



ଓଡ଼ିଶା ରାଜ୍ୟ ମୁକ୍ତ ବିଶ୍ୱବିଦ୍ୟାଳୟ, ସମ୍ବଲପୁର, ଓଡ଼ିଶା  
Odisha State Open University, Sambalpur, Odisha  
Established by an Act of Government of Odisha.

**BACHELORS OF ARTS  
(HONS) IN SOCIOLOGY  
SYLLABUS**

**(Effective from Academic Session 2022-23)**

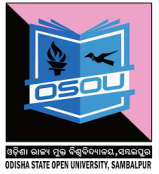
**UNDER  
CHOICE BASED CREDIT SYSTEM**

<b>Semester-I</b>		
<b>COURSE CODE</b>	<b>TITLE</b>	<b>CREDITS</b>
AECC-01	Environmental Studies and Disaster Management	<b>4</b>
BSO-01	Introduction to Sociology-1	<b>6</b>
BSO-02	Introduction to Sociology-2	<b>6</b>
GESO-01	Introduction to Sociology-1	<b>6</b>
AECC (EV-I)	Ethics and Values (Unit-I: Gender Issues and Ethical Dimensions)	<b>1</b>
<b>Semester-II</b>		
AECC-02	MIL (Odia/ Hindi/ Alternative English)	<b>4</b>
BSO-03	Indian Society	<b>6</b>
BSO-04	Sociology of Environment	<b>6</b>
GESO-02	Indian Society	<b>6</b>
AECC (EV-II)	Ethics and Values (Unit-II: Nature and Scope of Ethics and Values)	<b>1</b>
<b>Semester-III</b>		
BSO-05	Classical Sociological Thinkers	<b>6</b>
BSO-06	Social Change & Development	<b>6</b>
BSO-07	Sociology of Gender	<b>6</b>
GESO-03	Social Change and Development	<b>6</b>
SEC-01	Communicative English	<b>4</b>
AECC (EV-III)	Ethics and Values (Unit-III: Issues of Drug, Tobacco Addiction and Alcoholism)	<b>1</b>
<b>Semester-IV</b>		
BSO-08	Rural Sociology	<b>6</b>
BSO-09	Globalization & Society	<b>6</b>
BSO-10	Marriage, Family and Kinship	<b>6</b>
GESO-04	Rural Sociology	<b>6</b>
SEC-02	Data Analysis and Computer Application	<b>4</b>
AECC (EV-IV)	Ethics and Values (Unit-IV: Ethical Values for Students)	<b>1</b>
<b>Semester-V</b>		
BSO-11	Research Methodology	<b>6</b>
BSO-12	Social Movements in India	<b>6</b>
DSE-SO-01	Sociology of Health	<b>6</b>
DSE-SO-02	Sociology of Education	<b>6</b>
AECC (EV-V)	Ethics and Values (Unit-V: Vulnerable section of society: Human Dignity and Ethical Issues)	<b>1</b>
<b>Semester-VI</b>		
BSO-13	Population & Society	<b>6</b>
BSO-14	Social Disorganization & Deviance	<b>6</b>
DSE-SO-03	Urban Sociology	<b>6</b>
DSE-SO-04	Field Work& Dissertation / Tribes of India	<b>6</b>
AECC (EV-VI)	Ethics and Values (Unit-VI: Environmental & Techno Ethic)	<b>1</b>

## SEMESTER-I

**Course Code: BSO-01**

**Title: Introduction to Sociology-01**



This introductory paper intends to acquaint the students with Sociology as a social science and the basic concepts used in the discipline. It also focuses on the social processes and the social institutions that man encounters as a member of the society.

**Objectives:** After studying this paper the student can

- Can get to know the convergence and divergence of Sociology with other social science disciplines in terms of the subject matter, nature and scope of the discipline and its approach.
- Develop knowledge about its historicity.
- Can get acquainted with the basic concepts used in the subject.
- Can generate ideas about the social processes and social institutions man encounters as a member of the society.

<b>Block-1: Discipline and Perspective</b>	
<b>Unit-1</b>	Meaning, definition and Subject Matter
<b>Unit-2</b>	Emergence of Sociology
<b>Unit-3</b>	Nature and Scope of Sociology
<b>Unit-4</b>	Importance of Sociology
<b>Block-2: Sociology and other Social Sciences</b>	
<b>Unit-5</b>	Sociology, Anthropology and History
<b>Unit-6</b>	Sociology and Psychology
<b>Unit-7</b>	Sociology and Political Science
<b>Unit-8</b>	Sociology and Economics
<b>Block-3: Basics Concepts</b>	
<b>Unit-9</b>	Society and Community, Associations and Institutions
<b>Unit-10</b>	Social Groups and Culture
<b>Unit-11</b>	Role and Status
<b>Unit-12</b>	Power and Social Norms
<b>Block-4: Social Stratification</b>	
<b>Unit-13</b>	Meaning, Definition, Characteristics
<b>Unit-14</b>	Forms of Stratification-Caste, class & gender
<b>Unit-15</b>	Functionalist Theories of stratification (Parsons, Davis & Moore) Marxian & Weberian Theories of stratification
<b>Unit-16</b>	Elite Theory: Pareto, C Wright Mills



**Learning Outcomes:** This paper is expected to clarify and broaden the student’s notion about the subject, the basic concepts used and some universal societal processes. This will provide a wholesome picture about what the subject is all about.

**Suggested Text Book:**

1. Haralambos, M. & Holborn , Sociology: Themes and Perspectives, Harper Collins; Eighth edition, 2014

**Reference Readings:**

1. C.N.Shankar Rao, Principles of Sociology: With an Introduction to Social Thought, S.Chand & Co. Pvt. Ltd.(Revised ed.), 2006
2. Inkles, A.,What is Sociology? An Introduction to the Discipline and Profession, Englewood Cliffs, New Jersey: Prentice Hall, 1964.
3. Mills, C.W., The Power Elite, Oxford:Oxford University Press, 1954.
4. Bottomore, T. B. Sociology: A Guide to Problems and Literature, New Delhi: S. Chand, 2008
5. Paul B. Horton, Chester L. Hunt.. Sociology, McGraw-Hill., 1984
6. Giddens, Anthony., Introduction to Sociology, Polity Press 1991

**Course Code: BSO-02**

**Title: Introduction to Sociology-02**

This part two introductory paper intends to provide some additional knowledge on the interrelationship between individual and society, the types of societies and the various social processes that contribute to sustain the society over a period of time.

**Objectives:** After studying these two papers, the student can

- Develop knowledge about the subject matter, nature and scope of the key topics and its approach.
- Develop knowledge about individual and society.
- Can get acquainted with the basic concepts used in the subject.
- Can generate ideas about the social processes and social institution

<b>Block-1: Individual, Society and Culture</b>	
<b>Unit-1</b>	Social Structure
<b>Unit-2</b>	Types of Society – Primitive, Agrarian and Industrial
<b>Unit-3</b>	Relationship between individual and society
<b>Unit-4</b>	Culture and Personality, Theories of Self: Cooley and Mead
<b>Block-2: Socialization</b>	
<b>Unit-5</b>	Meaning, Definitions& types
<b>Unit-6</b>	Stages of Socialization Process
<b>Unit-7</b>	Agencies of Socialization
<b>Unit-8</b>	Theories of Socialization- G H Mead, C.H Cooley

<b>Block-3: Social Control</b>	
<b>Unit-9</b>	Meaning, Definitions & Nature
<b>Unit-10</b>	Importance of social Control
<b>Unit-11</b>	Types of Social Control: Formal and Informal
<b>Unit-12</b>	Agencies of Social Control
<b>Block-4: Social Processes</b>	
<b>Unit-13</b>	Meaning and Definition
<b>Unit-14</b>	Associative Social Processes- Cooperation, Accommodation, Assimilation
<b>Unit-15</b>	Dissociative Social Processes- Competition and Conflict
<b>Unit-16</b>	Cooperation, Conflict and Competition: Interrelations and relevance

**Learning Outcomes:** This paper is expected to clarify and broaden the student's notion about the subject, the basic concepts used and some universal societal processes. This will provide a wholesome picture about what the subject is all about.

**Suggested Text Book:**

1. Rao ,C.N.Shankar, Principles of Sociology: With an Introduction to Social Thought, S.Chand & Co. Pvt. Ltd.(Revised ed.), 2006
2. Haralambos & Holborn , Sociology: Themes and Perspectives Harper Collins; Eighth edition, 2014

**Reference Readings:**

1. Mills, C.W., *The Sociological Imagination*, Oxford: Oxford University Press, 1959.
2. Giddens ,Anthony, Introduction to Sociology, 1991
3. Rawat, H.K. Contemporary Sociology, Rawat Publication, Jaipur, 2013
4. Johnson, Harry M. Sociology: A Systematic Introduction, New Delhi, Allied Publishers, 1995
5. Smelser Neil J. *Hand Book of Sociology*, Sage Publications, Inc. 1998
6. Dasgupta, Samir and Saha, Paulomi An Introduction to Sociology, Pearson, 2014

**Course Code: GESO-01**  
**Title: Introduction to Sociology-01**



This introductory paper intends to acquaint the students with Sociology as a social science and the basic concepts used in the discipline. It also focuses on the social processes and the social institutions that man encounters as a member of the society.

**Objectives:** After studying these two papers, the student can

- Get to know the convergence and divergence of Sociology with other social science disciplines in terms of the subject matter, nature and scope of the discipline and its approach.
- Develop knowledge about its historicity.
- Can get acquainted with the basic concepts used in the subject.
- Can generate ideas about the social processes and social institutions man encounters as a member of the society.

<b>Block-1: Discipline and Perspective</b>	
<b>Unit-1</b>	Meaning, Emergence of Sociology
<b>Unit-2</b>	Definition, Subject Matter
<b>Unit-3</b>	Nature and Scope of Sociology
<b>Unit-4</b>	Relationship of Sociology with Anthropology, Political Science, History and Economics
<b>Block-2: Basic Concepts</b>	
<b>Unit-5</b>	Society and Community
<b>Unit-6</b>	Associations and Institutions
<b>Unit-7</b>	Social Groups and Culture
<b>Unit-8</b>	Role and Status
<b>Block-3: Social Stratification</b>	
<b>Unit-9</b>	Meaning, Definition, Characteristics
<b>Unit-10</b>	Forms of Stratification-Caste, class & gender
<b>Unit-11</b>	Functionalist Theories of stratification (Parsons, Davis & Moore)
<b>Unit-12</b>	Marxian & Weberian Theories of stratification
<b>Block-4: Socialization and Social Control</b>	
<b>Unit-13</b>	Meaning, Definition, Stages of Socialization Process
<b>Unit-14</b>	Agencies of Socialization
<b>Unit-15</b>	Social Control: Meaning, Definition, importance of social control
<b>Unit-16</b>	Agencies of Social Control: Formal and Informal



**Learning Outcomes:** This paper is expected to clarify and broaden the student’s notion about the subject, the basic concepts used and some universal societal processes. This will provide a wholesome picture about what the subject is all about.

**Suggested Text book:**

1. Rao ,C.N.Shankar, Principles of Sociology: With an Introduction to Social Thought, S.Chand & Co. Pvt. Ltd.(Revised ed.), 2006
2. Haralambos & Holborn , Sociology: Themes and Perspectives Harper Collins; Eighth edition, 2014

**Reference Readings:**

1. Mills, C.W., *The Sociological Imagination*, Oxford: Oxford University Press, 1959.
2. Giddens ,Anthony, Introduction to Sociology, 1991
3. Rawat, H.K. Contemporary Sociology, Rawat Publication, Jaipur, 2013
- 4 Johnson, Harry M. Sociology: A Systematic Introduction, New Delhi, Allied Publishers, 1995
5. Smelser Neil J. *Hand Book of Sociology*, Sage Publications, Inc. 1998
6. Dasgupta, Samir and Saha, Paulomi An Introduction to Sociology, Pearson, 2014

**Course Code: AECC-01**

**Title: Environmental Studies & Disaster Management**

**Objective:**

- Recognize the connections between the earth and human activity.
- Analyze and describe the effects of humans on the environment.
- Apply knowledge, ideas and techniques from several disciplines to environmental issues.
- The ability to gather, analyze and share data on hazards, relief requirements and disaster-related learning in order to develop measures for mitigation in the future.
- The ability to analyze, assess and manage public health concern at the state and central levels.

<b>Block-1: The Environment</b>	
<b>Unit-1</b>	The Environment
<b>Unit-2</b>	Ecosystem and Biogeochemical Cycle
<b>Unit-3</b>	Environmental Pollution
<b>Unit-4</b>	Environmental Laws
<b>Block-2: Climate Change and Sustainable Development</b>	
<b>Unit-5</b>	Population Ecology
<b>Unit-6</b>	Population Growth and Controls
<b>Unit-7</b>	Climate Change
<b>Unit-8</b>	Sustainable Development
<b>Block-3: Disaster Management</b>	

<b>Unit-9</b>	Disaster Management
<b>Unit-10</b>	Vulnerability Assessment and Risk Analysis
<b>Unit-11</b>	Institutional Framework
<b>Unit-12</b>	Preparedness Measures and Survival Skills
<b>Block-4: Public Health Management</b>	
<b>Unit-13</b>	Communicable/Non-communicable diseases and Dynamics of Diseases Transmission
<b>Unit-14</b>	Brief Idea on Epidemics & Pandemic and its prevention
<b>Unit-15</b>	Life Style management
<b>Unit-16</b>	Role of Different Sector in Managing Health Disaster

### Learning Outcome:

- Gain knowledge on Environment, its structure, climate change, sustainable development, disaster management, different types diseases and public health management.
- The learner develop understanding on the Environment, ecosystem, biogeochemical cycle, environmental pollution and capability to identify relevant environmental issues, analyse the various underlying causes, evaluate the practices and policies, and develop framework to make informed decisions.
- Develop an objective view on population ecology, population growth and controls, climate change and sustainable development goals.
- Learner lay foundation on the concept of disaster management, vulnerability, assessment and risk analysis, institutional framework, preparedness measures and survival skills.
- Analyze critical issues in public health management. Gain insight into historical, contemporary perceptive on communicable and non-communicable disease, life style management, transmission of epidemic- pandemic diseases and its prevention. Learner will enable to understand the role of different public sectors in managing health disaster.



**Course Code: BSO-03**

**Course Title: Indian Society**

Every society has its own peculiar structure and there are some institutions universal to every society, but with their unique manifestations in each society. There are some change agents and initiatives that enable the society to change with the passage of time. This paper focuses on the structure of the Indian society and the changing aspects with the processes operating change agents and initiatives.

**Objectives:** After studying these two papers on Indian society, the student can

- Get an impression about the basic composition of Indian society, its historical moorings, basic philosophical foundations of the society and the institutions.
- Learn about the changing institutions, the processes, the agents and the interventions that bring about change in the Indian society.

<b>Block-1: Composition of Indian Society and Approaches to the study of Indian Society</b>	
Unit-1	Religious composition, Linguistic composition & Racial composition
Unit-2	Unity in diversity
Unit-3	National Integration--Meaning & Threats (Communalism, linguism, regionalism)
Unit-4	Approaches to the study of Indian society: Structural-Functional, Marxian and Subaltern
<b>Block-2: Historical Moorings and Bases of Hindu Social Organization</b>	
Unit-5	Varna Vyavastha and relevance
Unit-6	Ashrama and relevance
Unit-7	Purusartha and relationship with Ashramas
Unit-8	Changes in Marriage and Family in India
<b>Block-3: Marriage and Family in India</b>	
Unit-9	Hindu Marriage as Sacrament, Aims of Hindu marriage, Forms of Hindu Marriage
Unit-10	Hindu Joint Family-Meaning & disintegration
Unit-11	Marriage among the Muslims & Tribes
Unit-12	Changes in Marriage and Family in India
<b>Block-4: The Caste System in India</b>	
Unit-13	Meaning, Definitions & features of Caste
Unit-14	Functions & Dysfunctions of Caste
Unit-15	Factors affecting caste system
Unit-16	Recent Changes in Caste System



**Learning Outcomes:** This paper is expected to bring familiarity in a student about Indian society. It will present a comprehensive, integrated and empirically –based profile of Indian society. It is hoped that the structure and processes operative in the society, the change agents operating in Indian society presented in this course will also enable students to gain a better understanding of their own situation and region.

**Suggested Text Book:**

1. Rao ,C.N.Shankar, Sociology of Indian Society, S.Chand& Co. Pvt. Ltd.(Revised edt.), 2004

**Reference Readings:**

1. Shah, A.M., *The Household Dimension of the Family in India: A Field Study in a Gujarat Village and a Review of Other Studies*, Delhi: Orient Longman, 1973.
2. Uberoi, P. (ed.), *Family, Kinship and Marriage in India*, New Delhi: Oxford University Press, 1993.
3. Y. Singh , *Modernisation of Indian Tradition*, Jaipur: Rawat Publications, 1986
- 4..Ram Ahuja, *Indian Social System*, Rawat Publications, 1993
4. Sharma, KL. *Indian Social Structure and Change*, Rawat Publication, 2008
5. Srinivas, M.N. *India: Social Structure*. New Delhi: Hindustan Publishing Corporation, 1980

**Course Code: BSO-04**

**Title: Sociology of Environment**

Environment and society are in constant interaction with each other. It is the environment which sustains life in society and it is the society that is responsible for the preservation and the degradation of the environment. In the recent years environmental challenges have posed a threat to the lives on the planet. Keeping this in view, the present paper tries to create awareness among the students about the major environmental issues and the efforts geared to tackle them.

**Objectives:** After going through this paper, the student can

- Derive knowledge about the close interaction between society and environment.
- Gain substantial idea about the environmental issues and their repercussions on humanity.
- Accumulate ideas about the ideological currents, issues that drive environment movements.
- Get aware about the global and national efforts to conserve environment.

<b>Block-1: Basics of Sociology of Environment</b>	
<b>Unit-1</b>	Sociology of Environment: Meaning, emergence and scope
<b>Unit-2</b>	Environment and Society – their inter-relations, Ecology and Environment
<b>Unit-3</b>	Eco-system
<b>Unit-4</b>	Sustainable Development
<b>Block-2: Environmental Movements</b>	

<b>Unit-5</b>	Narmada Bachao Andolan
<b>Unit-6</b>	Ganga Bachao Abhiyan
<b>Unit-7</b>	Silent valley movements
<b>Unit-8</b>	Eco-feminist movement
<b>Block-3: Major Environmental Issues</b>	
<b>Unit-9</b>	Global Warming & Climate Change
<b>Unit-10</b>	Loss of Biodiversity (water & air)
<b>Unit-11</b>	Deforestation
<b>Unit-12</b>	Urban Wastes, Industrial wastes
<b>Block-4: Environmental Protection</b>	
<b>Unit-13</b>	Environment protection efforts at the global level
<b>Unit-14</b>	Efforts at national level
<b>Unit-15</b>	Role of Civil Society Organizations
<b>Unit-16</b>	Role of Corporate Social Responsibility in environmental protection

**Learning Outcomes:** The very aim of this paper is to disseminate knowledge about the significance of environment for society, to change the practices that can protect and preserve the environment and to make the students participate in the mission to preserve, protect and promote the cause of environment.

**Suggested Text Book:**

1. Biswas, Anupama Environment & Society, Wisdom Press (ISBN) (CBCS).
2. Giddens, Anthony “Global Problems and Ecological Crisis”: 2<sup>nd</sup> edition New York. W.W.Norton and Co.,1996

**Reference Readings:**

1. Baviskar, A., In the Belly of the River: Tribal Conflicts Over Development in the Narmada Vally, New Delh ronment: Sustaining People and Nature UNRISD Blackwell Publication,1994.
2. Schumacher, E. F., Small is Beautiful: A Study of Economics as if People Mattered,London: Blond and Briggs, 1973.
3. Prasad, A., Against the Ecological Romanticism: Verrier Elwin and the Making of an Anti-modern Tribal Identity, Delhi: Three Essays Collective, 2011.
4. Maria Mies&Vandana Shiva, Ecofeminism, Fernwood Pub. Halifax, Nova Scotia, Canada, 1993
5. Gadgil Madhav& Ram Ch. Guha, Ecology & Equity: The use and abuse of Nature in contemporary India, New Delhi, OUP, 1996.

**Course Code: GESO-02**

**Title: Indian Society**



Every society has its own peculiar structure and there are some institutions universal to every society, but with their unique manifestations in each society. There are some change agents and initiatives that enable the society to change with the passage of time. This paper focuses on the structure of the Indian society and the changing aspects with the processes operating change agents and initiatives.

**Objectives:** After studying these two papers on Indian society, the student can

- Get an impression about the basic composition of Indian society, its historical moorings, basic philosophical foundations of the society and the institutions.
- Learn about the changing institutions, the processes, the agents and the interventions that bring about change in the Indian society.

<b>Block-1: Composition of Indian Society and Approaches to the study of Indian Society</b>	
<b>Unit-1</b>	Religious composition, Linguistic composition & Racial composition
<b>Unit-2</b>	Unity in diversity
<b>Unit-3</b>	National Integration--Meaning & Threats (Communalism, linguism, regionalism)
<b>Unit-4</b>	Approaches to the study of Indian society: Structural-Functional, Marxian and Subaltern
<b>Block-2: Historical Moorings and Bases of Hindu Social Organization</b>	
<b>Unit-5</b>	Varna Vyavastha and relevance
<b>Unit-6</b>	Ashrama and relevance
<b>Unit-7</b>	Purusartha and relationship with Ashramas
<b>Unit-8</b>	Changes in Marriage and Family in India
<b>Block-3: Marriage and Family in India</b>	
<b>Unit-9</b>	Hindu Marriage as Sacrament, Aims of Hindu marriage, Forms of Hindu Marriage
<b>Unit-10</b>	Hindu Joint Family-Meaning & disintegration
<b>Unit-11</b>	Marriage among the Muslims & Tribes
<b>Unit-12</b>	Changes in Marriage and Family in India
<b>Block-4: The Caste System in India</b>	
<b>Unit-13</b>	Meaning, Definitions & features of Caste
<b>Unit-14</b>	Functions & Dysfunctions of Caste
<b>Unit-15</b>	Factors affecting caste system
<b>Unit-16</b>	Recent Changes in Caste System



**Learning Outcomes:** This paper is expected to bring familiarity in a student about Indian society. It will present a comprehensive, integrated and empirically –based profile of Indian society. It is hoped that the structure and processes operative in the society, the change agents operating in Indian society presented in this course will also enable students to gain a better understanding of their own situation and region.

**Suggested Text Book:**

1. Rao ,C.N.Shankar, *Sociology of Indian Society*, S.Chand& Co. Pvt. Ltd.(Revised edt.), 2004

**Reference Readings:**

1. Shah, A.M., *The Household Dimension of the Family in India: A Field Study in a Gujarat Village and a Review of Other Studies*, Delhi: Orient Longman, 1973.
2. Uberoi, P. (ed.), *Family, Kinship and Marriage in India*, New Delhi: Oxford University Press, 1993.
3. Y. Singh , *Modernisation of Indian Tradition*, Jaipur: Rawat Publications, 1986
4. Ram Ahuja, *Indian Social System*, Rawat Publications, 1993
5. Sharma, KL. *Indian Social Structure and Change*, Rawat Publication, 2008
6. Srinivas, M.N. *India: Social Structure*. New Delhi: Hindustan Publishing Corporation, 1980

**Course Code: AECC-02**  
**MIL- Odia/ Hindi /Alternative English/ Sanskrit**



**Title: AECC-02 MIL (Odia)**

ପାଠ୍ୟକ୍ରମର ଉଦ୍ଦେଶ୍ୟ:

ଏହି ପାଠ୍ୟକ୍ରମର ଉଦ୍ଦେଶ୍ୟ ହେଉଛି ଯୋଗାଯୋଗ ସମ୍ପର୍କରେ ବିସ୍ତୃତ ଧାରଣା ପ୍ରଦାନ କରିବା । ଏତଦ ବ୍ୟତୀତ ଯୋଗାଯୋଗର ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ ଉପାଦାନ ଏବଂ ଯୋଗାଯୋଗ ପ୍ରକ୍ରିୟାରେ ସେଗୁଡ଼ିକର ଅବଦାନ ଆଲୋଚନା କରାଯାଇଛି । ସମ୍ଭାଷଣ, ସ୍ୱରୂପ, ଢାଞ୍ଚା ଓ ସେ ସଂକ୍ରାନ୍ତ ସମ୍ବନ୍ଧରେ ଜାଣିବା । ଭିନ୍ନଭିନ୍ନ ସମ୍ଭାଷଣ ଲିଖନ ଶୈଳୀ ଓ ସମ୍ଭାଷଣ ରିପୋର୍ଟ ସମ୍ପର୍କରେ ଜାଣିପାରିବା ।

<b>Block-1: ଯୋଗାଯୋଗର ପରିଭାଷା, ଅନୁବିଧି, ପରିସର ଓ ପ୍ରକାରଭେଦ</b>	
<b>Unit-1</b>	ଯୋଗାଯୋଗର ସଂଜ୍ଞା ଓ ସ୍ୱରୂପ
<b>Unit-2</b>	ଯୋଗାଯୋଗର ଅନୁବିଧି ଓ ପ୍ରସାର
<b>Unit-3</b>	ଯୋଗାଯୋଗର ପ୍ରକାରଭେଦ
<b>Unit-4</b>	ଯୋଗାଯୋଗର ବିଭିନ୍ନ ନମୁନା
<b>Block-2: ସାକ୍ଷାତକାର, ଭାଷଣକଳା</b>	
<b>Unit-5</b>	ସାକ୍ଷାତକାର
<b>Unit-6</b>	ସାକ୍ଷାତକାରର ନମୁନା
<b>Unit-7</b>	ଭାଷଣକଳା
<b>Unit-8</b>	ଭାଷଣକଳାର ନମୁନା
<b>Block-3: ସମ୍ଭାଷଣର ପରିଭାଷା, ପରିସର ଓ ଗଣମାଧ୍ୟମଧର୍ମୀ ସମ୍ଭାଷଣ</b>	
<b>Unit-9</b>	ସମ୍ଭାଷଣର ସଂଜ୍ଞା ଓ ସ୍ୱରୂପ
<b>Unit-10</b>	ସମ୍ଭାଷଣର ଉତ୍ପତ୍ତି, ଗୁଣାତ୍ମକ ମାନ
<b>Unit-11</b>	ସମ୍ଭାଷଣର ପ୍ରକାରଭେଦ
<b>Unit-12</b>	ବିଭିନ୍ନ ଗଣମାଧ୍ୟମ ପାଇଁ ସମ୍ଭାଷଣ ପ୍ରସ୍ତୁତି
<b>Block-4: ଓଡ଼ିଆ ଭାଷାର ବର୍ଣ୍ଣମାଳା ଓ ବର୍ଣ୍ଣାଶୁଦ୍ଧିର କାରଣ, ନିରାକରଣ</b>	
<b>Unit-13</b>	ଓଡ଼ିଆ ଭାଷା
<b>Unit-14</b>	ଓଡ଼ିଆ ଭାଷାର ବର୍ଣ୍ଣମାଳା
<b>Unit-15</b>	ବର୍ଣ୍ଣାଶୁଦ୍ଧିର କାରଣ
<b>Unit-16</b>	ବର୍ଣ୍ଣାଶୁଦ୍ଧିର ନିରାକରଣ

ପାଠ୍ୟକ୍ରମ ଶିକ୍ଷଣର ଫଳାଫଳ:

ଏହି ପାଠ୍ୟକ୍ରମ ଅଧ୍ୟୟନ ଦ୍ୱାରା ବିଦ୍ୟାର୍ଥୀମାନଙ୍କ ଲାଭ :

- ଯୋଗାଯୋଗ ସମ୍ପର୍କରେ ସଂପୂର୍ଣ୍ଣ ତଥ୍ୟ ପାଇବେ ।
- ସମ୍ବନ୍ଧ, ପରିବେଷଣ , ବିଜ୍ଞାପନ ଗଣମାଧ୍ୟମ ବିଷୟରେ ଅବଗତ ହୋଇପାରିବେ ।
- 3୦ପାଠ୍ୟକ୍ରମରେ ଅନ୍ତର୍ଭୁକ୍ତ ଶବ୍ଦକୋଷ ପରୀକ୍ଷା ଅଭ୍ୟାସ କର, ଏହା ଶିକ୍ଷାର୍ଥୀମାନଙ୍କୁ ଓଡ଼ିଆ ଯୋଗାଯୋଗ କ୍ଷେତ୍ରରେ ଉତ୍ତମ ଜ୍ଞାନ ଆହରଣ କରିବାରେ ସାହାଯ୍ୟ କରିବ ।

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ:

- ଯୋଗାଯୋଗ ମୂଳକ ମାତୃଭାଷା (ଓଡ଼ିଆ)-ସାମଲ ବିରଞ୍ଚି ନାରାୟଣ , ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ ।
- ସଂଯୋଗ ଅନୁବିଧି , ସନ୍ତୋଷ କୁମାର ତ୍ରିପାଠୀ, ନାଲନ୍ଦା , କଟକ
- ଭାଷଣ କଳା ଓ ଅନ୍ୟାନ୍ୟ ପ୍ରସଙ୍ଗ-କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ ।
- ପ୍ରାଯୋଗିକ ଓଡ଼ିଆ ଭାଷା –ଓଡ଼ିଶା ରାଜ୍ୟପାଠ ପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା ଭୁବନେଶ୍ୱର
- ସର୍ବସାର ବ୍ୟାକରଣ –ନାରାୟଣ ମହାପାତ୍ର ଓ ଶ୍ରୀଧର ଦାସ , ନିମ୍ନ ଷ୍ଟୁଡେଣ୍ଟସ୍ ଷ୍ଟୋର , କଟକ

**Title: AECC-02 MIL (Hindi)**

<b>Block-1: कविता</b>	
<b>Unit-1</b>	कबीर - साखी : 1 से 10
<b>Unit-2</b>	तुलसी - विनयपत्रिका- पद 1 और 2
<b>Unit-3</b>	प्रसाद - मधुमय देश
<b>Unit-4</b>	निराला - भिक्षुक
<b>Unit-5</b>	अज्ञेय - हिरोशिमा
<b>Block-2: गद्य</b>	
<b>Unit-1</b>	रामचन्द्र शुक्ल - उत्साह
<b>Unit-2</b>	हजारी प्रसाद द्विवेदी कुटज
<b>Unit-3</b>	हरिशंकर परसाई - सदाचार का तावीज
<b>Block-3: शब्द ज्ञान</b>	
<b>Unit-1</b>	शब्द शुद्धि
<b>Unit-2</b>	वाक्य शुद्धि
<b>Unit-3</b>	पर्यायवाची शब्द
<b>Unit-4</b>	विलोम शब्द
<b>Block-4: सामान्य ज्ञान</b>	
<b>Unit-1</b>	निबंध लेखन

पाठ्य पुस्तक : हिन्दी प्रसून - सं. डॉ. अंजुमन आरा, प्लानेट वी, कटक



**Title: AECC-02 MIL (Alternative English)**

**Objectives:** The paper is focused upon developing one fundamental skills of Language learning; reading which needs a thorough rethink and revision. In order to build a strong base for acquisition of the communication skills, suitable reading content is selected from diverse areas in prose form. This would boost the learner’s competence in expressive and comprehension skills. The well-researched language exercises in the form of usage, vocabulary and grammar is the other area that should attract the teacher and learner to work out for giving decent shape to the mastery of English language.

<b>Block- 1: Indian English Short Stories To Develop Comprehensive Reading And Writing Skills</b>	
<b>Unit-1</b>	Jim Corbett-The Fight between Leopards
<b>Unit-2</b>	Dash Benhur- The Bicycle
<b>Unit-3</b>	Dinanath Pathy- George V High School
<b>Unit-4</b>	Alexander Baron- The Man who knew too much
<b>Block- 2: Indian English Proses To Develop Comprehensive Reading And Writing Skills</b>	
<b>Unit-1</b>	Mahatma Gandhi- The way to Equal Distribution
<b>Unit-2</b>	S Radhakrishnan- A Call to Youth
<b>Unit-3</b>	C V Raman-Water- The Elixir of Life
<b>Unit-4</b>	Harold Nicolson- An Educated Person
<b>Block-3: Comprehension Passage and Answering Questions</b>	
<b>Unit-1</b>	English Passage and exercises
<b>Unit-2</b>	Summarization
<b>Unit-3</b>	Précis writing
<b>Unit-4</b>	Answering questions
<b>Block- 4: Language Exercises-Test of Vocabulary, Usage and Grammar</b>	
<b>Unit-1</b>	Nouns and pronouns
<b>Unit-2</b>	Prepositions
<b>Unit-3</b>	Verbs
<b>Unit-4</b>	Tenses





## Learning Outcomes:

After completing this paper, the learners will be able to:

- Analyze and understand basic reading skills.
- Acquire knowledge on grammar and fundamentals of the subject (English).
- Practice the vocabulary tests included in the course, this will help the learners acquire better knowledge in the field of English communication.

## Reference Readings:

- *The Widening Arc: A Selection of Prose and Stories*, (Edited by: Prof. A.R. Parhi, Dr. S. Deepika and Dr. P. Jani; KitabBhavan, Bhubaneswar)
- *A Communicative Grammar of English* by Geoffrey Leech.
- *A University Grammar of English* by Randolph Quirk and Sidney Greenbaum

### Title: AECC-02 MIL (Sanskrit)

ପାଠ୍ୟକ୍ରମର ଉଦ୍ଦେଶ୍ୟ - ଏହି ପାଠ୍ୟକ୍ରମର ଉଦ୍ଦେଶ୍ୟ ହେଉଛି ବିଦ୍ୟାର୍ଥୀମାନଙ୍କୁ ସଂସ୍କୃତଗଦ୍ୟସାହିତ୍ୟପରମ୍ପରା ଏବଂ ସଂସ୍କୃତକାବ୍ୟପରମ୍ପରା ସହିତ ପରିଚିତ କରାଇବା, ସଂସ୍କୃତଭାଷା ପ୍ରତି ବିଦ୍ୟାର୍ଥୀମାନଙ୍କ ମନରେ ରୁଚି ଉତ୍ପନ୍ନ କରିବା, ଗଳ୍ପମାଧ୍ୟମରେ ନୀତିଶିକ୍ଷାପ୍ରଦାନ କରିବା । ମହାଭାରତ ଅଧ୍ୟୟନ ମାଧ୍ୟମରେ ଏକ ଆଦର୍ଶ ଶାସକର କର୍ତ୍ତବ୍ୟ ତଥା ସୁଗୁଣାବଳୀ ବିଷୟରେ ଏବଂ ପିତାମତା ପ୍ରଭୃତି ଗୁରୁଜନମାନଙ୍କୁ ଭକ୍ତି କରିବା ସହିତ ସେମାନଙ୍କର ଆଜ୍ଞାପାଳନ କରିବା ବିଷୟରେ ଜୀମୂତବାହନକଥାମାଧ୍ୟମରେ ତ୍ୟାଗପରୋପକାରିତାର ସୁଫଳ, ବିଷୟରେ ଅପରୀକ୍ଷିତକାରକ କଥା ମାଧ୍ୟମରେ ନ ବୁଝି ନ ସୁଝି ପରୀକ୍ଷା ନ କରି କୌଣସି କାମ କରିବା ଉଚିତ୍ ନୁହେଁ ବୋଲି ବିଦ୍ୟାର୍ଥୀମାନଙ୍କୁ ଅବଗତ କରାଇବା ମଧ୍ୟ ଏହି ପାଠ୍ୟକ୍ରମର ମୁଖ୍ୟ ଉଦ୍ଦେଶ୍ୟ ଅଟେ ।

Block-1: Sanskrit Prose (ସଂସ୍କୃତ ଗଦ୍ୟସାହିତ୍ୟ)	
Unit-1	ଗଦ୍ୟ ସାହିତ୍ୟର ପରିଚୟ
Unit-2	ପଞ୍ଚତନ୍ତ୍ର
Unit-3	ଅପରୀକ୍ଷିତକାରକ (ଭାଗ – ୧)
Unit-4	ଅପରୀକ୍ଷିତକାରକ (ଭାଗ – ୨)
Block-2: Sanskrit prose (ସଂସ୍କୃତ ଗଦ୍ୟସାହିତ୍ୟ)	
Unit-5	ପିତୃଭକ୍ତି (ଭାଗ – ୧)
Unit-6	ପିତୃଭକ୍ତି (ଭାଗ – ୨)
Unit-7	ଜୀମୂତବାହନ କଥା (ଭାଗ – ୧)
Unit-8	ଜୀମୂତବାହନ କଥା (ଭାଗ – ୨)
Block-3: Sanskrit Poetry (ସଂସ୍କୃତ ପଦ୍ୟସାହିତ୍ୟ)	
Unit-9	ମହାଭାରତର ପରିଚୟ
Unit-10	ମହାଭାରତ, ଶାନ୍ତିପର୍ବ ଅଧ୍ୟାୟ – ୭୦ (ଶ୍ଳୋକ ୧ ରୁ ୧୪)

<b>Unit-11</b>	ମହାଭାରତ, ଶାନ୍ତିପର୍ବ ଅଧ୍ୟାୟ – ୧୦୭ (ଶ୍ଳୋକ ୧ ରୁ ୧୪)
<b>Unit-12</b>	ମହାଭାରତ, ଶାନ୍ତିପର୍ବ ଅଧ୍ୟାୟ – ୧୦୭ (ଶ୍ଳୋକ ୧୫ ରୁ ୩୨)
<b>Block-04 : Sanskrit Poetry (ସଂସ୍କୃତ ପଦ୍ୟସାହିତ୍ୟ)</b>	
<b>Unit-13</b>	ମହାଭାରତ, ଶାନ୍ତିପର୍ବ ଅଧ୍ୟାୟ – ୧୨୦ (ଶ୍ଳୋକ ୧ ରୁ ୧୪)
<b>Unit-14</b>	ମହାଭାରତ, ଶାନ୍ତିପର୍ବ ଅଧ୍ୟାୟ – ୧୨୦ (ଶ୍ଳୋକ ୧୫ ରୁ ୨୮)
<b>Unit-15</b>	ମହାଭାରତ, ଶାନ୍ତିପର୍ବ ଅଧ୍ୟାୟ – ୧୨୦ (ଶ୍ଳୋକ ୨୯ ରୁ ୪୨)
<b>Unit-16</b>	ମହାଭାରତ, ଶାନ୍ତିପର୍ବ ଅଧ୍ୟାୟ – ୧୨୦ (ଶ୍ଳୋକ ୪୩ ରୁ ୫୭)

### ପାଠ୍ୟକ୍ରମର ଫଳାଫଳ -

ଏହି ପାଠ୍ୟକ୍ରମଟିକୁ ଅଧ୍ୟୟନ କରିସାରିଲାପରେ ବିଦ୍ୟାର୍ଥୀମାନେ ନିମ୍ନୋକ୍ତ ଫଳଗୁଡ଼ିକୁ ଲାଭ କରିପାରିବେ :-

- ବିଦ୍ୟାର୍ଥୀମାନେ ସଂସ୍କୃତ ସାହିତ୍ୟ ଇତିହାସରେ ବର୍ଣ୍ଣିତ ସଂସ୍କୃତଗଦ୍ୟସାହିତ୍ୟପରମ୍ପରା ଏବଂ ସଂସ୍କୃତକାବ୍ୟପରମ୍ପରା ବିଷୟରେ ଉତ୍ତମଭାବରେ ହୃଦୟଙ୍ଗମ କରିପାରିବେ ।
- ଏକ ଆଦର୍ଶ ଶାସକ ନିକଟରେ କେଉଁ କେଉଁ ଗୁଣ ରହିବା ଉଚିତ୍, ଏକ ଆଦର୍ଶ ଶାସକର କର୍ତ୍ତବ୍ୟ କଣ ଅଟେ, ସେବିଷୟରେ ବିଦ୍ୟାର୍ଥୀମାନେ ଜାଣିପାରିବେ ।
- ପୂଜ୍ୟ ପିତାମାତା ପ୍ରଭୃତି ଗୁରୁଜନମାନଙ୍କୁ ଭକ୍ତି କରିବା ସହିତ ସେମାନଙ୍କର ଆଜ୍ଞାପାଳନ କରିବା ବିଷୟରେ ବିଦ୍ୟାର୍ଥୀମାନେ ଶିକ୍ଷାଲାଭ କରିପାରିବେ ।
- ବିଦ୍ୟାର୍ଥୀମାନେ ଜୀମୂତବାହନକଥା ପଢ଼ି ତ୍ୟାଗ, ପରୋପକାରିତା ପ୍ରଭୃତି ଗୁଣକୁ ନିଜଠାରେ ପ୍ରକାଶିତ କରିବାପାଇଁ ପ୍ରେରିତ ହେବେ ।
- ବିଦ୍ୟାର୍ଥୀମାନେ ଅପରୀକ୍ଷିତକାରକ କଥା ପଢ଼ି ବୁଝି ସୁଝି ପରୀକ୍ଷା କରି ସବୁ କାମ କରିବା ପାଇଁ ନିଷ୍ପତ୍ତି ନେବେ ।

### Core Reading:

- Samskrta-pravesa, Utkal University, Vanivihar, Bhubaneswar
- Mahabharata Santi Parva, Gita Press, Gorakhpur

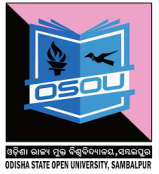
### Suggested Reading:

- Mahabharata Santi Parva, Rastriya Sanskrit Sansthan, New Delhi

### 3<sup>rd</sup> SEMESTER

**Course Code: BSO-05**

**Title: Classical Sociological Thinkers**



Sociology originated as an intellectual response to the crisis confronting the mid nineteenth century European society. Its development over two centuries has been influenced by a variety of socio-economic and political conditions. It is now established as a multi-paradigmatic academic discipline, with its body of theoretical knowledge enriched and its methodological techniques and procedures systemized. This paper is intended to familiarize the students with the social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline. It deals with the contributions of the forerunners of the discipline and with the contributions of the founders who gave a systematic shape to the subject.

**Objectives:** After going through these two papers, the student can

- Gain an understanding of some of the classical contributions in Sociology, and their contemporary relevance.
- Learn about the methodological shift in the discipline over the years.

<b>Block-1: Auguste Comte &amp; Herbert Spencer</b>	
<b>Unit-1</b>	Law of the Three Stages
<b>Unit-2</b>	Hierarchy of Sciences & Positivism
<b>Unit-3</b>	Organismic Analogy
<b>Unit-4</b>	Theory of Social Evolution
<b>Block-2: Karl Marx</b>	
<b>Unit-5</b>	Dialectical Materialism
<b>Unit-6</b>	Class struggle
<b>Unit-7</b>	Alienation
<b>Unit-8</b>	Theory of Capitalism
<b>Block-3: Emile Durkheim</b>	
<b>Unit-9</b>	Division of Labour in Society
<b>Unit-10</b>	Rules of Sociological Method
<b>Unit-11</b>	Theory of Suicide
<b>Unit-12</b>	Theory of Religion
<b>Block-4: Max Weber</b>	
<b>Unit-13</b>	Social Action

<b>Unit-14</b>	Protestant ethic and the spirit of capitalism
<b>Unit-15</b>	Ideal type
<b>Unit-16</b>	Bureaucracy and Authority

**Learning Outcomes:** This paper is expected to clarify and broaden the student's knowledge about the theoretical and methodological contributions of the classical contributors to the subject and the contemporary relevance of these theories

**Suggested Text Books:**

1. Morrison, Ken, Marx, Durkheim, Weber: Formation of Modern Social Thought London, Sage, 1995
2. Lewis A. Coser, Masters of Sociological Thought, New York, Harcourt Brance Jovanovich (Text Book), 1977

**Reference reading**

1. F. Abraham & J.H.Morgan, Sociological Thought, Wyndham Hall Press, 1989.
2. Kenneth, A., *The Social Lens: An Invitation to Social and Sociological Theory*, London: Sage. 2011.
- 3 Ramond Aron, Main Currents in Sociological thoughts Vol. I & Vol. II Harmondsworth, Middlesex: Penguin Books, 1967 (1982 reprint).
4. Ritzer, George, Sociological Theory, New Delhi, Tata-McGraw Hill, 1996
5. Waters, M., *Modern Sociological Theory*, London: Sage, 2000
6. Fletcher, R. *The Making of Sociology: A Study of Sociological Theory*, Volume 1 and 2, Thomas Nelson & Sons Ltd , 1972

**Course Code: BSO-06**

**Title: Social Change and Development**

Change is the law of nature and every society is subject to change. Social change has always been a central concern of Sociological study. Change takes different forms. Change has its pattern which is spelt out by various theories. Change is often propelled by various factors. This paper is designed to provide some ideas to the student about such process, theories and factors.

**Objectives:** After going through this paper, the student can

- Derive knowledge about the meaning, nature, forms and patterns of change.
- Get an idea about the theories that explain change and their adequacy in explaining so.
- Get an impression about the factors that propel change in the society.

<b>Block-1: Social Change</b>	
<b>Unit-1</b>	Meaning and Nature.
<b>Unit-2</b>	Social Evolution& Social Progress: Meaning and features
<b>Unit-3</b>	Social Development: Meaning and Features
<b>Unit-4</b>	Factors of Change: Cultural, Technological, Demographic
<b>Block-2: Theories of Social Change</b>	
<b>Unit-5</b>	Evolutionary theory
<b>Unit-6</b>	Functionalist theory
<b>Unit-7</b>	Conflict Theory
<b>Unit-8</b>	Cyclical Theory
<b>Block-3: Models of development</b>	
<b>Unit-9</b>	Indicators of Social Development
<b>Unit-10</b>	Capitalist
<b>Unit-11</b>	Socialists
<b>Unit-12</b>	Gandhian
<b>Block-4: Processes of Social Change in Indian Context:</b>	
<b>Unit-13</b>	Sanskritisation
<b>Unit-14</b>	Westernisation
<b>Unit-15</b>	Modernisation
<b>Unit-16</b>	Secularisation

**Learning Outcomes:** This paper is expected to provide a wholesome idea to the students about the process of social change. They can relate their experience with the theoretical explanations.

#### **Suggested text book**

1. Steven, Vago, Social Change, Pearson Prentice Hall, 2003 5<sup>th</sup> Rev. Edt

#### **Reference Readings:**

1. Jairam Kansal, Social Change & Development, Wisdom Press (ISBN) (CBCS), 2004
2. Singh, Y., Modernization of Indian Tradition: A Systematic Study of Social Change, Faridabad: Thompson Press Limited, 1973.



3. Rudolf, L and Rudolf, S. H., Modernity of Tradition: Political Development in India, Chicago: University of Chicago Press, 1984.
4. Moore, W.E Social Change, Prentice Hall of India, New Delhi, 1965.
5. Mishra, B Capitalism, Socialism and Planning, South Asia Books, 1998
6. Escobar, A., Encountering Development, London: Zed Books, 2012

**Course Code: BSO-07**  
**Title: Sociology of Gender**

The biological basis to the differences between the sexes does not explain the inequalities faced by the sex groups in the society. In the society variations are marked in the roles, responsibilities, rights of and relations between sex groups depending on the social prescriptions relating to sex affiliations. The differences, inequalities and the division of labour between men and women are often simply treated as consequences of ‘natural’ differences between male and female humans. But, in reality the social norms, institutions, societal expectations play a significant role in deciding and dictating the behaviour of each sex group. This is the fundamental of the study of Gender and Society.

**Objectives:** After studying this paper, the student can

- Conceptualize what is “Gender” and what is “Sex” and draw a line of distinction between the two.
- Note the difference in gender roles, responsibilities, rights and relations.
- Trace out the evolution and institutionalization of the institution of “Patriarchy”.
- Get to know the theories of Feminism that brought women issues and demands to the forefront.
- Assess the initiatives undertaken for gender development with the paradigm shift from time to time.

<b>Block-1: Social Construction of Gender</b>	
<b>Unit-1</b>	Gender as a Social Construct
<b>Unit-2</b>	Gender Vs. Sex
<b>Unit-3</b>	Gender Stereotyping and Socialization
<b>Unit-4</b>	Gender Role and Identity
<b>Block-2: Feminism</b>	
<b>Unit-5</b>	Meaning and Definitions
<b>Unit-6</b>	Origin, Growth of Feminism, Waves of Feminism
<b>Unit-7</b>	Patriarchy
<b>Unit-8</b>	Theories of Feminism-Liberal, Radical, Socialist, Marxist, Materialist
<b>Block-3: Gender and Development</b>	
<b>Unit-9</b>	Approaches -WAD, WID and GAD

<b>Unit-10</b>	Gender Mainstreaming: Meaning, Policies and Programmes
<b>Unit-11</b>	Gender Development Index
<b>Unit-12</b>	Women Empowerment: Meaning and Dimensions: Political, Economic and Social
<b>Block-4: Women in India through ages</b>	
<b>Unit-13</b>	Status of Women in Ancient Period
<b>Unit-14</b>	Medieval Period
<b>Unit-15</b>	Women in Pre- independence India
<b>Unit-16</b>	Women in Contemporary Indian Society

**Learning Outcomes:** This paper is expected to generate ideas and sensitivity about gender in a student which he/she can put into practice in daily life. This will lead to change the prevalent biases and gender practices and create a gender neutral social world where both men and women can enjoy their basic rights and cherish to achieve their dreams.

**Suggested Text Book:**

1. Bhasin, Kamla Understanding Gender, Kali for Women,2003

**Reference Readings:**

1. Prabhakar, Vani Gender and Society, Wisdom Press (ISBN) (CBCS), 2012
2. Choudhury, Maitry *Feminism in India: Issues in Contemporary Indian Feminism*, Kali for Women, New Delhi,2004.
3. Walby, S., *Theorizing Patriarchy*, John Wiley and Sons,1990.
4. John, M. E. (ed.), *Women's Studies: A Reader*, New Delhi: Penguin India, 2008.
5. Pilcher, J and Whelehan, I., *Fifty Key Concepts in Gender Studies*. London: Sage, 2004.
6. Forbes, G. *Women in Modern India*, Cambridge: Cambridge University Press, 1996.

**Course Code: GESO-03**

**Title: Social Change and Development**

Change is the law of nature and every society is subject to change. Social change has always been a central concern of Sociological study. Change takes different forms. Change has its pattern which is spelt out by various theories. Change is often propelled by various factors. This paper is designed to provide some ideas to the student about such process, theories and factors.

**Objectives:** After going through this paper, the student can

- Derive knowledge about the meaning, nature, forms and patterns of change.
- Get an idea about the theories that explain change and their adequacy in explaining so.
- Get an impression about the factors that propel change in the society.

<b>Block-1: Social Change</b>	
<b>Unit-1</b>	Meaning and Nature.
<b>Unit-2</b>	Social Evolution& Social Progress: Meaning and features
<b>Unit-3</b>	Social Development: Meaning and Features
<b>Unit-4</b>	Factors of Change: Cultural, Technological, Demographic
<b>Block-2: Theories of Social Change</b>	
<b>Unit-5</b>	Evolutionary theory
<b>Unit-6</b>	Functionalist theory
<b>Unit-7</b>	Conflict Theory
<b>Unit-8</b>	Cyclical Theory
<b>Block-3: Models of development</b>	
<b>Unit-9</b>	Indicators of Social Development
<b>Unit-10</b>	Capitalist
<b>Unit-11</b>	Socialists
<b>Unit-12</b>	Gandhian
<b>Block-4: Processes of Social Change in Indian Context:</b>	
<b>Unit-13</b>	Sanskritisation
<b>Unit-14</b>	Westernisation
<b>Unit-15</b>	Modernisation
<b>Unit-16</b>	Secularisation

**Learning Outcomes:** This paper is expected to provide a wholesome idea to the students about the process of social change. They can relate their experience with the theoretical explanations.

### **Suggested text book**

1. Steven, Vago, Social Change, Pearson Prentice Hall, 2003 5<sup>th</sup> Rev. Edt

### **Reference Readings:**

1. Jairam Kansal, Social Change & Development, Wisdom Press (ISBN) (CBCS), 2004
2. Singh, Y., Modernization of Indian Tradition: A Systematic Study of Social Change, Faridabad: Thompson Press Limited, 1973.





3. Rudolf, L and Rudolf, S. H., Modernity of Tradition: Political Development in India, Chicago: University of Chicago Press, 1984.
4. Moore, W.E Social Change, Prentice Hall of India, New Delhi, 1965.
5. Mishra, B Capitalism, Socialism and Planning, South Asia Books, 1998
6. Escobar, A., Encountering Development, London: Zed Books, 2012

**Core Code – SECC -01**  
**Title: English Communication**

**Objectives:** This paper intends to build up the four primary skills in students in the academic as well as in the wider domains of use like public offices. The books recommended only provide guidelines for what to teach, and the list is in no way exhaustive. Teachers must be free and resourceful enough to collect teaching materials on their own, and even use newspaper clippings as teaching materials.

<b>Block-1: Introduction</b>	
<b>Unit-1</b>	What is communication
<b>Unit-2</b>	Types of communication (Horizontal, Vertical, Interpersonal, Grapevine),
<b>Unit-3</b>	Uses of Communication, Inter-cultural communication, Communication today
<b>Unit-4</b>	Distinct features of Indianisation, alternative texts of language learning, global English and English in the print and electronic media in India
<b>Block-2: The Four Skills and Prospect of new material in language learning</b>	
<b>Unit-5</b>	Listening-Passive and active, Speaking effective, intelligibility and clarity
<b>Unit-6</b>	Methods and techniques of reading such as skimming, scanning and searching for information; Reading to understand the literal, metaphorical and suggested meaning of a passage,
<b>Unit-7</b>	Identifying the tone (admiring, accusatory, ironical, sympathetic, evasive, indecisive, ambiguous, neutral etc.) of the writer and view-points
<b>Unit-8</b>	Cohesive and Coherent writing
<b>Block-3: Grammatical and Composition Skills</b>	
<b>Unit-9</b>	Doing exercises like filling in the blanks, correcting errors, choosing correct forms out of alternative choices, joining clauses, rewriting sentences as directed, and replacing indicated sections with single words / opposites / synonyms, choosing to use correct punctuation marks, getting to understand and use formal and informal styles, learning to understand the usages of sexism, racism, jargon.
<b>Unit-10</b>	Learning to understand information structure of the sentence such as topic-focus

	relationship; strategies of thematization, postponement, emphasis, structural compression (deletion of redundant parts, nominalization, cleft and pseudo-cleft sentences, elliptical structures etc.), Logical Connectors between sentences, Methods of developing a paragraph, structure of an essay and methods of developing an essay.
<b>Unit-11</b>	Making representations; writing letters of application for jobs; writing CV, writing letters to the editor and social appeals in the form of letters/pamphlets.
<b>Unit-12</b>	Writing formal and informal letters for offices and personal purposes.
<b>Block-4 Exercises in Written Communication</b>	
<b>Unit-13</b>	Précis writing
<b>Unit-14</b>	Note-taking skills
<b>Unit-15</b>	Writing reports
<b>Unit-16</b>	Guidelines and essentials of official correspondence for making enquiries, complaints and replies

### Learning Outcomes:

After completing this paper, the learners will be able to:

- Learn the skills required to achieve confident and spot on communicating skills.
- Analyze the types of communication and their various aspects so that it helps them professionally in future.
- Practice grammars and exercises that may help the learners to understand the basics in English.
- Develop a comprehensive, cohesive and coherent writing skills.

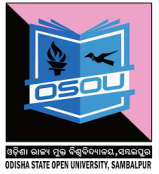
### Suggested Books:

- Ways of Reading: Advanced reading Skills for Students of English Literature. Martin Montgomery et al. London: Routledge, 2007.
- Applying Communication Theory for Professional Life: A Practical Introduction. Dainton and Zelle; <http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmljYXRpb25fVGhlb3J5LnBkZg%3D%3D&cidReset=true&cidReq=MBA563>
- Literature and the art of Communication, Cambridge University Press.
- Vistas and Visions. Orient Black Swan (writing and grammar exercises at the end of lessons are recommended) From Remapping An Anthology for Degree Classes, ('WritingSkills'), Orient Black Swan.
- Indian English through Newspapers (Chapter 4,5 and 6), Concept, New Delhi, 2008.
- Contemporary Communicative English, S Chand
- Technical Communication: A Reader centered Approach. P.V. Anderson. Wadsworth, Cengage.

## 4<sup>th</sup> SEMESTER

**Course Code: BSO-08**

**Title: Rural Sociology**



Rural Sociology is a specialized branch of Sociology describing the society of villages and rural areas. As the rural areas or the villages mark the beginning of human civilization, this paper is designed to bring out the distinct features of the rural society with their typologies and typicalities. In the present paper an attempt is made to introduce the student with the development of this branch overtime with its focus on the typicality of Indian villages, their structures, changing features and social problems faced by the rural people.

**Objectives:** After studying this paper, the student can

- Get an impression about the emergence of the sub discipline Rural Sociology and the forces contributing for its origin.
- Learn about the nature of this branch of knowledge, its subject matter and significance.
- Collect information and knowledge about the mooring of the sub discipline in the Indian context.
- Generate an idea about the typicalities of the rural society and the institutions operating therein and their dynamics.
- Derive ideas about rural social problems of the country.

<b>Block-1: Introduction to Rural Sociology</b>	
<b>Unit-1</b>	Meaning, Definition & Nature
<b>Unit-2</b>	Origin & Subject Matter of Rural Sociology
<b>Unit-3</b>	Importance of Rural Sociology
<b>Unit-4</b>	Evolution and Growth of Village Community
<b>Block-2: Rural Social Structure</b>	
<b>Unit-5</b>	Village Community-Meaning & Types,
<b>Unit-6</b>	Rural-Urban Contrast & Continuum
<b>Unit-7</b>	Agrarian Economy
<b>Unit-8</b>	Dominant Caste, Emerging class structure in rural India
<b>Block-3: Rural Social Problems</b>	
<b>Unit-9</b>	Poverty
<b>Unit-10</b>	Unemployment,
<b>Unit-11</b>	Indebtedness
<b>Unit-12</b>	Rural factionalism

<b>Block-4: Rural Development Programmes</b>	
<b>Unit-13</b>	Community development Programmmes, Cooperative Movements and Panchayati Raj System
<b>Unit-14</b>	Swarnajayanti Gram SwarozgarYojana (SGSY), Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS)
<b>Unit-15</b>	National Rural Livelihood Mission (NRLM)
<b>Unit-16</b>	National Rural Health Mission (NRHM)

**Learning Outcomes:** India thrives in her villages. By going through this paper, the student can have a grip on the grass roots of Indian society. This will enable the student to understand the society in a better manner, to note the heterogeneities in culture, institutions and their functions, changes, the contrasts found between the rural urban societies and the problems faced by the people.

**Suggested Text Books:**

1. Sharma, R.N. Rural Sociology, Media Promoters and Publishers. Pvt. Ltd. 1983
2. Singh, Kartar Rural Development: Principle Policies and Management, Sage, New Delhi, 1995

**Reference Readings:**

1. Choudhury, Anjana Rural Sciology, Wisdom Press, 2004
2. S.L. Doshi, S.L. & P.C. Jain, Rural Sociology, Jajpur, Rawat, 2002.
3. Maheswari, S.R Rural Development in India, Sage Publication, New Delhi, 1985.
4. Ahuja, Ram Rural Sociology, Popular Prakashan Ltd; New edition 2011
5. Desai, A.R. Rural Sociology in India, Popular Prakashn, Bombay, 1997
6. Ray E. Pahl "The Rural-Urban Continuum." *Sociologia Ruralis* 6(3-4):299-327. Reprinted in R. E. Pahl, ed. *Readings in Urban Sociology*. Oxford: Pergamon, 1970

**Course Code -BSO-09**  
**Title: Globalisation & Society**

Globalization is the dominant process of social change in the contemporary world. It has resulted in the sinking of time and space and collapse of borders. It is a new coinage for an old process. It has its own dimensions, distinct features and impacts on society. It has given birth to new role players. All these are the focal points of discussion of this paper.

**Objectives:** By going through this paper, the student can

- Collect information about the meaning and nature of this process, its historical mooring.
- Amass knowledge about its dimensions and impacts, both positive and negative.
- Get introduced to the agencies that manage the process.

<b>Block-1: Globalisation:</b>	
<b>Unit-1</b>	Meaning, characteristics of Globalisation
<b>Unit-2</b>	Emergence of Globalisation
<b>Unit-3</b>	Liberalisation- Meaning & characteristics
<b>Unit-4</b>	Privatisation- Meaning & characteristic
<b>Block-2: Dimensions of Globalisation</b>	
<b>Unit-5</b>	Economic
<b>Unit-6</b>	Technological
<b>Unit-7</b>	Political
<b>Unit-8</b>	Cultural
<b>Block-3: Consequences of Globalisation</b>	
<b>Unit-9</b>	Rising Inequality
<b>Unit-10</b>	Environmental Degradation,
<b>Unit-11</b>	Consumerism
<b>Unit-12</b>	Health and Security
<b>Block-4: Impact of Globalisation in Indian Context:</b>	
<b>Unit-13</b>	Cultural Impacts
<b>Unit-14</b>	Impact on Education
<b>Unit-15</b>	Impact on Religion
<b>Unit-16</b>	Impact on Women

### **Learning Outcomes:**

This paper is expected to acquaint the student with an ongoing social process; which can bring tremendous changes in the nations.

### **Suggested Text Book:**

1. Biswas, Anupama Globalization and Society, Wisdom Press (ISBN) (CBCS)
2. Bhagawati, Jagdis, In Defence of Globalization, Oxford Univ. Press, Delhi 2004.

### **Reference Readings:**

1. Pathak, A., Modernity, Globalization and Identity: A Reflexive Quest, Delhi: Aakar Books, 2006
2. Singh, Y. Culture Change in India: Identity and Globalization. Jaipur: Rawat, 2006.
3. Sengupta, A., Reforms, Equity and the IMF: An Economist's World, Delhi: Har-Anand Publications PVT limited, 2001
4. Jha, Avinash, Background to Globalisation, Centre for education and documentation. Mumbai, 2000

5. Arjun Appadurai, Modernity at large: Cultural Dimensions of Globalization, Delhi, OUP, 1997.
6. Joseph E. Stiglitz, Globalization & its Discontents, W.W. Norton & Company, 2002



**Course Code – BSO -10**  
**Title: Marriage, Family and Kinship**

This course provides a brief account of the classical approaches to the study of family and kinship. It exposes the students to the distinct aspects of these three interrelated institutions in the Indian context. Finally, it discusses some contemporary issues that pose a challenge to the normative model of these institutions.

**Objectives:** By going through this paper, the student can

- Understand the three institutions that are the foundations of the society.
- Comprehend the theoretical perspectives on these institutions.
- Get to know the rules governing these institutions.
- Estimate the changes coming over these institutions with the process of social change.

<b>Block1: Marriage</b>	
<b>Unit-1</b>	Marriage as a social institution
<b>Unit-2</b>	Functions of marriage
<b>Unit-3</b>	Rules of marriage, Types of marriage
<b>Unit-4</b>	Changes in the institution of marriage
<b>Block-2: Family</b>	
<b>Unit-5</b>	Family as a social institution
<b>Unit-6</b>	Rules of Marriage and Types of family
<b>Unit-7</b>	Functions of family
<b>Unit-8</b>	Contemporary Changes in family
<b>Block-3: Kinship System</b>	
<b>Unit-9</b>	Meaning, Definition & Types
<b>Unit-10</b>	Kinship Terminologies & usages
<b>Unit-11</b>	Kinship System In North India And South India
<b>Unit-12</b>	Clan, Lineage
<b>Block-4: Contemporary Issues</b>	
<b>Unit-13</b>	Migration and its impact on family
<b>Unit-14</b>	Domestic Violence
<b>Unit-15</b>	Dowry
<b>Unit-16</b>	Divorce



**Learning Outcomes:**

This paper is expected to instill knowledge about the foundational institutions, their governing principles and the continuity and change features of these institutions.

**Suggested Text Book:**

1. Kapadia ,K.M. Marriage and family in India : London,Oxford Univ. Press, 1966

**Reference Readings:**

1. Maya Majumdar, Maya Marriage, Family & Kinship, Wisdom Press (ISBN), (CBCS), 2005
2. Shankar Rao, C.N.Principles of Sociology: With an Introduction to Social Thought, S.Chand& Co. Pvt. Ltd.(Revised ed.), 2006
3. Karve, Irawati Kinship Organisation in India, Poona, Deccan college, 1953
4. Robin Fox , Kinship and Marriage: An Anthropological Perspective, Pelican,1967
5. Patricia Uberoi, Family, Kinship & Marriage in India, Oxford University Press, Delhi, 1993

**Course Code – GESO -04**

**Title: Rural Sociology**

This introductory paper intends to Rural Sociology is a specialized branch of Sociology describing the society of villages and rural areas. As the rural areas or the villages mark the beginning of human civilization, this paper is designed to bring out the distinct features of the rural society with their typologies and typicalities. In the present paper an attempt is made to introduce the student with the development of this branch overtime with its focus on the typicality of Indian villages, their structures, changing features and social problems faced by the rural people.

**Objectives:** After studying this paper, the student can

- Get an impression about the emergence of the sub discipline Rural Sociology and the forces contributing for its origin.
- Learn about the nature of this branch of knowledge, its subject matter and significance.
- Collect information and knowledge about the mooring of the sub discipline in the Indian context.
- Generate an idea about the typicality’s of the rural society and the institutions operating therein and their dynamics.
- Derive ideas about rural social problems of the country.

<b>Block1: Introduction to Rural Sociology</b>	
<b>Unit-1</b>	Meaning, Definition & Nature
<b>Unit-2</b>	Origin & Subject Matter of Rural Sociology
<b>Unit-3</b>	Importance of Rural Sociology
<b>Unit-4</b>	Evolution and Growth of Village Community
<b>Block-2: Rural Social Structure</b>	

<b>Unit-5</b>	Village Community-Meaning & Types
<b>Unit-6</b>	Rural-Urban Contrast & Continuum
<b>Unit-7</b>	Agrarian Economy
<b>Unit-8</b>	Dominant Caste, Emerging class structure in rural India
<b>Block-3: Rural Social Problems</b>	
<b>Unit-9</b>	Poverty
<b>Unit-10</b>	Unemployment,
<b>Unit-11</b>	Indebtedness
<b>Unit-12</b>	Rural factionalism
<b>Block-4: Rural Development Programmes:</b>	
<b>Unit-13</b>	Community development Programmmes, Cooperative Movements and Panchayati Raj
<b>Unit-14</b>	Swarnajayanti Gram SwarozgarYojana (SGSY), Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS)
<b>Unit-15</b>	National Rural Livelihood Mission (NRLM)
<b>Unit-16</b>	National Rural Health Mission (NRHM)

**Learning Outcomes:** India thrives in her villages. By going through this paper, the student can have a grip on the grass roots of Indian society. This will enable the student to understand the society in a better manner, to note the heterogeneities in culture, institutions and their functions, changes, the contrasts found between the rural urban societies and the problems faced by the people.

**Suggested Text Books:**

1. Sharma, R.N. Rural Sociology, Media Promoters and Publishers. Pvt. Ltd. 1983
2. Singh , Kartar Rural Development: Principle Policies and Management, Sage, New Delhi,1995

**Reference Readings :**

1. Choudhury, Anjana Rural Sciology, Wisdom Press ,2004
2. S.L. Doshi, S.L &P.C.Jain , Rural Sociology, Jajpur, Rawat,2002.
3. Maheswari, S.R Rural Development in India, Sage Publication, New Delhi,1985.
4. Ahuja, Ram Rural Sociology,Popular Prakashan Ltd; New edition 2011
5. Desai, A.R .Rural Sociology in India, Popular Prakashn, Bombay, 1997
6. Ray E. Pahl "The Rural-Urban Continuum." *Sociologia Ruralis* 6(3-4):299-327. Reprinted in R. E. Pahl, ed. *Readings in Urban Sociology*. Oxford: Pergamon, 1970



**Core Code- SEC-02**  
**Title: Data Analysis & Computer Application**



**Objectives:** The purpose of this course is to introduce basic computer skills to students at UG level in non-technical subjects. After completion of this course, the students are expected to acquire some basic knowledge about computers and to develop some basic skills in using computers for data storage, compilation, analysis and presentation.

<b>Block-01:Computer fundamentals</b>	
<b>Unit-1</b>	Introduction to Computer System
<b>Unit-2</b>	Input Devices and Output Devices
<b>Unit-3</b>	Types of Data & Data Representation
<b>Unit-4</b>	Storage Units and Storage Devices
<b>Block -02:Fundamental of Word Processing &amp; Power-Point</b>	
<b>Unit -5</b>	Introduction to Word Processor
<b>Unit -6</b>	Formatting a Word Document
<b>Unit -7</b>	Working with Tables
<b>Unit -8</b>	Introduction to Power-Point
<b>Block -03:Fundamental of Spreadsheets</b>	
<b>Unit-9</b>	Introduction to Spreadsheet
<b>Unit-10</b>	Working with Spreadsheet
<b>Unit-11</b>	Working with Function and Charts
<b>Unit-12</b>	Spread sheets for Small Accountings
<b>Block -04-:Operating System and Computer Network</b>	
<b>Unit-13</b>	Operating System and the User Interface
<b>Unit-14</b>	Basics of Computer Network
<b>Unit-15</b>	Basics of Internet
<b>Unit-16</b>	Electronic Mail

**Suggested Text Book:**

- C.S. French "Data Processing and Information Technology", BPB Publications 1998 Reference Books:
- P.K Sinha, Computer Fundamentals, BPB Publications, 1992

**Core Code: BSO-11**

**Course Title: Research Methodology**

Since the days of August Comte, a debate and a deliberate attempt has been initiated to provide a scientific character to social sciences. In this attempt empirical research has been introduced as an integral part of observing social reality and generalizing it objectively without any subjective predisposition. Gradually, research methods have been developed and introduced in social sciences to bring it in par with scientific observations. The essence of this paper lies in introducing the students with these methods of research to ensure objectivity as far as practicable in social research.

**Objectives:** By going through this paper, the student can

- Get an understanding of the nature of scientific methods, nature of social Phenomena and the way of attaining value neutrality.
- Have a grip over the basic steps involved in social research and the types of social research with their applicability
- Develop an insight into the need and types of research design and the use of sampling method for attending objectivity and scientific study.

<b>Block-1: Meaning &amp; Significance of Social Research</b>	
Unit-1	Meaning, Definitions & Utility of Social Research
Unit-2	Major Steps in Social Research
Unit-3	Scientific Method-Characteristics
Unit-4	Applicability of Scientific Method
<b>Block-2: Hypothesis &amp; Sampling</b>	
Unit-5	Meaning, definitions and Characteristics of Hypothesis
Unit-6	Types of and sources of Hypothesis
Unit-7	Sampling-Meaning & Characteristics
Unit-8	Types of sampling-probability & non-probability
<b>Block-3: Tools and Techniques of Data Collection</b>	
Unit-9	Qualitative methods and Quantitative methods
Unit-10	Observation
Unit-11	Interview Schedule, Questionnaire
Unit-12	Case study
<b>Block-4: Data Analysis &amp; Report Writing</b>	
Unit-13	Significance of Measures of Central Tendency
Unit-14	Mean, Median, Mode
Unit-15	Tabulation and Data Analysis
Unit-16	Report Writing



**Learning Outcomes:** This paper is designed and incorporated to acquaint the students with the scientific ways of studying social phenomena. This provides them with a research insight that will enable them to capture the most relevant data in an objective manner. The market demand of this paper will be very high as the students well versed with this paper will be highly demanded in academics, fundamental research, and policy research undertaken both by Government and Non- Government agencies.

**Suggested Text Book:**

1. Goode William J and Paul K. Hatt. *Methods in Social Research*. New York: McGraw-Hill Book Co, 1952
2. Wilkinson T.S& P.L. Bhandarkar, *Methodology & Techniques of Social Research*, Himalaya Publishing House, 2010

**Reference Readings:**

1. Bajpayee, . S.R. *Methods of Social Survey and Research*, KitabGhar, 1960.
2. Seale, C. (ed), *Researching Society and Culture*, London: Sage, 2014.
3. Young , P.V. *Scientific Social Survey and Research*, Prentice Hall, New Delhi, (Ref.Book) 1939
4. Kothari, C.R *Research Methodology: Methods and Techniques*, Bangalore ,Wiley Eastern, 1985
5. Bryman, Alan *Quality and Quantity in Social Research*, Unwin Hyman, London, 1988.
6. Jayram , N. *Sociology: Methods and Theory*, Madras, Macmillan Madras, 1989.

**Core Code BSO-12**

**Title: Social Movements in India**

Movements reflect the voices raised against the prevailing practices of a society. Every society witnesses social movement in some form or the other. Movements bring social change and transformation. It is a collective effort that is driven by particular issues and brings forth changes. The present paper tries to provide a rudimentary impression to the students about the concept, nature and types of movements with a thrust on the movements witnessed by Indian society.

**Objectives:**

- To introduce to the students with the concept of social movements and their dynamics.
- To introduce the students to the role of social movements in social transformation.
- To help them understand the various approaches to the study of social movements.

<b>Block-1: Social Movement</b>	
<b>Unit-1</b>	Meaning, definitions
<b>Unit-2</b>	Nature and Characteristics of Social Movement
<b>Unit-3</b>	Causes of Social Movement
<b>Unit-4</b>	Types of Social Movement- Revolutionary, Reforms, Revival
<b>Block-2: Peasant Movements in India</b>	

<b>Unit-5</b>	Champan Satyagraha
<b>Unit-6</b>	The Bardoli Movement in Gujarat
<b>Unit-7</b>	The Peasant Revolt in Telengana
<b>Unit-8</b>	The Tebhaga Movement in Bengal
<b>Block-3: Backward Castes &amp; Tribal Movement in India</b>	
<b>Unit-9</b>	Mahar Movement in Maharashtra
<b>Unit-10</b>	Dalit & Non-Brahmin Movement in Tamilnadu, SNDP movement in Kerala
<b>Unit-11</b>	Santhal Insurrection
<b>Unit-12</b>	Jharkhand Movement
<b>Block-4: Women's Movement in India</b>	
<b>Unit-13</b>	The Social Reform Movement and Women
<b>Unit-14</b>	Women in the Indian National Movement
<b>Unit-15</b>	Women in Chipko Movement
<b>Unit-16</b>	Contemporary Women's

**Learning Outcomes:** The very aim of this paper is to disseminate knowledge about the concept of social movements and its process and change making role in the society

**Suggested Text Book:**

1. Shah, Ghanashyam Social Movements in India, Sage Publication, New Delhi, 1990
2. Rao, M.S.A.edt. ,Social Movements in India 1920-1950, OUP Delhi, 1983

**Reference Readings:**

1. Kumar, R.,History of Doing: An illustrated Account of Movements for Women's Rights and Feminism in India , New Delhi: Zubban, 1997.
2. Agnihotri, I. and Mazumdar, V., Changing Terms of Political Discourse: Women's Movement in India, in T. K. Oomen (ed.), Social Movements II: Concerns of Equity and Security, New Delhi: OUP,2010.
3. Geetha, V and Rajadurai, S. V., Towards a Non-Brahmin Millennium: From Iyothee Thass to Periyar. Delhi: Popular Prakashan, 1998.
4. Dhanagare D. N. Peasants Movements in India, Oxford University Press, 1983
5. Omvelt, Gail Social Movements in India, Rowman& Littlefield, INC, Oxford, 1993
6. Singh, K.S. Tribal Movements in India, Foundation Pub. New Delhi, 1982

**Core Code -DSE-SO-01**  
**Title: Sociology of Health**



**Objectives:** After studying this paper, the student can

- Gain knowledge on the sociology of health and medicine.
- Can get an insight on socio-cultural dimensions in the construction of illness and medical knowledge.
- Can gain understanding on health sector reforms of Government of India.
- Gain knowledge on medical pluralism for treatment of disease.

<b>Block-1: Sociology of Health</b>	
<b>Unit-1</b>	Meaning & Perspectives
<b>Unit-2</b>	Emergence of Health Sociology
<b>Unit-3</b>	Scope of Sociology of Health
<b>Unit-4</b>	Social Determinants of Health
<b>Block-2: Sociological Perspectives of Health</b>	
<b>Unit-5</b>	Functionalist
<b>Unit-6</b>	Marxist
<b>Unit-7</b>	Post structuralist
<b>Unit-8</b>	Feminist
<b>Block-3: Health Programs in India</b>	
<b>Unit-9</b>	Pradhan Mantri Swasthya Suraksha Yojana (PMSSY)
<b>Unit-10</b>	Janani Suraksha Yojana (JSY)
<b>Unit-11</b>	National Urban Health Mission
<b>Unit-12</b>	National AIDS Control Programme
<b>Block-4: Health Sector Reforms of the Government of India</b>	
<b>Unit-13</b>	Health Policies of the Government of India
<b>Unit-14</b>	Role of ICDS
<b>Unit-15</b>	Protective & Preventive measures
<b>Unit-16</b>	Promotive measures (modern & indigenous)

**Learning Outcome:** Students are expected to know the concept of health from different perspectives. They can also learn about the contemporary trend of Sociology of Health in India. By knowing various health policies and programs in India student can expand the information base and disseminate the same to others



**Suggested Text Book:**

1. Cockerham, William C. Medical Sociology Englewood, Cliffs, Prentice Hall 1978.

**Reference Readings:**

1. Dak, T.M. Sociology of Health in India, Kaveri Printers, New Delhi, 1991.
2. Blaxter, M., Health, Cambridge: Polity Press, 2004.
3. White, K., An Introduction to Sociology of Health and Illness, London: Sage, 2016, third edition
4. Prasad, Purendra and Amar Jesani ed. Equity and Access Health Care Studies, Oxford University Press, 2018.

**Core Code -DSE-SO-02  
Title: Sociology of Education**

**Objectives:** After going through this paper, the student can

- Get to know the meaning and theoretical perspectives on sociology of education
- Get familiar with the relationship between education and society.
- Get insights on role of education in Nation building.
- Get an understanding on inequality in education that persists at various levels.
- Gain knowledge on constitutional provisions and various education policies

<b>Block-1: Sociology of Education</b>	
<b>Unit-1</b>	Meaning & Concept of Sociology of Education
<b>Unit-2</b>	Interrelationship between Education and Society
<b>Unit-3</b>	Literacy & Education
<b>Unit-4</b>	Education as Social Construct
<b>Block-2: Perspectives on Sociology of Education</b>	
<b>Unit-5</b>	Dominant Perspectives on Sociology of Education
<b>Unit-6</b>	Functionalist
<b>Unit-7</b>	Conflict
<b>Unit-8</b>	Critical Perspectives
<b>Block-3: Education, Social Process</b>	
<b>Unit-9</b>	Education and Socialization
<b>Unit-10</b>	Education and Social Change
<b>Unit-11</b>	Education and Social Mobility
<b>Unit-12</b>	Education and Development
<b>Block-4: Educational Programs, Policies &amp; Issues in India</b>	
<b>Unit-13</b>	Educational Policies in India

<b>Unit-14</b>	Universalisation of Primary Education
<b>Unit-15</b>	Privatisation of Education
<b>Unit-16</b>	Right to Education in Contemporary India

**Learning Outcomes:** The students are expected to learn various perspectives on education through the contributions of both Indian and western thinkers. Knowledge on education policies and constitution provisions can prepare the students for the development of their own higher education. Students can develop academic interest by knowing the contribution of education in nation building as well as the educational inequalities which persist in the society.

**Suggested Text Book:**

- 1 Jayram, N., Sociology of Education in India. Rawat. Jaipur., 2015

**Reference Readings:**

1. Morish, I. The Sociology of Education. An Introduction. London. Unwin Publication, 1972.
- 2 Freire, P., *Pedagogy of the Oppressed*, New York: Seabury Press, 1970.
- 3 Hooks, B. *Teaching to Transgress*, New York: Routledge,1994
- 4 Aggarwal, J.C Yearbook of Indian Education. New Delhi, 1992
- 5 Dwibedi, Ramnath. Education and Society, Kalyani Publisher, New Delhi 2016.
- 6 Kilpatrick, M.O. Philosophy of Education. McMillan Company 196

**Core Code: BSO-13**

**Course Title: Population & Society**

Demography is both an index and instrument of development and change. India as a country is plagued by population explosion which retards, the economy and blocks social progress. Irrespective of several positive attempts undertaken by the government, India has failed to control its population problem. This paper is designed to provide an idea to the students about population dynamics and its impact on society.

**Objectives:** After going through this paper, the student can

- Understand the various facets of population studies and the theories that depict pollution change.
- Develop specific idea on Indian population structure, policies adopted and programmes launched in the country to check population.
- Assess the role of various agencies in population control.

<b>Block-1: Population Studies</b>	
<b>Unit-1</b>	Meaning & Scope of Population Studies
<b>Unit-2</b>	Population & Society-Relationship
<b>Unit-3</b>	Importance of Population Studies
<b>Unit-4</b>	Causes and effects of Population Growth
<b>Block-2: Population Theories</b>	
<b>Unit-5</b>	Malthusian Theory
<b>Unit-6</b>	Optimum Theory of Population
<b>Unit-7</b>	The Theory of Demographic Transition
<b>Unit-8</b>	Applicability of Population Theories in Contemporary Scenario
<b>Block-3: Determinants of Population Growth</b>	
<b>Unit-9</b>	Fertility
<b>Unit-10</b>	Migration
<b>Unit-11</b>	Age Compositions
<b>Unit-12</b>	Measures to control population growth
<b>Block-4: Population Composition in India</b>	
<b>Unit-13</b>	Sex Composition
<b>Unit-14</b>	Age Compositions
<b>Unit-15</b>	Literacy Composition
<b>Unit-16</b>	Rural & Urban Composition





**Learning Outcomes:** The very aim of this paper is to acquaint the students with a perennial problem of the Indian society that is population growth and the measures introduced to control it.

**Suggested Text Book:**

1. Hans, Raj Population Studies with special reference to India, Sujeet Publication, New Delhi, 1978

**Reference Readings:**

1. S.N. Agarwal, Population studies with Special Reference to India, New Delhi: LokSurjeetPubliction, 1989
2. Bose ,Ashish Demographic Diversity in India, Delhi: B.R.Publishing Corporation, 1991
3. Dubey, SurendraNath Population of India, Delhi: Authors Press,2001
4. Chandrasekhar S. (ed) Infant Mortality, Population growth and Family Planning in India, London, George Alen and Unwin Ltd., 1974
5. Srivastava, O.S. Demography and Population Studies, Vikas Pub. House, New Delhi, 1998
6. Jain , R.K A Textbook of Population Studies, Neha Publishers & Distributors,2013

**Core Code BSO-14**

**Title: Social Disorganization & Deviance**

No society is fully organized in character. Disorganization is apt to occur from time to time. Disorganization is a manifestation of the deviant behavior found among some individuals. This deviance occurs when the individuals feel that the normative order of the society and its institutions are not need fulfilling in character. This present paper makes an attempt to provide an impression about the scenario of disorganization, its forms, causes and consequences with the theories explaining the situation.

**Objectives:** After going through this paper, the student can

- Understand the meaning, causes, consequences and forms of social disorganization.
- Learn about the theories explaining the disorganization situations.
- Comprehend the concept of crime and the existing theories of punishment.

<b>Block-1: Social Disorganization</b>	
<b>Unit-1</b>	Meaning and Nature
<b>Unit-2</b>	Causes and Consequences of Social Disorganization
<b>Unit-3</b>	Family Disorganization - Causes and Consequences
<b>Unit-4</b>	Personality Disorganization- Causes and Consequences
<b>Block-2: Theories of Deviant Behaviour</b>	
<b>Unit-5</b>	Durkheim's Theory

<b>Unit-6</b>	Merton's Theory
<b>Unit-7</b>	Differential Association theory
<b>Unit-8</b>	Delinquent Sub-Culture theory
<b>Block-3: Crime and Punishment</b>	
<b>Unit-9</b>	Crime-Definitions and types
<b>Unit-10</b>	Causes & Consequences of Crime
<b>Unit-11</b>	Juvenile Delinquency-Causes and consequences
<b>Unit-12</b>	Theories of Punishment (Retributive, Deterrant, Reformative)
<b>Block-4: Social Problems</b>	
<b>Unit-13</b>	Alcoholism
<b>Unit-14</b>	Terrorism
<b>Unit-15</b>	Human Trafficking
<b>Unit-16</b>	Drug Addiction

**Learning Outcomes:** This paper is designed with an expectation to impress upon a student on the concept of deviant behavior leading to social disorganization, forms, theoretical foundations and criminal activities which he encounters in real life situations.

**Suggested Text Book**

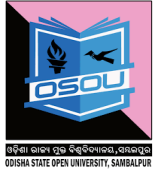
1. Memoria, C.B.Social Problems and Social Disorganization in India, Kitab Mahal, Allahabad, 1980.

**Reference Readings:**

1. Prabhakar , Vani Social Disorganization & Deviance, Wisdom Press (ISBN) (CBCS), 2012
- 2 Ahuja, Ram Social Problems in India, Rawat, 2014
2. Sharma, R.N.Criminology & Penology, Surjit Publication, New Delhi,2008
3. Ahuja, Ram Criminology, Rawat, 2001
4. Shankar Rao , C.N.Indian Social Problems, S.Chand& Co. Pvt. Ltd.(Revised edt.), 2015
5. Sharma, P.D.Criminal Justice Administration, Rawat, 1998

## Core Code -DSE-SO-03

### Title: Urban Sociology



Urbanisation is an important social process that changed the face of human civilization. It was initiated with the process of modernization, transport revolution, coming up of river valley civilizations, establishment of trade links and industrial revolution. Urbanisation has brought both prosperity and problems. It is one of the earnest tasks of Sociology to trace out the evolution of the process, social; problems associated with it and policy planning and measures undertaken to overcome these challenges. This paper Urban Sociology concentrates upon these tasks.

**Objectives:** After going through this paper, the student can

- Understand the specific traits of urban areas, its historical patterns of growth.
- Develop knowledge about urban social institutions and problems
- Gain insight into urban development plans, programmes and efforts.

<b>Block-1: Introduction to Urban Sociology</b>	
<b>Unit-1</b>	Meaning, and Subject matter of Urban Sociology
<b>Unit-2</b>	Importance of Urban Sociology
<b>Unit-3</b>	Specific traits of Urban Community
<b>Unit-4</b>	Urbanism as a way of life
<b>Block-2: Theories of patterns of city growth:</b>	
<b>Unit-5</b>	Concentric zone theory
<b>Unit-6</b>	Sector model
<b>Unit-7</b>	Multiple nuclei theory
<b>Unit-8</b>	Exploitative Model & symbolic approach theory
<b>Block-3: Urban Social Problems</b>	
<b>Unit-9</b>	Urban Crime
<b>Unit-10</b>	Problem of Slums
<b>Unit-11</b>	Problem in Urban Basic Services
<b>Unit-12</b>	Urban Pollution
<b>Block-4: Urban Development Programmes in India</b>	
<b>Unit-13</b>	Smart City Mission (SCM)
<b>Unit-14</b>	Jawaharlal Nehru National Urban Renewal Mission (JNNURM)
<b>Unit-15</b>	Atal Mission for Rejuvenation and Urban Transformation (AMRUT)
<b>Unit-16</b>	National Urban Livelihoods Mission (NULM)

**Suggested Text Book:**

1. Sharma,R.N.Urban Sociology, Atlantic Publishers & Distributors Pvt Ltd,2014

**Reference Readings**

1. Rao M. S. A. Urban Sociology in India: Reader and Sourcebook ,Sangam Books Limited; New edition ,1992Satish Sharma, Urban Sociology, Wisdom Press (ISBN) (CBCS)
2. Jayapalan, N . Urban Sociology, Atlantic Publishers,2002,
3. Dhandeva, M.S. Sociology & Slum, Archives Books, New Delhi, 1989.
4. Sandhu, R.S Urbanization in India: Sociological Contributions, Sage Publication, New Delhi, 2003.
5. William G. Flanagan, William G. Urban Sociology: Images and structure, Allyn & Bacon, Boston. 1999.
6. Ramachandran, R Urbanization and Urban system in India, Oxford Univ. Press, New Delhi,

**Core Code -DSE.SO-04****Title: Tribes of India**

**Objective:** The present paper aims

- To provide a fair stock of knowledge to the students on the tribes and tribal life.
- To enable the students to understand the problems faced by the tribes
- To give impression and knowledge on the tribal development plans, policies and programmes.

<b>Block-1: Tribes: Their Distribution and Demography</b>	
<b>Unit-1</b>	Tribe: definitions, characteristics and demography
<b>Unit-2</b>	Importance of Urban Sociology
<b>Unit-3</b>	Specific traits of Urban Community
<b>Unit-4</b>	Urbanism as a way of life
<b>Block-2: Theories of patterns of city growth</b>	
<b>Unit-5</b>	Concentric zone theory
<b>Unit-6</b>	Sector model
<b>Unit-7</b>	Multiple nuclei theory
<b>Unit-8</b>	Exploitative Model & symbolic approach theory

<b>Block-3: Urban Social Problems</b>	
<b>Unit-9</b>	Urban Crime
<b>Unit-10</b>	Problem of Slums
<b>Unit-11</b>	Problem in Urban Basic Services
<b>Unit-12</b>	Urban Pollution
<b>Block-4: Urban Development Programmes in India</b>	
<b>Unit-13</b>	Smart City Mission (SCM)
<b>Unit-14</b>	Jawaharlal Nehru National Urban Renewal Mission (JNNURM)
<b>Unit-15</b>	Atal Mission for Rejuvenation and Urban Transformation (AMRUT)
<b>Unit-16</b>	National Urban Livelihoods Mission (NULM)

**Learning outcomes:** After going through this paper it is expected that the students will gain fair idea about the Indian tribes, their demography and distribution. They will be sensitized about tribal situations and the challenges faced by them today. Finally, they can get an account of the safeguards created for them through the Constitution, legislations and programmes and the changes noted in the tribal society of the country today.

**Suggested Text Books:**

1. Hasnain, Nadeem, Indian Anthropology, New Royal Book Co 2011
2. Majumdar, D.N. and T.N.Madan, An Introduction To Social Anthropology, Asia Pub. House, 2010

**Reference Readings:**

1. Hasnain Nadeem Tribal India, New Royal Book Company, 2017 edition
2. Joshi Vidyut and Chandrakant Upadhyaya (eds), Tribal Situation in India: Issues and Development ,Rawat Publications,2017
3. Rath Govind Chandra,edt. Tribal Development in India:The Contemporary Debate, Sage Publications,2006
4. Paul Mitra, Kakali Development Programmes And Tribals Some Emerging Issues, Kalpaz Publications2004
5. Munshi, Indra The Adivasi Question, Orient Blackswan Private Limited,2018
6. Mohanty,P.K. Development of Primitive Tribal Groups in India, Kalpaz Publications,2003