

# Central University of Punjab

## SYLLABUS



M.A. in Sociology  
Session 2022-24

**Department of Sociology**  
School of Social Sciences

**Department of Sociology**  
**Program: M.A. Sociology**  
**(Academic Session: 2022-24)**

**GRADUATE ATTRIBUTES**

The students of M.A. programme in sociology shall be able to relate different dimensions of social life in order to comprehend a holistic picture of social reality and develop a critical outlook on various social issues and processes. The student shall be able to develop an understanding on various sociological perspectives, its philosophical moorings, sociological theories and methodologies and should be able to apply them to contemplate on his/her society. Further, the student will have the competence to design micro sociological studies on contemporary issues and problems on issues of global as well as local importance and propose policy framework for contemporary social problems.

## Semester – I

Course Code	Course Title	Type of Course	Credit Hours			Total Credits per week
			L	T	P	
SOC.506	Classical Sociological Thinkers	Core	4	-	-	4
SOC.507	Indian Society: Structures and Processes	Core	4	-	-	4
SOC.508	Social Stratification and Mobility	Core	4	-	-	4
SOC.509	Sociological Concepts	Core	4	-	-	4
XXX.###	Students to choose a course from the list of elective courses given Below	Elective	3			3
XXX.###	Interdisciplinary Elective – I (students have to choose course from other Department)	Interdisciplinary Elective	2	-	-	2
	<b>Total for Semester I</b>					<b>21</b>

### List of Discipline Elective Courses for Semester I

Course Code	Course Title		Credit Hours			Credits
			L	T	P	
SOC.510	Population and Society		3	-	-	3
SOC.511	Environmental Sociology		3	-	-	3

### List of Discipline Elective Courses from other Departments

Course Code	Course Title		Credit Hours			Credits
			L	T	P	
HIS.526	Indian Art and Architecture: Medieval India		3	-	-	3
HIS.555	Thinkers of India		3	-	-	3
ECO.515	Political Economy and Development		3	-	-	3

### Interdisciplinary Courses offered by Department of Sociology (For students of other Departments)

Course Code	Course Title	Type of Course	Credit Hours			Credits
			L	T	P	
SOC.501	Introduction to the Study of Society (IDC) (For Semester I)	Interdisciplinary Elective	2	-	-	2
SOC.502	Polity and Society in India (IDC) (For Semester II)	Interdisciplinary Elective	2	-	-	2

## Semester – II

Course Code	Course Title	Type of Course	Credit Hours			Credits
			L	T	P	
SOC.521	Sociological Theories I	Core	4	-	-	4
SOC.522	Sociology of Gender	Core	4	-	-	4
SOC.523	Sociology of Development	Core	4	-	-	4
SOC.524	Research Methodology in Sociology	Core	4	-	-	4
SOC.527	Infrastructure and Its Imaginaries	Value Added Course	2	-	-	2
XXX.###	Students to choose a course from the list of elective courses given Below	Elective	3			3
	<b>Total for Semester II</b>					<b>21</b>

### List of Discipline Elective Courses for Semester II

Course Code	Course Title		Credit Hours			Credits
			L	T	P	
SOC.525	Urban Studies		3	-	-	3
SOC.526	Social Exclusion and Inclusive Policies		3	-	-	3
SOC. 512	Tribal Studies in India		3			3

## List of Discipline Elective Courses from other Departments

Course Code	Course Title		Credit Hours			Credits
			L	T	P	
ECO.529	Social Survey Methods		3	-	-	3
ECO.530	Rural Development and Policies		3	-	-	3
HIS.554	Medieval Punjab		3	-	-	3

### Semester – III

Course Code	Course Title	Type of Course	Credit Hours			Credits
			L	T	P	
SOC.551	Sociological Theories II	Core	4	-	-	4
SOC.552	Political Sociology	Core	4	-	-	4
SOC.553	Research Methods in Sociology	Compulsory Foundation	4	-	-	4
SOC.554	Research Proposal	Compulsory Foundation	-	-	8	4
XXX. ###	Students to choose a course from the list of elective courses given Below	Elective	3	-	-	3
SOC.557	Practice Exercise in Sociology	Discipline Enrichment Course	2	-	-	2
SOC.558	Entrepreneurship	Foundation	1	-	-	1
<b>Total for Semester III</b>						<b>22</b>

#### List of Discipline Elective Courses for Semester III

Course Code	Course Title		Credit Hours			Credits
			L	T	P	
SOC.555	Social Movements: Approaches and Processes		3	-	-	3
SOC.556	Religion in Public Life		3	-	-	3
SOC: 559	Social Problems in India		3	-	-	3

### List of Discipline Elective Courses from other Departments

Course Code	Course Title		Credit Hours			Credits
			L	T	P	
HIS.551	Nationalism in India and Beyond		3	-	-	3
HIS.573	History of Marginalised Communities		3	-	-	3
ECO.560	Globalization and Development		3	-	-	3



## Semester - IV

Course Code	Course Title	Type of Course	Credit Hours			Credits
			L	T	P	
SOC.600	Dissertation	Skill Based Course	-	-	-	20
<b>Total for Semester IV</b>						<b>20</b>
<b>Grand total</b>						<b>84</b>

### Evaluation Pattern of Courses

	Core, Discipline Elective, Compulsory Foundation, Value Added and Interdisciplinary Courses		Discipline Enrichment Course		Entrepreneurship Course	
	Marks	Evaluation	Marks	Evaluation	Marks	Evaluation
Internal Assessment	25	Various	-	-	-	-
Mid- semester test (MST)	25	Subjective	50	Objective	25	Objective
End- semester test (EST)	50	Subjective	50	Objective	25	Subjective/ Objective

## Evaluation Pattern of Research Proposal & Dissertation

Research Proposal (Third Semester)			Dissertation (Fourth Semester)		
	Marks	Evaluation		Marks	Evaluation
Supervisor	50	Research proposal and presentation	Supervisor	50	Continuous assessment (regularity in work, mid-term evaluation) dissertation report, presentation, final viva-voce
HoD and senior-most faculty of the department	50	Research proposal and presentation	External expert, HoD and senior-most faculty of the department	50	Dissertation report (30), presentation (10), final viva-voce (10)

## Semester – I

L	T	P	Credits
4		-	4

**Course Code: SOC.506**

**Course Title: Classical Sociological Thinkers**

**Total Hours: 60**

**Course Learning Outcomes:**

**On the completion of the course the students shall be able to:**

CLO 1: Appraise the social changes that occurred in the seventeenth and eighteenth century.

CLO 2: Establish relationship between development of philosophical orientations in the context of the above changes.

CLO 3: Explain the contributions made by ‘founding fathers’ of sociology namely Comte, Durkheim, Marx and Weber.

CLO 4: Understand the contribution of Marxian theory to the social sciences.

**Course Contents**

Unit/Hours	Content	Mapping with CLOs
Unit I, 15 hours	<p>The Enlightenment Period: Enlightenment and Conservative Reaction, Positivism and Emergence of Sociology, Auguste Comte: Hierarchy of Sciences, Law of Three Stages</p> <p><b>Learning activities:</b> Class discussion and students sharing their ideas through sociological imaginations</p>	CLO 1 and CLO 2
Unit 2, 15 hours	Emile Durkheim: Division of Labour,	CLO 3

	<p>Social Fact, Suicide, Religion</p> <p><b>Learning activities:</b></p> <p>Class discussion, brain-storming.</p>	
Unit 3, 15 hours	<p>Karl Marx: Historical and Dialectical Materialism, Class and Class struggle</p> <p>Use Value and Exchange Value, Alienation, Theory of Surplus Value</p> <p><b>Learning activities:</b></p> <p>Peer Discussion Class discussion</p>	CLO 4
Unit 4, 15 hours	<p>Max Weber: Differences between Natural Sciences and Social Sciences, Verstehen</p> <p>Ideal type, Social Action, Class, Status and Party, Power and Authority, Bureaucracy, Protestant Ethic and Capitalism</p> <p><b>Learning activities:</b></p> <p>Class discussion, brain-storming.</p>	CLO 3

**Transaction Mode:**

Lecture/Demonstration/Project Method/Seminar/Group Discussion/Tutorial/E-learning

**Suggested Reading:**

1. Adams, Bert N. and R. A. Sydie, 2001, *Sociological Theory*, Pine Forge Press, NewDelhi.
2. Comte, Auguste, 1853/2009, *The Positive Philosophy of Auguste Comte*, Vol. 1 & 2, Cambridge University Press, Cambridge (Translated by Martineau H.).
3. Comte, Auguste, 1865/2009, *A General View of Positivism*, Cambridge University Press, Cambridge (Translated by Bridges, J.H.).
4. Durkheim, Emile, 1893/1997, *The Division of Labour in Society*, Free Press, New York. (Translated by W. D. Halls).
5. Durkheim, Emile, 1895/1964, *The Rules of Sociological Method*, Free Press, New York

- (Translated by Sarah A. Solovay and John H. Mueller and Edited by George E.G. Catlin).
6. Durkheim, Emile, 1912/2008, *The Elementary Forms of Religious Life*, Oxford University Press, Oxford (Translated by Carol Cosman).
  7. Durkheim, Emile, 1951/1979, *Suicide: A Study in Sociology*, The Free Press, New York (Translated by John A. Spaulding and George Simpson and Edited by George Simpson).
  8. Edles, L.D. and Scott Appelrouth, 2015, *Sociological Theory in the Classical Era: Text and Readings*, Sage, New Delhi.
  9. Judge, Paramjit Singh, 2012, *Foundations of Classical Sociological Theory: Functionalism, Conflict and Action*, Pearsons, Delhi.
  10. Marx, Karl and Friedrich Engels, 1848/1969, *Manifesto of the Communist Party*, Hayes Barton Press.
  11. Marx, Karl, 1845/1976, *The German Ideology*, Prometheus Books.
  12. Turner, J., 1974, *The Structure of Sociological Theory*, Dorsey Press.
  13. Weber, Max, 1958/2003, *The Protestant Ethic and the Spirit of the Capitalism*, Charles Scribner's Sons, New York, Republished by Dover Publications.
  14. Weber, Max, 1968/1978, *Economy and Society*, University of California Press, California (Edited by Guenther Roth and Claus Wittich).

L	T	P	Credits
4	0	0	4

**Course Code: SOC.507**

**Course Title: Indian Society: Structures and Processes**

**Total Hours: 60**

**Course Learning Outcomes:**

Students will be able to:

CLO 1: Examine the sociological perspectives which have been developed to study the Indian society and will develop a chronological insight on studies of Indian society.

CLO 2: Evaluate the contribution of important Indian sociologists and assess their monographs.

CLO 3: Analyze important Indian social institutions such as the Family, Village and Caste etc.

CLO 4: Compare and contrast processes such as Sanskritization, Westernization, Universalization and Parochialisation.

**Course Content**

Unit/Hours	Content	Mapping with CLOs
Unit I 15 hours	<p>Emergence of Sociological Perspectives on the Study of Indian Society: Orientalist, Indological: G.S. Ghurye, Structuralist: Louis Dumont, Structural-Functionalist: M.N. Srinivas, S.C. Dube, Y. Singh, Cultural and Civilizational Perspectives – N.K. Bose</p> <p><b>Learning Activity:</b> Through analytical and critical reading, writing and discussions learners will examine the sociological perspectives which have been developed to study the Indian society and will develop a chronological insight on studies of Indian society.</p>	CLO 1& CLO 2

<p><b>Unit II</b> <b>15 Hours</b></p>	<p><b>Conflict Approach and Perspectives from Below:</b> D.P. Mukherji, A.R. Desai, B.R. Ambedkar <b>Activity:</b> Through analytical and critical reading, writing and discussions learners will evaluate the contribution of important Indian sociologists and assess their monographs.</p>	<p><b>CLO 2</b></p>
<p><b>Unit III</b> <b>15 Hours</b></p>	<p><b>Indian Social Structure:</b> Caste and Varna, Class, Gender and Family, Village society, Tribe, Ethnicity <b>Learning Activity:</b> Through analytical and critical reading, writing and discussions learners will analyze important Indian social institutions such as the Family, Village and Caste etc.</p>	<p><b>CLO 3</b></p>
<p><b>Unit IV</b> <b>15 Hours</b></p>	<p><b>Major Social processes in India</b> Sanskritisation and Westernisation, Universalisation and Parochialisation, Modernization and Secularization <b>Learning Activity</b> Through analytical and critical reading, writing and discussions learners will compare and contrast processes such as Sanskritization, Westernization, Universalization and Parochialisation.</p>	<p><b>CLO 4</b></p>

**Transaction Mode:** Lecture, Seminar, Group Discussion, Tutorial/E-learning

### **Suggested Readings:**

1. Ambedkar, B.R., 1948, "The Untouchables: Who Were They and Why They Became Untouchables" in Dr. Babasaheb Ambedkar Writings and Speeches, Volume 7, Education Department, Government of Maharashtra.
2. Bailey, F.G., 1959, 'For a Sociology of India', Contributions to Indian Sociology, Vol. 3, pp. 88-101.
3. Bhargava, Rajeev, 1999, Secularism and its Critics: Themes in Politics, Oxford, New Delhi.
4. Das, Veena (ed.), 2004, Handbook of Indian Sociology. Oxford University Press, New Delhi.
5. Desai, A.R., 1976, Social Background of Indian Nationalism, Popular Prakashan, Bombay.
6. Dhanagare, D.N., 1993, Themes and Perspectives in Indian Sociology, Rawat Publications, Jaipur.
7. Dube, S.C., 1959, Indian Villages, Routledge & Kegan Paul Limited, London.
8. Dumont, L. and D. Pocock, 1960, "For a Sociology of India: A Rejoinder To Dr. Bailey", Contributions to Indian Sociology, Vol. 4, pp. 82-9.
9. Dumont, Louis, 1970, Homo-Hierarchicus: Caste System and its Implications, Vikas Publications, Delhi.
10. Ghurye, G.S., 1957, Caste and Class in India, Popular Book Depot, Bombay.
11. Gupta D. (ed.), 1991, Social Stratification, Oxford University Press, Delhi.
12. Marriott, Mckim, 1955, Village India: Studies in the Little Community, The University of Chicago Press, Chicago.
13. Manor, James, 1996, 'Ethnicity and Politics in India', *International Affairs*, Vol. 72(3), pp. 459- 475.
14. Mukerjee, Ramakrishna, 1979, Sociology of Indian Sociology, Allied Publishers, Bombay.
15. Mukherji, D.P., 1958, Diversities, Peoples Publishing House, Delhi.
16. Oommen, T.K., 1986, Indian Sociology: Reflections and Interpretations, Popular Prakashan, Bombay.
17. Ram, Nandu, 1995, Beyond Ambedkar: Essays on Dalits in India, Har Anand Publications,



New Delhi.

18. Singh, Yogendra, 1973, *Modernization of Indian Tradition*, Rawat Publications, Jaipur.
19. Srinivas, M.N., 1952/2003, *Religion and Society Among the Coorgs of South India*, Oxford University Press.
20. Srinivas, M.N., 1970, *Social Change in Modern India*, California University Press, Berkeley.
21. Xaxa, V, 2003, 'Tribes in India' in Veena Das ed. *Oxford India Companion to Sociology and Social Anthropology* (OICSSA). Volume 1 Oxford University Press, Delhi. pp. 373-408.

L	T	P	Credits
4	-	-	4

**Course Code: SOC.508**

**Course Title: Social Stratification and Mobility**

**Total Hours: 60**

**Course Learning Outcomes**

On completion of the course, the student would be able to:

CLO 1: Compare and contrast the various theories, principles, and empirical aspects of social Stratification.

CLO 2: Summarize the various perspectives to understand the forms, patterns and processes associated with social stratification

CLO 3: Understand different dimensions of social stratifications in the Indian Society

CLO 4: Analyze the processes of social mobility.

**Course Contents**

Unit/Hours	Content	Mapping with CLOs
Unit I, 15 hours	Social Stratification: Meaning and Definition, Social equality and inequality – the idea of stratification, Hierarchy and difference, Open and Closed systems, Power and Domination  Social capital, Social stratification and the idea of citizenship.  <b>Learning activities:</b> Class discussion and students sharing their ideas through sociological imaginations	CLO 1
Unit 2, 15 hours	Theories of Stratification  Functional Theory: Davis and Moore; Critique, Conflict Theory: Karl Marx, R. Dahrendorf,	CLO 2

	Multidimensional Theory: Max Weber, Structure Functional approach <b>Learning activities:</b> Class discussion, brainstorming	
Unit 3, 15 hours	Social Stratification in Indian Society: Caste, Class, Gender, Ethnicity, Tribe <b>Learning activities:</b> : Peer Discussion Class discussion	CLO 3
Unit 4, 15 hours	Mobility and Stratification: The concept of Social Mobility, Types of Social Mobility, Social Mobility and Social Exclusion <b>Learning activities:</b> Class discussion, brainstorming.	CLO 4

**Transaction Mode:** Lecture/panel discussion/team teaching by peer/collaborative learning /Flipped teaching/video based teaching/Blended learning.

**Suggested Reading:**

1. Bendix, R. and S.M. Lipset, 1966, *Class, status and Power*, Free Press, New York.
2. Brass, Paul, 1991, *Ethnicity and Nationalism: Theory and Comparison*, Sage Publication.
3. Chakravarti, Uma, 2003, *Gendering Caste: Through a Feminist Lens*, Stree.
4. Crompton Rosemary and Michael Mann ed.,1986, *Gender and Stratification*. Cambridge
5. Dahrendorf, R.,1959, *Class and Class Conflict in Industrial Society*, Stanford University Press, CA
6. Davis, K. and W.E. Moore, 1945. "Some Principles of Stratification", *American Sociological Review*, Vol. 10, No. 2.
7. Giddens, A., 1980, *The Class Structure of the Advanced Societies*. Unwin, London.
8. Gupta D. ed., 1991, *Social Stratification*, Oxford University Press, Delhi.
9. Gupta, Dipankar (ed.), 1991, *Social Stratification*, Oxford University Press, New Delhi.

10. Haimendorf , C., 1982, *Tribes of India: The Struggle for Survival*, University of California Press.
11. Marshall, T.H.,1950, *Citizenship and Social Class*. Cambridge University Press, Cambridge (essay on citizenship).
12. Sen, Amartya, 2004, *Social Exclusion: Concept, Application and Scrutiny*, Critical Quest, New Delhi..
13. Sorokin P. A. 1927, *Social Mobility*, Harper, New York.
14. Srinivas, M.N. 1994 *The Dominant Caste and Other Essays*, Oxford University Press, Delhi
15. Tumin, Melvin, 1987, *Social Stratification: The Forms and Functions of Inequality*, Prentice Hall of India, New Delhi.
16. Weber M, 1948, *From Max Weber* eds. H. Gerth and C. Wright Mills. London: Routledge and Kegan Paul.
17. Weber, Max, 1978, *Economy and Society*, University of California Press, Berkeley.
18. Wiener, M., 1978, *Sons of the Soil: Migration and Ethnic Conflict in India*, Princeton University Press, Princeton.
19. Xaxa, V, 2003, 'Tribes in India' in Veena Das ed. *Oxford India Companion to Sociology and Social Anthropology* (OICSSA). Volume 1 Oxford University Press, Delhi. pp. 373-408.
20. Yinger, J.M., 1994, *Ethnicity: Source of Conflict*, State University of New York

L	T	P	Credits
4	0	0	4

**Course Code: SOC. 509**

**Course Title: Sociological Concepts**

**Total Hours: 60**

**Course Learning Outcomes:**

On completion of the course, the students will be able to

CLO 1: Explain basic sociological concepts.

CLO 2: Establish relationship between basic concepts and contemporary sociological issues

CLO 3: Apply concepts to understand real world situations

**Course Contents**

Unit/Hours	Content	Mapping with CLOs
Unit I, 15 hours	<p><b>Basic Concepts:</b> Society, Community, Association, Institution, Meaning and Types of Social Group, Culture, Ethnocentrism and Cultural Relativism, Norms and Values, Folkways and Mores.</p> <p><b>Learning activities:</b> Class discussion and students sharing their ideas through sociological imaginations</p>	CLO 1 and CLO2
Unit II, 15 hours	<p><b>Social Institutions:</b> Family, Marriage and Kinship, Political Institutions (State and Bureaucracy, Economic Institutions (Division of Labor and Exchange Systems), Magic and Religion</p> <p><b>Learning activities:</b> Group discussion, brain-storming and students sharing their understanding and relating theory and practice.</p>	CLO 2 and CLO 3
Unit III, 15 hours	<p><b>Social Process:</b> Socialization Primary and Secondary Socialization, Re-Socialization, Adult Socialization and Anticipatory Socialization</p>	CLO 1, CLO 2 and CLO 3

	<b>Learning activities:</b> Group discussion and students presenting on concept that is applied daily in social life.	
Unit IV, 15 hours	<b>Social Stratification:</b> The idea of inequality and social stratification, Difference and Hierarchy, Inclusion and Hierarchy <b>Learning activities:</b> Class discussion and brain storming	CLO 2 and CLO 3

**Transaction Mode:** Lecture, Demonstration, Project, Method, Seminar, Group Discussion, Tutorial, E-learning

**Suggested Readings:**

1. Bierstedt, R., 1970, *The Social Order: An Introduction to Sociology*, McGraw Hill, London.
2. Bottomore, T. B., 2010, *Sociology: A Guide to Problems and Literature*, Routledge, New York.
3. Davis, Kingsley, 1970, *Human Society*, Macmillan Press, New York.
4. Giddens, A., & P. W. Sutton, 2013, *Sociology* (13th Edition), Polity Press, New York.
5. Giddens, A., & P. W. Sutton, 2017, *Essential Concepts in Sociology* (2nd Edition), Wiley India, New Delhi.
6. Gupta D. ed., 1991, *Social Stratification*, Oxford University Press, Delhi.
7. Haralambos, M., & M. Holborn, 2013, *Sociology: Themes and Perspectives* (8th Edition), Oxford University Press, London.
8. Harton, P. B., Leonard, B. & C. I. Hunt, 1984, *Society* (6th Edition), McGraw Hill, London.
9. Inkles, Alex, 1982, *What is Sociology: An Introduction to the Discipline and Profession*, Prentice Hall of India, New Delhi.
10. Johnson, H. M., *Sociology: A Systematic Introduction*, Allied Publishers, New Delhi.
11. Broom, L. & P. Selznick (eds.), 1970, *Principles of Sociology*, Harper and Row Publishers.
12. Madan, T. N., & D. N. Majumdar, 1988, *An Introduction to Social Anthropology*, National Publishing House, New Delhi.
13. Mitchell, D., 1985, *A New Dictionary of Sociology*, Routledge, New York.
14. Rao, M. S.A., 1978, *Social Movement in India*, Manohar Publication, New Delhi.

## **SOC.510: Population and Society**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>3</b>	-	-	<b>3</b>

### **Learning outcomes:**

At completion of the course the learner will be able to:

- analyze the inter-linkages between population size, growth, composition and quality of population with societal components.
- evaluate population policies of various countries in a comparative framework.

### **Social Demography and Population:**

**5 hours**

- Nature and Scope of Population Studies
- Sources of Demographic Data: Census and Sample Surveys
- Theories of Population Growth: Malthus, and Demographic Transition

### **Theories of Population Growth**

**5 hours**

- Malthus
- Demographic Transition

### **Age-Sex Composition:**

**20 hours**

- Factors affecting and consequences of age-sex composition
- Fertility & Measurement of fertility
- Mortality & Measures of mortality
- Theories of migration
- Types of migration

### **Distribution of Population and Population Policy:**

**15 hours**

- Population Growth and Economic Development
- Population Composition of India and Population Policy

### **Transaction Mode:**

Lecture/Demonstration/Seminar/Group Discussion/Tutorial/E-learning/Flipped teaching/video based teaching/Blended learning.

### **Suggested Reading:**

1. Bogue, D.J., 1969, Principles of Demography, John Wiley, New York.
2. Cox, P.K., 1970, Demography, Cambridge University Press, Cambridge.
3. Haq, Ehsanul, 2007, Sociology of Population, MacMillan, New Delhi.
4. Heer, David M., 1975, Society and Population, Prentice Hall, Englewood Cliff.
5. Daugherty, H.G. and K.C.W. Kammeyer, 1995, An Introduction to Population, The Guilford Press, New York.
6. Matras, J., 1977, Introduction to Population: A Sociological Approach, Prentice Hall, New Jersey.
7. Premi, M.K. et al., 2003, Social Demography, Jawahar Publications, New Delhi.
8. Sandhu, Jasmeet, 1996, Sociology of Fertility, Rawat Publications, Jaipur.
9. Thompson, W.S. and David T. Lewis, 1965. Population Problems, McGraw Hill, New York.



L	T	P	Credits
3	0	0	3

**Course Code: SOC.511**

**Course Title: Environmental Sociology**

**Total Hours: 45**

**Course Learning Outcomes:**

Students will be able to:

**CLO 1:** Explain concepts, definitions and sociological perspectives related to environmental sociology

**CLO 2:** Analyze environmental challenges and opportunities in the context of the drive towards liberalization, privatization and globalization

**CLO 3:** Appraise issues related to ecological governance and environmental movements, while evaluating the contribution of different institutions and organizations involved in these processes

**Course Contents**

<b>Unit/Hours</b>	<b>Content</b>	<b>Mapping with CLOs</b>
<b>Unit I 11 Hours</b>	Envisioning Environmental Sociology: What is environmental sociology?, Realist - constructivist debate, Sustainable Development.  <b>Learning Activity:</b> Brain storming, Panel discussion, Collaborative learning, Group discussion	<b>CLO 1</b>
<b>Unit II 11 Hours</b>	Environment, Governance and Climate Change: Environment, Development and Climate Change, Environmental governance, the state, and environmental justice.  <b>Learning Activity:</b> Brain storming, Panel discussion, Collaborative learning, Group discussion, fieldwork	<b>CLO 3</b>

<b>Unit III</b> <b>12 Hours</b>	<b>Approaches in Environmental Sociology:</b> Ecological Modernization, Market Environmentalism, The Risk Society Thesis, Treadmill of production.  Environment Protection theory: Indian approaches. <b>Learning Activity:</b> Brain storming, Panel discussion, Collaborative learning, Group discussion, Team teaching by peer.	<b>CLO 2</b>
<b>Unit IV</b> <b>11 Hours</b>	<b>Environmental Movements in India:</b> Bishnoi, Chipko, Silent Valley, Jungle Bachao, Appiko, Narmada Bachao Andolan, Tehri Dam Conflict.  <b>Learning Activity:</b> Brain Storming, Paneldiscussion, Group discussion, Movie/Documentary analysis, PPT presentation	<b>CLO 3</b>

**Modes of transaction:** Lecture, Panel discussion, Team teaching by peer, Collaborative learning (online), Flipped teaching, Video based teaching, Blended learning, Fieldwork, Group Discussion

**Suggested Readings:**

1. Beck, U., 2006, . Living in the world risk society: A Hobhouse Memorial Public Lecture given on Wednesday 15 February 2006 at the London School of Economics. *Economy and Society*, 35(3), 329-345.
2. Bell, MM.2008, *An Invitation to Environmental Sociology*. Thousand Oaks, CA: Sage 3rd ed.
3. Chris, M., 1999, *Ecological Diversity in Sustainable Development: The Vital and Forgotten Dimension*, Lewis Publisher, New York.
4. Descola, Philippe and GisliPalsson, 1996, *Nature and society. Anthropological perspectives*. Routledge; London.
5. Eugene, 1989, *Foundations of environmental ethics*. Prentice Hall, New Jersey.
6. Franklin, Adrian, 2002, *Nature and Social theory*, Sage, London.

7. Garrard, Greg, 2007, *Eco-Criticism*, Routledge, London.
8. Giddens, A., 2009, *The Politics of Climate Change*, Polity Press, London.
9. Goldfrank, Walter, David Goodman, and Andrew Szasz (Ed.), 1999, *Ecology and the world- system*. Greenwood Press, London.
10. Gould, K. A., Pellow, D. N., & Schnaiberg, A. (2004). Interrogating the Treadmill of Production: Everything You Wanted to Know about the Treadmill but Were Afraid to Ask. *Organization & Environment*, 17(3), 296-316.
11. Guha, R. and M. Gadgil, 1995, *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*, Routledge, Delhi.
12. Guha, Ramachandra. (Ed.) , 1994, *Social ecology*, OUP, New Delhi
13. Guha. Ramachandra, 2000, *Environmentalism. A global History*, OUP, New Delhi
14. Hannigan, J. A., 1995, *Environmental Sociology*. Routledge, London and New York, 2nd ed.
15. . Mol, A. P., 2002, Ecological modernization and the global economy. *Global Environmental Politics*, 2(2), 92-115.
16. Pepper, David, 1996, *Modern environmentalism. An introduction*. Routledge, London
17. Peter, H., 2009, *A Companion to Environmental Thought*, Rawat Publications, New Delhi.
18. Robbins, P., 2004, *Political Ecology: A Critical Introduction*, Blackwell, New York.
19. Sachs, Wolfgang, 1995, *Global ecology: A new Arena of political conflict*, Zed.

### **Web links**

- <http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=33>
- <https://shodhganga.inflibnet.ac.in/>
- <https://swayam.gov.in/explorer>
- <https://www.swayamprabha.gov.in/index.php/higheredu>
- <https://www.youtube.com/c/cecgurukul/videos>
- <https://ess.inflibnet.ac.in/journals.php?pg=subject&res=JSTOR&sub=Sociology>

L	T	P	Credits
2	0	0	2

**Course Code: SOC.501**

**Course Title: Introduction to the Study of Society (IDC)**

**Total Hours: 30**

**Course Learning Outcomes:**

Students will be able to:

CLO 1: Understand the correlation between philosophy, natural sciences and social sciences and will be able to explain construction of social sciences.

CLO 2: Evaluate sociology as a scientific discipline and will relate different disciplines within social sciences.

CLO 3: Understand sociological meaning of different concepts.

CLO 4: Appraise the contemporary issues existing in the society.

**Course Content**

<b>Unit/Hours</b>	<b>Content</b>	<b>Mapping with CLOs</b>
<b>Unit I</b> 8 hours	<p><b>Sociology: Discipline and Perspective:</b></p> <p>Emergence of Sociology: Brief Historical Overview, Nature and Scope, Understanding Sociological Perspectives</p> <p><b>Activity:</b> Through analytical and critical reading, writing and discussions learners will understand the correlation between philosophy, natural sciences and social sciences and will be able to explain construction of social sciences.</p>	<b>CLO 1</b>

<p><b>Unit II</b> <b>8 Hours</b></p>	<p><b>Sociology and Other Social Sciences:</b></p> <p>Sociology and Anthropology, Sociology and Economics, Sociology &amp; Psychology, Sociology &amp; History, Sociology &amp; Political Science, Sociology &amp; Social Work</p> <p><b>Activity:</b> Through analytical and critical reading, writing and discussions learners will evaluate sociology as a scientific discipline and will relate different disciplines within social sciences.</p>	<p><b>CLO 2</b></p>
<p><b>Unit III</b> <b>8 Hours</b></p>	<p>Basic Concepts Society, Community, Culture, Institution, Social Change</p> <p><b>Activity:</b> Through analytical and critical reading, writing and discussions learners will understand sociological meaning of different concepts.</p>	<p><b>CLO 3</b></p>
<p><b>Unit IV</b> <b>6 Hours</b></p>	<p><b>Contemporary Issues</b></p> <p>Reservation, Caste and Politics, Social Media and Society</p> <p><b>Exercise:</b> Through analytical and critical reading, writing and discussions learners will appraise the contemporary issues existing in the society.</p>	<p><b>CLO 4</b></p>

**Transaction Mode:** Lecture, Group Discussion, Tutorial/E-learning

### **Suggested Readings:**

1. Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Chapter 1, 'Sociology and Common Sense', Pp. 13-27, Oxford University Press, Delhi.
2. Bierstedt, Robert, 1974, *The Social Order*, Chapter 20, 'The Problem of Social Change' Pp. 527-567, McGraw Hill.
3. Bierstedt, Robert, 1974, *The Social Order*, Part 3, Chapter 5, 'The Meaning of Culture', p. 125-151, Chapter 6, 'The Content of Culture' Pp. 152-187, Chapter 7, 'The Acquisition of Culture', Pp. 188-212, McGraw Hill Book Company, New York.
4. Bottomore, T. B., 1971, *Sociology: A Guide to Problems and Literature*, Chapter 4, 'The Social Sciences, History and Philosophy', Pp. 65-80, Allen and Unwin, London.
5. Bottomore, T.B., 1972, *Sociology: A Guide to Problems and Literature*, George Allen and Unwin, Bombay (India).
6. Burke, Peter, 1980, *Sociology and History*, Chapter 1, 'Sociologists and Historians', Pp. 13-30, George Allen and Unwin, London.
7. Horton, Paul B., Chester L. Hunt, 2004, *Sociology*, Chapter 8, Pp. 185-209, Tata McGraw-Hill, New Delhi.
8. Horton, Paul B., Chester L. Hunt, 2004, *Sociology*, Chapter 9, Pp. 210-229, Tata McGraw Hill, New Delhi.
9. Inkeles, Alex, 1987, *What is sociology?* Prentice-Hall of India, New Delhi.
10. MacIver, Robert M, and Charles Hunt Page, 1949, *Society*, Chapter 10, 'Types of Social Groups', Pp. 213-237, Rinehart, New York.
11. Redfield, Robert, 1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.) *Man, Culture and Society*, Pp. 345-368, Oxford University Press, New York.
12. Ritzer, George, 1996, *Classical Sociological Theory*, Chapter 1, 'A Historical Sketch of Sociological Theory: The Early Years', Pp. 13-46, McGraw Hill, New York.

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Course Code: SOC.502**

**Course Title: Polity and Society in India (ID Course)**

**Total Hours: 30**

**Course Learning Outcomes:**

Students will be able to:

**CLO 1:** Summarize the basic concerns in the understanding of political institutions.

**CLO 2:** Compare and contrast the various concepts and emerging debates in political sociology

**CLO 3:** Critically analyze political processes in the Indian scenario.

**CLO4:** Evaluate the basic debates in political sociology with specific reference to the Indian polity.

**Course Contents**

<b>Unit/Hours</b>	<b>Content</b>	<b>Mapping with CLOs</b>
Unit I 7 Hours	<p><b>Basic Concepts:</b> Society, Polity, Power, Authority &amp; Legitimacy, State, Nation-State, Civil Society</p> <p><b>Learning Activity:</b> Brain storming, Panel discussion, Collaborative learning, Group discussion</p>	CLO 1
Unit II 8 Hours	<p><b>Contemporary Debates:</b> Tradition &amp; Modernity, Nation Building, Globalization.</p> <p><b>Learning Activity:</b> Brain storming, Panel discussion, Collaborative learning, Group discussion, Team teaching by peer</p>	CLO 2

<p>Unit III 7 Hours</p>	<p><b>Party dynamics in India:</b> Democracy in India, Party System and Elections in India</p> <p><b>Learning Activity:</b> Brain storming, Panel discussion, Collaborative learning, Group discussion, Analysis and presentation of the work and functioning of major political parties in India</p>	<p>CLO 3 CLO 4</p>
<p>Unit IV 8 Hours</p>	<p><b>Interest groups and collective mobilization:</b> Interest groups, Pressure groups, Social movements in India.</p> <p><b>Learning Activity:</b> Brain Storming, Panel discussion, Group discussion, Movie/Documentary analysis/Fieldwork and PPT presentation</p>	<p>CLO 3 CLO 4</p>

**Modes of transaction:** Lecture, Panel discussion, Team teaching by peer, Collaborative learning (online), Flipped teaching, Video based teaching, Blended learning, Fieldwork, Group Discussion

**Suggested Readings:**

1. Bottomore, T.B., 1979, Political Sociology, OUP, New Delhi.
2. Chandhoke, Neera, 1995, State and Civil Society. Sage, New Delhi
- 3 Chatterjee, P., 1997, State and Politics in India, Delhi, OUP,
4. Cohn, B.S., 1989, An Anthropologist Among Historians and Other Essays, OUP, New Delhi.
5. Desai, A.R., 1968, Social Background of Indian Nationalism, Popular, Bombay.
6. Kaviraj, Sudipta, 1997, Politics in India, OUP, New Delhi
7. Kohli, A. 2002, The Success of India's Democracy, OUP, Cambridge
8. Kothari, Rajni, 1988, The State against Democracy: In Search of Humane Government, Ajanta Publications, Delhi
9. Kothari, Rajni, 1970, Caste in Indian Politics, Orient Blackswan, Hyderabad
10. Kumar Anand, 2000, Nation Building in India, New Delhi, Radiant
11. Kumar, Anand, (ed.), 2013, Political Sociology of India, Sage, New Delhi



12. Kumar, Anand, 2000, State and Society in India, Radiant, New Delhi.
13. Kumar, Anand, 2011, Understanding Globalization and Emerging India, Palm Leaf Publications, New Delhi
14. Oommen, T.K. ,1990, State and Society in India, Sage, New Delhi.
15. Rao, M.S.A, 1978, Social Movements, Manohar, New Delhi.
16. Rudolph, Susanne Hoeber and Lloyd Rudolph, 1967, The Modernity of Tradition: Political Development in India, University of Chicago Press Chicago,
17. Srinivas, M.N., 1962, Social Change in India, Asia Pub. House, Bombay.
18. Stern, Robert W. 1993, Changing India, OUP, New Delhi
19. Yogendra, Singh, 1978, Modernization of Indian Tradition, Rawat, Delhi.

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-<http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=33>

-<https://shodhganga.inflibnet.ac.in/>

-<https://swayam.gov.in/explorer>

-<https://www.swayamprabha.gov.in/index.php/higheredu>

-<https://www.youtube.com/c/cecgurukul/videos>

-<https://ess.inflibnet.ac.in/journals.php?pg=subject&res=JSTOR&sub=Sociology>

## Semester II

L	T	P	Credits
4	0	0	4

**Course Code: SOC.521**

**Course Title: Sociological Theories I**

**Total Hours: 60**

**Course Learning Outcomes:**

Students will be able to:

CLO 1: Correlate the theoretical development within sociology specifically after 1945.

CLO 2: Evaluate the contributions made by T. Parsons, R.K. Merton and will analyse the functionalist perspective.

CLO 3: Assess the contributions made by B. Malinowski, R. Brown and understand the structural-functional perspective.

CLO 4: Appraise the contributions made by R. Dahrendorf, L. Coser and comprehend the conflict theoretical perspective.

CLO 5: Evaluate the contributions made by T. Adorno and H. Marcuse and understand the critical theoretical perspectives.

**Course Content**

Unit/Hours	Content	Mapping with CLOs
Unit I 15 hours	<p><b>Functionalist Theory: Anthropological Perspective</b></p> <p>Bronisław Malinowski</p> <p>Radcliffe Brown</p> <p><b>Learning Activities:</b> Through analytical and critical reading, writing and discussions learners will correlate the theoretical development within the functionalist perspective, where society was understood in analogy with human body.</p>	CLO 1&CLO2

<p>Unit II 15 Hours</p>	<p><b>System Theory :</b> Talcott Parsons: Action theory, Pattern Maintenance (AGIL). R. K. Merton – Middle Range Theory, Postulates on Functionalism, Functional Equivalents</p> <p><b>Learning Activities:</b> Through analytical and critical reading, writing and discussions learners will assess the shift from biological understanding of society as in Functionalism towards society as a self sustaining system.</p>	<p><b>CLO 1 &amp; CLO 3</b></p>
<p>Unit III 15 Hours</p>	<p><b>Conflict Theory:</b> Ralph Dahrendorf – Class and Class conflict in Industrial society, Lewis Coser – Functions of Conflict</p> <p><b>Learning Activities:</b> Through analytical and critical reading, writing and discussions learners will appraise the contributions made by R. Dahrendorf, L. Coser and comprehend the conflict theoretical perspective.</p>	<p>CLO 1 &amp; CLO 4</p>
<p>Unit IV 15 Hours</p>	<p><b>Critical Theory:</b> Theodor Adorno – Critique to Enlightenment, Culture Industry, Herbert Marcuse – One Dimensional Man</p> <p><b>Learning Activities:</b> Through analytical and critical reading, writing and discussions learners will evaluate the contributions made by T. Adorno and H. Marcuse and understand the critical theoretical perspectives.</p>	<p>CLO 1&amp;CLO 5</p>

**Transaction Mode:** Lecture, Seminar/Group Discussion, Tutorial/E-learning

### **Suggested Readings:**

1. Adams, B.N. and R. A. Sydie, 2001, *Sociological Theory*, Pine Forge Press, New Delhi.
2. Blau, Peter M., 1986/2009, *Exchange and Power in Social Life*, Transaction Publishers, New Jersey.
3. Bronislaw, Malinowski, 1948/2004, *Magic, Science and Religion and Other Essays*, The Free Press, New York.
4. Coser, Lewis A., 1954, *Sociological Theory: A Book for Readings*, The Chicago University Press, Chicago.
5. Coser, Lewis A., 1956, *The Functions of Social Conflict*, Free Press, New York.
6. Coser, Lewis A., 1971, *Masters of Sociological Thought: Ideas in Historical and Social Context*, Harcourt Brace Jovanovich, New York.
7. Dahrendorf, Ralf, 1959, *Class and Class Conflict in Industrial Society*, Routledge, London.
8. Frisby, David and Mike Featherstone (eds.), 2000, *Simmel on Culture*, Sage Publications, London.
9. Habermas, Jurgen, 1987, *The Philosophical Discourse of Modernity: Twelve Lectures*, MIT Press, Cambridge.
10. Held, David, 1980, *Introduction to Critical Theory: Horkheimer to Habermas*, University of California Press, California.
11. Horkheimer, Max, 2002, *Critical Theory: Selected Essays*, The Continuum Publishing Company, New York.
12. Merton, R. K., 1949/1980, *Social Theory and Social Structure*, The Free press, New York.
13. Merton, R. K., 1967, *On Theoretical Sociology: Five Essays*, The Free Press, New York.
14. Parsons, Talcott and E. Shils, 1953/2001, *Towards a General Theory of Action: Theoretical Foundations of Social Sciences*, Transaction Publishers, New Jersey.
15. Parsons, Talcott, 1919, *The Social System*, Routledge, London.
16. Ritzer, George, and Barry Smart, (eds.), 2009, *Handbook of Social Theory*, Sage Publications, New Delhi.
17. Seidman, S., and Alexander, J. C., (eds.), 2010, *The New Social Theory Reader*, Routledge, London.

L	T	P	Credits
4	0	0	4

**Course Code: SOC. 522**

**Course Title: Sociology of Gender**

**Total Hours: 60**

**Course Learning Outcomes:**

Students will be able to:

**CLO 1:** Make use of a holistic and theoretically grounded understanding of family and gender.

**CLO 2:** Assess the process of gender socialization within the framework of the family.

**CLO 3:** Compare and contrast the major approaches towards understanding gender

**CLO 4:** Analyze the various problems, debates and mobilizations around family and gender issues in the Indian context.

**Course Contents**

Unit/Hours	Content	Mapping with CLOs
Unit I 15 Hours	<p><b>Concepts and Approaches to Family:</b> Concepts - Family, Household and Domestic function, Approaches- Structural Functional, Conflict, Symbolic-Interactionist, Exchange and Feminist, Public sphere v/s Private sphere. Contemporary debates on the Indian family</p> <p><b>Learning Activity:</b> Brain storming, Panel discussion, Collaborative learning, Group discussion</p>	CLO 1

Unit II 15 Hours	<p><b>Concept and Construction of Gender:</b> Concepts- Sex, Gender, Gender-Identity and Gender-roles, Basic understanding of Patriarchy, Masculinity and Femininity, Gender Socialization and Gender Stereotyping through the institutions of family, education, work and religion.</p> <p><b>Learning Activity:</b> Brain storming, Panel discussion, Collaborative learning, Group discussion, Advertisement analysis, Role play, Team Teaching by peer.</p>	CLO 2
Unit III 15 Hours	<p><b>Approaches to Gender:</b> Feminism: Meaning; Liberal, Radical, Socialist-Marxist and Post-Modernist Feminisms</p> <p><b>Learning Activity:</b> Brain storming, Panel discussion, Collaborative learning, Group discussion, Team teaching by peer</p>	CLO 3
Unit IV 15 Hours	<p><b>Gender Issues in India:</b> Dimensions of Gender Inequality: Female Feticide and Neglect of Girl Child, Domestic violence, Status of LGBT community, Issues of Dowry, Gender and caste, Movements around gender issues in India</p> <p><b>Learning Activity:</b> Brain Storming, Panel discussion, Group discussion, Movie/Documentary analysis, Team teaching, PPT presentation</p>	CLO 4

**Modes of Transaction:** Lecture, Panel discussion, Team teaching by peer, Collaborative learning (online), Flipped teaching, Video based teaching, Blended learning, Fieldwork, Group Discussion  
-Movie/Documentary screening

### **Suggested Readings:**

1. Chanana, Karuna, 1988, *Socialization, Education and Women: Explorations in Gender-Identity*, Orient Longman, New Delhi.
2. Chandra Talpade Mohanty, "Cartographies of Struggle: Third World Women and the Politics of Feminism" in *Third World Women and the Politics of Feminism*
3. 'Co-residence and Domestic Functions', *American Anthropologist*, Vol.32, No.1, pp. 1-15.
4. Dorothy E. Smith, "Women's Perspective as a Radical Critique of Sociology" from Sandra Harding Ed. *Feminism and Methodology*.
5. Flavia Agnes, "Women, Marriage and the Subordination of Rights" in *Community, Gender and Violence: Subaltern Studies XI*, Permanent Black, New Delhi 2000.
6. Kamla Bhasin, *Understanding Gender (Kali Primaries)*, Kali for Women: New Delhi 2000.
7. Lipman, Jean Blumen, 1984, *Gender-Roles and Power*, Prentice Hall Inc., New Jersey.
8. Menon, Nivedita, 2000, "Embodying the Self: Feminism, Sexual Violence and the Law" in Partha Chatterjee and Pradeep Jeganathan (ed)- *Subaltern Studies XI: Community, Gender and Violence*, Permanent Black and Ravi Dayal.
9. Menon, Nivedita, edited *Gender and Politics in India*, OUP, New Delhi
10. Oakely, Ann, 1972, *Sex, Gender and Society*, Harper & Row Publications, London.
11. Patel, Tulsi, 2005, *The Family in India: Structure and Practice*, Sage Publications, New Delhi.
12. Patricia Uberoi, 2004, "The Family in India", in Veena Das ed. *Handbook of Indian Sociology*, New Delhi, Oxford University Press pp. 235-307.
13. Rajeswari Sunder Rajan, 2003, 'Children of the State? Unwanted Girls in Rural Tamilnadu', in *The Scandal of the State: Women, Law and Citizenship in Postcolonial India*, New Delhi, Permanent Black.
14. Saradamoni, K. (ed.), 1992, *Finding the Household: Conceptual and Methodological Issues*, Sage Publication, New Delhi.
15. Shah. A.M., 1973, *The Household Dimension of Family*, Orient Longman, New Delhi.
16. Smith, 1987, *The Everyday World As Problematic*, Northwestern University Press: Boston.
17. White James M. & David M. Klein, 2002, *Family Theories*, Thousand Oaks
18. Wood, Julia T., 1999, *Gendered Lives*, Wadsworth Publication Company, London.

**Weblinks:**

-<http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=33>

-<https://shodhganga.inflibnet.ac.in/>

-<https://swayam.gov.in/explorer>

-<https://www.swayamprabha.gov.in/index.php/higheredu>

-<https://www.youtube.com/c/cecgurukul/videos>

-<https://ess.inflibnet.ac.in/journals.php?pg=subject&res=JSTOR&sub=Sociology>





L	T	P	Credits
4	0	0	4

**Course Code: SOC. 523**

**Course Title: Sociology of Development**

**Total Hours: 60**

**Course Learning Outcomes:**

Students will be able to:

**CLO 1:** Analyze the way development is conceptualized and contested in social science literature.

**CLO 2:** Assess as to how the emergence and influence of different perspectives on development are located in their respective socio - historical and political conditions

**CLO 3:** Compare and contrast the major theoretical paradigms around modernization, globalization, development and underdevelopment.

**Course Contents**

Unit/Hours	Content	Mapping with CLOs
Unit I 15 Hours	<p><b>Understanding Sociology of Development:</b> Historical location of the idea of development, The concept of development: Shifting terrain</p> <p><b>Learning Activity:</b> Brain storming, Panel discussion, Collaborative learning, Group discussion</p>	CLO 1
Unit II 15 Hours	<p><b>Perspectives on Modernization:</b> Economic - Gunnar Myrdal, W. W. Rostow, Sociological - Neil J. Smelser, Talcott Parsons, Political - Gabriel A. Almond &amp; James S. Coleman</p> <p><b>Learning Activity:</b> Brain storming, Panel discussion, Collaborative learning, Group discussion, Team teaching by peer</p>	CLO 2 and CLO 3

Unit III 15 Hours	<p><b>Theories of Underdevelopment:</b> Dependency theories, Centre – periphery, Unequal exchange, Limits to growth thesis</p> <p><b>Learning Activity:</b> Brain storming, Panel discussion, Collaborative learning, Group discussion, Team teaching by peer</p>	CLO 2 and CLO 3
Unit IV 15 Hours	<p><b>Paths of Development and emerging debates:</b> Capitalist, Socialist, Mixed, Gandhian, Globalization, Non-state actors and Development, Post-development: Emerging Debates; Amartya Sen</p> <p><b>Learning Activity:</b> Brain Storming, Panel discussion, Group discussion, Movie/Documentary analysis, PPT presentation</p>	CLO 2 and CLO 3

**Modes of transaction:** Lecture, Panel discussion, Team teaching by peer, Collaborative learning (online), Flipped teaching, Video based teaching, Blended learning, Group Discussion, Movie/Documentary screening, Fieldwork

**Suggested Readings:**

1. Apter, D., 1987, Rethinking Development, Sage Publications, London.
2. Blomstrom, M. and B. Hettne, 1984, Development Theory in Transition, Zed Books, London.
3. Coleman, J., 1968, “Modernization: Political Aspect”, in D. L. Sills (ed.) The International Encyclopedia of Social Sciences, Vols. 9 & 10, MacMillan, London.
4. Desai, Vandana and Robert B Potter, 2008, The Companion to Development Studies, Hodder Arnold Publication, London.
5. Frank, Andre Gunder, 1971, Capitalism and Underdevelopment in Latin America, Penguin Books.
6. Harrison D., 1988, The Sociology of Modernization and Development, Routledge, New Delhi.
7. Horowitz, I. L., 1966, Three Worlds of Development, Oxford University Press, New York.
8. Larrain, J., 1991, Theories of Development: Capitalism, Colonialism and Dependency, Polity Press, Cambridge.
9. Leeson, P. F. and M. Minogue (eds.), 1988, Perspectives on Development: Cross- Disciplinary Themes in Development, Manchester University Press, Manchester.

10. Lerner, D., 1968, "Modernization: Social Aspects" in D. L. Sills (ed.) The International Encyclopedia of Social Sciences, Vols. 9 & 10, MacMillan, London, pp. 387-394.
11. McMichael, Philip, 2008, Development and Social Change: A Global Perspective, Newbury Park, Pine Forge Press, California.
12. Meadows, Donella H. et al (1974) The Limits of Growth, Pan Books
13. Myrdal, Gunnar, 1968, Asian Drama: An Inquiry into the Poverty of Nations, Volume 3, Penguin, Harmondsworth.
14. Parsons, Talcott, 1966, Societies: Evolutionary and Comparative Perspectives, Prentice- Hall, New Jersey.
15. Rahnama, Majid and Bawtree, Victoria (eds.), 1997, The Post-Development Reader, London: Zed Books.
16. Schuurman, Frans J., 2001, Globalization and Development Studies, New Delhi: Vistaar Publications
17. Sen, Amartya, 1999, Development as Freedom, Oxford University Press, New Delhi.
18. Smelser, N. J., 1968, Essays in Sociological Explanation, Prentice-Hall, New Jersey. Theory, Zed Books, London.
19. Wallerstein, Immanuel., 2004, World Systems Analysis: An Introduction, Duke University Press

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-<https://shodhganga.inflibnet.ac.in/>

-<https://swayam.gov.in/explorer>

-<https://www.swayamprabha.gov.in/index.php/higheredu>

-<https://www.youtube.com/c/cecgurukul/videos>

-<https://ess.inflibnet.ac.in/journals.php?pg=subject&res=JSTOR&sub=Sociology>

L	T	P	Credits
4	0	0	4

**Course Code: SOC. 524**

**Course Title: Research Methodology in Sociology**

**Total Hours: 60**

**Course Learning Outcomes:**

On completion of the course, the students will be able to

CLO 1: Discuss philosophical discourses related to the emergence and establishment of social sciences and sociology as a discipline in its socio-historic and intellectual context

CLO 2: Analyze diverse relationship between theories, approaches, methods and methodological dilemmas involved in conducting social research.

CLO 3: Design micro research activities

**Course Contents**

Unit/Hours	Content	Mapping with CLOs
Unit I, 15 hours	<b>Understanding Methodology of Social Research:</b> The Method of Science; historical and cultural context, Epistemological Schools- Positivism, Interpretative School and Historicism, Nature and Social reality. <b>Learning activities:</b> Class discussion and brain storming	CLO 1
Unit II, 15 hours	<b>Methodological Nationalism and Development of Sociology:</b> Emergence of Sociology in different nations: British Sociology, French Sociology, German Sociology and American Sociology, Sociology in India: Multiple trajectories and influences <b>Learning activities:</b> Brain storming and group discussion	CLO 1 and CLO 2

Unit III, 15 hours	<p><b>Major Methodological Dilemmas in Social Research:</b> Subjectivity and Objectivity, Facts and Value neutrality, Methodological Individualism and Methodological Holism, Structure and Agency</p> <p><b>Learning activities:</b> Group discussion and students applying research methods relating theory and practice.</p>	CLO 2
Unit IV, 15 hours	<p><b>Major Approaches towards Social Research:</b> Comparative approach, Historical approach, Feminist approach, Field view and textual view</p> <p><b>Learning activities:</b> Brain storming and classroom exercises on field and textual view of research by students.</p>	CLO 2 and CLO 3

**Transaction Mode:** Lecture, Demonstration, Project, Method, Seminar, Group Discussion, Tutorial, E-learning, Flipped teaching and Blended learning

**Suggested Readings:**

1. Bhargava, Rajeev, 1992, *Individualism in Social Sciences: Forms and Limits of a Methodology*, Oxford University Press.
2. Beteille, Andre, 1975, *Six Essays in Comparative Sociology*, New Delhi, Oxford University Press.
3. Cohn, Bernard, 1996, *Colonialism and Its Forms of Knowledge – The British in India*, New Jersey, Princeton University Press.
4. Dube, Saurabh, 2008, *Historical Anthropology*, New Delhi, Oxford University Press.
5. Feyerabend, Paul 1987, *Farewell to Reason*, Verso, London.
6. Feyerabend., Paul, 1975, *Against Method*, Humanities Press.
7. Gellner, E. 1985, *Relativism and the Social Sciences*, Cambridge University Press, Cambridge.
8. Giddens, A, 1976, *New Rules of Sociological Method*, Hutchison.
9. Giri, Ananta Kumar, 2004, *Creative Social Research Rethinking Theories and Methods*, Vistaar, New Delhi.
10. Judge, Paramjit S. and Gurpreet Bal (eds.), 2008, *Reconstructing Identities: Society Through Literature*, Rawat Pub., Jaipur.

11. Menon, Nivedita, 2012, *Seeing Like a Feminist*, New Delhi, Penguin.
12. Geertz, Clifford, 1973, *The Interpretation of Cultures*, Basic Books, USA.
13. Jenks, Chris (ed), 1998, *Core Sociological Dichotomies*, Sage, New Delhi.
14. Kuhn, Thomas, 1970, *The Structure of Scientific Revolutions*, University of Chicago Press.
15. Popper, Karl, 1959/2002, *The Logic of Scientific Discovery*, Routledge, New York.
16. Srivastava, V.K., 2005, *Methodology and Fieldwork*, Oxford University Press, New Delhi.
17. Bloch, Marc, 1963/2004, *The Historian's Craft*, Manchester University Press, UK.
18. Carr, E. H, 1967/2008, *What is History?*, Penguin.

## SOC.525: Urban Studies

### Learning Outcomes:

After completing this course the students will be able to

- Explore the historical perspectives in the context of urbanisation.
- Outline the major approaches related to urban society.
- Contrast the theories of urban structures.
- Evaluate the urban development and allied processes in the context of Indian society.

L	T	P	Credits
3	-	-	3

### Urbanization in Historical Perspective

15 hours

- Emergence of Urban Settlements
- Concept of Urbanization & Over-urbanization
- Pre-industrial, Industrial and Post-industrial and Colonial city
- Metropolitan and Mega city

### Approaches to Urban Society

15 hours

- Ecological-Classical Neo-Classical
- Urbanism as a Way of Life
- Rural-Urban Continuum
- Marxist Approach to City

### Urban Structures Theories & Urban Life in India

15 hours

- Concentric-Zone Theory
- Location of Cities - Central Place Theory
- Indian Cities and Their Growth
- Social Structure and Social Stratification in Indian Cities

### Transaction Mode:

Lecture/Demonstration/Project Method/Seminar/Group Discussion/Tutorial/E-learning/ Flipped teaching/video based teaching/Blended learning

### Suggested Reading:

1. Castells, Manuel, 1997, The Urban Question, Edward Arnold, London.
2. Eisenstadt, S.N. and A. Shachar, 1987, Society, Culture and Urbanization. Sage Publication, New York.
3. Gill, Rajesh, 2009, The Contemporary Indian Urban Society: Gender, Ethnicity and Governance, Rawat Publication, Jaipur.
4. Guglar, Joseph (ed.), 1988, Urbanization of the Third World, Oxford University Press, Oxford.
5. Hatt, P.K. and Reiss, A.J. (eds.), 1951, Cities and Society, The Free Press, Illinois.



6. Lewis, Oscar, 1970, "Further Observations on the Folk-Urban Continuum and Urbanization with special reference to Mexico City", in Hauser and Schnore (eds.)The Study of Urbanization, John Wiley and Sons, New York.
7. Rao, M.S.A., et al, (ed.-) 1991, A Reader in Urban Sociology, New Delhi, Orient Longman Limited.'
8. Redfield, Robert and Milton B. Singer, 1954, "Cultural Role of Cities", in Economic Development and Cultural Change, Vol. 3, pp. 53-73.
9. Shaw, A., 2007, Indian Cities in Transition, Orient Longman, Hyderabad.
10. Sivaramkrishnan K.A. Kundu and B.N. Singh, Handbook of Urbanisation in India, 2005, Delhi, Oxford.
11. Sjoberg, Gideon, 1960, The Pre-Industrial City, The Free Press, Illinois.
12. Theodorson, G.A. (ed), 1982, Urban Patterns: Studies in Human Ecology, Pennsylvania State University Press.
13. Theodorson, George, 1961, Studies in Human Ecology, Harper and Row, Evanstow.
14. Weber, Max, 1960, The City, Translated by Martindale, Heinemann, London.
15. Wirth, Louis, (1938), "Urbanism as a Way of Life", American Journal of Sociology, Vol. 44, pp. 1-24.

L	T	P	Credits
3	0	0	3

**Course Code: SOC. 526**

**Course Title: Social Exclusion and Inclusive Policies**

**Total Hours: 45**

**Course Learning Outcomes:**

On completion of the course, the students will be able to

CLO 1: Illustrate the literal, conceptual and theoretical understanding of the term social exclusion.

CLO 2: Correlate the different dimensions to social exclusion and integration systems.

CLO 3: Examine the historical contexts of social exclusion with reference to specific social groups and categories

CLO 4: Appraise inclusive policies pertaining to Indian society

CLO 5: Relate social exclusion to human rights and globalisation

**Course Contents**

<b>Unit/Hours</b>	<b>Content</b>	<b>Mapping with CLOs</b>
Unit I, 15 hours	<b>Understanding Social Exclusion and Inclusion:</b> Conceptual and Theoretical Framework, Dimensions and Dynamics of Social Exclusion-Religious, Economic, Social, Cultural and Political <b>Learning activities:</b> Class discussion	CLO 1 and CLO 2
Unit II, 15 hours	<b>Socially Excluded Groups in Indian Society:</b> Scheduled Castes, Scheduled Tribes, Religious Minorities, Women, Differently Aabled <b>Learning activities:</b> Class discussion and presentation on different dimensions of exclusion and integration systems	CLO 3
Unit III, 15 hours	<b>Inclusive Policies in India:</b> Meaning of Inclusive Policy, Historical Overview of Inclusive Policies, Constitutional Provisions, Contemporary Debates and Policies.	CLO 4 and CLO 5

	<b>Learning activities:</b> Brain storming and students examining inclusive policies and peer discussions.	
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**Transaction Mode:** Lecture, Demonstration, Project, Method, Seminar, Group Discussion, Tutorial, E-learning, Flipped teaching, Video based teaching, Blended learning

**Suggested Readings:**

1. Byrne, David, 2005, Social Exclusion, Rawat Publications, Jaipur, New Delhi.
2. Davidson, Scott, 1993, Human Rights, Philadelphia Open University Press.
3. Haan, Arjan de & Naila Kabeer, 2008, Social Exclusion: Two Essays, Critical Quest, New Delhi.
4. Hills, John. (ed.), 2002, Understanding Social Exclusion, Oxford University Press, Oxford.
5. Jacobsen, M. and Ole Bruun (eds.), 2000, Human Rights and Asian Values: Contesting National Identities and Cultural Representation in Asia, Curzon Press, Richmond, Surrey.
6. Kumar, Vivek, 2007, "Governance and Development in the Era of Globalization: Understanding Exclusion and Assertion of Dalits in India" in Kameshwar Choudhary (ed.) Globalization Governance Reforms and Development in India, Sage Publications, New Delhi.
7. Kumar, Vivek, 2014, Caste and Democracy in India, Gyan Publications, New Delhi.
8. Lal, A.K. (ed.), 2003, Social Exclusion: Essays in Honour of Dr. Bindeshwar Pathak, Vol. 1, Concept Publications, New Delhi.
9. Madsen, StigToft, 1996, State, Society and Human Rights in South Asia, Manohar Publication, Delhi.
10. Nathan, D., and Virginius Xaxa, 2012, Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India, Oxford University Press, New Delhi.
11. Ram, N., 1991, Beyond Ambedkar: Essays on Dalits in India, HarAnad publications, New Delhi.
12. Ram, N., 2008, Dalits in Contemporary India: Discrimination and Discontent, Siddhant Publications, New Delhi.
13. Sen, Amartya, 2004, Social Exclusion, Concept, Application, Security, Critical Quest, New

Delhi.

14. Silver, Hilary, 1995, Social Exclusion and Social Solidarity: Three Paradigms, International Labour Review, Vol.133, 1994/5-6.
15. Levin, Leah, 1998, Human Rights: Questions and Answers, National Book Trust, India.
16. Thorat Sukhadeo and Umakant (eds.) 2004, Caste, Race and Discrimination: Discourses in International Context, Rawat Publications, Jaipur and New Delhi.
17. United Nations Report, 2010, Analysing and Measuring Social Inclusion in a Global Context,

Department of Economic and Social Affairs, United Nations, New York.

	T	P	Credits
2	0	0	2

**Course Code: SOC. 505.**

**Course Title: Infrastructure and Its Imaginaries**

**Total Hours: 30**

**Course Learning Outcomes:**

On completion of the course, the students will be able to

CLO 1: Appraise the meaning, aesthetics and social values associated with infrastructure.

CLO 2: Establish relationship between ontologies of infrastructure and varied methodologies.

CLO 3: Understand, imagine and critically engage with various aspects associated with infrastructure.

**Course Contents**

<b>Unit/Hours</b>	<b>Content</b>	<b>Mapping with CLOs</b>
Unit I, 6 hours	<b>Introducing infrastructure:</b> Concept and meanings of infrastructure, What and when of infrastructure? <b>Learning activities:</b> Class discussion and brain storming	CLO 1
Unit II, 8 hours	<b>State, society and infrastructure:</b> Infrastructure and its correlation with society, Politics of infrastructure building <b>Learning activities:</b> Group discussion.	CLO 1 and CLO 2
Unit III, 8 hours	<b>Infrastructural governance:</b> Infrastructure policy, Infrastructural governance <b>Learning activities:</b> Group discussion and students presenting on policies that is applied daily in social life.	CLO 1 and CLO 3
Unit IV, 8 hours	Poetics and political aesthetic of infrastructure: Social and Political processes of infrastructure, The aesthetic of infrastructure, Poetics of infrastructure <b>Learning activities:</b> Class discussion and brain storming.	CLO 3

**Transaction Mode:** Lecture, Demonstration, Project, Method, Seminar, Group Discussion, Tutorial, E-learning

**Suggested Readings:**

1. Anand, Nikhil (2011). Pressure: 'The politechnics of water supply in Mumbai'. *Cultural Anthropology* 26(4):542-64.
2. Harvey, Penelope and Hannah, Knox (2015). *Roads: Anthropology of Infrastructure and Expertise*. Ithaca, NY: Cornell University Press.
3. Larkin, Brian (2013). 'The Politics and Poetics of Infrastructure'. *The Annual Review of Anthropology*, 42: 327–342.
4. Star, Susan Leigh, and Karen Ruhleder (1996). 'Steps toward an ecology of infrastructure: Design and access for large information spaces'. *Information Systems Research* 7(1):111-34.

L	T	P	Credits
3	0	0	3

**Course Code: SOC. 512**

**Course Title: Tribal Studies in India**

**Total Hours: 45**

**Course Learning Outcomes:**

On completion of the course, the students will be able to

CLO 1: Understand tribal knowledge and locating it in modern society

CLO 2: Develop a critical understanding of tribal identity and establish the importance of sociological study

CLO 3: Critically examine tribal politics, debate tribal policies and the debates surrounding

**Course Contents**

Unit/Hours	Content	Mapping with CLOs
Unit I, 11 hours	<p><b>Understanding Tribal in India:</b> Tribal Studies: Nature, definition and perspectives, Geographical distribution of Tribal in India, Tribal knowledge and ecology system</p> <p><b>Learning activities:</b> Class discussion and brain storming</p>	CLO 1 and CLO 2
Unit II, 11 hours	<p><b>Identity and Ethnicity:</b> Social Stratification and Mobility, Identity Assertions</p> <p><b>Learning activities:</b> Group discussion, brain-storming and students sharing their understanding and relating theory and practice.</p>	CLO 2



Unit III, 12 hours	<p><b>Debates around Tribal Development and Tribal Policy:</b> Historical Perspectives of Tribal-Indological and Anthropological approach , Tribal Policy-Colonial and Post-colonial, Constitutional Act for Tribal in India, Provisions of Fifth and Sixth Schedule</p> <p><b>Learning activities:</b> Group discussion and class presentation and explaining various policies relating with tribal in India.</p>	CLO 2 and CLO 3
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Unit IV, 11 hours	<b>Tribal Politics in India:</b> Political Representation in India, Quest for identity and recognition, Reservations and Conflict <b>Learning activities:</b> Class discussion and brain Storming	CLO 3
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**Transaction Mode:** Lecture, Demonstration, Project, Method, Seminar, Group Discussion, Tutorial, E-learning

**Suggested Readings:**

1. Ambagudia, Jagannath & Xaxa, Virginus (eds.), 2021, *Handbook of Tribal Politics in India*, Sage Publications, New Delhi.
2. Behera, Maguni Charan (ed.), 2019, *Shifting Perspectives in Tribal Studies: From an Anthropological Approach to Interdisciplinary and Consilience*, Springer, Singapore.
3. Ghurye, G.S., 1963, *The Scheduled Tribes in India*, Popular Prakashan, Mumbai
4. Kokho, K, Kaisu; Athikho, Kaisu & Neli Daili (eds.) 2022. *Tribes in North East India: Orality, Migration and Epistemology*, Rawat Publications, New Delhi.
5. Nathan, Dev & Xaxa, Virginus (eds.), 2012, *Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India*, Oxford Publications, New Delhi.
6. Hasnain, Nadeem, 1992, *Tribal India*, Palak Prakashan, New Delhi.
7. Rycroft, Daniel J & Dasgupta, Sangeeta (eds) 2011, *The Politics of Belonging in India: Becoming Adivasi*, Routledge, New Delhi
8. Singh, K.S. (ed.), 1974, *Tribal Situation in India*. The Indian Institute of Advanced Studies. Shimla
9. Sisodia, Yatindra Singh & Dalapati, Tapas Kumar (eds.), 2015, *Development and Discontent in Tribal India*, Rawat Publications, New Delhi.
10. Xaxa, Virginus. 2008. *State, Society, Tribes: Issues in Post-Colonial India*. Pearson. New Delhi

## Semester - III

L	T	P	Credits
4	0	0	4

**Course Code: SOC.551**

**Course Title: Sociological Theories II**

**Total Hours: 60**

**Course Learning Outcomes:**

After completing this course, the students will be able to

CLO 1: Analyse the theoretical constructions at the hermeneutical, micro and micro-macro integration level.

CLO 2: Evaluate the contributions made by C.H. Cooley, G.H. Mead and H. Blumer and will analyse the aspects related to symbolic interactionism.

CLO 3: Evaluate the contributions made by, A. Schutz, P.L. Berger, T. Luckmann in the phenomenological domain.

CLO 4: Evaluate the contributions made by E. Goffman, H. Garfinkel in dramaturgy and ethnomethodology.

CLO 5: Evaluate the contributions made by A. Giddens, P. Bourdieu and understand the perspective on micro-macro integration.

### Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I 15 hours	<p><b>Symbolic Interactionism:</b> Charles Horton Cooley, George Herbert Mead, Herbert Blumer</p> <p><b>Activity:</b> Through analytical and critical reading, writing and discussions learners will evaluate the contributions made by C.H. Cooley, G.H. Mead and H. Blumer and will analyse the aspects related to symbolic interactionism.</p>	CLO 1 & CLO 2

Unit II 15 Hours	<p><b>Phenomenology</b></p> <p>Alfred Schutz, Peter L. Berger, Thomas Luckmann</p> <p><b>Activity:</b> Through analytical and critical reading, writing and discussions learners will evaluate the contributions made by, A. Schutz, P.L. Berger, T. Luckmann in the phenomenological perspective.</p>	CLO 1& CLO 3
Unit III 15 Hours	<p><b>Dramaturgy &amp; Ethnomethodology</b></p> <p>Erving Goffman, Harold Garfinkel</p> <p><b>Activity:</b> Through analytical and critical reading, writing and discussions learners will evaluate the contributions made by E. Goffman, H. Garfinkel in dramaturgy and ethnomethodology.</p>	CLO 1& CLO 4
Unit IV 15 Hours	<p><b>Micro-macro Integration</b></p> <p>Anthony Giddens – Structuration theory, Pierre Bourdieu – Forms of capital, Habitus and field</p> <p><b>Exercise:</b> Through analytical and critical reading, writing and discussions learners will evaluate the contributions made by A. Giddens, P. Bourdieu and understand the perspective on micro-macro integration.</p>	CLO 1& CLO 5

**Transaction Mode:** Lecture, Seminar/Group Discussion, Tutorial/E-learning

**Suggested Readings:**

1. Adams, Bert N. and R.A. Sydie, 2001, Sociological Theory, Pine Forge Press, California.
2. Adams, Bert N. and R.A.Sydie, 2002, Contemporary Sociological Theory, Pine Forge Press, California.
3. Berger, Peter L. and Thomas Luckmann, 1966/, The Social Construction of Reality: A Treatise in the Sociology of Knowledge,
4. Blumer, H., 1969, Symbolic Interactionism, Prentice Hall, Englewood Cliffs.
5. Collins, Randall, 1997, Theoretical Sociology, Harcourt Brace Jovanovich, USA.
6. Craib, Ian, 1984, Modern Social Theory, Harvester Press, Brighton.
7. Douglas, J. (ed.), 1971, Understanding Everyday Life, Routledge & Kegan Paul, London.

8. Elliott, Anthony and Bryan S. Turner (eds.), 2001, Profiles in Contemporary Social Theory, Sage Publications, London.
9. Garfinkel, H., 1984, Studies in Ethnomethodology, Cambridge, Polity Press.
10. Giddens. A., 1987, Social Theory and Modern Sociology, Polity Press, Cambridge.
11. Goffman, Erving, 1959, The Presentation of Self in Everyday Life, Doubleday, New York.
12. Gurwitsch, A., 1962, "The Commonsense World as Social Reality", Social Research, Vol. 28, No. 1, pp. 71-93.
13. Habermas, J., 1984, Theory of Communicative Action, Polity Press, Cambridge.
14. Heritage, John C., 1987, "Ethnomethodology" in A. Giddens and Turner (eds.), Social Theory Today, Polity Press, Cambridge, pp. 347-382.
15. Heritage, J., 1989, Garfinkel and Ethnomethodology, Polity Press, Cambridge.
16. Joas, H., 1987, "Symbolic Interactionism" in A. Giddens and J. H. Turner (eds.) Social Theory Today, Polity Press, Cambridge, pp. 82-115.
17. Natanson, M., 1970, "Phenomenology and Typification: A Study in the Philosophy of A. Schutz", Social Research, Vol. 37 No. 1, pp. 1-22.
18. Turner, J., 1995, The Structure of Sociological Theory, Rawat Publications, Jaipur.
19. Zaner, R. M., 1961, "Theory of Intersubjectivity: Alfred Schutz", Social Research, Vol. 28, No. 1, pp. 1-17.
20. Zeitlin, I.M., 1998, Rethinking Sociology: A Critique of Contemporary Theory, Rawat Publications, Jaipur.

L	T	P	Credits
4	0	0	4

**Course Code: SOC.552**

**Course Title: Political Sociology**

**Total Hours: 60**

**Course Learning Outcomes:**

Students will be able to:

**CLO 1:** Compare and contrast the theoretical and conceptual issues, as well as case studies, pertaining to political systems and political institutions.

**CLO 2:** Summarize contemporary debates in the field of political sociology.

**CLO 3:** Critically analyze political processes in the Indian polity.

**Course Contents**

Unit/Hours	Content	Mapping with CLOs
Unit I 15 Hours	<p><b>Foundations of Political Sociology:</b> Approaches to the study of Politics, Political Systems and Other Social Systems, State and Stateless Societies</p> <p><b>Learning Activity:</b> Brain storming, Panel discussion, Collaborative learning, Group discussion</p>	CLO 1
Unit II 15 Hours	<p><b>Important Concepts:</b></p> <p>Power, Legitimacy &amp; Authority, Theory of Bureaucracy, Elite and Masses, Political Culture, Political Socialization, Citizenship, Government, Governance and Governmentality.</p> <p><b>Learning Activity:</b> Brain storming, Panel discussion, Collaborative learning, Group discussion, Team teaching by peer.</p>	CLO 1

Unit III 15 Hours	<p><b>Contemporary Debates:</b> Globalization and Identity Politics, Democracy and Totalitarianism, Capitalism and Socialism, The Idea of the Welfare state</p> <p><b>Learning Activity:</b> Brain storming, Panel discussion, Collaborative learning, Group discussion, Team teaching by peer, Movie/Documentary analysis.</p>	CLO 2
Unit IV 15 Hours	<p><b>Polity and Society in India:</b></p> <p>Tradition and Modernity, Challenges of Nation Building, The Problem of Poverty, Civil Society and Social Movements</p> <p><b>Learning Activity:</b> Brain Storming, Panel discussion, Group discussion, Fieldwork and PPT presentation</p>	CLO 3

**Modes of transaction:** Lecture, Panel discussion, Team teaching by peer, Collaborative learning (online), Flipped teaching, Video based teaching, Blended learning, Fieldwork, Group discussions -Movie/Documentary screening

**Suggested Readings:**

1. Bottomore, T.B., 1979, *Political Sociology*, OUP, New Delhi.
2. Collins, R., 1988, 'A Comparative Approach to Political Sociology,' in Bendix, R. (ed.) *State and Society*, University of California Press, Berkeley
3. Cox, Robert W, 1991, "Real Socialism" in historical perspective'. In *Communist Regimes the Aftermath Socialist Register*. Vol. 27: 169-193.
4. Dahrendorf, R, 1968, *Essays in the Theory of Society*. London: Routledge&Kegan Paul. (Chapters 4 and 5)
5. Fortes, M. and E. E. Evans-Pritchard (eds.), 1940, *African Political Systems*. Oxford University Press, London
6. Foucault, M, 1991, 'Governmentality,' in Buchell, G., C. Gordon and P. Miller. (eds.).*The Foucault Effect: Studies in Governmentality*, University of Chicago Press, Chicago. (87-104).
7. Foucault, M. 2010, 'The Subject and Power,' in Nash, K. (ed.). *Contemporary Political Sociology: Globalization, Politics and Power*, Wiley-Blackwell, UK.
8. Gluckman, M. 1965. *Politics, Law and Ritual in Tribal Society*, Basil Blackwell, Oxford.

10. Hicks, A.M, T. Janoski and M.A. Schwartz. 2005. *The Handbook of Political Sociology: States, Civil Societies and Globalization*. Cambridge University Press, Cambridge
11. Kaviraj, Sudipta, 1997, *Politics in India*, OUP, New Delhi
12. Kothari, Rajni, 1988, *The State against Democracy: In Search of Humane Government*, Delhi, Ajanta Publications.
13. Kothari, Rajni, 1970, *Caste in Indian Politics*, Orient Blackswan, Hyderabad
14. Kumar Anand, 2000, *Nation Building in India*, New Delhi, Radiant
15. Kumar, Anand, (ed.), 2013, *Political Sociology of India*, Sage, New Delhi
16. Marshall, T.H. 1964. *Class, Citizenship and Social Development*. University of Chicago Press, Chicago.
17. Miliband, R. 1973. *The State in Capitalist Society*. Quartet Books, London
18. Mills, C.W. 1956. *The Power Elite*. Oxford University Press, New York
19. Pareto, V. 1985. *The Mind and Society*. Dover Publications, New York.
20. Rao, M.S.A, 1978, *Social Movements*, Manohar, New Delhi.
21. Rudolph, Susanne Hoeber and Lloyd Rudolph, 1967, *The Modernity of Tradition: Political Development in India*, University of Chicago Press Chicago,
22. Shah, Ghanshyam (ed.), 2004, *Social Movements in India: A Review of Literature*, second edition, New Delhi, Sage Publications
23. Srinivas, M.N, 1998 , *Caste-Its Twentieth Century Avatar*, Penguin , New Delhi.
24. Srinivas, M.N., 1962, *Social Change in India*, Asia Pub. House, Bombay.
25. Weber, M. 1978. *Economy and Society*. Berkeley: University of California Press.
26. Weber, M. 1948. 'Politics as a Vocation,' in Gerth, H. H. and C.W. Mills (eds.).
27. From *Max Weber: Essays in Sociology*, Routledge &Kegan Paul, London.

**Weblinks:**

- <http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=33>
- <https://shodhganga.inflibnet.ac.in/>
- <https://swayam.gov.in/explorer>
- <https://www.swayamprabha.gov.in/index.php/higheredu>
- <https://www.youtube.com/c/cecgurukul/videos>
- <https://ess.inflibnet.ac.in/journals.php?pg=subject&res=JSTOR&sub=Sociology>



L	T	P	Credits
4	0	0	4

**Course Code: SOC. 553**

**Course Title: Research Methods in Sociology**

**Total Hours: 60**

**Course Learning Outcomes:**

On completion of the course, the students will be able to

CLO 1: Apply basic concepts of social research, statistical tools, techniques of data collections and its interpretation in social research.

CLO 2: Demonstrate the correlation between the research question, theories and approaches, methodology and techniques used to collect data.

CLO 3: Design social research.

**Course Contents**

Unit/Hours	Content	Mapping with CLOs
Unit I, 15 hours	<p><b>Research Design:</b> Social Concepts, Hypotheses, Fact, Theory, Induction and Deduction, Review of Literature and defining the problem, Exploratory, Descriptive, Experimental, Comparative, Longitudinal and Panel studies.</p> <p><b>Learning activities:</b> Brain storming and discussion</p>	CLO 1
Unit II, 15 hours	<p><b>Introduction to social statistics:</b> Sampling: Meaning, importance and types of sampling, Types of numbers, scales and variables.</p> <p>Descriptive Statistics: grouping of data, percentiles, measures of central tendency mean, median and mode, graphical representation of data. Measure of dispersion – range and standard deviation.</p> <p><b>Learning activities:</b> Group discussion, brain-storming and students practicing research tools.</p>	CLO 2

Unit III, 15 hours	<p><b>Techniques of Data Collection:</b> Quantitative methods – Interviews, Questionnaire, Schedules and Survey. Qualitative methods – Observation: Participant and Non-Participant, Ethnography, Narratives, Case Study, Oral histories, Content analysis. Art and literature as a source to understand social reality.</p> <p><b>Learning activities:</b> Group discussion and students practicing on research techniques.</p>	CLO 2 and CLO 3
Unit IV, 15 hours	<p><b>Interpretation and Report/Thesis Writing:</b> Theory governed analysis, Plagiarism and Research Ethics, Thesis writing.</p> <p><b>Learning activities:</b> Brain storming and discussion.</p>	CLO 1 and CLO 3

**Transaction Mode:** Lecture, Demonstration, Project, Method, Seminar, Group Discussion, Tutorial, E-learning

**Suggested Readings:**

1. Bernard, H. Russell, 2000, *Social Research Method Qualitative and Quantitative Approaches*, Sage Publications, New Delhi.
2. Blaikie, Norman, 2000/2010, *Designing Social Research: The Logic of Anticipation*, Polity Press, Cambridge.
3. Bose, P. K., 1995, *Research Methodology*, ICSSR, New Delhi.
4. Bryant, G.A., 1985, *Positivism in Social Theory and Research*, Macmillan.
5. Elifson, Kirk, W. 1990, *Fundamentals of Social Statistics*, McGraw-Hill Publishing, Singapore.
6. Marshall, C. & Gretchen Rossman, 1999, *Designing Qualitative Research*, New Delhi, Sage.
7. Bryman, Alan, 2001, *Social Research Methods*, Oxford University Press, New York.
8. Cohen, M.R. and E. Nagel, 1976, *An Introduction to Logic and Scientific Methods*. Allied Publishers, New Delhi.
9. Mukherji, P. N. (ed.), 2000, *Methodology in Social Research: Dilemmas and Perspectives*, Sage Publications, New Delhi.
10. Srivastava, V. K. (ed.), 2004, *Methodology and Fieldwork*, Oxford University Press, New Delhi.

L	T	P	Credits
0	0	8	4

**Course Code: SOC. 554**

**Course Title: Research Proposal**

**Total Hours: 120 Hours**

**Course Learning Outcomes:**

After completing this course the students will be able to

- Formulate research proposals including the identification of the research problem, construction of research questions, analysis of literature, and schematization of the research work.
- Identify the relevant methodological tools for collection and analysis of research relevant facts.
- Analyse the facts and learn to make abstractions.
- Justify the design, methodology and relevance of the opted research activity.

The student is supposed to do extensive review of literature and find the gap to formulate specific research questions and develop research design to pursue the research questions.

**Transaction Mode:**

This course will be completed based on secondary data collection. The evaluation of this course will include synopsis preparation on the basis of literature review and data collection and minimum two presentations. The synopsis shall range between maximum 8 to 10 pages with Times New Roman font, 12 Font Size and 2.0 spacing. The synopsis submission deadline in 3<sup>rd</sup> semester tentatively shall be 10 days before the End Semester examination of 3<sup>rd</sup> semester. As a learning outcome the students will learn how to review literature, design research and develop research tools.

**Suggested Reading:**

As per the topic chosen by the student.

**Evaluation criteria:**

The evaluation of research proposal in the third semester will carry 50% weightage by supervisor and 50% by HoD and senior-most faculty of the department.

L	T	P	Credits
4	0	0	4

**Course Code: SOC. 572**

**Course Title: Social Movements**

**Total Hours: 60**

**Course Learning Outcomes:**

On completion of the course, the students will be able to

CLO 1: Compare and contrast the typologies of social movements and the approaches for understanding them. While locating social movements within the larger political economy.

CLO 2: Analyze social movements through a dialectical method that explains the interrelatedness of different socio-economic, political and cultural categories that apparently appear disconnected.

CLO 3: Critically examine the vast spectrum of social movements around them.

**Course Contents**

Unit/Hours	Content	Mapping with CLOs
Unit I, 15 hours	<b>Introduction:</b> Social Movements: Dynamics and strategies, Changing understanding of collective behavior and social movements  <b>Learning activities:</b> Class discussion and brain storming	CLO 1
Unit II, 15 hours	<b>Debates around social movements:</b> Newness of New Social Movements, Identity politics and assertions, Transnational social movements, Globalisation and new technologies  <b>Learning activities:</b> Group discussion and examining different movements by students in the class.	CLO 1 and CLO 2
Unit III, 15 hours	<b>Theoretical Approaches to Social Movements:</b> Relative Deprivation, Structural Strain , Marxist Post Marxist – Resource Mobilization and Contemporary debates, Frame Theory	CLO 2

	<b>Learning activities:</b> Group discussion and understanding theory and practice relating with different movements.	
Unit IV, 15 hours	<p><b>Social Movements in a comparative light:</b> Reform Movements, Revolutionary movements, Tribal Movements, Backward Classes Movements, New Social Movements - Environmental Movements; Dalit Movements; Anti-corruption Movements; New Farmer's Movements, Movements around gender issues.</p> <p><b>Learning activities:</b> Brain storming and classroom discussion.</p>	CLO 3

**Transaction Mode:** Lecture, Demonstration, Project, Method, Seminar, Group Discussion, Tutorial, E-learning.

**Suggested Readings:**

1. Dela Porta, Donatella and Dani, Mario (2006) Social Movements: An Introduction, Blackwell Publishing: Oxford
2. Frank, Andre Gunder and Fuentes, Marta (Aug. 29, 1987) 'Nine Theses on Social Movements', Economic and Political Weekly, Vol. 22, No. 35, pp. 1503-1507+1509- 1510
3. Miller, Daniel, Rowlands, Michael and Tilley, Christopher, 1995, 'Introduction' in Miller, Daniel, Rowlands, Michael and Tilley, Christopher (eds.) Domination and Resistance, Routledge, London, pp.1-232
4. Olofsson, Gunna, 1988, 'After the Working-class Movement? An Essay on What's 'New' and What's 'Social' in the New Social Movements', Acta Sociologica, (31), 1: 15-34
5. Pichardo, Nelson A., 1997 'New Social Movements: A Critical Review', Annual Review of Sociology, Vol. 23, pp. 411-430
6. Polletta, Francesca and Jasper, James M. 2001) 'Collective Identity and Social Movements', Annual Review of Sociology, Vol. 27, pp. 283-305
7. Rao, M.S.A, 2002) Social Movements in India: Studies in Peasant, Tribal and Women's Movement
8. Rao, M.S.A., 1979, Social Movements in India, New Delhi, Manohar.
9. Research, University of Minnesota Press, Minneapolis and London.

10. Shah, Ghanshyam, 1990, *Social Movements in India; a Review of the Literature*, Delhi, Sage
11. Smith, Jackie and Fetner, Tina, 2007, 'Structural Approaches in the Sociology of Social Movements' in Klandermans, Bert and Roggeband, Conny (eds) *Handbook of Social Movements Across Disciplines*, Springer: New York, pp. 13-58
12. Tilly, Charles, 1978, *From Mobilisation to Revolution*, Random House, New York
13. Touraine, Alain, 2002, 'The Importance of Social Movements', *Social Movement Studies*, Vol. 1, No. 1, pp. 89-95
14. Ram, N., 2008, *Dalits in Contemporary India: Discrimination and Discontent*, Siddhant Publications, New Delhi.
15. Sen, Amartya, 2004, *Social Exclusion, Concept, Application, Security*, Critical Quest, New Delhi.
16. Silver, Hilary, 1995, *Social Exclusion and Social Solidarity: Three Paradigms*, *International Labour Review*, Vol.133, 1994/5-6.
17. Levin, Leah, 1998, *Human Rights: Questions and Answers*, National Book Trust, India.
18. Thorat Sukhadeo and Umakant (eds.) 2004, *Caste, Race and Discrimination: Discourses in International Context*, Rawat Publications, Jaipur and New Delhi.
19. United Nations Report, 2010, *Analysing and Measuring Social Inclusion in a Global Context*, Department of Economic and Social Affairs, United Nations, New York.

L	T	P	Credits
3	--	--	3

**Course Code: SOC.559**

**Course Title: Social Problems in India**

**Total Hours: 45**

**Course Learning Outcomes**

On completion of the course, the student would be able to:

CLO 1: Develop understanding and conceptual clarity about the social problems.

CLO 2: Analyze social problems through various sociological perspectives.

CLO3: Understand various socio cultural, Socio-Economic and Structural Problems in the Indian society.

CLO 4: Develop critical thinking about the solution of social problems

**Course Contents**

Unit/Hours	Content	Mapping with CLOs
Unit I, 15 hours	<p><b>Concept and Sociological Perspectives:</b> Definition of Social Problem, How and When an Issue becomes a Social Problem, Subjective Definition and Objective Condition. Perspectives on Social Problems: Functional Perspective, Conflict Perspective, R.K Merton's theory of Anomie <b>Learning activities:</b> Class discussion and students sharing their ideas through sociological imaginations</p>	CLO 1 & CLO 2
Unit II, 15 hours	<p><b>Socio-Cultural Problems:</b> Corruption, Marital Dispute, Drug Addiction and Alcoholism, Caste Discrimination in India <b>Learning activities:</b> Class discussion, brain-storming</p>	CLO 3, CLO 4

Unit III, 15 hours	<p><b>Socio-Economic and Structural Problems:</b> Poverty, Unemployment, Cyber Crimes, Farmer Suicide in India, Social Discriminations against Third Genders</p> <p><b>Learning activities:</b> Class discussion, brain-storming</p>	CLO 3, CLO 4
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**Transaction Mode:**

Lecture/panel discussion/ Project, Method, Seminar /video based teaching.

**Suggested Readings**

1. Aziz, Abdul (1994) *Poverty, Alleviation in India: Policies and Programmes*, New Delhi: Ashish Publication.
2. Bajpai, P.K. (1992) *Youth, Education and Unemployment*, New Delhi: Ashish Pub.House.
3. Ghosh S.K. (1996) *The World of Prostitutes*, A.P.H. Publication Corporation.
4. Julian Joseph (1989) *Social Problems (6th edition)* New Jersey: Prentice Hall.
5. Kapoor.T. (1985) *Drug Epidemic among Indian Youth*, New Delhi: Mittal Pub.
6. Mani, D. Ram, (1988) *The Physically-Handicapped in India*, New Delhi: Shilpa Publications.
7. Merton K Robert (1949) *Social Theory and Social Structure*. Jaipur: Rawat Publication.
8. Modi, Ishwar and Modi, Shalini (1997) *Drugs: Addiction and Prevention*, Jaipur: Rawat Publication.
9. Murickan J. (ed.) (1989) *Poverty in India: Challenges & Responses*, Bangalore: Xavier Board Publication.
10. Sharma, Vijay (1994) *Protection to Women in Matrimonial Home*, New Delhi: Deep and Deep Publication.
11. Singh, Amarnath (1990) *Child Labour in India*, New Delhi: Shipra Publication.
12. Singhvi L.M (1977) *Unemployment Problems in India*, New Delhi: National Publishing House.
13. Srivastava C.P. (2001) *Corruption: India's Enemy within*, Delhi: MacMillan.
14. Teja M. K. (1993) *Dowry: A Study in Attitudes and Practices*, New Delhi: Inter India Publication.

**Additional Readings**

1. Sharma, R.K. (1998), *Social Problems and Welfare*, Atlantic Publishers: New Delhi.
2. Ahuja, Ram (2003), *Social Problems in India*, Rawat Publications: Jaipur.
3. Wilson, Gial (2000), *Understanding Old Age: Critical and Global Perspective*: New Delhi: Sage



Publications.

L	T	P	Credits
3	0	0	3

**Course Code: SOC. 556**

**Course Title: Religion in Public Life**

**Total Hours: 45**

**Course Learning Outcomes:**

On completion of the course, the students will be able to

CLO 1: Discuss the relation between secularism and major debates surrounding the role of religion in our public life.

CLO 2: Elaborate on the problem, of politicisation of religion in contemporary times.

**Course Contents**

Unit/Hours	Content	Mapping with CLOs
Unit I, 10 hours	<p><b>Recent Debates in the Study of Religion:</b></p> <p>Talal Asad- the emergence of religion as an anthropological category, the shifting relationship between religion and public life. Jurgen Habermas-towards a post-secular society.</p> <p><b>Learning activities:</b> Class discussion and students sharing their ideas through sociological imaginations</p>	CLO 1
Unit II, 10 hours	<p><b>Negotiating Secularism in Contemporary World:</b> Robert Bellah-Civil religion, Jose Cassanova- Public religion, Alfred Stepan- twin toleration theory, Charles Taylor, Rajeev Bhargava: state and secularism.</p> <p><b>Learning activities:</b> Class discussion, brain-storming.</p>	CLO 1
Unit III, 10 hours	<p><b>Religion in Everyday Life (with reference to India):</b> Religion and Civil Society, Secularism and Secularity: Religion as embedded category of everyday life.</p> <p><b>Learning activities:</b> Group discussion and brain storming.</p>	CLO 1 and CLO 2

Unit IV, 15 hours	<p><b>Religious Movements:</b> Approaches to understand religious movements. Religion and Politics: case studies with references to South Asia.</p> <p><b>Learning activities:</b> Class discussion.</p>	CLO 2
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**Transaction Mode:** Lecture, Demonstration, Project, Method, Seminar, Group Discussion, Tutorial, E-learning, Flip teaching and Blended Learning.

**Suggested Readings:**

1. Asad, Talal, 1993, *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*, Baltimore: Johns Hopkins University Press.
2. Habermas, Jurgen, 2006, 'Religion in the Public Sphere', *European Journal of Philosophy*, Volume 14 (1), April 2006: 1–25.
3. Bellah, Robert, 1967, 'Civil Religion in America', *Journal of the American Academy of Arts and Sciences*, Vol. 96 (1), 1967: 1-21.
4. Cassanova, Jose. 2008. 'Public Religions Revisited' in Hent de Vries (ed.), *Religion: Beyond the Concept*. Fordham University Press: 101-119.
5. Stepan, Alfred. 2000. 'Religion, Democracy, and the "Twin Tolerations"'. *Journal of Democracy*, Vol. 11(4), 2000: 37-57.
6. Taylor, Charles, 2009, *A Secular Age*, Harvard University Press.
7. Bhargava, Rajeev (ed.), 1999. *Secularism And Its Critics: Themes In Politics*, New Delhi: OUP.
8. Madan, T.N. 2009, *Modern Myths, Locked Minds: Secularism & Fundamentalism in India*, New Delhi: OUP.
9. Nandy, Ashis, 1995, 'An Anti-Secularist Manifesto', *India International Centre Quarterly*, Vol. 22(1), SECULARISM IN CRISIS (SPRING 1995): 35-64.
10. Lorenzen, David N, *Religious Movements in South Asia 600-1800*, New Delhi: OUP.
11. Eaton, Richard, 2006, *India's Islamic Traditions 711-1750*, New Delhi: OUP.
12. Butler, Judith, et al., 2011, *The Power of Religion in the Public Sphere*, Columbia University Press.
13. Sen, Amiya (ed.), 2005, *Social and Religious Reform: The Hindus of British India*, New

Delhi: OUP.

14. Chakraborty, Bidyut (ed.), 2004, *Communal Identity in India: Its Construction and Articulation in the Twentieth Century*, New Delhi: OUP.
15. Sharma, Jyotirmaya, 2011, *Hindutva: Exploring the Idea of Hindu Nationalism*, New Delhi: Penguin.
16. Alam, Muzaffar, 2004, *The Language of Political Islam in India c. 1200-1800*, New Delhi: Permanent Black.
17. Nanda, Meera, 2010, *The God Market*, New Delhi: Random House.
18. Reifeld, Helmut and Imtiaz Ahmad (ed.), 2004, *Lived Islam in South Asia*, New Delhi: Social Science press.

L	T	P	Credits
2	-	-	2

**Course Code: SOC. 575**

**Course Title: Practice Exercise in Sociology**

**Total Hours: 30**

**Course Learning Outcomes:**

On completion of the course, the students will be able to :

CLO: 1 Enhance their understanding about various sociological perspectives which will help them to qualify UGC- NET and other competitive examinations.

CLO: 2 develop their skills for practical exercises in the disciplinary content.

### Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I, 15 hours	Classical Sociological Traditions: Emile Durkheim, Max Weber, Karl Marx Structure- Functionalism and Structuralism: Bronislaw Malinowski, A.R. Radcliffe- Brown, Talcott Parsons, Robert K. Merton, Claude Levi Strauss  Learning Activities: Class discussion and students sharing their ideas through sociological imaginations	CLO 1 & CLO 2
Unit II, 05 hours	Hermeneutic and Interpretative Traditions G.H. Mead, Alfred Schutz, Harold Garfinkel, Erving Goffman, Clifford Geertz	CLO 1 & CLO 2
Unit III, 10 hours	Indian Thinkers: M.K. Gandhi, B.R. Ambedkar, Radha Kamal Mukherjee, G. S. Ghurye, M.N. Srinivas, Irawati Karve  Learning activities: Class discussion, brain-storming	

**Transaction Mode:**

Lecture/Demonstration/Project Method/Seminar/Group Discussion/Tutorial/E-learning

**Course Code: SOC. 558**

**Course Title: Entrepreneurship**

**Total Hours: 15**

**Course Learning Outcomes:**

On completion of the course, the students will be able to

CLO: 1 Understand the basic concepts of entrepreneur, entrepreneurship and its importance.

CLO: 2 Aware of the issues, challenges and opportunities in entrepreneurship.

CLO: 3 Develop capabilities of preparing proposals for starting small businesses.

CLO: 4 Know the availability of various institutional supports for making a new start-up.

L	T	P	Credits
1	-	-	1

**Course Contents**

Unit/Hours	Content	Mapping with CLOs
Unit I, 03 hours	Introduction to entrepreneur and entrepreneurship; Characteristics of an entrepreneur; Characteristics of entrepreneurship; entrepreneurial traits and skills; innovation and entrepreneurship; Types of entrepreneurial ventures; enterprise and society in Indian context. <b>Learning activities:</b> Class discussion and students sharing their ideas through sociological imaginations	CLO 1
Unit II, 05 hours	Introduction to Social Entrepreneurship; Various aspects of considerations: social, financial and legal framework; Micro-finance, Importance of women entrepreneurship; Understanding aspects of Social Audit. <b>Learning activities:</b> Class discussion, brain-storming.	CLO 1 & CLO 2
Unit III, 04 hours	Various Case studies of Entrepreneurship with reference to India <b>Learning activities:</b> Group discussion and examining different Case studies of Entrepreneurship by students in the class.	CLO 2

Unit III, 03 hours	Role of technology in entrepreneurship in various sectors of the Indian Economy  <b>Learning activities:</b> Class discussion, brain-storming.	CLO 4
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**Transaction Mode:**

Lecture, problem solving, group discussion, practical sessions, blended learning, self-study

**Suggested Readings:**

1. Arora, Renu (2008). *Entrepreneurship and Small Business*, Dhanpat Rai & Sons Publications.
2. Chandra, Prasaaan (2018). *ProjectPreparation, Appraisal, Implementation*, Tata Mc-Graw Hills.
3. Desai, Vasant (2019). *Management of a Small Scale Industry*, Himalaya Publishing House.
4. Jain, P. C. (2015). *Handbook of New Entrepreneurs*, Oxford University Press.
5. Srivastava, S. B. (2009). *A Practical Guide to Industrial Entrepreneurs*, Sultan Chand & Sons.

## **Semester – IV**

**Course Code: SOC. 600**

**Course Title: Dissertation**

**Total Hours: 600**

### **Course Learning Outcomes**

After completing this course the students will be able to

- Analyse the facts using theoretical frameworks.
- Justify the findings of the study in line of the research aim and objectives.
- Compose the writing of project work.
- Defend the originality of the ideas and conclusions.

### **Transaction Mode:**

Lecture/Demonstration/Project Method/Seminar/Group Discussion/Tutorial/E-learning.

### **Evaluation Criteria:**

The evaluation of dissertation in the fourth semester will be as follows: 50% weightage for continuous evaluation by the supervisor which includes regularity in work, mid-term evaluation, report of dissertation, presentation, and final viva-voce; 50% weightage based on average assessment scores by an external expert, HoD and senior-most faculty of the department. Distribution of marks will be based on report of dissertation (30%), presentation (10%), and final viva-voce (10%). The final viva-voce will be through offline or online mode.