quest for knowledge.

Papers with special reference to Pt. Hiralal Shastri.

8. Historical Writings by: (i) James Tod (ii) G.H.Ojha.

Books Recommended:

1. *A Prelimanary Guide to the Rajasthan State Archives*, Rajasthan State Archives, Bikaner, n.d.

2. Low, D.A. et.al., *Government Archives in South Asia*, Cambridge University Press, London 1969.

3. Sharma, G.N. and V.S. Bhatnagar, ed., *Historians and Sources of the History of Rajasthan*, Centre for Rajasthan Studies, University of Rajasthan, Jaipur 1992.

4. *Sources of Social and Economic History of Rajasthan*, Centre for Rajasthan Studies, University of Rajasthan, Jaipur, N.D.

5. James Tod, Annals and Antiquities of Rajasthan, Royutledge and Keganpaul Ltd., London, 1950.

Books Recommended:

Alier, Joan Martinez, Padua, Jose Augusto and Rangrajan, Mahesh eds. *Environmental History as if Nature Existed* ,Delhi: Oxford University Press, 2010.

Aymard, Maurice and Mukhia, Harbans eds., *French Studies in History, vol. 1* ,New Delhi: Orient Longmans, 1989.

Bloc, Marc, *The Historian's Craft,* with an Introduction by Peter Burke ,Manchester: Manchester University Press, 2004.

Burke, Peter, *Varieties of Cultural History* ,Cornell University Press, 1997.

Carr, E.H., *What is History* ,Penguin [1961], 2008. (also available in Hindi)

Popper, Karl, *The Poverty of Historicism* , Routledge & Kegan Paul, 1974.

Portelli, Alessandro, *The Death of Luigo*

		Trastulli and Other Stories: Form and Meaning in Oral History ,CUNY Press, 1990. Sarkar, Sumit, *Writing Social History* ,USA: Oxford University Press, 1995. Singh, Anita Inder, *The Partition of India* ,New Delhi: National Book Trust, 2006. Stern, Fritz ed., *Varieties of History: From Voltaire to the Present* ,New York: Vintage, 1973	

POLITICAL SCIENCE

Disciplinary Course – I: Modern Political Analysis

Existing Syllabus	Proposed Syllabus December, 2016	Remarks
Course 1. Modern Political Analysis ~~Objectives : To acquaint the students with the concepts relating to traditional & Modern Political Analysis.~~ 1. Modern Political Analysis ~~: Meaning, Nature Characteristics, Limitations and Utility of Traditional Perspective.~~ 2. ~~Behavioural and Post Behavioural Perspective : evolution, development, characteristics, utility and limitations.~~ 3. Scientific Method and Political Analysis : ~~Meaning Nature and Scope of Scientific Enquiry~~. Issues of Facts and Values in Political Analysis. 4. ~~Decline and revival of Political Theory and emerging trends in Political Theory in 21st Century.~~ 5. ~~Political Concepts : Soverignty Liberty, Equality Justice, Citizenship and Continuing Relevance of these concepts today.~~ **Reference Books :** 1. Gould and Thursby (ed.) Contemporary Political Thought, Holt, Rinehart and Winstone Inc., New York 1969. 2. James C. Chartesworth (ed.) : Contemporary Political Analysis, Free Press,New York 1967. 3. David Easton : The Political System - An Inquiry into the state of Political Science, Alffred A. Knof Inc., 1963. 4. Harold D. Lasswell : Politics, Who Gets, What, When & How, Mc Graw Hill and Co. Inc., New York, 1969. 5. Dante Germino : Beyond Ideology : Revival of Political Theory, Harper and Row, New York, 1969. 6. Eugene J. Meehan : Contemporary Political Thought - A. Critical Study, Dorsey Press, 1967. 7. Eugene J. Meehan : The Theory and method of Political Analysis,	**Objectives:** The vitality of contemporary political analysis will be examined through a number of current debates and controversies. On completion of this course students should have a critical understanding of the dynamism and diversity of modern and contemporary political analysis. This course offers students the analytical and research skills needed to understand and explain politics and government. The aim of this course is to acquaint the students with the concepts relating to Modern and contemporary Political Analysis. Students are expected to develop basic analytical skills to evaluate diverse approaches to the study of politics and to acquire a critical understanding of the diversity of approaches to political phenomena. **Course Contents:** 1. Political Analysis: Traditional and Modern Perspective, Issues of Facts and Values in Political Analysis, Scientific Method 2. Major Approaches of Political Analysis: Normative and Systems approach 3. Political Socialization and Political Culture. 3. Political Participation, Political Development and Political Modernization. 4. Social justice and affirmative actions. 5. Participatory Democracy, Civil Society and Citizenship. **Reference Books:** 1. Gould and Thursby (ed.) Contemporary Political Thought, Holt, Rinehart and Winstone Inc., New York 1969. 2. James C. Chartesworth (ed.) : Contemporary Political Analysis, Free Press,New York 1967. 3. David Easton : The Political System - An Inquiry into the state of Political Science, Alffred A. Knof Inc., 1963.	The course is revised to make it more comprehensive and to develop student's understanding towards emerging issues in contemporary political phenomena. Some of the topics are deleted because students are expected to learn those topics at post graduate studies.

Homewood, III, 1965. 8. Hayes and Hedlund (ed.) The conduct of Political inquiry : Behavioural Political Analysis, Prentice-Hall, Englewood Cliffs, Jersey, 1970. 9. Robert E Goodin and Philip petited A companion to Contemporary Political Philosophy Blackwall 1993. 10. B.H. Ray ed : Contemporary Political Thinking Kaushik Publisher New Delhi 2000. 11. Robert Dahl, Modern Political Analysis (Latest) 12. Sushila Ramaswamy : Political Theory : Ideas and Concepts Macmillan India 2003. 13. S.P. Verma : Modern Political Theory, Vikas, Delhi. 14. Arnold Brecht : Political Theory : Foundations of Twentieth Centurey Political Thought, Princeton University Press, 1959. David Easton : Framework to Political Analysis, Prentice Hall Inc. 1971. 15. David Easton : A System Analysis of Political Life, John Wiley and Sons, Inc. 1965. 16. Lasswell and Kaplan : Power and Society : Framework for Political Inquiry, Yale University, 1953. Austin Ranney, (ed.) : Essay on the Behavioural Study of Politics, Urbana, 1962. 17. Hass and Hariel, (ed.) : Approaches to the Study of Political Science, Chandler Publishing Co., 1970. 18. L. Strauss : Liberalism : Ancient and modern, New York basic Books, 1968. 19. Hutcheon : The politics of Postmodernism London and New York Routledge 1989.	4. Harold D. Lasswell : Politics, Who Gets, What, When & How, Mc Graw Hill and Co. Inc., New York, 1969. 5. Dante Germino : Beyond Ideology : Revival of Political Theory, Harper and Row, New York, 1969. 6. Eugene J. Meehan : Contemporary Political Thought - A. Critical Study, Dorsey Press, 1967. 7. Eugene J. Meehan : The Theory and method of Political Analysis, Homewood, III, 1965. 8. Hayes and Hedlund (ed.) The conduct of Political inquiry : Behavioural Political Analysis, Prentice-Hall, Englewood Cliffs, Jersey, 1970. 9. Robert E Goodin and Philip petited A companion to Contemporary Political Philosophy Blackwall 1993. 10. B.H. Ray ed : Contemporary Political Thinking Kaushik Publisher New Delhi 2000. 11. Robert Dahl, Modern Political Analysis (Latest) 12. Sushila Ramaswamy : Political Theory : Ideas and Concepts Macmillan India 2003. 13. S.P. Verma : Modern Political Theory, Vikas, Delhi. 14. Arnold Brecht : Political Theory : Foundations of Twentieth Centurey Political Thought, Princeton University Press, 1959. David Easton : Framework to Political Analysis, Prentice Hall Inc. 1971. 15. David Easton : A System Analysis of Political Life, John Wiley and Sons, Inc. 1965. 16. Lasswell and Kaplan : Power and Society : Framework for Political Inquiry, Yale University, 1953. Austin Ranney, (ed.) : Essay on the Behavioural Study of Politics, Urbana, 1962. 17. Hass and Hariel, (ed.) : Approaches to the Study of Political Science, Chandler Publishing Co., 1970. 18. L. Strauss : Liberalism : Ancient and modern, New York basic Books, 1968. 19. Hutcheon : The politics of Postmodernism London and New York Routledge 1989.	

Sociology

Disciplinary Course 1: Sociological Approaches

Existing	Proposed	Remarks
1.**Course 2. Sociological Approaches** **Rationale:** This course is designed to acquaint students about advancement in various approaches that are applied in sociology. Society is always changing, so are approaches. This course also helps students to get information about new development that is taking place in society. (1) Positivism & Neo Positivism (2) Structural Functional Approach, Neo Functionalism, Post Structuralism. (3) Conflict Theory; Neo Conflict Approach (4) Social Action Approach. (5) Exchange Approach. **Books Recommended :** 1. Zeitlen, Irving, Rethinking Sociology: Cortege of Contemporary Theory, 1998, Jaipur, Rawat Publication. 2. Jonarthan, Turner, The Structure of Sociological Theory: Wordsworth, Thompson Learning, 2003 (7 illustrated). 3. Francis Abraham: Modern Sociological Theroy, Oxford University Press, 1982. 4. Perry S.Cohen, Modern Social Theory, Hein mann Educational Book Ltd. London. 5. Paul Ransome, RawatPucblication, New Structure.	**Disciplinary Course I- Sociological Approaches** **Objective:** This course is designed to acquaint students about advancement in various approaches that are applied in sociology. Society is always changing, so are approaches. This course also helps students to get information about new development that is taking place in society. 1. Positivism & Neo Positivism 2. Structural functional approach, Neo functionalism, post structuralism. 3. Conflict & Neo Conflict Approach 4. Social Action Approach 5. Exchange Approach 6. Ethnomethodology 7. Phenomenology 8. Post modern Approach **References:-** 1.Zeitlen, Irving M.: Rethinking Sociology: A Critique of	Some new approaches have been added.

6. Merton, R. K.: Social Theory and Social Structure. 7. Ritzer, George: Sociological Theory, part-II (5th Edition), Tata Mc Graw Hill, Ltd, 2011. 8. Michael, Harlambos, Sociology: Themes & Perspectives, Delhi, Oxford University Press, Bombay Calcutta, Madras, 1984. .	Contemporary Theory, Rawat Publication, Jaipur & New Delhi 1998 2.Turner, Jonathan H: The Structure of Sociological Theory (4th edition), Rawat Publication, Jaipur & New Delhi, 2005 3. Austin Harrington: Modern Social Theory: An Introduction, Oxford University Press, 2005 4. Ritzer, George: Sociological Theory, New York, McGraw-Hill, 2000. 5. Craib, Ian: Modern Social Theory: From Parsons to Hebermas (2nd ed.), London: Harvester Press, 1992. 6. Doshi, S.L.: Modernity, New Modernity and Neo-Sociological Theories, Rawat Publications, Jaipur, 2003.	

M.PHIL.

SEMESTER- II

Economics

Disciplinary Course 2: Indian Economic Problems and Issues

Existing	Proposed	Remarks
A detailed study of the following problems and issues with emphasis on current economic situation: Problems of poverty in Indian Economy, Inequality, Unemployment, inflation and Balance of Payments Structural reforms: their desirability, limitations and functioning in Indian Economy. Recent Banking and financial reforms, Recent Trade Policies and their impact on Indian Economy, Flow of Foreign Investment and growth of Indian Economy in the long run. Convertibility of Rupee, Globalization and Consumerism, Globalization and Swadeshe v/s Globalization a Critique. **References:-** 1. Misra , S.K. and V.K. Puri, Indian Economy, Himalaya Publishing House, 29thEdition. 2. Kapila U. Indian Economy since independence, Academic Foundation, New Delhi	**Objective** Indian economy is a unique amalgam of alternative competing and often conflicting theories and a proper understanding of its working is imperative if the student is to comprehend the ramifications that underlie most of the observed phenomena in the Indian economic set-up. By the end of the course, students are expected to have an in-depth understanding of Indian economy. The course intends to enable them to evaluate the pre and post reform progress of India. 1. A detailed study of the following problems and issues with emphasis on current economic situation: Problems of poverty in Indian economy, Inequality, Unemployment, Inflation and Balance of Payments; Black money: Definition, estimates and remedial measures 2. Structural reforms: their desirability, limitations and functioning in Indian economy; Recent banking and financial reforms, Recent trade policies and their impact on Indian economy.	-------

3. Datt, R. and K.P.M. Sundharam, Indian Economy, S. Chand and Company Ltd., New Delhi 4. Dhingra, I.C., the Indian Economy, Environment and Policy, Sultan Chand and Sons, Educational Publishers, New Delhi	3. Flow of foreign investment and growth of Indian economy in the long run. Convertibility of rupee, Globalization and consumerism, Globalization and Swadeshi v/s Globalization a Critique, **References:-** 1. Misra, S.K. and V.K. Puri, Indian Economy, Himalaya Publishing House, 29th Edition. 2. Kapila U., Indian Economy since independence, Academic Foundation, New Delhi 3. Datt, R. and K.P.M. Sundharam, Indian Economy, S. Chand and Company Ltd., New Delhi 4. Dhingra, I.C., The Indian Economy, Environment and Policy, Sultan Chand and Sons, Educational Publishers, New Delhi 5. Agarwal, A.N., Indian Economy, Wishwa Prakashan, New Delhi, 37th Edition 6. Government of India, Economic Survey (Latest)	

Reading Elective I: Selected Topics in Indian Agriculture and Rural Development

Existing	Proposed	Remarks

Objective

The objective of the course is to provide an understanding of selected issues relating to rural economy and agriculture in India in the context of their development and barriers to transformation. It is intended that students would be able to appreciate the role of market, technology and institutions in explaining the growth and structure of rural and agriculture sector.

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1. Rural economy of India: size and structure; Measures of level of rural development; Rural poverty in India: structure and determinants; A critical review of policies for rural development in post-independence period.

2. Indian agriculture: pace and pattern of agricultural growth; Agricultural growth and rural poverty; Agriculture and globalization: Uncertainty due to Trade Liberalizations; WTO issues: advantages and disadvantages with respect to Indian agriculture; Agrarian distress and farmers' suicides.

3. Food security: access to food-caloric consumption; Public distribution system and other food based programs; Self sufficiency in food production and availability; Agricultural marketing and pricing: problems and remedies; Marketing Model Act 2007; Pricing concepts; price support programs in India; Pricing policy and buffer stock policies; Contract farming: Advantages and Experiences E-marketing.

References:

1. Acharya, S.S. and Agarwal, N.L., Agricultural Marketing in India, Oxford and IBH Publishing Co. Pvt. Ltd. (Ch. 5, 7).
2. Balakrishnan, Pulapre, Agriculture and Economic Reforms: Growth and Welfare, Economic and Political Weekly, 35 (12): 999-1004, 2000.
3. Chand, Ramesh, "India's Agro Export Performance and Competitiveness in Changed International Scenerio" in Essays in Honour of Prof. A.M. Khusro edited by CH Hanumantha Rao, B B Bhattacharya, M.S. Siddharthan.
4. Hanumantha Rao, C. H., "Agricultural Policy and Performance" in "The Indian Economy: Problems and Prospects edited by Bimal Jalan, Panguin Books.
5. Hanumantha Rao, C. H., "Agricultural Policy and Performance in "The Indian Economy: Problems and Prospects edited by Bimal Jalan, Panguin Books.
6. Jha, R., "Rural Poverty in India: Structure and Determinants and Suggestions for Policy Reforms" in Indian Economic Reforms edited by Raghabendra Jha, Palgrave Macmillan.
7. Mishra, S., "Risks, Farmers' Suicides and Agrarian Crisis in India: Is There A Way Out?" Indira Gandhi

		Institute of Development Research, Mumbai WP-2007-14. 8. Saini, S. and Gulati, A., The National Food Security Act 2013-Challenges, Buffer Stocking and Way Forward" ICRIER, Working Paper 297, 2015. 9. Saini, S. and Gulati, A., "Leakages from Public Distribution System and the Way Forward" ICRIER, Working Paper 294, 2014. 10. Singh, K., "Rural Development: Principles, Policies and Management" Sage Publications (Ch. 2,3).	

Reading Elective II: Urbanisation and Public Policy

Existing	Proposed	Remarks
	Objective The course aims at giving a thorough grounding to the students regarding the process of urbanisation and government policies. Urban areas have emerged as engine of growth in the national and global scenario as well. To sustain urban development through flexible and innovative policy measures is one of the biggest challenges of the twenty first century. Urbanisation policy to lend competitive edge to urban areas while safeguarding the quality of environment and life needs critical attention. It will cover a wide range of theoretical approaches and policy options such as the existence and growth of cities, urban transportation, pollution, poverty, crime, and housing. **1.** Concepts and definitions of urban; Evolution of urban settlements - a historical perspective; Trends and patterns of urbanisation; structure of urban economy; rural urban relation in India; Urban labour market - rural-urban migration - urban informal sector - slums and poverty; Urban infrastructure and services- specific sectors: housing, water supply and drainage, waste management and sanitation; Urban land use and land market. **2.** Urban planning framework: Institutions; Urban transport: Intra-city and inter-city problems; Issues	

relating to port, Urban environment: Problems of pollutions and its management; Cumulative causation theory for urban and regional growth; The urban centre within the region: urban hierarchy, urban size distribution and optimum city size debate; Locational aspects of various urban functions: Weberian location theory.

3. Market effects of housing polices- causes of homelessness; Urban concentration: policies for dispersal and decentralization; Role of the government of India, States and Urban local bodies; Recent policies for educational and health achievement in urban localities; Economics of crime (effectiveness of punishment etc). Infrastructure financing; Real-estate regulation and development; Determinants of urban expenditure (sports, culture).

References:

1. Ahluwalia, Isher Judge, and Kanbur, Ravi, Urbanisation in India: Challenges, Opportunities and the Way Forward, Sage India, New Delhi, 2014.
2. Ahmed, Waquar, and Kundu, Amitabh, India's New Economic Policy, A Critical Analysis, Routledge, New York, 2011.
3. Coelho, Karen, Kamath, Lalitha, and Vijayabaskar, M. (Eds.), Participolis: Consent and Contention in Neoliberal Urban India, Routledge, New Delhi, 2013.
4. Evans, A.W., Urban Economics, Basil Blackwell, London.
5. Kulshrestha, S.K., Urban and Regional Planning in India: A Handbook for Professional Practice, Sage India, Delhi, 2012.
6. Ministry of Housing and Urban Poverty Alleviation, Government of India, Inclusive Urban Planning: State of the Urban Poor Report-2013, Oxford University Press, New Delhi, 2014.
7. Mohanty, K. Prasanna, Cities and Public Policy: An Urban Agenda for India, Sage India, New Delhi, 2014.
8. Ramachandran, D., India's Urban Confusion: Challenges and Strategies, COPAL Publishing Group, Ghaziabad, 2014.
9. Ramesh, G., Nagadevara, Vishnu Prasad, Naik, Gopal, and Suraj, Anil, Urban Infrastructure and Governance, Routledge India, New Delhi, 2010.
10. Ruet, Joel, and LamaRewal, Stephanie Tawa, Governing India's Metropolis: Case Studies of Four Cities, Routledge, New Delhi, 2009.
11. Shaw, Annapurna, Indian Cities, Oxford University Press, New Delhi, 2012.
12. Sen, Joy, Sustainable Urban Planning, The Energy and Resources Institute, New Delhi, 2012.
13. Sivaramakrishnan, K.C., Kundu, Amitabh and Singh, B.N., Handbook of Urbanization in India, Oxford University Press, New Delhi, 2007.
14. Sivaramakrishnan, K.C., Re Visioning Indian Cities: The Urban Renewal Mission, Sage India,

		New Delhi, 2011. 15. Sivaramakrishnan, K.C., Governance of Megacities: Fractured Thinking, Fragmented Setup, Oxford University Press, Oxford, 2014. 16. Sridhar, Kala Seetharam, and Reddy, Venugopal, State of Urban Services in India's Cities: Spending and Financing, Oxford University Press, New Delhi, 2010. 17. Sridhar, Kala Seetharam, and Wan, Guanghua, Urbanization in Asia: Governance, Infrastructure and the Environment, Springer, New Delhi, 2014. 18. Vinod, T.M., Geographic Information Systems for Smart Cities, COPAL Publishing Group, Ghaziabad, 2014. **19.** World Bank, Urbanization Beyond Municipal Boundaries: Nurturing Metropolitan Economies and Connecting PeriUrban Areas in India, World Bank Publications, Washington DC., 2013	

History

Disciplinary Course 2: Themes and Debates in the Study of History

Existing	Proposed	Remarks
Course 2: Modern Historical Thought and Research Methodology **Objectives:** The paper aims at orienting the students towards salient features in the growth of modern historical thought. It also introduces them to the fundamentals of research methodology in undertaking historical investigations. 1. Influence of Renaissance and Scientific Revolution in emergence of Modern Western Historiography. 2. Historicism with special reference to: (i) Romanticism (ii) Positivism (iii) Post Modernism. Recent trends -	**Rationale:** The course aims to instill curiosity amongst the students regarding the prominent debates and issues giving them insight into the moving forces and dynamics of the discipline and to engage researchers to re-explore the domain of the past with their inquisitiveness. 1. Sindhu Saraswati Civilization / Myth of Aryan Invasion. 2. From Lineage to States – The Formation of Empires. 3. Discourses on Feudalism. 4. Defining Periodization in Medieval Indian History.	The proposed course will study the important debates in the history of India.

Subaltern.

3. Historical thought of: (i) Hegel (ii) Ranke (iii) Marx .

4. Tools of History with special reference to: (i) Sources (ii) Periodization.

5. Historical Research Methodology: (i) Meaning of Research and pre-requisites of a Research Scholar (ii) Preparation of Synopsis (iii) Collection and Organization of Data – Historical Method (iv) Techniques of Notes Making – Card System (v) System of Referencing - Footnotes, Bibliography.

Books Recommended:

1. Ali, B. Sheik, *History: Its Theory and Method*, Macmillan, Madras, 1978, reprt. 1988.

2. Chitnis, K., *Research Methodology in History*, Delhi, 1998.

3. Clark, G. Kitson, *Guide for Research Students working in Historical Subjects*, Cambridge, 1960.

4. Collingwood, R.G., *The Idea of History*, OUP, London.

5. Crump, C. G., *History and Historical Research*, George Routledge, London.

6. Gooch, G.P., *History and Historians in the Nineteenth Century*, Longmans.

7. Sreedharan, E., *A Textbook of Historiography 500 BC to AD 2000*, Orient BlackSwan, Delhi, 2009.

8. Goode, William J. and Hatt, Paul K., *Methods in Social Research*, McGraw Hill, Singapore, 1981.

5. Process of Urbanization.

6. Theories on decline of Mughal Empire.

7. Changing dimensions of Agriculture, Ecology and Politics: The Transition to Colonialism.

8. Orientalism and the Construction of the 'Other'.

9. Construction of Nation and the Post-Colonial Discourse.

10. Emerging Areas: STEM (Science & Technology, Environment and Medicine), Forms of Resistance and the marginalized class, Migration Studies.

Suggested Readings:

Alam, Muzaffar, *The Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707-48, Delhi* ,Oxford University Press, 1986.

Alavi, Seema, *The Eighteenth Century in India* ,New Delhi: Oxford University Press, 2002.

Ayer, S. A., *Story of the I.N.A.* ,New Delhi: National Book Trust, 1972.

Banerjea, Sir Surendranath, *A Nation in Making: Being the Reminiscences of Fifty Years of Public Life* ,Oxford

		University Press, 1925. Bhargava, Meena, *The Decline of the Mughal Empire* ,Oxford University Press, 2014. Byres,T.J. Harbans Mukhia, *Feudalism and Non-European Societies* ,Frank Cass & Co. Ltd. 1985. Chandra, Satish, *Parties and Politics at the Mughal Court, 1707-1740* ,Oxford University Press, 2002. Corfield, Sir Conrad, *The Princely India I Knew From Reading to Mountbatten* ,Madras: Indo-British Historical Society, 1975. Habib, Irfan, *Technology in Medieval India, C. 650-1750* , Aligarh Historians Society, 2008. _____ *The Agrarian System of Mughal India 1556-1707* , Oxford University Press, 2014 Jha and Shrimali, *Prachine Bharat ka Itihas* ,Delhi: University of Delhi Hindi Directorate, 2015. Lahiri, Nayanjot, *Ashoka in Ancient India* ,Delhi: Permanent Black /Asoka University, 2015. Lal, B.B.,*The Rigvedic People: Invaders, Immigrants or*	

Indigenous ,New Delhi: Aryan Books International, 2015.

Marshall, P. J., *The Making & Unmaking of Empires - Britain, India and America, c.1750-1783* ,Oxford University Press, 2005.

Mill, John Stuart, *Utilitarianism* ,London: Parker, Son, and Bourn, 1863.

Said, Edward W., *Orientalism* ,Vintage, 1979.

Sarkar, Susobhan, Chandra, *Bengal Renaissance and Other Essays*,People's Publishing House, 1970.

Sarkar, Jadunath, *Fall of the Mughal Empire* Volume 1,Delhi: Orient Blackswan, 1991.

Sharma, R.S., *Indian Feudalism* ,Delhi: Macmillan, 2005.

Singh, Chetan, *Region and empire: Panjab in the seventeenth century*, Oxford University Press, 1991.

Spear, Thomas George Percival, *Twilight of the Mughals: Studies in Late Mughul Delhi* ,Cambridge University Press, 1951.

Stokes, Eric, *The English Utilitarians and India* ,

Thapar, Romila, *Early India: From the Origins to A. D. 1300* ,University of California Press, 2004.

Reading Elective I: Sources of Indian History

Existing	Proposed	Remarks
	Rationale: The course intends to introduce the practitioners of history with the primary readings so that they can be oriented with the styles of the masters. • Arthasastra, (*adhikarana* 1, chap.1,2,3,6/18,19,20)/History of Dharmasastra (Chapter XXXIV, Kalivarjya, pp. 885-902, 923-968) / Sacred Books of East (chap. on Mitakshara)/ Epigraphia Indica (Aihole Inscription, Prayag Prasasti/ 2 Regional Inscriptions). • Fa hien (full text)/ Rajtarangini (Chapter V, pp. 71-132)/ Francis Bernier (Description of Delhi and Agra)/Nicolo Conti (Account given in R.H.Major). • Tarikh-i-Firozshahi (Description of Tughluq Statecraft)/ Baburnama (Description of Hindustan, (pp. 478-521)/ Ain-i-Akbari (Description of Suba). • Regional Sources – Khyat (any one chapter) / Roznamacha (any 1) / Akhbarat (any 1)/ Bahi (any 1). • Census / Gazetteer of area concerned (Period of research). • India by J. Stratchey (chap. XVII, pp.221-246)/ Poverty and Unbritish Rule in India by Naoroji (pp.1-38). • Private Papers of Nehru (National Planning Committee 1938). • Pratyaksha Jeewan Shastra by Pt. Hiralal Shastri (Vol. I, pp.295-340/ 474-498). • Presidential Address of INC (1931) / Muslim League (1940).	The proposed paper enlists the fundamental books of history on India, which can acquaint students with the traditions of historical writing.

	Visit to APRI, Tonk (any 2 source). (For Project Purposes). **Suggested Readings:** *Arthasastra of Kautilya*, (ed.) Shri Vachaspati Gairola, The Vidya Bhawan Sanskrit Granthamala 75 ,Varanasi: The Chowkhamba Vidya Bhawan, 2009. Bernier, Francois, *Travels in the Mogul Empire*, Tran. A. Constable, revised by V.A. Smith ,OUP, 1916. Beveridge, A.S., *Babur-Nama: Zahir-ud-din Muhammad Babur*,Delhi: Ancient Book Reprint Corporation, 1970. Childe, Gordon V., *The Urban Revolution*, Liverpool University Press Stable, 1950. Cornfield, Sir Conrad, *The Princely India I Knew From Reading to Mountbatten* ,Madras: Indo-British Historical Society, 1975. Habib, Irfan, *Economic History of the Delhi Sultanate: An Essay in Integration.*, *Indian Historical Review* 4, no. 2 ,1978. Jarret and Sankar, J.N., *Ain-i-Akbari (Vol-III) – Abul Fazal Allawi* ,Delhi: Ancient Book Reprint Corporation.	

Kane, Mahamahopadhyaya Pandurang Vaman, *History of Dharmasastra (Vol-III) Ancient and Medieval Religious and Civil Law* ,Poona: Bhandarkar Oriental Research Institute, 1946.

Major, R.H., *India in the Fifteenth Century: Being a Collection of the Voyages to India* ,London: The Hakluyat Society, 1857.

Naoroji, Dadabhai, *Poverty and Un-British rule in India* ,Swan Sonnenschein & co. Lim., London, 1901.

Nehru, J.L., *(Private Papers): A Bunch of Old Letters Jawahar Lal Nehru* ,Calcutta: Asia Publishing House, 1958.

Shastri, Hiralal, *Pratyksha Jeevan Shastra* , Jaipur: Anupam Prakashan, 1970, 1974.

Stein, M.A., *Kalhana's Rajtarangini: A Chronicle of the Kings of Kashmir* ,Delhi: Motilal Banarasidass, 1961.

Strachey, J., *India*, London: Trench Trubner, 1894.

Tokarev, Sergei, *History of Religion* ,Union of Soviet Socialist Republics: Progress Publisher, 1989.

Zaidi, A.M. (ed.), *Congress Presidential Addresses*, Indian Institute of Applied

	Political Research, 1985. 1.	

Reading Elective II: An Outline of the History of Rajasthan

Existing	Proposed	Remarks
	Rationale: It surveys the political history of Rajasthan from ancient times till the integration of Rajasthan encompassing the study of historical sources, resistance and collaboration of Rajputana/ princely states towards imperial powers. 1. Importance of Regional History 2. Sources of Rajasthan History – Archaeological, Literary, Oral. 3. Phases and Theories of State Formation. 4. Impact of Turks and Mughals on Regional Polity. 5. British Policy towards Rajputana States (1818-1857). 6. 1857 and Responses from the Princely States. 7. Social Reformers Inclination towards Rajputana. 8. Nature of Peasants; Tribal Movements.	The paper will provide new dimension to the regional research.

9. Establishment of Prajamandals in Rajputana with Special reference to Jaipur and Mewar States.
10. Integration: from Rajputana to Rajasthan.

Suggested Readings:

Bhattacharya, Sukumar, *The Rajput States and the East India Company from the Close of 18th century to 1820* ,New Delhi: Munshiram Manoharlal, 1972.

Das, Shyamal, *Vir Vinod* , 4 Volumes, Udaipur, 1886.

Menon, V.P., *The Story of the Integration of the Indian States* ,New Delhi, 1961.

Pemaram, *Shekhawati Kisan Aandolan ka Itihas,* Jasnagar, Nagore: Shree Ganesh Sewa Samiti, 1990.

Rajasthan State Gazetteer, Land and People, Vol. I, Jaipur: Government of Rajasthan Publ., 1995.

Ratnawat, Shyam Singh and Sharma K.G., *Essays on Bardic Literature* ,Jaipur: Rajasthan Study Centre.

_____ *History and Culture of Rajasthan* ,Jaipur: Rajasthan Study Centre, 2004.

Sharma G.N. and Bhatnagar, V.S., *Peasantry through the ages in Western India with special reference to Rajasthan* ,Jaipur: Rajasthan Study Centre, 1993.

_____ *The Historians and Sources of the History of Rajasthan* ,Jaipur: Rajasthan Study Centre, 1992.

Sharma, Dasharatha, *Rajasthan through the Ages* ,Bikaner: Rajasthan State Archives Vol. I, 1966.

Sharma, G.N., *Rajasthan ka Swatantrata Sangram ka Itihas* ,Bikaner: Rajasthan State Archives, 1991.

_____ *Social and Political Awakening among the Tribals of Rajasthan* ,Jaipur, Rajasthan Study Centre, 1986.

Shukla, D.C., *Early History of Medieval Rajasthan*, Varanasi: Bhartiya Vidya Prakashan, 1978.

Sinha-Kapoor, Nandini, *State Formation in Rajasthan: Mewar during 7th to 15th century*,New Delhi: Manohar, 2002

Tod, James, *Annals and Antiquities of Rajasthan 2 Vols.*,New Delhi: Reprint, 1829-1832)

Vyas, R.P., *Adhunik Rajasthan ka Virat Itihas*, Jaipur: Rajasthan Hindi Granth Akadami, 1995.

Reading Elective III: An Outline of Indian Art History

Existing	Proposed	Remarks
	Rationale: Traversing through the domain of Indian artistic creations the objective of the paper is to familiarize the student with the manner in which interpretations of visual culture may impact understanding of the discipline of history and thereby the historical processes. 1. Historiography; European reactions to Indian art and architecture and the Nationalist response 2. Early Art Characteristics; Mauryan art, Debates; Traditions of Rock-cut Architecture 3. Urban milieu, gender and power relations during c.100 to c.300 CE art; Gandhara; Mathura Centres 4. Development of temple architecture; Paintings at Bagh and Ajanta 5. Formation of regional cultural identities during 6th-13th Centuries CE 6. Composite Art during Medieval India 7. Colonial Art; Contemporary Art 8. Folk and popular craft and art 9. Authorship and agency in art, the role of the artist; Rituals of power and patronage in art 10. Theories: Formalism. Positivism, Psychoanalytic, Structuralism, Multiculturalism **Suggested Readings:** Agrawala, Vasudev Sharan, *Indian Art (A History of Indian Art from the earliest Times up to the third century AD, ,Vol.I* ,Varanasi: Prithivi Prakashan, 1965.	The paper aims to familiarize the student with the manner in which interpretations of visual culture may impact understanding of the of history

Banerjea, J.N., *The Development of Hindu Iconography,* New Delhi: Munshiram Manoharlal, 2002.

Brown, Percy, *Indian Architecture (Buddhist and Hindu)* ,Mumbai: D.B. Taraporewala Sons and Co., 1956.

Chandra, Pramod, ed., *Studies in Indian Temple Architecture* ,Varanasi: American Institute of Indian Studies, 1975.

Coomaraswamy, Ananda K., *History of Indian and Indonesian Art* ,New Delhi: Munshiram Manoharlal, 1972 reprint.

Dehejia, Vidya, *Representing the Body* ,Delhi: Kali for Women, 1997.

Dehejia, Vidya, *Early Buddhist Rock Temples: A Chronological Study* ,London: Thames and Hudson, 1972.

Dhaky, M.A., Meister, Michael et al., *Encyclopaedia of Indian Temple Architecture,* New Delhi: American Institute of Indian Studies,

Dhar, Parul, Pandya ed., *Indian Art Historiography: Issues, Methods and Trends* ,New Delhi: D.K. Printworld and National Museum Institute, 2011.

Guha-Thakurta, Tapati, *Monuments, Objects, Histories: Institutions of Art in Colonial and Postcolonial India* ,Permanent Black, Delhi, 2004.

Gupta, S.P., *The Roots of India Art: A Detailed Study of the Formative (Mauryan and Later Mauryan) Period of Indian Art, 300 BC – 200 BC* ,New Delhi: B.R. Publishing Corp., 1980.

Hatt, Michael, Art History: A Critical Introduction to its Methods ,Manchester: Manchester University Press,

2006.

Huntington, Susan L., *The Art of Ancient India* ,New York, Tokyo: Weatherhill, 1985.

Misra, R.N., *Ancient Artists and Art-Activity* ,Shimla: Indian Institute of Advanced Study, 1975.

Misra, Ramnath, *Yaksha Cult and Iconography* ,Munshiram Manoharlal, 1981.

Mitter, Partha, *Much Maligned Monsters: History of European Reactions to Indian Art* ,Oxford: Clarendon Press, 1977.

Miller, Barbara Stoler, ed., *The Powers of Art: Patronage in Indian Culture* ,Delhi: Oxford University Press, 1992. (Introduction)

Ray, Amita, *Life and Art of Early Andhradesha* ,Delhi: Agam Kala Prakashan, 1983.

Ray, Himanshu Prabha and Carla M. Sinopoli, eds., *Archaeology as History in Early South Asia* ,New Delhi: Indian Council of Historical Research and Aryan Books International, 2004.

Ray, Niharranjan, *Maurya and Shunga Art*, 2nd edition, Indian Studies: Past and Present, Calcutta, 1965.

Sharma, Preeti, *Rock-Cut Architecture of South India: Architectural Perspectives* ,New Delhi: Aryan Books International, 2015.

Sivaramamurti, C., *South Indian Bronzes* ,New Delhi Lalit Kala Akademi, 1963.

Willis, Michael, *The Archaeology of Hindu Ritual: Temples and the establishment of the Gods* ,New Delhi: Cambridge University Press, 2009.

	Zimmer, Heinrich, *The Art of Indian Asia: Its Mythology and Transformations, 2 vols. Completed and edited by Joseph Campbell, Bollingen Series,* Vol.39, New York: Pantheon Books, 1955. Verma, S.P., *Aspects of Mughal Painting: Expressions and Impressions* ,New Delhi: Vedic Books, 2009.	

POLITICAL SCIENCE

Disciplinary Course – II: Recent Trends and Issues in Indian Politics

Existing Syllabus	Proposed Syllabus	Remarks
~~**Course 2. Issues in Indian Politics**~~ Objectives : The aim of this paper is to make student acquainted with the Indian political system and issues in Indian politics. The paper attempts to deal with all encompassing aspects of Indian political system. The paper also deals with the position role performance and participation of women in Indian politics. **Course content** 1. The Indian Political System : ~~meaning and characteristics,~~ emerging trends and issues in Indian Political System : Coalition Politics, Decline of Parliament, Judicial Review and Judicial Activism. 2. Centre - State relations : Major trends and issues in Indian federalism, Regionalism and demand of state autonomy. 3. Major issues in Indian Politics : Caste, Communalism, Corruption, Terrorism and Criminalization of Politics.	**Objectives:** The aim of this paper is to make students acquainted with Trends and issues in Indian Politics. The paper attempts to deal with all encompassing aspects of Indian Political System. The paper also deals with the status, role and participation of women in Indian Politics. **Course Contents:** 1. The Indian Political System : Nature, Emerging trends and Issues. Coalition Politics, Decline of Parliament, Judicial Review and Judicial Activism, 2. Indian Federalism : Recent Trends and Issues. Tension areas in Centre- State Relations, Politics of Planning, Regionalism and Demand of State Autonomy. 3. Development Process: Trends and issues in Political Economy in India, Challenges before the Welfare State of India. Impact of Globalization on Indian Politics.	Some topics are removed and some topics are added. The course is revised on the basis of contemporary issues and debates.

4. ~~Polity and Economy~~ : Disparities Causes and ~~ameliorative measures~~, Challenges before the welfare state. ~~Role of Planning Commission~~ Impact of Globlisation on Indian Political System.

5. Women in Indian Politics : A brief survey of position of women in Indian politics, ~~Indian Constitution and provisions relating to women, Role performance and participation of women in Indian politics since indepencence.~~ Women Empowerment, women and decision making process with special reference to Article 73rd and 74th in Local Self Governments.

Core Books :

1. C.H. Alexandrowiz : Constitutional Development in India.
2. Granville Austin : The Indian Constitution : Cornerstone of a Nation (Clarendon Press, Oxford, 1966).
3. W.H. Maorris Jones : Government and Politics in India.
4. सुभाष कश्यप : भारत का संवैधानिक विकास और स्वाधीनता संघर्ष।
5. रजनी कोठारी : भारतीय राजनीति।
6. Reddy and Sheshadri : Politics and Society.
7. Singhvi L.M. : Indian Parties & Politics (in Hindi & English)
8. Rajni Kothari : Politics in India (Hindi/English) (Latested)

Addditional Readings :

1. W.H. Morries - Jones : Parliament in India, 1957.
2. Myron Weiner : Party Politics in India - The development of Multi Party System.

Major issues: Politics of Minorities, Cast, Language, Communalism, Corruption, Violence, Terrorism and Criminalization of Politics.

4. Democratic Process: Trends in Elections and Political Participation, Electoral reforms. Grass root Democracy: Trends in Panchayatiraj and Municipal Government.

5. Women in Indian Politics: A brief survey of Political Status of Women, Constitutional and Legal Provisions Related to Women Empowerment, Role and Participation of Women in Indian Politics with special reference to 73rd and 74th Amendment . .

Reference Books :

1. C.H. Alexandrowiz : Constitutional Development in India.
2. Granville Austin : The Indian Constitution : Cornerstone of a Nation .
3. N.D. Palmer : The Indian Political System.
4. M.V. Pylee : Constitutional Government in India.
5. W.H. Maorris Jones : Government and Politics of India.
6. Reddy and Sheshadri : Politics and Society
7. Singhvi, L.M. : Indian Parties & Politics (in Hindi & English)
8. Atul kohli : Indias's Democracy : An Analysis of Changing State-Society Relations.
9. Atul Kohli : Democracy and Discontent : India's Growing Crisis of Governability
10. Rudolph and Rudolph: Explaining Indian Democracy : A fifty year perspective
11. Rudolph and Rudolph: In pursuit of Lakshmi : The Political

3. Myron Weiner : Politics of Scarcity : Public Pressure and Political Response in India. 4. S.L. Shakdhar : Parliamentary Practices in India. 5. Justice Hegde : Bhartiya Samvidhan Men Rajya Ke Neeti Nirdeshak Tatva. 6. L.K. Singhvi (ed) : विदेशों में निर्वाचन, भारत में निर्वाचन 7. Bhawani Singh : The Council of States in India, Meenakshi Prakashan, Meerut. 8. Sharma, P.D., Pant, H.G. (ed.), Constitutional System in India, New Delhi, 1983. 9. Singhvi L.M. Indian Political Parties (in Hindi & English) 10. सिंघवी, एल.एम. : भारत का संविधान : चुनौतियाँ और उत्तर। 11. P.R. Brass, Politics of India since Independence 2ed, Cambridge. 12. P. Chatterjee (ed) State and Politics in India Delhi Oxford PRess 1997. 13. P. Chatterjee and B. Chakraborty - Social Movements in Contemporary India (Calcutta, K.P. Bagchi and Co. 1999). 14. M.V. Pylee, A Introduction to the Constitution of India New Delhi Vikas 1998. 15. G. Austin : Working of a Democratic Constitution : The Indian Experience Delhi Oxford Univ. Press, 2000. 16. M. Weiner, The Indian Paradox : Essays in Indian Politics (Sage) 1999.	Economy of the Indian State 12. Rajani Kothari : Politics in India 13. Pratap Bhanu Mehta : Bourdon of Democracy 14. R Khan: Federalism in India 15. Reports : Sarkariya Commission, Punchi Commission **Additional Readings :** 1. Sir Ivor Jeanings : Some Characteristics of the Indian Constitution. 2. M.V. Pylee, A Introduction to the Constitution of India 3. W.H. Morries - Jones : Parliament in India. 4. Myron Weiner : Party Politics in India - The development of Multi-Party System. 5. Myron Weiner : Politics of Scarcity : Public Pressure and Political Response in India. 6. M. Weiner, The Indian Paradox : Essays in Indian Politics 7. G. Austin : Working of a Democratic Constitution : The Indian Experience 8. Rudolph and Rudolph: Explaining Indian Democracy : A fifty year perspective 9. Rudolph and Rudolph: In pursuit of Lakshmi : The Political Economy of the Indian State 10. S.L. Shakdhar : Parliamentary Practices in India. 11. Sharma, P.D., Pant, H.G. (ed.), Constitutional System in India 12. Singhvi L.M. Indian Political Parties (in Hindi & English)	

17. S. Kaviraj, Politics in India, Delhi (Univ., Press) 1998	13. सिंघवी, एल.एम. : भारत का संविधान : चुनौतियां और उत्तर। 14. P.R. Brass, Politics of India since Independence 15. P. Chatterjee (ed): State and Politics in India 16. Guru Charan das : Inia Unbound 17. Ramchandra Guha : Patriats and partition 18. Rajani Kothari: State Against Democracy	

Reading elective Disciplinary –I: Political Philosophers: Selected Writings

Existing Syllabus	Proposed Syllabus	Remarks
	Objectives: In most usual sense, political philosophy is a normative subject; it uses words like 'best', 'right' and 'good' often, then there is overlap between political philosophy and moral philosophy. We need some insights into moral philosophy to ask about the 'most just government,' but making progress towards an answer will take us beyond ethics. The question shifts from "how should I live my life?" to "how shall we arrange our society?" Many debates in contemporary political philosophy focus on the question of how social, economic and political institutions should be set up in order to be just. The students shall be expected to acquire a detailed knowledge of some of the philosophical ideas and engage closely and critically with some of the ideas studied. This course will provide them an insight to develop their ability to think independently by studying a particular idea of a political philosopher. They will able to construct their own arguments, responding to but not merely reproducing the argument of others. **Note:** Student will have to choose one of the philosophers given below and study thoroughly his given work to understand the main idea of the work. 1. Plato : The Republic 2. M. K. Gandhi: Hind Swaraj and My Experiments with Truth: An Autobiography	

	3. Amartya Sen: The Idea of Justice 4. John Rawls: A theory of Justice 5. Mary Wollstonecraft : A Vindication of the Rights of Women 6. Frederick Engels:The Origin of Family, Private Property and the State	

SOCIOLOGY

Disciplinary Course 2: Classical Sociological thinkers

Existing	Proposed	Remarks
Social Thinkers: Contribution of any one of the following. **Rationale:** Three founding fathers have been included in this section. A contribution of each thinker is important in understanding of social organization. The Research students are given choice to choose one thinker and are expected to learn all the major contributors of that thinker. This would help students to get complete view of the thinker. To inculcate the habit of reading the original books, students have to opt book of the selected	**Disciplinary Course II-Classical Sociological Thinkers** **Objective:** Three founding fathers have been included in this section. A contribution of each thinker is important in understanding of social organization. This would help students to get complete view of the thinkers and inculcate the habit of reading the original books. **1. Karl Marx** • Communist Manifesto	Keeping the indispensability of three founding fathers in understanding of sociological thought in holistic way, reading their works is necessary

thinker of their choice and read it thoroughly.

A. Karl Marx : Man and his works

Books Recommended :

(1) Communist Manifesto (2) Das Capital (3) A contribution to the Critique of Political Economy (4) The Poverty of Philosophy (5) Marx-Engels: selected works. Vol. 2 (6) Marx-Engels: Selected Correspondence.

B. Max Weber : Man and his works

Books Recommended :

(1) The Protestant Ethics and the Spirit of Capitalism (2) The Theory of Social and Economic Organization (3) Sociology of Religion.

C. Emile Durkheim : Man and his works

Books Recommended :

1. Division of Labour in Society. The Free Press, New York, 1968.
2. The Rules of the Sociological Methods, The Free Press, New York, 1968.
3. Suicide, The Free Press, New York, 1951.
4. The Elementary Forms of Religious Life, the Free Press, New York, 1965.

Note: In addition of the study of anyone thinkers the

2. Emile Durkheim

- The Division of Labour In Society
- The Rules of Sociological Method

3. Max Weber

- The Protestant Ethic and the Spirit of Capitalism

4. Comparative Analysis of theoretical and methodological contributions of Marx, Weber, Durkheim.

References:-

2. Durkheim, E(1933), The Division of Labour in Society; Glencoe, The Free Press.
3. Durkheim, E(1982),The Rules of Sociological Method, London, Macmillan.
4. Edling, Christofer&Rydgren, Jens. (2007), Sociological Insights of Great Thinkers.Praeger, California
5. Giddens, Anthony (1995), Capitalism and Modern Social Theory- An analysis of writings of Marx,Durkheim and Weber, Cambridge University Press, Whole Book..
6. Hughes, John. A(1955), Martin, Peter J. and Sharrock, W.W, Understanding Classical Sociology –Marx, Weber and Durkheim, Sage Publications, Whole Book.
7. Marx, K. and Engels, F (1976), The Manifesto of the Communist Party, in Marx-Engels collected Works, Vol.6, London: Lawrence and Wishart,
8. Weber, M(1949),The Methodology of the Social Sciences, New York, Free Press
   Weber, M(2002), The Protestant Ethic and the Spirit of Capitalism, Los Angeles, Blackwell Publisher

students shall be required to study in detail **all** the original worksof the selected thinker. The thinker to be selected shall be decided by the department in the beginning of the session		

Reading Elective Disciplinary I: Studies in Indian Society

Existing	Proposed	Remarks
Course 1 : Studies in Indian Society **Rationale:** The aim of this course is to provide students with information about the development of sociology in India. Practical approaches are also included as Sociological studies. **1.** Development of Sociology in India ~~2.Theoretical Categorization of Sociological Contributions on Indian Society~~	**Reading Elective Disciplinary: (A) Studies in Indian Society** **Objective:** The aim of this course is to provide students with information about the development of sociology in India. Practical approaches are also included as Sociological studies. **1.** Development of Sociology in India: Sociology and Social Anthropology in India, Contextualization, Indigenization, Sociology for India	Sub topics have been added to spell out content explicitly for self study. Existing topic was deleted due to its ambiguity. New

3.Sociological Studies (Any Two of the following) **(a)**Agrarian Relations: Andre Beteille **(b)**Peasant Movement: D.N. Dhanagare **(c)**Religion and Society among the Coorgs of South Asia: M.N. Srinivas **(d)**Social Movement: Ghamshyam Shah **Books Recommended :** 1. M.N. Srinivas: Religion and Society among the Coorg of South India, Delhi, Asia Pub. House, 1952. 2. R.K. Mukherji: Sociology of Indian Sociology, Bombay, Allied, 1979. 3. Contributions to Indian Sociology, ALL vols., Sage Publication Indaian Pvt. Ltd. New Delhi Feb-Jan, 2012. 4. Yogendra Singh: Indian Sociology, New Delhi, Vistar Publications, 1986. 5. S.C.Dube: Mordenization and Development, New Delhi, Vistar Publication, 1988.	**2.** Theoretical Perspectives: • Indological/ Textual: G.S. Ghurye, Louis Dumont • Marxist: A.R. Desai, Ramkrishna Mukherjee • Structural Functional: M.N. Srinivas, S.C. Dube, Mckim Marriot • Subaltern: B.R. Ambedkar, David Hardiman **3.** Sociological Studies (Any Two of the following) • Agrarian Relations: Andre Beteille • Peasant Movement: D.N. Dhanagare • Religion and Society among the Coorgs of South Asia: M.N. Srinivas • Social Movement: Ghamshyam Shah • Modernization of Indian Tradition: Yogendra Singh • Indian Village: S.C. Dube • Caste Class Power: Andre Beteille **References:-** 1. Alden, Foster Carter : The Sociology of Development (Themes and Perspective in Sociology), Cquseway Books Publishing House, 1985.	topic with specifications of content has been added to make it more clear.. More books have been added to acquaint the students with the relevant studies on Indian society with different perspectives.

6. Vivek, P.S.: Sociological Perspective and Indian Sociology; Himalaya Publishers, New Delhi. 2002.

7. Dhanagare, D.N: Themes and Perspective in Indian Sociology, Rawat Publication, Jaipur. 1994.

8. Alden, Foster Carter : The Sociology of Development (Themes and Perspective in Sociology), Cquseway Books Publishing House, 1985.

2. Desai A.R. (1979), Peasant Struggles in India, Delhi, Oxford University Press.
3. Desai A.R (1981), Relevance of the Marxist Approach to the Study of Indian Society, Sociological Bulletin, 30 (1): 1-20
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8. Dumont Louis (1966), Homo Hierarchicus, The University of Chicago Press, Chicago and London
9. Srinivas M.N. (1955), India's Village, Bombay, Asia Publishing House.
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12. Dube S.C. (1955), Indian Village, London, Routeledge& Kegan Paul.
13. Dube S.C. (1988), India's Changing Villages, London, Routeledge& Kegan Paul.
14. Parmanick S.K. (1994), Sociology of G.S. Ghurye, Jaipur, Rawat Publications.
15. Oommen T.K. and ParthanathMukherji (1986), Indian Sociology: Reflections and Interpretation, Bombay, Popular Prakashan.
16. Unnithan T.K.N. and others (1965),Socology in India, New Delhi, Prentice Hall of India Pvt. Ltd.
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	18. Vivek, P.S.: Sociological Perspective and Indian Sociology; Himalaya Publishers, New Delhi. 2002.	

Reading Elective Disciplinary II: Sociology of Mass Communication and Advertising

Existing	Proposed	Remarks
	Objective: The sociology of communication course aims to introduce students to the central issues regarding multidimensional relationship between communication, Advertising and social system. The course is intended to provide students with a basis for further study in the area of communication and advertising. **1.** Communication and Mass Communication: Elements, Process, Model. • Mass Media: Types and Development • Advertising: Features , Types and Development **2.** Social Theories Of Mass Communication • Katz&Lazarsfeld • Mcluhan • John Thompson • JurgenHabermas • J. Baudrillard **3.** Role Of Mass Media: C. R. Wright • Propaganda, Public Opinion, Recreation, Education, Socialization, Information • Role of Advertising in Modern Society **4.** The Impact Of Mass Media • Uses and abuses of the media: Lasswell, Lazarsfeld, Merton • Deflur: Peterson and Wilbur Schramm • Abuse: Merton, Lazarsfeld • Utility of Advertising in Modern Society **5.** Social & Economic Effect of Advertising	

- Advertising Research and Evaluation Advertising and Social responsibility,
- Ethical issues of advertising. ,
- Advertising & its impact on society: Age, Gender & Class.

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10. Campbell, Colin (1987), The Romantic Ethic and the Spirit of Modern Consumerism, Blackwell, Oxford.
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13. Agee, Warrenk; Phillip, H. Ault and Edwin Energy (1975),Introduction to Mass Communication, New York :Dodi Mead Inc..
14. Aggarwal, B.C. and M.R. Malek (1986,.Television in Kheda, New Delhi: Concept Publication.

		15. Canter, Muriel G. (1980), Prime Time Television – Content and Control, London: Sage Publications. 16. Cassate, Mary B. and Molefi K. Asante (1979). Mass Communication – Principles and Practices, New York: McMillan. 17. Chauhan, Kanwar (2001),Television and Social Transformation, New Delhi: Sarup and Sons. 18. Chauhan, Kanwar (2003). Television and Teenagers – An Emerging Agent of Socialization, New Delhi: Sarup and Sons.	

Semester III

Economics

Reading Elective I: Modern Economic Thought

Existing	Proposed	Remarks
	Objective: This course will introduce the students to economic thought by tracing its history. It will help students to develop a chronological understanding of the development of economic thought. The study of economic ideas of the past is not only challenging but also enlightening. The paper attempts to make the students of economics acquainted with the evolution of economic ideas as a response to immediate economic problems and policy issues, refining earlier analysis by correcting mistakes and filling in the gaps in the analysis. **1.** Pre-classical economic thought: Mercantilism, Physiocracy; Classical economic thought: Adam Smith- Theory of value and Theory of division of labour, Ricardo- Theory of value and Theory of distribution, Malthus- Theory of population, John Stuart Mill - Principles of political economy. **2.** Karl Marx: Historical materialism, Theory of value, Theory of capital accumulation, Analysis of distribution, Theory of crisis; Essential features of Marginalism, Jevons theory of value, Bohm Bawerk: Theory of capital. **3.** Features of Neo-Classical economics; A. Marshall and his contribution, Walras' Theory of general equilibrium; Economics of welfare: A.C. Pigou, V. Pareto; J. M. Keynes and his policies; Post-Keynesian approaches; Economic thought in modern India: Naoroji, Mahatma Gandhi, B. R. Ambedkar and Amartya Sen. **References:** 1. Backhouse, A., History of Modern Economic Analysis, Oxford University Press, 1985.	-

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- en.citizendium.org/wiki/History_of_**pre-classical_economic_thought**
- https://www.marxists.org/archive/marx/works/.../**theories**...**value**
- ublishing.cdlib.org/ucpressebooks/view?docId=ft367nb2h4

	• **economics**.illinoisstate.edu/ntskaggs/eco372/.../alfred_**marshall**.htm • www.academia.edu/3836527/**Walrasian_General_Equilibrium_Theory**	

Reading Elective II: Gender and Development

Existing	Proposed	Remarks
	Objective Gender biases in societal practices and development policies have resulted in persistent gender inequalities. It is increasingly being realized that mitigating such inequalities and enhancing women's capabilities and entitlements are crucial to the overall development of the country. This course would provide students an understanding of the nature of economic role of women and their contribution to the national economy. The course will also develop understanding to use gender perspectives in analysing issues and problems of development. **1.** Gender and development as a separate area of study, issues in gender and development; Gender Development Index (GDI), Gender action plan and Sustainable Development Goals (SDGs): sex ratio, health, extreme poverty, primary education. **2.** Concept and analysis of women's work: Valuation of productive and unproductive work, paid and unpaid work, economically and socially productive work; Female contribution to national income; Limitation of national income statistics. Women and labor market in India; Supply and demand for female labor in developed and developing countries with special reference to India; Female work participation in organized and unorganized sector; Wage differentials and determinants of wage differentials: gender, education, skill, productivity, efficiency, opportunity. **3.** Mainstreaming gender into developmental policies- Gender and development planning; Gender sensitive	

governance; Gender budgeting; Paradigm shifts from women's well being to women's empowerment; Microfinance and gender, Democratic decentralization and empowerment of women in India.

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2. Agnihotri, S.B., Sex Ratio in Indian Population: A Fresh Exploration, Sage publications, New Delhi, 2000.
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16. Papola, T. S. and A. N. Sharma (Eds.), Gender and Employment in India, 1999.
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	World Development, Vol. 39, No. 8, pp. 1476-1484, 2011. **Websites for Reference** • www.undp.org/hdr UNDP Human Development Report (various years) • http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTGENDER/0,,contentMDK:20619560~menuPK:1570210~pagePK:148956~piPK:216618~theSitePK:336868,00.html • https://info.worldbank.org/etools/docs/library/192862/Module1/Module1c.html • http://www.fao.org/docrep/005/y3969e/y3969e02.htm • http://www.bridge.ids.ac.uk/sites/bridge.ids.ac.uk/files/reports/re55.pdf • http://www.un.org/millenniumgoals/	

History

Reading Elective I: Approaches To Global Historiography

Existing	Proposed	Remarks
	APPROACHES TO GLOBAL HISTORIOGRAPHY **Rationale:** The course acquaints the students with the ancient, medieval and modern approaches of historical writings along with some representative historians. It also consists of the contemporary trends and issues emerging in the field of current history writing.	The course acquaints the students with the approaches of historical writings along with some representative

historians

1. Herodotus: *The Histories*
2. Plato: *The Republic*
3. Aristotle: *The Politics*
4. St. Augustine: *The City of God*
5. Ibn Khaldun: *Muqaddimah*
6. Machiavelli: *The Prince*
7. Ranke: *Seminars*
8. Marx: (i) *Manifesto of the Communist Party* (ii) *Marx on India*
9. Mary Wollstonecraft: *A Vindication of the Rights of Women.*
10. Foucault: *Madness and Civilization.*

Suggested Readings:

Aristotle, Jowett Benjamin (translator), *Politics* ,Australia: University of Adelaide.

Beauvior, Simone De, Parshley, H.M., Bair, Deirdre, *The Second Sex* ,Vintage, 1989.

Bloch, Marc, *The Historian's Craft* ,Manchester University press, 1992.

Foucault, Michel, *Madness and Civilization: A History of Insanity in the Age of Reason* ,Psychology Press, 2001.

Herodotus (Author), John M. Marincola (Editor, Introduction), Aubrey De Selincourt (Translator), *The Histories Reissue Edition* ,Penguin book limited, 2003.

Ibn Khaldun, Barnes, H.E., *A History of Historical Writing* ,New York, 1963.

Livy, Shotwell, James T., *The History of History*, Vol. I ,Columbia, 1939.

Marx, Wales, W.H., *An Introduction to Philosophy of History* ,London, 1951.

Nicolo, Machiavelli, Marriott, W. K., *The Prince* ,South Australia, 2014.

Plato, Lee Desmond (translator), *The Republic* ,Penguine book limited, 2003.

Ranke, Gooch, G.P., *History and Historians in the Nineteenth Century* ,London: 1913.

Rousseau, Jean-Jacques, *The Social Contract* ,South Australia, 2014.

St. Augustine, Shotwell, James T., *The History of History*, Vol. I ,Columbia, 1939.

Wollstonecraft, Mary, Cracium, Adriana, *A Vindication of the Right of Women: A Sourcebook* ,Routledge, 2002.

10.

Reading Elective II: An Introduction to South Asia

Existing	Proposed	Remarks
	Rationale: This course seeks to present an analytical perspective on societal dynamics and their impact on historical processes in South Asia. This paper focuses on the political economy and social history of South Asia. The aim is to provide an outline of the region to the learners. 1. The Significance of South Asia. 2. The South Asia Region: Political Geography and Social History. 3. Nature and Impact of the Colonial Experience. 4. Growth of Nationalism: Evolution and Character. 5. Patterns of Polity, Democracy, Monarchy, Authoritarianism, Military. 6. Foreign Policy in the wake of Cold War. 7. Developmental Challenges before the nation; Debt, Famine, and Hunger in the Region. 8. Politics of Identities; Tribal, Religion, Caste, Linguistic, Regional. 9. Environmental Issues in South Asia; Policies, Movements, Trends. 10. Emerging Geopolitics: The SAARC Globalization and Erosion of the Nation State. **Suggested Readings:**	This paper will help to understand the political economy and social history of South Asia.

	Chandran, D. Suba and Chari, P.R. (ed.), *Armed Conflict in South Asia: Growing Violence*, New Delhi, Routledge, 2008. Farmer, B.H., *AN Introduction to South Asia* ,London, Routledge, 1993. Jalal, Ayesha, *Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective* ,New Delhi, Cambridge University Press, 1995. Ollapally, Deepa M., *The Politics of Extremism in South Asia* ,Cambridge: Cambridge University Press, 2008. Sethi, Harsh (eds.), *State of Democracy in South Asia*: *A Report, the SDSA Team* ,New Delhi: Oxford University Press, 2008.	

Reading Elective III: Cinema, Society and History

Existing	Proposed	Remarks
	Rationale: The course would introduce students to the evolutionary nature of Indian Cinema tracing the specific genres, thematic concerns reflective of prevailing scenario and the forms of popular cinema, and traversing through the silent cinema of early studio years, the coming of sound, the auteurs and new studios, the consolidation of the star system to the globalization of contemporary cinema. It aims at a focus on aesthetic, theoretical and historical interventions in the area.	The paper introduces to understand the historical changes through

	1) 'Cinema History'": A Viable Category of Understanding Social Identities? 2) Empire, nationalism , Narratives of National Reconciliation and the Early Cinema 3) Partition: Looking Through Lens 4) Class, Cinema, and Ethnographic Spectacle: Addressing the Concerns of People during Nehruvian-Indira Era 5) Popular Cinema and Vernacular Culture: Categorization of Regional Cinema 6) Liberal Economic Reform, Changing Idea of Nation State and Indian Cinema: Development After 1990s 7) The Construction of Religious Identities: Hindutva, Popular Culture and the Muslim 'Other' 8) Folklore and the Developmental Aesthetic 9) Society and Cinema in the Age of twenty first Century: Technology Advancement, Fiction, and the Growing Imagination. 10) From Age of Innocence to Age of Information: Transformation to Digital Technology **Movies (list o be periodically updated)** Raja Harishchandra, Andolan, Anandmatha, Tamash, Garm Hawa, Do Bigha Zamin, Mother India, Namak Haram, Deewar, Pather Panchali, Namste London, Barsaat ki Raa, Mere Mehboob, Ghazal, Mere Huzoor, Mehboob ki Mehndi, Pinjar, My Name is Khan, Pardesh, DDLJ, Rudali, Gravity	the history of cinema.

Readings

Alam, J., *Behind election verdict: what kind of a nation are we?, Economic and Political Weekly*, 31(25),1996, pp 1612–1620.

Anderson, Benedict, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* , London/New York: Verso, 1991.

Bhabha, H., (ed), *Nation and Narration* ,London: Routledge, 1990.

Brass, P., *The Production of Hindu–Muslim Violence in Contemporary India*, Washington, DC: Washington University Press, 2003.

Chakrabarti, S. S., *National Identity in Indian Popular Cinema, 1947–1987* ,Austin: TX University Press, 1994.

Charney, Leo and Vanessa, Schwartz (eds), *Cinema and the Invention of Modern Life* ,University of California Press, 1996.

Conley, Tom, *Cartographic Cinema* ,Minneapolis: University of Minnesota Press, 2007.

Gellner, Earnest, *Nations and Nationalism* ,New York: Cornell University Press, 2006.

Hansen, T. Blom, *The Saffron Wave: Democracy and Hindu Nationalism* ,NJ: Princeton

University Press, 1999.

Kumar H. M., Sanjeev, Constructing the Nation's Enemy: Hindutva, popular culture and the Muslim 'other' in Bollywood Cinema, *Third World Quarterly*, 34:3, 2013, 458-469.

Lamster, Mark (ed), *Architecture and Film* ,Princeton: Princeton Architectural Press, 2000.

Prasad, M., *Ideology of Hindi film : A Historical Construction* ,New Delhi: OUP, 1998.

Ray, Rajat Kant, *The Felt Community* ,New Delhi: OUP, 2007.

Savarkar, V. D. (ed), *Hindutva: Who is a Hindu*? ,New Delhi: Bharati Sahitya Sadan, 1989 .

Sherman, Sharon R. and Mikel, J.Koven (ed.), *FOLKLORE / CINEMA: Popular Film as Vernacular Culture* ,Logan, UT:Utah State University Press, 2007.

Thompson, Kristin and David, Bordwell, *Film History* ,McGraw-Hill Higher Education, 2010.

Wagenknecht, Edward, *The Movies in the Age of Innocence* ,USA: McFarland & Company, 2014.

POLITICAL SCIENCE

Reading elective-1 : Political Studies in India: Selected Writings

Existing Syllabus	Proposed Syllabus	Remarks
	Objectives: This course is mainly concerned with the Indian political thought. The course includes some of the notable works in India which influenced the political thinking in India. The students are expected to study a political thinker's work and develop an analytical and critical perspective. Students shall be able to develop a broad conception of the realm of the political thinking, enabling them to think critically. This course will provide them an insight to develop their ability to think independently and they will able to construct their own arguments, responding to but not merely reproducing the argument of others. **Note:** Student will have to choose one of the thinkers given below and study thoroughly his given work to understand the main idea of the work. 1. Kautilya: Arthashastra 2. B.R. Ambedkar: The Untouchables and Who are the Shudras 3. Rajni Kothari: Rethinking Indian Democracy 4. Subhash Kashyap: Our Constitution 5. Pratap Bhanu Mehta: The Burden of Democracy	

RESEARCH THEMES FOR DISSERTATION

Existing Syllabus	Proposed	Remarks
	• Social Justice • State, Development and Public Policy • Civil Society and State • Political Ideas in Modern India	

	• Political Institutions • Theories of Change and Transformation • Legitimacy, Protest and Change • Federalism and Decentralization • Diversity and Difference • Religion and Politics • Equality and Non-discrimination • Justice, Community and Culture • Secularism, the nation-state and minority politics • Social and Political Movements • Politics of Caste, Class, Communalism and Regionalism • Multiculturalism and Identity Politics • Dalit Movements and Politics • Gender and Politics. • Environmental Politics • Electoral politics • Political participation: political parties and pressure groups • Comparative study of regional and state politics in India • Neo-Liberalism and Globalization • Issues of National Security Foreign Policy of India • Area Studies • International Relations	

Sociology

Reading Elective I: Rural and Urban Studies

Existing	Proposed	Remarks
	Objective: The main objective of this paper is to sensitize students on rural and urban dimensions of society, various rural problems affecting the social structure and how urban community is changing to rural one. And it also seeks to explore the theoretical perspective of rural-urban sociology. **1.** From Rural to Urban- Difference and Continuum, Village as a Unit of study, the little community, peasant society, little and great tradition **2.** Rural Social Structure: Agrarian Classes, Agrarian relations: Agrarian Class Structure and Tenancy, Agrarian Reforms **3.** Agrarian Crises: • Rural Indebtedness, Peasant Suicides, Special Economic Zones and Land alienation. **4.** Development of City: • Historical Perspective: Lewis Mumford • Ecological Perspective: Park and Burgess, Harris and Ullman **5.** Theories of urban sociology: • Simmel – Metropolis and Mental Life; • Louis Wirth – Urbanism; • Manuel Castell – The City and Grass Roots **6.** Rural-Urban Development and Planning, Problems, Over Urbanization, Slums and Urban Ecology **References:** **1.** Desai, A.R. (1968),Rural Sociology in India, Bombay, Popular Prakshan. **2.** Desai, A.R. (1979),Peasant Struggle in India, Bombay, Oxford University Press. **3.** Thorner, D and Alice Thorner (1962), Land and Labour in India, Bombay, Asia Publishing House. **4.** park, Robert and Burgess, Ernest, “The City”, Chicago, University of Chicago Press	

	5. Mumford, Lewis (1968), City in History (Chapter 1), San Diego, Mariner books **6.** Rao, M. S. A., Ed. (1974), Urban Sociology in India: Reader and Source Book, New Delhi, Orient Longman. **7.** Sharma, K.L. (1997),Rural Society in India,New Delhi, Rawat Publication. **8.** Dhanagare D.N. (1988), Peasant Movement in India, New Delhi, Oxford. **9.** M.S. Gore (1968), Urbanization and Family Change, Bombay, Popular Prakashan **10.** Dube, S.C. (1955), Indian Village, London **11.** Redfield, Robert (1956), Peasant Society and Culture, Chicago, Chicago University Press.	

Reading Elective II: Gender Studies

Existing	Proposed	Remarks
	Objective: Gender Studies is an inter-disciplinary paper which has been designed to focus on the construction of gender and gender relations from various dimensions. This paper intends to highlight the key issues for promoting research in Gender Studies Perspective. **1.** Introduction to Gender Studies: • The concept of sex and gender • Social construction of gender • Gender Identity: Masculinity, Femininity, Transgender • Patriarchy, Power and Masculinity **2.** Demographic Profile: • Social Profile: Education and Health • Economic Profile: work • Political Participation **3.** Feminist Theories:	

- Liberal Feminism
- Marxist Feminism)
- Socialist Feminism)
- Radical Feminism
- Postmodern Feminism
- Intersectionality

4. Feminist Perspectives and Knowledge Building

- Feminist epistemology
- Feminist empiricism
- Feminist standpoint
- Feminist ethnography

5. Women's Movement

- Women's movements in the world;
- Women's movement in India

6. Gender and media.

References:

1. Bansal, D. K. (2006), Gender violence, New Delhi: Mahaveer and Sons.
2. Chanana,K. (Ed.). (1988), Socialization, education and women: Explorations in gender identity. Delhi: Orient Longman.
3. Chaudhuri, M. (2011), The Indian women's movement. Delhi: Palm Leaf Publications.
4. Connell, R.W. (2003), Gender. Cambridge: Polity Press.
5. Das Rani, S. (2010), Gender dynamics in India. Himalaya Publishing House
6. Desai,N., &Krishnaraj, M. (1987), Women and society in India. Delhi: Ajanta.
7. Desai, N., &Thakkar, U. (2004), Women in Indian society. National Book Trust.
8. De Souza, A. (Ed.). (1975), Women in Contemporary India. Delhi: Mano-har.

9. Forbes, G. (1999), Women in modern India. Cambridge University Press.

10. Harding, S. G. (1987), Feminism and methodology: social science issues, Indiana: Indiana University Press.

11. Hesse-Biber, S.N. (Ed.). (2007), Hand book of feminist Research, theory and practices, London: Sage Publiation.

12. Jackson, S. (1998), Contemporary feminist theories. Edinburg, Edinburg University Press.

13. Kaur, M. (2005), Gender realities. Chandigarh : Abhiskek Publication

14. Momsen J. H. (2010), Gender and development (2nd ed.). New York: Routledge.

15. Poonacha,V. (1990). Understanding violence. SNDT, Mumbai.
16. Prasad, K. (Ed.). (2005), Women and media: challenging feminist discourse. New Delhi: The Women Press.

17. Tong, R. (2009), Feminist thought: A comprehensive introduction. Colorado: Westview Press

Verified

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Department of Sociology

Banasthali Vidyapith, Banasthali

Minutes of the Board of Studies held on 29.12.2018 at 11.00 A.M in Vidya Mandir Conference Hall, Banasthali Vidyapith.

Present

1. Dr. Aparna	:	Internal Member
2. Dr. Arti Kumari	:	Internal Member
3. Dr. Hitendra Singh Rathore	:	Internal Member
4. Prof. Manju Singh	:	Convener
5. Ms. Priambada Shah	:	Internal Member
6. Dr. Rajshree	:	Internal Member
7. Ms. Shikha Jagarwal	:	Internal Member
8. Ms. Shikha Sharma	:	Internal Member
9. Mr. Rabi Raj	:	Internal Member
10. Mrs. Reeti Raj	:	Internal Member
11. Dr. Ruchi	:	Internal Member
12. Mr. Satender	:	Internal Member
13. Mr. Muhammed Iqbal Tarique	:	Internal Member
14. Ms. Shrishti	:	Internal Member
15. Prof. Ashok Kaul	:	External Member
16. Prof. Pratibha Mishra	:	External Member

Note: Prof. Vinay Kumar, University of Delhi (External Member) could not attend the meeting.

The meeting started with a welcome of the members, by the convener of Board of Studies for Sociology Prof. Manju Singh, Head, Department of the Sociology, Banasthali Vidyapith, Rajasthan.

1. The Board confirmed the minutes of last meeting of the Board of Studies held on 22nd April, 2016.

The Board resolved that the minutes to be confirmed *.

2. The Board scrutinized the existing panel of examiners and suggested to update the address and phone numbers of the existing examiners in accordance with the Bye-law 15.03.02 of the Vidyapith.

The updated panel of examiners has been submitted to the Secrecy section both in hard and soft copies.

3. The Board reviewed the Courses of Study/ Curricula, scheme of examination and proposed revisions in various courses of study as follows:

3.1. B.A./B.A. B. Ed. (Sociology) Examinations:

i	First Semester Examination, December, 2019	No Change
ii	Second Semester Examination, April/May, 2020	No Change
iii	Third Semester Examination, December, 2020	Minor Change [a]
iv	Fourth Semester Examination, April/May, 2021	No Change
v	Fifth Semester Examination, December, 2021	Revised [b]
vi	Sixth Semester Examination, April/May, 2022	Revised [b]

The board reviewed the objectives, syllabi, learning outcomes of the B.A./B.A. B.Ed (Sociology) Examinations.

(a) Board discussed and reviewed the syllabi of *Research Methods in Sociology* (SOC 205) course and found repetition of topics- observation and Schedule in Unit III. The board suggested to remove the repetition and also recommended to implement the proposed revision in the syllabus of *Research Methods in Sociology* (SOC 205) by III Semester Examination, **December 2019.**

The board reviewed learning outcomes and recommended books and suggested to add E- Resources and update recommended books.

(b) Board suggested introducing Discipline Elective in V and VI semesters to provide wider choice for students to explore emerging areas of sociological enquiry.

Programme Educational Objectives, Programme Outcomes and Course Scheme of B.A. Sociology programme is attached and marked as **Annexure I.** Learning outcomes, revised syllabi, recommended books and suggested E Resources of the B.A. courses is attached and marked as **Annexure II.**

3.2. Foundation Course: B.A./BSc./BCA/BHSC/B.Tech./B.Pharma/B.Des./BAJMC/BBA/ B.Com./ LLB

The Board also reviewed the existing course of study and curricula of the foundation course 'Women in Indian Society' being coordinated by the department. For ensuring uniformity in the foundation courses across the university, the board proposed 2 credits for this course instead of 3. The board also suggested revising the content which has been updated.

3.3. M.A. (Sociology) Examination:

i	First Semester Examination, December, 2019	Revised [a b]
ii	Second Semester Examination, April/May, 2020	Revised [c d]
iii	Third Semester Examination, December, 2020	Revised [e]
iv	Fourth Semester Examination, April/May, 2021	Revised [f g h]

The Board reviewed the MA Sociology syllabi and found the conceptual and theoretical content satisfactory. In addition to this, Board recommended relocating of discipline

elective courses in III & IV semester with a view of strengthening theoretical understanding of core courses of Sociology in I and II Semester and subsequently provide elective courses in III and IV Semesters in order to develop areas of interest and specialization for further studies. Along with existing electives, the M.A. Sociology programme has also proposed new electives and reading electives. The proposed courses are of emerging trends and they would enable the students to develop their critical thinking and analytical abilities. Reading elective also includes online courses that would enable students to gain knowledge from wide range of courses offered by prestigious institutions worldwide.

The students are supposed to opt for reading elective in III and IV semesters, taking not more than one course in each semester. Board also recommended implementing the proposed additions by III & IV Semester Examination **April/May, 2020-21**.

(a) The Board reviewed and discussed the existing courses of Semester I and suggested to replace elective I with a core course. The board agreed upon to include *Rural Sociology* (SOC 404) from existing scheme of Elective I as core course in I semester. The board also recommended implementing the proposed revision by I Semester Examination, **December, 2019.**

(b) The Board had a discussion on the courses *Sociological Thinkers-I* (SOC 407) and *Sociological Thinkers-II* (SOC 408) running in I and II Semester, it was found that students had already studied two courses on classical sociological thinkers in their graduation. However, it was also discussed that the students should be given an overview of classical sociological thought as well. Therefore, the board agreed upon to merge the two courses and place the revised syllabus in I semester. The board also recommended implementing the proposed revision by I Semester Examination, **December, 2019.**

(c) Moreover, another course *Urban Sociology* (SOC 411) from existing scheme of Elective I was suggested to be placed as core course in II semester in lieu of *Sociological Thinkers-II* (SOC 408). The board recommended implementing the proposed revision by II Semester Examination, **April/May 2020.**

(d) The Board reviewed the existing courses of Semester II and suggested to replace elective II with a core course. The board agreed upon to include *Globalisation and Society* (SOC401) from existing scheme of Elective II as core course. The board recommended implementing the proposed revision by II Semester Examination, **April/May 2020.**

(e) The Board reviewed the existing courses of Semester III and found that there were two electives in existing scheme. The board recommended keeping only one elective for ensuring uniform curriculum structure. Therefore, it was suggested to include *Industrial Sociology -I*(SOC 504) as a core course with a view of enhancing employability aspect of the programme. The board agreed upon to include *Industrial Sociology-I* (SOC 504) from existing scheme of Elective III as core course in III

semester with removal of 'I' from the title. It was also recommended to implement the proposed revision by III Semester Examination, **December, 2020.**

(f) The Board reviewed the existing courses of Semester IV and found that there were three electives in existing scheme. The board recommended keeping only one elective. Therefore the Board suggested including *Social Psychology* (SOC 509*)* as a core course with a view of developing a deeper understanding about the relationship between self and society along with the process of development of self. The board agreed upon to include *Social Psychology (*SOC 509*)* from existing scheme of Elective IV as a core course in IV semester and also recommended to implement the proposed revision by IV Semester Examination, **April/May 2021.**

(g) Board reviewed the list of electives and found that the title of *Industrial Sociology-II* (SOC 505) to be replaced by *Industry and Society* observing the synchronization of content with nomenclature of course. Board recommended implementing the proposed revision in syllabus of *Industry and Society* IV Semester Examination, **April/May 2021.**

(h) The board also had detailed discussion on the course *Project* (SOC 506) and suggested it to be replaced from *Dissertation* in order to provide an intensive training of field studies and make it compulsory for all students. Board recommended implementing the proposed revision by IV Semester Examination, **April/May 2021.**

Along with inclusion of existing discipline electives, Board has also proposed new courses. The list of discipline elective courses is follows:

- Environment and Society (SOC 501)
- Sociology of Education (SOC 409)
- Sociology of Information Society (SOC 514)
- Social Movement in India (SOC 405)
- Social Exclusion and Inclusion
- Science, Technology and Social Change (SOC 507)
- Sociology of Health and Medicine (SOC 513)
- Sociology of Popular Culture and Mass Communication (SOC 515)
- Sociology of Deviance and Crime (SOC 512)
- Diasporic Studies
- Sociology of Religion
- Industry and Society
- Dissertation

Board also has proposed new Reading electives inclusive of online courses in the curricula as follows:

- Social Engineering
- Digital Sociology
- Political Sociology
- Sociology of Youth
- The Science of Happiness
- The Age of Sustainable Development
- The Modern and the Post Modern

- Questionnaire Design for Social Surveys
- Human Rights, Human Wrongs, Challenging Poverty, Vulnerability & Social Exclusion
- Global Sociology
- Leaders in Global Development

The board reviewed learning outcomes and recommended books and suggested to add E- Resources and update recommended books. Programme Educational Objectives, Programme Outcomes, and Course Scheme of MA Sociology programme is attached and marked as **Annexure III.** Learning outcomes, updated recommended books and suggested E-Resources is attached and marked as **Annexure IV.**

3.4 M.S.W. (Master of Social Work) Examination

i.	First Semester Examination, December, 2019	Revised [a b c]
ii.	Second Semester Examination, April/May, 2020	Revised [d e]
iii.	Third Semester Examination, Dec ember, 2020	Revised [f g h i]
iv.	Fourth Semester Examination, April/May, 2021	Revised [j k l]

The Board reviewed the objectives, syllabi, learning outcomes of the Master of Social Work Programme. Master of Social Work (MSW) is a practical oriented professional programme that focuses on changing trends in the contemporary society and helping people to cope up and adjust with conflict, crisis and adverse conditions resulting from such changes. New initiatives and issues of the Government and other Institutions have been incorporated in the syllabi for strengthening theoretical learning and practical interventions resulting in modifications and revision of some courses. The board also proposed to normalize the credit score of the programme as per University norms by removing one course from each semester. However, the relevant contents have been added in related courses.

a) In MSW I Semester, the syllabi were reviewed. The Board had detailed discussion on removal of *Indian Society: Structure and Change* (Course Code: SOC 403). As the basic concept and issues of Indian Society are taught in *Theoretical Foundation of Social Work* (Course Code: SW 412), *Marginalized Groups: Issues and Concerns* (Course Code: SW 406) and *Community Work and Social Action* (SW 401), Board suggested to remove this course and recommended implementing the proposed revision by I Semester Examination, **December, 2019.**

b) In MSW I Semester, revision in the syllabus of *Family: Issues and Concerns (Women, Child and Elderly* (SW 402) was proposed. Board recommended specifying and elaborating theories of child development for better understanding. Board agreed to the revision in the syllabus of *Family: Issues and Concerns (Women, Child and Elderly* (SW 402) and recommended implementing the proposed revision by I Semester Examination, **December, 2019.**

c) In MSW I Semester, Board reviewed the syllabus of *Marginalized Groups: Issues and Concerns* (SW 406). It was found that the topic Vohra Committee was not relevant in this course as it focused on Criminalization of Politics. Board suggested to remove this topic from the syllabus and also recommended implementing the proposed revision by I Semester Examination, **December, 2019**.

d) In MSW II Semester Examination, the Board discussed on the syllabus of *Social Work Practice Skills* (Course Code: SW 410). This course constitutes various field work practice skills that are applied while working with individuals, groups and community. As the contents are also taught in other courses; *Methods of Social Work I: Working with Individuals* (Course Code: SW 407*), Methods of Social Work I: Working with Groups* (Course Code: SW 408) and *Community Work and Social Action* (Course Code: SW 401), the Board recommended removal of the course for normalization of the credits. Board also suggested to merge Counseling process and theories of *Counseling Theories and Practices* (Course Code: SW 503) in the syllabus of *Methods of Social Work I: Working with Individuals* (Course Code: SW 407). Moreover, the board also suggested removing some of the theories of Social Case Work (Psychoanalytic and Problem solving theories) in II semester Examination. It was also recommended to implement the proposed revision by II semester, **April / May 2020**.

e) In MSW II Semester Examination, revision in the syllabus was proposed. Board had a discussion and recommended shifting and adding some topics like mentoring, supervision, team work, documentation in *Methods of Social Work II- Working with Groups* (Course Code: SW 408) from *Social Work Practice Skills* (Course Code: SW 410) to enhance learning among students on practical intervention. Board recommended implementing the proposed revision in the syllabus of s *Methods of Social Work II-*

Working with Groups (Course Code: SW 408) by II Semester Examination, **April / May, 2020.**

f) In MSW III Semester, Board reviewed the syllabi and proposed removal of *Counseling Theories and Practices* (Course Code: SW 503) for normalization of credits. In the discussion, board suggested shifting of the content (phases and theories of Counseling) and incorporating them in the course *Methods of Social Work I: Working with Individuals* (Course Code: SW 407) of II Semester. Board suggested implementing the proposed revision in III Semester Examination by **December, 2020**.

g) In MSW III Semester, the Board reviewed the syllabus of *Women Empowerment* (Course Code: SOC 518). Since MSW programme is offering a Specialization on *Women Empowerment* in IV Semester, Board agreed upon removing the course from III Semester for normalization of credits and suggested implementing the proposed revision in III Semester Examination by **December, 2020**.

h) In MSW III Semester, the Board reviewed the content and suggested addition of some concepts on Communication in the course *NGOs, Social Advocacy and Networking* (Course Code: SW 506). Board considered necessary changes in the syllabus of *Social Advocacy and Networking* and suggested implementing the proposed revision in III Semester Examination by **December, 2020.**

i) In MSW III Semester Examination, the board has also proposed to introduce a list of Electives. The courses emphasize on intervening various strategies and means of combating severe conflict, disaster and crisis that is globally affecting the society. Board recommended introducing elective courses on emerging areas of Social Work in III Semester. It was also recommended implementing proposed revision in III Semester Examination by **December, 2020**.

Board has proposed new electives in the curricula as follows:

- Conflict Management & Peace Building
- Ecology & Social Work
- Corporate Social Responsibility
- Community Medicine and Social Work
- Social Work and Disaster
- Community Development

j) In MSW IV Semester, the Board had a discussion on the course *Community Development* (SW 502) and it was suggested to remove the course for normalization of the credits. However, it was proposed that the course could be incorporated in pool of electives in III semester. It was also recommended implementing proposed revision in III Semester Examination by **April/May, 2021**.

k) Board reviewed the syllabus of *Feminist Theory and Feminist Thought* (SOC 502) in MSW IV Semester. It was suggested to elaborate Feminist theories to enhance student's learning on the struggle and efforts of women to fight against all sorts of discrimination in the society. It was also recommended implementing proposed revision in III Semester Examination by **April/May, 2021**.

l) The course credit of *Field Work Practicum* of all the four Semesters; *Summer Placement* of II Semester and *Block Placement* of IV Semester in MSW programme has been reduced in proposed scheme to align with the norms of the University.

The board reviewed learning outcomes and recommended books and suggested to add E-Resources and update recommended books.

Programme specific outcomes and the list of courses of the MSW (Master of Social Work) programme is attached and marked as **Annexure – V A.** The revised syllabus, learning outcomes, list of recommended books and suggested E-Recourses of the MSW (Master of Social Work) programme is attached and marked as **Annexure – V B.**

3.5. M.Phil. Sociology Examination:

The Board recommended restructuring of M.Phil. programme with two semester system. Programme Educational Objectives, Programme Outcomes, and Course Scheme of M.Phil. Sociology programme is attached and marked as **Annexure VI.** Course Details is attached and marked as **Annexure VII.**

3.6. P G Diploma in Women & Human Rights

I	Annual Programme of PG Diploma in Women & Human Rights	Annexure VIII-A &B

a) P G Diploma in Women and Human Rights programme is in Annual scheme. The board suggested reducing the number of courses in aligns with other diploma programme run by the different departments of Vidyapith. The Board recommended removing one of the courses *Feminist Thought* (Paper 4). Board also discussed on *practical work* and found that diploma is a part time course and it is difficult to ensure the quality in practical work. Therefore, the board recommended removal of the component of practical work from the programme.

The board reviewed learning outcomes and recommended books and suggested to add E-Resources and update recommended books.

Programme Educational Objectives, outcomes and scheme of the P G Diploma in Women and Human Rights programme is attached and marked as **Annexure-VIII A.** Course contents, **Learning** outcomes, updated recommended books and suggested E-Resources in the courses is attached and marked as **Annexure- VIII B.**

4. The board reviewed the syllabi, learning outcomes and recommended books of the B.A. /B.Ed./B.A.J.M.C/B.A.L.L.B. Sociology Examinations. Board resolved to recommend that there is no need to change in curricula of the courses. List of courses, learning outcomes, updated recommended books and suggested E-Resources is attached and marked as **Annexure IX.**

5. Board reviewed the reports received from the examiners of different examinations for academic sessions 2016-17 to 2017-18. It was noted by the examiners that the most of the answers were to the point and overall performance of the students was satisfactory. The analysis of the reports received is enclosed in **Annexure X A and Annexure X B)**.

6. The board evaluated the semester examination papers of academic sessions 2013-14 to 2016-17 and it was found that most of them were theoretical, descriptive, analytic and Information based depending on the nature of course. The analysis of question papers is enclosed in **Annexure XI A and Annexure XI B)**.

7. The Board had a discussion on implementing Online Courses. It was observed that there was no scope of inclusion of online courses in as the credit was already high.

*****Meeting ended with vote of thanks.

Annexure I

Programme & Course Format for BOS Minutes

Name of Programme: B.A.
Sociology

Programme Educational Objectives

To develop the spirit of social and cultural ethos, Banasthali Vidyapith takes pride in adhering to *Panchmukhi Shiksha* (Five-Fold Education model), in imparting education to young students. The Bachelor of Arts (BA) Sociology Programme is designed to promote sociological and critical thinking essential for effective participation in personal and social affairs. Through this programme the students are acquainted with basic concepts of society, social groups and social institutions. They are encouraged to develop sensitivity towards socio-cultural diversity of India and become aware and responsible citizens of the county.

The main objectives of the BA Sociology programme are:

- To cultivate sociological imagination so as to understand how individual experiences are shaped by social structure and culture.
- To develop an understanding of intellectual and socio-economic contexts of the emergence and development of sociological thought.
- To develop an understanding about the sociological concepts which frame the base of social theories and sociological knowledge.
- To acquaint with knowledge and critical thinking to social issues emanating from social inequalities based on race, caste, class, gender and ethnicity.
- To familiarize with scientific nature of sociological research and its types; research designs; tools and techniques of data collection and analysis; interpretation of research results and development of conclusions.
- To promote application of technology in sociological research.
- To develop communication abilities to formulate effective and substantial written and verbal arguments in sociological perspectives.
- To create collective consciousness and sensitivity towards nature and reinforcing the notion of nature as mother nature among the members of society.

- To build a gender neutral and socially just society and develop tolerance for different cultural, religious, and political belief systems
- To create a social environment for self- motivated, socially responsible and morally strong individuals who work for betterment of society

Programme Outcomes

PO1: Sociological Knowledge: Think sociologically about social structure, interaction, identities, and inequalities; articulate understanding of basic sociological concepts as well as areas of sociological inquiry at micro and macro levels of analysis.

PO2: Planning Abilities: Acquire life skills through socialization process and demonstrate planning and organization abilities in everyday life for attaining better quality of life.

PO3: Problem analysis: Think rationally and critically about social reality and take judicious decisions in everyday life; demonstrate the ability to identify the factors of social problems and be able to assess social policies and development interventions.

PO4: Modern tool usage: Get acquainted with modern technology and prepared for application of computer based tools for pursing teaching and research.

PO5: Leadership skills: Understand the complexities of multi- cultural and plural society; become responsible citizens and take leadership roles with intrinsic values of humanism, egalitarianism and secularism.

PO6: Professional Identity: Recognize professional and social roles and demonstrate values of their profession in their behaviour and decisions.

PO7: Sociological Ethics: Learn social values and norms; understand the ethical issues involved with various methodological approaches and unbiased role of a researcher in interpreting social reality**;**

PO8: Communication: Apply oral, written, and other technologically driven medium to communicate and present sociological knowledge.

PO9: The Sociologist and Society: Able to bring in planned social change that can lead to social justice, equality and peace in society

PO10: Environment and sustainability: Focus on why human activities and social organization has neglected environment and sustainability, conduct researches for innovative solutions to eco-friendly and sustainable development practices

PO11: Life- long learning: Change in attitude and behavior; develop social responsibility and commitment to social justice; be sensitive towards multiple belief systems; adjust with changing socio-cultural scenario and adapt to new technological innovations.

NOTE

Gray indicates shifting of the content	Sociology
Strikethrough indicates content omitted.	~~Sociology~~
Black background with text in white indicates addition of the new content.	Sociology

BA Sociology
Programme Scheme: Semester: I

Existing					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
SOC 101	Basic Elements of Sociology	4	0	0	4
SOC 104	Structure of Indian Society	4	0	0	4

Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
SOC 101	Basic Elements of Sociology	4	0	0	4
SOC 104	Structure of Indian Society	4	0	0	4

Programme Scheme:Semester: II

Existing					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
SOC 102	Issues Concerning Indian Society	4	0	0	4
SOC 103	Social Statics and Social Dynamics	4	0	0	4

Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
SOC 102	Issues Concerning Indian Society	4	0	0	4
SOC 103	Social Statics and Social Dynamics	4	0	0	4

Programme Scheme: Semester: III

Existing					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
SOC 203	Introduction to Rural Sociology	4	0	0	4
SOC 205	Research Methods in Sociology	4	0	0	4

Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
SOC 203	Introduction to Rural Sociology	4	0	0	4
SOC 205	Research Methods in Sociology	4	0	0	4

Programme Scheme: Semester: IV

Existing					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
SOC 204	Population and Society	4	0	0	4
SOC 206	Sociology of Change and Development	4	0	0	4

Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
SOC 204	Population and Society	4	0	0	4
SOC 206	Sociology of Change and Development	4	0	0	4

Programme Scheme: Semester: V

Existing					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
5.1	Masters of Sociological Thought-I	4	0	0	4
5.2	Social Anthropology	4	0	0	4

Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
SOC 301	Masters of Sociological Thought-I	4	0	0	4
	Discipline Elective I	4	0	0	4

Programme Scheme: Semester: VI

Existing					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
6.1	Masters of Sociological Thought-II	4	0	0	4
6.2	Sociology of Mass Communication	4	0	0	4

Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
SOC 302	Masters of Sociological Thought-II	4	0	0	4
	Discipline Elective II	4	0	0	4

Foundation Course : Women in Indian Society

Existing					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
BVF 009	Women in Indian Society	~~3~~	~~0~~	~~0~~	~~3~~

Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
BVF 009	Women in Indian Society	2	0	0	2

List of Discipline Elective

Course Code	Course Name
SOC 303	Social Anthropology
SOC 305	Sociology of Mass Communication
	Sociology of Gender
	Sociology of Social Movements

Annexure II

Name of Programme: B.A. Sociology

Course Details

FIRST SEMESTER					
1	**SOC 101 Basic Elements of Sociology**	After completion of this course, students will be able to • Develop an understanding of the discipline of Sociology. • Explain the emergence of Sociology • Discuss the fundamental concepts of Sociology		**Recommended Books:** 1. Alex, l. (1965). *What is sociology*. New Delhi, Prentice Hall of India. 2. Choudhary, M. (2003). *The practice of sociology*. New Delhi, Orient Longman. 3. Dube, S. (1977). *Understanding society: sociology: The discipline and its significance: Part I.* New Delhi, NCERT. 4. Giddins, A. (2001). *Sociology* (IV ed.). Cambridge, Polity Press. 5. Johnson, H. (1995). *Sociology: A systematic introduction*. New Delhi, Allied Publishers. 6. Macionis, J. (2002). *Sociology* (X ed.) New Delhi, Pearson Education. 7. Singh, J. (1999). *Sociology: concept and theories*. New Delhi, Prentice Hall of India.	No Change in content. References updated. Added E-Reources

				Suggested E-Resources 1 Introduction to Sociology, Platform: introsocsite, Link: http://www.asanet.org/sites/default/files/savvy/introtosociology/Documents/CurriculumIntroSoc032709.html 2 Basics of Sociology, Platform: ZaccheusOnumbaDibiaezue Memorial Libraries' (ZODML),Link: https://zodml.org/sites/default/files/%5BKathy_S._Stolley%5D_The_basics_of_sociology.pd	
2	**SOC 104 Structure of Indian Society**	After completion of this course, students will be able to • Explain Indian society and culture in sociological perspective. • Describe the concepts and features of family, kinship and marriage in		**Recommended Books:** 1. Ahuja, R. (2002). *Society in India*. Jaipur, Rawat Publication. 2. Chakraworty, K. (2002). *Family in India*. Jaipur, Rawat Publication. 3. Dube, S. (1990). *Indian society*. New Delhi, National Book Trust. 4. Mandelbaum, D. (1972). *Society in India*. Bombay, Popular Publication. 5. Sharma, R. (1981). *Indian society*. Bombay, Media Promoters. 6. Shrirama, I. (1999). *Society and culture in India*. New Delhi,	No Change in content. References updated. Added E-Reources

		India. • Discuss the changing patterns of basic social institutions and social stratification • Understand demographic profile of Indian society.		Rawat Publication. 7. Singer, M., & B.S. Cohen. (2001). *Structure and change in Indian society*. New Delhi, Rawat Publication. 8. Singh, Y. (2001). *Social change in India*. New Delhi, HarAnand Publication. **Suggested E-Resources** **1** Relevance of Continuity and Change in Indian Society, Platform: IGNOU, Link- http://egyankosh.ac.in/handle/123456789/37840 **2** Unity and Diversity in India http://egyankosh.ac.in/bitstream/123456789/18835/1/Unit-1.pdf **3** Hindu Marriage Act 1955 https://highcourtchd.gov.in/hclscc/subpages/pdf_files/4.pdf **4** Special Marriage Act 1954 http://legislative.gov.in/actsofparliamentfromtheyear/special-marriage-act-1954 **5** Caste & Politics	

SECOND SEMESTER					
3	**SOC 102 Issues Concerning Indian Society**	After completion of this course, the students will be able to: • Discuss the issues concerning national integration • Explain Familial and Social issues • Analysestructural issues	.	**Recommended Books:** 1. Ahuja, R. (1997). *Social problems in India.* Jaipur, Rawat Publication. 2. Ahuja, R. (1998). *Violence against women*. Jaipur, Rawat Publication. 3. Becker, S. (1967). *Social problems: A modern approach.*New York, Wiley & Sons Inc. 4. Coleman, J., &Cressey, D. (1987). *Social problems*. New York, Harper & Row Publication. 5. Madan, G. (2004). *Casteism, corruption and social development in India*. New Delhi, Radha Publication. 6. Rana, S. (2004). *Environmental studies*.Meerut, Rastogi Publications. **7.** Seth, C. (2000). *Communalism : A socio political study*. New Delhi, Gyan Publishing House. **Suggested E-Resources** 1 Regionalism, Communalism, Linguism, Casteismhttps://nptel.ac.in/courses/109103022/pdf/mod4/lec26.pdf	No Change in content. References updated. Added E-Reources

				2 Unemployment in India file:///C:/Users/user/Downloads/2-3-54-235%20(1).pdf 3 Dalits, Minorities https://www.researchgate.net/publication/48227698_Caste_Discrimination_and_Minority_Rights_The_Case_of_India's_Dalits	
4	**SOC 103 Social Statistics and Social Dynamics**	After completion of this course, the students will be able to • Discuss the social institutions. • Explain the concepts of social stratification and mobility • Analyse the concept of social and cultural change		**Recommended Books:** 1. Anderson, M., & Tylor, H. (2008). *Understanding sociology*. New Delhi, Cengage Publication. 2. Eshleman, J., & Cashion, B. (1983). *Sociology : An introduction*. Boston, Little Brown & Company. 3. Giddens, A. (1997). *Sociology*. Cambridge, Polity Press. 4. Horton, B., & Hunt, C. (1987). *Sociology*. Auckland, Mc Graw Hill. 5. Johnson, H. (1962). *Sociology: A systematic introduction*. New York, Routledge & Kegan Paul. 6. Macionis, J. (2005). *Sociology*. New Delhi, Pearson Education. 7. Mann, R. (1979). *Social structure, social change and*	No Change in content. References updated. Added E-Reources

				future. Jaipur, Rawat Publication. 8. Sharma, K. (1980). *Essays on social stratification*. Jaipur, Rawat Publication. 9. Singh, Y. (1973). *Modernization of Indian tradition*. New Delhi, Thompson. 10. Srinivas, M. (1972). *Social change in modern India*. New Delhi, Orient Longman **Suggested E-Resources** 1 Perspectives of Indian Society, Platform: Utkal University, Link: http://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/MA_Sociology_paper_II.pdf 2 Theories of Socialization, Platform: Your Article Library, Link: http://www.yourarticlelibrary.com/sociology/4-theories-of-socialisation-explained/35088 3 Concept of Social Stratification http://www.unibielefeld.de/soz/we/we3/Diewald/Gruskysocialkstrat.pdf 4 Socialization: Meaning, Agents and Stages https://nptel.ac.in/courses/109103023/download/Lecture%2019.pdf	

				5 Social Change and Cultural Change http://egyankosh.ac.in/bitstream/123456789/17118/1/Unit-4.pdf	
THIRD SEMESTER					
5	**SOC 203 Introduction to Rural Sociology**	After the completion of course the students will be able to • Conceptualize Rural Sociology and its relationship with other social sciences. • Describe rural social structure and social processes. • Identify the problems occurring in rural society. • Critically evaluate rural development policies and programs.		**Recommended Books:** **:** 1. Beteille, A. (1974). *Six Essays in Comparative Sociology*. New Delhi: OUP. 2. Beteille, A. (1979). *Studies in Agrarian Social Structure.* New Delhi: OUP. 3. Desai, A.R. (1997). *Rural Sociology in India*. Mumbai: Popular Prakashan. 4. Desai, V. (1988). *Rural Development-Programmes and Strategies*. New Delhi: Himalaya 5. Dhanagare, D.N. (1988). *Peasant Movements in India*. New Delhi: OUP. 6. Doshi, S.L., & Jain, PC. (1999). *Rural Sociology*. Jaipur: Rawat Publication. 7. Dube, S.C. (1955). *India Village.* London: Routledge and Kegan Paul. 8. Dube,S.C. (1967). *India's Changing Villages*. Mumbai: Allied Publishers Private Ltd. 9. Joshi, P.C. (1976). *Land Reforms in India*. Bombay: Allied Publishers	No Change in content. References updated. Added E-Resources

				Ltd. 10. Mukherjee, PN. (1978). *Naxalbari Movement and the Peasant Revolt in North Bengal, Centre for the Study of Social Systems*. New Delhi: Jawaharlal Nehru University. 11. Publishing House. 12. Redfield, R. (1964). *Little Community*. Chicago: Chicago University Press. 13. Sharma, K.L. (1986). *Caste, Class and Social Movements*. Jaipur: Rawat Publication. 14. Sharma, K.L. (1997). *Rural Society in India*. Jaipur: Rawat Publication. 15. Srinivas, M.N. (1960). *India's Villages*. Bombay: Asia Publishing House. **Suggested E-Resources** 1 Introduction to Rural Sociology, Platform: E-Gyankosh, Link: http://egyankosh.ac.in/bitstream/123456789/31744/1/Unit-1.pdf 2 Change and Development in Rural Society, Platform: NCERT, http://ncert.nic.in/ncerts/l/lesy204.pdf 3 Peasant Movement in India since	

				Independence https://www.researchgate.net/publication/317425279_Peasant_Movements_in_Contemporary_India_Emerging_Forms_of_Domination_and_Resistance\ 4 Globalization and its impact on Agriculture http://dspace.vpmthane.org:8080/jspui/bitstream/123456789/4189/1/FC%20Sem%202%20EFFECT%20OF%20GLOBALIZATION%20ON%20AGRICULTURE.pdf	
6	**SOC 205 Research Methods in Sociology**	After the completion of the course, the students will be able to • Describe the steps of scientific social research • Explain different research designs and its importance. • Construct and apply various tools of data collection in research.	~~**Rationale:** This course aims to provide an understanding of the nature of social phenomena, the issues involved in social research and the ways and means of understanding and studying social reality. Thrust is upon showing students how research methods are used as means of understanding social reality.~~ **Unit 1**Scientific Research: Characteristics, Aims, Nature and Steps of Research, Difference between Scientific and Normative Research. Variables-: Types- Nominal, Ordinal, Interval. Hypothesis: Meaning, Nature, Types, Functions, Criteria for Construction. **Unit 2** Research Design: Meaning, Function, Design for Different Type of Research, Phases in Research Design, Advantage. Sampling and Sample	**Unit 1**Scientific Research: Characteristics, Aims, Nature and Steps of Research, Difference between Scientific and Normative Research. Variables-: Types- Nominal, Ordinal, Interval. Hypothesis: Meaning, Nature, Types, Functions, Criteria for Construction. **Unit 2** Research Design: Meaning, Function, Design for Different Type of Research, Phases in Research Design, Advantage. Sampling and Sample Design: Sampling, Population, Elements and Sampling Frame, Non-Probability Sampling: Haphazard, Accidental or Convenience, Quota Purposive or Judgemental, Snowball Probability Sampling: Simple Random, Systematic, Stratified,	Minor Change References updated. Added E-Resources

		• Write the report based on data analysis.	Design: Sampling, Population, Elements and Sampling Frame, Non-Probability Sampling: Haphazard, Accidental or Convenience, Quota Purposive or Judgemental, Snowball Probability Sampling: Simple Random, Systematic, Stratified, Cluster. **Unit 3** Tools of Data Collection: Observation: Characteristics, Purposes, Types, Process, Problems, ~~Observation~~, ~~Schedule,~~ Advantage and Limitations. Interview : Functions, Characteristics, Types, Advantage and Limitation, Questionnaire & Interview Schedule: Format, Type of Questions, Steps, Pre-Testing, Advantage and Limitations. Case Study: Meaning, Principles, Purposes, Sources of Data Collection for Case Studies, Planning and Criticism. **Unit 4** Processing and Analysis of Quantitative Data : Coding, Classification and Tabulation, Measures of Central Tendency (Mean, Mode, Median), Dispersion. **Unit 5** Report Writing: Objectives of Preparing Report, Characteristics of a Good Report, Contents of the Report, Using the Internet for Social Research, Bibliography. **~~Essential Readings :~~** • ~~Ahuja Ram : Research Methods, Jaipur, Rawat Publication, 2001.~~ • ~~BabbieEarl : The Practice of Social~~	Cluster. **Unit 3** Tools of Data Collection: Observation: Characteristics, Purposes, Types, Process, Problems, Advantage and Limitations. Interview : Functions, Characteristics, Types, Advantage and Limitation, Questionnaire & Interview Schedule: Format, Type of Questions, Steps, Pre-Testing, Advantage and Limitations. Case Study: Meaning, Principles, Purposes, Sources of Data Collection for Case Studies, Planning and Criticism. **Unit 4** Processing and Analysis of Quantitative Data : Coding, Classification and Tabulation, Measures of Central Tendency (Mean, Mode, Median), Dispersion. **Unit 5** Report Writing: Objectives of Preparing Report, Characteristics of a Good Report, Contents of the Report, Using the Internet for Social Research, Bibliography. **Recommended Books:** 1. Ahuja, R. (2001). *Research Methods.* Jaipur: Rawat Publication. 2. Babbie, E. (2001). *The Practice of Social Research*. Belmont:	

			~~Research, Belmont, Wadsworth/ Thomson Learning, 2001.~~ • ~~Kothari D. K. : Practice of Social Research: Social Work Perspective, Jaipur, Rawat Publication, 2000.~~ • ~~Kothari C.R. : Research Methodology: Methods and Techniques, New Delhi, WishwaPrakashan, 1990.~~ • ~~Young P.V. : Scientific Survey and Research, Englewood cliffs, NJ, Prentice Hall, 1956~~ **~~Reference Books :~~** 1. ~~Bailey Kenneth D : Methods of Social Research, London, The Free Press, 1987.~~ 2. ~~Black, J. Z. and Champion : Methods and Issues, in social Research, New York, John Wiley, 1976.~~ 3. ~~De Vaus D. A.: Surveys in Social Research, New Delhi, Rawat Publication, 2003.~~ 4. ~~Ghosh, B. N. : Scientific Method and Social Research, New Delhi, Sterling Publishers, 1982.~~ 5. ~~Goode W. J. and Hatt P. K. : Methods of Social Research, New York, Free Press, 1987.~~ 6. ~~Neuman W. Lawrence: Social Research Methods, New Delhi, Pearson Education, 2007.~~	Wadsworth/ Thomson Learning. 3. Bailey, K D. (1987). *Methods of Social Research*. London: The Free Press. 4. Black, J. Z., & Champion, C. (1976). *Methods and Issues in Social Research*. New York: John Wiley. 5. De, VDA. (2003). *Surveys in Social Research*. New Delhi: Rawat Publication. 6. Ghosh, B. N. (1982). *Scientific Method and Social Research*. New Delhi: Sterling Publishers. 7. Goode W. J.,&Hatt P. K. (1987). *Methods of Social Research*. New York: Free Press. 8. Kothari, C.R. (1990). *Research Methodology: Methods and Techniques.* New Delhi: WishwaPrakashan. 9. Kothari, D. K. (2000). *Practice of Social Research: Social Work Perspective*. Jaipur: Rawat Publication. 10. Neuman, W. L. (2007). *Social Research Methods*. New Delhi: Pearson Education. 11. Young P.V. (1956). *Scientific Survey and Research*. NJ: Prentice Hall: Englewood eliffs	

				Suggested E-Resources 1 Research Methodology, Ranjeet Kumar, Platform: E-book http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_MethodologyA_Step-by-Step_G.pdf 2 Research Methods, Platform: National Technical University Ukraine, http://www.sociology.org.uk/notes/revgrm5.pdf 3 Research Methodology Tools and Technique http://euacademic.org/BookUpload/9.pdf 4 Type of Scientific Research http://www.universityofcalicut.info/SDE/Social_Research_Methods_on25Feb2016.pdf	
			FOURTH SEMESTER		
7	**SOC204 Population and Society**	After completion of this course the course, the students will be able to • Explain the basic concepts related to population		**Recommended Books:** 1. Bose, A. (1999). *Demographic diversity of India*. Delhi, B.R. Publishing Corporation. 2. Census of India Reports. 3. Chauby, P. K. (1998). *Population policy for India – perspectives, issues and challenges*. New Delhi, Kanishka Publishers & Distributors.	No Change in content. References updated. Added E-Resources

		structure and its dynamics. • Discussthe population theories with their critical perspective. • Critically analyze state and national level population policies		4. Finkle, J. L., & C, A. M. (1994). *The new policies of population* (ed.). New York, The Population Council. 5. Hatcher, R. (1997). *The essentials of contraceptive technology*. Battimore, John Hopkins School of Public Health. 6. Premi, M. K. (1983). *An introduction to social demography*. Delhi, Vikas Publishing House. 7. Reddy, K. (1997). *Marriage, population and society*. New Delhi, Kanishka Publishers. 8. Roy, T. K., Guruswamy, M., &Arokiasamy, P. (2001). *Population, health and development in India.* New Delhi, Allied Publishers Pvt. Ltd. 9. Sekhar, C. S. (1974). *Infant mortality, population growth and family planning in India* (Ed.). London, George Allen & Unwin Ltd. 10. Sharma, R. (1997). *Demography and population problems*. New Delhi, Atlantic Publishers. 11. Sinha, V. C., & Sinha, P. (1998). *Principles of demography*. Noida, Mayur Publishers. 12. Sinha, V.C., &Zacharia, E. (2000). *Elements of demography*. New Delhi, Allied Publishers Pvt. Ltd. 13. Srivastava, O. S. (1994).	

				Demography and population studies. New Delhi, Vikas Publishing House. **Suggested E-Resources** 1 An introduction to demography. Platform: Researchgate, Link: https://www.researchgate.net/publication/318437400_Population_and_Society_An_Introduction_to_Demography 2 Population and society, Platform: NPTEL, Link: https://nptel.ac.in/courses/109104045	
8	**SOC 206 Sociology of Change and Development**	After completion of this course, the students will be able to • Describeconcept and theories of social change • Understand paradigm shift in development discourse. • Critically analyze the process of		**Recommended Books:** 1. Appadurai, A. (1997). *Modernity at large: cultural dimensions of globalization*. New Delhi, OUP. 2. Austin, G. (2000). *Working of a democratic constitution: The Indian experience.* Delhi Oxford University Press. 3. Desai, A. R. (1985). *India's path of development: A Marxist approach*. Bombay, Popular Prakashan. 4. Dreze, J., & Sen, A. (1996). *India: economic development and social opportunity*. New Delhi, OUP. 5. Giddens, A. (1996). *Global problems*	No Change in content. References updated. Added E-Resources

		social change anddevelopment in Indian Society		*and ecological crisis in introduction to sociology.*IInd Edition. New York, W.W. Norton & Company. 6. Harrison, D. (1989). *The sociology of modernization and development*. New Delhi, Sage. 7. Kothari, R. (1972). *Bharat meinrajniti*. New Delhi, Orient Longmans, New Delhi. 8. Palmer, N. D. (1971). *The Indian political system*. Boston, Houghton Mifilion Boston. 9. Pylee, M. V. (1998). *An introduction to the constitution of India*. New Delhi, Vikas Publication. **10.** Sharma, S. L. (1980). Criteria of Social Development. *Journal of Social Action*, 30 (5), 11. Sharma, S.L. (1980). *Development: cultural dimensions*. Jaipur, Rawat Publication. 12. Siwach, J. P. (1985). *Dynamics of Indian government and politics*. Sterling publications. 13. Srinivas, M. N. (1966). *Social change in modern India*. Berkley, University of Berkley. **14.** World Bank.World Development Reports, New York.	
FIFTH SEMESTER					
9	**SOC 301 Master of**	After completion of this course, the		**Recommended Books:**	No Change

	Sociological Thought-I	students will be able to • Explain emergence and development of Sociological thought. • Describe the contributions of classical sociological thinkers. • Critically analyse the works of Comte, Spencer and Durkheim		1. Abraham, F. (1982) *Modern Sociological Theory*, Delhi, Oxford University Press. 2. Alpert, Harry. (1939). *Emile Durkheim and his Sociology*. New York Columbia University Press, London, P.S. King & Son, Ltd. 3. Aron Raymond (1967) *Main Currents in Sociological Thought Vol. I &II*,Harmondsworth, Middlesex, Penguin Books. 4. Bogardus, E.S. (1960) *Development of Sociological Thought*, New York, Longman's Green & Co. 5. Bottomore, T.B. (1979). *Karl Marx: Selected Writings in Sociology and Social Philosophy*, Oxford: B. Blackwell, C. 6. Chouhan B. R. *SamajshastraKePrerakStrotra*. Udaipur, A.B. Publication. 7. Cohen, P.S. (1968). *Modern Social Theory*. London. Heinemann Education Book. 8. Coser, Lewis A. (1996). *Masters of Sociological Thought*. Jaipur, Rawat Publication. 9. Ritzer George. (1996). *Sociological Theory*, Delhi, Tata McGraw Hill. 10. ShambhulalDoshi. (1997). *SamajikVicharak*. Jaipur, PanchsheelPrakashan. 11. Sorokin, P.A. (1956). *Contemporary*	in content. References updated Added E-Resources

				Sociological Theories. New York, Horper& Row. **Suggested E-Resources** 1 Key Sociological Thinkers, Platform: Spiringer, https://link.springer.com/book/10.1007/978-1-349-26616-6 2 The Founders of Sociology, Platform: CliffNotes, https://www.cliffsnotes.com/study-guides/sociology/the-sociological-perspective/the-founders-of-sociology 3 Suicide: Meaning, Extra Social factors of suicide, Types of Suicide http://durkheim.uchicago.edu/Summaries/suicide.html 4 Law of Three Stages, Positivism https://philosophy.lander.edu/intro/articles/comte-a.pdf	
10	**Discipline Elective I**				

11.	**SOC 302 Masters of Sociological Thought-II**	After the completion of this course, the students will be able to • Explain the intellectual background of classical sociological thinkers • Describe the contributions of Karl Marx, Max Weber and Pareto. • Critically analyse the works of Karl Marx, Max Weber and Pareto	**SIXTH SEMESTER**	**Recommended Books:** 1. Bottomore, T. B., &Rubel, M. (1956). *Karl Marx Selected Writings in Sociology & Social Philosophy.* 2. Coser, L. A. (1971). *Masters of sociological thought: Ideas in historical and social context*. Houghton Mifflin Harcourt P. 3. Doshi, S. (1997). *SamajikVicharak.* Jaipur. PanchsheelPrakashan. 4. George, R. (1983). *Sociological Theory*. Delhi. Tata McGraw Hill. 5. Sorokin, P. A. (1928). *Contemporary sociological theories.*New York, Horper& Row, 1956. **Suggested E-Resources** 1 Key Sociological Thinkers, Platform: Springer, Link: https://link.springer.com/book/10.1007/978-1-349-26616-6 2 The Sociology of Law of Marx, Weber, and Durkheim, Platform: Bitstream, Link: http://m.library2.smu.ca/bitstream/ha	No Change in content. References updated. Added E-Reources

				ndle/01/26291/Kay_Austin_Honours_2015.pdf?sequence=1&isAllowed=y 3 Karl Marx: Materialistic Interpretation of History. Dialectical Materialism https://www.marxists.org/archive/shibdas-ghosh/1964/06/26.htm 4 Vilfredo Pareto: Intellectual Background http://www.newworldencyclopedia.org/entry/Vilfredo_Pareto	
12.	**Discipline Elective II**				
List Of Discipline Electives					
	SOC 303 Social Anthropology	After completion of the course, the students will be able to • Explain meaning and scope of Social Anthropology • Explain social institutions and culture of tribal society.		**Recommended Books:** 1. Beals R.L. &Hoijer, H. (1971). An Introduction to Anthropology, New York, McMillan Co. 2. Dube S.C. (1977). *Tribal Heritage of India*, Vikas Publications. 3. Evans Pritchard, E.E. (1966). *SamajikManavVigyan*, Delhi. RajkamalPrakashan. 4. Evans, P. (1967). *Social Anthropology*. Cohen Shest Ltd. London. 5. Haimendort Van Furer. (1982). *Tribes of India: The Struggle for survival*, Delhi, Oxford Univ. Press. 6. Harris Marvin. (1968). *Rise of*	Proposed as an Elective course. No Change in content. References updated.

		• Describe the economic and political organizations in tribal society		*Anthropological Theory*, London, Routledge & Kegan Paul, 1968. 7. Herskovits Melville J. (1969). *Cultural Anthropology*, New Delhi. Oxford & IBH Pub. Co. 8. Hoebel E.A. (1949). *Man in Primitive World*. New York. McGram Hill. 9. Kothari K.L. (1985). *Tribal Social Change in India*. Delhi. Himanshu Publication. 10. Kroeber (1948). *Anthropology*. New York. Harcourt Bruce & Company. 11. Leach Edmund (1982) *Social Anthropology*. New York. Oxford Univ. Press. 12. Majumdar D.N. & Madan, T.N (1957). *An Introduction to Social Anthropology*. Bombay. Asia Publishing House. 13. Mann R.S. (1993). *Culture and Integration of Indian Tribes*. New Delhi, M.D. Pub. 14. Mh- ,u- etwenkj ,oaVh- ,u- enkuifjp; % lkekftdekuo'kkL=] us'kuyifCyds'kugkÅl] 1975 15. Nadel S.F. (1963). *Foundation of Social Anthropology*. London. Cohen & West. **Suggested E-Resources** 1 Social Anthropology and the Study of	

				historical societies, Platform: The Economic Weekly, Link: https://www.epw.in/system/files/pdf/1959_11/28-29-30/social_anthropologyand_the_study_of_historical_societies.pdf 2 An Introduction to Anthropology, Platform: Wiley Online Library, Link: https://anthrosource.onlinelibrary.wiley.com/doi/pdf/10.1525/aa.1931.33.1.02a00170 3 Marriage concept and Forms http://content.inflibnet.ac.in/data-server/eacharya-documents/5717528c8ae36ce69422587d_INFIEP_304/72/ET/304-72-ET-V1-S1__file1.pdf **4** Tribe : Definition and Concept Tribe http://www.indiaenvironmentportal.org.in/files/Concept%20of%20tribe.pdf	

	SOC 305 Sociology of Mass Communication	After the completion of this course, the students will be able to • Define the concept of Communication and mass communication. • Analyze various theories of mass media. • Explain the functions and Dysfunctions of mass media		**Recommended Books:** 1. Bathla, S. 1998. *Women, democracy and the media: Cultural and political representations in the Indian press*. Sage. 2. Klapper, J. T. 1949. *The effects of mass Communication.*Gleno. Free Press. 3. Kumar, K. J. 2000. *Mass communication in India* (Vol. 741). Jaico publishing house. 4. Majumdar, D. N. 1958. *Caste and communication in an Indian village*. Asia Publishing House. 5. Nagori, M. 2003. *Jan Sanchar EvamSamaj*. Udaipur. AnkurPrakashan. 6. Wright, C. R. 1959. *Mass communication: A sociological perspective*. New York, Randam House. **Suggested E-Resources** 1 Mass Media and Society, Platform: University of Calicut, Link:http://www.universityofcalicut.info/SDE/VISem_sociology_sociology_of_mass_communication.pdf 2 The Sociology of Mass Media, Platform: Research Gate, Link: https://www.researchgate.net/publicat	Proposed as Discipline Elective course. No Change in content. References updated. Added E-Resources.

				ion/320285914_The_Sociology_of_Mass_Media 3 Communication: Meaning, Elements http://ioc.edu.my/images/demo/printedMaterial/OUMH1203.pdf 4 Mass Communication, Elements of Mass Communication, Mass Media-Meaning and Classification. http://www.universityofcalicut.info/SDE/SMMassCommunication.pdf 5 Two Step Theory: Katz and Lazarsfeld http://ancacid.yolasite.com/resources/05.101%20-%20ISI%20-%20e-F%C3%B3lio%20A%20-%20Enunciado%20-%20Texto%20-%206446504-Lazarsfeld-Theory.pdf	

	Sociology of Gender	**After completion of the course the students will be able to** • Comprehend the basic ideas of *Gender and Society* in context to the Indian society. • Explore the different facets of gender and how it assists in shaping the identity of women • Learn about the social structures of the Indian society and acquaint with important social		**Unit I** Basic concepts of Sex and Gender, Gender and Socialization, Gender Stereotypes, Femininity and masculinity. **Unit II** Gender and society: Stratification based on gender, Patriarchy, Gender and Body politics, Gender Discrimination. **Unit III** Gender and its sociological implications: Gender and Development perspectives, Sexual division of labour, Gender-based violence, Gender and portrayal of women in media. **Unit IV** Feminism: Meaning and emergence of feminist movements, First wave, Second wave and Third wave of feminism, World Conferences on Women and women's rights. **Unit V** Feminism and its theoretical perspectives: Liberal, Marxist and Radical feminism, Contribution of eminent feminists - Simone De Beauvoir and Vina Majumdar.	New Discipline Elective course Introduce.

		institutions. • Become aware of various issues of women and will be able to examine the differing ways in which gender inequality and discrimination against women persist.		Recommended Books 1. Menon, N. (ed.). (1999). *Gender and politics in India*. Delhi: Oxford University Press. 2. Giddens, A. (1984). *The constitution ofsSociety: Outline of the theory of structuration.* Berkeley: University of California Press. 3. Tong, R. (1989). *Feminist thought: A comprehensive introduction.* USA: Westview Press. 4. Kimmel, M.S. (2004). *The gendered society*, 2nd Ed. New York: Oxford University Press. 5. Menon, N. (2012). *Seeing like a feminist.* UK: Penguin. 6. Forbes, G. (1999). *Women in modern India*. Cambridge: Cambridge University Press. 7. Das, V. (1994). *'Modernity and biography: Women's lives in contemporary India'*, in Thesis Eleven. 39: 52-62. 8. Connell, R.W. and Messerschmidt, J.W. (2005). Hegemonic masculinity: Rethinking the concept, in Gender and Society. 19: 829-859. 9. Prasad, K. (Ed.). (2005). Women and media: Challenging feminist	

				discourse. New Delhi: The Women Press. 10. Desai, N., & Thakkar, U. (2004). *Women in Indian society*. Delhi: National Book Trust. **Suggested E-Resources** 1. Gender and concepts http://www.iwtc.org/ideas/15_definitions.pdf 2. Gender and media http://www.care.org/newsroom/publications/whitepapers/woman_and_empowerment.pdf http://www.udel.edu/comm245/readings/Genderedmedia.pdf 3. Gender discrimination 4. http://mpra.ub.uni-muenchen.de/10901/1/sivkumar-gender-discrimination.pdf 5. Gender and decision-making http://www.ijpsy.com/volumen7/num3/176/factors-that-affect-decision-making-gender-EN.pdf 6. Feminist movements https://www.vox.com/2018/3/20/16955588/feminism-waves-explained-first-second-	

				thirdfourth	
	Sociology of Social Movments	After completion of the course, the students will be able to: • Demonstrate awareness of social movements on a state, national, and global level. • Distinguish between different types of social movements • Describe how social movements are organized and institutionalized over time. • Describe how social movements impact our political and economic systems as well as our global		**Unit I** Social movements: Definition and characteristics, structure of social movements, leadership, ideology and organization. Functions of social movement in society. **Unit II** Types of Social movements: Reformative Resistance Protest and Revolutionary **Unit III** Social movement & social change: inter-relationship. Tribal movement: Birsa munda & santhal movement Peasant movement: Tebhaga & Telangana movement **Unit IV** Religious movement: Arya Samaj Brahma samaj Prathana Samaj Ram Krishna Mission **Unit V** New Social movement: Backward class movements Women's movement Environmental movement Transgender movement **Recommended Books** 1. Desai, A.R.ed. (1979). *Peasant Struggles in India*. Bombay: Oxford	New Discipline Elective course Introduce.

		world. • Explain the political and cultural conditions that may help explain when and why social movements occur.		University Press. 2. Dhanagare, D.N.(1983). *Peasant Movement in Indian 1920-1950*. New Delhi: Oxford University Press. 3. Gore, M.S.(1983). *The Social context of an Ideology: Amebedkar's Political and Social Thoughts*. New Delhi: Sage. 4. Rao, M.S.A. (1979). *Social Movement and Social Transformation*. Delhi: Macmillan. 5. Singh K.S. (1982). *Tribial Movements in India*. New Delhi: Manohar. 6. Banerjee, Prathama (2006). *Polities of Time Primitives' and History – Writing in a Colonial Society*. New York : Oxford University Press. 7. Oomen, T.K. (1990). *Protest and change: Studies in social Movement*. New Delhi: Sage. 8. Ponna, W. ed (1993). *New Social Movement in the South: Empowering the People*. New Delhi: Vistaar. 9. Shah, G. (1990). *Social movements in India: A review of the literature*. New Delhi: Sage. 10. Sen, S. (1999). *Women and labour in late colonial India: The Bengal jute industry*. Cambridge: Cambridge University Press. **Suggested E- Resources**	

				Social Movments in India http://ncert.nic.in/ncerts/l/lesy208.pdf Social Movments and social Change https://opentextbc.ca/introductiontosociologychapter/chapter21-social-movements-andsocial-change/ Social Movments in India https://archive.org/details/SocialMovementsIndia-English-GhanshyamShah	

Annexure III

Name of Programme: Master of Arts, Sociology

Programme Educational Objectives

Considering the fact that Banasthali Vidyapith strives to produce socially and culturally sensitized citizens, the **Master of Arts in Sociology** Programme is designed to instill social and cultural values among post graduate students with ability of analytical and critical thinking towards the aspiration of solving diverse social problems. The programme inculcates comprehensive understanding of sociological theories and research methods and ethical values to deal with different social phenomena.

Thus, better learning and application of sociological knowledge will create interest among students for pursuing career in teaching, research, administrative and social services.

The main objectives of this programme are:

- To develop sociological knowledge through theoretical and methodological approaches in order to promote ability to think imaginatively and rationally about social reality.
- To explain the macro and micro level sociological theories with interconnectedness and their application to understand social phenomena.
- To identify fundamental and emerging approaches in qualitative and quantitative research methodologies and their role in producing /constructing sociological knowledge.
- To explain the terms of sociological theories concerning with the different issues into the complex fabric of social life.
- To develop critical and analytical understanding of global and local social issues to prepare globally competent academicians, researchers, policy makers and development interventionists.
- To stimulate sensitivity cultural sensitivity and allowing planned social change to be based on different cultural values.
- To encourage the ethical code to know the social reality with individual's perspectives and their live's experiences.
- To provide sociological knowledge for effective communication by using written, oral and other technological mediums.

- To focus on environmental challenges and sustainability with regional, national and international significance and role of society in creating attitude and habits about the ecological degradation.
- To cultivate self-realization and motivation towards emerging social issues by sociological perspective which guide and affects the skills and development of an individual in a society.

Programme Outcomes

PO1: Sociological Knowledge: Define sociological concepts, theories and research methodology to understand contemporary social issues through the individual lives experiences are shaped by existing social structure, interaction and group relations.

PO2: Planning abilities: Learn and demonstrate skills related to time and resource management, organization of activities and leadership for effective execution of tasks with individual and team work efforts

PO3: Problem analysis: Think critically, reason logically and apply scientific methodology in the analysis of empirical social reality from sociological perspective to resolve issues emerging from multi-cultural, global, ethnic and racial inequalities

PO4: Modern tool usage: Apply various approaches and research methodology including new computer based tools and technology particularly softwares for qualitative and quantitative research.

PO5: Leadership skills: Understand and think about change in social structure and cultural values while fulfilling personal, professional and social responsibilities **;**play an active and leading role as members of civil society.

PO6: Professional Identity: Prepare for undertaking successful careers by acquiring knowledge and skills in public and private sectors.

PO7: Sociological Ethics: Consider social values, norms and professional ethics in personal and professional sphere as an individual and as a member of society

PO8: Communication: Effectively communicate sociological concepts and their application.

PO9:The Sociologist and society: Understand their roles and responsibilities as a member of society and contribute in solving problems related to individuals and society.

PO10:Environment and sustainability: Understand environmental issues; contribute in protecting environment through generating

awareness and participating in creating green and clean society; formulate policies of national and international level to promote and implement sustainable development practices.

PO11: Life- long learning: Develop sensitivity towards cultural values and norms; become self –motivated, generous, adapting social beings; strive for establishing harmonious social order based on the principles of equality, liberty and fraternity.

Note:

Gray indicates shifting of the Paper and content	Sociology
Strikethrough indicates content omitted.	~~Sociology~~
Black background with text in white indicates addition of the new Paper and Content	Sociology

Programme Scheme:

Semester: I

Existing					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
	~~Elective I~~	~~5~~	~~0~~	~~0~~	~~5~~
SOC 403	Indian Society: Structure and Change	5	0	0	5
SOC 407	Sociological Thinkers~~-I~~	5	0	0	5
SOC 410	Theoretical Sociology	5	0	0	5
SSC 402	Social Science Perspectives	5	0	0	5
Total		25	0	0	25

Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
SOC 404	Rural Sociology	5	0	0	5
SOC 403	Indian Society: Structure and Change	5	0	0	5
SOC 407	Sociological Thinkers	5	0	0	5
SOC 410	Theoretical Sociology	5	0	0	5
SSC 402	Social Science Perspectives	5	0	0	5
Total		25	0	0	25

Elective I

SOC 404	Rural Sociology	5	0	0	5
SOC 405	Social Movements in India	5	0	0	5
SOC 411	Urban Sociology	5	0	0	5

Programme Scheme: Semester: II

Existing						Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C**	**Course Code**	**Course Name**	**L**	**T**	**P**	**C**
	~~Elective II~~	~~5~~	~~0~~	~~0~~	~~5~~	SOC 401	Globalization and Society	5	0	0	5
SOC 402	Indian Social System	5	0	0	5	SOC 402	Indian Social System	5	0	0	5
SOC 406	Social Stratification and Change	5	0	0	5	SOC 406	Social Stratification and Change	5	0	0	5
~~Soc 408~~	~~Sociological Thinkers II~~	~~5~~	~~0~~	~~0~~	~~5~~	SOC 411	Urban Sociology	5	0	0	5
SSC 401	Research Techniques in Social Sciences	5	0	0	5	SSC 401	Research Techniques in Social Sciences	5	0	0	5
Total		25	0	0	25	Total		25	0	0	25
Elective II											
SOC 401	Globalization and Society	5	0	0	5						
SOC 409	Sociology of Education	5	0	0	5						

Programme Scheme: Semester: III

Existing						Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C**	**Course Code**	**Course Name**	**L**	**T**	**P**	**C**

	~~Elective III~~	~~5~~	~~0~~	~~0~~	~~5~~
	~~Elective IV~~	~~5~~	~~0~~	~~0~~	~~5~~
CS 513	Computer Applications	3	0	0	3
CS 513L	Computer Application Lab	0	0	4	2
SOC 503	Indian Social Thinkers	5	0	0	5
SOC 510	Sociological Approaches and theories-I	5	0	0	5
Total		23	0	0	25

Course Code to be Provided by Office					
	Industrial Sociology	5	0	0	5
	Computer Applications	3	0	0	3
SOC 503	Indian Social Thinkers	5	0	0	5
SOC 510	Sociological Approaches and theories-I	5	0	0	5
CS 513L	Computer Application Lab	0	0	4	2
	Discipline Elective	5	0	0	5
	Reading Elective I	0	0	0	2
Total		23	0	4	27

Elective III					
SOC 501	Environment and Society	5	0	0	5
SOC 504	Industrial Sociology ~~-I~~	5	0	0	5
SOC 514	Sociology of Information Society	5	0	0	5
~~Elective IV~~					
ECO 502	Economics of Growth and Development	5	0	0	5
HIST 504	India Since Independence	5	0	0	5
POL 502	Indian Polity-I	5	0	0	5
PSY 507	Health Psychology	5	0	0	5
SOC 509	Social Psychology	5	0	0	5
SOC 513	Sociology of Health and Medicine	5	0	0	5

Programme Scheme:

Semester: IV

Course Code	Course Name	L	T	P	C
	~~Elective V~~	~~5~~	~~0~~	~~0~~	~~5~~
	~~Elective VI~~	~~5~~	~~0~~	~~0~~	~~5~~
	~~Elective VII~~	~~5~~	~~0~~	~~0~~	~~5~~
SOC 511	Sociological approaches and Theories	5	0	0	5
SOC 501	Women Studies	5	0	0	5
Total		25	0	0	25
~~**Elective V**~~					
SOC 507	Science, Technology and Social Change	5	0	0	5
SOC 508	Social Demography	5	0	0	5
~~**Elective VI**~~					
~~SOC505~~	~~Industrial Sociology-II~~	~~5~~	~~0~~	~~0~~	~~5~~
~~SOC 506P~~	~~Project~~	~~0~~	~~0~~	~~10~~	~~5~~

Course Code	Course Name	L	T	P	C
SOC 509	Social Psychology	5	0	0	5
SOC 511	Sociological approaches and Theories	5	0	0	5
SSC 501	Women Studies	5	0	0	5
	Dissertation	0	0	0	5
	Open Elective	5	0	0	5
	Reading Elective II	0	0	0	2
Total		20	0	0	27

~~**Elective VII**~~					
EOC 505	Indian Economic Development	5	0	0	5
HIST 503	Gender History	5	0	0	5
POL 503	Indian Polity-II	5	0	0	5
PSY 404	Positive Psychology	5	0	0	5
SOC 512	Sociology of deviance and crime	5	0	0	5

SOC 515	Sociology of Popular Culture and Mass Communication	5	0	0	5

List of Discipline Electives	
SOC 405	Social Movements in India
SOC 409	Sociology of Education
SOC 501	Environment and Society
SOC 507	Science, Technology and Social Change
SOC 508	Social Demography
SOC 512	Sociology of Deviance and Crime
SOC 513	Sociology of Health and Medicine
SOC 514	Sociology of Information Society
SOC 515	Sociology of Popular Culture and Mass Communication
Course Code to be filled by the Office	Industry and Society
	Sociology of Exclusion and Inclusion
	Diasporic Studies
	Sociology of Religion

List of Reading Electives	
Course Code to be filled by the Office	Social Engineering
	Digital Sociology
	Political Sociology
	Sociology of Youth
The Science of Happiness	
The Age of Sustainable Development	
The Modern and the Post Modern	
Questionnaire Design for Social Surveys	

Human Rights, Human Wrongs, Challenging Poverty, Vulnerability & Social Exclusion
Global Society
Leaders in Global development

Name of Programme: M.A Sociology **Annexure-IV**

Course Detail

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
SEMESTER I					
1.	**SOC 404 Rural Sociology**	After completion of this course, students will be able to • Describe the background of rural society, structural problems responsible in changing patterns of relationship in the society. • Understand the role of communities in traditional and contemporary movement. • Identify the intricacies of rural social life and emerging issues of development • Analyze the role of NGOs in rural development		**Section A** Rural Sociology : Development, Meaning, Nature and Scope. Basic Characteristics & Problems of Rural Society. Rural – Urban Differences and Continuum. Rural Power Structure and Leadership Changing Pattern. Agrarian Relations. **Section B** Basic concepts : Peasant Society, Little Community and Folk Culture, Little and Great Tradition. Peasant Movement : Traditional and Contemporary. **Section C** Rural Development in India : Before Independence and After Independence. Impact of Rural Development Programmes. Role of NGOs in Rural Development. Panchayati Raj System; Rural Women in Panchayati Raj, 73rd Amendment of Panchayati Raj.	**Shifted as core paper from first semester elective I Added E-Resources**

				Recommended Books: 1. Baden, P. (1974). *The land systems of British India*. Delhi: Oriental Publication. 2. Baden, P. (1972). *The Indian village community*. Delhi: Cosmo Publication . 3. Bertrand, A. (1958). *Rural sociology: An analysis of contemporary rural life*. New York: McGraw Hill. 4. Beteille, A. (1969). *Caste, class and power: changing patterns of stratification in a Tanjore village*. Bombay: Oxford University Press. 5. Beteille, A. (1974). *Studies in agrarian social structure.* Delhi: Oxford University Press. 6. Desai, A. (1969). *Rural sociology in India*. Bombay: Popular Prakashan. 7. Dhanagare, D. (1991). *Peasant movements in India*. Delhi: OUP. 8. Doshi, S. (1999). *Rural sociology.* Jaipur: Rawat Publication. 9. Dube, S. (1965). *Indian village*. Allied Publishers Private Ltd. 10. Desai, A. R. (1961). *Rural India in transition*. Bombay: Popular Prakashan. 11. Dube, S. C. (1977). *Emerging patterns of rural leadership in south- east Asia.* Hyderabad: NIRD. 12. Dube, S. C. (1960). *India's changing villages: human factors in community development*. London: Routledge & Kegan Paul. 13. Marriott, M. (1955). *Village India*. Chicago: University Press. 14. Redfield, R. (1956). *Peasant society and culture : An antropological approach to civilization*. Chicago: University of Chicago Press 15. Sharma, K. (1997). *Rural society in India*. Jaipur:Rawat Publication.	

				Suggested E-Resources: 1. Scope of rural sociology, platform -research gate, link: 2. Introduction to rural sociology, platform-egyankosh 3. Change and Development in Rural Society, Plateform-ncert	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
2.	**SOC 403 Indian Society: Structure and Change**	After completion of this course, students will be able to • Acquaint with the characteristics of Indian society and historical importance of culture unity and diversity. • Explain the changing trends in basic institutions of Indian society. • Develop sociological knowledge and solving the contemporary problems of Indian society.		**Section A** Indian Society : Basic Characteristics, Historical Moorings of Indian Society and Culture. Unity and Diversity Factors in Continuity and Change Basic Institutions of Indian Society : Family, Marriage and Kinship System. Social Stratification among Hindus, Muslim and Christians. **Section B** Changing Patterns in Indian Society : Family, Marriage and Their Impact on Status of Women. Political and Economic Development in Indian Society Problems of Economic Development Secularization, Construction of Elite Class & their Role in Indian Politics, Criminalization of Politics. **Section C** Current Problems : Casteism, Communalism, Terrorism. Problems of Minorities & Backward Classes. **Recommended Books:** 1. Ahuja, R. (1993). *Indian social system*. Jaipur: Rawat Publication. 2. Bose, N. (1967). *Culture and society in India*. Bombay: Asia Publishing House. 3. Dube, S. C. (1990). *Indian society*. New Delhi: National Book Trust. 4. Karve, I. (1961). *Hindu society: An interpretaition*. Poona: Dance College. 5. Prabhu, P. (1991). *Hindu social organization: A study in socio-*	**Added E-Resources**

				psychological and ideological foundation. Bombay: Popular Book Depot. 6. Srinivas, M. N. (1965). *India: social structure*. New Delhi: Hindustan Publishing Cooperation. 7. Altekar, A. (1959). *Position of women in ancient India*. Delhi: H.B. Publication. 8. Desai, I. (1964). *Some aspects of family in Mahua: A sociological study of jointness in a small town.* Bombay: Asia Publishing House. 9. Dube, L. (1997). *Women and kinship.* Tokyo: U.N. University Press. 10. Dube, S. C. (1974). *Contemporary India and its modernization*. Delhi: Vikas Publication. 11. Ghurye, G. (1961). *Caste, class and occupation*. Bombay: Popular Book Depot. 12. Kannan, C. (1963). *Intercaste& intercommunity marriage in India.* Bombay: Allied Publishers. 13. Kapadia, K. (1968). *Marriage and family in India*. London: Oxford University Press. 14. Kothari, R. (1970). *Caste in Indian politics*.New Delhi: Orient Longman. 15. Mandelbaum, D. (1972). *Society in India*. Bombay: Popular Prakashan. **Suggested e-Resources:** 1. Relevance of Continuity and Change in Indian Society, Platform: IGNOU, Link- 2. Indian society, continuity and change, social inequality and exclusion. Platform: insightsonindia	

				3. Religion, Caste, Class, Marriage, Family, Kinship Platform: universityofcalicut.info	

S. No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
3.	**SOC 407 Sociological Thinkers**	After completion of this course students will be able to • Introduce the development of sociological thought in the light of historical and intellectual context. • Understand the impact of socio-economic and political forces in the development of sociological though. • Contribute the role of theoretical perspective in relation to the application of social world. • Analyze social conditions of emergence of sociological thought in		**Section A** The Emergence of Sociology; Transition from Social Philosophy to Sociology The Intellectual Context - Enlightenment The Social, Economic and Political forces – French Revolution, Industrial Revolution, The Rise of Socialism, Urbanization and Their Impact on the Development of Sociological Thought. **Section B** Auguste Comte : Intellectual Background, Law of Three Stages, Positivism Spencer : Intellectual Background, Social Darwinism, Superorganic Evolution **Section C** Emile Durkheim – Intellectual Background, Social Fact, Division of Labour, Suicide, Religion **Recommended Books :** 1. Aron, R. (1965). *Main currents in sociological thought* (Vol.I and II).Harmondsworth, Middlesex, Penguin Books. 2. Cohen, P. (1968). *Modern social theory*. London: Heinemann Education Book. 3. Coser, L. (1979). *Masters of sociological thought*. New York: Harcourt. 4. Ritzer, G. (1996). *Sociological theory*.	**Added E-Resources**

		traditional and contemporary scenario.		New York: McGraw Hill. 5. Abel, T. (1980). *The foundation of sociological theory.* Delhi: Rawat Publication. 6. Bottomore, T. (1963). *Karl Marx: selected writings in sociology and social philosophy*. Harmondsworth: Penguin Books. 7. Fletcher, R. (1994). *The making of sociology: A study of sociological theory* (Vol I & II). Jaipur: Rawat Publication. 8. Gurvitch, G., & Moore, W. (1980). *Twentieth century sociology*. Jaipur: Rawat Publication. 9. McLellan, D. (1979). *Marxism after Marx.* Palgrave Macmillan. 10. Martindale, D. (1960). *Nature and types of sociological theory*. Boston: Houghton Mifflin. 11. Sorokin, P. (1928). *Contemporary sociological theories*.New York: Harper & Brothers. 12. Turner, J. (1995). *The structure of sociological theory*. Jaipur: Rawat Publication. 13. Zeitlin, I. (1998). *Rethinking sociology: A critique of contemporary theory*. Jaipur: Rawat Publication. **Suggested e-Resources:** 1. Classical Sociological Theory, Platform-Utkal University, Link- 2. Classical Theorists in Sociology, Platform-American Journal of Sociology, Link- 3. Karl Marx, Max Weber, Emile Durkhiem. Platform: springer.com	

S. No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
4.	**SOC 410 Theoretical Sociology**	After the completion of this course, students will be able to • Explain the various aspects of culture, personality and society in the sociological perspectives. • Gain a deeper understanding about various concepts of Sociology with theoretical understanding • Discuss the role of social processes in shaping the personality of individuals and groups. • Apply a critical thinking towards study of society		**Section A** Sociological Perspective. Society and Culture – Symbols & Language; Dimensions of Culture – – Normative, Cognitive and Material. Cultural Lag : Ogburn's theory of Cultural Lag. Personality : Heredity and Environment **Section B** Concept of Social System and Social Action Group : Concept and Types : Primary, Secondary, Reference Group. Merton's Theory of Reference Group. Group Dynamics. **Section C** Socialization : Concept and Goals of Socialization. Stages of Socialization, Childhood, Adolescence, Adulthood & Old age. Types and Agencies of Socialization. Theories of Socialization : Cooley, Mead, Freud, Durkheim. Social Control : Meaning, Formal and Informal Agencies of Social Control. **Recommended Books :** 1. Bottomore, T. B. (1962). *Sociology: A guide to problems and literature*. London: George Allen & Unwin. 2. Cohen, P. (1968). *Modern social theory*. London: Heinemann. 3. Davis, K. (1948). *Human society*. New York:	**Added E-Resources**

McMillan.
4. Haralambos, M. (1980). *Sociology: themes and perspectives*. New Delhi: Oxford University Press.
5. Inkeles, A. (1965). *What is sociology: An introduction to the discipline and profession*.New Delhi: Prentice Hall.
6. Johnson, H. (1960). *Sociology – A systematic introduction*. Bombay: Allied Publishers.
7. Faris, R. (1988). *Handbook of modern sociology*. Jaipur: Rawat Publication.
8. Gross, L. (1967). *Symposium in sociological theory*.New York: Harper and Row.
9. Gurvitch, G., &Moore, M. (1980). *Twentieth century sociology*. Jaipur: RawatPublication.
10. Homans, G. (1961). *Social behaviour: Its elementary forms*. London: Routledge and Kegan Paul.
11. LaPiere, R. (1954). *A theory of social control*.New York: McGraw Hill.
12. Lundberg, G. (1956). *Foundations of sociology.* New York: Mcmillan& Company.
13. Merton, R. (1968). *Social theory and social structure*. New York: Free Press.
14. Parsons, T. (1968). *The structure of social action.* New York: Free Press.
15. Parsons, T.,& Shills. E. (1962).*Towards a general theory of action*.New Delhi: Harper and Row.

Suggested E-Resources

1. Classical Sociological Thinker, Platform- Utkal University, Link:

2. Sociology: Perspective, Theory, and Method, Platform: pearsoned.co.uk

				3. A Sociological Approach to Self and Identity, Platform: researchgate	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
5.	**SSC 402 Social Science Perspective Course Coordinator Prof. Preeti Sharma**	After the completion of this course, students will be able to • Analyse the holistic view encompassing different social science • Provide insights to interpret social events. • Understand the basic ingredients of social science disciplines to contextualize social reality. • Critically evaluate the emerging themes in social sciences.		**Section A** **The Evolution of Social Science:** • Philosophy of Knowledge and the study of society in Pre-Modern Era • Enlightenment, Modernism and the Idea of Social Sciences'. • Idiogrpahic and Nomothetic Dichotomy;The Natural and Social Science Divide • The Interdisciplinary Relations **Section-B** **Perspectives to Social Phenomena** • Historical, Normative Approach Classical Economy • Critique of Political Economy; Psycho-analytical Interpretation' • The 'Orient' and 'Occident' Perspective: Lucknow School, Lohian Apprach,; Amartya Sen (Welfare Economics and Social Justice); Peter Winch, Thomas Kuhn' **Section-C** **Emerging Themes** • Cliometrics and the Quantitative analysis of the Social Change • Science, Technology and Ecology • Developing ideas on 'Self': Self Concept, Self Esteem and Social Identity' **Recommended Books:** 1. Allbrow, M. (1996). *The Global Age: State and Society Beyond Modernity*, Cambridge: Polity Press. 2. Almond, G. A., & Powell, G. B. (1966).*Comparative Politics - A Developmental Approach,* Boston: Little Brown and Co. 3. Atal, Y. (2003). *Social Science: The Indian Scene*. New Delhi: Abhinav Pub., 4. Bunge, M. (1999). *Social Science under*	**Added E-Resources**

				Debate: A Philosophical Perspective. Toronto: University of Toronto Press. 5. Collingwood, R.G. (1946). The *Idea of History*. New York: Oxford University Press. 6. Dube, S.C. (1976). *Social Sciences and Social Realities*. Shimla: IIAS. 7. Easton, D. (1965*) A System Analysis of Political Life*, John Wiley and Sons, Inc. 8. Flyvbjerg, B. (2003). *Making Social Science Matter: Why Social Inquiry Fails and How it Can Succeed Again*. Cambridge. Cambridge University Press. 9. Gupta, S. K. (2004*). Emerging Social Science Concerns.* Concept Pub. 10. Harrington, A. (2005). *Hermeneutic Dialogue and Social Science: A Critique of Gadamer and Habermas.* London and New York: Routledge. 11. Hutcheon, L. (1989). *The Politics of Postmodernism*. London and New York: Routledge. 12. Joshi, P.C. (1995). *Social Science and Development: Quest for Relevance*. New Delhi: Har-Anand. 13. Kuhn T.S.(2012). *Structure of Scientific Revolution*. University of Chicago Press. 14. Mckenzie, N,.A. (1966). *Guide to Social Sciences*. Weidenfeld & Nicolson. 15. Mehta, V.R. (1996). *Foundations of Indian Political Thought*. Manohar Publications. **Suggested E-Resources:** 1. FrankH.Knight,Ethics, An International Journal of Social, Political and Legal Philosophy, Ethics, Vol.51, No.2, 1941, pp.127-143, in 'Social Science',	

				2. C. P. Bhambhri, 'Globalisation and Social Science', in Economic and Political Weekly, Vol.33, No.1/2, 1998, pp.17-19, 3. Alvin Johnson, Encyclopaedia Of The Social Sciences', Vol.8, Industrial Revolution- Labour Turnover, Macmillan London, 4. Bertens, Hans., The Idea of Post Modern. A History, Karachi University Research Forum, London: Routledge, 1995.	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
SEMESTER II					
6.	**SOC 401 Globalization and Society**	After completion of this course, students will be able to: **LO1**Understand conceptual framework of globalisation • Apprise on the different socio-cultural consequences of globalization. • Explain globalization and its relation with culture and identity. • Discuss the Indian experience of globalization in terms of the problems and prospects. • Critically engage in		**Section A** Globalization : Concept and Forms – Social, Economic Political and Cultural. The Historical and Social Context of Globalization. Distinctive Characteristics of Globalization Agencies of Globalization : MNCs, NGOs, Media, Market, IMF, World Bank **Section B** Cultural Homogenization, Globalization and the Resurgence of Ethnic Consciousness, Diasporic Communities–Indian Diaspora **Section C** Recent Debates on Globalization. Globalization and the Indian Experiences, Socio-Economic Impact of Globalization **Recommended Books :** 1. Steger, Manfred B. (2003). *Globalization: A Very Short Introduction*. New York, Oxford University Press 2. Giddens, Anthony. (2002). *Runaway World: How Globalisation Is Reshaping Our Lives*. London: Routeledge 3. Waters, Malcolm.(1995).*Globalization*. London: Routledge. 4. Ritzer, George. (2010).*Globalization: A Basic*	**Shifted as core paper from second semester elective II Added E-Resources**

		recent debates on globalization.		*Text*. Wiley Blackwell. 5. Appadurai, Arjun. (1997).*Modernity at Large: Cultural Dimensions of Globalization*. New Delhi: Oxford University Press. 6. Doshi, SL and Jain, PC (2003). *Modernity, Post Modernity and Neo Sociological Theories*(Hindi and English). Jaipur: Rawat Publications. 7. Singh,Yogendra. (2000). *Culture Change in India: Identity and Globalization*. New Delhi: Rawat Publications. 8. Benyon, John &Dunkerley, David. (2012). *Globalization: The Reader*.New Delhi: Rawat Publication, 9. Sen, Sunanda.(2007) .*Globalisation and Development*. New Delhi: National Book Trust. 10. Bauman, Zygmant (1998). *Globalisation : The Human Consequences*. Cambridge: Polity Press 11. Knott, Kim & Mcloughlin, Sean. (2011). *Diaspora: Concept, Intersections and Identities*. New Delhi: Rawat Publication. 12. Khor, Martin (2001). *Rethinking Globalisation: Critical Issues and Policy Choices*. Bangalore: Books for Change.	

				13. Battacharya, Purushottam and Roy, Ajitava Chaudhuri (2000). *Globalisation and India: A MultidimensionalPerspective* (ed.)New Delhi: Lancers Books. 14. Hoogvelt, A. (1997).*Globalization and the post-colonial world.* London: McMillan. 15. Keely, R. (1998). *Globalization and the third world*. London: Marfleet Routledge. **Suggested E-Resources** 1. **Understanding Globalisation and its Ramifications, Platform- eGyanKosh, Link-** 2. **Globalisation and Civil society. Platform: UNRISD** 3. **Globalisation, Platform- Journal of globalisation studies** 4. **Globalisation issue and opportunities, Platform- eGyanKosh (Video)** 5. **Runaway World. Lecture by Anthony Giddens** **Print Version:** **Audio Version:** 6. **Globalisation and Modernity, Platform- Scipress**	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
7.	**SOC 402 Indian Social System**	After completion of this course, students will be able to • Explain various approaches to study Indian society. • Describe caste and class system and its impact on society. • Critically analyze the processes of change.		**Section A** Approaches to the Study of Indian Society, Culture and Civilization : Ideological, Anthropological & Historical Approaches Religion & Indian Society. **Section B** Social Stratification in India: (i) Caste and Varna, Sub-caste and Class. (ii) Theories of Caste: Srinivas, Hutton, Dumont, Ghurye. (iii) Changes in Caste System and Caste Dynamics in Economic & Political organizations. **Section C** Process of Change : Sanskritization . Concept of Tradition, Modernization, Westernization, **Recommended Books:** 1. Ahuja, R. (1993). *Indian social system*. Jaipur: Rawat Publication 2. Bose, N. (1967). *Culture and society in India.* Bombay: Asia Publishing House. 3. Dube, S. C. (1990). *Indian society*. New Delhi: National Book Trust. 4. Karve, I. (1961). *Hindu society: An interpretation*. Poona: Deccan College. 5. Prabhu, P. (1971). *Hindu social organisation*. Bombay: Popular Prakashan. 6. Srinivas, M. N. (1986). *India: social structure*. New Delhi: Hindustan Publishing Corporation. 7. Desai, I. (1964). *Some aspects of family in Mahuva*. Bombay: Asia Publishing House. 8. Dube, S. C. (1974). *Contemporary India and its modernization*. Delhi: Vikas Publication.	**Added E-Resources**

				9. Ghurye, G. (1961). *Caste, class and occupation in India*. Bombay: Popular Prakashan. 10. Kapadia, K. (1968). *Marriage and family in India*. London: Oxford University Press. 11. Kothari, R. (1972). *Caste in Indian politics*. New Delhi: Orient Longman. 12. Mandelbaum, D. (1972). *Society in India*. Bombay: Popular Prakashan. 13. Panikkar, K. (1985). *Hindu society at crossroads*. Bombay: Asia Publishing House. 14. Singh, Y. (1973). *Modernization of Indian tradition*. New Delhi: Thomson Press. 15. Srinivas, M. N. (1972). *Social change in modern India*. Bombay: Orient Longman. **Suggested E-Resources**: 1. Unity and Diversity, Platform: Scribd https://www.scribd.com/document/254356030/Indian-Social-System-Ram-Ahuja-16-21- 2. History of Indian Society and Culture, Platform: eGyankosh 3. Society in India, Ram Ahuja, Platform: Scribd	

S.No.	Course Code	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
8.	SOC 406 Social Stratification and change	After completion of this course, the students will be able to • Understand the concept and theories of social structure and stratification. • Enhance their knowledge about the structure of society through social change with theoretical perspective. • Analyze the concepts of developme		**Section A** Concept of Social Structure and Social Stratification. Types of Social Stratification. Theories of Social Stratification – Marx, Parsons, Weber, Davis and Moore. **Section B** Social Change – Concept and Forms of Social Change - Evolution, Progress, Transformation. Factors of Social Change. Theories of social Change : Marx, Pareto, Toynbee, Sorokin. **Section C** Concept of Development. Critical Perspective on Development: Ecological, Liberal and Marxist. Concept of Modernization and Post Modernism. **Recommended Books :** 1. Bottomore, T. B. (1962). *Sociology: A guide to problems and literature*. London: George Allen & Unwin 2. Cohen, P. (1970). *Modern social theory*. London: Heinemann. 3. Davis, K. (1948). *Human society*. New York: McMillan 4. Haralambos, M. (1980). *Sociology: themes and perspectives*. New Delhi: Oxford University Press. 5. Inkeles, A. (1965). *What is sociology: An introduction to the discipline and profession*. New Delhi: Prentice Hall 6. Johnson, H. (1967). *Sociology – A systematic introduction*. Bombay: Allied Publishers.	Added E-Resources

		nt in critical perspective .		7. Faris, R. (1988). *Handbook of modern sociology*. Jaipur: Rawat Publication 8. Gross, L. (1967). *Sociological theory: inquiries and paradigms*. New York: Harper and Row. 9. Gurvitch, G., & Moore, W. (1980). *Twentieth century sociology*. Jaipur: Rawat Publication 10. Homans, G. (1961). *Social behaviour: its elementary forms*. London: Routledge and Kegan Paul 11. Lundberg, G. (1956). *Foundations of sociology*. New York: Mcmillan& Company 12. Merton, R. (1968). *Social theory and social structure*. New York: Free Press 13. Parsons, T.,& Shills, E. (1962). *Towards a general theory of action*.New Delhi: Harper and Row. **Suggested E-Resources** 1. Class and caste, Platform- Economic and Political Weekly, Link- 2. Social Inequality in a Global Age, Platform- SAGE Publications, Link- 3. Understanding Social Stratification, theories, Forms , caste, class, ethnic, change in Social Scarification, Platform: ebooks.lpude.	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
9.	SOC 411 Urban Sociology	After Completion of this course, the students will be able to • Understand the nature of urban Society and how it is different from rural society • Explain the emergence and development of urban centres • Critically analyse various problems existing in urban society.		**Section A** Urban Sociology : Meaning, Nature and Scope. Basic Characteristics of Urban Society Urban Rural Differences and Continuum. Urban Community and Special Dimensions **Section B** Classification of Urban Centres : Cities and Towns Industrial Cities : Growth and Special Features Changing Occupational Structure and its Impact on Social Stratification. **Section C** Urbanization : Process and Problems: Housing, Migration, Environmental Problems, Urban Poverty Urban Planning : Factors Affecting Planning. Regional Planning **Recommended Books :** 1. Quinn, J. (1955). *Urban sociology*. New Delhi: S. Chand & Co. 2. Pickwance, C. (1976). *Urban sociology: Critical Essays* (ed.). Methuen. 3. Saunders, P (1981). *Social theory and urban question*. Hutchionson. 4. Bose, A. (1973). *Studies in Indian urbanization 1901-1971*. New Delhi: Tata Mc Graw Hill 5. Abrahimson, M. (1976). *Urban sociology*. Englewood: Prentice Hall. 6. Ronnan, P. (2001). *Handbook of urban studies*. India: Sage Publications.	**Shifted as core paper from first semester elective I Added E-Resources**

				7. Bharadwaj, R. (1974). *Urban development in India*. National Publishing House. 8. Gold, H. (1982). *Sociology of urban life*. Englewood Cliff: Prentice Hall 9. Colling W. (1972). *Problems of urban society*. George and Unwin Ltd. 10. Alfred, D. (1979). *The Indian city: poverty, ecology and urban development*. Delhi: Manohar Publications. 11. Desai, A., & Pillai, S. (1970). *Slums and urbanisation* (ed.). Bombay: Popular Prakashan. 12. Castells, M. (1977). *The Urban question*. Edward Arnold. 13. Ramachandran, R. (1991). *Urbanisation and urban systems in India*. Delhi: OUP. **Suggested E-Resources** 1. Urban Development in a Colonial Situation- Early Nineteenth Century, Platform- EPW, Link 2. Urbanisation and Social Stratification, Platform- researchgate, Link- 3. Defining Cities, Reading and Writing Cities, Urban Ecology, Platform: Sage Pub. http://sk.sagepub.com/reference/hdbk_urban	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
10.	**SSC 401 Research Techniques in Social Sciences**	After completion of this course Students will be able to • Develop aptitude for social science research. • Identify various sources of primary and secondary data. • Formulate hypothesis, Identify and apply various quantitative and qualitative methods of research. • Summarize, analyze and interpret qualitative and quantitative data in social science research		**Section- A** Formulation of Research Problem. Research Design. Formation and types of hypothesis. Sampling. **Section- B** Source of Primary and Secondary data including library interview, Schedule, and e-resources. Techniques of Quantitative & Qualitative Data Collection: Questionnaire, Observation & Oral History. Case Study & Content Analysis. **Section- C** Classification & Tabulation. Graphic Presentation- Histogram, Bare & Pie diagram. Analysis of Quantitative data: Measures of Central tendency (Mean, Median, Mode), Standard deviation, Correlation Coefficient. An Overview of Hypothesis Testing (A detailed discussion of t, F, Z, x^2 tests and their applications are not required). Analysis of Qualitative data: Successive Approximation and The Illustrative Method. Report writing and the writing of research papers. **Recommended Books:** 1. Sellitz, G., & Jahoda M. (2003*). Research Methods in Social Relations.* Cook Stuart W. Holt . New York: Runehar& Winston. 2. Goode, W.J., & Hatt, P.K. (1987*). Methods of Social Research*. New York: Free Press. 3. Babbie, E.R. (2005). *Survey Research Methods*. Belmont California: Wadsworth Publishing Company. 4. Shah, Vimal P. (2001*). Reporting Research.* Ahemedabad. RachanaPrakashan. 5. Sijoberg, Gideon. & Roger, Nett. (2002). *A Methodology for Social Research*. Jaipur: Rawat Publication.	**Added E-Resources**

		and Write a coherent report and research paper.		6. Kothari, C.R. (2008). *Research Methodology- Methods and Techniques*. New Delhi: Wiley and Eastern Limited. 7. Rosenburg, K. (1990). *Statistics for Behavioural Sciences.* W. C. Brown Publishers. 8. Thomas, B. (2001). *Understanding Social Sciences Research*. New Delhi: Sage Publication. 9. Mariampolski, H. (2001*). Quantitative market Research- A Comprehensive Guide.* New Delhi: Sage Publication. **Suggested E-Resources:** 1. Social Research Methods: Qualitative and Quantitative Approaches: 2. Fundamental of Research Methodology and Statistics: 3. Research Methodology a step-by-step guide for beginners:	

SEMESTER III					
S.No.	**Course List**	**Learning Outcomes**	**Existing Syllabus**	**Suggested Syllabus**	**Remarks**
11.	SOC 504 Industrial Sociology	After the completion of this course, students will be able to • Explain the concepts and theories of industrial sociology. • Identify problems related to industry and labour. • Csritically analyse the role of legislation in labour welfare.		**Section A** Industrial Sociology : Meaning, scope & nature, Relationship with Economics & Sociology. Socio-cultural factors affecting industrial growth in developing countries. Classical Sociological Theories : Division of Labour & Anomie - Durkheim, Production Relation & Alienation-Marx. **Section B** Concept of Work, Innovation and Adjustment, Incentives and Productivity. Models of Industrial Development - Capitalistic, Socialistic & Mixed. **Section C** Industrial Relation : Trade union, Workers participation in management. Personnel Management : Concept, objectives, importance & functions. Recruitment, Selection, Training & Placement & Collective Bargaining. **Recommended Books :** 1. Sheth, N. R., & Patel, P. J. (1979). *Industrial sociology in India*.Jaipur. Rawat Publication. 2. Mayo, E. (1945). The Social Problems of an Industrial Civilization. Boston, MA: Graduate School of Business Administration. 3. Bert F.(Bert Frank) Hoselitz, & Moore, W. E. (1968). *Industrialization and society*. Unesco. 4. Schneider, E. V. (1969). *Industrial sociology*. McGraw-Hill. 5. Misra, S. K., &Puri, V. (1985). *Indian Economy:(its Development Experience)*.	**Shifted as core paper from third semester elective III Added E-Resources**

Himalaya Publishing House.
6. MkW- flUgk oh-lh] MkW- flUgkiq"ik ,oaflUgkfoosd % vkS/kksfxdvFkZ'kkL= &yksdHkkjrhizdk'ku] 2001.
7. Singh, N., & Bhatia, S. K. (2000). *Industrial Relations and Collective Bargaining: Theory and Practice*. Deep and Deep Publications.
8. Singh, S. (1977). *Industrial Relations and Personnel Management in India*. Lucknow: Jyotsna Publications.
9. Kapoor, N. D. (1995). *Handbook of Industrial Law*. New Delhi: Sultanchand & sons.
10. xaxsy] ,-vkj- % vkS|ksfxdlaxBu o izca/k&e/;izns'kfgUnhxzaFk] vdkneh-
11. Dutt, R., &Sundaram, K. P. M. (1990). Indian Economy. *New Delhi:* S. *Chand & Co.*
12. Dhingra, I. C. (1997). *The Indian Economy: Environment and Policy*. New Delhi: Sultan Chand & Sons.

13.Mamoria, C. B., Doshi, S. L., &Doshi, S. L. (1966). *Labour Problems & Social Welfare in India*. New Delhi: Kitab Mahal.

14.vxzoky] ,- ,u- % Hkkjresavk;kstuvkSjvkfFkZduhfr] fo'oizdk'ku] ubZfnYyh] 1977A

15.lq/kk] th-lh- % ekuolalk/kuizca/k] us'kuyifCyf'kaxgkml] ubZfnYyh 1999A

Suggested E-RESOURCES :

1. Sociology of work and employment, Capital and Labour, Organisations and Industrial Work, Platform: copac.jisc

2. Industrial Sociology, Platform- SAGE Publications, Link-

				3. Definition of industrial sociology, challenges of Industries, platform: Sage Pub 4. http://sk.sagepub.com/reference/sociology/n18.xml	

.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
12.	**CS 513 ~~Introduction to~~ Computer Application** **Course Coordinator** **Prof. C.K. Jha**	After completion of this course student will be able to: • Basic knowledge of the computer system and it's peripherals.. • Concept of operating system and their functions • Understand databases and Network applications. • Understand concept of Application software tools like MS- WORD, MS-EXCEL. MS-PowerPoint and SPSS.		**Section A** **Introduction :** What is Computer, Applications of coumputer, Elements of computer : Hardwre & Software, Block Diagram of Computer System Functions of the computer components, Concept of Data and Information, Evolution and Classification of Computer. **Software :** What is Software and Types of Software. **Operating System :** Introduction and function of Operating System. **Programming Languages :** Generation of languages, Language Translators : Assembler, Compiler and interpreter. **Database Management Systems :** Concepts & Applications. **Section B** **PC Software : Word Processing :** Creating, Opening and Saving Documents, Formatting, Inserting Tables and Pictures and Mail Merge. **Spreadsheets Package :** Creating, Opening & Saving Worksheets, Use of Fromulas & Functions, Charts : types, creation, editing, Sorting and Filtering of Data, What-if analysis : Scenarios & Pivot table, Goal Seek. **Presentation Packages :** Introduction to Presentation Packages, Inserting Slides, Templates, Slide views, Graphics and	Added E-Resources

				Animation. **Introduction to Computer Network :** What is Network, Advantages, Types of Network : LAN, WAN, MAN. **Internet :** Applications, Web Browsers, Servers, Internet Services - WWW, E-mail, URL, Search Engines, Concept of Blogging. **Section C** **Analysis through Statistical Packages (SPSS) :** Types of Variables, Classification and Tabulation of Data, Graphical Presentation of Data : Histogram, Bar, and Pie Diagram. Import/Export of Data, Measures of Central tendency : Mean, Mode, and Median. Measure of Dispersion : Standard Devitation, Correlation Analysis, Chi-Square Test. **Recommended Books** 1. Sinha, P. K. (2004). *Computer Fundamentals: Concept, Systems and Applications*. BPB Publications. 2. Goel, A. *Computer Fundamentals.* Pearson Education 3. Jaiswal, S., (1996) *P.C.Software Bible*. Galgotia, New Delhi. 4. Garg, P., Gupta, S. (2013). *Computer Fundamentals & Office Automation*. Shubham Publications. 5. Govil, M.C. *Computer Fundamentals and Programming in C.* Jaipur Publication House. 6. Forouzan, A. B. *Data Communications & Networking* (4th ed.). Tata McGraw-Hill. **Suggested E-Resources:** 1.Data Communication https://nptel.ac.in/courses/106105082/	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
13.	**CS 513 L Computer Application Lab**	After completion of this course student will be able to: • Basic knowledge of the computer system and it's peripherals.. • Concept of operating system and their functions • Understand databases and Network applications. • Understand concept of Application software tools like MS- WORD, MS-EXCEL. MS-PowerPoint and SPSS.		Introduction to SPSS Introduction to Different Table How we represent data in SPSS (Data View and Variable View) How we import and export the file in SPSS Creation of Histogram, Bar and Pie diagram Import the file in SPSS and Perform following operation (i) Frequency Analysis for each variable and draw Histogram. (ii) Descriptive Analysis for each variable Perform frequency analysis Generate Pie chart showing age in X axis, Gender in Y axis Slice by name, age, gender. Perform the Mean Mode and Median operation using SPSS on given data set. Perform frequency analysis Generate Bar chart between age and education. Define, id, Name, Age, Gender, Educational Qualification, Educational course Find out the standard deviation using SPSS on given data set. Perform correlation analysis. Perform nonparametric chi Square Test **Recommended Books** 1. Sinha, P. K. (2004). *Computer Fundamentals: Concept, Systems and Applications*. BPB Publications. 2. Goel, A. *Computer Fundamentals*. Pearson Education 3. Jaiswal, S., (1996) *P.C.Software Bible*. Galgotia, New Delhi. 4. Garg, P., Gupta, S. (2013). *Computer Fundamentals & Office Automation*. Shubham	**Added E-Resources**

				Publications. 5. Govil, M.C. *Computer Fundamentals and Programming in C.* Jaipur Publication House. 6. Forouzan, A. B. *Data Communications & Networking* (4th ed.). Tata McGraw-Hill. **Suggested E-Resources:** 1. Data Communication https://nptel.ac.in/courses/106105082/	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
14.	**SOC 503 Indian Social Thinkers**	After the completion of this course, the students will be able to • Describe historical trajectory of Indian Sociology • Explain major approaches to study Indian society and culture • Comprehend the contributions made by Indian sociologists and their contemporary relevance • Explain Indian social reality from text view and field view perspectives.		**Section A** Development of Sociological Thoughts in India. The emergence and growth of Sociology in India. The Colonial Context : The impact of Western Sociology on Development of Sociology in India. The continuance of Colonial Legacy in Contemporary Indian Sociology. **Section B** R.K. Mukherjee - Social Values, Theory of Social Science. D.P. Mukherjee - Dialectic of Traditions. G.S. Ghurye - Caste and Class. **Section C** Irawati Karve - Kinship, Marriage & Family in India. Yogendra Singh - Cultural Change in India. B.R. Ambedkar - Subaltern Views. **Recommended Books :** 1. Desai, I. P. (1981). *The craft of sociology and other essays*. Delhi: Ajanta Publisher. 2. Dhanagare, D. (1993). *Themes and perspectives in Indian sociology*. Jaipur: Rawat Publication.	**Added E-Resources**

3. Dube, S.C. (1977). Indian sociology at the turning point. *Sociological Bulletin*. 26(1), 1-13.
4. Ghurye, G. (1957). *Caste and race in India*. Bombay: Popular Prakashan.
5. Ghurye, G. (1968). *Social tension in India*. Bombay: Popular Prakashan.
6. Guha, R. (1985). *Subaltern studies* (4th Vol.) (ed.). New Delhi: OUP
7. Karve, I. (1960). *Hindu society: An interpretation*. Deccan College.
8. Mukherjee, D. (1986). *Diversities.* Bombay: Popular Prakashan.
9. Mukherjee, R. (1965). *The social structure of values*. Delhi: S. Chand and Company.
10. Mukherjee, R. (1979). *Sociology of Indian sociology*. Delhi: Allied Publication.
11. Oommen, T., & Mukherjee, P. (1986). *Indian sociology: reflection and introspection* (ed.). Bombay: Popular Prakashan.
12. Singh, Y. (1986). *Image of man: ideology and theory in Indian sociology*. Delhi: Chanakya Publication.
13. Singh, Y. (1986). *Culture Change in India : identity and Globalisation*. Delhi: Rawat Publication.
14. Menien, A.R. (1996). *The legacy of G.S. Ghurye: A centennial festschrift*. Bombay: Popular Prakashan.
15. Singh, Y. (1986). *Indian sociology: social conditioning and emerging concerns*. Delhi: Vistaar.

Suggested E-Resources

1. Class and caste, Platform- Economic and Political Weekly, Link-

				2. Social Inequality in a Global Age, Platform- SAGE Publications, Link- 3. Understanding Social Stratification, theories, Forms , caste, class, ethnic, change in Social Scarification, Platform: ebooks.lpude. 4.	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remark
15.	**SOC 510 Sociological Approaches and Theories I**	After the completion of this course, students will be able to • Explain various approaches of sociology. • Analyse relationship between social theory and empirical research • Apply the sociological theories to understand the social phenomena		**Section A** Sociological Theories : Meaning and Nature, Relationship between Theory and Research. Scientific and Humanistic Perspective. Historical Approach : Assumptions, Importance and Criticism. Toynbee : Cyclical Approaches to understanding Change. Spengler : Stair Case Model of Social Change. **Section B** Structural Functional Approach - Assumptions, Importance and Criticism. Radcliffe Brown : Idea of Social Structure, Malinowski : Theory of Social Structure. Parsons : Functional Dimensions of Social System Merton : Codification, Critique and Reformulation of Functional Analysis. **Section C** Conflict Approach - Assumptions, Importance and Criticism. Marx - Class Struggle Dahrendorf - Dialectics of Conflict. Coser - Functional Analysis of Conflict.	**Added E-Resources**

				Collins - Conflict and Social Change **Recommended Books :** 1. Don, M. (1960). *The nature and types of sociological theory*. Boston: Houghton Miffin Co. 2. Ritzer, G. (1996). *Sociological theory. Delhi:* Tata Mcgraw Hill. 3. Timasheff, A., &Theodorson, G. (1967). *Sociological theory*. New York: RandowHouxle. 4. Turner, J. (1987). *The structure of sociological theory*.Jaipur: Rawat Publications. 5. Alexandar, C. (1982). *Theoretical logic in sociology*.London: Routledge and Kegan Paul. 6. Ekeh, P. (1974). *Social exchange theory*. Cambridge: Harvard University Press. 7. Garfinkel, H. (1967). *Studies in ethnomethodolgy*. Englewood Cliffs, Prentice Hall. 8. Gouldner, A. (1971).*Coming crisis of western sociology*. New Delhi: Heinemann. 9. Gouldner, A. (1973). *For sociology.* New York: Basic Scientific Books. 10. Hagedorn R., &Labovitz, S. (1973). *An introduction into sociological orientations*. New York: John Wiley. 11. Homans, G. (1961). *Social behaviour: its elementary forms*. New York: Harcourt Brace. 12. Mills, C. (1959). *The sociological imagination*. London: Oxford University. 13. Wallace, R., &Wolf, A. (1986). *Contemporary sociological theory: continuing the classical tradition*. Englewood Cliff, NJ , Prentice Hall.	

				Suggested E-Resources 1.Sociological Theory, Platform- SAGE Publications, Link- 2. 3.Sociological Perspective, Symbolic Intractionism, Conflict approach, Structural Functionalism	
16.	**Discipline Elective**				
17.	**Reading Elective I**				

SEMESTER IV

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
18	**SOC 509 Social Psychology**	After the completion of this course, students will be able to • Explain the concepts of social psychology. • Understand the self and its development with reference to society. • Identify the influence of various factors on development of personality. • Apply social psychological perspective to understand human behavior.	:	**Section A:** Social Psychology: Meaning, Nature, Goals and Scope of Social Psychology and its relation with other Social Sciences. Methods of Social Psychology: Experimental and Non Experimental. Personality: Meaning, Types and Factors of Personality – Biological, Social and Cultural Factors, Theories: Mead, Cooley and Freud. **Section B:** Attitude: Meaning, Nature and Function of Attitude, Attitude and Behaviour. Social Perception: Perceiving Ourselves, Self Concept, Self Esteem, Self Perception, Perceiving Others, Forming Impressions, Verbal and Non verbal Cues. Leader and Leadership: Meaning, Traits, Functions and Types, Propaganda and Public opinion **Section C:** Collective Behaviour: Meaning and Types of Collective Behaviour – Crowd and Audience Social Prejudice: Meaning and Determinant Factors of Prejudice. Learning: Meaning and Factors – Biological, Psychological and Social. Theories: Pavlov & Kohler Motivation: Concept and Classification. **Recommended Books :** 1. Young, K. (2016). Handbook of social psychology. Routledge. 2. Klineberg, O. (1948). *Social Psychology* Revised. New York: Henry Holt Pub.	**Shifted as core paper from third semester elective IV to fourth Semester Added E-Resources**

3. Newcomb, T. M. (1953). Social psychology and group processes. *Annual Review of Psychology*, *4*(1): 183-214.
4. Kuppuswarny, B. (1980). *An introduction to Social Psychology.* New Delhi: Asia Publishing House.
5. Ginsberg, M. (1921). *The psychology of society*. Bombay: Asia Publishing House.
6. Crutchfield, R. S. (1948). *Theory and Problems of Social Psychology*. New York: McGraw-Hill Book Company.
7. Lindgren, H. C. (1969). *An introduction to social psychology*. London: Wiley.
8. Lindzey, G., & Aronson, E. (2006). *Handbook of Social Psychology*. London: Addison Wesley Publishing Company.
9. Asch, S.E. (1987). *Social Psychology*. London: Oxford University Press.
10. Emerson, R. M., Rosenberg, M., & Turner, R. H. (1981). *Social psychology: Sociological perspectives*. New York: Basic Books Inc. Publishers.
11. Myers, D. G. (1999). *Social psychology*. London: McGraw-Hill.
12. Brehm, S. S., and Saul M. Kassin. (1990). *Social psychology*. Boston: Haughten Mifflin Company.
13. Worchel, S., Cooper, J., & Goethals, G. R. (1991). *Understanding social psychology*. London: Thomson Brooks/Cole Publishing Co.

Suggested E-RESOURCES :

1. Social Psychology Teaching Resources, Platform- Wesleyan University, Link-

2. Products- Psychology Database, Platform- Proquest, Link-

3. Introducing Social Psychology, Self, Social Learning, Social Cognition, Attitudes, Behavior, Perceiving Others, Stereotype, Prejudice, Platform: 2012books.lardbucket

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
19.	**SOC 511 Sociological Approaches and Theories II**	After the completion of this course, students will be able to • Explain new theoretical approaches of sociology. • Discuss relevance of modern and post modern sociological approaches. • Apply the sociological theories to understand the social reality		**Section A** Interactionist Perspective : (i) Symbolic Interactionism : G.H. Mead, C.H. Cooley (ii) Phenomenology : Alfred Schutz (iii) Ethnomethodology : Garfinkel. **Section B** Modern to Post-Modern Social Theory : (i) Jurgen Habermas (ii) Ulrich Beck (iii) Zygmunt Bauman (iv) Anthony Giddens. Theories of Post-Modernity : (i) Jean Baudrillard (ii) Jean Francois (iii) Jacques Derrida **Section C** Structuralism, Post-structuralism and Neo-Marxism (i) Foucault - Post-structuralism (ii) Habermas (iii) Althusser - Structuralism Marxism. **Recommended Books :** 1. Martindale, D. (2013). *The nature and types of sociological theory*.Routledge. 2. Jones, P., Bradbury, L., & LeBoutillier, S. (2011). *Introducing social theory*. London: Polity Press. 3. Ritzer, G. (1996). *Sociological Theory*. New Delhi: Tata McGraw Hill. 4. Timasheff, N; George, A. (1976). *Sociological Theory. Its Nature and Growth.* New York: Random House. 5. Turner, J. H., & Turner, P. R. (1978). *The structure*	**Added E-Resources**

				of sociological theory. Homewood: IL.Dorsey Press. **Suggested E-RESOURCES** 1. Sociological Theory, Platform- SAGE Publications, Link- 2. Sociological Perspective, Theoretical Perspective, Conflict Approach, Structuralism, Functionalism, Symbolic Insurrectionism, Platform: web2.mlp.cz 3. Functionalism or Structural Functionalism Theory, Symbolic Intractionism, Symbolic Interactionism Theory, Social Exchange Theory, Platform: accessdl.state.al.us	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
20.	**SSC 501 Women Studies**	After the completion of this course, students will be able to • Explain the fundamentals of Women Studies and its multidimensional aspects. • Develop the knowledge of how women's struggles or movements in the West and in India evolved leading to the establishment of the academic discipline. • Describe interlinkages of gender, patriarchy and power.		**Section A** Women's Studies as a discipline. Emerging Concepts- Gender, Women Empowerment, Gender Sensitization, Gender Bias & Gender Discrimination. First, Second and Third Waves of Feminism. Feminist Thought and Theories Liberal : Marxist and Radical Feminism. Developmental Approcaches : Women in Development (WID) Women and Development (WAD) Gender and Development (GAD) **Section B** Women in India : Status of Women in terms of Socio-Cultural Milieu : family structure, Caste, Class and Community. Demographic Profile, Social Profile (Education, Health, Violence Related to Women). Economic Profile (Women and Work). Political Profile of Indian Women Development Index : Human Development Index (HDI), Gender Development Index (GDI) and Gender Empowerment Measure (GEM) Strategies for Women's Development in India (From Welfare to Empowerment) Role of NGOS in Women's Devlopment in India. **Section C** International Declarations For Protection of Women : Universal Declaration of Human Rights (UDHR), Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). Institutional Mechanism for Women : National Commission For Women, State Commissions, National Human Rights Commission (Organizational Setup and Functions) Significance and Importance of Legal Provisions for Sageguarding the Rights of Women	**Added E-Resources**

				Case Studies : Grassroot Employee : Bhanwari Devi Women in Sport : Mary Kom, Social Activist : Sunitha Krishnan Women in Administration : Kiran Bedi. **Recommended Books:** 1. Altekar, A.S. (1983). *The Position of Women in Hindu Civilization.* Delhi. Motilal Banarsidas. 2. Chanana, Karuna. (1988). *Socialization, Women and Education: Exploration in Gender Identity*. New Delhi. Orient Longman. 3. Chodrow, Nancy. (1978). *The Reproduction of Mothering*. Berkeley: University of California Press. 4. Desai, Neera & M. Krishnraj. (1987). *Women and Society in India*. Delhi: Ajanta Press. 5. Dube, L. (1986). *Visibility and Power: Essays on Women in Society and Development*. New Delhi: OUP. 6. Dube, L. (1997). *Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia*. Tokyo: United Nations University Press. 7. Gandhi, N., & Shah,N. (1992). *The Issue at Stake, Theory and Practice in the Contemporary Women's Movement in India*. New Delhi: Kali for Women. 8. Ghadially, R. (1988). *Women in Indian Society*. New Delhi: Sage Publication. 9. Maccoby, E. & Jacklin. J. (1975). The Psychology of Sex Differences. Stanford: Stanford University Press. 10. McCormack, C., &Strathern, M. (ed.) (1980). *Nature, Culture and Gender*. Cambridge. Cambridge University Press. 11. Oakley, A. (1972). *Sex, Gender and Society*. New York: Harper and Row. 12. Jain, D., & Rajput, P. (2003). *Narratives from the Women's Studies Family, Recreating Knowlege (ed.).* New Delhi: Sage Publication. 13. Tong, R. (1989). *Feminist Thought: a Comprehensive Introduction*. London. Routledge. 14. Anderson, M.L. (1997). *Thinking about Women, Sociological Perspectives on Sex and Gender.*	

				Boston: Allyn and Bacon. 15. Avasthi, A., & Srivastava, A.K. (2001). *Modernity, Feminism and Women Empowerment*. Jaipur: Rawat Publication. **Suggested E-RESOURCES :** 1. Why Women Studies, Economic and Political Weekly: Introduction to Women, Gender, Sexuality Studies, University of Amherst: a. 2. Gender and Development, Development Bulletin :	
S.No.	**Course List**	**Learning Outcomes**	**Existing Syllabus**	**Suggested Syllabus**	**Remarks**
21..	Dissertation	After the completion of this course the students will be able to		The aim of this paper is to enable students to identify social issues and orient them for application of theoretical knowledge with critical analysis in order to conduct social research. The student shall be assigned a mentor under whose supervision student is supposed to make a research proposal; apply research methodology and write a dissertation based on field studies on the topic of interest. The students will have to write a dissertation of about 60-75 pages on any topic of their area of research interest under the supervision of a mentor. **Guidelines** for writing the Dissertation: Size minimum 60-maximum 75 pages, double line space, in TNR 12 Font size. For Hindi type font to be used DevLys 010, size 14. Sequence of content - Title page, certificate of the supervisor, declaration by the student, content page, list/s of tables, graphs, charts, maps, illustrations, photographs and plates, acknowledgement, preface pages (to be	**Shifted project from fourth semester elective VI to fourth semester with new Nomenclature**

				numbered in small Roman digits, i, ii, iii… x). From chapter 1 to last pages Arabic numerals (1, 2,3..75). If any, the Appendices and list of technical terms/glossary will follow the conclusion chapter and will not be numbered. Reference section/Bibliography will similarly not be numbered. Reference style - APA. **Synopsis:** 8-10 pages including the research problem, tentative chapterisation, objectives, methodology, literature review and bibliography, with TNR 12 Font, double space. **Process**: The allocation of supervisor for guiding dissertation may preferably be done in MA III Semester itself. The synopsis presentation should be done by December end. Student would also submit hard copy of the same. The mid-term presentation/assessment is to be done by February end. Dissertation submission to be made by March end. Viva date will be added in the date sheet of final Semester examinations. The viva board will comprise of HOD + supervisor + 1 faculty member. Viva will carry 60 marks. **Continuous Assessment**: This would comprise of Synopsis presentation/Evaluation (15 marks) and Mid-term Presentation (25 marks) The continuous assessment will also be done by the same board of examiners.	

Open Elective

Reading Elective II

List of Discipline Elective

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
20.	**SOC 405 Social Movements in India**	After the completion of this course, the students will be able to • Explain the concepts related to collective action and social movements. • Describe different sociological approaches of social movements. • Compare the traditional and new social movements in Indian society. • Critically understand the impact of social movements in social transformation.		**Section- A** Defining Features and Dynamics of Social Movements, Types of Social Movements The Social Base : Class, Caste, Ethnicity, Gender, Role and Types of Leadership Relationship between Leaders and the Masses The Bearing of Political Institutions and Processes of Social Movements **Section-B** Theories of the Emergence of Social Movements : Marxist and Structural-Functional Social Movements and Social Change : Reform, Revival, Revolution; Schisms, Splits Counter Movements : Transformation and Decline **Section C** Traditional Social Movements in India : Peasant Movement, Labour and Trade Union Movement, Tribal Movement,	**Shifted from first semester elective I to third semester discipline elective Added E-Resources**

				Nationalist Movement New Social Movements in India: Dalit Movement, Women's Movement, Ecological and Environmental Movement, Ethnic Movement. **Recommended Books:** 1. Banks, J. (1972). *The sociology of social movements.* London: Macmillan. 2. Desai, A. (1979). *Peasant struggles in India (ed.).* Bombay: Oxford University Press. 3. Dhanagare, D. (1991). *Peasant movements in India (1920-50).* Delhi: Oxford University Press. 4. Oommen, T. (1990). *Protest and change: studies in social movements.* Delhi: Sage. 5. Rao, M. (1979). *Social movements and social transformation.* Delhi: Macmillan. 6. Gouldner, A. (1950). *Studies in leadership (ed.).* New York: Harper & Brothers. 7. Shah, G. (1990). *Social movements in India: A review of the literature.* Delhi: Sage. 8. Shah, N. (1992). *The issues at stake: theory and practice in the contemporary women's movements in India.* New Delhi: Kali for Women.	

				Suggested E-Resources 1. Social Movements and the State, Platform- SAGE India, Link- 2. Social Movements in India, Platform- EPW, Link- 3. Nation, Civil Society and Social Movements, Platform: Sagepub. 4.	

S.N.	**Course List**	**Learning Outcomes**	**Existing Syllabus**	**Suggested Syllabus**	**Remarks**
No.21	SOC 409 Sociology of Education	After the completion of this course, students will be able to • Explain different perspectives of sociology of education. • Identify the problems of education in context of multi-culturalism ,ethnicity and gender		**Section A** Theories and Perspectives in Sociology of Education Education and Social Stratification, Social Change and Social Mobility School as a System, Schooling as a Process Language as a Medium of Instruction. Curriculum and Assessment Teacher as a Change Agent. **Section B** Multi-Culturalism, Ethnicity and Education. Equality of Educational Opportunity Gendering Inequalities towards Education and Employment **Section C**	**Shifted from se semester electiv to third semest elective I Added E-Resou**

			inequality. • Discuss the relevance of educational policies in promoting quality education.		Education and Society in India. Socio-Historical Context – Education in Pre-Colonial and Colonial India Education and Modernization Educational Policies of India – Radha Krishnan Commission, Kothari Commission & New Education Policy **Recommended Books:** 1. Banks, O. (1971). *Sociology of education.* London: Batsford. 2. Blackledge, D.,& Hunt, B. (1989). *Sociological interpretation of education.* London: Routledge. 3. Craft, M. (1970). *Family, class and education.* Longman Harlow. 4. Gandhi, M. (1962). *Problems of education.* Ahmedabad: Navjeevan Prakashan. 5. Illich, I. (1973). *Deschooling society*. London: Penguin. 6. Shatrugan, M. (1988). Privatising higher education. *Economic and Political Weekly, 2624.* 7. Durkheim, E. (1956). *Education and sociology.* New York: Free Press. 8. Friere, P. (1972). *Pedagogy of the oppressed. Harmandsworth,* Penguin Books. 9. Jayaram, N. (1990). *Sociology of education in India.* Jaipur: Rawat Publication. 10. Kamat, A. (1985). *Education and social change in India.* Bombay: Somaiya. 11. Tyler, W. (1977). *The sociology of*		

					educational inequality. London: Mathuen. **Suggested E-Resources:** • Sociology of Education, Platform- SAGE Publications, • Sociology of Education and Indian Higher Education Systems, Platform- EPW,	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
22.	SOC 501 Environment and Society	After the completion of this course, students will be able to • Understand man-nature relationship and ecological balance. • Know the impact of environmental problems on society. • Identify the environmental movements in social context. • Critically analyze environmental policies and programmes.		**Section A** Environmental Sociology : Meaning, Nature and Scope. Interdisciplinary approach to environment : Anthropology, Geography, Economics, Political Science, Sociology. Emerging Theoretical Parameters in Environmental Sociology, Contributions of Ram Chandra Guha and Patrick Geddes. **Section B** Environmental Issues : Population, Water, Sanitation, Pollution, Energy, Development and Displacement. Environmental Movements : Chipko, Narmada Bachao. **Section C** Emerging Concerns : Need for Sustainable Development, Depletion of Natural resouces. Earth Summit Agenda 21, Role of United Nations UNEP. **Recommended Books :** 1.Gadgil, M., & Guha, R. (2013). *Ecology and Equity: The use and abuse of nature in contemporary India*. Routledge. 2.Ritzer, G. (1996). *Sociological Theory*. New Delhi. Tata Mcgraw Hill. 3. Timasheff Nicholas, S. i George A. Theodorson (1976). *Sociological Theory. Its Nature and Growth.* New York: Random House. 4. Turner, J. H., & Turner, P. R. (1978). *The structure of sociological theory.* Homewood, IL: Dorsey Press. 5. Alexander, J. C. (1982). *Theoretical Logic in Sociology: Positivism, Presuppositions and Current*	**Shifted from third semester elective III to third semester elective I Added E-Resources**

Controversies.-1982.-(RUidnr: M104049192). Routledge & Kegan Paul.

6. Ekeh, P. (1974). *Social exchange theory. The two traditions.* Cambridge, Harvard University Press, 1974.
7. Garfinkel, H. (1967). *Studies in ethnomethodology.* London: Prentice Hall.
8. Gouldner, A. W. (1973*). For sociology: Renewal and critique in sociology today. Basic Books (AZ*). Basic Scientific Books.
9. Robert, H., & Labovitz, S. (1973). *An Introduction into Sociological Orientations.*New York: John Wiley.
10. George, H., & Homans, M. (1961). *Social behaviour: its elementary forms.* New York: Harcourt Brace.
11. Mills, C. W. (2000). *The sociological imagination.* Oxford: Oxford University Press.
12. Wallace, R. A., & Wolf, A. (1995). *Contemporary Sociological Theory Continuing the Classical Tradition*. London: Prentice Hall.
13. Giddens, A. (1996). *Global Problems and Ecological Crisis' in Introduction to Sociology*. New York: W.W. Norton and Co.

14.Michael, R. (1984). *Development and the Environmental Crisis*. New York: Meneun Co. Ltd.

15. Munshi, I. (2000). Environment in Sociological Theory. *Sociological Bulletin.49(2).*

				Suggested E-RESOURCES 1. Environment Crises, Platform- EPW, Link- 2. Sustainable Development, Platform- EPW, Link- 3. Environmental Thought, Environmental Technology, Creating Nature, Platform: Sage Pub. https://uk.sagepub.com/en-gb/eur/the-sage-handbook-of-environment-and-society/book228312	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
23.	SOC 507 Science,Technology and Social change	After the completion of this course, students will be able to • Explain interrelations of science, technology and social change • Develop an understanding of policy formulation regarding technology and society • Critically analyse the role of technology in development of society		**Section A** The Study of Science - Its importance, Relationship between Society and Science and vice-versa, Relationship between Science and Technology, Pure and Applied Science, Science as a Social System.s **Section B** History & Nature of Science and Technology Education in India : Primary to Research level. Performance of Universities in Development of Technology, Role of Science Policy in Development. Brain Drain and Brain Gain Indian Social Structure and Science. **Section C** Political economy of Science and Technology at National and International Levels. Contest between Development of Science in Western and Non-Western Societies. **Recommended Books :** 1. Appleyard, R. (1989). *The impact of international migration on developing countries*. OECD. 2. Barber, B. (1978). *Science and the social order*.New York: Free Press. 3. Choubey, K. (1974). *Science Policy and National Development*. New Delhi: Wiley Eastern. 4. Rahman, A. (1972). *Trimurti: Science, Technology & Society: A Collection of Essays*. New Delhi: People's Publishing House. 5. Storer, N. W. (1966). *The social*	**Shifted paper from fourth semester elective V to Discipline Elective Added E-Resources**

				system of science. Holt, Rinehart and Winston. 6. UNCTAD/CSIR. (2001). Case Study in Reverse Transfer to Technology: A Survey of problems and Policy in India. Geneva. 7. Crane, D. (1965). Scientists at Major and Minor Universities A Study of Productivity and Recognition. *American Sociological Review*. 30 (53). 699-714. 8. Coler, M.A. (1963).*Essays on the Creativity in the Sciences*. New York: New York University Press. 9. Debroy, B. (1996). *Beyond the Uruguay Round: The Indian Perspective on GATT*. New Delhi: Sage. 10. Gilpin, R., & Christopher, W.(1964).*Scientists and National Policy Making*. New York: Columbia University Press. **Suggested E-RESOURCES** 1. Science, technology and society. Platform: Sage Journal 2. Theoretical Approaches. Platform: Jstor. 3. Impact of changing technology. Platform: Economic and Ploitical	

				weekly	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
25.	**SOC 508** **Social Demography**	After the completion of this course, students will be able to • Understand and apply the concepts and theories on population problems**.** • Know about importance of population control measures and their implementation . • Explain reproductive health and social impact of new reproductive technologies. • Critically analyze population		**Section A** Meaning and Scope of Demography, Importance of studying Demography in Sociology. Socio- Cultural Factors affecting Population Growth. Theories of population: Malthusian theory, Demographic Transition Theory, Optimum Population Theory. Population Trends in 20th Century Population Explosion – Threatened or real, distant or eminent **Section B** Fertility: Crude Birth Rate, Total Fertility Rate, Age Specific Fertility Rate, Net Reproduction Rate and Gross Reproduction rate. Factors affecting Fertility. Factors responsible for Declining Fertility in recent past. Nuptiality: Concept and analysis of marital status, Mean age at Marriage, Mortality and Morbidity: Crude Death Rate, Age Specific Death Rate, Infant Mortality Rate, Child Mortality Rate, Maternal Mortality Rate. Factors affecting Mortality. Migration:Concept and Types Factors affecting migration. **Section C** Population Policy in India Problems and Perspective Evolution of Population Policy	**Shifted Elective paer from IV semester to Discipline elective Added E-Resources**

		problems and policies.		in India – The shift in Policy from Population Control to Family welfare to Women Empowerment Reproductive and Child Health, Social Impact of New Reproductive Technologies. Population Education, Population Information and Communication New Population Policy – 2000 **Recommended Books :** 1. Census of India Reports (2011). 2. Finkle, J. L., & McIntosh, C. A. (1994). The new politics of population. *Population and Development Review*, *20*, 3-34. 3. Hatcher, R. A. (1997). *The essentials of contraceptive technology*. Johns Hopkins INFO Project. 4. Bose, A. (1991). *Demographic diversity of India*. Census. State and District Level Data. A Reference Book. 5. Premi, M. K., Ramanamma, A., &Bambawale, U. (1983). An introduction to social demography. Delhi. Vikas Publishing House. 6. Sharma, R. K. (2004). *Demography and population problems*. Mumbai: Atlantic Publishers & Dist. 7. Srivastava, O.S. (1994). Demography and Population Studies. New Delhi: Vikas Publishing House. 8. Chandrasekhar, S. (Ed.). (2011). *Infant mortality, population growth and family planning in India*. London: Routledge. 9. Sinha, V. C., & Zacharia, E. (1984). *Elements of demography*. New Delhi: Allied Publishers. 10. Guruswamy, M., & Arokiasamy, P. (Eds.). (2004). *Population, Health, and Development in India: Changing Perspectives*. New Delhi: Rawat Publications.	

				11. Chaubey, P. K. (2001). *Population Policy for India: Perspectives, Issues, and Challenges*. Kanishka Publishers, Distributors. 12. Sinha, V. C., &Zacharia, E. (1984). *Elements of demography*. New Delhi: Allied Publishers. 13. Reddy, Krishna M.M. (1998). *Marriage, Population and Society*. New Delhi: Kanishka Publishers. **Suggested E-RESOURCES :** 1. An introduction to demography. Platform: Researchgate, Link: 2. Population and society, Platform: NPTEL, Link: 3. Meaning and Scope of Demography, Birth rate, death rate, determinant, Socio-economic aspect of population, Platform: sociology discussion	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
26.	SOC 512 Sociology of deviance and crime	After the completion of this course, students will be able to • Elucidate the crime as a form		**Section A** Concept of Deviance, Factors Fostering Deviance, Crime as a Form of Deviance, Types of Crime: Economic, Violent, White Collar Crime, Organized Crime, Cyber crime	**Shifted from III semester elective to Discipline Elective Added E-Resources**

		of deviant behaviour. • Apply theoretical approaches to understand changing patterns of crime and criminal behavior. • Understand the correctional homes and different perspectives of punishment		**Section B** Theories of Crime: Classical & Neo-classical, Biological, Physiological, Geographical, & Sociological Theories (Sutherland, Cloward & Ohlin, Merton), Multiple Factors Theory. **Section C** Crime and Victimological Perspective, Punishment: Concept &Theories: Retributive, Restitutive, Reformative, Prison Reforms in India, Probation and Parole, Role of Police in Crime Prevention **Recommended Books:-** 1. Barlow, H.D. (1987).*Introduction to Criminology*. Boston: Little Brown & Co. 2. Reckless, W.C. (1967).*The Crime Problems*.London: Vikils Teffer and Simon. 3. Mh- ,l- c?ksy % vijk/k'kkL=] ubZfnYyh] jtrizdk'kux`g] 1983- 4. Ahuja, R. (2002). *Criminology.* Jaipu: Rawat Publication. 5. Caldwell, R.G. (1977*). Foundations of Law Enforcement & Criminal Justice.* Indianapolis: Bobbs Merrill. 6. Cohen, A. (1955). *Delinquent Boys: The Culture of the Gang*. New York: Free Press. **Suggested E-RESOURCES :** 1. Criminology, Sociology and Criminology , Platform :open access. 2. Criminological Theory. Platform: UCI libraries.	

				3. Criminal Justice System, Crime and Theory, Platform: Sage Pub.	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
27.	**SOC 513 Sociology of Health and Medicine**	After the completion of this course, students will be able to • Understand the concept of health and its dimensions from sociological perspective. • Develop a proper understanding of the evolution of social medicine. • Identify the role of hospital as a social organization,its types and functions • Explain concept of community health and social service • Gain insights regarding rehabilitation agencies working in both public and private sector.		**Section A** Sociology of Health : Concept, Four Dimensions of Health Evolution of Social Medicine in India Concept of Public Health Epidemiology of Disease Attitudes, Beliefs and Values Associated with Diseases. The Sick Role and Patient Role. **Section B** Hospital as a Social Organization, Types of Hospital : General, Speciality Hospital, Sanatoria Hospital, Dispensaries, Corporate Hospital, Functions of Hospitals Medical Social Services in Hospital **Section C** Community Health : The Concept Primary Health Centers : Organization and Functioning Community Health Problems in India Health Policies of India : Health Insurance. Rehabilitation Agencies : Govt. and Primary sector **Recommended Books :** 1. Col. Rodney, M. (1970).*Sociology of Medicine*. New York: McGraw Hill. 2. Cockerham, W.C. (1997). *Medical*	**Shifted paper from third semester elective IV to Discipline elective** **Added E-Resources**

				Sociology. London: Prentice Hall. 3. Dasgupta, R. (1989). *Nutritional Planning in India*. New Delhi: Navrang. 4. Nayar, K.R. (1998). *Ecology & Health: A System Approach.* New Delhi. APH Publishing Corporation. 5. Venkataraman, R. (1979). *Medical Sociology in an Indian Setting.* Madras: MacMillan. 6. Albrecht, G.L. (1944). *Advances in Medical Sociology*.Mumbai: Jai Press. 7. Rao, M. (1999). *Disinvesting in Health, The World Bank's Prescription for Health.* New Delhi: Sage Pub. 8. Schwatg, H. (1994). *Dominant issues in Medical sociology*. New York: McGraw Hill. 9. Scambler, G., & Higgs, P. (1998). *Modernity, medicine, and health: medical sociology towards 2000*. London: Psychology Press. **Suggested E-RESOURCES:** 1. Critical perspectives of Sociology of health and medicine. Platform: Sage Journal. 2. Medicine, state and society. Platform: Economic and political weekly. 3. , , Platform: Sage Pub. http://sk.sagepub.com/books/a-sociology-of-health	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
28.	**SOC 514 Sociology of Information Society**	After the completion of this course, students will be able to: • Describe the historical changes of technology, society and its transition in organizations and institutions. • Understand the change and transition of science and technology in society. • Explain information technology revolution and its relevance to study society. • Learn about the importance of media culture and its relationships with social dualism, networks.		**Section A** Technology, Society and Historical change - Informationalism, Industrialism, Capitalism. IT Revolution Enterprise : The culture, institutions and organisation of the informational economy, transitions from industrialism to informationalism. **Section B** The Transformation of work and employment : Networkers, jobless and flexi-timers. Post Industrialism. The service economy and the information society. Information Technology and the restructuring of Capital-Labour relationships. **Section C** Social dualism or fragmented societies. The rise of media culture : The new media and the diversification of mass audience. Computer mediated communication, institutional control, social networks and virtual communities. **Recommended Books:** 1. Castells, M. (1996). *The Rise of the Network Society. The Information Age: Economy, Society, and Culture Volume I (Information Age Series).* London: Blackwell. 2. December, J., & Randall, N. (1994*). The World Wide Web (Unleashed).* London: Sams. 3. Singhal, A., & Rogers, E. M. (1989). *India's information revolution: From Bullock Carts to Cyber Mart.* London*:* Sage. 4. Subhash, B., & Robert, S. (2000). *Information and Communication*	**Shifted elective III from third semester to Discipline elective Added E-Resources**

				Technology in Development: Cases from India. New Delhi: Sage. 5. Melkote, S. R., &Steeves, H. L. (2001). *Communication for development in the Third World: Theory and practice for empowerment*. London: Sage. **Suggested E-Resources** 1. Environment Crises, Platform- EPW, Link- 2. Sustainable Development, Platform- EPW, Link-	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
30	**SOC 515 Sociology of popular culture and mass communication**	After the completion of this course, students will be able to • Know the concept of different forms of popular culture. • Develop a proper understanding of the advancement of mass communication • Explain the impact of popular culture on society • Acquaint with the changing profile of communication in India like satellite television and its impact on commercialization of folk culture.		**Section A** Concepts of Popular Culture, Mass Culture, Folk Culture, Elite Culture, Role of Mass Media in Popular Culture, Relationship between Popular Culture, Leisure and Recreation. **Section B** Development of Information and Communication Technology and their Impact on Popular Culture, Television and Commercialization of Leisure, Global Media as an Agency of Globalization, Diffusion of Global Culture through Mass Media and its impact : Values, Food preferences, Consumerism, Fashion. **Section C** A. The Indian Context : Popular Culture as reflected in Festivals, Pilgrimages, Folklore, Films and their Social Significance. B. Changing profile of Communication in India. (i) Satellite Television and its Impact (ii) Commercialization of Folk Culture. (iii) Media and Govt. Policy. **Recommended Books :** 1. Bathla, S. (1998). *Women, Democracy and the Media : Cultural and Political Representation in the Indian Press*. New Delhi: Sage. 2. Breckenridge, C. (2001). *Consuming Modernity: Public Culture in Contemporary India*. New Delhi: Sage. 3. Brosius, C. & M. Butcher. (1999). *Image Journey : Audio Visual Media and Culture Change in India*. New Delhi: Sage. 4. Curran, J & Gurevitch M. (1991). *Mass*	**Shifted Paper from fourth semester elective VII Discipline Elective Added E-Resources**

				Media and Society. London: Edward Arnold. 5. French, D. & Michael R. (2000). *Television in Contemporary Asia.* London: Sage. 6. Gunaratne, S. (2000). *Handbook of the Media in Asia.* London: Sage. 7. Johnson, K. (2000). *Television and Social Change in Rural India*. London: Sage. 8. Manuel, P. (1998). *Cassette Culture : Popular Music and Technology in North India.* Chicago: University of Chicago Press. 9. Mitra, A. (1993). *Television and Popular Culture in India*. London: Sage. 10. Singhal, A.& E.M. Rogers. (2000). *India's Communication Revolution.* London: Sage. **Suggested E-RESOURCES :** 1. Popular culture. Platform: Annual review of sociology. 2. Village restudies. Platform: Economic and political weekly. 3. Culture and popular culture. Platform: Jstor.	
S.No.	**Course List**	**Learning Outcomes**	**Existing Syllabus**	**Suggested Syllabus**	**Remarks**
31.	**Industry and Society**	After the completion of this course, students will be able to • Explain the concepts and theories of industrial sociology. • Identify problems related to industry and labour. • Critically analyse the		**Section A** Industry and Industrialisation : Process, Problems & Solutions, Industrial Development - Past & Present. Industrial Growth : Determinants & Stages : Theory of Dualism: Social Dualism, W.W. Rostow. Problems related to Industrial Labour - Worker's Migration, Child Labour, Slums, Working Women.	**Shifted paper from fourth semester elective VI to Discipline elective II with new nomenclature Added E-Resources**

		role of legislation in labour welfare.		**Section B** Industrial Structure : Concept & Organisation of farm : Ownership Control & Objectives of farm. Active & Passive Behaviour of Farm. Classification of Industries : Large, Small & Cottage Industries in India, Corporate Governance. **Section C** Industrial labour (i) Industrial Labour in India : Efficiency & Causes (ii) Industrial Labour Disputes (iii) Labour Welfare in India (iv) Labour Legislation in India (v) Computerization and Labour **Recommended Books :** 4. Sheth, N. R., & Patel, P. J. (1979). *Industrial sociology in India*.Jaipur. Rawat Publication. 5. Mayo, E. (1945). The Social Problems of an Industrial Civilization. Boston, MA: Graduate School of Business Administration. 6. Bert F.(Bert Frank) Hoselitz, & Moore, W. E. (1968). *Industrialization and society*. Unesco. 7. Schneider, E. V. (1969). *Industrial sociology*. McGraw-Hill. 8. Misra, S. K., &Puri, V. (1985). *Indian Economy:(its Development Experience)*. Himalaya Publishing House. 9. MkW- flUgk oh-lh] MkW- flUgkiq"ik ,oaflUgkfoosd % vkS/kksfxdvFkZ'kkL= &yksdHkkjrhizdk'ku] 2001. 10. Singh, N., & Bhatia, S. K. (2000). *Industrial Relations and Collective Bargaining: Theory and Practice*. Deep and Deep Publications. 11. Singh, S. (1977). *Industrial Relations and Personnel Management in India*. Lucknow: Jyotsna Publications. 12. Kapoor, N. D. (1995). *Handbook of Industrial Law*. New Delhi: Sultanchand & sons.	

				13. xaxsy] ,-vkj- % vkS|ksfxdlaxBu o izca/k&e/;izns'kfgUnhxzaFk] vdkneh- **Suggested E-RESOURCES :** 1. Sociology of work and employment, Capital and Labour, Organisations and Industrial Work, Platform: copac.jisc 2. Industrial Sociology, Platform- SAGE Publications, Link- 3. Definition of industrial sociology, challenges of Industries, platform: Sage Pub 4. http://sk.sagepub.com/reference/sociology/n18.xml	
S.No.	**Course List**	**Learning Outcomes**	**Existing Syllabus**	**Suggested Syllabus**	**Remarks**
32.	Social Exclusion and Inclusion	After the completion of course the students will be able to: • Comprehend the concept of social exclusion and inclusion • Learn about the various forms of social exclusion. • Understand how social groups are excluded.		Social Exclusion and Inclusion- Historical Background of the Concept of Social Exclusion and Inclusion, Aspects of Social Exclusion: Religious, Racial, Caste, Gender, Ethnic, Class, Regional, Cultural, Language, Disabled, Gerontocracy, Migrant and Refugee, Social Exclusion and Social Groups: Dalits, OBC's, Tribes, Problems of Social Exclusion: Lack of Capital (Human, Financial, and Physical), and Civic Amenities, Lack of Effective Participation in Social Processes, Inclusion Policy in India: Reservation Policy	**Introduce new Reading Elective Paper in Semester III Discipline Elective**

				for Women, Tribes, Religious Minorities, Children, SCs, STs, OBCs. **Recommended Books:** 1. Abrams, D. (2004). *Social Psychology of Inclusion and Exclusion*. Psychology Press, New York. 2. Atkinson, A.B. (1998). Social Exclusion, Poverty and Unemployment. In J. Hills, (eds.,) *Exclusion, Employment and Opportunity*. Centre for Analysis of Social Exclusion, LSE, London. 3. Byrne, D. (2005). *Social Exclusion: Issues in Society*. McGraw-Hill Education. 4. Chattopadhyay, A. (2013). *Poverty and Social Exclusion in India*. Rawat Publications. 5. Hasan, Z. (2008). *Politics of Inclusion: Caste, Minority, and Representation in India*. OUP India. 6. Kumar, R. (2013). *Dalit Exclusion and Subordination*. Rawat Publications. 7. Lal, A.K. (2003). *Social Exclusion: Essays in Honour of Dr. Bindeshwar Pathak.* Concept Publishing Company. 8. Madan, T.N. (1995). *Muslim Communities of South Asia: Culture, Society and Power*. The University of California. 9. Mohanty, K. (2006). *Encyclopedia of Scheduled Tribes in India*. New Delhi. Isha Books. 10. Sahgal, P. (2005). *Inclusion and Exclusion*. The ICFAI University Press. 11. Saxena, A. (2013). *Marginality, Exclusion and Social Justice*. Rawat	

				Publications. 12. Sen, A. (1992). *Inequality Re-examined*. OUP. 13. Thorat, S. (2008). *Social Exclusion in India*. Oxford. 14. Thorat, S.K., & Narendra Kumar. (2008). *Perspective on Social Exclusion and Inclusive Policy*. OUP. **Suggested E-Recourses** Sociology. Platforms: Memorial Universities Libraries. 2. Social Exclusion and Inclusion 3. Historical Background of the Concept of Social Exclusion and Inclusion, Reservation Policy for Women http://oasis.col.org/bitstream/handle/11599/1147/2010_Samdup_Women_Reservation_Slides.pdf?sequence=2&isAllowed=y	

S.No.	Course Code	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
33.	Diasporic studies	After the completion of the course the students will be able to • Describe the upcoming multidisciplinary field of Diaspora Studies. • Understand the key debates in migration and diaspora studies. • Know the global, historical, political and cultural contexts of Indian diaspora. • Explain the policies of diaspora from a critical perspective.		**Section A** Diasporas: Traditional Definitions and Modern Varieties Historical Background of the Concept of Diaspora Variations of Diaspora Movements: Migration, Expatriation, Exile, Colonialism, Empire, Voluntary and Involuntary Displacements **Section B** Approaches to study of Indian Diaspora, Socio- cultural linkages between Indian Diaspora Indian emigration during colonial times. Post independence patterns of migration. **Section C** Immigration and emigration policies and their implications. Identity, Nation state and Diaspora. Sub- national identities and Diaspora. Globalisation, Nationalism and Transnational communities. **Recommended Books :** 1. Cohen, Robin (2008). *Global Diasporas: An Introduction*. London: Rutledge. 2. Koser, Khalid (2007). *International Migration: A Very Short Introduction*. Oxford: OUP.	**Introduce new Discipline elective paper**

				3. Mcleod, John (2000) *Beginning Post colonialism*. Manchester: Manchester University Press. 4. Paranjpee, Makarand (2003). In *Diaspora*. New Delhi: Indialog Publishers. 5. Sahoo, Ajay Kumar and Laxmi Narayan Kadekar. (2012). Eds. *Global Indian Diaspora: History, Culture and Identity*. Jaipur: Rawat Publications. 6. Steven Vortovec (1999). *Migration, Diaspora and Transnationalism*. London: Edward Elgar. 7. Wolfreys, Julian (2008) *Introducing Criticism in the 21st Century*. Jaipur: Rawat Publications. 8. Wolfreys, Julian, Robbins Ruth and Kenneth Womack (2005) Eds. *Key Concepts in Literary Theory.* New Delhi: Atlantic Publishers and Distributers. 9. Abrams, M. H. (2012) *A Glossary of Literary Terms*. Delhi: Cengage Learning. 10. Ember Melvin, Carol R. Ember and Ian Skoggard (2005) Eds. *Encyclopaedia of Diasporas*. New York: Springer. 11. Lall, Brij V. (2007) Ed. *The Encyclopaedia of Indian Diaspora*. New Delhi: OUP. 12. Pal, Adesh, Tapas Chakrabarty and Hetel Patel. (2011) Eds. *Global Gujarat and its Diaspora.* New Delhi: Creative Books. 13. Rushdie, Salman (1991) *Imaginary Homelands*. London: Viking. 14. Singh, M., & Singh, J. (2014) Eds. *Indian/Punjabi Diaspora: Identities, Locations and Intersections.* Patiala: Publication Bureau Punjab University. 15. Singh, M., & Kaur, T. (2015) Eds. *Critical Perspectives on*	

				Indian/Punjabi Diaspora: Narratives of Migration in Southeast Asia and Far East. Patiala: Publication Bureau, Punjabi University. **Suggested E-RESOURCES:** 1. Class, State and Politics of Diaspora. Platform: Jstor, Economic and Political weekly. Link: 2. Diaspora as a process. Platform: Wiley Online Library. Link: 3. Globalisation. Platform: Semantics Scholar Link: 4. Sub- national identities and Diaspora. Platform: IGNOU Link:	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remark
44.	Sociology of Religion	After the completion of the course the students will be able to, • Explain the sociological approaches of religion. • Understand the significance of religious movements and its role in politics. • Critically analyze the process of secularization in India		**Section A** Religion, Culture and Systems of Collective Representation. Religious Organizations: Nature, Types, Functions and Religious pluralism. Sociological Approaches to the study of Religion: Functionalist Approach, Conflict theory and Symbolic Interactionism. **Section B** Demographic Profiles, Sects, Cults, Shrines and Saints in India. Religious movements in Pre-Independence Era- BrahmoSamaj, Arya Samaj, PrarthanaSamaj and Ram Krishna Mission. Religious movements in Post- Independent India. **Section C** Religion and Identity Formation. Politics and secularism. The debate on secularism in India. Critiques of religion – Sociological and Psychological arguments. **Recommended Books:** 1. Asad, T. (1992). Introduction to a volume on Religion and Politics. *Social Research*. 59 (1).. 1–16. 2. Chaterjee, P. (1995). Religious minorities and the secular state: Reflections on an impasse. *Public Culture*. 11-39. 3. Durkheim, E. (1915). *The Elementary Forms of Religious Life*. London: Allen and Unwin. 4. Geertz, C. (1973). *The Interpretation of Culture*. New York: Basic Books. 5. Madan, T.N. (1987). Secularism in its place. *The Journal of Asian Studies*.46 (4). 747- 759. 6. Weber, M. (1963). *The Sociology of Religion*. Boston: Beacon Press. 7. Madan, T. N. (1997). *Crisis of Indian secularism in his Modern Myths, Locked Minds: Secularism and Fundamentalism in India.*	**Introduce new Discipline elective paper**

				New Delhi: Oxford University Press. 233-265. 8. Marx, K. (1843). On the Jewish Question. In *Karl Marx and Frederick Engels: Collected Works*, Vol. 3. Moscow: Progress Publishers. 9. Nandy, A. The politics of secularism and the recovery of religious tolerance in Veena Das (ed.) *Mirrors of violence: Communities, riots and survivors*. New Delhi: Oxford University Press: 69-93. 10. Thapar, R. (1989). Imagined Religious Communities? Ancient History and the modern search for a Hindu Identity. *Journal of Modern Asian Studies*. 23 (2). 209-31. **Suggested E-RESOURCES:** 1. Religion and Culture. Platform: Taylor and Francis, Platform:taylorfrancis 2. Link: 3. Religious Organizations. Platform: University of Minnesota open library. 4. Link: 5. Religion and Identity. Platform: American International Journal of Contemporary Research. 6. Link: https://aijcrnet.com/journals/Vol_3_No_6_June_2013/2.pdf	

	List of Reading Elective				
S.No.	**Course List**	**Learning Outcomes**	**Existing Syllabus**	**Suggested Syllabus**	**Remarks**
34.	Social Engineering	After the completion of this course, students will be able to • Explain the Socio-Economic-Political Systems, emerging development issues, development Planning and social policy. • Describe various problems in the society through practical approaches using multi-disciplinary perspectives. • Apply various techniques and tools in		The course emerges as a basis for promoting innovations in teaching-l process. The aim of Social Engineering is the application of social the principles to concrete social problems and influence particular a and social behaviors of government, media or private group in order to p desired characteristics in a target population. Therefore, it has become e to study the Concept & Practices of Social Engineering, Socio-Ecc Political Scenario of India and Emerging Development Issues in Indian & context. There is also a need to study the role of policies and program sustainable development Social Policies and Programs in India a Implications and Challenges, Planning Process (Bottom-up Planning I Need Assessment using PRA/PLA Technique), Stakeholder Analysis, Private parternership, Social Audit are incorporated. *Social engineeri confers balance between the competing interests in society. Hence, the also includes* Training Need assessment and Capacity Building, Marketing, Costumer Relationship and Management, Project Planni Management. This course would enhance the theoretical knowledge application in addressing the people's needs. **Recommended Books:** 1. 2. Saunders, S. G.; Barrington, D. J. & Sridharan, S. (2015). Redefining social marketing: beyond behavioural change. *Journal of Social Marketing*. **5** (2), 160–168. 3. Lefebvre, R.C. (2013). *Social marketing: Six volume set*. London: Sage Publications. 4. Gangapathy, R.S. et al, (1985). *Public policy and policy Analysis in India*. New Delhi: Sage publications. 5.Midgley, J.O. (2000). *The Handbook of Social Policy*. New Delhi: Sage. 6. Shiv M, R. (1984) *Rural Development Policies & Programmes: A Sociological Perspective*. New Delhi, Sage Publications. 7.Tripathi, S. (2000). *Development for Rural Poor*. Jaipur: Rawat Publications. 8. Singh, Kartar. (2009). *Rural Development Principles,*	**Introduce new Reading elective**

		an integrated way to make decisions. • Critically understand about emerging development concerns with social policy framework.		*Policies and Management*. New Delhi: Sage Publication. 9. (1975). . New York: Penguin Books. **Suggested E- RESOURCES:** 1. Social Engineering a Tool for Sustainable Development Platform: Academia.edu 2. Developmental Social Engineering: Platform: Sage Journals 3. Social Marketing : Concept and Domain 4. NGO Management: An Introduction Plat form: MIT Education	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
35.	Digital Sociology	After the completion of this course, students will be able to • Know the concepts and methods of digital		society into a digitally empowered society and knowledge economy. It would ensure the understanding of as a part of everyday life, and how these various technologies contribute to construct patterns of human behavior. Therefore, it is essential to understand the concept and methods of Digital Sociology with its historical evolution. Today's society is encountering various problems related to Digital media. Thus, Social formation of Digital Technology, Structural and Digital Divides (Class, Race and Ethnicity) and Social norms for Digital Interaction are needed to be taught. The student should also get	**Introduce new Reading elective paper**

		technology and its impact on society. • Identify the positive and negative effects of technology on personal and social life. • Apply social research related to digital and information society. • Crtically analyze digital initiatives and programmes.		aware about Apps for Digital India, Digital Programme and Campaigns and its impact on society, Major Institutions in Digital Initiatives (ERNET, NIE, UIDAI). Moreover, knowledge about Digital Services in India could also engage the students to pursue research in related field such as people's behaviour towards digital media and role of various Institutions in development of digital world. **Recommended Books :** 1.Halford, S. and Savage, M. (2010) Reconceptualizing digital social inequality. *Information, Communication & Society*, 13 (7), 937-955. 2.Lupton, D. (2012). *Digital Sociology: An Introduction*. Sydney: University of Sydney. 3.van Deursen, A. and van Dijk, J. (2013). The digital divide shifts to differences in usage. *New Media & Society*. 4.Lupton, D. (2013). Digital sociology: beyond4the digital to the sociological. In *The Australian Sociological Association*. 5. Ramaswamy, B. (2016). Handbook of Digital India: Initiative and Programme. New Delhi: Kanishka Publishers Distributors. 6. Marres, N. (2017). Digital Sociology: *The Reinvention of Social Research.* United Kingdom: Polity Press. **Suggested E-RESOURCES** 1.Digital Sociology, Platform-SAGE Journal, Link-a. 2.Introducing Digital Sociology, Platform- Researchgate, Link-a. 3.Sociology in India, Platform- EPW, Link-	

S.No.	Course Code	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remark
36.	**Political Sociology**	After the completion of the course the students will be able to, • Understand political system and processes. • describe the process of political socialization and and its agencies. • Critically analyze voting behviour and political participation		This interdisciplinary course discusses the understanding of structure and distribution of power, the relationship between states, societies and political conflict. It explains the interrelationship among politics, social structures, ideologies and culture. It explores the way of the capacity of an individual to influence the conduct (behavior) of others. Therefore, it also provides the understanding of Approaches of Political Sociology, processes, Formation of Political culture. In order to influence political bahaviour of the masses, Political Socialization is essential. Political Elite and other such pressure groups influences the system and voting behavior of the masses. Public opinion affects the Political Participation of people. Therefore, it is necessary to understand their interplay. Thus, the course is concerned with the sociological analysis of political phenomena as social phenomena and students could indulge to make better society as a whole. **Recommended Books:** 1. Almond, G. A., & Coleman, J. S. (2015). *The politics of the developing areas*. London: Princeton University Press. 2. Almond, G. A. (2000). *Comparative politics today, 9/e*. New Delhi: Pearson Education India. 3. Aron, R. (1950). Social structure and the ruling class.. *The British Journal of Sociology*, *1*(1), 1-16. 4. Bendix, R., & Lipset, S. M. (1957). Political Sociology: An essay with special reference to the development of research in the United States of America and Western Europe. *Current sociology*, *6*(2), 79-99. 5. Dahl, R. A., & Stinebrickner, B. (1963). *Modern political analysis*. Englewood Cliffs, NJ: Prentice-Hall. 6. Effrat, A. (Ed.). (1973). *Perspectives in political sociology*. Chicago: Ardent Media. 7. Goyal, O. P. (1965). Caste and Politics-A Conceptual Framework. *Asian Survey*, 522-525. 8. Kothari, R. (1971). The political change of 1967. *Economic and Political Weekly*, 231-250. 9. Riggs, F. W. (1963). The theory of developing polities. *World*	**Introduce newer reading elective**

				Politics, *16*(1), 147-172. 10. Sartori, G. (1969). From the sociology of politics to political sociology. *Government and Opposition*, *4*(2), 195-214. 11. Weber, M. (2018). Class, status, party. In *The Inequality Reader*. 56-67. New York: Routledge. **Suggested E-RESOURCES:** 1. classical Sociology and Social movements. Platform: Annual review of Sociology. Link: 2. Political Culture. Platform: Sparknotes. Link: 3. The concept of Politcal Elite. Platform: Jstor. Link: 4.Theoretical models of voting behavior. Platform: Researchgate. Link:	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
37.	Sociology of Youth	After completion of this course, students will be able to: • Explain youth's transition to adulthood in present scenario and how this transition is shaped by social status, social norms and current economic conditions. • Identify the problems related to youth and provide their sociological explanation • Understand how youth could be agent of constructive social change • Critically analyze the issues related to education and livelihood of youth and role of policies for ensuring better opportunities		Sociology of youth highlights that the youth is an essential building block for transforming India into a developed nation. Young people are often considered to represent the future as they bring new ideas into the pool of existing knowledge Hence, the course seeks to develop an understanding of Sociology of youth encompassing Demographic Profile of Youth in India, Youth life stages,Psycho-social processes of identity formation of youth,Youth culture and (Sub) Culture. Moreover, today's youth is facing challenges in leading quality life in absence of skillful education and livelihood opportunities. Thus, the course includes critical appraisal **of** hey can be the agents of social change in this era of globalization. W can bring enthusiasm and vitality which can lead to new developments and discoveries that can benefit society or even the world at large. **Recommended Books :** 1. Firth, S. (1984). *The Sociology of Youth : Themes & Perspectives in Sociology*. New York: Causeway Press Ltd. 2. Brake, M. (1980). *The Sociology of Youth Culture and Youth Subcultures: Sex and Drugs and Rock `n' Roll*? Routledge and Kegan Paul. 3. Pandey, R. (1987). *Sociology of Youth*. London: Sterling Publications. 4. Whyte, W. F. (1993). *The Street Corner Society: The Social Structure of an Italian Slum*. Chicago: The University of Chicago Press. 5. Cohen, A.K. (1955). *Delinquent Boys: The Culture of the Gang*. Glencoe: The Free Press. 6. Furstenberg, F. (2000). The Sociology of Adolescence and Youth in the 1990s: A Critical Commentary. *Journal of Marriage and the Family* 62(4): 896-910. 7. Milner, M. (2006). *Freaks, Geeks, and Cool Kids*. New York:	**Introduce new reading elective Added E-Resources**

Routledge.
8. Muncie, J. (1999). *Youth and Crime*. London: Sage Publications.
9. Blackman, S. (2005). Youth Subcultural Theory: A Critical Engagement with the Concept, its Origins and Politics, from the Chicago School to Postmodernism, *Journal of youth Studies*. 8(1).
10. Shanahan, M. (2000). Pathways to Adulthood in Changing Societies: Variability and Mechanisms in Life Course Perspective. *Annual Review of Sociology* 26(1): 667-92.
11. Erikson, E. H. (1994). *Identity: Youth and Crisis*: WW Norton & Company. 232-260.
12. Dornbusch, S. M. (1989). The Sociology of Adolescence. *Annual Review of Sociology* 15(1): 233-259.
13. Larson, R.W., & Wilson, S. (2004). Adolescence across Place and Time: Globalization and the Changing Pathways to Adulthood In *Handbook of Adolescent Psychology*, edited by R.M. Lerner and L. Steinberg, 299-330. New York: Wiley.
14. Brown, B. B., Larson, R., &. Saraswathi, T. S. (2002). *The World's Youth: Adolescence in Eight Regions of the Globe*. New York: Cambridge University Press.

Suggested E Resources:

3. Youth culture, subculture and the importance of neighborhood, Platform: Sage Pub

4. Youth in India , Platform:mospi.nic

5. Youth Policy in India, Platform: rgniyd gov.

The Science of Happiness		https://www.edx.org/course/the-science-of-happiness-0	Platform: edx(4-5 hours/week), 8 Weeks long, University of California, Berkeley	**Introduced new online course as Reading Elective**
Age of Sustainable Development		https://www.coursera.org/learn/sustainable-development	Platform : Coursera,(2-3 hours a/ week) 14 Weeks Columbia University	**Introduced new online course as Reading Elective**
The modern and Post-Modern		https://www.coursera.org/learn/modern-postmodern-1	Platform: Coursera (3-5 hours /week) 7 week long , Wesleyan University	**Introduced new online course as Reading Elective**
Questionnaire Design for Social Surveys		https://www.coursera.org/learn/questionnaire-design	Platform : Coursera (4-8 hours a/ week) 6 Weeks, University of Michigan	**Introduced new online course as Reading Elective**

45.	Human Rights, Human Wrongs,Challenging Poverty, Vulnerability & Social Exclusion		https://www.edx.org/course/human-rights-human-wrongs-challenging-poverty-vulnerability-and-social-exclusion	Platform: edx (2-4 hours /week) 11 weekslong ,SDG Academy	**Introduced new online course as Reading Elective**
46.	Global Sociology		https://www.edx.org/course/global-sociology-wellesleyx-soc101x	Platform: edx(2-3 hours/week), 4 Weeks Wellesley College	**Introduced new online course as Reading Elective**
47.	Leaders in Global Development		https://www.edx.org/micromasters/uqx-leadership-global-development	Platform: edx (12 hours/week) 10 weeks long, Queensland University	**Introduced new online course as Reading Elective**

Annexure-V A

Programme & Course Format for BOS Minutes

Name of Programme: MASTER OF SOCIAL WORK

As Banasthali Vidyapith upholds nation-building and social service as one of its goals of utmost importance, the **Master of Social Work (MSW)** Programme strives to fulfill these institutional objectives by preparing students of technical skills, professional ethics and values for sustainable practices of Social Work. The young social work professionals passing out of this institution are well equipped with theoretical knowledge, innovative ideas and field-based training to apply them in real life situations based on their job profiles and requirements, besides having a sense of moral obligation towards society.

Programme Educational Objectives:

- To develop knowledge, skills and aptitudes appropriate to the practices of social work profession.
- To facilitate and enable students develop creative thinking and ability to apply theoretical knowledge in practice of social work.
- To facilitate interdisciplinary approach for better understanding of social problems, situations and issues of development.
- To inculcate human and ethical values among students resources for competent and effective professional social work practitioner.
- To provide opportunities through intensive field practicum to work with variety of people in their development and provide service to those who are in need of it.
- To impart education and training in professional social work in order to provide manpower in social welfare, development and allied fields capable of working at various levels of micro, mezzo and macro systems.
- To promote opportunities and to create awareness for personal growth.

- To prepare students for rural reconstruction by engaging them in rural community development initiatives.

Programme Outcomes:

PO1: Knowledge of Social work: Possess knowledge and comprehension of the core and basic knowledge associated with the profession of social work, including theories, methods, principles, skills tools and techniques.

PO2:Planning abilities: Demonstrate effective planning abilities including NGOs management, resource management, and organizational skills. Develop and implement plans and organize work to meet objectives.

PO3:Problem analysis: Utilize the principles of scientific enquiry, thinking analytically, clearly and critically, while solving problems and making decision during daily practice of social work. Find, analyze, evaluate and apply information systematically and practice of social work research.

PO4: Modern Tool Usage: Learn, select, and apply appropriate methods working with individual, group and community, tools and techniques of Social work.

PO5: Leadership skills: Understand and consider the human relation to change, motivation issues, leadership and team building when planning changes required for fulfillment of practice, professional and societal responsibilities. Assume participatory roles as responsible citizen or leadership roles when appropriate to facilitate improvement in Social and well-being.

PO6: Professional Identity: Understand, analyze and communicate the value of their professional social worker's roles in society. (Social Welfare officer, Labour Commissioner, HR Executive, Counselor Programme/Project Coordinator, Young Professional etc.)

PO7: Human values and professional Ethics: Human values and applies social work ethical principles in professional and social contexts. Recognize cultural and personal variability in values, communication. Use of professional and ethical principles while making decisions and take responsibility for the clientele group associated with the planning, execution, rehabilitation.

PO8: Communication: Communicate effectively with the community and with society at large, such as, being able to comprehend and write effective projects and reports, make effective presentations and documentation, and give and receive clear instructions.

PO9: The Social Worker and Society: Apply Social work Approaches, Principles, and Skills & Theories to know their roles and responsibilities as a member of Society towards social institutions, groups, communities in solving problems related to individual, groups, community and Society.

PO10: Sustainable and ecological development: Understand the impact of the professional social work and ecological contexts, and demonstrate the knowledge and need for sustainable development.

PO11: Life- long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context social work areas. Self access and use of skills effectively, to identify learning needs and to satisfy theses needs on an ongoing basis.

Programme Scheme: Master of Social Work

Semester: I

Existing					
Course Code	**Course Name**	**L**	**T**	**P**	**C***
~~SOC 403~~	~~Indian Society: Structure and Change~~	~~5~~	~~0~~	~~0~~	~~5~~
SW 402	Family: Issues and Concerns (Women, Child and Elderly)	5	0	0	5
SW 406	Marginalized Groups: Issues and Concerns	5	0	0	5
SW 411	Social Work Profession: Philosophy and Concept	5	0	0	5
SW 412	Theoretical Foundation of Social Work	5	0	0	5
SW 403L	Field work Practicum - I	~~0~~	~~0~~	~~20~~	~~10~~
	Total	**~~20~~**	**~~0~~**	**~~20~~**	**~~35~~**

Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C***
	Family: Issues and Concerns (Women, Child and Elderly)	5	0	0	5
	Marginalized Groups: Issues and Concerns	5	0	0	5
SW 411	Social Work Profession: Philosophy and Concept	5	0	0	5
SW 412	Theoretical Foundation of Social Work	5	0	0	5
SW 403L	Field work Practicum - I	**0**	**0**	**10**	**5**
	Total	**20**	**0**	**10**	**25**

Semester: II

Existing					
Course Code	**Course Name**	**L**	**T**	**P**	**C***
SW 401	Community Work and Social Action	5	0	0	5
SW 407	Methods of Social Work - I: Working with Individuals	5	0	0	5
SW 408	Methods of Social Work - II: Working with Groups	5	0	0	5

Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C***
SW 401	Community Work and Social Action	5	0	0	5
	Methods of Social Work - I: Working with Individuals	5	0	0	5
	Methods of Social Work - II: Working with Groups	5	0	0	5

SW 409	Quantitative Research Methods in Social Work	5	0	0	5
~~SW 410~~	~~Social Work Practice Skills~~	~~5~~	~~0~~	~~0~~	~~5~~
SW 404L	Field Work Practicum - II	~~0~~	~~0~~	~~20~~	~~10~~
SW 405L	Field Work Practicum - Summer Placement	0	0	10	5
	Total	**~~25~~**	**~~0~~**	**~~30~~**	**~~40~~**

SW 409	Quantitative Research Methods in Social Work	5	0	0	5
SW 404L	Field Work Practicum - II	**0**	**0**	**10**	**5**
SW 405L	Field Work Practicum - Summer Placement	0	0	10	5
	Total	**20**	**0**	**20**	**30**

*** L - Lecture hrs/week; T - Tutorial hrs/week;**
P - Project/Practical/Lab/All other non-classroom academic activities, etc. hrs/week; C - Credit Points of the Course

Semester III

Existing					
Course Code	**Course Name**	**L**	**T**	**P**	**C***
~~SOC 518~~	~~Women Empowerment~~	~~5~~	~~0~~	~~0~~	~~5~~
~~SW 503~~	~~Counseling Theories and Practices~~	~~5~~	~~0~~	~~0~~	~~5~~
SW 506	NGOs, Social Advocacy and Networking	5	0	0	5
SW 507	Qualitative Research Methods in Social Work	5	0	0	5
SW 509	Social Policies and Social Legislations	5	0	0	5

Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C***
	NGOs, Social Advocacy and Networking	5	0	0	5
SW 507	Qualitative Research Methods in Social Work	5	0	0	5
SW 509	Social Policies and Social Legislations	5	0	0	5
Course Code to be filled by office	**Discipline Elective -1**	**5**	**0**	**0**	**5**
SW 504L	Field Work Practicum - III	**0**	**0**	**10**	**5**

SW 504L	Field Work Practicum – III	~~0~~	~~0~~	~~20~~	~~10~~
~~Total~~		~~25~~	~~0~~	~~20~~	~~35~~

Total	**20**	**0**	**10**	**25**	

List of Discipline Elective

SW 502	Community Development
Course Code to be filled by	Conflict Management and Peace Building
	Community Medicine and Social Work
	Social Work and Disaster Management
	Ecology and Social Work
	Corporate Social Responsibility

Semester IV

Existing					
Course Code	**Course Name**	**L**	**T**	**P**	**C***
	Specialization - A / B / C Course - 1	5	0	0	5
	Specialization - A / B / C Course - 2	5	0	0	5
	Specialization - A / B / C Course - 3	5	0	0	5
SW 502	Community Development	5	0	0	5
SW 509	Social Welfare Management	5	0	0	5
SW 505L	Field Work Practicum – IV	~~0~~	~~0~~	~~20~~	~~10~~
SW 501L	Block Placement	0	0	10	5
	Total	**~~25~~**	**~~0~~**	**~~30~~**	**~~40~~**

Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C***
SW 509	Social Welfare Management	5	0	0	5
	Specialization - A Course - 1	5	0	0	5
	Specialization - B Course - 2	5	0	0	5
	Specialization - C Course - 3	5	0	0	5
SW 505L	Field Work Practicum - IV	**0**	**0**	**10**	**5**
SW 501L	Block Placement	0	0	10	5
	Total	**20**	**0**	**20**	**30**

List of Elective Specialization

Existing					
Course Code	**Course Name**	**L**	**T**	**P**	**C***
Specialization – A Women Empowerment					
SOC 502	Feminist Theory and Feminist Thought	5	0	0	5
SOC 516	Women and Health	5	0	0	5
SOC 517	Women and Law	5	0	0	5
Specialization - B Human Resource Management					
MGMT 511	Industrial Relations and Legal Environment	5	0	0	5
MGMT 513	Introduction to Human Resource Management	5	0	0	5
MGMT 515	Organizational Behaviour at Work	5	0	0	5
Specialization - C Community Development					
SW 508	Rural Community Development	5	0	0	5
SW 511	Tribal Community Development	5	0	0	5
SW 512	Urban Community Development	5	0	0	5

Proposed	
Course Code	**Specialization Electives**
Specialization – A Women Empowerment	
SOC 502	Feminist Theory and Feminist Thought
SOC 516	Women and Health
SOC 517	Women and Law
Specialization - B Human Resource Management	
MGMT 511	Industrial Relations and Legal Environment
MGMT 513	Introduction to Human Resource Management
MGMT 515	Organizational Behaviour at Work
Specialization - C Community Development	
SW 508	Rural Community Development
SW 511	Tribal Community Development
SW 512	Urban Community Development

Annexure V B

Name of Programme: MASTER OF SOCIAL WORK

Course Details

SEMESTER – I

S. No.	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
1.	~~SOC 403 Indian Society: Structure and Social Change~~	~~After the completion of this Course students will be able to~~ ~~• Discuss the characteristics of Indian society and its historical importance.~~ ~~• Explain the changing trends in basic institutions of Indian society.~~ ~~• Analyze the contemporary problems of Indian society.~~	~~**Rationale:**~~ ~~The aim of this paper is to acquaint students about the basic characteristics of Indian society and the historical importance of it. As society keeps on changing, the changing trends in society are also focused. Lastly for generating awareness the students are oriented regarding the problems faced by modern day society.~~ ~~**Section – A**~~ ~~Indian Society: Basic Characteristics, Historical Moorings of Indian Society and Culture.~~ ~~Unity and Diversity~~ ~~Factors in Continuity and Change,~~ ~~Basic Institutions of Indian Society: Family, Marriage and Kinship system.~~ ~~Social Stratification among Hindus,~~		Course proposed to be removed. The Content of this course exists in courses namely SW 412: Theoretical Foundation of Social Work, SW 406: Marginalized Groups: Issues and Concerns, SW 401: Community Work and Social Action

			Muslim and Christians. **Section – B** Changing patterns in Indian Society: Family, Marriage and their Impact on Status of Women. Political and Economic Development in Indian Society Problems of Economic Development Secularization, Construction of Elite Class & their Role in Indian Politics, Criminalization of Politics. **Section – C** Current Problems: Casteism, Communalism, Terrorism. Problems of Minorities & Backward Classes. **References:** 1. Ahuja, Ram (1993). *Indian Social System*. (English & Hindi). Jaipur, Rawat Publication 2. Bose, N.K. (1967). *Culture and Society in India*. Bombay, Asia Publishing House. 3. Dube, S.C. (1990). *Indian Society*. (English and Hindi) New Delhi, National Book Trust. 4. Karve, Irawati (1961). *Hindu Society: An Interpretation*. Poona,		

			Deccan College. 5. Prabhu, P.H. (1971). *Hindu Social Organization : A Study in Socio Psychological and Ideological Foundation*. Bombay, Popular Book Depot. 6. Srinivas M.N. (1986). *India: Social Structure*. New Delhi, Hindustan Publishing Cooperation 7. Altekar, A.S. (1959). *Position of Women in Ancient India*. Delhi, H.B. Publication. 8. Desai, I.P. (1964). *Some Aspects of Family in Mahuva : A Sociological Study of Jointness in a Small Town.* Bombay, Asia Publishing House. 9. Dube, Leela (1997). *Women and Kinship*, Tokyo, U.N. University Press. 10. Dube, S.C (1974). *Contemporary India and its Modernization*. Delhi, Vikas Publication. 11. Kapadia, K.M. (1968) *Marriage and Family in India*. London, Oxford University Press. 12. Kothari, Rajni (1970).*Caste in Indian Politics*. New Delhi, Orient Longman. 13. Mandelbaum, D.G. (1972). *Society in India*. Bombay, Popular		

			~~Prakashan.~~ ~~14. Nehru, Pt. J.L. (1946). *The Discovery of India*. Calcutta, Jawahar Lal Nehru Memorial Fund.~~ ~~15. Panikkar, K.M. (1985). *Hindu Society at Crossroads*. Bombay, Asia Publishing House.~~ ~~16. Singh Yogendra (1973). *Modernization of Indian Tradition*. New Delhi, Thomson Press.~~ ~~17. Srinivas, M.N. (1972) *Social Change in Modern India*. Bombay, Orient Longman.~~ ~~18. Unnithan, T.K.N. (1965). *Towards a Sociology of Culture in India*. New Delhi, Prentice Hall.~~		
2.	SW 402 Family: Issues and Concerns (Women, Child and Elderly	After the completion of this Course students will be able to • Understand the status of Women, Child and Elderly in the contemporary society. • Develop an insight on dynamics of gender relationship and an understanding on changing perspective of women. • Apply their skills in intervening social	**Section-B** **Child and Childhood:** Concept, Stages of Child Development. Developmental Need of Children – Physical, Social, Emotional and Cognitive with reference to life cycle approach. Problems of Growing up: Adjustment and Maladjustment. Social Work Intervention with Children.	**Section-A** **Section-B** Child and Childhood: Concept, Stages of Child Development (Theories of Sigmund Freud, Eric Erickson & Piaget) Developmental Need of Children – Physical, Social, Emotional and Cognitive with reference to life cycle approach. Problems of Growing up: Adjustment and Maladjustment. Social Work Intervention with Children.	No Change Specification on theories of Child Development in Section B No Change Added Suggested E – Resources.

		work practice.		**Section-C** **Suggested E Resources:** 1 Women in Society, Child & Childhood Platform: Wilder Research, ICRC, Economic and political Weekly. Link:*https://www.epw.in/journal/2012/35/letters/women-koodankulam.html* **2.** *Adjustment & Maladjustment: Characteristics and Causes* Platform: EduGyan. Link:*http://www.edugyan.in/2017/03/adjustment-maladjustment.html* **3.** Elderly in India, 2016 Platform: GOI, Ministry of Statistics and Programme Implementation. Link:*http://mospi.nic.in/sites/default/files/publication_reports/ElderlyinIndia_2016.pdf* **4.** Perspectives on Old Age in India Platform: Researchgate Link:*https://www.researchgate.net/*publication/273125389_Perspectives_on_Old_Age_in_Indi*a*	
3.	SW 406 Marginalized Groups: Issues	After the completion of this Course students will be able to		**Section –A** **Section -B**	No Change No Change

	and Concerns	• Understand status of marginalized groups and their problems in the contemporary society. • Develop understanding on concepts of disabilities, impairment and handicap, problems and rehabilitation process. • Get acquainted with constitutional provisions related to scheduled castes and tribes, minorities for further practical interventions. • Develop proficiency regarding various government programmes and role of government and NGOs in promoting their overall status. • Take responsibilities as social work professionals in inculcating status of minorities and other backward classes.	**Section-C** **Minorities:** Concept and dimensions of minorities in India. Emergence of OBCs. Problems of Minorities. National Minorities Commissions, Sachar Committee~~ Vohra Committee~~: major recommendations and their implementations. Role of government and NGOs and responsibilities of Social Work Professionals in reference to Minorities and Other Backward Classes.	**Section-C** **Minorities:** Concept and dimensions of minorities in India. Emergence of OBCs. Problems of Minorities. National Minorities Commissions, Sachar Committee: major recommendations and their implementations. Role of government and NGOs and responsibilities of Social Work Professionals in reference to Minorities and Other Backward Classes. **Suggested E- Resources:** 1. Schedule Tribes & Scheduled Caste , Minority Platform: Asian Centre for Human Right, Sage Publication. Link:*https://us.sagepub.com/en-us/nam/product/tribe* 2. Scope of Social Work Practice, Social Work in Disability Platform: Australian Association of Social Workers. Link:*https://www.aasw.asn.au/document/item/8665* 3. Indian Tribes and Issue of Social Inclusion and Exclusion Platform: Stud Tribes Tribals. Link:*https://pdfs.semanticscholar.org/86fb/8a5749e7cc297dd7c233fd*	Removal of Vohra Committee since this Committee focuses on Criminalization of Politics and not related to marginalized groups. Added Suggested E – Resources.

				4d53fc1e08c737.pdf 4. Annual Report 2012 – 13 Platform: National Commission for Backward Classes, India. Link:*http://www.ncbc.nic.in/Writereaddata/AR%20201213%20Pandey635705824205955927.pdf*	
4.	SW 411 Social Work Profession: Philosophy and Concept	After the completion of this Course, students will be able to • Acquaint with concept of Social Work, Social Services, Social Welfare, Social Reform, Social Development, Charity, Philanthropy – various aspects of Social Work. • Develop understanding on Social work profession as well as its existing and emerging role of social work in contemporary society. • Recognize the need and importance of Social Work Education, Training and Practice.		**Suggested E -Resources:** 1. Introduction to Social Work Platform: NASW. Link:*https://www.socialworkers.org/Careers/Career-Center/Explore-Social-Work/Choose-the-Social-Work-Professionwcd.nic.in/gbsummary/GBppr_AG.pdf* 2. Origin and Development of Social Work in India Platform: Egyankosh. Link:*http://egyankosh.ac.in/bitstream/123456789/30212/1/MSW-002.pdf* 3. Nationalism and Social Reform in India Platform: The Economic Weekly, EPW. Link:*https://www.epw.in/system/files/pdf/1965_17/38/nationalism_an*	No Change. Added Suggested E – Resources

				d_social_reform_in_india.pdf 4. Social Change and Development in India Platform: NCERT. Link: *http://ncert.nic.in/ncerts/l/lesy208.pdf*	
5.	SW 412 Theoretical Foundation of Social Work	After the completion of this Course, students will be able to • Develop capability on concepts of Social Structure, Norms, Values, Religion, Education, personality, attitude, social perceptions and social prejudices. • Understanding on Basic Economic Problems, National Income and Economic Welfare. • Develop proficiency and ability to adopt a multi-dimensional approach in assessment and interventions.		**Section-A** **Section-B** **Section-C** **Suggested E-Resource:** Social work & Social Science journal Platform: Oxford academic journals. Link: *1.* https://academic.oup.com/journals/searchresults?page=1&q=social%20science&fl_SiteID=5567&SearchSourceType=1&allJournals=1 Trait and Type Theories of Between Trait and Type Personality, Differences between Trait and Type Platform: Egyankosh. Link: *2.* http://egyankosh.ac.in/bitstream/123456789/23532/1/Unit-1.pdf *the Idea of Welfare and*	No Change. Added Suggested E – Resources

				Welfare State platform: Researchgate. Link: 3. *https://www.researchgate.net/publication/239531781_The_Idea_of_Welfare_and_the_Welfare_State* Social Work and Its Relationship to other Disciplines Platform: Egyankosh. Link: 4. http://egyankosh.ac.in/bitstream/123456789/30213/1/MSW-003.p*df*	
6	**SW 403 L** Field Work Practicum – I	After completion of this course, students will be able to • Become aware of the functioning of various settings non Governmental Organizations, Government Departments and Institutions, Health Functionaries etc. • Competent in acquainting with knowledge of theory into practical situation		Social work is a practice oriented programme wherein students are able to develop their understanding by applying their theoretical knowledge through practical interventions while working in various settings. Initially students are oriented to develop their understanding on the importance of field work practicum. In the first semester, MSW students are provided with exposures of various Government and Non-Government organizations and departments. They are provided with opportunities in understanding structure, functions and services provided by NGOs, Government Departments, Health	Elaboration of Field work practicum Added Suggested E – Resources

		for problem solving. • Comprehend role of Social work profession in facilitating social change, human rights and social justice .		functionaries, Aanganwadi centres, Panchayat offices, Government education institutions etc. for the betterment of the society. **Suggested E resources:** 1. https://www.mswguide.org/schools/the-ultimate-field-education-guide/ 2.http://fieldeducator.simmons.edu/article/field-learning-in-online-social-work-programs/	

SEMESTER II

S. No.	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
7.	SW 401 Community Work and Social Action	After the completion of this Course, students will be able to • Be acquainted with Community work as a primary method of social work as well as the process of social action. • Learn skills on application of community work, Community profile, Need assessment,		**Section-A** **Section-B** **Section-C** **Suggested E-Resources:** 1.Fieldwork tutorial & guidance Platform: UCEA, The University of Nottingham. Link: 2..https://www.mswguide.org/schools/the-ultimate-field-education-guide/ The 'Community' in	No Change. Added Suggested E – Resources

		Resource mapping. • Apply Gandhian Perspective of social action, Paulo Friere's techniques of Conscientisation in field work practicum. • Be proficient in understanding model of Community work.		'Community Social Work' Platform: Researchgate. Link: 2. https://www.researchgate.net/publication/319662330_The_'Community'_in_'Community_Social_Work' The Role of Social Worker in Community Development Platform: Researchgate. Link: 3. https://www.researchgate.net/publication/312297019_The_Role_of_Social_Worker_in_Community_Development The Paulo Freire Literacy Method: A Critical Evaluation Platform: McGill Journal of Education. Link: 4. http://mje.mcgill.ca/article/viewFile/7044/4986	
8.	SW 407 Methods of Social Work I: Working with Individuals	After the completion of this Course students will be able to • Develop theoretical knowledge for practical implications. • Application of Social Case Work process, its tools and techniques and skills as well as its theories.	**Section -A** **Introduction to Case Work:** Introduction of the Individuals and family in Society. Case Work as a method of social work: Historical development of Social Case Work, Scope, Nature, Assumptions, Objectives, Principle of case work **Section-B** **Case Work in Practice:** Components of Case Work- Person.	**Section –A** **Introduction to Case Work:** Introduction of the Individuals and family in Society. Case Work as a method of social work: Historical development of Social Case Work, Scope, Nature, Assumptions, Objectives, Principle of case work Counselling: Meaning and Nature	The topics are more specific and clear in nature. Concept shifted from Paper no. SW 503 Counselling Theories and Practice.

		• Play an effective role as trainee social worker in different settings.	Place, Problem and process Phases of Social case work and Role of Social case worker in each phase. Client worker's relationship, use of authority, transference and counter transference. Tools of Case work Techniques: Interview, Home visit, Recording and Observation relationship &Technique of Case Work Counselling, Supportive, Helping, resource Mobilization, Evaluation, and Exploring Skills of case work. Difference and similarities in case work and counseling **Section-C** **Theoretical approaches to Case work:** ~~Problem Solving~~, ~~Psycho analytical,~~ Behaviour-Modification, Crisis Intervention. Social Case Work Practice in different Settings: ~~Family~~, Correctional, ~~Health, Mental Health, Education~~ and Occupation**.**	**Section-B** **Case Work in Practice:** Components of Case Work- Person. Place, Problem and process Phases of Social case work and Counseling Process Counselling Termination of Counselling Role of Social case worker and Counsellor in each phase. Difference and similarities in case work and counseling Client worker's relationship, use of authority, transference and counter transference. Tools of Case work Techniques: Interview, Home visit, Recording and Observation relationship &Technique of Case Work Counselling, Supportive, Helping, resource Mobilization, Evaluation, and Exploring Skills of case work. **Section-C** **Theoretical approaches to Case work And Counselling :** Behaviour-Modification, Crisis Intervention, Counseling Theories Person-Centered~~,~~ Rational-Emotive, Cognitive Behavioral Theory . Social Case Work Practice in different Settings: Family & Child welfare, Correctional, Medical &	Added Suggested E – Resources

				Psychiatric, School and Occupation. **Suggested E- Resources:** What is Social Case Work? Platform: Social Work Series, The Russell Sage Foundation. Link: 1. https://www.russellsage.org/sites/default/files/Richmond_What%20is%20Social_0.pdf Practice of Social Work Platform: IGNOU. Link: 2. http://www.ignou.ac.in/upload/bswe-02-block1-unit-3-small-size.pdf The casework techniques used by the social worker in a medical setting, Gordon Nancy Platform: Boston University. Link: 3. https://open.bu.edu The theoretical foundation of social case work Platform: Researchgate. Link: 4. https://www.researchgate.net/publication/280737672_The_Theoretical_Foundation_of_Social_Case_Work	
9.	SW 408 Methods of Social Work II-Working with Groups	After the completion of this Course students will be able to • Proficiently apply Social Group Work	**Section – B** **Models of group work**, Social group	**Section-A** **Section – B** **Team Work and Mentoring**	No change Concept Shifted from SW 410: Social Work

		method in field work intervention. • Understand group work process, tools and techniques, skills as well as various role of a social group worker. • Understand the applicability of theories of group work in working proficiently with different groups namely children, youth, elderly.	work process and Role of group workers, Group dynamics and Leadership, Techniques of group work: Group discussion and Recording monitoring and evaluation.	Documentation, Supervision, Training groups (T. Groups). **Models of group work**, Social group work process and Role of group workers, Group dynamics and Leadership, Techniques of group work: Group discussion and Recording monitoring and evaluation. **Section-C** **Suggested E- Resources:** Principles, skills and models of group work practice Platform: IGNOU. Link: 1. http://www.ignou.ac.in/upload/bswe-02-block1-unit-9-small%20size.pdf The social group worker's role in group work process Platform: IGNOU. Link: 2. http://www.ignou.ac.in/upload/bswe-02-block1-unit-11-small%20size.pdf Group work Platform: Technical University of Denmark. Link: 3. http://www.imm.dtu.dk/~rvvv/CPPS/4Chapter4groupwork.pdf Group dynamics Platform: University of North Florida. Link:	Practice Skills No change Added Suggested E – Resources

				4. http://www.unf.edu/~gbaker/Man4240/Chap010a-Group%20Dynamics.pdf	
10.	SW 409 Quantitative Research Methods in Social Work	After the completion of this Course students will be able to • Practically apply quantitative Research method in social work research. • Develop analytical capability in practical application of Quantitative Research Design. • Develop proficiency in preparing reports as well as application of SPSS for data analysis.		**Section-A** **Section-B** **Section-C** **Suggested E -Resource:** Quantitative research methods Platform: NOVA South Eastern University. Link: 1. https://education.nova.edu/Resources/uploads/app/35/files/arc_doc/quantitative_research_methods.pdf Introduction to quantitative research methods platform: Researchgate. Link: 2. https://www.researchgate.net/publication/265793712_Introduction_to_Quantitative_Research_Methods Quantitative data gathering techniques Platform: Researchgate. Link: 3. https://www.researchgate.net/publication/301553608_Quantitative_Data_Gathering_Techniques Student guide to SPSS Platform: Barnard College.	No Change. Added Suggested E – Resources

				Link: 4. https://barnard.edu/sites/default/files/inline/student_user_guide_for_spss.pdf	
11.	~~SW 410 Social Work Practice Skills~~	~~After the completion of this Course students will be able to~~ • ~~Develop skills to apply in social work practice at micro, mezzo and macro levels.~~ • ~~Conceptualize varied application of communication skills and proficiently perform their role in team work and in different settings.~~ • ~~Enhance capacity for practicing inclusive skills with diverse groups~~	~~**Rationale:**~~ ~~Through this paper, students are expected to develop their practice skills like interpersonal communication, documentation, supervision, there by make them able to do social work research effectively.~~ **Section – A** ~~**Introduction to Social Work Practice Skills**, Skills used in Micro, Mezzo and Macro Level Practice,~~ ~~Inclusive Skills: Skills Used With Diverse Population Such as Women and Disabled~~ **Section – B** **Communication:** Concept, Definition and Process, ~~Verbal and Non Verbal Communication, Self Awareness and Interpersonal Communication~~, Barriers to Communication **Section – C** **Team Work and Mentoring** Documentation, Supervision, Training groups (T. Groups). ~~**Reference:**~~		Course proposed to be removed. The Content of this course exists in courses namely SW 407: Methods of Social Work I: Working with Individuals, SW 408: Methods of Social Work II- Working with Groups, SW 401: Community Work and Social Action Shifted to in the course SW 506: NGOs, Social Advocacy and Network Added Suggested E – Resources

			1. Clauterbuck, D. (1984). *Every needs a mentor*. (2nd Edition). London, Institute of Personnel Management. 2. Cournoyer, B. (2000). *The Social Work Skills Workbook*. Belmont, Thompson Brooks/Cole 3. Kadushin, A. & Harknass, D. (1985). Supervision in Social Work. (4th Edition). New York, Columbia University Press. 4. Kim, Strom Gottfried (1999). *Social Work Practice: Cases Activities and Exercises*. London, Pine Forge Press. 5. Morales, A.T. & Sheafor, B.W. (1995). *Social Work: A Profession of Many Faces*. Boston, Allyn and Bacon 6. Robert, R.W. and Nee, R.H. (1970). *Theories of Social Casework*. Chicago, The University of Chicago Press. 7. Sevel, J., Cummins L. & Madrigal, C. (1999). *Social Work Skills Demonstrated: Beginning Direct Practice*. Boston, Allyn and Bacon.		
12	SW 404L Field Work Practicum – II	After the completion of this course, students will be able to • Competent in acquainting with		In the second semester, students are provided with a platform to practice their field work in rural settings. They are provided with an opportunity to	Elaboration of Field work practicum Added Suggested E – Resources

		knowledge of theory into practical application. • Capable to understand social work intervention through methods of social work in various field work settings. • Develop skills and professional qualities for social work. • Become aware of problems and Recent Administrative Reform of government and non Governmental Organization.		conduct various methods and skills such as Transect walk, Participatory Rural Appraisal, visiting various political, educational, health Institutions functioning in the adopted village. Students interact the rural community to understand socio-economic, political, cultural values, traditions and conditions among rural masses. **Suggested E resources:** 1. http://fieldeducator.simmons.edu/article/field-learning-in-online-social-work-programs/ -placement/navigating-your-field-placement-search-as-an-online-student/ 2.http://hhd.fullerton.edu/msw/Fieldwork/index.htm	
13	SW405L Field Work Practicum – Summer Placement	After the completion of this course, students will be able to • Competent in acquainting with knowledge of theory into practical situation		After the completion of their first year of MSW, students undergo One month (4 weeks) Summer Internship in an Organization namely development sectors, CSR, Research Institutions, Govenement departments	Elaboration of Summer placement Field work practicum . Added Suggested E – Resources

		for problem solving and social work intervention through methods of social work in various field work settings and Apply social work Research techniques in practice. • Comprehend role of Social work profession in facilitating social change , human rights and social justice . • Develop skills and professional qualities for social work. • Become aware of problems and Recent Administrative Reform of government and non Governmental Organization		etc. Summer Internship is a crucial component of Field Work in Social Work Education. It is an important practice learning educational components that acquaint students with the field of practice. It is a supervised practice learning venture in which the students practice theoretically learn social work skills, techniques, tools and methods in the field under the guidance and supervision of field personnel. **Suggested E resources:** 1.http://fieldeducator.simmons.edu/article/field-learning-in-online-social-work-programs/ -placement/navigating-your-field-placement-search-as-an-online-student/ 2.http://hhd.fullerton.edu/msw/Fieldwork/index.htm	

SEMESTER III

S. No.	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks

14.	~~SOC 518 Women Empowerment~~	~~After the completion of this Course students will be able to~~ • ~~Develop understanding on the concept and philosophy of women empowerment in India.~~ • ~~Conceptualize holistic development of women in the contemporary society.~~ • ~~Understand various constitutional provisions, legal support and policies for upliftment of women's status.~~ • ~~Develop an understanding on importance of gender budgeting and the role of civil society~~.	**~~Rationale:~~** ~~The objective of the paper is to develop students' understanding of the concept of women's empowerment, its historical perspective, its different aspects and institutional support systems to help women empower.~~ **~~Section A~~** **~~Introduction to Women empowerment~~** ~~Women empowerment: Concept and philosophy, Women development to empowerment in India women Empowerment; A Historical Perspective National efforts & Movements.~~ **~~Section B~~** ~~Women and Development: Women Health Maternal &Reproductive Health Care~~ ~~Women & Education rural &Urban~~ ~~Women and employment: organised and unorganised sector~~ ~~Women & Political Participation Rural &Urban~~ **~~Section C~~** ~~Women & Supports system: Constitutional Provision and legal Support, Policies on Empowerment of women 2001, Gender Budgeting, Partnering with civil society.~~		Course proposed to be removed. The Content of this course exists in course Specialization-A Women Empowerment

			References: 1. Anand, U.K.(2001). *Working Women and Retirement*. New Delhi, Anmol Publication Pvt. Ltd. 2. Bathla, Sonia (1998). *Women Democracy and the Media*. New Delhi, Sage Publication 3. Bhaskara Rao, Digumarti (2000). *Status of Advancement of Women and Other*. (Ed.). New Delhi, APH Publication Corporation 4. Claire, M. Ranzetti, Jaffrey L.L. Edleson & Raqual Kennedy Bergen (2001). Source Book on *Violence against Women*. (Ed.), New Delhi, Sage Publication. 5. Majumdar, Maya (2001). *Protecting Our Women*. (3 Volumes). New Delhi, Dominant Publishers and Distributors 6. Nussbaum, Martha, C. (2001). *Women, Human Development*. New Delhi, Kali for Women 7. Powell, Gary, N. (Ed.). (1999). *Handbook of Gender Work*. New Delhi, Sage Publications. 8. Tripathy, Prabhat Chandra (2000). *Crime against Workforce Women*.		

			~~New Delhi, APH Publishing Corporation.~~		
15.	SW 506 NGOs, Social Advocacy and Network	After the completion of this Course students will be able to • Be competent in understanding varied roles of NGOs, Civil Society, Cooperatives etc. in promoting status of different sections of the society. • Understand the mechanism of social advocacy and legal support while working on various social issues. • Develop knowledge on the importance of lobbying, propaganda, public opinion and Mass communication while working with NGOs.	**Section -B** Lobbying and Propaganda: Political System and Social Advocacy, Public Opinion, Political Parties, Interest Groups and Pressure Groups, NGOs and Politics. Mass Communication: Concept, Importance, Strategies and Techniques (Traditional and Modern), Use of information Technology in Social Advocacy. Media Relations: Type of Mass Media, Strategic choice of Media, Media Relation, Sensitizing Media and Media Documentation (Writing News, Features, Stories etc.)	**Section -A** **Section -B** Lobbying and Propaganda: Political System and Social Advocacy, Public Opinion, Political Parties, Interest Groups and Pressure Groups, NGOs and Politics. **Communication:** Concept, Definition and Process, Barriers to Communication. Mass Communication: Concept, Importance, Strategies and Techniques (Traditional and Modern), Use of information Technology in Social Advocacy. Media Relations: Type of Mass Media, Strategic choice of Media, Media Relation, Sensitizing Media and Media Documentation (Writing News, Features, Stories etc.) **Section-C** **Suggested E- Resources:** Advocacy in social work Platform: Sage publications. Link: 1. https://us.sagepub.com/sites/default/files/upm-binaries/90577_Ch__4_cox.pdf Social work advocacy: professional	No change Addition of new concept. Added Suggested E – Resources No change Added Suggested E – Resources

				self interest and social justice. Platform: Researchgate. Link: 2. https://www.researchgate.net/publication/283517910_Social_work_advocacy_Professional_self-interest_and_social_justice NGO Interaction, coordination and networking. Platform: Researchgate. Link: 3. https://www.researchgate.net/publication/270392928_NGO_Interaction_Coordination_and_Networking Lobbying and public relations: overlapping of two different professions. Platform: Croatian Scientific Bibliography. Link: 4. https://bib.irb.hr/datoteka/797645.02commforum-jugo-miholic-zigic.pdf	
16.	SW 507 Qualitative Research Methods in Social Work	After the completion of this Course, students will be able to • Acquaint and develop their skill on Qualitative Research method of social work. • Develop understanding on application of Qualitative Research Design in social work		**Section –A** **Section –B** **Section-C** **Suggested E -Resources:** Qualitative research methodology in Social sciences and related subjects. Platform: Munich Personal RePEc Archive. Link: https://mpra.ub.uni-	No Change. Added Suggested E – Resources

		research. • Proficiently prepare reports and also develop skill in using Atlas – ti Software for Qualitative Data Analysis.		muenchen.de/85654/1/MPRA_paper_85654.pdf Methods of data collection in qualitative research: interviews and focus groups. Platform: Researchgate. Link: https://www.researchgate.net/publication/5495328_Methods_of_data_collection_in_qualitative_research_Interviews_and_focus_groups What is grounded theory? Platform: Researchgate. Link: https://www.researchgate.net/publication/294424440_What_is_grounded_theory An introduction to phenomenological approach. Platform: Researchgate. Link: https://www.researchgate.net/publication/255647619_An_introduction_to_phenomenological_research	
17.	SW 509 Social Policies and Social Legislations	After the completion of this Course students will be able to • Understand social policies and social legislations in the Indian context and role of a Welfare State. • Competent on effective implementation of		**Section –A** **Section –B** **Section-C** **Suggested E -Resources:** Indian social policy: Nature, emergence and approaches.: review of Literature. Platform: Researchgate. Link:	No Change. Added Suggested E – Resources

		various social policies and legislations for the holistic development of different sections of the society. • Analyze the role of social legislation as an instrument of social change.		1. https://www.researchgate.net/publication/304445761_INDIAN_SOCIAL_POLICY_NATURE_EMERGENCE_AND_APPROACHES_Review_of_Literature Social planning and social policy. Platform: IGNOU. Link: 2. http://www.ignou.ac.in/upload/bswe-02-block5-unit-25-small%20size.pdf Social legislation and role of social worker in legal assistance. Platform: IGNOU. Link: 3. http://www.ignou.ac.in/upload/bswe-02-block6-unit-31-small%20size.pdf Study of public policy making in India: a theoretical framework. Platform: Academia. 4. https://www.academia.edu/3482142/Study_of_Public_Policy_making_in_India_A_theoretical_framework	
18.	~~SW 503 Counselling Theories and Practices~~	~~After the completion of this Course students will be able to~~ ~~• Develop knowledge on concepts, types and elements of community.~~ ~~• Be competent in~~	~~**Rationale:**~~ ~~This paper helps students to develop a holistic understanding of counseling as a problem (both physical and emotional) solving tool and to make them know various theoretical approaches, underpinning goals, values, processes and techniques of counseling the clients. It~~		Course proposed to be removed. The Content of this course exists in course SW 407

		identifying various social and community problems and understanding application of various community development programmes in working with various sections of the society. • Develop an understanding the functioning three tier system of panchayati raj institution. • Enhance their skills and ability to utilize Organisation and Administration of Community Development at various levels.	intends to develop skills and its application to real life situation. **Section A** Counselling: Meaning and Nature Distinction between Counselling and Guidance, Goal of Counselling, Basic Assumptions and Ethical Issues of Counselling. Type of Counselling: Individual Counselling, Peer Counselling, Group Counselling, Counselling Theory of Ellen Carni, Family Counselling as a Technique of Social Work. Qualities of Counsellor: Roles and Functions of Counsellors in the counselling process. **Section B** Counseling Process: Phases of Counselling Termination of Counselling: Skills and Techniques of Counselling Client/ Clientele System: As Individual or as Unit, Client Behaviour and Communication, Voluntary and Non Voluntary Clients, Clients Expectations. **Section C** Approaches and Theories: Background, Thrust, Goals, Key Concepts and Techniques in Approaches: Person-Centered, Psychoanalysis, Rational-Emotive, Existential, Cognitive		Methods of Social work - 1 Working With Individual .

			Behavioral Theory . 1. Bessell, R. (1971). *Interviewing and Counseling. London*, B.T. Botsford Ltd. 2. Brammer, Lawrence M. & Macdonald, Ginger (1996). *Helping Relationship: Process and Skills.* Boston, Allyn and Bacon 3. Corey, Gerald (2000). *Theory and Practice of Group Counseling.* (5th Edition). Australia, Brooks/Cole. 4. Currie, Fr. (1976). *Barefoot Counselor: A Primer in Building Relationships*. Bangalore, Asian Trading Corporation. 5. Dave, Indu (1983). *The Basic Essentials of Counseling*. New Delhi, Sterling Publisher Private Limited 6. Egan, G. (1998). *The Skilled Helper: A Problem Management Approach to Helping*. (6th Edition). Pacific Grove, CA: Brooks/Cole. 7. Geldard, Kathryn and Geldard, David (2000). *Counseling Children: A Practical Introduction.* (2nd Edition). London, Sage Publication 8. Maclean, Doug and Grould, Sue		

			~~(1988). *The Helping Process: An Introduction.* London, Croom Helm Ltd.~~ ~~9. Patterson, Lewis E. & Welfel, Elizabeth Reynolds (2000) *The Counseling Process*. (5th Edition), Australia, Books/Cole.~~ ~~10. Seden, Janet (1999). *Counseling Skills in Social Work Practice*. Buckingham, Open University Press.~~		
19.	Discipline Elective: SW 502 Community development	After the completion of this Course students will be able to • Develop knowledge on concepts, types and elements of community. • Be competent in identifying various social and community problems and understanding application of various community development programmes in working with various sections of the society. • Develop an understanding the functioning three tier system of panchayati		**Suggested E- Resources:** Community Development, Concept & Process Platform: PeerNetBC. Link: 1. http://www.peernetbc.com/what-is-community-development the Community development experiment in India. Platform: Central Intelligence Bureau. Link: 2. https://www.cia.gov/library/readingroom/docs/CIA-RDP79S00427A000500060002-7.pdf Community Development Programme: Its Political Impact. Platform: The Economic Weekly. Link: 3. https://www.epw.in/system/files/pdf/1960_12/38/community_dev	Community Development will be shifted to Semester III as one of the courses of Discipline Electives, since in Semester IV students are provided with a specialization on Community Development (Specialization C). In order to avoid repetition the course has been proposed to be shifted. Added Suggested E

		raj institution. • Enhance their skills and ability to utilize Organisation and Administration of Community Development at various levels.		elopment_programmeits_political_impact.pdf concept, evolution and Democratic Decentralization. Platform: egyankosh. Link: 4. http://www.egyankosh.ac.in/bitstream/123456789/25850/1/Unit-1.pdf	– Resources
20.	Discipline Elective: Ecology and Social Work	After the completion of this Course students will be able to • Develop understanding on concept of. Ecology, environment, its sustainability and its relation in community well being. • Enhance knowledge on environmental problems and challenges in the global and national context. • Understand various approaches on environmental conservation. • Narrate understanding of constitutional and legislatives provisions, policies and programmes for environmental		**Section –A** Basic Concepts and Inter linkages-Inter-linkages between Ecology and Environment, Environmental Sustainability: Implications for livelihood security and community well-being Environmental degradation: Causes and consequences; differential impact on women, poor, marginalized groups and indigenous populations. Environment in the human rights perspective. **Section –B** Politics of Ecology: Dominant development paradigm and global implications Impact of neoliberalism on environment and environmental justice. State of the Environment and	New course in Discipline Electives has been proposed to add Added Suggested E – Resources. Added Recommended Books

		conservation		Environmental Concerns Global environmental issues and concerns. State of India's land, water, air, forests and wildlifSuggested Suggested E resources and environmental problems pertaining to them. Environmental problems arising from unplanned urban growth and developmental projects. Protection and Promotion of the Environment - Introduction to approaches of environmental conservation. **Section –C** Constitutional provisions, policies and legislative framework pertaining to environment protection in India. Important International treaties and conventions on environment; An outline Important programmes of environmental conservation in India Co-management of environment by Indigenous people and other stakeholders; mainstreaming gender in natural resource management and conservation. Recommended Books: 1. Das, R.C., Barul, J. K. Sahu , N.C. & Mishra, M.K. (1998). *The Environment divide: the*	

				Dilemma of Developing Countries. New Delhi, Indus Publishing co. 2. Reid, D.E. (1995). *Sustainable Development: An Introductory Guide.* London, Earthscan Publications. 3. Sundaram K.V. Jha, M.M & Mrityunjay, M. (Ed.). (2004). *Natural resources management and livelihood security: survival strategies & sustainable policies*. New Delhi, Concept publishing co. 4. Sheth , P. (1997). *Environmentalism: Politics, Ecology and Development.* Jaipur, Rawat Publications. 5. Jana, M.M. (1991). *Environmental Degradation and Developmental Strategies in India*. New Delhi, Ashish Publications. 6. Gadgil, M. & Guha, R. (1995). *Ecology & Equity: The Use and Abuse of Nature in Contemporary India*. London, Routledge 7. Gupta, K.R. (Ed.). (2005). I	

				New Delhi, Atlantic Publications. 8. Rodda , A. (1991). Women & Environment. London, Zed Books Ltd. 9. Coates, J. (2004). *Ecology & Social Work: Towards a New Paradigm.* New York, Paul & Company Public Consortium. 10. Kallard , A. & Persoon, G. (1998*). Environmental Movements in Asia*. Great Britain, Curzon Press. 11. Guha , R. (1991). *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya.* Delhi, Oxford University Press. 12. Negi, S.S. (1991). *Environmental Degradation and Crisis in India.* New Delhi, Indus Publishing Company. 13. Singh, H. (Ed.). (1992). *Environmental Policy and Administration.* Jaipur, Printwell. 14. Gadgil, M. & Guha, R.	

				(1992). *This Fissured Land: An Ecological History of India*. Delhi, Oxford University Press. 15. Vettivel, S.K. (1993). *Participation and Sustainable Development.* New Delhi, Vetri Publishers. **Suggested E-Resources** Environmental Degradation, Sustainable Development and Human Well-being: Evidence from India, Platform: Researchgate. Link: 1. https://www.researchgate.net/publication/266713780_Environmental_Degradation_Sustainable_Development_and_Human_Well-being_Evidence_from_India Ecology in India. Platform: Researchgate. Link: 2. https://www.researchgate.net/publication/225039756_Ecology_in_India Global Environmental Issues. Platform: Open Access Scientific Reports. Link: 3. https://www.omicsonline.org/scientific-reports/2157-7617-SR-632.pdf	

				Global_Conventions_and_Environmental_Governance. Platform: University of Bern, Researchgate. Link: **4.** https://www.researchgate.net/publication/280835496_Global_Conventions_and_Environmental_GovernanceGlobal_Conventions_and_Environmental_Governance_InfoResources_FOCUS_No_305_CDE_University_of_Bern_English_French_Spanish	
21.	Discipline Elective: Corporate Social Responsibility	After the completion of this Course students will be able to • Develop understanding on CSR policy and its role in India. • Develop practical applicability of theoretical learning of CSR.		**Section A** Social Responsibility, Corporate Social Responsibility, Scope of CSR, Need and Significance of CSR, Carroll's Model of CSR (Pyramid of CSR). **Section B** Interest Groups Related to CSR, Why Social Responsibilities of Corporate Sectors (arguments for and against it), Drivers of CSR, Tools of CSR, and Benefits of CSR. CSR policy, Factors influencing CSR policy, Managing CSR in an organization, **Section C**	New course in Discipline Electives has been proposed.

				Global Perspective of CSR, CSR in India, CSR Activities in Orissa carried out by different corporate giants and their outcomes, Case studies for better understanding of each aspect and practicalities of CSR **Recommended Books:** 1. Bradshaw, T. & D. Vogel. (1981). *Corporations and their Critics: Issues and Answers to the Problems of Corporate Social Responsibility.* New York, McGraw Hill Book Company. 2. Brummer, J.J. (1991). *Corporate Responsibility and Legitimacy – An Interdisciplinary Analysis.* Westport, CT: Greenwood Press. 3. Cannon, T. (1992). *Corporate Responsibility*. (1st Ed.). London, Pitman Publishing. 4. Grace, D. and S. Cohen (2005).*Business Ethics: Australian Problems and Cases.* Oxford, Oxford University Press. 5. Reddy, Sumati and Stefan Seuring. (2004). *Corporate Social Responsibility: Sustainable Supply Chains*. Hyderabad, ICFAI University Press.	Added Recommended Books Added Suggested E – Resources.

				6. Akbas, S. (1983). *Industrial Social Work: Influencing the System at the Workplace*. Silver Spring, MD: NASW. 7. Dinerman, M .(Ed.). (1982). *Social Work in a Turbulent World*, Silver Spring, MD: NASW. **Suggested E-Resources** 1. Corporate social responsibility in india: an overview. Platform: researchgate. Link: https://www.researchgate.net/publication/318445440_CORPORATE_SOCIAL_RESPONSIBILITY_IN_INDIA_AN_OVER_VIEW 2. handbook of Corporate Social responsibility in India. Platform: CII. Link: https://www.pwc.in/assets/pdfs/publications/2013/handbook-on-corporate-social-responsibility-in-india.pdf 3. Corporate Social Responsibility: Global Perspective, Competitiveness, Social Entrepreneurship & Innovation. Platform: http://unpan1.un.org/intradoc/gro	

				ups/public/documents/APCITY/UNPAN027045.pdf Carroll's pyramid of CSR: taking another look. Platform: International Journal of Corporate Social Responsibility. Link: 4. https://pdfs.semanticscholar.org/7e34/9825b55bebc98ef813f86608a53824d6edbe.pdf	
22.	Discipline Elective: Community Medicine and Social Work	After the completion of this Course students will be able to • Develop understanding on lifestyle and varied health problems in the society. • Understand the role of health care system and functionaries in promoting a healthy society. • Understanding government's initiatives to promote better socio-economic status in India through various health care programmes. • Proficiently perform the role of a Professional social		**Section A** Introduction to Health, Community Health and Health Education - Concept of Health and disease , Dimensions of health; Factors affecting health. Cultural factors in health and disease Concept and background of community health- Community diagnosis and health action plan. Concept, methods and Principles of health education. Role of a health worker in community setting-Organizing and planning for community health programme Health and Development: Multi-disciplinary Perspectives a. Health Literacy and Health Behaviour; Social and Economic Determinants of Health; Health Infrastructure and Manpower Development; Health Sector Reforms; Emerging Socio-economic	New course in Discipline Electives has been proposed. Added Suggested E – Resources. Added Recommended Books

		worker through preventive, promotion, curative and rehabilitative approach.		and Demographic Situation in India **Section B** Health problems: Communicable and non communicable diseases: Epidemiology of communicable diseases, TB, HIV/AIDS, Vaccine preventable diseases, Non communicable diseases- Cardiovascular diseases, hypertension, Diabetes, accidents and injuries, Life style diseases, Impairment, Disability, handicap, Magnitude of disability, Major health Programmes in India, Health Education- Purpose and methods, Immunisation schedule. **Section C** Health System, Programmes and Policies . Health Planning in India Health for all and primary health care, Three tier health care system: primary, secondary, and tertiary. Public vs private health care. National and State Level Health Policies and Programs. Health and Demographic Transition; Out of Pocket Expenses on Health; Health Insurance Health and Well-being a. Health Disparities.. Public Health and Sanitation. Ageing, Health and Well-	

				being Migration and Urban Health. Promoting Indigenous Health Systems. Role of Social work in the field of health a. Multi-Disciplinary approach, Advocacy for patient rights. Community health team and functions, **Recommended Books:** 1. Government of India (2005). *Health Information of India 2005*. New Delhi, Ministry of Health and Family Welfare, CBHI, 2. MHFW (2010). *National Health Profile of India-2010*, Central Bureau of Health Intelligence (CBHI), DGHS, New Delhi 3. Michele, I. (2004). *Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health.* London, Jones and Bartlett Publishers, 4. Desai S B & Joshi Bharti (2012). *Social work and community health.* New Delhi. Alfa Publications *New Delhi*, India, *Alfa Publications*. 5. Akram Mohammad (2012). *Sociology of health.* Jaipur, Rawat Publications. 6. Park, K. (2009). *Preventive and*	

				social medicine. Jabalapur, Banarsidas. 7. Srinivasan K. (1998). *Basic Demographic Techniques and Applications.* New Delhi, Sage Publications, 8. Goel,S. L. (2005). *Population policy and Family Welfare,* New Delhi, Deep and Deep publications 9. IMCI Handbook (2000). *Towards better child health and development: integrated management of childhood illness.* IMCI, World Health Organization. **Suggested E-Resources** Health Promotion Education in India: Present Landscape and Future Vistas Platform: researchgate. Link: 1. https://www.researchgate.net/publication/230861016_Health_Promotion_Education_in_India_Present_Landscape_and_Future_Vistas Health Sector Reforms in India: A Situation Analysis Platform: researchgate. Link: 2. https://www.researchgate.net/publication/228226415_Health_Sector_Reforms_in_India_A_Situa	

				tion_Analysis Health Insurance in India Opportunities, Challenges and Concern Platform: researchgate. Link: 3. https://www.researchgate.net/publication/238659220_Health_Insurance_in_India_Opportunities_Challenges_and_Concerns The Role of Social Work in Health Care System. Platform: Journal of Social Science for Policy Implications. link: **4.** http://jsspi.com/journals/jsspi/Vol_2_No_2_June_2014/4.pdf	
23.	Discipline Elective: Social Work and Disaster Management	After the completion of this Course students will be able to • Understand about disaster management and ways and means to mitigate such conditions. • Critically analyze the effective implementation institutional structures and programmes for disaster management in India. • Understand the process and techniques of empowering		**Section A** Disaster related concepts and definitions: Hazard, Risk, Vulnerability and Disaster; different forms of Natural and Manmade Disasters Impact of disasters: Physical, economic, political, psychosocial, ecological, and others; developmental aspects of disasters. Concept of Displacement its types and Factor. Policy and progrmmme for displacement . Hazard, Risk and vulnerability assessment with special emphasis on participatory tools and techniques.	New course in Discipline Electives has been proposed.

		communities in disaster preparedness and mitigation. • Learn the nature and scope of psychosocial care in disaster management.		**Section B** Disaster Management and its components , Integration of disaster management and development planning Global issues and initiatives- World Conference on Disaster Reduction (2005), Administrative and institutional structure for disaster management; Techno-legal framework Information, Education and Communication in disaster management. Community participation in managing and mitigating disasters **Section C** Coordinating search and rescue; relief mobilization and management; evacuation and camp management Contingency planning and crisis management Restoration and rehabilitation interventions, livelihood security and social justice concerns in disaster recovery and reconstruction Compensation and related issues in disaster management.: **Recommended Books:**	Added Recommended Books

				1. Sahni, P., Dhameja, A., & Medury, U. (2001) *Disaster Mitigation: Experiences and Reflections.* New Delhi, Prentice Hall of India Pvt. Ltd. 2. Singh, S.K., Kundu, S., & Singh, S. (1998). *Disaster Management.* New Delhi, Mittal Publications. 3. Sinha, P.C. (Ed.). (1998). *Encyclopedia of Disaster Management.* New Delhi, Anmol Publications Pvt. Ltd. 4. Newburn, T. (1993). *Disaster and After: Social Work in the Aftermath of Disaster*. Bristol, PA: Jessica Kingsley Publishers. 5. Ehrenreich, J.H. (2001). *Coping With Disaster: A Guidebook to Psychosocial Intervention.* Old Westbury, NY: Center for Psychology and Society. 6. Raphael, B., Wilson, J.P. (Eds.). (2000). *Psychological Debriefing: Theory, Practice and Evidence.* Cambridge, Cambridge University Press. 7. Zubenko, W.N., & Capozzoli, J. (Eds.) (2002). *Children and Disasters: A Practical Guide to Healing and Recovery*. Oxford, Oxford University Press.]\ 8. Singh, R.B. (Ed.). (1996).	

				Disasters, Environment and Development (Proceedings of International Geographical Union Seminar). New Delhi, AA Balkema/ Rotterdam/Brookefield. 9. CAPART (1995). *Proceedings of CAPART Workshop on Strengthening of Community Participation in Disaster Reduction.* New Delhi, CAPART. 10. Carter, W.N. (1992). *Disaster Management: A Disaster Manager's Handbook.* Manila: Asian Development 11. Sharma, V.K. (Ed.). (1994). *Disaster Management.* New Delhi, National Centre for Disaster Management. 12. Engelbert, P., & Sawinsky, D. (Eds.). (2001). *Dangerous Planet: The Science of Natural Disasters (Vol. I to III).* Detroit, Gale Group, VXL. 13. Eade, D.,& Williams, S. (1995). *The Oxfam Handbook of Development and Relief (Vols. I and II).* U.K, OXFAM Publication 14. Gupta, M.C., Sharma, V. K., Gupta, L.C., & Tamini, B.K. (2001). *Manual on Natural Disaster Management in India.*	Added Suggested E – Resources.

				New Delhi, National Centre for Disaster Management. 15. Regional Development Dialogue (2003). *Disaster Management for Sustainable Development: Focus on Community Initiatives. Regional Development Dialogue*, (Vol. 24, No.1). United Nations Centre for Regional Development **Suggested E-Resources** **1.** Introduction to Disaster Management Platform: Researchgate. Link: https://www.researchgate.net/publication/277327554_Introduction_to_Disaster_Management **2.** Community based disaster management. Platform: Researchgate. Link: https://www.researchgate.net/publication/310843610_Community_Based_Disaster_Management **3.** Disaster and Development: Examining Global Issues. Platform: Researchgate. Link: https://www.researchgate.net/publication/262105896_Disaster_development_Examining_global_issues_and_cases Rehabilitation and Reconstruction.	

				Platform: egyankosh. Link: **4.** http://egyankosh.ac.in/bitstream/123456789/25891/1/Unit-15.pdf	
24.	Discipline Elective: Conflict Management and Peace Building	After the completion of this Course students will be able to • Understand the nature of conflict and violence prevalent in the present era. • Understand initiatives of peace in global perspective.		**Section -A** Definitions and contents of conflict - understanding concepts of violence, nonviolence, riot, feud, rebellion, genocide, and pogrom, Sources and causes of social, economic and political conflict. Conflict as social process - economics of conflict, relevance of conflict for social work Nationalism and ethnic conflict – Sub-national and autonomy movements **Section -B** Instances of inter and intra-state conflict-identity/rights/claims over land, water etc. Stages of conflict, actors involved – timing, targets, setting Conflict audit-steps, processes and implications Characteristics of divided societies and deep-rooted conflicts - Instances of Communal/ethnic/caste/racial conflict from India and other conflict sites from across the globe	New course in Discipline Electives has been proposed.

				Areas and people in conflict-cases from Global South and Global North, the political economy of conflict-role of hegemonic states **Section -C** Political, economic, social challenges - steps and processes Mapping entry points and engagement with community and the State Conflict induced trauma and social work interventions Reconstruction and Rebuilding in conflict-torn societies Peace Building at the Elite Level: The role of state and its critique Development and conflict - evaluating and assessing development as warning for peace, civil society response, role of organizations such as UNO in promoting peace etc. Social analysis for peace and development Models and illustration on conflict mitigation and peace building from- Sri Lanka, India, Northern Ireland, Bosnia-Herzegovina, Chechnya etc – state and civil society Peace building through movement- Locating women in Peace Movement, indigenous actors in Peace Building	Added Recommended Books

				Recommended Bookss **1.** Lederach, J,P. (1997). *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington DC, United Sates Institute of Peace. **2.** Weiner, Y. (Ed.). (1998). *The Handbook of Interethnic Coexistence*. New York, Continuum. **3.** Byman, D. (2002). *Keeping the Peace-Lasting Solutions to Ethnic Conflict*. Baltimore, The John Hopkins University Press. **4.** Kaufman, S.J. (2001). *Modern Hatreds-The Symbolic Politics of Ethnic War*. Ithaca, Cornell University Press. **5.** Lipjhart, A. (1977). *Democracy in Plural Societies*. New Haven, Yale University Press. **6.** Hobsbawm, E. (1996). *The Age of Extremes*. New York, Vintage Books. **7.** Hall-Cathalla, D. (1990). *The Peace Movement in Israel 1967-1987*. New York, St. Martin's Press. **8.** Fernea, E.W. & Hocking, M.E. (Eds.). (1992). *Israeli and Palestinians: The Struggle For Peace*. Austin, University of Texas Press.	Added Suggested E – Resources.

				9. Gordon, H. Gordon, R. (Eds.). (1993). *Israel/Palestine: The Quest For Dialogue*. New York, Orbis Books. **10.** Hurwitz, D. (Ed.). (1992). *Walking the Redline: Israelis in the Search of Justice for Palestine*. Philadelphia, New Society Publisher. **11.** Robinson, G. (1997). *The Logic of Palestinian State-Building After Oslo- Building A Palestinian State the Incomplete Revolution.* Bloomington, Indiana University Press. **12.** Brown, M.E. (Ed.). (2001). *Nationalism and Ethnic Conflict*, Cambridge, The MIT Press. **13.** Walker, C. (1994). *Ethnonationalism: The Quest for Understanding.* Princeton, Princeton University 99 Press **Suggested E-Resources** Nationalism, Ethnic Conflict, and Rationality Platform: Perspectives on Politics, American Political Science Association. Link: 1. http://olympiasummeracademy.org/past/2010/files/Ashutosh%20Varshney/VarshneyPOP.pdf Conflict process	

				Platform: The Da Vinci Institute for Technology Management (Pty) Ltd. Link: 2. http://dmcodyssey.org/wp-content/uploads/2014/02/Conflict-Process.pdf Rebuilding Societies Emerging from Conflict: A Shared Responsibility Platform: United Nations. Link: 3. http://www.un.org/dpi/ngosection/annualconfs/55/workshops.pdf The causes of ethnic conflict in Multi-ethnic societies Platform: World Scientific News. Link: 4. http://www.worldscientificnews.com/wp-content/uploads/2015/10/WSN-42-2016-156-1662.pdf	
25.	SW 504L Field Work Practicum –III	After the completion of this course, the students will be able to • Competent in acquainting with knowledge of theory into practical situation for problem solving. • Capable to understand social work intervention through methods of social		During the third semester, after completion of one year of field work practicum and one month summer internship, students are now competent to apply various social work methods, techniques and skills namely Social case work, Social group work, Community Organization, Social action, Social Work Research and Social Work Management and are capable to critically analyse their practical application. They are regularly supervised by their concerned supervisors	Elaboration of Field work practicum Added Suggested E – Resources

		work in various field work settings. • Comprehend role of Social work profession in facilitating social change, human rights and social justice. • Develop skills and professional qualities for social work.		through Individual and Group Conferences. **Suggested E resources:** 1. http://fieldeducator.simmons.edu/article/field-learning-in-online-social-work-programs/ -placement/navigating-your-field-placement-search-as-an-online-student/ 2. http://hhd.fullerton.edu/msw/Fieldwork/index.htm	

SEMESTER IV

S. No.	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
26.	SW 510 Social Welfare Management	After the completion of this Course students will be able to • Develop their competency on management of Social Welfare agencies. • Understand the applicability of planning, formulating, operating and monitoring projects for an effective impact		**Section –A** **Section –B** **Section-C** **Suggested E-Resources:** Social welfare administration: concept, nature and scope. Platform: IGNOU. Link: 1. http://www.ignou.ac.in/upload/Bswe-003%20Block-2-UNIT-6-small%20size.pdf Logical framework analysis	No Change. Added Suggested E – Resources

		among target beneficiaries. • Apply varied techniques in developing project proposals for effective monitoring and evaluation. • Understand the importance in fund raising and resource utilization in a project		Platform: The Global Development Research Centre. Link: 2. http://www.gdrc.org/ngo/logical-fa.pdf Project formulation Platform: Central Institute of Fisheries Education. Link: 3. http://eprints.cmfri.org.in/9671/1/Project_Formulation.pdf Project Appraisal Platform; Distant Production House University 4. http://www.dphu.org/uploads/attachements/books/books_2358_0.pdf	
27.	Specialization Elective SOC 502 Feminist Theory and Feminist Thought	After the completion of this Course students will be able to • Be acquainted with issues related to feminism. • Understand the concept of WID, WAD and gad. • Imbibe knowledge on Foundations of Feminist Theories.	**Section- C** ~~**Second Wave**~~ **Feminist Theory:** Liberal, Radical, Marxist- Socialist, Foundations of Feminist Theories	**Section –A** **Section –B** **Section- C** **Feminist Theory:** Liberal, Radical, Marxist- Socialist, Foundations of Feminist Theories. **Suggested E-Resources:** Feminism Platform: McGraw Hill Education. Link: 1. https://www.mheducation.co.uk/openup/chapters/0335204155.p	No change 'Second wave' term has been removed as second wave feminist theories covers only second wave feminism. On adding 'feminist theory' all waves of feminist theories have been covered. Added Suggested E – Resources.

				df Women's movements, feminism and feminism movments Platform: Researchgate. Link: 2. https://www.researchgate.net/publication/288623012_Women's_movements_feminism_and_feminist_movements WID, WAD, GAD: Trends in Research and Practice Platform: IDRC Digital library. Link: 3. https://idl-bnc-idrc.dspacedirect.org/bitstream/handle/10625/5225/34345.pdf?sequence=1 A classification of Feminist theories Platform: Researchgate. Link: https://www.researchgate.net/publication/38105958_A_Classification_of_Feminist_Theories	
28.	Specialization Elective SOC 516 Women and Health	After the completion of this Course students will be able to • Be competent to acquaint with concept of Health status of women.		**Section –A** **Section –B** **Section-C** **Suggested E -Resources:**	No change. Added Suggested E – Resources.

		• Develop understanding on the functioning of modern health care system, policies and programmes in promoting better health status of women in India. • Apply their analytical skills in to identify means to combat critical health status of women globally, as well as of sex workers and marginalised groups**.**		Women and Health Platform: United Nations. Link: 4. http://www.un.org/womenwatch/daw/beijing/beijingat10/C.%20Women%20and%20health.pdf From adolescence to later adulthood: femininity, masculinity, and androgyny in six age groups Platform: Reseachgate. Link: 5. https://www.researchgate.net/publication/225573103_From_Adolescence_to_Later_Adulthood_Femininity_Masculinity_and_Androgyny_in_Six_Age_Groups Global health Platform: WHO. Link:	
29.	Specialization Elective SOC 517 Women and Law	After the completion of this Course students will be able to • Develop capacity to understand constitutional provisions related to women. • Comprehend Criminal Procedure Code Arrest and Examination, IPC,		**Section –A** **Section –B** **Section-C** **Suggested E- Resources:** Women's Rights in India Platform: Researchgate. Link: 1. https://www.researchgate.net/publication/323825501_Women's_Rights_in_India	No Change. Added Suggested E – Resources.

		Eve Teasing, Molestation, Adultery, Abduction, Kidnapping, Rape. • Analyze important judgments, international convention, and emancipation of women – a socio- legal perspective.		Family Courts in India: An analysis Platform: shodhganga. Link: 2. http://shodhganga.inflibnet.ac.in/bitstream/10603/166330/1/10_chapter3.pdf Critical Assessment of Labour Laws, Policies and Practices through a gender lens Platform: Ministry of Women and Child Development, GOI. Link: 3. http://www.shram.org/uploadFiles/20141204062826.pdf Legal provisions for the women welfare and safety Platform: Shodhganga. Link: 4. http://shodhganga.inflibnet.ac.in/bitstream/10603/153565/11/1_chapter%203.pdf	
30.	Specialization Elective MGMT 511 Industrial Relation and Legal Environment	After the completion of this Course students will be able to • Comprehend concepts of Industrial relations, grievance Handling, collective bargaining, role of trade Union and welfare officer. • Understand Industrial legislations, process of Industrial relations,		**Section –A** **Section –B** **Section-C** **Suggested E- Resources:** A study of Industrial Relation in India Platform: International Journal of Development Research. Link: 1. https://www.journalijdr.com/sit	No Change. Added Suggested E – Resources

		collective. • Proficiently perform their role as Industrial relation Officer.		es/default/files/issue-pdf/9540.pdf Labour Law in India: Structure and Working Platform: Researchgate. Link: 2. https://www.researchgate.net/publication/260276132_Labour_Law_in_India_Structure_and_Working The Indian Legal System Platform: Researchgate. Link: 3. https://www.researchgate.net/publication/47704506_The_Indian_Legal_System Employee Legislation Platform: Pondicherry University. Link: 4. http://www.pondiuni.edu.in/storage/dde/downloads/hrmiii_el.pdf	
31.	Specialization Elective MGMT 513 Introduction to Human Resource Management	After the completion of this Course students will be able to • Be Acquaint with concepts of Human Resource Management (HRM), Human Resource Development (HRD) and Personnel Management (PM). • Understand the Function of Human Resource Manager		**Section –A** **Section –B** **Section-C** **Suggested E - Resources:** Human Resource Management: Theory and Practice Platform: Researchgate. Link: 1. https://www.researchgate.net/publication/305954894_Human_Resource_Management_Theory	No Change. Added Suggested E – Resources

		• Manage Disciplinary Action related to HRM as well as Employee Counseling.		_and_Practice Human Resources Information System (HRIS): A Theoretical Perspective Platform: Researchgate. Link: 2. https://www.researchgate.net/publication/272668111_Human_Resources_Information_System_HRIS_A_Theoretical_Perspective The Roles, Competencies and Skills of HRM Professionals in Indian Organisations Platform: Researchgate. Link: 3. Https://www.researchgate.net/publication/295920930_the_roles_competencies_and_skills_of_hrm_professionals_in_indian_organisations Training and Development: Issues in the Indian Context Platform: Global Journal of Finance and Management. Research India Publications. 4. ttps://www.ripublication.com/gjfm-spl/gjfmv6n7_01.pdf	
32..	Specialization Elective MGMT 515 Organizational Behaviour at Work	After the completion of this Course students will be able to • Competent in organizational Behaviour and Human Relation in an		**Section –A** **Section –B** **Section-C** **Suggested E -Resources:** Organisational Behaviour An	No Change. Added Suggested E – Resources

		Organization. • Understand and manage behavioural pattern in an organization. • Proficient in solving and managing malfunctions in Organization		Introduction Platform: Macmillan Education. Link: 1. https://www.macmillanihe.com/resources/sample-chapters/9781137429445_sample.pdf A study of Organizational Culture: Octopace Profile IOSR Journal of Business and Management (IOSR - JBM). Link: 2. http://www.iosrjournals.org/iosr-jbm/papers/Vol19-issue2/Version-3/N1902038792.pdf Maslow's Need Hierarchy Theory: Applications and Criticisms Platform: Global Journal of Management and Business Studies. Research India Publications. Link: 3. https://www.ripublication.com/gjmbs_spl/gjmbsv3n10_03.pdf Understanding and managing misbehavior in organizations Platform: ResearchGate. Link: 4. https://www.ResearchGate.net/publication/291158812_Understanding_and_managing_misbehavior_in_organizations	

33.	Specialization Elective SW 508 Rural Community Development	After the completion of this Course students will be able to • Sensitively understand the challenges in rural settings. • Understand the functioning of various rural community development programme in India. • Proficiently apply their knowledge and social work competencies in field work intervention while working in a rural setting.		**Section –A** **Section –B** **Section-C** **Suggested E-Resources:** Rural Development Platform: Planning Commission. Link: 1. http://planningcommission.nic.in/plans/stateplan/sdr_punjab/sdrpun_ch5.pdf Role of Cooperative banks in Financial Inclusion Platform: ResearchGate. Link: 2. https://www.researchgate.net/publication/304483927_ROLE_OF_CO-OPERATIVE_BANKS_IN_FINANCIAL_INCLUSION The Role of NGOs in Rural Development with special reference to women Platform: Shodhganga. Link: 3. http://shodhganga.inflibnet.ac.in/bitstream/10603/18591/9/09_chapter%203.pdf Panchayati Raj in action: A study of Rajasthan. Platform:The Economic and Political Weekly. Link: 4. https://www.epw.in/system/files/pdf/1964_16/5-6-	No Change. Added Suggested E – Resources

				7/panchayati_raj_in_actiona_study_of_rajasthan.pdf?0=ip_login_no_cache%3Dcadc5026513d674a3e03b085d56bf41a	
34.	Specialization Elective SW 511 Tribal Community Development	After the completion of this Course students will be able to • Competent in comprehending the nature and characteristics of tribal community. • Develop understanding on various constitutional provisions and government initiated programmes for promoting the conditions of tribal communities. • Apply their proficiency as a professional social worker while rendering quality services for the well being of tribal society.		**Section –A** **Section –B** **Section-C** **Suggested E -Resources:** Tribal population in India: Regional dimensions & imperatives. Platform: ResearchGate. Link: 1. https://www.researchgate.net/publication/302904252_TRIBAL_POPULATION_IN_INDIA_REGIONAL_DIMENSIONS_IMPERATIVES Historical perspectives of different tribal groups in India. Platform: International Journal of Interdisciplinary and Multidisciplinary Studies (IJIMS). Link: 2. http://www.ijims.com/uploads/6bd9df8d35bc3899587coc9.pdf Policies and Programmes for Tribal Development In India Platform: Odisha State Open University. Link:	No Change. Added Suggested E – Resources

				3. http://osou.ac.in/eresources/PPTDI.pdf Panchayati Raj and Tribal Development in India Platform: International Journal of Advanced Research in Social Sciences & Humanities 4. http://www.iaster.com/uploadfolder/1PanchayatiRajandTribalDevelopmentinIndiaCopy/1Panchayati%20Raj%20and%20Tribal%20Development%20in%20India%20Copy.pdf	
35.	Specialization Elective SW 512 Urban Community Development	After the completion of this Course students will be able to • Be competent in understanding the effect of urbanization on the changing status of society. • Understand the functions and roles of Urban Local Bodies in Urban Community Development. • Apply their learning and skills for field work intervention while working with Urban community.		**Section –A** **Section –B** **Section-C** **Suggested E -resources:** Urban Community Development Its Nature and Scope 1. https://www.epw.in/system/files/pdf/1959_11/45/urban_community_developmentits_nature_and_scope.pdf Housing and Urban Development Corporation Limited Platform: Hudco.org. link: 2. https://www.hudco.org/writereaddata/NOTICE-AR-2017.pdf	No Change. Added Suggested E – Resources

				Evolution of urban local governments in india Platform: Shodhganga. Link: 3. http://shodhganga.inflibnet.ac.in/bitstream/10603/66623/8/08_chapter%202.pdf Urban Development in India in the Twenty First Century: Policies for Accelerating Urban Growth Platform: Centre for International Development, Stanford. Link: **4.** https://globalpoverty.stanford.edu/sites/default/files/publicons/231wp.pdf	
36.	SW 505L Field Work Practicum IV	After the completion of this course, students will be able to • Competent in acquainting with knowledge of theory into practical situation for problem solving. • Capable to understand social work intervention through methods of social work in various field work settings. • Develop skills and professional qualities		The final semester's field work practicum comprises of the continuous practical application of field work of Semester III. Students comprehend role of Social work profession empowering individuals, groups and communities and facilitating social change, Human rights and Social justice. They are now proficiently skilled and ready to apply their skills and qualities of professional social work practitioners. **Suggested E resources:** 1. http://fieldeducator.simmons.edu/article/field-learning-in-	Elaboration of Field work practicum Added Suggested E – Resources

		for social work.		online-social-work-programs/ -Field Work Platform: Field Educator Simmons School of Social Work 2. http://fieldeducator.simmons.edu/article/field-learning-in-online-social-work-programs/ -placement/navigating-your-field-placement-search-as-an-online-student/ 3. http://hhd.fullerton.edu/msw/Fieldwork/index.htm placement/navigating-your-field-placement-search-as-an-online-student/	

37.	SW 501L Block Placement	After the completion of this course, students will be able to • Competent in acquainting with knowledge of theory into practical situation for problem solving. • Capable to understand social work intervention through methods of social work in various field work settings and Develop skills and professional qualities for social work. • Comprehend role of Social work profession in facilitating social change , human rights and social justice • Become aware of problems and Recent Administrative Reform of government and non Governmental Organization		After the completion of two year MSW programme students undergo two months (8 weeks) block placement training in any settings namely NGOs, CSRs, Industries etc. Block placement provides for field education as a stand-alone experience, separate from course work. The block placement expands the opportunities for students to have an in-depth learning experience in diverse settings. **Suggested E resources:** 1. http://fieldeducator.simmons.edu/article/field-learning-in-online-social-work-programs/ -placement/navigating-your-field-placement-search-as-an-online-student/ 2. http://hhd.fullerton.edu/msw/Fieldwork/index.htm 3. https://www.mswguide.org/schools/the-ultimate-field-education-guide/ **4.** http://fieldeducator.simmons.edu/article/field-learning-in-online-social-work-programs	Elaboration of Field work Block Placement practicum Added Suggested E – Resources

Annexure VI

Programme & Course Format for BOS Minutes

Name of Programme: M.Phil. Sociology

Programme Educational Objectives

Keeping in focus the significance of research in higher education, Banasthali Vidyapith aims to train young researchers. The **Master of Philosophy (M.Phil.) in Sociology Programme** is designed to guide young researchers from sociological and interdisciplinary perspectives to address critical socio-cultural issues and problems. The course stimulates the research scholars to learn advanced theoretical and sociological concepts and equips them with social research techniques and tools which help them in empirical and qualitative studies of various sociological concerns of our society so that their research works may contribute to the knowledge repertoire and policy formulation

The main objectives of M.Phil Programme are:

- To provide extensive sociological knowledge about society and culture that shape individual identity and behaviour
- To develop an understanding of fact, concept and theory and their interrelations in sociological paradigm
- To acquaint with classical, modern and post-modern sociological theories and their implications for research initiatives
- To provide knowledge about cross-cutting issues and basic principles of interdisciplinary approach for holistic understanding of society.
- To promote sociological researches; qualitative and quantitative both, for policy recommendations, formulation and implementation in order to bring positive social change
- To generate awareness about gender equality and social values and motivate to adapt in dynamic socio-cultural and political scenario
- To provide practical training through dissertation keeping in view of preparing efficient researchers
- To enhance the abilities of effective communication and reflective presentation of sociological knowledge enriched by the application of new technological innovations
- To develop sociological knowledge and skills that will enable to think critically and creatively about society and social issues in local and global perspective and prepare globally recognized researchers and academicians in the field of sociology

- To explain the role of sociologists in generating awareness; creating sociological literature and formulating policy documents related to environmental regulation and sustainable development.
- To create round personality development characterized by conflict resolving attitude, leadership and team spirit essential for social construction.

Programme Outcomes

- **PO1: Sociological Knowledge:** Develop and apply sociological imagination to critically understand relation between individual and society; possess knowledge about sociological theory and methods to be applied for conducting systematic social researches and suggest policy recommendations for positive social change.
- **PO2: Planning Abilities:** Exhibit effective planning abilities essential to carry out fruitful social research with efficient time and resource management.
- **PO3: Problem analysis:** Acquainted with idea of rational thinking, scientific enquiry and critical approach; possess strong decision making ability in everyday life.
- **PO4: Modern tool usage:** Acquire knowledge of softwares and technological devices of social science research and apply them wisely according to the need of the research.
- **PO5: Leadership skills:** Understand social concerns and cultural values; develop sensitivity towards complex human nature, social interaction and dynamic social reality; consider the importance of collective wellbeing and leadership while fulfilling professional and social responsibilities.
- **PO6: Professional Identity:** Identify roles of professional sociologist such as researcher, academicians and civil servant.
- **PO7: Sociological Ethics:** Understand ethical codes that govern the conduct of sociologists and how sociological knowledge may be applied to people and lives.
- **PO8: Communication:** Communicate effectively with people in different social settings i.e. family, neighbourhood, community and society at large and grasp their view point while dealing with social issues
- **PO9: The Sociologist and Society:** Disseminate knowledge about contextual reality of society and its major concerns; Create theories to explain changing nature of society.

- **PO10: Environment and sustainability:** Understand how human quest for development altered ecological balance i.e. man-nature relationship; show the caring and sensitive attitude and behaviour towards environment in daily lives; and suggest sustainable development practices to save environment through researches and policy formulations .
- **PO11: Life- long learning:** Learns the adapting nature of Indian tradition and recognize the need for adaptation with rapidly changing materialist aspect of culture (particularly technological change); engage in dialogue over social concerns and contribute towards social justice and social upliftment

Programme Scheme

Semester: I

Course Code	Course Name	L	T	P	C
SSC 601	Research Methodology in Social Sciences	4	0	0	4
SOC 603	Sociological Approaches	4	0	0	4
	Teaching, Learning and Higher Education	4	0	0	4
SOC 606P	Term Paper	0	0	24	12
Reading Elective- I		0	0	0	2
Total		12	0	4	26

Semester: II

Course Code	Course Name	L	T	P	C
SOC 701 D	Dissertation	0	0	36	18
SOC 602 S	Seminar	0	0	8	4
Reading Elective –II		0	0	0	2
Reading Elective –III		0	0	0	2
Total		0	0	44	26
Grand Total					**52**

List of Reading Electives

Course Code	Course Name
SOC 604 R	Sociology of Mass Communication and Advertising
SOC 605 R	Studies in Indian Society
SOC 702 R	Gender Studies
SOC 703 R	Rural and Urban Studies
	Tribal Studies
	Sociology of Sports

Annexure VII

Name of the Programme: M.Phil. Sociology

Course Details

FIRST SEMESTER				
S.N.	**Course List**	**Learning Outcomes**	**Suggested Syllabus**	**Remarks**
1.	**SSC 601 Research Methodology in social Sciences**	After the completion of the course, student will be able to: • Understand with the conceptual aspects of research approaches and techniques in social sciences. • Critically analyse the methods of data collection in social sciences.	• Research in social sciences: Objectives and Types, Process of Research. • Scientific Method; Problem of theory building; Fact and Theory . • Formulation of Research Problem; Research Design, Hypothesis: Characteristics and Importance. • Sampling; Methods of Data collection: Observation, Interview, Questionnaire, Schedule, Ethnography and Case Study. • Data Analysis for Quantitative research- Measures of Central Tendency: Mean, Median and Mode; Measures of Dispersion: Range and Standard Deviation; Simple Correlation: Karl Pearson's co-efficient of correlation, Simple Regression. • Data Analysis for Qualitative research- Thematic and Narrative Analysis. • Report Writing and Styles of Referencing.	

		• Identify, explain, and apply the various research techniques in conducting research. • Prepare a coherent research proposal and report.	**Recommended Books:** 1. Ackoff, R. (1953). *Design of Social Research.* Chicago: Chicago University Press. 2. Bailey, K. (1978). *Methods of Social Research*. New York: Free Press. 3. Mueller, J. and Schuessler , K. (1961). *Statistical Reasoning in Sociology*. Boston: Houghton Mifflin. 4. Festinger, L. and Katz, D. (1953). *Research Methods in Behavioural Sciences*. New York: Rinehart, Winston. 5. Henry, M. (1977). *Sociological Research Philosophy and Methods*. Illinois: Dorsey Press. 6. Blalock, H. M. and Blalock, A. B. (1968). *Methodology in Social Research*. New York: McGraw-Hill Book Company. 7. Goode, W. J. and Hatt, P. K. (1952). *Methods in Social Research*. New York: McGraw-Hill Book Co. 8. Kothari, C.R. (1997). *Research Methodology: Methods and Techniques*. Delhi: New Age International Pvt Ltd Publishers. 9. Kumar, R. (2011). *Research Methodology*. Los Angeles: Sage Publications. 10. Dobbert, M.L. (1982). *Ethnographic Research: Theory and Application for Modern Schools and Societies.* New York: Praeger.	

			11. Miles, M. & Huberman, A. (1994). *Qualitative Data Analysis: A Sourcebook of New Methods*, 2nd Edition. Thousand Oaks: Sage Publications. 12. Denzin, N. & Lincoln, Y. (1994). *Handbook of Qualitative Research*. Thousand Oaks: Sage Publications. 13. Taylor, G. R. (2000). *Integrating Quantitative and Qualitative Methods in Research*. Maryland: University Press of America. **Suggested E-Resources:** • Research Methodology http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf • Relationship between Positivism, Interpretivism, and Sociological Research Methods http://www.sociology.org.uk/notes/revgrm5.pdf • What is ethnography? http://www.cusag.umd.edu/documents/workingpapers/epiontattrib.pdf • Ethnography : Definition and Method https://www.researchgate.net/publication/221927953_Ethnography_An_Introduction_to_Definition_and_Method • Qualitative and Quantitative Research https://www.lancaster.ac.uk/media/lancaster-university/content-assets/documents/learning-skills/quantitativevqualitativeresearchanswers.pdf	

2.	**SOC 603 Sociological approaches**	After the completion of course the students will be able to • Explain the various sociological approaches • Critically analyze the major sociological approaches. • Apply theoretical knowledge to interpret social reality.	• Positivism & Neo-Positivism • Structural-functional approach, Neo-functionalism, post-structuralism. • Conflict & Neo-Conflict Approach • Social Action Approach • Exchange Approach • Ethnomethodology • Phenomenology • Post-modern Approach **Recommended Books:** 1. Zeitlen, M. (1998). *Rethinking sociology: A critique of contemporary theory*. Jaipur, Rawat Publication. 2. Turner, J. (2005). *The structure of sociological theory* (4 th ed.). Jaipur, Rawat Publication. 3. Austin, H. (2005). *Modern social theory: An introduction*. Oxford University Press. 4. Ritzer, G. (2000). *Sociological Theory*. New York, McGraw-Hill. 5. Craib, I. (1992). *Modern social theory: From Parsons to Hebermas* (2nd ed.). London, Harvester Press. 6. Doshi, S. (2003). *Modernity, new modernity and neo-sociological theories*. Jaipur, Rawat Publications. **E-Resources** • Sociology. Platforms: Memorial Universities Libraries. https://www.library.mun.ca/researchtools/databases/DBSearchResults/?...Sociology • Positivism & Neo-Positivism http://en.apu.ac.jp/rcaps/uploads/fckeditor/publications/workingPapers/RCAPS_WP10-4.pdf	•

			• Conflict & Neo-Conflict Approach https://www.rug.nl/research/portal/files/2941825/CONFLICT.pdf • Ethnomethodology https://www.researchgate.net/publication/229583497_Ethnomethodology_and_sociology_an_introduction http://hummedia.manchester.ac.uk/institutes/methods-manchester/docs/ethnomethodology.pdf	
3.	**Teaching, Learning and Higher Education**	After the completion of the course, students will be able to: • Understand the reciprocity of teaching and learning processes • Make use of various aids to enhance their teaching skills. • Familiarize themselves with Academic Bodies of Higher Education • Analyze the current situation of higher education in India.	• Understanding Education and its role in Holistic development • Teaching and Learning: Meaning and Importance • Role and Prerequisites of Teacher in Higher Education • Overview of Higher Education in India • Structure and Functions of Academic Bodies- UGC, ICSSR, ICHR, ICCR • Methods for Teaching-Lecture, Discussion, Role Play, Workshop, Seminar and Audio-Visual • Making of Effective Handouts and Lesson Plans • Innovative Pedagogy and Critical Pedagogy for Classroom teaching • Current Challenges before the Higher Education **Recommended Books:** 1. Aggarwal, J.C. (2012). *Principles, Methods & Techniques of Teaching*. New Delhi: Vikas Publishing. 2. Association of Indian Universities. (2003). *Globalization of Indian Higher Education.* 3. Mangal. S.K. & Manga. U. (2014). *Essentials of Educational Technology*. Delhi: PHI Learning. **Suggested E-Resources** • **Innovative Pedagogy** https://res.mdpi.com/societies/societies-07-00030/.../societies-07-00030.pdf? • **Critical Pedagogy**	•

			https://www.researchgate.net/.../240724612_Critical_Pedagogy_in_the_Sociology_Class.. https://www.tandfonline.com/doi/full/10.11120/elss.2008.01010008	
4.	**SOC 606P Term Paper**	After the completion of the course, students will be able to: • Relate to the basic ideals of writing a research paper in history • Analyze the primary and secondary sources in history • Frame sound arguments using the knowledge of research techniques and knowledge • Review topics related to Sociology, and Sociological trends	The student will have to write a term paper under the guidance of a mentor, broadly based on the Review of Literature for the Dissertation, ranging from 20 to 30, double line space, typed pages, in TNR 12 Font size. For Hindi font to be used DevLys 010, size 14. The same will be evaluated by a 3 member departmental committee, comprising the HoD, one faculty member and the mentor, at the end of the Semester. The continuous assessment will be done on the Dissertation synopsis and Literature Review (20 marks) + Seminar presentation (20 marks)	
5.	**Reading Elective I**			
SECOND SEMESTER				
6.	**SOC 701 D Dissertation**	The M.Phil dissertation writing will enable the students to: • Develop skills for writing of Sociology. • Analyze the available source materials and develop research	The student will write the dissertation under the guidance of a supervisor teacher. The size may be around 80-100, double line space, typed pages, in TNR 12 Font size. For Hindi font to be used DevLys 010, size 14.The submitted dissertation would be sent for external evaluation. The internal viva voce will be done by a Board of Examiners comprising Dean FSS, HoD and the supervisor.	

		related arguments.		
7.	**SOC 602 S Seminar**	Through this course the students will be able to, • Locate a research problem related to history writing • Analyze different sources by which a narrative of history can be written • Prepare a research paper using research techniques and methodology • Develop their presentation skills	The student will have to present a Seminar on any related aspect of the dissertation or also on any current and relevant issue, related to the concerned discipline and submit a hard copy of the same. A teacher will mentor the student for the Seminar. The presentation of the same will be assessed by a three member Board of Examiners.	
8.	Reading Elective II			
9.	Reading Elective III			
List of Reading Electives				
	SOC 604 R Sociology of Mass Communication and Advertising	After the completion of this course, students will be able to • Understand the relationship between communication, advertising and social	Mass communication, mass media and advertising play an increasingly important role in society. This course provides sociological perspective on the role of mass communication and advertising in modern society, especially in the context of Indian society. Various theorists like John Thompson, Jurgen Habermas and J. Baudrillard have discussed about mass communication from sociological perspective. This course also explains role of mass media and advertising on society. It is quite evident that media is being used	

		system. • Explain the theoretical frameworks on mass communication. • Critically analyze the role and impact of mass media on society.	and abused both and Lasswell, Lazarsfeld, Merton, Defluer, Peterson and Wilbur Schramm have tried to explain both the aspects of media. Besides, advertising also involves ethical issues as it impacts intersections of age, gender and class in society. Thus, this course views mass communication, mass media and advertising from sociological lens. **Recommended Books-** 1. Packard, V. (2007). *The hidden persuader*. Hammond worth, Penguin Books. 2. Weber, M. (1947). *The theory of social and economic organisation*. New York, The Free Press. 3. Despande, R. (2001*). Using market knowledge*. Sage India. 4. Altheride, D.L., & R. P. Snow. (1979). *Media logic*. Newbury Park, C.A. Sage. 5. Browers, J.W., & T.A. Courtright. (1984). *Communication research methods*. Glenview, Scott, Foresman. 6. Jhally, S. (1987). *The codes of advertising, fetishism and the political economy of meaning in the consumer society*. New York, St Martine. 7. Klapper, J. (1960). *The effect of mass communication*. New York, Free Press. 8. Vanden, B., & Helen Kartz. (1999). *Advertising principles challenge and change* Lincolnwood. Business Books. **Suggested E-Resources** •Mass media and society. Platform: University of Calicut. http://www.universityofcalicut.info/SDE/VISem_sociology_sociology_of_mass_communication.pdf • The Sociology of mass media. Platform: Researchgate. https://www.researchgate.net/publication/320285914_The_Soc	

			iolog y_of_Mass_Media •Communication and Mass Communication: Elements http://www.universityofcalicut.info/SDE/SMMassCommunication.pdf http://www.ijcr.eu/articole/65_39_IJCR%202- 2012_tipo.pdf •Mass Media: Types and Development http://www.scert.kerala.gov.in/images/2014/HSC-_Textbook/25_Journalism-unit-02.pdf •Advertising: Features , Types and Development https://www.kullabs.com/classes/subjects/units/lessons/notes/note-detail/7610	
	SOC 605 R Studies in Indian Society	After the completion of this course, students will be able to • Explain various theoretical perspectives of Indian sociology. • Apply theoretical knowledge for social research in Indian context • Critically analyze the emerging concerns in Indian sociology	Sociology in India is the product of intellectual response of the Indian scholars to western interpretations of Indian society and culture, after the beginning of colonial rule in India. The emergence and development of Sociology in India is close linked with Social Anthropology. Indian society and culture has been viewed from various theoretical perspectives by different scholars. For example, G.S. Ghurye and Louis Dumont viewed Indian social reality from Textual /Indological Perspective, while M.N. Srinivas, S.C. Dube and Mckim Marriot laid emphasis on field studies from structural-functional perspective. Later on, AR Desai and Ramkrishna Mukherjee studied the dynamic of Indian society from Marxian Perspective. Moreover, drawing on hierarchical nature of Indian society, B.R. Ambedkar and David Hardiman attempted to explain the nature of Indian society from subaltern perspective. Thus, this course introduces the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking in India. Development of Sociology in India is premised on understanding of agrarian social structure, therefore a pioneer text 'Studies in Agrarian Social Structure' by Andre Beteille and to acquaint our students with dynamic Indian culture, a very significant	

			text 'Modernisation of Indian Tradition' is included in the syllabus for reading. ***Recommended Books:-*** 1. Desai, A. (1979). *Peasant Struggles in India*. Oxford University Press. 2. Desai, A. (1981). *Relevance of the Marxist Approach to the Study of Indian Society*. Sociological Bulletin, 30 (1): 1-20 3. Dhanagare, D. 1993. *Themes and perspective in Indian Sociology*. Jaipur, Rawat Publication. 4. Hardiman, D. (1996). *Feeding the Bania: peasant usureres in western India*. Oxford University Press. 5. Hardiman, D. (1987). *The coming of devi: adivasi assertion in western India*. Oxford University Press. 6. Dumont, L. (1966). *Homo Hierarchicus*. Chicago and London, The University of Chicago Press. 7. Srinivas, M. (1955). *India's village.* Bombay, Asia Publishing House. 8. Mukherjee, R. (1957). *The dynamics of rural society: A study of the economic structure in Bengal village.* Berlin, Akademie-Verlag 9. Oommen, T.K., & Mukherji, P. (1986). *Indian sociology: reflections and interpretation*. Bombay, Popular Prakashan. 10. Singh, Y. (1986). *Indian Sociology*. New Delhi, Vistar Publications. **Suggested E-Resources** • Rural Sociology. Platform: E-gyankosh http://egyankosh.ac.in/bitstream/123456789/31744/1/Unit-1.pdf • Rural Society. Platform: NCERT. http://egyankosh.ac.in/bitstream/123456789/27609/1/Unit-1.pdf	

			• Modernization of Indian Tradition: Yogendra Singh https://www.scribd.com/doc/112852491/MOdernization-of-Indian-Tradition-by-yogendra-Singh file:///C:/Users/user/Downloads/modernisation+of+indian+tradition+by+yogendar+singh.pdf • Caste, Class and Power: Andre Beteille http://egyankosh.ac.in/bitstream/123456789/21582/1/Unit-3.pdf	
.	SOC 702 R Gender Studies	After the completion of course, the students will be able to • Explain the basic concepts of Gender Studies like feminism, gender, patriarchy • describe interdisciplinary approaches of studying women's issues with regard to their social, cultural, economic and political positioning • deal with gender based concerns in feminist framework with critical thinking.	Gender Studies strives to enhance the academic understanding of students by introducing them to concepts like sex and gender, how society acts in construction of gender identities viz., Masculinity, Femininity, and Transgender. Today, it is important for academic researchers to identify patriarchy and its characteristic influences in socio-political scenarios wherein women face discrimination and marginalization. Therefore, it is imperative to study the dynamics between patriarchy, power and masculinity. The historical knowledge of different phases of Women's Movements in the Western and the Indian contexts explain the genesis of Women's Studies as an academic discipline and emergence of theoretical approaches of Liberal, Marxist, Socialist and Radical feminism to understand feminist struggle in the modern era. In the end, the course also initiates a discussion on media and its role vis a vis representation of women and their issues especially in India. .**Recommended Books:** . 1. Chanana, K. (1988). *Socialization, education and women: explorations in gender identity*. Delhi, Orient Longman. 2. Chaudhuri, M. (2011). *The Indian women's movement.* Delhi, Palm Leaf Publications. 3. Connell, R. (2003). Gender. Cambridge, Polity Press. 4. Das Rani, S. (2010). *Gender dynamics in India*. Himalaya	

			Publishing House 5. Desai, N., & Krishnaraj, M. (1987). *Women and society in India*. Delhi, Ajanta. 6. Desai, N., & Thakkar, U. (2004).*Women in Indian society*. National Book Trust. 7. De Souza, A. (1975). *Women in contemporary India*. Delhi, Manohar. 8. Forbes, G. (1999). *Women in modern India*. Cambridge University Press. 9. Harding, S. (1987). *Feminism and methodology: social science issues*. India, Indiana University Press. 10. Hesse-Biber, S. (2007). *Hand book of feminist research, theory and practices*. London, Sage Publication. 11. Kaur, M. (2005). *Gender realities*. Chandigarh , Abhiskek Publication 12. Momsen, J. (2010). *Gender and development* (2nd ed.). New York, Routledge. 13. Poonacha, V. (1990). *Understanding violence*. Mumbai, SNDT. 14. Prasad, K. (2005). *Women and media: challenging feminist discourse*. New Delhi, The Women Press. 15. Tong, R. (2009). *Feminist thought: A comprehensive introduction*. Colorado, Westview Press **Suggested E-Resources** • What are gender studies? https://antifeministpraxis.files.wordpress.com/2017/05/chapter 1- what-is-gender-studies_-understanding-basic-concepts.pdf • Feminism and gender equality. http://diglib.bis.uni-oldenburg.de/pub/unireden/ur97/kap1.pdf • Feminist Theories: http://diglib.bis.uni-oldenburg.de/pub/unireden/ur97/kap1.pdf • Feminist epistemology https://zodml.org/sites/default/files/%5BKathleen_Lennon%2	

			C_Margaret_Whitford%5D_Knowing_the_D_0.pdf • Women's movement in India http://egyankosh.ac.in/bitstream/123456789/41972/1/Unit-1.pdf • Gender and media https://www1.udel.edu/comm245/readings/GenderedMedia.pdf	
	Tribal Studies	After the completion of this course, the students will be able to • Understand the concept and profile of tribes. • Explain about tribal culture and economy. • Discuss the various problems encountered by tribal community in India.	In India, there are diverse demographic groups based on ethnicity, caste, religion and region. The academic discourse on tribal communities in our country finds immense relevance from a sociological perspective. Thus, course on tribal studies explains the concept of Tribe and its characteristics and socio-cultural profile. Tribes form a distinct entity from caste which is needed to be explained for understanding ethnic identity of tribal society. Tribes are classified on various grounds of race, culture and economic status. This categorization is essential to get comprehensive knowledge of their social position. The Tribal lifestyles are interestingly unique in terms of the patterns of Subsistence ranging from Food Gathering, Hunting, Shifting cultivation and Nomadic to Settled Agriculture. In changing scenario, their traditional forms of subsistence are being affected as and they are working as Artisans, Migrant Workers and Salaried employees. Therefore, demographic Profile of different tribes across India vis a vis their habitat, distribution and concentration of tribes and their Folklore enhance knowledge about them. Tribal communities are also unique in terms of their Social, Economic, Political and Religious Institutions. Tribal communities are of both types patriarchal and matriarchal; therefore, exhibit different status and role of women in their community. In present times, tribal societies in India are witnessing various social problems that have led the emergence of tribal movements. Thus, this course focuses on sensitizing students towards tribal society and culture and various problems encountered by them due to development process undergoing in India **Recommended Books:** 1. Majumdar, D.N., & T.N. Madan. (2005). *An Introduction to Social Anthropology*. National Publishing House. 2. Singh, K.S. (2002). *Tribal Situation in India.* Indian Institute	

			of Advanced. Shimla. 3. Mathur, K.S. (1974). *Tribe, Caste and Peasants*. Ethnographic and Folk Culture Society. Lucknow. 4. Pati, R.N & Jagatdeb, L. (1992). *Tribal Demography in India*. South Asia Books. 5. Rao, M.S.A. (2002). *Social Movements in India.* Manohar Publishers and Distributors. 6. Dube, S, C. (1977). *Tribal Heritage of India*. Vikas. New Delhi. 7. Haimendorf, C. Von. (1982). *Tribes of India: The Struggle for Survival*. OUP. 8. Jha, Makhan. (2003). *Social Anthropology*. Vikas Publishing House Private Limited. 9. Patel, M.L. (1974). *Changing Land Problem: Problems of Tribal India*. Progress Publishers. 10. Xaxa, V. (2008). *State, Society and Tribes: Issues in Post-Colonial India*. New Delhi. Dorling Kindersley (India). 11. Bose, N.K. (1967). *Culture and Society in India*. Asia Publishing House. 12. Hasnain, Nadeem. (2005). *Tribal India*. Delhi. Palka Prakashan. 13. Mahapatra, L.K. (1994). *Tribal Development in India: Myth and Reality*. Delhi. Vikas publication. **Suggested E-Resourses** • Concept of Tribe and characteristics http://ndpublisher.in/admin/issues/IJSSAv1n1e.pdf • Socio- Cultural profile of Tribes in India https://ijm.mercglobal.org/abstractijm101.html • Difference between Tribe and Caste http://egyankosh.ac.in/bitstream/123456789/39008/1/Unit-1.pdf http://www.egyankosh.ac.in/bitstream/123456789/27233/1/Un	

			it-18.pdf • Status and Role of Women in Tribal Society http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.544.2059&rep=rep1&type=pdf • Tribal Problems and Tribal Movements in India http://dlc.dlib.indiana.edu/dlc/bitstream/handle/10535/3726/tribal-movements-and-political-realities-problems-of-conceptualisation.pdf?sequence=1	
	Sociology of Sports	After the completion of this course, the students will be able to: • Use sociological concepts, theories and research to raise critical questions about sports • Identify how race, caste, class, age, and gender are intertwined with current understandings of sport • Understand the relationship between sports and major social institutions. • Examine controversies in sports and sports related programs using a sociological perspective	Every society has been engaged in some form of sports. Sports serve simultaneously as economic engines, socializing institutions, forums for self-expression, and sites of cultural and ideological production and reproduction. Sociology of Sports explains meaning, emergence and scope of sports in sociological perspectives. Sociological theories of functionalism, conflict and Social Action explain various dimensions of sports. Although, sports in any society are influenced by its stratification system they determine social mobility as well. Gender and sports are inextricably linked. Feminist theorists have discussed about intersections of sports, gender and inequality. Sports are also not away from deviant practices of cheating, doping and corruption. Scholars have discussed about relationship of sports with economy, politics and media in different contexts. In present times, Sports has been truly commercialized and has led to exploitation and commodification of sports persons. Nevertheless, sports plays significant role in inculcation of social values. Thus, this course is put together to understand the complex, interconnected relationship between sports and society. **Recommended Books:** 1. Eitzen, D.S. (2001). Sport in Contemporary Society: An	

			Anthology. New York. Worth Publishers, 2. Coakley, J. (2015). Sports in Society: Issues and Controversies. McGraw Hill Higher Education. 3. Andrews, D., & Carrington, B. (2010). A Companion to Sport. Wiley-Blackwell. 4. Hargreaves, J., & Anderson, E. (2014). Routledge Handbook of Sport, Gender and Sexuality. Routledge. 5. Jarvie, G. (2006). Sport Culture and Society. Routledge. 6. Coakley, J., & Dunning, E. (2000). Handbook of Sport Studies. Sage. 7. Craig, P., & Beedie, P. (2010). Sport Sociology. Sage. 8. Hargreaves, J. (1986). Sport, Power and Culture. Polity. 9. Giulianotti, R. (2004). Sport and Modern Social Theorists. Palgrave. 10. Karen, D., & Washington, R. (2010). The Sport and Society Reader. Routledge. 11. Karen, D., & Washington, R. (2015). Sociological Perspectives on Sport: The Games Outside the Games. Routledge. 12. Maguire, J., & Young, K. (2002). Theory, Sport and Society. Elsevier Science. 13. Carrington, B., & McDonald, I. (2009). Marxism, Cultural Studies and Sport. Routledge. **Suggested E- Resources:** • Sport and Society: Platform: Jstor https://www.jstor.org/stable/2678619 • Sports and Society: Platform: Coursera: https://www.coursera.org/learn/sports-society • Sports and Social Theory http://www.sjsu.edu/faculty/masucci/Sporttheory.pdf • Sociology of sport and social theory	

			https://www.tandfonline.com/doi/pdf/10.1080/17430437.2014.898734 • Sports and Social Values https://www.tandfonline.com/doi/full/10.1080/02614367.2016.1261180	

Annexure-VIII A

P.G. Diploma in Women and Human Rights

Programme Objectives

The one year Post Graduate Diploma course in Women and Human Rights is designed to:

- Enhance understanding about basic principles, institutions and mechanisms of human rights in general and women human rights in particular.
- Develop an understanding on various waves of feminist movements.
- Creates awareness and sensitivity among students about age old women's struggle on their rights.
- To sensitize and enable women to exercise their rights in contemporary socio-cultural context.

Programme Outcomes

- **PO1: Awareness of Human Rights:** Acquire the knowledge of fundamentals of human rights, their importance and significance in women's lives.
- **PO2: Identifying anti-women customs and practices:** Help students learn about various discriminatory customs and practices prevalent in the society which hinder their holistic growth.
- **PO3: Enabling Women to claim and use their rights:** Make students aware of their rights with respect to Constitution and UN Declaration whereby gender equality is expected from the State and society.
- **PO4: Building self confidence among women:** Learn about different historical conventions of women's movements which resulted in empowering developments like CEDAW, women's rights and Constitutional provisions for creating gender equality, end gender violence and gender discrimination.
- **PO4: Gender sensitization:** Create awareness of gender sensitivity and social responsibility towards actively participating in sensitizing women and children of their human rights and help them identify the prevalent gender hostility and combat misogynistic practices.

P.G. Diploma in Women and Human Rights

Scheme of Examination (2018-2019)

Existing

No. of Paper	Name of Paper	Contact Hours/Week	Maximum Marks	Internal Assessment	External Assessment	Minimum Pass Marks
Paper 1	Concepts & Theories	3	45	15	30	16
Paper 2	Institutional Mechanisms & Constitutional Provisions	3	45	15	30	16
Paper 3	Women's Rights: National and International Contexts	3	45	15	30	16
~~Paper 4~~	~~Feminist Thought~~	~~3~~	~~45~~	~~15~~	~~30~~	~~16~~
Paper 5	Dissertation		100			40
Paper 6	~~Practical Work~~		~~50~~			~~20~~
	Total		**330**			**132**

Note: A student is required to pass in Dissertation & Practical Work with at least 40% marks and in written examination with 36% marks in each individual written paper but the passing marks will be 40% in aggregate/

Classification of division:

1. First division – 60%
2. Second division – 50%
3. Third division – 40%

Proposed

Course Code	Course Name	L	T	P	C
Paper 1	Concepts & Theories	2	0	0	2
Paper 2	Institutional Mechanisms & Constitutional Provisions	2	0	0	2
Paper 3	Women's Rights: National and International Contexts	2	0	0	2
Paper 4	Dissertation	0	0	8	8
Total		6		8	14

Note: A student is required to pass in Dissertation & Practical Work with at least 40% marks and in written examination with 36% marks in each individual written paper but the passing marks will be 40% in aggregate/

Classification of division:

1. First division – 60%
2. Second division – 50%

Third division

Annexure-VIII B

Name of Programme: P.G. Diploma in Women and Human Rights

S. No.	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
1.	**Paper I - Concepts & Theories**	After completion of this paper students will be able to • Acquaint with concepts of human rights and women human rights. • Sensitized on historical development of human rights. • Expect to become aware about WID WAD GAD, gender inequality, discriminatory practices.	**Section –A** Concept of Human Rights & Historical overview Women's Human Rights: Concept, its importance i.e. why do we need separate Human Rights , Individual Vs Group Rights, Relativism Vs Universalism. Origin and development of Women's Human Rights **Section -B** Liberal Feminism Marxist Feminism Radical feminism **Section –C** Approaches to development-WID, WAD, GAD, Gandhian Approach to development Concept-Gender, Gender inequality, Gender Discrimination, Patriarchy Liberalization and Globalization and their impacts **Reference:** • Donnelly ,Jack (2003). *Universal Human Rights in Theory and Practice*.(2nd Ed.). New York, Cornell University Press. • Working group in Human rights in India and UN, (2012). *Human Rights in India Status Report 2012* • Pachauri S. K. (2010). *Women and Human*	**Section –A** Concept of Human Rights & Historical overview Women's Human Rights: Concept, its importance i.e. why do we need separate Human Rights , Individual Vs Group Rights, Relativism Vs Universalism. Origin and development of Women's Human Rights **Section -B** Liberal Feminism Marxist Feminism Radical feminism **Section –C** Approaches to development-WID, WAD, GAD, Gandhian Approach to development Concept-Gender, Gender inequality, Gender Discrimination, Patriarchy Liberalization and Globalization and their impacts **Reference:** • Donnelly ,Jack (2003). *Universal Human Rights in Theory and Practice*.(2nd Ed.). New York, Cornell University Press. • Working group in Human rights in India and UN, (2012). *Human Rights in India Status Report 2012* • Pachauri S. K. (2010). *Women and Human Rights*. New Delhi, APH Publishing Corporation. • Singh, Dharam (2015). *Human Rights*.Delhi, Low	Updating References and addition of E-resources

			Rights. New Delhi, APH Publishing Corporation. • Singh, Dharam (2015). *Human Rights*.Delhi, Low price publication. • Saksena, Anu (2002) *Gender And Human Rights: Status Of Women Workers In India. Delhi*, Shipra Publication. • Kriemild Saunders (ed) (2018). *Feminist Post-Development Thought: Rethinking Modernity, Post-Colonialism and Representation.* Jaipur, Rawat Publication.	price publication. • Saksena, Anu (2002) *Gender And Human Rights: Status Of Women Workers In India. Delhi*, Shipra Publication. • Kriemild Saunders (ed) (2018). *Feminist Post-Development Thought: Rethinking Modernity, Post-Colonialism and Representation.* Jaipur, Rawat Publication. **E resources:** • WID, WAD, GAD: Trends In Research And Practice Platform: dl-bnc-idrc.dspacedirect.org https://idl-bnc-idrc.dspacedirect.org/bitstream/handle/10625/5225/34345.pdf?sequence=1 • Human rights as a concept and UDHR Platform- UN/UDHR Link- http://www.un.org/en/universal-declaration-human-rights • Feminism and its waves Platform- Pacific University Oregaon Link- https://www.pacificu.edu/about/media/four-waves-feminism	
2.	**Paper-2** **Institutional Mechanism &Constit**	After completion of this paper students will be able to • Promote understanding among students on changing	**Section-A** Status of Women in India: Pre-Independence and Post Independence Constitutional Provisions: Constitutional Safeguard for the promotion of women's human right in India. **Section –B**	**Section-A** Status of Women in India: Pre-Independence and Post Independence Constitutional Provisions: Constitutional Safeguard for the promotion of women's human right in India. **Section –B**	Updating References and addition of E-resources

	utional Provisions	status of women in India. • Develop an insight among students and understanding of different laws to protect women's human rights and changing perspectives of women. • Ability to understand and identify means to combat current problems in India	Institutional Support-NHRC, SHRC, NCW, SCW, SC/ST Commission, Department of Women and Child Development **Section-C** Different laws to protect WHR Political, Economic Social **Reference:** • United Nation (2014). *Women's Rights are Human Rights*. New York and Geneva, United Nations Publication. • Biswal, Tapan (2006). *Human Rights Gender & Environment*. New Delhi, Viva Books Private Limited. • Aasen, HenrittesindingHellum, Anne. (2014). *Women's Human Rights CEDAW in International Regional and National Law*. Cambridge, Cambridge University Press. • Singh, Dharam (2015) . *Human Rights*. Delhi, Low price publication. • Reilly, Niamh (2009).*Women's Human Rights*. Oxford, UK, and in Boston , Polity Publication. • Saksena, Anu (2002) *Gender And Human Rights: Status of Women Workers In India*. Delhi , Shipra Publication	Institutional Support-NHRC, SHRC, NCW, SCW, SC/ST Commission, Department of Women and Child Development **Section-C** Different laws to protect WHR Political, Economic Social **Reference:** • United Nation (2014). *Women's Rights are Human Rights*. New York and Geneva, United Nations Publication. • Biswal, Tapan (2006). *Human Rights Gender & Environment*. New Delhi, Viva Books Private Limited. • Aasen, HenrittesindingHellum, Anne. (2014). *Women's Human Rights CEDAW in International Regional and National Law*. Cambridge, Cambridge University Press. • Singh, Dharam (2015). *Human Rights*. Delhi, Low price publication. • Reilly, Niamh (2009).*Women's Human Rights*. Oxford, UK, and in Boston , Polity Publication. • Saksena, Anu (2002) *Gender And Human Rights: Status of Women Workers In India*. Delhi , Shipra Publication **E resources:** • Constitutional Provisions Platform : mospi.nic.in http://mospi.nic.in/sites/default/files/reports_and_publication/statistical_publication/social_statistics/	

				WM16ConstitutionalLegalRights.pdf • NHRC, SHRC Platform: nhrc.nic.in http://nhrc.nic.in/sites/default/files/Unit_2.pdf • NCW, SCW Platform : wcd.nic.in http://www.wcd.nic.in/sites/default/files/ncwact.pdf • SC/ST Commission Platform:shodhganga. http://shodhganga.inflibnet.ac.in/bitstream/10603/49841/13/12_chapter%207.pdf	
3.	**Paper-3** **Women's Human Right: National and International Context**	After completion of this paper students will be able to • Acquaint on conceptualizing feminism, women/gender, sexual division of labour and patriarchy. • Understand on violence against women in private	**Section-A** Issues regarding the violation of Women's Human Rights Violence against women –private domain; domestic violence , Public domain; sexual harassment Institutional practices-trafficking and prostitution, foeticide, Devdasi, Dowry, Child Marriage. **Section –B** Role of Media : Positive &Negative impact Democratization of Indian parliament: Debate on reservation of seats for women **Section-C** International initiatives- International Convention on Civil and political Rights.	**Section-A** Issues regarding the violation of Women's Human Rights Violence against women –private domain; domestic violence , Public domain; sexual harassment Institutional practices-trafficking and prostitution, foeticide, Devdasi, Dowry, Child Marriage. **Section –B** Role of Media : Positive &Negative impact Democratization of Indian parliament: Debate on reservation of seats for women **Section-C** International initiatives- International Convention on Civil and political Rights.	Updating References and addition of E-resources

		and public domain. • Develop an understanding on national and international Initiatives.	International convention on Economic Social and Cultural Rights Vienna Declaration, 1993 Fourth Women's Conference in Beijing, 1995 CEDAW **Reference:** • United Nation (2014). *Women's Rights are Human Rights*. New York and Geneva, United Nations Publication. • Mohanasundaran, K. (2013). *Human Rights Theories and Practice.* Delhi, Concept Publishing Company. • Biswal, Tapan (2006). Human Rights Gender & Environment. New Delhi, Viva Books Private Limited. • Aasen, Henritte Sinding Hellum, Anne. (2014). *Women's Human Rights CEDAW in International Regional and National Law*. Cambridge, Cambridge University Press. • Myra Marx Ferree; Aili Mari Tripp. (2006). *Global Feminism: Transnational Women's Activism, Organizing, and Human Rights.*New York, University Press. • Alison Jeffries, (1999) *Women's Voices, Women's Rights: Oxford Amnesty Lectures 1996*. Westview Press. • Working group in Human rights in India and UN, (2012). *Human Rights in India Status Report 2012*	International convention on Economic Social and Cultural Rights Vienna Declaration, 1993 Fourth Women's Conference in Beijing, 1995 CEDAW **Reference:** • United Nation (2014). *Women's Rights are Human Rights*. New York and Geneva, United Nations Publication. • Mohanasundaran, K. (2013). *Human Rights Theories and Practice.* Delhi, Concept Publishing Company. • Biswal, Tapan (2006). Human Rights Gender & Environment. New Delhi, Viva Books Private Limited. • Aasen, Henritte Sinding Hellum, Anne. (2014). *Women's Human Rights CEDAW in International Regional and National Law*. Cambridge, Cambridge University Press. • Myra Marx Ferree; Aili Mari Tripp. (2006). *Global Feminism: Transnational Women's Activism, Organizing, and Human Rights.*New York, University Press. • Alison Jeffries, (1999) *Women's Voices, Women's Rights: Oxford Amnesty Lectures 1996*. Westview Press. • Working group in Human rights in India and UN, (2012). *Human Rights in India Status Report 2012* **E resources:** • Concerned Legislations related to women Platform :advocatekhoj. http://www.advocatekhoj.com/library/bareacts/index.php • International Convention on Civil and Political	

				Rights Platform: ohchr.org https://www.ohchr.org/Documents/ProfessionalInterest/ccpr.pdf • International convention on Economic Social and Cultural Rights Platform: ohchr.org https://www.ohchr.org/Documents/ProfessionalInterest/cescr.pdf • CEDAW Platform :ohchr.org https://www.ohchr.org/documents/professionalinterest/cedaw.pdf	
4.	~~**Paper 4 Feminist Thought**~~	~~After completion of this paper students will be able to~~ • ~~Acquaint with conceptualizing feminism, and feminist thoughts.~~ • ~~Develop an understanding on efforts of Feminist thinkers on women upliftment.~~ • ~~Develop knowledge on foundations of Feminist Theories~~	**Section –A** ~~Western Thought-~~ ~~Marry Wollstonecraft,~~ ~~John Stuart Mill,~~ ~~Simone De Beauvoir,~~ ~~Betty Friedan~~ ~~**Section-B**~~ ~~Indian Thought -Before Independence: With Special reference to Raja ram Mohan Roy, Gandhi, Nehru, Sarojini Naidu~~ ~~**Section-C**~~ ~~Indian Though -After Independence: VinaMazumdar, Ela Bhatt, Lotika Sarkar~~ ~~**Reference:**~~		Removal of the paper

			• ~~Kriemild Saunders (ed)(2018). *Feminist Post-Development Thought: Rethinking Modernity, Post-Colonialism and Representation*. Jaipur, Rawat Publication.~~ • ~~Hooks Bell (1984). *Feminist Theory From Margin to Center*. Taylor & Francis Ltd.~~ • ~~Jackson Stevi& Jones, Jackie (2018). *Contemporary Feminist Theories*. Jaipur, Rawat Publication.~~ • ~~Walters, Margaret (2006) *Feminism a very Short introduction*. Oxford: Oxford.~~ • ~~Myra Marx Ferree; Aili Mari Tripp. (2006) *Global Feminism: Transnational Women's Activism, Organizing, and Human Rights*.New York, University Press.~~ • ~~Human Rights Resource Center (1988). *Lifting the Spirit: Human Rights and Freedom of Religion or Belief*. USA, Human Rights Resource Center, University of Minnesota.~~ • ~~Azizur Rahman Chowdhury Md. Jahid Hossain Bhuiyan(Ed.). (2010). *An Introduction to International Human Rights Law*. Leiden • BOSTON, KoninklijkeBrill NV~~		
5	**Paper-5** **Dissertation**	After completion of this paper students will be able to • Practical application of Research methods. • Develop analytical capability in practical application of Quantitative and qualitative Research Design. • Develop proficiency in preparing reports as well as application of data analysis and	**Dissertation** • Dissertation is to demonstrate the student's knowledge in a particular field. • As a part of PG Diploma to submit dissertation in the form of a report containing the results and interpretation. • Write a research report (dissertation) it include both secondary and primary data. It is length and comprehensiveness of 50-70 pages. • Manual for the dissertation - topic, chapters, bibliography, reference appendices.	**Dissertation** • Dissertation is to demonstrate the student's knowledge in a particular field. • As a part of PG Diploma to submit dissertation in the form of a report containing the results and interpretation. • Write a research report (dissertation) it include both secondary and primary data. It is length and comprehensiveness of 50-70 pages. • Manual for the dissertation - topic, chapters, bibliography, reference appendices	No change

		interpretation.			
6	**~~Practical work~~**	~~After completion of this paper students will be able to~~ • ~~Be acquainted with issues related to women.~~ • ~~Create awareness about women issues by extension activities across the campus~~.			Removed

Verified

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Banasthali Vidyapith
P.O. Banasthali Vidyapith
Distt. Tonk (Raj.)-304022