

Maharishi Dayanand University, Rohtak
Scheme of Examination
M.Phil/Ph.D Course Work in Sociology
(as per Credit System w.e.f. Academic Session 2020-21)

Programme Outcomes:

1. Sociology is the scientific study of society and its institutions, organizations, and groups.
2. Program would examine the organization and development of human society.
3. The course would develop skills in both qualitative and quantitative analysis, including the ability to apply theories to understand world scenarios.
4. It provides knowledge about theoretical and methodological concepts in sociology to think critically about issues affecting society.
5. The students learn about evidence-based argument and logical reasoning.

Programme Specific Outcomes:

1. The students would be able to learn and understand the development of human society along with societal experiences of groups.
2. The students would be able to apply the scientific methods for the understanding of institutions, organizations and groups.
3. The students would be able to develop qualitative and quantitative tools for various sorts of data.
4. The students would be able to understand the linkages between theories and operational analysis.
5. The students would be able to know about the ethics in conducting of scientific research.

Duration : One Year
 Total Credit Requirement: 28 Credits

SEMESTER 1						
Course Code	Nomenclature of Course	Theory Marks	Internal Marks	Maximum Marks	Hours	Credits
Compulsory Courses						
20SOCMP11C1	Methodology and Computer Fundamentals in Social Science	80	20	100	3	4
20SOCMP11C2	Theoretical Orientation in Sociology	80	20	100	3	4
20CCPH11C1	Research and Publication Ethics	40	10	50	3	2
Optional Courses						
20SOCMP11C3	Sociology of Women Studies	80	20	100	3	4
20SOCMP11C4	Social Welfare and Social Legislation	80	20	100	3	4
20SOCMP11C5	Sociology of Mass Media	80	20	100	3	4
20SOCMP11C6	Sociology of Development	80	20	100	3	4
20SOCMP11C7	Society, State and Politics in India	80	20	100	3	4
Total Marks/Credits				350		14
Semester 2						
Course Code	Nomenclature of Course	Theory	Internal	Maximum	Hours	Credits

		Marks	Marks	Marks		
Optional Courses (Group A)						
20SOCMP12C1	Agrarian Society and Emerging Issues in India	80	20	100	3	4
20SOCMP12C2	Health Medicine and Society	80	20	100	3	4
20SOCMP12C3	Gender Society and Development	80	20	100	3	4
Optional Courses (Group B)						
20SOCMP12C4	Sociology of Weaker Section	40	10	50	3	2
20SOCMP12C5	Sociology of Policy and Planning	40	10	50	3	2
20SOCMP12C6	Social Media and Advertising	40	10	50	3	2
20SOCMP12C7	Dissertation*	150 (Evaluation)	50 (Viva Voce)	200	16	8
Total Marks/Credits				350		14

***Examination would be based on dissertation evaluation followed by Viva-Voce.**

- Note-1: The topic of the Seminars will be assigned to every student by the class-teacher concerned and it will be evaluated by panel of examiners consisting of two (HOD and concerned teacher of paper) members. The internal assessment of 20 marks in the theory paper shall be based on two assignment i.e. (5 marks for each assignment) and two seminars i.e. 05 marks each.
- Note-II: The internal assessment will be of 10 marks in those theory papers carries 02 credits shall be based on one assignment i.e. 05 marks and one seminar i.e. 05 marks.
- Note-III: The topic of the dissertation and the supervisor shall be approved by the Research Advisory Committee during the first semester.
- Note-IV: The scheme and syllabus of M.Phil semester first is common for Ph.D-Course Work also.
- Note-V: In the M.Phil 1st Semester/Ph.D Course Work, there are three compulsory courses and students have to choose one, out of optional courses.
- Note-VI: In M.Phil 2nd Semester, there are two groups of Optional Courses i.e. Group A and Group B. Students are required to select one paper from each group. Optional papers will be floated on the basis of availability of teacher and administrative convenience of the Department.

Program Name	M.Phil/Ph.D CourseWork in Sociology	Program Code	SOCMP
Course Name	Methodology and Computer Fundamentals in Social Science	Course Code	20SOCMP11C1
Hours/Week	03	Credits	04
Max. Marks	80	Time	3 Hours
<p>Note: The examiner has to set a total of nine questions (two from each unit and one compulsory question consisting of short answer from all units. The compulsory question is contain eight short answer questions of two marks each. The candidate has to attempt one question each from each unit along with the compulsory question. (5X16 =80 marks)</p>			
<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To provide exposure to the fundamentals of various research techniques and methods. 2. To introduce certain philosophical ideas underlying the emergence of different methodologies in social sciences. 3. To understand the function, characteristics, and uses of computer in power point presentation etc. 4. To explain the theoretical framework so as to explain the linkage between theory and practice. 5. To provide understanding about problem of objectivity in research. 			
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. The students would be able to understand theoretical framework so that linkages may be made between theory and practice. 2. The students would be able to apply the techniques and methods in the field situations as well as for data analysis. 3. Use of computer will be helpful for learning skills and for statistical analysis of data. 4. The students would be able to learn various steps of report writing. 5. The students would get knowledge field work approach. 			
Unit 1			
Issues in the Theory of Epistemology: Philosophy of Social Science, Scientific Method, Element of logical analysis, Structure of Scientific Revolution (Kuhn).			
Unit 2			
Methodological perspectives in Sociological Theory: Karl Marx, Durkheim and Max Weber, Problem of objectivity in Social research.			
Unit 3			
Methodology and Qualitative Methods: Field Work Method, Survey Methods, Content analysis, Case Histories, Preparation of Report.			
Unit 4			
Computer Fundamentals: Historical evolution of computers, Classification of Computers, MS Word: Limitations of Computers, Human Being Vs Computer, Introduction to Internet: Concepts of Internet, WWW, Email and Applications of Internet, Creating a document, font operation, bullet and numbering, find & replace, create table; MS-Power Point: Creating single and multiple slide, MS-Excel: Create sheet and rename sheet, table and operation, sort and data tools.			
<p>References :</p> <p>Adams, Bert N. and R.A.Sydie. (2001). <i>Sociological Theory</i>. Pine Forge Press. New Delhi.</p> <p>Bose, Pradip Kumar. (1995). <i>Research Methodology</i>. ICSSR. New Delhi</p> <p>Bryman, Alan. (1988). <i>Quality and Quantity in Social Research</i>. Unwin Hyman. London</p> <p>Giddens, Anthony. (1977). <i>New Rules of Sociological Method</i>. Hutchinson of London. London</p> <p>Gill, Nasib S. (2000). <i>Essentials of Computer and Network Technology</i>. Khanna Book Publishing Co.</p>			

New Delhi.			
Hollis, Martin. (2000). <i>The Philosophy of Social Science: An Introduction</i> . Cambridge University Press. London			
Program Name	M.Phil/Ph.D. Course/Work in Research	Program Code	SOCMP
Kuhn, T.S. (1987). <i>The Philosophy of Social Research</i> . Prentice Hall. London	Sociology	The University of Chicago Press. London	
Course Name	Theoretical Orientation in Social Research	Course Code	20SOCMP11C2
Sinha, Priti. (2007). <i>Computer Fundamentals</i> . CBS Publishers & Distributors. New Delhi	Sociology		
Wilkinson, T.S. and P.L.Bhandari (1984). <i>Methodology and Techniques of Social Research</i> ,			
Hours/Week	03	Credits	04
Max. Marks	80	Time	3 Hours

Note: The examiner has to set a total of nine questions (two from each unit and one compulsory question consisting of short answer from all units. The compulsory question is contain eight short answer questions of two marks each. The candidate has to attempt one question each from each			
Program Name	M.Phil/Ph.D	Course Work	Program Code
Course Objectives:	Sociology		SOCMP
<ol style="list-style-type: none"> 1. To provide understanding about positivistic orientation in Sociology. 2. This course will provide an overview of state of sociology in terms of theoretical paradigms. 3. It will try to socialise students with the traditions of theory construction. 4. It will also provide cognitive status of sociology. 5. To provide conceptual understanding about different theories. 			
Course Outcomes:			
<ol style="list-style-type: none"> 1. The student would able to go much deeper in understanding of theoretical perspectives and approaches to understand society. 2. Alternative theoretical paradigms would provide the multiple choices for understanding the social issues. 3. Subsequently student would develop expertise and in the process of theory construction. 4. Student would develop insight for the cognition of issues in the domain of sociology. 5. The students would get knowledge about different theoretical orientation. 			
Unit 1			
Historical Background of Enlightenment; Growth of Positivistic orientation in Sociology: Comte, Durkheim.			
Unit 2			
Functional and Conflict Approach: Functional Approach: Parsons; Conflict Approach: Karl Marx, Dahendorf.			
Unit 3			
Interactionist Approach: Social Action: Weber; Symbolic Interactionist: (G.H.Mead, H.Blumer)			
Unit 4			
Phenomenological Approach: Alfred Shutz; Ethnomethodological Approach: (Garfinkel and Goffman).			
References:			
<p>Adams, Bert N. and Sydie, R.A. (2001). <i>Sociological Theory</i>. Vaster Publication. New Delhi</p> <p>Aron, Raymond. (1967). <i>Main Currents in Sociological Thought</i>. Vol.1 and 2. Penguin. Chapters on Marx, Durkheim and Weber.</p> <p>Coser, L.A. (2002). <i>Master of Sociological Thought</i>. Rawat Publication, Jaipur</p> <p>Goffman, Erving. (1959). <i>The Presentation of Self in Everyday Life</i>. Doubleday. New York</p> <p>Hughes, Jhon. A. Martin, Perer, J. and Sharrok, W.W. (1995). <i>Understanding Classical Sociology- Marx, Durkheim and Weber</i>, Sage Publication. London</p> <p>Parsons, Talcott. (1949). <i>The Structure of Social Action</i>. Vol.1 and 2. McGraw Hill. New York</p> <p>Ritzer, George. (1992). <i>Sociological Theory</i>, McGraw Hill. New York</p> <p>Turner, Jonathan H. (1995). <i>The Structure of Sociological Theory</i>. Rawat Publication. Jaipur</p> <p>Zeitlin, Irving M. (1998). <i>Rethinking Sociology: A Critique of Contemporary Theory</i>. Rawat Publication. New Delhi</p>			

Course Name	Research and Publication Ethics	Course Code	20CCPH11C1
Hours/Week	02	Credits	02
Max. Marks	40	Time	3 Hours
<p>Note: The examiner has to set a total of nine questions (two from each unit and one compulsory question consisting of short answer from all units. The compulsory question is contain four short answer questions of two marks each. The candidate has to attempt one question each from each unit along with the compulsory question. (5X8 =40 marks)</p>			
<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To study the philosophy of ethics 2. To study the scientific conduct of research 3. To study the publication ethics 4. To know about various journal citation database 5. To know the importance of quality publications 			
<p>Course Outcomes: By completion of course the student is able to</p> <ol style="list-style-type: none"> 1. Ethics in conduct of scientific research 2. Know the scientific misconducts 3. How to avoid plagiarism and what are the penalties of plagiarism 4. Know the quality of research publication 5. Write research and review articles 			
Unit I			
<p>PHILOSOPHY AND ETHICS</p> <ol style="list-style-type: none"> 1. Introduction to philosophy: definition, nature and scope, concept, branches 2. Ethics: definition, moral philosophy, nature of moral judgments and reactions <p>SCIENTIFIC CONDUCT</p> <ol style="list-style-type: none"> 1. Ethics with respect to science and research 2. Intellectual honesty and research integrity 3. Scientific misconducts: Falsification, Fabrication and Plagiarism (FFP) 4. Redundant publications: duplicate and overlapping publications, salami slicing 5. Selective reporting and misrepresentation of data 			
Unit II			
<p>PUBLICATION ETHICS:</p> <ol style="list-style-type: none"> 1. Publication ethics: definition, introduction and importance 2. Best practices/standards setting initiatives and guidance: COPE, WAME, etc. 3. Conflict of interest 4. Publication misconduct: definition, concept, problems that lead to unethical behaviour and vice versa, types 5. Violation of publication ethics, authorship and contributor ship 6. Identification of publication misconduct, complaints and appeals 7. Predatory publishers and journals 			
Unit III			
<p>DATABASES AND RESEARCH METRICS</p> <p>(A) Databases</p> <ol style="list-style-type: none"> 1. Indexing databases 2. Citation databases: web of Science, Scopus, etc. <p>(B) Research Metrics</p> <ol style="list-style-type: none"> 1. Impact Factor of journal as per Journal Citation Report, SNIP, SIR, IPP, Cite Score 			

2. Metrics: H-index, g index, i10 index, altmetrics			
Unit 4			
Program Name OPEN ACCESS PUBLISHING	M.Phil/Ph.D Course Sociology	Program Code	SOCMP
Course Name Open access publishing	Course Code Sociology of Women Studies	Course Code	20SOCMP11C3
Hours/Week 2	Prerequisites PA/ROMEO online resources to check publisher	Credits 3	Self-archiving policies 04
<p>3. Software tool to identify predatory publications developed by SPPU</p> <p>4. Journal finder/journal suggestion tools viz. JANE, Elsevier Journal finder, Springer Journal Suggested, etc.</p> <p>PUBLICATION MISCONDUCT</p> <p>(A) Group Discussion</p> <ol style="list-style-type: none"> 1. Subject specific ethical issues, FFP, authorship 2. Conflicts of interest 3. Complaints and appeals: examples and fraud from India and abroad <p>(B) Software tools (2 hrs.): Use of Plagiarism software like Turnitin, Urkund and other open source software tools</p>			
<p>References:</p> <ol style="list-style-type: none"> 1. Bannes, J. (1977). The Ethics of Inquiry in Social Sciences. Oxford University Press. Delhi 2. Bird, A. (2006). Philosophy of Science. Routledge 3. Beall, J. (2012), Predatory publishers are corrupting open access. Nature, 489(7415), 179. 4. ChavaNashmias and David Nashmias (1981), Research Methods in Social Sciences, Edward Arnold Publication, London 5. Indian National Science Academy (INSA). Ethics in Science Education, Research and Governance (2019). 6. Kumar,Ranjit. (2006). Research Methodology. Pearson Education. Sage Publication. New Delhi 7. Miller, F. and Wertheimer. A. (Ed.), (2010) , The Ethics of Consent: Theory and practice. Oxford University Press, New Delhi 8. National Academy of Sciences, National Academy of Engineering and Institute of Medicine (2009). On being a Scientist: A Guide to Responsible Conduct in Research, Third Edition, National Academic Press. 9. P. Chaddah. (2018). Ethics in Competitive Research: Do not get scooped; do not get plagiarised. 10. Williams. B. (1985) Ethics and the Limits of Philosophy, Fontana, London 			

Optional Courses

Max. Marks	80	Time	3 Hours
Note: The examiner has to set a total of nine questions (two from each unit and one compulsory question consisting of short answer from all units. The compulsory question is contain eight short answer questions of two marks each. The candidate has to attempt one question each from each unit along with the compulsory question. (5X16 =80 marks)			
Course Objectives:			
<ol style="list-style-type: none"> 1. To examine status of women in the family as well as in the society. 2. To study the role of socio-religious movements and legislation in uplifting women's status in society. 3. It will familiarize students about women's participation in organized and unorganized occupations. 4. To study the constitutional provisions in overall empowerment of women. 5. It will provide understanding about different aspects of women. 			
Course Outcomes:			
<ol style="list-style-type: none"> 1. Students would understand women's struggle for equality. 2. It will enable students to analyse the role of movements and legislation in enhancing women's status. 3. Students would understand economic participation of women and the issue of their being invisible. 4. It would impart knowledge on the role of constitutional provisions in enhancing women's empowerment. 5. It would enable students to understand the importance of education in relation to women empowerment. 			
Unit 1			
Position of Women in India: Historical Perspective on status of Women in India; Impact of Socio-religious reforms movements (Arya Samaj and Brahma Samaj) on Women's status; Women's participation in the National freedom struggle.			
Unit 2			
Status of Women in Family: Household and Family, Pattern of Descent, Patriarchy, Matriarchy; Impact of legislation on women status: Dowry Prohibition Act, 1961, Prenatal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994, Domestic Violence Act, 2005.			
Unit 3			
Women and Work : Participatory Role of Women in Economic Activity; Invisibility of Women Participation in Economic Activity; Women in Unorganized and Organized Sector; Women in Agriculture; Services and Professions; Women and the Labour Market; Importance of Women's Work.			
Unit 4			
Role of State in Women Empowerment : Constitutional Provision for Women Empowerment, 73 rd and 74 th Constitutional Amendments to ensure Women Political Participation in Panchayati Raj Institutions and Municipal Bodies; Women Empowerment through self-help groups and NGO's; Women empowerment through Education.			
References:			
Chanana, Karuna.(1988). <i>Socialization, Education and Women, Explorations in Gender Identity</i> , Orient Longman. New Delhi			

Desai, Neera and Usha Thakkar. (2001). <i>Women in Indian Society</i> . National Book Trust. New Delhi			
Desai, Neera and M. Krishnaraj. (1987). <i>Women and Society in India</i> . Ajanta Publications. New Delhi			
Dube, Leela and Rajni Parliwal. (1990). <i>Structures and Strategies, Women, Work and Family</i> . Sage			
Program Name	New Delhi	M.Phil/Ph.D Course Work in	Program Code
Jain, Devaki. (1976). <i>Indian Women</i> . New Delhi Publication Division Govt. of India.		Sociology	SOCMP
Course Name	and Karu. (1980). <i>Social Welfare (980) Social</i>	Course Code	Domain: 2060CMP100A
<i>Dimensions. Women in Household Legislation</i>			
Hours/Week	a. (1993). <i>The History of Doing</i> . Kali for Women Delhi	Credits	04
Max Marks	edita. (1992). <i>Gender and Politics in India</i> , Oxford University Press. New Delhi	Time	3 Hours
Note	The Gaikar (1989). <i>We will Survive</i> . This is a Prison Question Book. London		
Questions	Consists of 10 questions. Each unit has 4 compulsory and 2 New Theories in eight at Kali for Women New Delhi. Two marks each. The candidate has to attempt one question each from each unit along with the compulsory question. (5X16 =80 marks)		

Course Objectives:			
1. To understand the role of constitution in social welfare.			
2. To know about the social welfare and its need for different sections of society.			
Program Name	M.Phil/Ph.D Course Work in	Programs Code	SOCMP
3. To provide the understanding about social legislation.			
4. To understand the functioning of organisations and their role for social welfare.			
5. It will provide understanding about constitutional provisions.			
Course Outcomes:			
1. The students would get knowledge about the constitutional provisions for social welfare.			
2. The students would be acquainted with the social welfare programmes and their need for society.			
3. The students would be able to understand social welfare legislation for different sections of society.			
4. The students would know about the functioning of organisations for social welfare at different levels.			
5. The students would get knowledge about different roles and functions of NGO's.			
Unit 1			
Constitution of India : Fundamental Rights and Duties; Directive Principles of State Policy as Welfare Goals of the State; Social Legislation as an instrument of Social Welfare and Social Change; Limitations of Social Legislation.			
Unit 2			
Social Welfare and Needs: Compulsory Primary Education; Health Care needs; Welfare of Women and Children; Dalits and Tribes.			
Unit 3			
Constitutional Provision: Scheduled Castes and Scheduled Tribes, Other Backward Classes, Women and Children.			
Unit 4			
Organizations Promoting Social Welfare Programmes: Central and State Government Organizations and their functioning; Non-Governmental Organizations: their role and functioning.			
References:			
Antony, M.J. (1997). Social Action Through Courts. ISI. New Delhi			
Bhatia, K.L. (1994). Law and Social Change Towards 21 st Century. Deep and Deep. New Delhi			
Kulkarni, P.D. (1979). Social Policy and Social Development in India. ASSWI. Madras			
Katalia&Majumdar. (1981). The Constitution of India. Orient Publishing Company. New Delhi			
Pathak, S. (1981). Social Welfare: An Evolutionary and Development Perspective. Mcmillan. Delhi			
Patil, B.R. (1978). The Economics of Social Welfare in India. Bombay. Somayya.			
Robert, F.M. (1988), Law and Social Change-Indo-American Reflection. New Delhi. ISI.			
Shams, Shamsuddin. (1991). Women, Law and Social Change. New Delhi. Ashish Publishing House.			

Course Name	Sociology of Mass Media	Course Code	20SOCMP11C5
Hours/Week	03	Credits	04
Max. Marks	80	Time	3 Hours
Note: The examiner has to set a total of nine questions (two from each unit and one compulsory question consisting of short answer from all units. The compulsory question is contain eight short answer questions of two marks each. The candidate has to attempt one question each from each unit along with the compulsory question. (5X16 =80 marks)			
Course Objectives:			
<ol style="list-style-type: none"> 1. Provides understanding about mass media and related concepts. 2. Knowledge about different theoretical perspectives. 3. Studies impact and influence of media on social structure. 4. Course provides understanding about the role of mass media at national and global level. 5. Studies the portrayal of women on media and its preferences. 			
Course Outcomes:			
<ol style="list-style-type: none"> 1. Students learns sociological interpretation mass media. 2. Increase knowledge about different media perspectives. 3. Learn the role of media on different types of societies. 4. Understanding the impact of media on different sections of society 5. Increase knowledge about media impact and effectiveness. 			
Unit 1			
Concepts and Issues: Communication Types and Components; Mass Communication: Meaning and Importance; Mass Media: Characteristics and functions; Popular Culture, Mass Culture.			
Unit 2			
Theories and Perspectives in Mass Media:Marxist: Political Economic Theory, Critical Theory; Functionalist: Uses and Gratification, Functions and dysfunctions, Normative: Libertarian, Social Responsibility Theory.			
Unit 3			
Mass Media and Social Structure:Media impact and their effectiveness in the context of different audience- Rural and Urban; Mass Media preference – Gender, Age and Class; Role of Mass Media in increasing awareness about Human Rights, Health, Environmental Protection and in Strengthening the feelings of National Integration.			
Unit 4			
Media and Social Policy: Impact of Television on youth/Children; Gender representation on Television, Portrayal of Women in serials; Advertisements and private Pop Album; Television advertisements and its impact.			
References:			
Agee, Warrenk. Phillip, H. Ault and Edwin Energy. (1975).Introduction to Mass Communication,Dodi Mead Inc. New York			
Canter, Muriel G. (1980).Prime Time Television–Content and Control. Sage Publications. London			
Cassate, Mary B. andMolefi K. Asante. (1979). Mass Communication – Principles and Practices. McMillan. New York			

Chauhan, Kanwar. (2001). Television and Social Transformation. Sarup and Sons. New Delhi			
Chauhan, Kanwar. (2003). Television and Teenagers – An Emerging Agent of Socialization. Sarup and Sons. New Delhi			
Program Name	M.Phil/Ph.D Course Work in Sociology	Program Code	SOCMP
Course Name	Sociology of Development	Course Code	SOCMP11C6
Hours/Week	03	Credits	04
Max. Marks	80	Time	3 Hours
<p>Murta, V.P. and VirBala Aggarwal. (1986). Media Policy and Nation Building. Concept Publications. New Delhi</p> <p>Johnson, Erik. (2000). Television and Social Change in Rural India. Sage Publication. London</p> <p>Joseph, John C. (1997). Mass Media and Rural Development, New Delhi :Rawat Publication</p>			
<p>Note: The examiner has to set a total of nine questions (two from each unit and one compulsory question consisting of short answer from all units. The compulsory question is contain eight short answer questions of two marks each. The candidate has to attempt one question each from each unit along with the compulsory question. (5X16=80 marks)</p>			
<p>Course Objectives:</p> <p>1. To understand the Mass Communication perspectives of development as a scientific branch of sociology.</p> <p>2. To understand the Mass Communication perspectives of development.</p> <p>3. To understand the paths of social development.</p> <p>4. To understand the concept of structural and cultural development of society.</p> <p>5. To understand the history of development.</p> <p>Kumar, Kewal (2010). Mass Communication perspectives of development as a scientific branch of sociology. New Delhi :Rawat Publication</p> <p>McQuail, David (1994). Mass Communication Theory. Sage Publication. London</p> <p>Schramm, Wilbur. (1979). Mass Media and National Development. New York: Harper and Row.</p> <p>Srivastava, K.M. (1998). Media towards 21st Century. Sterling. New Delhi</p> <p>Wober, Mallory and Barrie Gunter. (1988). Television and Social Control. St. Martin Press. New York</p>			
<p>Course Outcomes:</p> <p>1. The students would learn about different perspectives of development.</p> <p>2. The students would learn about social theories of development.</p>			

3. The students would know and understand different paths of social development.			
4. The students would know about the factors of structural and cultural development			
5. Students would know about the relationship between social structure and development.			
Program Name	M.Phil/Ph.D Course Work in	Program Code	SOCMP
Sociology Unit 1			
Course Name	Society, State and Politics in	Course Code	20SOCMP11C7
Conceptual Perspectives on development. Economic Growth, Human Growth, Social Development, Sustainable Development.			
Hours/Week	03	Credits	04
Max. Marks	80	Unit 2	Time
			3 Hours
Note: The examiner has to set a total of nine questions (two from each unit and one compulsory) on the following topics: Theories of Underdevelopment: Liberal (Max Weber and Gunnar Myrdal), Dependency, Uneven Development (Samir Amin) World System (Wallerstein)			
Unit 3			
Paths of Development: Modernization, Liberalization, Privatization and Globalization.			
Unit 4			
Social Structure, Culture and Development: Social Structure as a Facilitator/Inhibitor; Development and Socio-Economic Disparities; Culture as an aid/impediment; Development, Displacement and Movement.			
References:			
Amin, Samir. (1979). Unequal Development.OUP. New Delhi			
Amin, Samir. (1997). Capitalism in the age of Globalization.Madhyam Books. Delhi			
Dereze, Jean and Amartya Sen. (1996). India: Economic Development and Social Opportunity. OUP. New Delhi			
Desai, A.R. (1995). India's Path of Development: A Marxist Approach. Popular Prakshan. Bombay			
Moore, Wilbert and Robert Cook. (1967). Social Change. Prentice-Hall. New Delhi			
Preston, P.W. (1996).Discourses of Development: State, Market and Polity in the Analysis of Complex Change. Aldershot: Avebury.			
Rist, Gilbert. (1997).The History of Development: From Western Origins to Global Faith, Zed Books. London			
Sen, Amaratya. (1999). Development as Freedom. OUP. Delhi			
Sharma, S.L. (1989). Criteria of Social Development <i>Journal of Social Action</i> . January to March.			
UNDP. (2003). Human Development Report. OUP. New York			

question consisting of short answer from all units. The compulsory question is contain eight short answer questions of two marks each. The candidate has to attempt one question each from each unit along with the compulsory question. (5X16 =80 marks)
<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To study the various theoretical issues. 2. Impart comprehensive knowledge about various political systems. 3. Understanding theoretical perspectives about different political systems 4. To study about the State and politics. 5. It will provide knowledge about various development issues.
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Students would be able to learn sociological understanding of different concepts and theories. 2. Students would be able to learn about composition of groups and communities. 3. Student would be able to understand about socio-economic disparity. 4. Students would enable to understand caste and politics. 5. It would increase knowledge about nation-building and identity.
Unit 1
Theoretical Issues: The Textual (Dumont), field view (M.N.Srinivas): Dialectical Perspective (A.R.Desai).
Unit 2
Composition of Groups and Communities: Village Community, joint family, caste and class, religious groups, Regional Politics and Cultural Identities.
Unit 3
State and Development Issues: Constitution and Social Legislations –Impact on SC/ST; Development issues, Population Growth: Socio-Economic Disparity, Slums, Displacement, Ecological Degradation and Environmental Pollution.
Unit 4
State and Politics: Nation-building and National Identity; Exclusion and inclusion policies: Consequences, Caste and Politics and secularization.
<p>References:</p> <p>Beteille, Andre. (1987). Essay in Comparative Sociology. Oxford University Press. New Delhi.</p> <p>Beteille, Andre. (1992). Society and Politics in India: Essays in Comparative Perspective. Oxford University Press. New Delhi.</p> <p>De Souza, P.R. Ed. (2000). Contemporary India – Transitions. Sage Publications. New Delhi</p> <p>Dhanagare, D.N. (1993). Themes and Perspectives in Indian Sociology. Rawat Publications. Jaipur</p> <p>Dumont, Louis. (1970). Homo Hierarchicus : The Caste System and its implications. Vikas. New Delhi</p> <p>Dereze, Jean and Amartya Sen (1986), India: Economic Development and Social Opportunity, OUP. New Delhi</p> <p>Desai, A.R. (1985). India's Path of Development: A Marxist Approach. (Chapter-2). Popular</p>

Prakashan Bombay.			
Madan, T. N. (1994). Pathways, Approach to the Study of Society in India.OUP. New Delhi.			
Program Name	M.Phil in Sociology	Program Code	SOCMP
Singh, Yogendera.(1986). Indian Sociology: Social Conditioning and Emerging Concerns.Vistaar.		Singh, Yogendera.(1986). Indian Sociology: Social Conditioning and Emerging Concerns.Vistaar.	
Course Name	Agrarian Society and Emerging Issues in India	Course Code	20SOCMP12C1
Singer, Milton & Berna S. Cohn (2015). Structure and Change in Indian Society. Rawat Publication, Jaipur		Singer, Milton & Berna S. Cohn (2015). Structure and Change in Indian Society. Rawat Publication, Jaipur	
Hours/Week	03	Credits	04
Max.Marks	80	Time	3Hours
Singer, M.N. (1966). Social Change in Modern India. The University of Berkeley, Berkeley.			
Note: The examiner has to set a total of nine questions (two from each unit and one compulsory question consisting of Social Change in Modern India units. The University of Berkeley, Berkeley, to attempt eight short answer questions of two marks each. The candidate has to attempt one question each from each unit along with the compulsory question. (5X16 =80 marks)			

Semester 2

Optional Course- Group A

<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To provide understanding of agrarian social structure and agrarian society. 2. To provide sociological understanding of agrarian class structure. 3. To provide sociological understanding of transformation of India agriculture and impact of green revolution on agrarian society. 4. To examine the impact of special economic zones on agrarian society and agrarian crises in India. 5. To provide understanding about transformation of Indian agriculture.
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Students would be able to examine the process of peasantisation and depeasantisation. 2. Students would be able to understand the changing agrarian relations in India. 3. Students would be able to understand the nature of transformation of Indian agriculture. 4. Students would be able to understand the nature and extent of rural indebtedness and peasant suicides. 5. Students would be able to understand the causes and consequences of agrarian crises.
Unit 1
Concepts and issues: Agrarian Social Structure, Basic characteristics of agrarian society; Peasantization; Depeasantization
Unit 2
Agrarian Relations: Agrarian Class Structure and Tenancy: Rise of new social classes and emerging relations of productions in Agriculture; Emergence of Middle and Rich Peasantry in Indian Political System.
Unit 3
State intervention and Peasantry: Transformation of Indian Agriculture; Pre-Independence British policy and Post-Independence legacy of Land-legislation; Overview of land-Reforms; Green Revolution.
Unit 4
Agrarian Crises :Rural Indebtedness; Commercial Cropping Pattern; Village Community changes; House hold consumption pattern etc. and their relationship with Peasant Suicides; Special Economic Zones and Land alienation.
<p>References:</p> <p>Ahluwat, S.R. (Ed) (2008). <i>Economic Reforms and Social Transformation</i>. Rawat Publication. Jaipur</p> <p>Bhalla, Sheila. (1976). New Relations of Production in Haryana Agriculture. <i>Economic & Political Weekly</i>, II, 13 March.</p> <p>Brass, Tom. (1990). Class Struggle and the Deproletarianisation of Agricultural labour in Haryana (India). <i>The Journal of Peasant Studies</i>, Vol. XVIII, No 1.</p> <p>Brass, Tom. (1999). <i>Towards a Comparative Political Economy of Unfree Labour: Case Studies and Debates</i>. Frank Cass. London.</p>

Desai, A.R. (1968). <i>Rural Sociology in India</i> . Popular Prakshan. Bombay			
Desai, A.R. (1979). <i>Peasant Struggle in India</i> . Oxford University Press. Bombay			
Program Name	M.Phil in Sociology	Program Code	SOCMP
Course Name	Health, Medicine and Society	Course Code	SOCMP12C0
Hours/Week	03	Credits	04
Text Books	Robert. (1956). <i>Peasant Society and Culture</i> . Chicago University Press. Chicago	Reference Books	Sharma K. (1997). <i>Rural Sociology in India</i> . Rawat Publications. New Delhi
<p>Note: The examiner has to set a total of nine questions (two from each unit and one compulsory question consisting of short answer type questions). The Pencil Books section contain eight short answer questions of two marks each. The candidate has to attempt one question each from each section with the compulsory question (5 marks).</p>			
<p>Course Objectives:</p> <p>1. To gain deeper understanding and philosophy of health and medicine</p> <p>2. Application of critical approaches in the domain of health and medicine</p>			

<ol style="list-style-type: none"> 3. To establish relationship of health with social structure 4. To examine critical relationship of consumers and providers of health care 5. To examine the different systems of medicines.
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. The students would be able to understand the philosophy of health and medicine. 2. The students would be able to have the application of sociological approaches in understanding of health and medicine. 3. It would help students to look in to the relationship between people, health, medicine and their health behaviour. 4. Importantly it would examine the sociological aspect of relationship between receivers and providers of health care. 5. It would help students in understanding health situation in India.
Unit 1
Theoretical Approaches of Health: Bio-medical Model; Overmedication and Iatrogenesis Approach; the Behavioural Model of Health, Social aspects of Health and Illness; Postmodernity and Health.
Unit 2
Systems of Medicine: Evolution of Social Medicine in India; History of Public Health in India; Traditional System of Medicine, Modern System of Medicine; Alternative Systems of Medicine.
Unit 3
Health Situation in India: Community Health; Community Health Problems in India; Major Diseases in India, Emergence of life Style Diseases in India.
Unit 4
The State and Health: Health as a Fundamental Right; Health Programmes in India; Previous and latest Health Policy of Government of India; Inequality and Differences in Health: Rural, Urban, Class, and Gender.
<p>References:</p> <p>Cockerham, William. C. (1997). <i>Medical Sociology</i>. Prentice-Hall. New Jersey</p> <p>Gupta, Jyotsna Agnihotri. (2000). <i>New Reproductive Technologies, Women's Health and Autonomy</i>. Sage Publications. New Delhi</p> <p>Djurfeldt, Goran and Staffan Lindberg. (1980). <i>Pills Against Poverty</i>. Macmillan Company of India Ltd. Delhi</p> <p>Evelyn, Hong. (2000). <i>Globalization and the Impact on Health: A Third World View</i>. Third World Network 2000 for the Proposals Health Assembly.</p> <p>Government of India, <i>National Health Policy</i>. (2002). Ministry of Health and Family Welfare. New Delhi</p> <p>Khare, R.S. (1981). Folk Medicine in a North Indian Village: Some Further Notes and Observations in Giriraj Gupta (Ed.), <i>Main Currents in Indian Sociology</i>, Vol.IV, Vikas Publishing House. New Delhi</p> <p>Gupta, Giri Raj (Ed.) (1981), <i>The Social and Cultural Context of Medicine in India</i>, New Delhi: Vikas Publishing House.</p>

Nagla, Madhu. (1997). *Sociology of Medical Profession*. Rawat Publications. Jaipur

Program Name	M.Phil in Sociology	Program Code	SOCMP
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Course Name	Gender, Society and Development	Course Code	20SOCMP12C3
Hours/Week	03	Credits	04
Max. Marks	80	Time	3 Hours
<p>Note: The examiner has to set a total of nine questions (two from each unit and one compulsory question consisting of short answer from all units. The compulsory question is contain eight short answer questions of two marks each. The candidate has to attempt one question each from each unit along with the compulsory question. (5X16 =80 marks)</p>			
<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. Understanding status of women overtime particularly in contemporary times. 2. To impart knowledge on perspectives to understand Women Studies. 3. To study the constitutional provisions and state initiatives in strengthening women's status in society. 4. To understand growth and challenges confronting women's movements. 5. To understand the overview of women's movement in India. 			
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. It will enhance students' understanding regarding the indicators of changing status of women. 2. Perspectives on women studies will expose students to shift in issues concerning women. 3. Students would analyse the role of constitutional provisions and state initiatives in uplifting women's status. 4. It will help students to examine the various women's movements that brought significant change in locating women's issues and concerns. 5. It will help students in understanding impact of developmental policies on women empowerment. 			
Unit 1			
Women in India: The Changing Status of Women in India: Colonial and Post-Colonial, Status Indicators: Demographic, Social, Economic and Political.			
Unit 2			
Perspective on Gender Studies: Gender Studies in India, Liberal, Radical, Socialist and Post-Modernist.			
Unit 3			
Women and Development: Impact of Development Polices on Women's Empowerment. Constitutional Provisions and State Initiatives to Uplift the Status of women, Violence against Women.			
Unit 4			
Women's Movement: Organizations, Movement and Autonomy: An Overview of Women's Movement in India, From Chipko to Sati: The Contemporary Indian Women's Movement; Challenges Before Women's Movement.			
<p>References:</p> <p>Ahlawat, Neerja. (1995). <i>Social Networks and Women Organizations</i>. Rawat Publications. New Delhi</p> <p>Ahlawat, Neerja. (2008). <i>Violence Against Women: Voices from the field</i> in Manjit Singh and D.P.Singh (Eds). <i>Violence Impact and Intervention</i>. Atlantic Publishers.</p> <p>Altekar, A.S. (1985). <i>The Position of Women in Hindu Civilization</i>. MotilalBanarsidas. Delhi</p> <p>Chanana, Karuna.(1988). <i>Socialization, Education and Women, Explorations in Gender Identity</i>.</p>			

Orient Longman. New Delhi			
Desai, Neera and M. Krishnaraj. (1987). <i>Women and Society in India</i> . Ajanta Publications. New Delhi			
Dube, Leela and Ranji Parliwal. (1990). <i>Structures and Strategies, Women, Work and Family</i> . Sage			
Program Name	M.Phil in Sociology	Program Code	SOCMP
New Delhi		SOCI	
Forbes, G. (1998). <i>Women in Modern India</i> . Cambridge University Press.		SOCI	
Course Name	Sociology of Women	Course Code	SOCMP204
Lita and Nanika (2007). <i>The Issues and the Contemporary Women's Movement</i> . Kali for Women. New Delhi		SOCI	
Sections	1. Introduction to the course		
Books	M. and Karuna Chanana (1989). <i>Gender and Household Domain: Social and Cultural</i>		
Max. Marks	40	Credits	02
Time	3 Hours		
Notes	The course is divided into two units. Each unit and one compulsory		
Reference	Rachha (1993). <i>The History of Dalit Women</i> . Kali for Women, New Delhi		
Masson Nooristi (1992). <i>Gender and Politics in India</i> . Oxford University Press, New Delhi	in four short		
Miss Maria (1980). <i>Indian Women and Patriarchy</i> . Akas Publications, New Delhi	question each from each		
Om Vaidh Gail (1980). <i>Women's Struggle for Power</i> . Ten Books. London	unit		
Course Objectives	1. To understand the nature of inequality in India.		
	2. To understand the nature of inequality in India.		
	3. To understand the nature of inequality in India.		

**Optional Courses
Group B**

4. To understand socio-economic and ideologies basis of weaker sections.
5. To understand the nature of discrimination and exploitation of weaker sections.

Course Outcomes:

1. Students would be able to understand various perspectives to study the weaker sections.
2. Students would be able to understand the significance of social movements among weaker sections.
3. Students would be sensitizing to the significance of the sociological study of dalits, tribal and women.
4. Students would be able to understand nature inequality in Indian society.
5. The student would able to understand about the recent social movements.

Unit 1

Inequality in Indian Society: Basis of inequality: Socio-Cultural, Political and economic, Discrimination and Exploitation of Weaker Sections

Unit 2

Perspectives to study the Weaker Sections: Views of JyotiraoPhule, Periyar, BabaSahebAmbedkar.

Unit 3

Weaker Sections in India : Scheduled Caste, Scheduled Tribe, Backward Classes

Unit 4

Social Movements among Weaker Sections: Dalit, Tribal and Women Movements.

References:

Aggarwal, P.C. (1976).*Equality through Privileges of Scheduled Caste in Haryana*. Sri Ram Centre for Industrial relation. Delhi

Ambedkar, B.R. (1949).*The Untouchables Who Were they and Why They Became Untouchables*.Amrit Book. New Delhi

Beteille, Andre. (1972).*The Backward Classes in Contemporary India*. OUP. Delhi

Desai, Neera and Maithryi Krishna Raj. (1987).*Women and Society in India*. Ajanta Publication. Delhi

Desai, Neera and Thakkar Usha. (2001). *Women in Indian Society*. National Book Thrust. New Delhi

Gore, M.S. (1993).*The Social Context of an Ideology: The Social and Political Thoughts of Baba SahebAmbedkar*. Sage Publication. Delhi

Hardgrave, Robert. (1969).*Nadars of Tamil Nadu: The Political Structure of Community in Change*. University Press. California

Jogdand, P.G. (2020). *Dalit Movement in India*. Rawat Publication. Jaipur

Keer, Dhananjay. (2002).*Dr.Ambedkar Life and Mission*. Popular Parkashan. Mumbai

Lynch, Owen. M. (1969).*The Politics of Untouchability: Social Mobility and Social Change in a City of*

India. National Publishing House. New Delhi

Mathew, Joseph. (1986). *Ideology, Protest and Social mobility: Case Study of Mahars and Pulayes*. Inter India Publications. Delhi

Moon, Vasant. (2002). *Dr. Babasaheb Ambedkar*. National Book Trust. New Delhi

Omvedt, Gail. (1999). *Dalits and The Democratic Revolution*. Sage Publication. Delhi

Pimply, P.N. and Satish Sharma. (1985). *Struggle for Status*. B.R. Publishing Co. Delhi,

Rao, M.S. (2000). *Social Movement in India*. Manohar Publication. Delhi

Shah, Ghanshyam. (1990). *Social Movements in India, A Review of Literature*. Sage Publication. Delhi

Upachyaya, H.C. (Ed) (1991). *Scheduled Caste and Scheduled Tribe*. Anmol Publication. Delhi

Program Name	M.Phil in Sociology	Program Code	SOCMP
Course Name	Sociology of Policy and Planning	Course Code	20SOCMP12C5
Hours/Week	03	Credits	02
Max. Marks	40	Time	3 Hours

Note: The examiner has to set a total of nine questions (two from each unit and one compulsory question consisting of short answer from all units. The compulsory question is contain four short answer questions of two marks each. The candidate has to attempt one question each from each unit along with the compulsory question. (5X8 =40 marks)

Course Objectives:

1. To understand the meaning and relationship of social policy and planning for development.
2. To understand the different approaches of social policy.
3. To understand the concept and different dimensions of social policy and planning.
4. To understand the implementation of planning for social welfare and development.
5. To understand the linkages between social policy and planning.

<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. The students would know the relationship of national social policy and planning for social development. 2. The students would be enriched with approaches used to make social policies. 3. The students would be able to know dimensions of social policy and planning. 4. The students would be able to understand about social policies and their implementation. 5. The students would be able to understand the importance the policies and its implementation.
Unit 1
Concept: Evolution of Social Policy in India; Relationship between Social Policy and Social Development.
Unit 2
Approaches to Social Policy: Integrated and Sectoral; Processes of Social Policy; Role of Research and Interest Groups in Policy Formulation.
Unit 3
Planning : Concept, Scope, Linkages Between Social Policy and Planning; Planning as an Instrument and Source of Social Policy; Constitutional position of Planning in India; Power and Function of NitiAayog.
Unit 4
Implementation of Policies: Education, Health, Population, Environment.
<p>References:</p> <p>Chakraborty, S. (1987). Development Planning- Indian Experience. Clarendon Press. Oxford</p> <p>Dreze. Jean. (2019). Social Policy. Oriental Blackswan. New Delhi</p> <p>Ghosh, A. (1992). Planning in India: The Challenge for the Nineties. Sage Publications. New Delhi</p> <p>Huttman, E.E. (1981). Introduction to Social Policy. Mcgraw Hill. New York,</p> <p>Kulkarni, P.D. (1979). Social Policy and Social Development in India. Association of Schools of Social Work in India. Madras</p> <p>Madison, B.Q. (1980). The Meaning of Social Policy. Croom Helm. London</p> <p>Mac Pherson, S. (1982). Social Policy in the Third World. John Wiley and Sons. New York</p> <p>Mundle, R. (1977). Society and Social Policy. Macmillan Ltd. London</p> <p>Mullard, M, and Spicker. (1998). Social Policy in a Changing Society. Routledge. London</p> <p>Rastogi, P.N. (1992). Policy Analysis and Problem-Solving for Social Systems. Sage Publications. New Delhi</p>

Program Name	M.Phil in Sociology	Program Code	SOCMP
Course Name	Social Media and Advertising	Course Code	20SOCMP12C6
Hours/Week	03	Credits	02
Max. Marks	40	Time	3 Hours
<p>Note: The examiner has to set a total of nine questions (two from each unit and one compulsory question consisting of short answer from all units. The compulsory question is contain four short answer questions of two marks each. The candidate has to attempt one question each from each unit along with the compulsory question. (5X8 =40 marks)</p>			
<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To study the meaning of advertising and related concepts. 2. Impart knowledge about different types, ways and impact of advertising. 3. Provides understanding about different theoretical perspectives. 4. To study the social legislation in relation to advertising and consumer behavior. 5. Provide knowledge about techniques of advertising. 			
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Students would enable to understand Sociology of advertising. 2. Students would familiar with different perspectives in understanding forms of advertising. 3. Students would learn relationship of advertising with different aspects of society. 4. Student would learn different forms of advertising and its relevance. 5. Students would understand the impact of advertising on different aspects of society. 			
Unit 1			
<p>Understanding to Social Media: Meaning, history of social media, types of social media, role of social media, importance of social media in everyday life.</p>			
Unit 2			
<p>Social media and issues: Mass media, social media and traditional media. Social media ethics: Privacy, cyber space law, impact of social media on society.</p>			
Unit 3			
<p>History of Advertising: Meaning, types and functions of advertising, social media and marketing.</p>			
Unit 4			
<p>Advertising and social responsibility: Ethics of advertising: Consumer rights, impact of advertising on modern society.</p>			
<p>References:</p> <ul style="list-style-type: none"> • Carol. J. Pardun. (2009). Advertising and Society. Blackbell Publishing, London • Christian, Fuchs. (2017). Social Media- A Critical Introduction. Sage Publication. New Delhi • Gail. Z. Martin. (2017). The Essential of Social Media, Career Press language. U.K. • Jeroen, Bruggeman. (2008). Social Networks- An Introduction, Routledge Publication, London. • Keval Kumar. (2012). Introduction to Mass Communication. Jaico Publishing House. Delhi • Sameer Deshpande and Nancy R. Lee. (2013). Social Marketing in India. Sage Publication, New Delhi • Mathew Ganis and AvinashKoherkar. (2016). Social Media Analytics. Pearson Publication. New Delhi 			

- Sheldon Pavica. (2019). The Dark Side of Social Media. Academic Publication, London
- ShipraKundra. (2007). Introduction to Advertising and Public Relation. Anmol Publication. New Delhi