



**MAHARSHI DAYANAND SARASWATI UNIVERSITY,  
AJMER**

**CHOICE BASED CREDIT SYSTEM**

**(Semester Scheme with Multiple Entry and Exit Option for  
Under Graduate Course)**

**BACHELOR OF ARTS**

**SYLLABUS OF SOCIOLOGY**

**(AS PER NEP- 2020)**

**Semester III, IV, V & VI**

**According to University Order Number F13()/2023/3418 Date: 19.08.23**

**Diploma in UG Arts**  
**II Year Bachelor of Arts (B.A.)**

**Semester III and IV**

M.D.S. UNIVERSITY, AJMER Semester wise schemes of paper B.A. Sociology								
Year	Semester	Course Nomenclature	Theory Tutorials	Credit	No. Of Hrs. per Week	Total No. of Teaching Hrs.	Assessment + Internal Marks	Total Marks 100
Diploma in UG arts	III semester	Introduction to Sociological Research methods (Core Course)	T	6	6	90	70+30	100
		Health and Medicine Course (Skill Enhancement Course)	T	2	2	30	70+30	100
	IV Semester	Introduction to Sociological Thoughts (Core Course)	T	6	6	90	70+30	100
		Writing Skill Development on observations based on topic Rural Society (Skill Enhancement Course)	T	2	2	30	70+30	100

**Pedagogy:**

- Lecture Method-Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Learning Recourses like as Audio-Visual aids, Films Documentaries, Online ,AI etc

**Scheme of Examination:**

Scheme of examination for end of semester examination applicable to all Undergraduate courses (Pass course).

The question paper of semester Exam for the Discipline Specific Core Courses (DSC), Discipline specific elective (DSE), Ability Enhancement Course (AEC),

Value Added Course (VAC) and Skill Enhancement Course (SEC) will be of 70 marks and it will be divided in two parts i.e. Part A and Part-B. Part-A will consist of 10 compulsory questions. (There will be at least three questions from each unit

and answer to each question shall be limited up to 50 words. Each question will carry two marks. Total 20 Marks).

Part-B will consist of 10 questions. At least three questions from each unit be set and student will have to answer five questions, selecting at least one question from each unit. (The answer to each question shall be limited to 400 words. Each question carries 10 Marks. Total 50 marks).

### Weightage for Assessment:

Formative Assessment				
Internal continuous Assessment		Theory part Semester End Examination		
Activity	Marks/ award	Question to be asked in theory paper	Word limit	Marks
Project	10			
Assignment	10	Part-A Compulsory question (At least 3 questions from each unit)	50	20
Viva Voce	10	Part-B, 10 Ques. (3Ques from each unit) student will have to answer five questions, selecting one from each unit .	400	50
Total	30			70
Grand total	100			

**Note: Student have to pass separately in theory part Semester End Examination (External Theory Paper) and Internal continuous assessment**

# **Semester III**

## **Core Course**

**Credit 6**

### **Title: - Introduction to Sociological Research Methods**

#### **Unit - I Social Research**

- 1.1 Meaning and Characteristics
- 1.2 Sociology as a Science
- 1.3 Scientific Method in Social Research

#### **Unit - II Methods of Research**

- 2.1 Quantitative and Qualitative
- 2.2 Ethnography
- 2.3 Case Study
- 2.4 Observation

#### **Unit - III Types of Research**

- 3.1 Basic and Applied
- 3.2 Historical and Empirical
- 3.3 Descriptive and Experimental
- 3.4 Exploratory and Explanatory

#### **Unit - IV Techniques of Data Collection**

- 4.1 Survey: Sampling Techniques
- 4.2 Schedule and Interview Guide
- 4.3 Primary and Secondary Sources of Data
- 4.4 Questionnaire

## **Suggested Reading:**

Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications

Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition

Gupta, S.P. (2002), Statistical Methods, New Delhi: Sultan Chand and Sons Publication

Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

Kothari, C.R. (1988), Research Methodology, Willey Publishers, New Delhi

Srinivas, M.N. and A.M. Shah (1979), Fieldworker and The Field, New Delhi: Oxford University Press.

बघेल,डीसी,(2020, संशोधित संस्करण) सामाजिक अनुसंधान: एसबीपीडीपब्लिकेशन हाउस,आगरा

रावत, हरि कृष्ण,(2013), सामाजिक शोध की विधियां: रावत प्रकाशन जयपुर

## **Core Courses Outcome-**

- Students will learn sociological research methods.
- It will provide the student with some elementary knowledge of the complexities and philosophical underpinnings of research.

## **II) Skill Enhancement Course      Credit:2**

### **Course Title--Health and Medicine Course**

#### **Course Objectives-**

- To introduce students' concept of health and to impress upon them health is primarily a social science subject than of medical science.
- To make them understand health is one of the basic rights of every citizen.
- To bring home interrelationship between society and health.
- To understand problems of health in India in its four dimensions
- To understand relationship between political economy and health at national and international level

#### **Course Learning Outcomes:**

- To be able to use the key concepts developed in biomedical practices of health and illness
- To understand the social background of health and diseases.
- To analyse the everyday experiences of health and illness as produced through social, economic, political and cultural forces
- To gain insights on issues of public health in India and arrive at independent analysis

#### **Unit I - Health as Social System-**

Concept of health and illness, Waste management, Housing, Nutrition, Occupational hazards.

#### **Unit II- Health care as a Social Institution -**

Community Health- The concept, Community health problems in India. Primary health Centres: Their organisation and functioning. Implementation and Utilisation of Health Programmes in Rural and Urban Communities

**Unit III -- Hospital as social organization** - Interpersonal relationship in hospital system, Changing doctor patient relationship, Medical social service in hospitals.

### **Suggested Reading:**

M.Susser,W.Watson,K.Hopper(1985) Sociology in Medicine

Madhu Nagla (2021) Sociology of Health and Medicine

Sarah Nettleton (2006), The Sociology of Health and Illness

Freeman et al, Hand book of Medical Sociology

W. R. Scott & E.H Volkart (ed) Medical Care: Readings in the Sociology of Medical Institutions

R. Venkataratnam(1973), Medical Sociology in an Indian Setting

William C Cockerham (1978), Medical Sociology

घाणेकर भास्कर गोविन्द , घाणेकर वासुदेव भास्कर ,(2019), स्वास्थ्यविज्ञान और सार्वजनिक आरोग्य; CHAUKHAMBHA BHARATI ACADEMY

अग्रवाल रेनू, कुमार राम(2022) स्वास्थ्य एवं स्वच्छता विज्ञान, राम प्रसाद प्रकाशन,आगरा

सिंह पंकज कुमार(2015), चिकित्सालय में समाजकार्य, उत्तर प्रदेश हिंदी संस्थान लखनऊ

## **Semester IV**

**D)Core CourseCredit 6**

### **Title: Introduction to Sociological Thought**

#### **Unit –I The Emergence of Sociology**

- 1.1 Transition from Social Philosophy to Sociology
- 1.2 The Intellectual Context: Enlightenment - The Social, Economic and Political Forces

#### **Unit – IIThe Pioneers**

- 2.1 Comte:Positivism
- 2.2Spencer: Social Darwinism
- 2.3Durkheim: Social Solidarity

#### **Unit - IIIThe Classical Tradition**

- 3.1 Max Weber: Bureaucracy, Authority and the Protestant Ethic and the Spirit of Capitalism.
- 3.2Karl Marx: Historical Materialism, Theory of Alienation, Class Struggle
- 3.3Pareto: Circulation of Elites

#### **Unit –IV Development of Sociological Thought in India**



4.1 First Phase: 1773 - 1900

4.2 Second Phase: 1901- 1950

4.3 Third Phase: 1950- Till Date

### **Suggested Reading:**

Adams Bert N. and Sydie, R.A. (2001), Sociological Theory, New Delhi: Vaster Publication.

Ritzer, George, (1992), (3rd edition), Sociological Theory, New York, McGraw Hill.

Aron Raymond (1967), Main Currents in Sociological Thought, Vol. 1 and 2, Penguin, Chapters on Marx, Durkheim and Weber

Turner, Jonathan H. (1995) (4th edition), The Structure of Sociological Theory Jaipur: Rawat Publication

Zeitlin, Irving M. (1998), (Indian edition). Rethinking Sociology: A Critique of Contemporary Theory, New Delhi: Rawat Publication

बडोला, बी.पी. (2017) समाजशास्त्र से विचार एक परिचय, रावत प्रकाशन जयपुर

### **Core Course Outcomes -**

- Students will understand the thoughts of classical sociological thinkers, whose work has shaped the discipline of Sociology.
- They will know the contributions of founding fathers of Sociology in developing sociology as an academic discipline.

## **II) Skill Enhancement Course Credit 2**

### **Course Title: Writing skill development on observations based on topic "Rural society"**

Course Objectives and Outcomes:

- This is a practical paper introduced in the second semester of the certificate course in order to develop writing skills among the students of Sociology.
- This would enhance and inculcate the analytical skills among the students.
- The paper is designed such to enrich the conceptual vocabulary of the students so that they are equipped with the writing style.
- This paper is presumably beneficial for the students who are interested to pursue the field of research.

#### **Unit - I**

The structure and composition of rural society: Rural Urban continuum

#### **Unit - II**

Cultural and Ethnic diversity: Diversities in respect of caste, religious beliefs and practices

#### **Unit - III**

Trends of change in rural society.

## **Suggested Readings**

Berger, P. (1963). An Invitation to Sociology: A humanistic Perspective.

Bottomore, T. B (1973). Sociology: A guide to Problems and Literature. (Hindi version available).

Davis, Kingsley (1973). Human Society

Giddens. Anthony (2009). Introduction to Sociology

Haralambos M. Sociology: Themes and Perspectives. (Hindi version available)

Inkeles, Alex. (1987). What is Sociology.

MacIver, R.M. and Charles H. Page. 1949. Society: An Introductory Analysis. (Hindi version available)

Mills, C.W. 1959. The Sociological Imagination.

Thakur, Navendu. 2016, Samaj Shastra Ek Parichay.

अग्रवाल जी.के., पांडे, एस.एस (2020) ग्रामीण समाजशास्त्र: एसबी.पी.डी. पब्लिकेशन हाउस

मुखर्जी रवींद्रनाथ अग्रवाल भरत (2022), ग्रामीण समाजशास्त्र, एस बी.पी.डी. पब्लिकेशन हाउस

## **Suggested Continuous Evaluation Methods:**

- (i) Practical file evaluation. main focus on presentation, content and proper use of research methodology .
- (ii) Viva

### III Year Bachelor of Arts (B.A.)

#### Semester V and VI

M.D.S. UNIVERSITY, AJMER Semester wise schemes of paper								
B.A. Sociology								
Year	Semester	Course Nomenclature	Theory Tutorials	Credit	No. Of Hrs. per Week	Total No. of Teaching Hrs.	Assessment + Internal Marks	Total Marks 100
Batchelors of Arts	V semester	Changing social institution in India (Discipline specific elective course)	T	6	6	90	70+30	100
		Indian society continuity and change (Dis. specific elective course)	T	6	6	90	70+30	100
		Society and Mass Media (Dis. specific elective course)	T	6	6	90	70+30	100
		Social Demography (Skill Enhancement course)	T	2	2	30	70+30	100
	VI Semester	Project on Sustainable Society (Discipline specific elective course)	T	6	6	90	70+30	100
		Social Development in India (Discipline specific elective course)	T	6	6	90	70+30	100
		Issues of Development in India (Discipline specific elective course)	T	6	6	90	70+30	100
		Gender Sensitization (Skill Enhancement course)	T	2	2	30	70+30	100

Weightage for Assessment:

Formative Assessment
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Internal Assessment		Theory part semester end examination		
Activity	Award Marks	Question to be asked	Word limit	Marks
Project	10	Part-A Compulsory question (At least 3 questions from each unit)	50	20
Assignment	10			
Viva Voce	10	Part-B ,10 Questions (3Quest. from each unit) student will have to answer five questions. Selecting atleast one quest. From each unit.	400	50
Total	30			70
Grand total	100			

*Note: Student have to pass separately in Theory part Semester End Examination (external theory paper) and internal continuous assessment .*

## **Credit 6**

### **I - Discipline Specific Elective Course**

#### **Course Title: Changing Social Institutions in India**

##### **Unit – I Family and Marriage**

- I. Changing structure of family; changes in size and composition
- II. democratization of relationships: between spouses, parent-children
- III. Changes in care giving of children and elderly
- IV. changing patterns of marital relations- cohabitation, separation, divorce and remarriage.

##### **Unit – II Religion and Education**

- I. Challenge of diversity - religious freedom vs state laws
- II. education as socialization; types of education - formal and informal
- III. Schooling and Life Chances (Max Weber's views) – increasing Enrolment Ratio
- IV. Education and Employability - Technology and Digital Divide

##### **Unit – III Economic and Political Institutions**

- I. Definitions of Economy and Work Chapter
- II. Gender stratification in work and its feminization
- III. Status of Democracy in India: - Social Reality
- IV. Challenges: Militancy, Fundamentalism, Regionalism

### **Suggested Reading:**

Ahuja ram (1993): Indian Social System, Rawat publication. Jaipur

Bose, N.K. (1967): Culture and Society in India. Bombay: Asia Publishing House

Dube, S.C. (1977): Tribal Heritage of India. New Delhi: Vikas Publication.

Dube. S.C (1990): Indian Society, nation book trust, New Delhi

Ghurye.G.S (1969) : Caste and Race in India, Popular Prakashan, Bombay.

Kothari Rajani (Ed.) (1973: Caste in Indian Politics

Mandelbaum (1970): Society in India Bombay. Popular Prakashan

शर्मा, रेखा (2012) भारत में परिवार विवाह एवं नातेदारी, रावत प्रकाशन जयपुर

जैन शोभिता (1996) भारत में परिवार विवाह और नातेदारी; रावत प्रकाशन जयपुर

जोहरी जी. सी(2021) राजनीतिक समाजशास्त्र, एस.बी.पी.डी प्रकाशन,आगरा

चतुर्वेदी बुद्धसेन,चतुर्वेदी अरूण (2024) समाजशास्त्र सिद्धांतों की विवेचना, कल्पना पब्लिकेशन जयपुर।

### **Core Courses Outcome -**

- Students would be able to able.
- Identify the new forms taken by institutions of family and marriage.
- Understand the role played by religion in modern world.
- Sensitize the students to the conflicting norms of secularism and living by one's religious beliefs.
- Undertake micro research work and communicate effectively

## **II - Discipline Specific Elective Course**

**Credit: 6**

### **Course Title: Indian Society: Continuity and Change**

#### **Unit – I** Traditions in Transition

I. The Nature and Direction of Change in Indian Society

II. The Changing Face of Indian Social Institutions: Family, Caste, Polity and Economy

III. The Rural-Urban Divide: Infrastructure, Education, Health and Local Governance

#### **Unit – II** India in the Globalisation Era

I Globalisation and Indian Culture: Impact on Food Habits, Language, Ideas and Life Styles

II Globalisation and Social Values: Impact on Youth and their World View, Changing Landscape of Love and Marriage, Impact on Familial Relationships and Understanding Others.

#### **Unit – III** Movements for Social Justice

I. A Background View: Role of the Constitution of India and Legislation

II. Backward Classes and Dalit Movements

III. New Social Movements: LGBTQ, Civil Rights, movements related to ecology, Anticorruption Movements.



## **Suggested Reading:**

Ahuja, Ram (1993), Indian Social System, Rawat Publications, Jaipur

Ambedkar, B R (1948), The Untouchable: Who are they and Why they become  
Untouchable? Amrita Book Co., New Delhi

Beteille, Andre (1965), Caste, Class and Power, University of California Press,  
Berkeley

Das, Veena (2004), Handbook of Indian Sociology, Oxford University Press, New  
Delhi

Dube, S C (1991), Indian Society, National Book Trust, New Delhi

Mandelbaum, D G (1970), Society in India, University of California Press,  
Berkeley

Singh, Yogendra (1984), Modernisation of Indian Tradition, Rawat  
Publications, Jaipur

Srinivas, M N (1992), Social Change in Modern India, Orient Longman, New  
Delhi

Srinivas, M N (1962), Caste in Modern India and Other Essays, Asia  
Publishing House, Bombay

मुखर्जी रवींद्रनाथ, अग्रवाल भरत, (2021) भारत में सामाजिक परिवर्तन; एस.बी.पी.डी  
प्रकाशन, आगरा

भार्गव नरेश; (2014) वैश्वीकरण समाजशास्त्रीय परिप्रेक्ष्य, रावत प्रकाशन जयपुर।

## **Core Courses Outcome-**

Students will be able to

- Analyse the nature and direction of change in Indian society, basically from traditional to modernity of Social Institutions.
- Understand the Indicators of change and participation in democratic process.

- To critically look at the two-way street of globalization and its impact on Indian society and communicate in clear terms.

### **III- Elective Course Credit: 6**

#### **Course Title: Society and Mass Media**

##### **Unit – I Introduction to Mass Media**

I. Meaning, Definitions, Characteristics and functions of mass media

II. Evolution of mass media and digital revolution in India

III. Importance of Mass media and communication

##### **Unit – II Types of Mass media**

I. Typology of Media

II. Print Media: Merits and demerits

III. Electronic Media: Merits and demerits, digital divide

##### **Unit- III Mass Media and society**

I. Impact of media on culture, education, consumer behaviour and politics

II. Impact of Globalization and Mass Media

III. Abuse of Media, commercialization of news & media imperialism

### **Suggested Reading:**

Allan, Wells. (1979), Mass Media and Society. Mayfield, California.

Aveseh, Asough. (2012). Social Media And Ethics - The Impact of Social Media on Journalism Ethics,. Center for International Media Ethics (CIME).

Bausinger, H. (1984). Media, technology and daily life. Media, Culture and Society, 6, 343-351.

Berger, Asa (1998). Media Analysis Techniques. Sage Publication

Downing, John, Mohammadi Ali and Srebemy-Mohammadi (1992). Questioning the Media: A Critical Introduction. New Delhi, Sage

Evans, Lewis and hall, Stuart (2000). Visual Culture: The Reader. Sage Publications

Grossberg, Lawrence et al (1998). Media-Making: Mass Media in a Popular Culture. Sage Publications

भार्गव नरेश;(2014) वैश्वीकरण समाजशास्त्रीयपरिप्रेक्ष्य, रावत प्रकाशन जयपुर।

कुमारजे. केवल(2017)भारत में जनसंचार,jaico publishing house

कुमार वीरेंद्र(2022)संप्रेषण प्रक्रिया तथा जनसंचार; खुशी पब्लिकेशन दिल्ली

### **Core Courses Outcome-Students would be able to**

- Analyse the relationship between mass media and society and role of Mass Media in the Development of Society.
- The learner will be familiarized with nature, characteristics and functions of mass media in modern society and able to develop analytical capacity.
- The course seeks to improve the employability of students who are willing to make career as Journalists, Reporters editors and Freelance Writers.

## **Skill Enhancement Course Credit 2**

### **Course Title: Social Demography**

#### **Learning Objectives and Outcomes**

Students at the successful completion of the course will be able to;

- To enlighten the students about origin and development of demography
  - Gains the knowledge about the demographic population data
  - Student will be able to understand Population theories, Causes and Consequences of rapid population growth and Population Education
- Syllabus

#### **Unit-I**

Demography: Definition, Nature and Scope; relationship between Demography and other social sciences

#### **Unit-II**

Sources of Demographic Data: Population Census, Vital Registration, National Sample Survey, Size, Composition and Distribution of population in India

#### **Unit- III**

Components of Population Growth: Age and Sex Composition, Fertility, Mortality and Migration

#### **Unit- -IV**

Causes and Consequences of Rapid population Growth in India; Population Education, family planning and family welfare

### **Suggested Reading:**

Ashes Bose- Demographic Diversity of India, Delhi, B.R. Publishing Corporation (1991)

Govt. of India- Census of India Reports

Ram Ahuja- Social Problems in India, Jaipur, Rawat (1992)

RajendraPandey- Social Problems of Contemporary India, New Delhi, (1995)

Srivastava, O. S - Demography and Population Studies, New Delhi, Vikash Pub. House (1994)

सिंहपुष्पा (2021) ,जनांकिकी,एस.बी.पी.डी प्रकाशन आगरा

मिश्रा जयप्रकाश(2021) जनांकिकी; साहित्य भवन पब्लिकेशन आगरा

Assignments, Student Seminars, Groups Discussions, Quiz programmes, Debates etc. For effective teaching and meaningful learning, illustrations may be drawn from relevant empirical studies Conscious effort should be made to drive home the relevance and significance population study in India and its consequences and in attempting to solve the problems.

## **Semester VI**

**I) Discipline Specific Elective Course Credits: 6**

**Course Title: Project on Sustainable Society**

### **Unit I**

Definition and concept of Sustainable Society

Research Project: Aim and Object, Selection of Research Topic related to Social Problems and Social Development, Sustainable Development.

### **Unit II**

How to develop Research Proposal and its Implementation.

### **Unit III**

Methods & Techniques for conducting scientific study. Writing of Bibliography.

### **Unit IV**

Research Project final draft and writing of findings, Presentation of Research Project.

### **Suggested readings:**

Pirates D.C Edited (2016) Building Sustainable Societies: A Blueprint for a Post-industrial World; Routledge; publisher

Newing H. (2010) Conducting Research in Conservation: Social Science Methods and Practice ; Routledge; publisher

दास, डी.के. लाल (2017) सामाजिक शोध : सिद्धांत एवं व्यवहार; रावत प्रकाशन जयपुर

आहूजा, राम (2004) सामाजिक अनुसंधान ; रावत प्रकाशन जयपुर

**Course Outcomes-** Students would be able to understand.

- The emerging social problems and the conceptualization in Indian Society.
- The project work will engage students directly in practical knowledge about the conducting research project.

- This project work will help learners to know about the issue of sustainability, and policies & program.

## **II)Discipline Specific ElectiveCourseCredit:6**

### **Course Title: Social Development in India**

#### **Unit – I** Social Change and Development

- I. Economic development to social development and Human Development.
- II. Importance of Social Development
- III. India thought on Social Development - M K Gandhi and Dr BR Ambedkar

#### **Unit II** components of Social Development

- I. Political Freedom, Economic Facilities
- II. Social Opportunities, Transparency,
- III. Individual and group Security

#### **Unit III** Challenges to Social Development

- I. Sustainable and Inclusive Development, Environmental Sustainability.
- II. Responsible Private Corporations
- III. Redressing Regional Imbalance

## **Suggested Reading:**

Alexander K.C. and Kumaran, K.P. (1992). Culture and Development, New Delhi, Sage.

Dayal, P (2006) Gandhian Theory of Reconstruction. Atlantic

Haq, Mahabubul. (1990). Reflections on Human Development, Karachi, Oxford.

Hoogvelt, Ankie M. (1996). The Sociology of Developing Societies, Delhi. MacMillan.

Hoselitz, Bert F. (1996). Sociological Aspects of Economic Growth, New Delhi, Amerind Publishers.

Ian, Roxborough. (1979). Theories of Underdevelopment, Macmillan, London

Pandey, Rajendra. (1985). Sociology of Development, New Delhi, Mittal

. Pandey, Rajendra. (1986). Sociology of Underdevelopment, New Delhi, Mittal.

Pearson, P W (1996) Post –Development Theory. Sage Publication

शर्मा सुरजन सिंह, द्विवेदी आर.एन (2017) सामाजिक परिवर्तन ,हरियाणा साहित्यअकादमी।

मुखर्जी रवींद्रनाथ अग्रवाल भारत(2021), भारत में सामाजिक परिवर्तन,एस.बी.पी.डी पब्लिकेशन आगरा

**Course Outcome:** Students would be able to understand

- The social change and development
- Indian experience of social change and development
- Professional careers in development planning.



- Theoretical understanding of social change and development
- Social structure and development relationship
- Alternative trends and paths of development

#### **(IV) Discipline Specific Elective Course Credit:6**

##### **Title: Issues of Development in India**

Course Objectives and Outcomes:

The syllabus is designed to introduce students to the emerging social problems, the concept and issues of development in Indian Society. The course intends to focus upon the deviant and delinquent behaviour, issue of corruption and other organisational and structural problems of Indian Society. The endeavour of the course is to make learners aware about the social problems and developmental issues in the Indian Society

##### **Unit-I**

Concept of Development, Economic Vs Social Development, Human Development.

##### **Unit-II**

Issues of Development: Agrarian Crisis, Human Resource Development & Skilled Unemployment.

##### **Unit-III**

Ecology and Development: Development and Displacement, Rehabilitation and Resettlement Policy, Sustainable development, Global Warming and Climate Change

##### **Suggested readings**

Desai A.R, (1971): Essays on Modernization of Underdeveloped Societies.

Datt and Sundaram, (2008). Indian Economy

Eade D and Ligteringen E, Debating Development, (2006). NGOs and the Future

EPW Research Foundation, Social Indicators of Development for India, Economic and Political Weekly, May 14- 1994

Escobar Arturo, (1995): Encountering Development, the Making and Unmaking of the Third World

अग्रवाल जी.के.(2023) भारत में सामाजिक समस्या एवं विकास के मुद्देएस.बी.पी.डी प्रकाशन  
आगरा

मुखर्जी रवींद्रनाथ अग्रवाल भरत,(2020)भारत में सामाजिक परिवर्तन एवं सामाजिक  
आंदोलन,एस.बी.पी.डी पब्लिकेशन आगरा

## **Skill Enhancement Course Credit: 2**

### **Gender Sensitization**

#### **Course Objectives**

This course will sensitise students to issues related to gender and equality among all sexes. It will provide them with the tools and skills to develop and integrate a gendered perspective in work and life. In particular, students will be acquainted with laws that have an immediate bearing on gender relations.

#### **Course Learning Outcomes-**

- Understand the basic concepts related with gender and sex.
- Acquire the skills to problematize the taken for granted gender bias and prejudices.
- Understand the gender studies and the law to safeguard it.
- Contemplate gender in Indian Social context and appraise the emerging issues and concerns in gender

#### **Unit I**

Introduction - Defining sex, gender, sexuality, masculinity and Femininity.

#### **Unit II**

Sex, Gender and Sexuality • Introduction to debates on the social construction of sex and gender cultural construction of masculinity and femininity • Understanding sexual preference as a right.

### **Unit III**

Gender Rights and the Law

- Right to property
- Personal laws
- Violence against women
- Sexual harassment,
- Domestic violence.

### **Suggested Readings:**

Geetha, V. (2002). Gender. Calcutta: Stree

Menon, Nivedita. (2012). Seeing like a Feminist. New Delhi: Zubaan/Penguin Books

Bhasin, Kamala (1993). What Is Patriarchy? New Delhi: Kali for women

Murty, Laxmi and Rajshri Dasgupta. (2012). 'Our Pictures, Our Words - A Visual Journey Through the Women's Movement'. New Delhi

Shah, Chayanika et al. (2005). Marriage, Family and Community: A Feminist Dialogue. Economic and Political Weekly February 19: 709 -722

Tharu, S. and Niranjana, T. (1999). —Problems for contemporary theory of gender in Nivedita Menon, Gender and Politics in India. New Delhi: Oxford University Press

Ghai, Anita. (2003). (Dis) Embodied Form: Issues of Disabled Women. New Delhi. Har-Anand Publications.

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