

Multidisciplinary Course from the department for pool of the Courses in the University

(These courses are to be offered to students of different discipline/Subject)

Semester 1

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MDC-1	Understanding Indian Society		2	1		2	1		3	25	50			75

Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MDC-2	Rural Development and Change		2	1		2	1		3	25	50			75

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MDC-3	Contemporary Social Problems in India		2	1		2	1		3	25	50			75

Minor Course from the department for pool of the Courses in the University

(These courses are offered by each department for students of other departments/same department to gain a broader understanding beyond the major discipline)

Semester 1

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MIC-1	Understanding Sociology		1	1		1	1		2	15	35	-	-	50

Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MIC-2	Urban Sociology		1	1		1	1		2	15	35	-	-	50

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MIC-3	Sociology of Marginalized Communities		3	1		3	1		4	30	70	-	-	100

Semester 4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MIC-4	Sociology of mass media and popular culture		3	1		3	1		4	30	70	-	-	100

Semester 5

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MIC-5	Sociology of Ageing		3	1		3	1		4	30	70	-	-	100

Semester 6

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MIC-6	Religion and Society		3	1		3	1		4	30	70	-	-	100

Semester 6

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MIC-7	Industrial Sociology		3	1		3	1		4	30	70	-	-	100

Vocation Course from the department for pool of the Courses in the University

(These courses are offered by each department for students of other departments/same department and is focused on practical work, preparing students for a particular skilled profession.)

Semester 4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
VOC-1	Rural Society in India		3	1		3	1		4	30	70	-	-	100

Semester 5

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
VOC-2	Social Change and Transformation		3	1		3	1		4	30	70	-	-	100

Semester 6

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
VOC-3	Science, Technology and Society		3	1		3	1		4	30	70	-	-	100

Skill Enhancement Course from the department for pool of the Courses in the University

(These courses are offered by each department for students of other departments/same department and is designed to provide value-based and/or skill-based knowledge and should contain both theory and lab/hands-on/training/field work.)

Semester 1

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
SEC-1	Basics of Social Research		2	1		2	1		3	25	50	-	-	75

Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
SEC-2	Computer application in data analysis		2	1		2	1		3	25	50	-	-	75

Semester 6

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
SEC-3	Sanitation Ethics		2	1		2	1		3	25	50	-	-	75

Semester 8

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total

SEC- 4/ Field Traini ng									4					75
-------------------------------------	--	--	--	--	--	--	--	--	---	--	--	--	--	----



Ability Enhancement Course from the department for pool of the Courses in the University

(These courses are offered by department of Indian and Foreign Languages for students of other departments/same department and leads to enhancement in the ability of learn Regional and foreign languages)

Semester 1

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
AE C-1	English Language and Communication: Level-1 OR हिंदी भाषा एव. सम्प्रेषण-1 OR संस्कृत भाषा एव. सम्प्रेषण-1								2					50

Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
AEC-2	English Language and Communication: Level-2 OR हिंदी भाषा एव. सम्प्रेषण-2 OR संस्कृत भाषा एव. सम्प्रेषण-2								2					50

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
AEC-3	English Language and Communication: 3 OR हिंदी भाषा एव. सम्प्रेषण-3 OR संस्कृत भाषा एव. सम्प्रेषण-3								2					50

Semester 4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
AEC-4	English Language and Communication: Level-4 OR हिंदी भाषा एव. सम्प्रेषण-4 OR संस्कृत भाषा एव. सम्प्रेषण-4								2					50



Value Added Course from the department for pool of the Courses in the University

(All the departments will offer value added course for semester 3 for the students of same or different departments. In the first year, students will study (i) Human Values and Ethics and (ii) Environmental Studies as value added course)

Semester 1

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
VAC-1	Human Values and Ethics/Environmental studies		1	1		1	1		2	15	35	-	-	50

Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
VAC-2	Human Values and Ethics/Environmental studies		1	1		1	1		2	15	35	-	-	50

Semester 4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
VAC-3	Human Rights and value Education		1	1		1	1		2	15	35	-	-	50



Semester 1 (Multidisciplinary Course)
Course code-MDC-1
Course Title- Understanding Indian Society

Credit-3

Maximum Marks –75
Theory – 50
Internal Assessment – 25
Time – 3 hours

Course Outcomes:

- The Students would be familiarized with Indian society, its linkage and continuity with past and present.
- It would enhance knowledge of the students about the Indian social institutions.
- It would help students to have understanding of processes of social change and their impact on society.

Note: The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 4 short answer type questions of 2 marks each and will cover the entire syllabus $4 \times 2 = 8$ marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 14 marks each i.e. $3 \times 14 = 42$ marks thus making it the total weight age to 50 marks. Three questions to be attempted. One from each unit.

UNIT – I

Evolution of Indian Society: Traditional view of Indian Society; Factors Promoting Unity and Diversity in India; India as Pluralistic Society, Multi-Ethnic; Multi-Religious; Cultural and Lingual

UNIT – II

Indian Social Institutions: Kinship, Family, Marriage; Caste and its Changing Dimensions.

UNIT – III

Processes of Social Change in India: Sanskritization, Westernization, Parochialization and Universalization

Readings:

Ahuja, Ram (1997): Society in India: Concept, Theories and Recent Trends, Jaipur: Rawat Publication.
 Beteille, Andre (1992): Backward Classes in Contemporary India, New Delhi: OUP.
 Dube, S.C.(1991): Indian Society, New Delhi : National Book Trust.
 Ghurye, G.S. (1968): Social Tension, Bombay: Popular Prakashan.
 Karve, Iravati (1961): Hindu Society: An Interpretation, Pune: Daccan College.
 Mandelbaum, D.G. (1970): Society in India, Bombay: Popular Prakashan.
 Sharma K.L.(ed.) (1994): Caste and Class, Jaipur, Rawat Publication.
 Srinivas, M.N.(1980): India's : Social Structure, New Delhi : Hindustan Publication.
 Srinivas, M.N.(1985): Social Change in Modern India, New Delhi : Orient Longman.
 India: 2010 Govt. of India, New Delhi, Govt. of India publication division.



Semester-2 (Multidisciplinary Course)**Course code-MDC-2****Course Title- Rural Development and Change****Credit-3****Maximum Marks –75****Theory – 50****Internal Assessment – 25****Time – 2 hours****Course Outcome:**

- Students would be acquainted with rural social structure.
- It will provide an understanding of rural economy and trends of change in rural society.
- Students will understand rural political structure & status of women in rural society.

Note: The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 4 short answer type questions of 2 marks each and will cover the entire syllabus $4 \times 2 = 8$ marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 14 marks each i.e. $3 \times 14 = 42$ marks thus making it the total weight age to 50 marks .Three questions to be attempted. One from each unit.

UNIT – I

Rural Social Structure: Caste and Class in Rural Set Up, Inter Caste Relations and Jajmani System, Rural Family and Changing pattern

UNIT – II

Rural Economy: Land Tenure, Land Reforms, Green Revolution and Its Impact, Bonded and Migrant Labourers, Trends of Change in Rural Society

UNIT – III

Rural Political Structure: Traditional Caste Panchayats, Panchayat before and after 73rd Amendment, New Panchayati Raj and Empowerment of Women

References :

- Jain , P.C. (2021), Rural Sociology: Indian Context, Jaipur: Rawat Publication
 Beteille, A. (1974), Studies in Agrarian Social Structure, Delhi: Oxford University Press.
 Desai, A.R. (1969), Rural Sociology in India, Bombay : Popular Prakashan.
 Dube, S.C.(1955), Indian Village, London : Routledge and Kegan Paul.
 Doshi, S.L. and P.C.Jain (1999), Rural Sociology, Jaipur : Rawat Publication.
 Jodhka, S.S. (1995), Debt, Dependence and Agrarian Change, Jaipur : Rawat Publication.
 Sharma, K.L. (1997), Rural Society in India, Jaipur : Rawat Publication



Semester-3 (Multidisciplinary Course)

Course code-MDC-3

Course Title- Contemporary Social Problems in India

Credit-3

Maximum Marks –75

Theory – 50

Internal Assessment – 25

Time – 2 hours

Course Outcomes:-

- This paper will make the students understand the social problems at ground level and make them look for viable solutions to these social issues.
- The students would learn about structural issues of the society.
- The students would learn about contemporary issues related to youth in society

Note: The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 4 short answer type questions of 2 marks each and will cover the entire syllabus $4 \times 2 = 8$ marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 14 marks each i.e. $3 \times 14 = 42$ marks thus making it the total weight age to 50 marks. Three questions to be attempted. One from each unit.

UNIT-I

Socio-cultural Issues: Adverse Sex Ratio, Dowry, Divorce, Domestic Violence, Problem of aged persons.

UNIT-II

Structural Issues: Inequality of Caste, Class and Gender; problems of Minorities

UNIT-III

Issues of Youth: Unemployment, Drug Addiction, Juvenile Delinquency and addiction of social media.

References:

- Ahuja, Ram (2003), Social Problems in India, Rawat Publications: Jaipur.
 Julian Joseph (1989) Social Problems (6th edition) New Jersey: Prentice Hall.
 Kapoor.T. (1985) Drug Epidemic among Indian Youth, New Delhi: Mittal Pub.
 Modi, Ishwar and Modi, Shalini (1997) Drugs: Addiction and Prevention, Jaipur: Rawat Publication.
- Shankar Rao, C.N. (2007), Indian Society, Delhi: S. Chand and Company.
 Srivastava C.P. (2001) Corruption: India's Enemy within, Delhi: MacMillan.
 Sharma, R.K. (1998), Social Problems and Welfare, Atlantic Publishers: New Delhi.
 Ahuja, Ram (2014), Social Problems in India, Rawat Publications, Jaipur.
 Desai Neera & Mathayee Krishnaraj (1997), Women and Society in India, Ajanta Publication, Bombay.

Madan, G.R. (1991), India's Social Problems,: Allied Publishers, New Delhi.

Rajaura, Suresh Chander (2000), Samkaleen Bharat ke Samajik Samsayen, Rajasthan Hindi Granth Akadami,Jaipur

Sharma G.L (2015),Samjik Mudde, : Rawat Publication, Delhi

Thio Alex, Jim D. Taylor, Martin D. Schwartz (2017), Deviant Behaviour, Pearson , New York



Semester-1 (Minor Course)
Course code: MIC-1
Course Title-Understanding Sociology

Credit-2

Maximum Marks –50
Theory – 35
Internal Assessment – 15
Time – 2 hours

Course Outcomes:

- Students will understand nature, scope, significance, origin of the sociology and its relationship with other social sciences.
- Students will make sense of basic concepts of sociology.

Note: The students will be required to attempt three questions in all. Question No. I will be compulsory comprising of 8 short answer type questions of 3 marks each and will cover the entire syllabus. The answer should be in 100-200 words. The students are required to attempt five short answer type questions out of 8, i.e., $5 \times 3 = 15$ marks. In addition to it, Question Nos. II to V will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 10 marks each i.e. $2 \times 10 = 20$ marks thus making it the total weight age to 35 marks. Two questions to be attempted. One from each unit.

UNIT – I

Nature, Definition & Scope of Sociology: Its Relationship with History, Economics, Political Science, Anthropology and Psychology

UNIT – II

Basic Concepts: Social Structure, Status & Role, Society, Community, Association, Norms and Values: Its Nature and Characteristics

References:

- Nagla&Singh (2023) : Introducing Sociology, Jaipur: Rawat Publication
 Bhargav.N.Sudhir V., Chaturvedi A. Lodha S. (2021): Sociology : Meaning and Approaches, New Delhi: Rawat Publication
 Ahuja, Ram (2001): Indian Social System, New Delhi: Rawat Publication.
 Ahuja, Ram (2003): Society in India, New Delhi: Rawat Publication.
 Singh,J.P.(2020): Introductory Sociology, New Delhi: Rawat Publication
 Bottomore, T.B. (1972): Sociology: A Guide to Problems and Literature, Bombay: George Allen and Unwin (India).
 Fulcher & Scott (2003): Sociology, New York: Oxford University Press.
 Giddens, Anthony (2005): Sociology, Polity Press.
 Harlambos, M. (1998): Sociology: Themes and Perspective, New Delhi: O.U.P.
 Harlambos & Holborn (2000): Sociology, London: Harper-Collins.
 Inkeles, Alex (1987): What is Sociology? New Delhi: Prentice-Hall of India.
 Johnson, Harry M. (1995): Sociology: A Systematic Introduction, New Delhi: Allied Publishers.
 MacIver and Page (1974): Society: An Introductory Analysis, New Delhi: Macmillan & co.
 P. Gisbert (2010): Fundamental of Sociology, New Delhi: Orient Blackswan.



Semester-2 (Minor Course)
Course code: MIC-2
Course Title- Urban Sociology

Credit-2

Maximum Marks –50
Theory – 35
Internal Assessment – 15
Time – 2 hours

Course Outcomes:

- Students will gain understanding about Concept and issues of urban society.
- Students will learn about urban social structure and impact of urbanization.

Note: The students will be required to attempt three questions in all. Question No. I will be compulsory comprising of 8 short answer type questions of 3 marks each and will cover the entire syllabus. The answer should be in 100-200 words. The students are required to attempt five short answer type questions out of 8, i.e., $5 \times 3 = 15$ marks. In addition to it, Question Nos. II to V will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 10 marks each i.e. $2 \times 10 = 20$ marks thus making it the total weight age to 35 marks. Two questions to be attempted. One from each unit.

UNIT-I

Concepts & Issues: Meaning and Scope of Urban Sociology, Characteristics of Urban and Rural Community, Rural-Urban Contrast.

UNIT-II

Urban Social Structure: Family, Religion, Urbanization – Meaning and its factors; Social Consequences & Impact of Urbanization

References:

- Ashish, Boss (1974), Studies in India's Urbanisation: 1901-1971, New Delhi: Tata Mc-Graw-Hill.
 D'Souza, Alfred (1978), The Indian City : Poverty, Ecology and Urban Development, Manohar Publications, New Delhi.
 Gore, M.S. (1990), Urbanisation and Family Change, Bombay: Popular Prakashan.
 Gandhi, Raj (1981), Urban Sociology in India, International Journal Contemporary Sociology, Vol. 18, Nos. & 4, 1981.46
 Harry, Gold (1982), The Sociology of Urban Life, Prentice Hall.
 Oommen, T.K. (1967), "The Rural Urban Continuum Re-examined in the Indian Context", Sociologia Ruralis, Vol. 7 No. 1.
 Ram Chandran, R. (1991), Urbanisation and Urban System in India, OUP Delhi.
 Saberwal, Satish (ed) (1976), The Mobile Men : Limits to Social Mobility in Urban Punjab, Vikas, Delhi.
 Saberwal, Satish (ed) (1978), Process and Institution in Urban India: Sociological Studies, Delhi: Vikas.
 Saunders, Peter (1981), Social Theory and The Urban Question, Hutchinsonson
 Quinn, J.A. (1967), Urban Sociology, Ch. 14 Eurasia, Delhi.
 Rao, M.S.A. (ed.) (1974), Urban Sociology in India. Delhi: Orient Longman.
 Wilson, R.A. and D.A. Schutz (1978), Urban Sociology, Prentice Hall.
 W. W. Burgess & D.J. Bogue (ed) (1964), Contributions to Urban Sociology, University of Chicago Press.



Semester-3 (Minor Course)
Course code-MIC-3
Course Title: Sociology of Marginalized Communities

Credit-4

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

Time: 3 Hours

Course Outcomes:

CLO1: Students would enable to understand about a critical view of system of marginalization

CLO2: Students would enable to understand about to illustrate the social structure of marginalizes communities

CLO3: Students would enable to Examine view of perspectives on marginalization

CLO4: Students would enable to Identify the constitutional provisions and implementation marginalization

CLO5: Students would enable to discuss the critical review of affirmative action of marginalization

Note: The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th compulsory question shall be divided into seven short answer questions of 2 marks each i.e. 7x2=14 thus making it the total weight age to 70 marks.

UNIT I

Marginalization: Meaning, Exclusion-Inclusion Perspective; Marginalized Groups--Scheduled Castes, Scheduled Tribes, Minorities, Women and other Social Isolates.

UNIT: II

Conditions and Characteristics of Marginalization: Ideology of Marginalization, Dependency; Caste, Class and Power Perspectives; Poverty and marginalization.

UNIT: III

Reform and Protest Movements: Social Reform Movements and Underprivileged Classes; Dalit Movements, Tribal Movements, Women's Movements; Subaltern Movements.

UNIT: IV

Affirmative Action: Inclusive Policies for Scheduled Caste, Scheduled Tribes, Other Backward Classes; Welfare of Religious Minorities and Women

References:

Beteille, Andre, (1981), Backward Classes and the New Social Order, Oxford University Press, Delhi
 Beteille, Andre, 1992 : The Backward Classes in Contemporary India, Oxford University Press, Delhi
 Charsley, S.R. and G.K. Karanth, 1998 – eds.: Challenging Untouchability, Sage Publishing Delhi
 Chaudhuri, S.N. 1988 : Changing Status of Depressed Castes in Contemporary India Daya Publishing House, Delhi

Cox David Ray,(2001), Marginalization and the role of social development in social development and the empowerment, of marginalized groups-perspectives and strategies: ed. Debal Singh Roy, Sage Publications, New Delhi.

Gore, M.S. 1993: The Social Context of an Ideology : The Social and Political Thoughts of Babasaheb Ambedkar, Sage Publishing New Delhi

- Chandra Snehalata,(2009),Marginal Communities and Social Development, Kanishka Publishers, Distributors, New Delhi
- Gupta, Dipankar, 1991 : Social Stratification: Oxford University Press, New Delhi Jogdand, P.G., 2000 : New Economic Policy and Dalits, Rawat Publishing, Jaipur
- Jogdand P.C., 1991 : Dalit Movement in Maharashtra, Kanak Publications, New Delhi
- Karade Jagan (Ed), 2023: Marginal Communities: Issues and Challenges, Rawat Publication, New Delhi.
- Karade Jagan (Ed), 2022: Caste and Marginal Communities Rawat Publication, New Delhi Mahajan, Gurpreet, 1998 : Democracy, Difference and Social Justice, Oxford University Press, New Delhi
- Ram, Nandu. (2013), Marginalized Groups and the stste of Human Rights in India: An Overview in Ashish (Ed) Marginality, Exclusion and social Justice, Publication, New Delhi
- Omvedt, Gali, 1995 : Dalit Visions : the anti-caste movement and the construction of an Indian Identity, Orient Longman, New Delhi
- Omvedt, Gali, 1999 : Dalits and the Democratic Revolution Sage Publishing, New Delhi
- Zelliot, Eleanor, 1995 : From Untouchable to Dalit : Essays on the Ambedkar Movement, Manohar Delhi



Semester-4 (Minor Course)
Course code-MIC-4
Course Title- Sociology of Mass Media and Popular Culture

CREDIT-4

Maximum Marks – 100
Theory – 70
Internal Assessment – 30
Time – 3 hours

Course Outcomes:

- Student will be familiar with concepts used in the course.
- Course will enhance sociological orientation in understanding mass communication and popular culture.
- Students are requested to learn the application of theoretical approaches.
- Students will enhance knowledge about impact of mass communication & popular culture.

Note: The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th compulsory question shall be divided into seven short answer questions of 2 marks each i.e. 7x2=14 thus making it the total weight age to 70 marks.

UNIT-I

Concepts : Communication – Types and Components, Mass Communication – Meaning and Importance, Mass Media - Characteristics and functions, Popular Culture, Mass Culture and Folk Culture.

UNIT-II

Theoretical Approaches: The medium as the message, Little Tradition and Great Traditions; universalization and parochialization; critical theory

UNIT- III

Global Media : Role of Global Media in the Production of Global Culture. Global Culture and Indian Society. Impact of Global Media Culture on Youth in Respect of values. Consumerism, Food Preferences, Fashions and Entertainments.

UNIT-IV

Media and Policy: Television and Popular Culture : Satellite Television and its impact on Youth Culture, Social significance and the impact of Popular culture reflected in Festivals, Pilgrimages and Films, commercialization of Folk culture.

References:

- Appadurai, Arjun (1997), Modernity at large – Cultural Dimension of Globalization, New Delhi : Oxford University Press.
- Blumber, J.G. and E. Katz (1974). Mass Communication, London: Sage Publications
- Bronsius, C. and M. Butcher 1999).(ed.) Image Journey – Audio Visual Media and Cultural Change in India, Delhi: Sage Publications.
- Chauhan, Kanwar (2001), Television and Social Transformation, New Delhi :Sarup and Sons.
- Chauhan, Kanwar (2003), Television and Teenagers – An Emerging Agent of Socialization, New Delhi : Sarup and sons.
- Cursan, J. and M. Gureviteh (ed.) (1991), Mass Media and Society, London : Edward Arnold.
- Johnson, Kirk (2000), Television and Social Change in Rural India, London: Sage Publications.
- Kumar, Kewal (1991), Mass Communication, Bombay : Jaiko.
- Lerner, Daniel (1958). The Passing of Traditional Society, New York : Free Press.
- Mcquail, Dennis (1972). (ed.), Sociology of Mass Communication, London : Penguins.
- Mitra, A. (1993) Television and Popular Culture, Delhi :Sage Publications.
- Redfield, Robert (1956). The Little Community and Peasant Society and Culture, Chicago : Chicago Press.

- Robertson, R. (1992). Globalization, Social Theory and Global Culture, London: Sage Publications.
- Schramm, Wilbur (1973), Mass Media and National Development, New York :Harper and Raw.
- Singh, Yogendera(2000), Cultural Change in India, Jaipur : Rawat Publications.
- Singhal, A. and E.M. Rogers (2000), India's Communication Revolution, London: Sage Publications.
- Snow, R.P. (1983). Crating Media Culture, London: Sage Publications.



Semester 5 (Minor Course)
Course Code-MIC-5
Title of Paper- Sociology of Ageing

Credit-4

Maximum Marks –100
Theory – 70
Internal Assessment – 30
Time – 3 hours

Course Outcomes:

- The students would learn about sociological aspects of old age and ageing.
- The students would be Introduced to different aspects of ageing.
- The students would get understanding of ageing and the various problems and issues associated that affect ageing experience in our society.
- The students would get to know the role of state and policy.

Note: The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th compulsory question shall be divided into seven short answer questions of 2 marks each i.e. 7x2=14 thus making it the total weight age to 70 marks.

UNIT I

Scope and Significance of Ageing- Emergence of sociology of ageing as discipline; scope and significance of sociology of ageing; Basic concepts: Ageing; Age; Ageism; Gerontology; Trends and patterns of ageing- Global and Indian scenario.

UNIT II

Aspects of Ageing: Changing family and its effect on ageing, Female ageing and widowhood, The caregivers; Informal support and Its Relevance in Later life, Living Arrangement of elderly and Factors of ageing;

UNIT III

Problems, Abuses and Challenges- Problems of Ageing: Psychological, Social, Economic and Physiological; Elder abuse: Definition, forms, Neglect and Abuse of the Elderly within families; crime against elderly

UNIT IV

The State and Elderly: Role of state- Policies and Programmes of the aged in India, Role of NGOs in the care of the aged, National Policy on the aged, The Maintenance and Welfare of Parents and Senior Citizen Act (2019)

References:

- Alfred de Souza and Walter Fernandes (ed). 1982. Ageing in South Asia: Theoretical Issues and Policy Implications, New Delhi, Indian Social Institute.
- Atechley. 1972. Social Process in Later life. Belmont California, Wadsworth.
- Bhatla, P. C. 2000. (ed.); Lecture-Series in Geriatrics, New Delhi: National Institute of Primary Health
- Biswas, S. K. 1987. (ed.) Ageing in Contemporary India Calcutta: Indian Anthropological Society. 66
- Bond John Coleman Peter and Sheila Peace.1993. An Introduction to Social Gerontology. Sage Publications, New Delhi.
- Bond, Lynne (ed). 1994. Ageing in Society: An Introduction to Social Gerontology 2 nd edition, London, Sage.
- Borgalta. E F. 1980. Ageing and Society. Sage Publications, New Delhi.
- Calasanti, Toni M. and Kathleen F. Slevin. (2001). Gender, Social Inequalities, and Aging, CA: Alta Mira Press.
- Chen, Martha. 1998. Widows in India, New Delhi, Sage.
- Chowdhary, S. K. (ed). 1992. Problems of the Aged and of Old Age Homes, Bombay, Akshar Prathi Roop Ltd.
- Cox. 1984. Later Life: The Realities of Ageing. Prentice Hall. Inc. New Jersey.
- Dandekar, K. (1986). The elderly in India New Delhi: Sage publications
- Dhillon, P. K. 1992. Psycho-Social Aspects of Ageing in India, New Delhi: Concept Publishing Company.
- Harper, Marry, S. : Management and Care of the Elderly
- Kumar S. Vijaya. 1991. Family Life and Socio-Economic Problems of the Aged, New Delhi: Ashish Publishing House.
- Kumudini, Dandekar. 1996. The Elderly in India, New Delhi, Sage.
- Marshall.V.W. 1986. Later Life: The Social Psychology of Ageing.
- Mishra. S. 1987. Social Adjustment in Old Ages. B.R. Publishers, New Delhi.
- Sati P. N. 1987. Needs and the Problems of the Aged; Udaipur: Himanshu Publishers.
- Sharma.M.L. and T.M. Dak. 1987. Ageing in India, Ajantha Publications New Delhi.
- Sharma, K.L. 2009. Dimensions of Ageing: Indian Studies. Rawat Publications.
- Soodan K. S. 1975. Ageing in India; Calcutta: T. K. Mukherjee Minerva Association (Pvt.) Ltd.
- Tyagi, R. and Paltasingh T. 2015. Caring for the Elderly: Social Gerontology in the Indian Context. Sage Publications.



Semester 6 (Minor Course)**Course Code-MIC-6****Title of Paper- Religion and Society in India****Credit-4****Maximum Marks –100****Theory – 70****Internal Assessment – 30****Time – 3 hours****Course Outcomes**

- Students would be able to explain the importance of relationship between religion and society.
- Students will get familiarity with the theoretical ideas of Weber, Durkheim and Religion in the context of society and religion.
- Students would be able to understand the belief, practices and other symbolic dimensions of various religion.
- Students having familiarity with Religious issues prevalent in Indian society

Note: The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th compulsory question shall be divided into seven short answer questions of 2 marks each i.e. 7x2=14 thus making it the total weight age to 70 marks.

UNIT-I

Religion: Definition and functions of religion ; Magic, Religion and Science; Elements of religious experience; Typology of religion

UNIT-II

Sociological Interpretations of Religion: James Frazer, Emile Durkheim, Max Weber, Levi-Strauss

UNIT-III

Religions of India: Buddhism, Christianity, Hinduism, Islam, Jainism, and Sikhism

UNIT-IV

Social change and Religion: Socio-religious movements; Popular religion and emerging cults; Fundamentalism ; Communalism ; Secularism; Proselytism

References :

Baird, Robert D. (ed.) (1995), Religion in modern India. Delhi: Manohar.

- Jones, Kenneth W. (1989), Socio-religious reform movements in British India, Hyderabad: Orient Longman.
- Madan, T.N. (ed.)(1992), Religion in India, New Delhi: Oxford University Press.
- Muzumdar, H.T. (1986), India's Religious Heritage. New Delhi: Allied.
- Roberts, Keith A. (1984), Religion in sociological perspective. New York: Dorsey Press.
- Shakir, Moin (ed.). (1989) Religion, state and politics in India, Delhi: Ajanta Publications.
- Turner, Bryan S. (1991), Religion and social theory, London: Sage.



Semester-6 (Minor Course)
Course code-MIC-7
Course Title-Industrial Sociology

Credit-4

Maximum Marks –100
Theory – 70
Internal Assessment – 30
Time – 3 hours

Course Outcome:

- The student would learn the industrial sociology as a discipline.
- The student would be acquainted with the industrial social structure.
- The student would know about the trade unions.
- The students would know about impact of industrialization.

Note: The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th compulsory question shall be divided into seven short answer questions of 2 marks each i.e. 7x2=14 thus making it the total weight age to 70 marks.

UNIT I

Industrial Sociology: Concept, Nature and Scope, Historical Development and importance of Industrial Sociology; Characteristics of Industrial Society: Division of Labour.

UNIT II

Industrial Society: Factory as a social system; formal and informal organization; characteristics of industry; impact of industry on society, Factory Act.

UNIT III

Trade Unions: Trade Unions: Trade unionism: Meaning, Scope, Significance and Objectives. History of trade unions in India. Structure of trade unions in India, Trade Union Act.

UNIT IV

Social Change and Industrialization: Impact of industrialization on society; labour legislation in India; labour welfare schemes; labour and Human Rights.

Reference:

1. Agrawal, R.D. 1972. Dynamics of Labour Relations in India: A book Readings; Tata McGraw Hill.
2. Bell, Daniel.1976. Industrial Sociology. Englewood Cliffs: Prentice Hall.
3. Giri, V. V. 1972. Labour Problems in Indian Industry, Bombay: Asia Publishing House.
4. Gisbert, Pascual S.J. 1983. Fundamentals of Industrial Sociology, New Delhi: Tata McGraw Hill Publishing Company Ltd.
5. Karnik, V.B. 1970, Indian trade Union A Survey, Popular Prakashan, Mumbai.
6. Memoria,C.B. and Mamoria. 1992. Dynamics of Industrial Relations in India. Himalaya Publishing House, Mumbai.
7. Miller, Delbert C. and William H. Form. 1964. Industrial Sociology. Work in Organizational Life, London, Harper and Row Publishers.
8. Mongia, J.N. (ed.) 1980. References in Indian Labour and Social Welfare, Atma Ram, Delhi.
9. Myers, C.A. and Kannappan S. 1970. Industrial Relations in India. Bombay: Asia Publishing House.
10. Parker, S.R. et. al. 1967. The Sociology of Industry, London George Allen and Unwin.
11. Schneider, Eugene.V.1983 Industrial Sociology New Delhi: Tata McGraw-Hill Publishing Co. Ltd.



Semester-4 (Vocational Course)
Course code-VOC -1
Course Title- Rural Society in India

Credit-4

Maximum Marks –100
Theory – 70
Internal Assessment – 30
Time – 3 hours

Course Outcomes:

- The students would learn about rural sociology
- The students would learn about rural social structure
- The students would learn about rural economic structure
- The students would learn about rural political structure

Note: The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th compulsory question shall be divided into seven short answer questions of 2 marks each i.e. 7x2=14 thus making it the total weight age to 70 marks.

UNIT – I

Introduction to Rural Sociology: Origin of Rural Sociology, Nature, Subject Matter and Importance of the Study of Rural Sociology

UNIT – II

Rural Social Structure: Caste and Class in Rural Set Up, Inter Caste Relations and Jajmani System, Rural Family and Changing pattern

UNIT – III

Rural Economy: Land Tenure, Land Reforms, Green Revolution and Its Impact, Bonded and Migrant Labourers, Trends of Change in Rural Society

UNIT – IV

Rural Political Structure: Traditional Caste Panchayats, Panchayat before and after 73rd Amendment, New Panchayati Raj and Empowerment of Women

References :

- Beteille, A. (1974), Studies in Agrarian Social Structure, Delhi: Oxford University Press.
- Desai, A.R. (1969), Rural Sociology in India, Bombay : Popular Prakashan.
- Dube, S.C.(1955), Indian Village, London : Routledge and Kegan Paul.
- Doshi, S.L. and P.C.Jain (1999), Rural Sociology, Jaipur : Rawat Publication.
- Jodhka, S.S. (1995), Debt, Dependence and Agrarian Change, Jaipur : Rawat Publication.



Semester-5 (Vocational Course)
Course code-VOC 2
Course Title- Social Change and Transformation

Credit-4

Maximum Marks –100
Theory – 70
Internal Assessment – 30
Time – 3 hours

Course Outcomes

- Course enhance the conceptual clarification and characteristic of social processes.
- Students supposed to understand socialization, stratification, mobility and change.
- Students will learn various perspectives in understanding social processes.
- Course will enhance knowledge about meaning, theories and forces of social change.

Note: The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th compulsory question shall be divided into seven short answer questions of 2 marks each i.e. 7x2=14 thus making it the total weight age to 70 marks.

UNIT-I

Socialization as a Social Process: Its Nature, Meaning & Forms; Re-socialization, Anticipatory Socialization, Adult Socialization, Stages of Socialization, Agencies of Socialization, Theories of Socialization (Mead & Freud).

UNIT-II

Social Stratification: Meaning and Nature: Social Differentiation, Hierarchy and Inequality, Forms of Stratification: Caste, Class, Gender & Ethnic.

UNIT-III

Social Mobility: Meaning, Nature and Types: Horizontal & Vertical Social Mobility, Factors of Social Mobility

UNIT-IV

Social Change: Concepts and Types: Evolution, Diffusion, Progress, Development, Revolution, Transformation, Change in Structure and Change of Structure, Theories of Social Change, Dialectical and Cyclical

References:

Berger, Peter (1963), Invitation to Sociology : A Humanistic Perspective, New York : Doubleday.
 Bottomore, T.B. (1972), Sociology – A Guide to problems and Literature, Bombay: George Allen and Unwin.

Davis, Kingsley (1981), Human Society, New Delhi :Surjeet Publications.
 Giddens, Anthony (1989), Sociology, Oxford University : Polity Press.
 Harlambos, M. (1998), Sociology – Themes and Perspectives, New Delhi :Oxford University Press.
 Inkeles, Alex (1987), What is Sociology? New Delhi: Prentice Hall,.

Jayaram, N. (1988), Introductory Sociology, Madras: McMillan India.

Johnson, Harry M. (1995), Sociology – A Systematic Introduction, New Delhi : Allied Publishers.

MacIver, R.M. and H. Page (1974), Society – An Introductory Analysis, New Delhi : McMillan.



Semester-6 (Vocational Course)
Course code-VOC-3
Course Title- Science, Technology and Society

Credit-4

Maximum Marks –100
Theory – 70
Internal Assessment – 30
Time – 3 hours

Course Outcomes

- Students would be familiar with the conceptual and sociological framework of relationship between science, technology and society.
- Students would be able to explain the interface between science, technology and society and its impact on different socio-cultural institutions and processes.
- Students would be able to link and reflect on current and ongoing sociological debates on development and role of technology.

Note: The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th compulsory question shall be divided into seven short answer questions of 2 marks each i.e. 7x2=14 thus making it the total weight age to 70 marks.

UNIT-I

Conceptual Understanding of Science and Technology - Meaning of Science and Technology, difference between science and technology, relation between Science and technology and its impact on society.

UNIT-II

Technological change and Impact on Society- Technological change and impact on social structures and processes; Technology and change in sphere of economy and work; Science and Technology policy of Government of India.

UNIT-III

Opportunities, Challenges, and Path Ahead - Technology, media, identity and global society; Information Technology; Digital Technology; Social inequalities, Social exclusion and Digital divide; Technology and developmental issue.



UNIT-IV

Science, Technology and Society Vs National Development - The Information Society and AI. Role of S&T in nation-building and economic growth. Technology and the transformation of work. Indigenous science and technology. Future challenges and responsible innovation

References:

- Bernal, J. D. (1939). The social function of science. New York, Macmillan.
- Chant, Colin and Besse, Richard. (1989). Science, Technology and everyday life, 1870-1950. London: Routledge.
- Dhruv Raina. 2003. Images and Contexts: The Historiography of Science and Modernity in India. New Delhi: Oxford University Press.[2]
- Dhruv Raina and S. Irfan Habib. 2004. Domesticating Modern Science: A Social History of Science and Culture in Colonial India. New Delhi: Tulika Books.[3]
- Kuhn, Thomas. (1962). The structure of scientific revolution. University of Chicago Press.
- Kumar, Deepak, (2006) Science and the Raj: A Study of British India, Oxford University Press, (2nd edition) ISBN 0-19-568003-0
- Kumar, Deepak & Roy MacLeod (eds.), (1995) Technology and the Raj, SAGE, New Delhi
- Kumar, Deepak (2023) Science and society in Modern India, Cambridge University Press Oxford
- Mackenzie, D. and Wajcman, J. (1985) The social shaping of technology. Milton Keynes: Open University Press.
- Merton, R. K. (1973). Sociology of science, theoretical and empirical investigation. Chicago: University of Chicago Press.
- Prasad, Rajeshwar (ed.). (1995). Science, Technology and quality of life. Agra: Y. K. Publishers.
- Wenda K. Bauchspies, Jennifer Croissant, Sal Restivo. (2005). Science, technology and society: A sociological approach.
- Wiley-Blackwell Wiebe E. Bijker, Thomas P. Hughes, Trevor Pinch (editors) (1989) The social construction of technological systems: New directions in the sociology and history of technology. The MIT Press.



Semester-1 (Skill Enhancement Course)
Course code-SEC-1
Course Title- Basic of Social Research

Credit-3

Maximum Marks –75
Theory – 50
Internal Assessment – 25
Time – 2 hours

Course Outcomes:

- The students will get to know about basic understanding of social research.
- The students will be introduced with qualitative methods in social research.
- The students will be introduced with quantitative methods in social research

Note: The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 4 short answer type questions of 2 marks each and will cover the entire syllabus $4 \times 2 = 8$ marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 14 marks each i.e. $3 \times 14 = 42$ marks thus making it the total weight age to 50 marks .Three questions to be attempted. One from each unit.

UNIT – I

Concepts of Social Research: Nature, Definition and Steps of Social Research; Objectivity and Subjectivity in Social Research

UNIT – II

Qualitative Methods: Nature & Characteristics of observation, Interview, Case Study, Content Analysis and Social Survey - Their Importance in Social Research

UNIT – III

Quantitative Methods: Nature & Characteristics; Research Design, Sampling and Hypothesis : Their Nature, Types and Importance of Social Research

References:

- Ahuja, Ram (2001): Research Methods, New Delhi: Rawat Publication.
 Goode, W.J. and P.K.Hatt (1952): Methods in Social Research, New York: McGraw International.
 Seltiz, Claise et al; (1959): Research Methods in Social Relation, New York: Henry Holt and Co.
 Srivastava, Prakash G.N.(1994): Advances Research Methodology, Delhi: Radha Publication.
 Thakur, Devender(2003): Research Methodology in Social Science, Delhi: Deep and Deep Publication.
 Young, P.V.(1988): Scientific Social Survey and Research, New Delhi Prentice Hall.



Semester-2 (Skill Enhancement Course)
Course code- SEC-2
Course Title- Computer Application in Data Analysis

Credit-3

Maximum Marks –75
Theory – 50
Internal Assessment – 25
Time – 2 hours

Course Outcomes:

- This paper aims at introducing computer , its classification and functions.
 - Students will get an exposure in analysis of data
- Students will be able to understand use of statistics in social research.

Note: The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 4 short answer type questions of 2 marks each and will cover the entire syllabus $4 \times 2 = 8$ marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 14 marks each i.e. $3 \times 14 = 42$ marks thus making it the total weight age to 50 marks .Three questions to be attempted. One from each unit.

UNIT – I

Introduction to Computers: History of Computer; Basic Applications of Computers in various fields; Functional components of Computers; Classification of Computers; Strengths and Weaknesses of Computers; Computer Virus.

UNIT-II

Analysis of Data: Classification and Tabulation, Frequency Distribution; Graphic Presentation of Data, Chart, Histograms and Graphs

UNIT – III

Statistics in Social Research: Measures of Central Tendency: Mean Median and Mode; Use of Computer in Data Analysis

Readings:

- Ahuja, Ram (2001), Research Methods, Delhi:Rawat Publications.
- Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.
- Blalock, Hubert M. (1979), Social Statistics. New York: Tata Mc-Graw-Hill.
- Champion, Dean. J. (1981), Basic Statistics for Social Research New York: Macmillan Publishing.
- Goode, W.J. and P.K. Hatt, (1952), Methods in Social Research, New York: McGraw International Students Edition.
- Gupta, S.P. (2002). Statistical Methods, New Delhi:Sultan Chand and Sons Publication.
- Kumar, Ranjit (2006), Research Methodology : A Step-by-step Guide for beginners, Australia, Pearson Education.
- Moser, S.C. and G. Kalton (1971), Survey Methods in Social Investigation, London: Heinmann.
- Nachmias, David & Chava Nachmias (1981), Research Methods in Social Sciences, New York, St. Martin's Press.
- Seltiz, Claire et al (1959), Research Methods in Social Relation, New York:Henry Holt and Co.
- Sexena, Sanjay(1998), A First Course in Computer, New Delhi, Vikas Publishing House.
- Sharma, Vaishali(2012), The Essentials of information Technology, New Delhi, Dhanpat Rai Publishing Co. Pvt. Ltd.
- Thakur, Devender (2003), Research Methodology in Social Science, New Delhi: Deep and Deep Publications Pvt. Ltd.
- Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

Semester-6 (Skill Enhancement Course)**Course code-SEC-3****Course Title- Sanitation Ethics****Credit-3****Maximum Marks –75****Theory – 50****Internal Assessment – 25****Time – 2 hours****Course Outcomes:-**

After completing this course, students will be able to:

- Analyze the impact of sanitation practices on public health and environment.
- Evaluate government initiatives such as Swachh Bharat Mission.
- Develop awareness and community-based approaches for improving sanitation.

Note: The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 4 short answer type questions of 2 marks each and will cover the entire syllabus $4 \times 2 = 8$ marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 14 marks each i.e. $3 \times 14 = 42$ marks thus making it the total weight age to 50 marks. Three questions to be attempted. One from each unit.

UNIT I

Introduction:- Concept of sanitation: Meaning, types, and scope, Link between sanitation and health, Water, hygiene, and disease prevention (WASH concept), Sanitation in rural and urban contexts.

UNIT-II

Ethics of Sanitation:- Concept of ethics in public health, Human dignity and sanitation, Social inequalities: caste, gender, and sanitation, Role of community responsibility.

UNIT-III

Environment and Society:- Environmental sanitation and waste management, Sanitation and sustainable development, Climate change and sanitation challenges, Swachh Bharat Mission (Gramin & Urban)

References:-

- Cairncross, S., & Feachem, R. (2018). *Environmental health engineering in the tropics*. Wiley.
- Curtis, V., & Cairncross, S. (2003). Effect of washing hands with soap on diarrhoea risk. *The Lancet Infectious Diseases*, 3(5), 275–281.
- Government of India. (2019). *Swachh Bharat Mission: Guidelines*. Ministry of Jal Shakti.
- Mara, D., Lane, J., Scott, B., & Trouba, D. (2010). Sanitation and health. *PLoS Medicine*, 7(11), e1000363.
- O'Neill, J. (2016). *Ethics and public health*. Routledge.
- United Nations. (2015). *Transforming our world: The 2030 Agenda for Sustainable Development*.
- World Health Organization. (2018). *Guidelines on sanitation and health*. WHO Press.
- Jenkins, M. W., & Curtis, V. (2005). Achieving the 'good life': Why some people want latrines in rural Benin. *Social Science & Medicine*, 61(11), 2446–2459.

Semester-4 (Value Added Course)

Course Code-VAC-3

Course Title-Human Rights and Value Education

Credit-2

Maximum Marks –50

Theory – 35

Internal Assessment – 15

Time – 2 hours

Course Outcomes:

- An attempt has been to define the human rights as enshrined in UDHR.
- The importance of values education with special attention to universal modern values has been explained to the students.

Note: The students will be required to attempt three questions in all. Question No. I will be compulsory comprising of 8 short answer type questions of 3 marks each and will cover the entire syllabus. The answer should be in 100-200 words. The students are required to attempt five short answer type questions out of 8, i.e., $5 \times 3 = 15$ marks. In addition to it, Question Nos. II to V will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 10 marks each i.e. $2 \times 10 = 20$ marks thus making it the total weight age to 35 marks. Two questions to be attempted. One from each unit.

UNIT- I

Human Rights: Concepts, Characteristics, Universal Declaration of Human Rights

UNIT- II

Value Education: Meaning and Importance, Values – Liberty, Equality, Fraternity, Justice

References:

Andrew Heywood, (2004) Political Theory, Palgrave Macmillan, (Third Edition)

Andrew Heywood, (2013), Politics, Palgrave Macmillan, (Fourth Edition)

Andrew Vincent, (2013) Modern Political Ideologies, Macmillan, (Fourth Edition)

Khanna, Avinash Rai, (2020) Samaj Chintan, Prabhat Prakashan,

Rajeev Bhargava and Ashok Acharya (2008) (ed) Political Theory: An Introduction
(Available in Hindi translation), Pearson Education,

O. P. Gauba, (2010) An introduction to Political Theory, Macmillan, (Fifth Edition)

Will Kymlicka, (2002), Contemporary Political Philosophy (Available in Hindi translation), OUP, (Second Edition)

Dudley Knowles, (2001) Political Philosophy, Routledge,

Jonathan Wolff, (1996) An Introduction to Political Philosophy, OUP,

John Dryzek, Bonnie Honig and Anne Phillips (2008) (eds), The Oxford Handbook of

Political Theory, OUP,

Jean Hampton, (1998), Political Philosophy, New Delhi, Oxford University Press,

Bandyopadhyay, Sekhar (2009)(ed.) Nationalist Movement in India Delhi, Oxford University Press, New Delhi,

David Held,(1989) Political Theory and the Modern State, Polity Press,

. Saez, Lawrence,(2002)Federalism without a Centre: The Impact of Political and Economic Reforms on India's Federal System, Sage, New Delhi,

