

**Guru Kashi University**



**Session: 2024-25**

**Master of Arts in Sociology  
Faculty of Arts and Social Sciences**

## **GRADUATE OUTCOMES OF THE PROGRAMME**

The graduate students of the MA program in Sociology will have the capacity to comprehend the entirety of societal phenomena; encompassing the intricate processes within society. Their domain knowledge equips them with the ability to recognize social issues and propose viable solutions to address these challenges.

## **PROGRAMME LEARNING OUTCOMES**

After completing the program; the learner will be able to:

- Develop critical; logical and analytical thinking to understand social phenomenon and world around them.
- Engage with conceptual frameworks in Sociology with ease and apply them to their understanding of social issues and in conducting research.
- Enhance the skills; capabilities; techniques to formulate social policies and programs in context of complex social issues
- Apply a scientific outlook and attitudes to understand the human behavior; social issues and phenomena in society.
- Provide necessary insights to develop a rich understanding of sustainability based on environmental sociology.
- Maintain objectivity; and follow social values to imbibe an empathetic understanding of society.
- Interconnect efficiently on complex social issues of multi-cultural communities and with society at large; being able to learn and write reports; documentation; make operative demonstrations.

<b>Semester-I</b>							
	<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>1</b>	MSO101	Sociological and Anthropological Theories	Core	4	0	0	4
<b>2</b>	MSO102	Indian Society	Core	4	0	0	4
<b>3</b>	MSO103	Social Change and Social Problems	Core	4	0	0	4
<b>4</b>	MSO114	Social Epistemology	Elective foundation	2	0	0	2
<b>5</b>	MSO115	Social Counselling	Entrepreneurship	2	0	0	2
<b>Discipline Elective-I (Any one of the following)</b>							
6	MSO109	Rural Sociology	Discipline Elective-I	3	0	0	3
7	MSO110	Sociology of Aging					
8	MSO111	Urban Sociology					
<b>Discipline Elective-II (Any one of the following)</b>							
9	MSO112	Political Sociology	Discipline Elective-II	3	0	0	3
10	MSO107	Population and Society					
Total				22	0	0	22

<b>Semester-II</b>							
	<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>1</b>	MSO211	Sociological Thoughts	Core	4	0	0	4
<b>2</b>	MSO220	Modernity, Culture and Society	Compulsory Foundation	4	0	0	4
<b>3</b>	MSO212	Sociology of Development	Core	4	0	0	4
<b>4</b>	MSO299	Xxxx	MOOC	0	0	0	2
<b>5</b>	<b>Value added Course (For other Departments Also)</b>						
	MSO221	Social Inclusion and Exclusion	VAC	2	0	0	2
<b>6</b>	<b>Discipline Elective-III (Any one of the following)</b>						
	MSO214	Social Stratification and Mobility	Discipline Elective-III	3	0	0	3
	MSO216	Religion and Society					
<b>7</b>	<b>Discipline Elective-IV (Any one of the following)</b>						
	MSO222	Sociology of Mass Media and Popular Culture	Discipline Elective-IV	3	0	0	3
	MSO218	Gender and Society					
	MSO219	Sociology of Social Movements					
	Total			22	0	0	22

<b>Semester-III</b>							
	<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
1	MSO309	Research Methodology	Core	4	0	0	4
2	MSO317	Sociology of Kinship	Compulsory Foundation	2	0	0	2
2	MSO398	Research Proposal	Research Based Skill	0	0	8	4
3	MSO311	Ethics & Intellectual Property Rights	Skill based	2	0	0	2
4	MSO303	Academic Writing	Skill Based	2	0	0	2
5	MSO313	Computer Lab	Research Based Skill	0	0	2	1
6	MSO397	Proficiency in Teaching	Skill Based	2	0	0	2
7	MSO316	Sociology of law	VAC	2	0	0	2
8	MSO399	Xxxx	MOOC	0	0	0	2
<b>Open Elective</b>							
9	XXXX	XXXXX	Open elective	2	0	0	2
	Total			16	0	10	23

<b>Open Elective (For other departments)</b>							
OEC058	Social Psychology	Open elective	2	0	0	2	

<b>Semester-IV</b>							
	<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>1</b>	MSO401	Dissertation	Research Based Skill	NA	NA	NA	20
<b>2</b>	MSO402	Seminar	AEC	0	0	2	1
<b>3</b>	MSO403	Environmental Sociology	Multidisciplinary	3	0	0	3
	Total			3	0	2	24

### **Evaluation Criteria for Theory Courses**

A. Continuous Assessment: [25 Marks]

- i. C1 (10 Marks) and C2 (10 Marks)
- ii. C3 (5 Marks)

For each CA conduct surprise test; quiz; term paper; assignments; presentations etc.

- B. Attendance: (5 marks)
- C. Mid Semester Test-1: (30 Marks)
- D. End-Term Exam: (40 Marks)

**Semester: I**

**Course Title: Sociological and Anthropological Theories**

**Course Code: MSO101**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:**

**After completing the course; the learner will be able to:**

1. Develop the sociological perspective of the social world around them.
2. Describe the role of theory in building sociological knowledge.
3. Explain the historical and cultural context of development theories
4. Construct and produce new ideas for the society.

**Course Content**

**Unit I**

**13 hrs.**

**Sociological Theory:**

Meaning and significance

**Herbert Spencer:** First Principles and the law of social evolution; Organicanalogy and types of evolutionary theories.

**Lewis Morgan:** Unilinear evolutionary theory.

**Unit II**

**14 hrs.**

**Auguste Comte:** Positivism. Law of three stages of society; Hierarchy of sciences.

**Emile Durkheim:** Division of labour; Theory of Suicide; Rules of Sociological Methods; Theory of Religion

### Unit III

17 hrs.

**Karl Marx:** Historical Materialism; Theory of class struggle; Theory of Religion

**Max Weber:** Theory of social action; Ideal type; Verstehen; Types of Authority; Protestant ethic and the spirit of capitalism.

### Unit IV

16 hrs.

**Vilfredo Pareto:** Logical and non-logical action; Residues and derivatives; Circulation of elites.

**M.K.Gandhi:** Truth and nonviolence; Satyagraha and Sarvodaya.

#### **Transaction Mode:**

Lecture/paneldiscussion/teamteachingbypeer/collaborativelearning(online)/Flippedteaching/videobased teaching/Blended learning/

#### **SUGGESTED READINGS**

- Adams; Bert N. and R. A. Sydie; 2001; Sociological Theory; Pine Forge Press; New Delhi.
- Comte; Auguste; 1853/2009; The Positive Philosophy of Auguste Comte; Vol. 1 & 2; Cambridge University Press; Cambridge (Translated by Martineau H.).
- Comte; Auguste; 1865/2009; A General View of Positivism; Cambridge University Press; Cambridge (Translated by Bridges; J.H.).
- Durkheim; Emile; 1893/1997; The Division of Labour in Society; Free Press; New York. (Translated a. by W. D. Halls).
- 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).



- Durkheim; Emile; 1912/2008; *The Elementary Forms of Religious Life*; Oxford University Press; Oxford (Translated by Carol Cosman).
- 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).
- Edles; L.D. and Scott Appelrouth; 2015; *Sociological Theory in the Classical Era: Text and Readings*; Sage; New Delhi.
- Judge; Paramjit Singh; 2012; *Foundations of Classical Sociological Theory: Functionalism; Conflict and Action*; Pearson's; Delhi.
- Marx; Karl and Friedrich Engels; 1848/1969; *Manifesto of the Communist Party*; Hayes Barton Press.
- Marx; Karl; 1845/1976; *The German Ideology*; Prometheus Books.
- Turner; J.; 1974; *The Structure of Sociological Theory*; Dorsey Press.
- Weber; Max; 1958/2003; *The Protestant Ethic and the Spirit of the Capitalism*; Charles Scribner's Sons; New York; Republished by Dover Publications.
- Weber; Max; 1968/1978; *Economy and Society*; University of California Press; California (Edited by Guenther Roth and Claus Wittich).

**Course Title: Indian Society**

**Course Code: MSO102**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:**

**After completing the course; the learner will be able to:**

1. Explain about the rural and urban Indian society.
2. Comprehend the existence of aboriginals; their identical features and problems.
3. Develop the skills to comprehend the changes occurring in the society.
4. Elucidate the ideological and structural bases of Indian society.

**Course Content**

**Unit I**

**13 hrs.**

**Indian Society:** Ideological bases: Dharma; Karma and Purshartha; Structural bases: Varna system Ashrama system.

**Caste System:** Origin of caste; Features of Caste; Changing Patterns; Critique

**Unit II**

**14 hrs.**

**Tribes in India:** Tribal social organization; Change in tribes; Problems of tribes;

**Urban India:** Urban social organization; Bases of urban social organization; Change in Indian urban society

**Unit III**

**16 hrs.**

**Indological:** Brief introduction to Indological perspective;

**G.S.Ghurye:** Hindu Society; Caste System;

**Dumont:** Caste as a system of hierarchy; Notions of purity and pollution;

**Structural Functional:** Brief introduction to structural-functional

perspectives;

**M.N.Srinivas:** Religion and society among the Coorgs: Structure of Coorg Society; Functions of Coorg religious belief and ritual in relation to Coorg social structure; Concept of Sanskritization

#### **Unit IV**

**17 hrs.**

**Marxist:** Brief introduction to Marxist perspective.

**A.R.Desai:** Relevance of Marxist approach in the Indian context; social background of Indian nationalism.

**Subaltern:** Brief introduction to the subaltern perspective.

**B.R.Ambedkar:** Origins of caste; Themes of Dalit liberation and conversion.

#### **Transaction Mode:**

Lecture/paneldiscussion/teamteachingbypeer/collaborativelearning(online)/Flippedteaching/videobased teaching/Blended learning/

#### **SUGGESTED READINGS**

- 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.
- Bailey; F.G.; 1959; „For a Sociology of India“; Contributions to Indian Sociology; Vol. 3; pp. 88-101.
- Das; Veena (ed.); 2004; Handbook of Indian Sociology. Oxford University Press; New Delhi.
- Desai; A.R.; 1976; Social Background of Indian Nationalism; Popular Prakashan; Bombay.
- Dhanagare; D.N.; 1993; Themes and Perspectives in Indian Sociology; Rawat Publications; Jaipur. 6. Dube; S.C.; 1959; Indian Villages; Routledge & Kegan Paul Limited; London.11
- 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.
- Dumont; Louis; 1970; Homo-Hierarchicus: Caste System and its

Implications; Vikas Publications; Delhi.

- Ghurye; G.S.; 1957; Caste and Class in India; Popular Book Depot; Bombay.
- Gupta D. (ed.); 1991; Social Stratification; Oxford University Press; Delhi.
- Kumar; Vivek; 2016; “How Egalitarian is Indian Sociology?”; Economic and Political Weekly; Vol. 1; No. 25; pp. 33-39.
- Mukerjee; Ramakrishna; 1979; Sociology of Indian Sociology; Allied Publishers; Bombay.
- Mukherji; D.P.; 1958; Diversities; Peoples Publishing House; Delhi.
- Oommen; T.K.; 1986; Indian Sociology: Reflections and Interpretations; Popular Prakashan; Bombay.
- Ram; Nandu; 1995; Beyond Ambedkar: Essays on Dalits in India; Har Anand Publications; New Delhi.
- Singh; Yogendra; 1973; Modernization of Indian Tradition; Rawat Publications; Jaipur.
- Srinivas; M.N.; 1952/2003; Religion and Society Among the Coorgs of South India; Oxford University Press.
- Marriot; Mckim; 1955; Village India: Studies in the Little Community; The University of Chicago Press; Chicago.
- Srinivas; M.N.; 1970; Social Change in Modern India; California University Press; Berkeley.
- 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.

**Course Title: Social Change and Social Problems**  
**Course Code: MSO103**

L	T	P	Cr
4	0	0	4

**Total Hours: 60**

### **Learning Outcomes**

**After completing the course; the learner will be able to:**

1. Comprehend the process of socialization and its theories.
2. Describe the concept of social relationship and its contemporary crisis.
3. Elucidate the concept of social stratification.
4. Trace the phenomenon of deviance in society.

### **Course Content**

#### **Unit I**

**15 hrs.**

Processes of Social Change: Sanskritization; Westernization; Modernization.

Factors of Social Change: Industrialization; Urbanization; Globalization and Education

#### **Unit II**

**14 hrs.**

Social movements: Definition; Nature; Characteristics and Types.

Social Movements in India: Peasant; Women's; Backward Classes; Dalit; Ethnic and Tribal.

#### **Unit III**

**16 hrs.**

Social Problems: Meaning; Causes and Characteristics.

Theories of Social Problems: Social Disorganization Approach; Value Conflict Approach; Cultural Lag Approach.

#### **Unit IV**

**15hrs.**

Social Problems in India: Poverty; Unemployment.

Problems of the Aged; physically challenged; Crime; Corruption;

#### **Transaction Mode:**

Lecture/paneldiscussion/teamteachingbypeer/collaborativelearning(online)/Flippedteaching/videobased teaching/Blended

learning/

### **SUGGESTED READINGS**

- Ahuja; Ram 1995. Social Problems in India. Jaipur: Rawat. Publications.
- Akers; R.L. & C.C. Sellers 2004 Criminological Theories; Jaipur: Rawat
- Brass; Tom (Ed.) 2013 New Farmers' Movement in India; London: Routledge publications
- Chatopadhyay; Aparajita (Ed.)2013 Poverty and Social Exclusion in India; Jaipur: Rawat Publications.
- McMichael; Philip 2016 Development and Social Change: A Global Perspective; New Delhi: Sage Publications.
- Monterio; J. P. 1996. Corruption: Control of maladministration; Bombay: Mankatalss Sahoo;
- Oommen; T.K. (Ed.) (2010) Social Movements: Concerns of Equity and Security; New Delhi: Oxford University Press
- Sahoo; A.K. (ed.) 2015 Sociology of Ageing: A Reader; Jaipur: Rawat Publications
- Sahu; D.R. 2013 Sociology of Social Movements (Studies in Indian Sociology- Vol 6); New Delhi: Sage
- Samant roy; E. & I. Upadhyay 2012 Globalization and Social Change; Jaipur: Rawat publications
- Sethna; M. J. 1966 Socio-legal aspects of anti-social behavior. Bombay: N. M. Tripathi Pvt. Ltd.
- Singer; M & B.S. Cohn (eds.) 2015 Structure and Change in Indian Society; Jaipur: Rawat publications 13. Singh; Sukhdev 2017 Punjabi Samaj Atey Badlaav; Patiala: Gracious Books
- Singh; Tarlok 1969: Poverty and Social change; Bombay; Orient Longman.
- Srinivas; M.N. 1972. Social Change in Modern India. New Delhi: Orient Longman.
- Weinstein; Jay 2011 Social Change; Jaipur: Rawat publications.

**Course Title: Social Epistemology**  
**Course Code: MSO114**

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

**Total Hours: 30**

**Learning Outcomes:**

**After completing the course; the learner will be able to:**

1. Demonstrate a clear understanding of key epistemological concepts and their interconnections with societal structures.
2. Identify and discuss major historical developments in epistemology and their implications for society.
3. Critically analyze the influence of power dynamics on knowledge production; dissemination; and validation.
4. Evaluate the role of social-institutions in legitimizing knowledge

**Course Content**

**Unit I**

**10 hrs.**

**Introduction to Society and Epistemology**

Overview of Epistemology and Its Connection to Society  
Historical overview of major epistemological frameworks  
The Social Construction of Knowledge  
Understanding how societal factors contribute to the construction of knowledge

**Unit II**

**8 hrs.**

**Power; Authority; and Knowledge**

Power Dynamics in Knowledge Production  
Foucault's theories on power/knowledge relationships  
Analysis of how power structures influence the dissemination of knowledge  
Authority and Legitimacy

**Unit III**

**6 hrs.**

Cultural and Social Perspectives in Epistemology  
Cultural Relativism and Knowledge

Exploring how cultural contexts shape epistemological frameworks  
Understanding gendered perspectives in knowledge production

#### **Unit IV**

**6 hrs.**

#### **Technology; Globalization; and Changing Epistemic Landscapes**

Technology and the Shifting Epistemic Landscape

Impacts of digital media; social networks; and artificial intelligence on epistemology

Globalization and Knowledge Flows

**TransactionMode:** Lecture/panel discussion/team teaching  
bypeer/collaborative learning(online)/Flipped teaching/video-based  
teaching/Blended learning/

#### **SUGGESTED READINGS**

- Berger; P. L.;&Luckmann; T. (1966). *The Social Construction of Reality: A Treatise in the Sociology of Knowledge\**. Anchor Books.
- Foucault; M. (1977). *Discipline and Punish: The Birth of the Prison\**. Vintage Books.
- Fricker; M. (2007). *Epistemic Injustice: Power and the Ethics of Knowing\**. Oxford University Press.
- Kuhn; T. S. (1996). *The Structure of Scientific Revolutions\**. The University of Chicago Press.
- Longino; H. E. (1990). *Science as Social Knowledge: Values and Objectivity in Scientific Inquiry*. Princeton University Press.
- Haraway; D. (1988). "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." *Feminist Studies*; 14(3); 575–599.
- Harding; S. (Ed.). (1991). *Whose Science? Whose Knowledge?: Thinking from Women's Lives*. Cornell University Press.
- Taleb; N. N. (2007). *The Black Swan: The Impact of the Highly Improbable*. Random House.
- Latour; B. (2005). *Reassembling the Social: An Introduction to Actor-Network-Theory\**. Oxford University Press.
- McLuhan; M. (1962). *The Gutenberg Galaxy: The Making of Typographic Man*. University of Toronto Press.
- Memmi; A. (1965). *The Colonizer and the Colonized*. Orion Press.



**Course Title: Social Counseling**

**Course Code: MSO115**

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

**Total Hours: 30**

**Course Learning Outcome:** The learners shall be able to:

1. To understand the basics of counseling and guidance
2. Able to understand the theories of counseling
3. Able to develop application of various counseling techniques with special groups
4. Able to understand linkages of counseling and guidance in Social Work.

**Course Content:**

**Unit I** **10 hrs.**

Introduction to Counseling and Guidance; Concept and Definitions of Counseling and Guidance; Principles of Counseling; Counseling Process (Assessment, Intervention, and Termination)

**Unit II** **8 hrs.**

Theories of Counseling; Ethical considerations in Counseling.

**Unit III** **6 hrs.**

Counseling and Guidance with Delinquents; School Drop-outs, HIV - AIDS Patients; Processes and Social Work Intervention.

**Unit IV** **6 hrs.**

Group Counseling and Guidance; Understanding Group Dynamics and Group Process; Skills of Group Facilitation (including dealing with conflict).

**TRANSACTION MODE- Brain Storming; Quiz; Group Discussion; Open Talk.**

**SUGGESTED READINGS:**

- C.V.Baxi& Ajit Prasad. Corporate Social Responsibility; Concept & Cases: The Indian Experience. New Delhi: Excel Books; 2005.
- David Lewis. The Management of Non-Governmental Development Organizations: An Introduction. London: Routledge; 2001.
- John Elkington. Cannibals with Forks: The Triple Bottom Line of 21st Century Business; Gabriola Island; BC; Canada: New Society Publishers; 1998.
- J. Fisher. Non-governments: NGOs and the Political Development of the Third World. West Hartford: Kumarian Press; 1998.
- John Clark. Democratizing Development: The Role of Voluntary Organisations. Colorado: Kumarian Press; 1990.
- R Ackerman & R.A Bauber. Corporate Social Responsiveness: The Modern Dilemma. Reston Publishing Company: Reston; 1976.
- S.B. Banarjee. Corporate Social Responsibility: The good; The bad and The ugly. Cheltenham; UK: Edward Elgar Publishing; 2007.
- Case study on Corporate Social Responsibility. – Vol. – I. Hyderabad: ICFAI Books; 2012.

**Course Title: Rural Sociology**  
**Course Code: MSO109**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Total Hours: 45**

**Learning Outcomes:**

**After completing the course; the learner will be able to:**

- 1 Develop an understanding on rural society.
- 2 Recognize the features of rural social structure.
- 3 Describe the rural political structure.
- 4 Investigate the efficacy of the rural development programs

**Course Content**

**Unit I** **12 hrs.**

Rural Sociology: Importance; origin and development; Rural-Urban differences.  
Rural Society in India: Basic characteristics of peasant society; Agrarian class structure.

**Unit II** **11 hrs.**

Rural Social Structure: Caste structure in rural set-up; inter-caste relations; Jajmanisystem.  
Rural Economic Structure: Land reforms and impact; Green Revolution- Causes &Consequences.

**Unit III** **11 hrs.**

Rural Political Structure-I: Constitutional Panchayats-structure and functions 73rd Constitutional Amendment; Faction.  
Rural Political Structure-II: Empowerment of women through Panchayats.

**Unit IV** **11hrs.**

Rural development-I: Programs-CDP; IRDP; M NREGA.  
Rural development-II: Cooperatives and Rural Indebtedness.

**TransactionMode:**

Lecture/paneldiscussion/teamteachingbypeer/collaborativelearning(online)/Flippedteaching/videobased teaching/Blended learning/

**SUGGESTED READINGS:**

- Beteille; Andre 1974: *Studies in Agrarian Social Structure*; New Delhi: Oxford University Press.
- Beteille; Andre 1996: *Caste; Class and Power*; Delhi: Oxford University Press.
- Birinder Pal Singh 2005: *Some Comments on the Future of Rural Development in India*; Gandhi Marg;
- Darling; M. L. 1978: *Punjab Peasant in Prosperity and Debt*; Delhi: Rana PartapBagh.
- Desai; A. R. 1978: *Rural Sociology in India*; Bombay: Popular Prakashan Pvt. Ltd.
- Desai; Vasant 1988: *Rural Development (Vol. I to VI)*; New Delhi: Himalaya Publishing House.
- Doshi; S. L. 1999: *Rural Sociology*; New Delhi: Rawat Publications.
- Fuller; Christopher 1996: *Caste Today*; Delhi: Oxford University Press.
- Jammu; P. S. 1974: *Changing Social Structure in Rural Punjab*; New Delhi: Sterling Publishers.
- Jammu; P. S. 2007: *JaatParnali Ate Punjabi Samaj*; New Delhi: Sterling Publication.
- Krishnamurthy2000: *Rural Development: Challenges and Opportunities*; Jaipur: Rawat Publication.
- Marriott; Mckim1969: *Village India: Studies in Little Community*; Chicago: University of Chicago Press.

- Maheshwari; S. R. 1995: *Rural Development in India*; New Delhi: Sage.
- Punit; A. E. 1978: *Social Systems in Rural India*; New Delhi: Sterling Publication.
- Shanin; Teodor (ed.) 1971: *Peasants and Peasant Societies*;Penguin Books Ltd.
- Sharma; K. L. 1997: *Rural Society in India*; Jaipur: Rawat Publication.
- Sharma; M. L. 1999: *Land Reforms in India*; New Delhi: Ajanta Publications.

**Course Title: Sociology of Aging**  
**Course Code: MSO110**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Total Hours: 45**

**Learning Outcomes:** On successful completion of this course; the students will be able to:

1. Comprehend the scope; trends and significance of sociology of aging.
2. Elucidate the traditional ways of accommodating the aged population in the main streams of family and community life
3. Describe the theoretical and sociological perspective on aging
4. Trace the government interventions and support systems for the elderly

### **Course Content**

#### **Unit I**

**12 hrs.**

The scope and significance of sociology of aging.  
Trends of increasing aging population in different societies. Factors responsible for the same.  
Social; economic and political implications of aging population for developed and developing societies.

#### **Unit I**

**10 hrs.**

Theoretical and sociological perspective on aging.  
Aged – their status and treatment they get in traditional Hindu Society.

#### **Unit III**

**11 hrs.**

Problems of the elderly: Economic problems and social problems.  
Physical problems and leisure time problems.

#### **Unit IV**

**12 hrs.**

Family and the aged in the urban and rural settings.  
Policies of the Government with regard to aged. Support systems for the elderly: Family; community and state level.

**Transaction Mode:**

Lecture/paneldiscussion/teamteachingbypeer/collaborativelearning(online)/Flippedteaching/videobased teaching/Blended learning/

**SUGGESTED READINGS:**

- Bali; Arun; (2001): *Care of the Elderly in India Changing Configurations*; Indian Institute of Advanced Study; Shimla.
- National Sample Survey Organization. Socio-economic profile of the aged person. 2nd Round (July 1986-June 1987) No. 367. Revised Report; New Delhi: Department of statistics; September 1989.
- Siva Raju; S. 2000: "Ageing in India: An Overview"; in 'Gerontological Social Work in India'; Murli Desai and Siva Raju (Eds.); Delhi; B. R. Publishing Co
- Siva Raju; S. 2004: "Profile of Elderly and Organizations Working for their Care: A Study in Mumbai"; Family Welfare Agency; Mumbai (Mimeo)
- Vijay Kumar; S. 2000: "Social Security in Indian Context"; cited in Vijay
- Kumar; S. 2003: "Economic Security for the Elderly in India: An Overview"; An Aging India: Perspectives; Prospects and Policies; The Haworth Press p.45-65; New York.
- Subrahmanya; R.K.A. (199.) *Income security for the elderly in India. BOLD*; Quarterly Journal of INIA (UN). 4 (2)

**Course Title: Urban Sociology**  
**Course Code: MSO111**

L	T	P	Cr
3	0	0	3

**Total Hours: 45**

### **Learning Outcomes:**

**After completing the course; the learner will be able to:**

Explore the historical perspectives in the context of urbanization.

1. Outline the major approaches related to urban society.
2. Contrast the theories of urban structures.
3. Evaluate the urban development and allied processes in the context of Indian society.

## **Course Content**

### **Unit I**

**15 hrs.**

Definition–origin and scope of urban sociology–rural–urban differences–rural

Urban typology study of urban sociology in India–culturalists and structuralist approaches.

**Urbanism and urbanization:** concept of urban; urban locality – urban agglomeration urbanism – urbanism as a way of life.

**Urbanization:** Definition–Process-Impacts of urbanization on family; religion and caste – empirical social consequences of urbanization - Sub-urbanization – over- urbanization.

### **Unit II**

**10 hrs.**

**Urban Ecology:** Definition–Elements of ecology–Ecological theories–Factorial ecology– Social area analysis – Social indicators Movement.

**Growth of Cities:** Pre–industrial and industrial cities;City:-Definition – causes for the growth of cities. Types of cities –metropolis – megalopolis – rural urbanization – conurbation.



**Unit: III** **10**

**Hrs.**

**Urban problems:** Crime – juvenile delinquency – beggary – alcoholism and drug addiction poverty and unemployment – housing and slums – pollution – water supply – urban development policies.

**Unit: IV** **10**

**Hrs.**

**Town Planning:** Meaning–Objectives–Principles–Necessity of Town Planning of Growth of towns; satellite growth; forms of town planning – planning of the modern town.

**Transaction Mode:**

Lecture/paneldiscussion/teamteachingbypeer/collaborativelearning(online)/Flippedteaching/videobased teaching/Blended learning/

**SUGGESTED READINGS:**

- William. G. Flanagan Urban sociology images and structure.
  - Allyn and bacon – Baston;
- J.R. Mellor – Urban Sociology in an un-urbanised society. Routledge & Kegan Paul – London.
- N.JayaBalan Urban Sociology;Atlantic publishers and distributors – Delhi
- Odeyas. D. Heggade Urban Development in IndiaMohit publishers and distributors – Delhi
- Ram AhujaSocial problems in India Rawat publications – N.Delhi
- C.N.Sankar Rao; Sociology – S. Chand & Co – N. Delhi
- DC. Bhatta charya;Vijoya publishing house; Kolkata.
- Urban Sociology– Rajendra K. SharmaAlantic Publishers and Distributors New Delhi

**Course Title: Political Sociology**  
**Course Code: MSO112**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Total Hours: 45**

**Learning Outcomes:**

**After completing the course; the learner will be able to:**

1. Compare and contrast the theoretical and conceptual Issues; as well as case studies; pertaining political system sand political institutions.
2. Summarize contemporary debates in the field of political sociology.
3. Critically analyze the political processes in the Indian polity.

**Course Content**

**Unit I**

**10 hrs.**

Origin and growth of political sociology; Definition; nature and scope; founders –Karl Mark and Max Weber – their contributions. Meaning of political systems.

**Unit II**

**13 hrs.**

Aristotle's cp classification of political systems; Theocratic; Monarchical; Democratic and Totalitarian systems and their relative merits and demerits. Meaning and types; characteristics of power; distribution of power; various theories of political elites; authority– different ways of acquiring legitimacy

**Unit III**

**10 hrs.**

Meaning and dimensions of political culture; meaning and types of political socialization; agencies of political socialization and their role.

## Unit IV

12 hrs.

Political Participation – Meaning and Types; Political Apathy; Psychological; Social; and Political determinants of participation; Political parties–features and functions; structures of political parties; meaning of pressure groups and their relationship with political parties; types of pressure groups and their role.

### Transaction Mode:

Lecture/paneldiscussion/teamteachingbypeer/collaborativelearning(online)/Flippedteaching/videobased teaching/Blended learning/

### SUGGESTED READINGS:

- Bottomore; T.B.; 1979; Political Sociology; OUP; New Delhi.
- Collins; R.; 1988; „A Comparative Approach to Political Sociology;“ in Bendix; R. (ed.) State and Society; University of California Press; Berkeley
- Cox; Robert W; 1991; “Real Socialism” in historical perspective“. In Communist Regimes the Aftermath Socialist Register. Vol. 27: 169-193.
- Dahrendorf; R; 1968; Essays in the Theory of Society. London: Routledge & Kegan Paul. (Chapters 4 and 5)
- Fortes; M. and E. E. Evans-Pritchard (eds.); 1940; African Political Systems. Oxford University Press; London
- 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).
- Foucault; M. 2010; „The Subject and Power;“ in Nash; K. (ed.). Contemporary Political Sociology: Globalization; Politics and Power;WileyBlackwell; UK.
- Gluckman; M. 1965. Politics; Law and Ritual in Tribal Society; Basil Blackwell; Oxford.
- Hicks; A.M; T. Janoski and M.A. Schwartz. 2005. The Handbook of Political Sociology: States; Civil Societies and Globalization. Cambridge University Press; Cambridge
- Kaviraj; Sudipta; 1997; Politics in India; OUP; New Delhi
- Kumar Anand; 2000; Nation Building in India; New Delhi; Radiant
- Kumar; Anand; (ed.); 2013; Political Sociology of India; Sage; New Delhi

- Marshall; T.H. 1964. Class; Citizenship and Social Development. University of Chicago Press; Chicago.
- Miliband; R. 1973. The State in Capitalist Society. Quartet Books; London
- Mills; C.W. 1956. The Power Elite. Oxford University Press; New York
- Pareto; V. 1985. The Mind and Society. Dover Publications; New York.
- Parsons; T. 1966 (2nd edition). „On the Concept of Political Power;“ in Bendix; R. and S.M. Lipset (eds.): Class; Status and Power; Routledge & Kegan Paul; London
- Rudolph; Susanne Hoeber and Lloyd Rudolph; 1967; The Modernity of Tradition: Political Development in India; University of Chicago Press Chicago;
- Runciman; W.G. 1963; Social Science and Political Theory. Cambridge University Press; Cambridge
- Shah; Ghanshyam (ed.); 2004; Social Movements in India: A Review of Literature; second edition; New Delhi; Sage Publications
- Sharma; B.D.1989; Webs of Poverty;Sahyog; New Delhi.
- Srinivas; M.N; 1998; Caste-Its Twentieth Century Avatar; Penguin; New Delhi.
- Srinivas; M.N.; 1962; Social Change in India; Asia Pub. House; Bombay.
- Weber; M. 1978. Economy and Society. Berkeley: University of California Press.
- Weber; M. 1948. „Politics as a Vocation;“ in Gerth; H. H. and C.W. Mills (eds.). From Max Weber: Essays in Sociology; Routledge & Kegan Paul; London.

**Course Title: Sociology of Kinship**  
**Course Code: MSO117**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Total Hours: 45**

**Learning Outcomes: After completing the course; the learner will be able to**

1. Comprehend the nature and scope of Kinship.
2. Elucidate the concept of Alliance
3. Analyze the developmental cycle in north Indian family.
4. Describe Kinship terminological systems.

### **Course Content**

**Unit I** **11 hrs.**

Defining Kinship; Incest Taboo; Descent Groups and Descent Theory; Inheritance and Succession; Kinship Usages and Kinship Terminology.

**Unit II** **13 hrs**

Marriage and Affinity: Meaning and Evolution; Alliance Theory: Symmetrical and Asymmetrical exchange; Marriage transactions; Rules of Residence.

**Unit III** **11 hrs.**

Family: Definition; Structure and Function; Theoretical perspective on study of family; Alternatives to family institution; Changing family structure; Development cycle

**UnitIV** **10 hrs.**

Kinship Studies in India : Specific Studies by Dumont; Irawati Karve and T.N. Madan; Forms of marriage among different communities in India; Joint Nuclear family debate; Household dimension of family : A.M. Shah

**Transaction Mode:**

Lecture/paneldiscussion/teamteachingbypeer/collaborativelearning(online)/Flippedteaching/videobased teaching/Blended learning/

**SUGGESTED READINGS:**

- Barnes; J. A. 1971 *Three Styles in the Study of Kinship*; London
- Tavistock Dube; Leela 1974 *Sociology of Kinship: An Analytical Survey of Literature*; Bombay; Popular Prakashan
- Fortes; M. 1970 *Time and Social Structure and Other Essays*; London. Athlone Press.
- Robin 1967 *Kinship and Marriage: An Anthropological Perspective*; Harmondsworth; Penguin Books Ltd.
- Goody; Jack (ed.) 1971 *Kinship*; Harmondsworth; Penguin Books Ltd.
- Keesing; R. M. 1975 *Kin groups and Social Structure*; New York; Holt Rinehart and Winston
- Schneider; D. 1965 *American Kinship: A Cultural Account*; London;
- Tavistock Shah; A. M. 1974 *the Household Dimension of the Family in India*; Berkeley; University of California Press Uberoi;
- Patrica (ed.) 1993 *Family; Kinship and Marriage in India*; N. Delhi; Oxford University Press

**Course Title: Population and Society**  
**Course Code: MSO107**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Learning Outcomes: `**

**Total Hours: 45**

**After completing the course; the learner will be able to:**

- a. Explore the cause and consequences of population Growth.
- b. Analyze the inter-linkages between population size; growth; composition and quality of population with societal components.
- c. Evaluate population policies of various countries in a comparative framework.

### **Course Content**

**Unit I** **10 hrs.**

**Social Demography and Population:**

Nature and Scope of Population Studies

Sources of Demographic Data: Census and Sample Surveys

Theories of Population Growth: Malthus; and Demographic Transition

**Unit II** **8 hrs.**

**Migration:**

Concept of Migration; Types; Theories of Migration and Demographic Change; Urbanization and Migration; Globalization and Migration.

**Unit III** **14 hrs.**

**Age-Sex Composition:**

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

**Unit IV****13 hrs.****Distribution of Population and Population Policy:**

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

**Transaction Mode:**

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

**SUGGESTED READINGS:**

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



**Semester: 2<sup>nd</sup>**

**Course Title: Sociological Thought**  
**Course Code:MSO211**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:**

**After completing the course; the learner will be able to:**

1. Review the contributions of Functionalist and conflict theorists
2. Develop the sociological critique of classical theories
3. Visualize society from the theoretical perspectives
4. Critical review of existing thought.

### **Course Content**

#### **Unit I**

**14 hrs.**

##### **Functionalist Theory:**

Talcott Parsons: AGILScheme; Action Theory; R.K Merton: Functions and Dysfunctions; Latent and Manifest functions

#### **Unit II**

**15hrs.**

##### **Structural-Functionalism and Structuralism:**

A.R. Radcliffe-Brown -- The idea of social structure. S.F. Nadel- Social Structure & the problem of Role Analysis: Levi-Strauss - Structural Analysis.

#### **Unit III**

**16 hrs.**

##### **Conflict Theory:**

R. Dahrendorf - Critique of Marxian Theory of Conflict: L. Coser-Functional Analysis of Conflict: R. Collins-Conflict and Social Change.

## Unit IV

14 hrs.

Symbolic Interactionism and Dramaturgical Approach Symbolic Interactionism: G.H. Mead & H. Blumer; Dramaturgical Approach: Erving Goffman.

### TransactionMode:

Lecture/paneldiscussion/teamteachingbypeer/collaborativelearning(online)/Flippedteaching/videobased teaching/Blended learning/

### SUGGESTED READINGS:

- Althusser; Louis 1977. *For Marx*. London: Verso.
- Bottomore; T.B. and Rubel; M. (eds.) 1975. *Karl Marx: Selected Writings in Sociology & Social Philosophy*. London: Verso
- Connerton; Paul. 1976. *Critical Sociology: Selected Readings*. Harmondsworth: Penguin
- Fletcher; R. 1971. *The Making of Sociology* (vols. I and II).. London: Nelson.
- Giddens; A. 1971. *Capitalism and Modern Social Theory*. Cambridge: Cambridge University Press.
- Jammu; P.S. and Bhatnagar; G.S. (eds.) 1990. *SamajVigyanikSidhant*. Patiala: Punjabi University.
- Judge; Paramjeet Singh 1998. *SamajVigyanakDrishtikonateySidhant*. Patiala: Punjabi University.
- McLellan; David 1974. *Karl Marx: His Life and Thought*. London: MacMillan.
- Simmel; Georg. 1955. *Conflict and the Web of Group Affiliations*. New York: Free Press.
- Turner; J. 1978. *The Structure of Sociological Theory*. Home-woods; Illinois: The Dorsey Press.
- Zeitlin; I.M. 1969. *Ideology and the Development of Sociological Theory*. Delhi: Prentice-Hall.
- Dahrendorf; R. 1959. *Class and Class Conflict in Industrial Society*.

London: Routledge and Kegan.

**Course Title: Modernity,Culture and Society**

**Course Code: MSO220**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:**

After completing the course; the learner will be able to:

1. Gain a comprehensive understanding of the intellectual origins and fundamental

principles of modernity.

2. Analyze the emergence of modern sociology through the perspectives of Marx; Weber;

and Durkheim; and evaluate their contributions to sociological thought.

3. Critically assess the concept of Eurocentrism and recognize the diverse institutional

dimensions of modernity across different societies and contexts.

4. Able to understand the modernation process in India.

**Course Content**

**Unit - I: Foundations of Modernity**

**13  
hrs.**

Intellectual Roots and Core Tenets of Modernity

Emergence of Modern Sociology: Perspectives of Marx; Weber; and Durkheim

Critique of Eurocentrism and Diverse Institutional Forms of Modernity

**Unit - II: Challenges and Transformations in Modernity** **17hrs**

Negotiating Tradition and Modernity in Societal Dynamics  
Dynamics of Trust and Risk in Modern Societies  
Reflexive Modernization and the Dynamics of Change Exploring Post-Modernity and the  
Concept of Multiple Modernities

**Unit - III: Culture's Role in Modernity** **17hrs**

Colonialism's Impact on Modern Societies  
Intersection of Culture; Religion; and Modernity  
Globalization's Influence on Modern Societal Structures  
The Ongoing Evolution of Modernity: The Unfinished Project and Alternative Paths

**Unit - IV: Modernity in the Indian Context** **13hrs**

Understanding Indian Modernity in a Global Perspective  
The Role of New Intellectuals: Gandhi; Nehru; Ambedkar; and Iqbal  
Critical Engagements with Modernity: Perspectives of Partha Chatterjee; Ashis Nandy; Yogendra Singh and Dipanker Gupta.

**Transaction Mode:**

Lecture/paneldiscussion/teamteachingbypeer/collaborativelearning(online)/  
Flippedteaching/videobased teaching/Blended learning/

**SUGGESTED READINGS:**

- Beck; Ulrich; Anthony Giddens; Scott Lash. 1994. Reflexive Modernization: Politics; Tradition and
- Aesthetics in the Modern Social Order; California: Stanford University Press.
- Chakrabarty; Dipesh. 2002. Habitations of Modernity: Essays in the Wake of Subaltern Studies; Delhi: Permanent Black.
- Chatterjee; Partha. 1999. The Partha Chatterjee: Omnibus; New Delhi: Oxford.
- Comeliau; Christian 2000; Impasse of Modernity: Debating the future of the global market economy; Ladon: Zed Books.
- Dallmayr; Fred and G.N. Devy (eds.) 1998. Between Tradition and Modernity: India's Search for Identity. New Delhi : Sage Publications.
- Dirks. B. Nicholas. 2004. Castes of Mind: Colonialism and the Making of Modern India; New Delhi: Permanent Black.

- Dodd; Nigel. 1999. *Social Theory and Modernity*; UK: Polity Press.
- Eickelman; F. Dale. 2000. 'Islam and the Languages of Modernity'; *Daedalus*; Vol 129 (1) pp. 119-135.
- Eisenstadt; S.N. (ed) 1987. *Patterns of Modernity: Beyond the West*; Vol. II; London: Frances Pinter.
- Appadural; Arjun 1996; *Modernity at Large: Cultural Dimensions of Globalisation*; Delhi: Oxford.
- Gupta; Dipanker. 2010. *Mistaken Modernity: India Between Worlds*; New Delhi: Harper Collins.
- Singh; Yogendra. 2002. *Modernization of Indian Traditions: Continuity and Change*; Delhi: Sage Publications.

**Course Title: Sociology of Development**  
**Course Code: MSO212**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning Outcomes:**

**After completing the course; the learner will be able to:**

1. Comprehend the concepts and indicators of development.
2. Develop the understanding of ecological; liberal and Marxist perspectives.
3. Explain the agencies of development.
4. Have an insight on the paradigm of development in context to Indian society.

**Course Content**

**Unit I**

**15hrs**

Changing Conceptions of Development: Economic growth; human development; social development; sustainable development.  
Critical Perspectives on Development: Ecological; Liberal; Marxian.

**Unit II**

**14hrs**

Theories of Development and Under-development: Modernization theories; center-periphery; world-system.  
Paths and agencies of development: Capitalist; socialist; mixed economy; state; market; NGOs.

**Unit III**

**16hrs**

Social Structure and Development: Structure as a facilitator; development and socio- economic disparities.  
Culture and Development: Culture as an aid/impediment to development.

## Unit IV

15hrs

Indian experience of development and social consequences of economic reforms.

Socio-cultural repercussions of globalization; social implications of information

Technological revolutions.

### TransactionMode:

Lecture/paneldiscussion/team teaching by peer/collaborative learning(online)/Flipped teaching/video-based teaching/Blended learning

### SUGGESTED READINGS:

- Apter; D.; 1987; Rethinking Development; Sage Publications; London.
- Blomstrom; M. and B. Hettne; 1984; Development Theory in Transition; Zed Books; London.
- Coleman; J.; 1968; "Modernization: Political Aspect"; in D. L. Sills (ed.) The International Encyclopedia of Social Sciences; Vols. 9 & 10; MacMillan; London.39
- Desai; Vandana and Robert B Potter; 2008; The Companion to Development Studies; Hodder Arnold Publication; London.
- Frank; Andre Gunder; 1971) Capitalism and Underdevelopment in Latin America; Penguin Books.
- Harrison D.; 1988; The Sociology of Modernization and Development;Routledge; New Delhi.
- Horowitz; I. L.; 1966; Three Worlds of Development; Oxford University Press; New York.
- Larrain; J.; 1991; Theories of Development: Capitalism; Colonialism and Dependency; Polity Press; Cambridge.
- Leeson; P. F. and M. Minogue (eds.); 1988; Perspectives on Development: Cross-Disciplinary Themes in Development; Manchester University Press; Manchester.
- 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.
- McMichael; Philip; 2008; Development and Social Change: A Global Perspective; Newbury Park; Pine Forge Press; California.
- Meadows; Donella H. et al (1974) The Limits of Growth; Pan Books
- Myrdal; Gunnar; 1968; Asian Drama: An Inquiry into the Poverty of Nations; Volume 3; Penguin; Harmondsworth.
- Parsons; Talcott; 1966; Societies: Evolutionary and Comparative Perspectives; Prentice-Hall; New Jersey.
- Rahnema; Majid and Bawtree; Victoria (eds.); 1997; The PostDevelopment Reader; London: Zed Books.

- Schuurman; Frans J.; 2001; Globalization and Development Studies; New Delhi: Vistaar Publications
- Sen; Amartya; 1999; Development as Freedom; Oxford University Press; New Delhi.
- Smelser; N. J.; 1968; Essays in Sociological Explanation; Prentice Hall; New Jersey. Theory; Zed Books; London.
- Wallerstein; Immanuel.; 2004; World Systems Analysis: An Introduction; Duke University Press.



**Course Title: Academic Writings**  
**Course Code: MSO303**

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

**Total Hours: 30**

**Learning Outcomes:**

**After completing the course; the learner will be able to:**

Identify the different stages in academic writing

1. Gain proficiency in summarizing and interpreting academic writings and combining information.
2. Gain proficiency in formatting academic papers according to a selected publication style.
3. Gain proficiency in writing academic papers.

**Course Content**

**Unit I**

**11hours**

**Introduction to Academic writing:** Meaning; Purpose of academic writing; features of academic writing; Types of academic writing: note-making; paraphrasing; summarizing.

**Literature review:** Introduction; Source of literature; process of literature review; Online literature databases.

**Unit II**

**12 hours**

**Genres of Academic Writing:**

Review based research paper writing; research proposal writing; Abstract; Conference paper; Book; Book chapter writing; Thesis writing.

Challenges in Indian research & Writing; Time Management/Qualitative Research.

Referencing and citation.

### **Unit III**

**11 hours**

#### **Process of Academic Writing:**

Background to writing; developing plans from titles; evaluating a text; Reading and Note-Making; understanding purpose and register; selecting key points; Note-making; Summary writing; Conclusions; Proof-reading.

### **Unit IV**

**11 hours**

**Ethics of Academic Writing:** Use & Importance.

**Plagiarism:** Introduction; Tools for the detection of plagiarism: Ouriginal and Turnitin; Strategies for avoiding plagiarism.

Difference between seminar/conference/Symposium/workshop/panel discussion.

Concept of Research paper/Article/Dissertation/Thesis; Steps for Draft;

Prepare the Model/Draft.

#### **Transaction Mode:**

Lecture/paneldiscussion/teamteachingbypeer/collaborativelearning(online)/Flippedteaching/video-based teaching/Blended learning/

#### **Suggested Reading:**

- Chaturvedi, P.D. and Mukesh Chaturvedi. 2004. *Business Communication: Concepts, Cases and Applications*. Singapore: Pearson Education
- Bovee, Courtland L., John V. Till and Barbara E. Schutzman. 2006. *Business Communication Today*. 7th ed. Indian rpt. Delhi: Pearson Education; Delhi: Dorling Kindersley Publishing.
- Taylor, Shirley.2005. *Communication for Business: A Practical Approach*. 3rd Edition. Delhi: Pearson Education (Singapore) Pvt. Ltd.
- Soumitra, K Choudhury, Anjana, N Dev Archana Mathur, Tulika Prasad, Tasneem Shahnaaz 2008. *Business English*. Pearson Education.

**Course Title: Social Inclusion and Exclusion**  
**Course Code: MSO221**

**Learning outcomes:**

L	T	P	Cr
2	0	0	2

**Total Hours: 30**

**After completing the course; the learner will be able to:**

1. Illustrate the literal; conceptual and theoretical understanding of the term social exclusion.
2. Correlate the different dimensions to social exclusion and integration systems.
3. Examine the historical contexts of social exclusion with reference to specific social groups and categories.
4. Appraise inclusive policies pertaining to Indian society.
5. Relate social exclusion to human rights and globalization.

### **Course Content**

#### **UNIT-I**

**11 hours**

Understanding Social Exclusion and Inclusion - Conceptual & Theoretical Framework  
Dimensions and Dynamics of Social Exclusion – Religious; Economic; Social; Cultural and Political Socially

#### **UNIT-II**

**12 hours**

Excluded Groups in Indian Society - Scheduled Castes; Scheduled Tribes; Religious Minorities; Women

#### **UNIT-III**

**11 hours**

Inclusive Policies in India - Meaning of Inclusive Policy  
Historical Overview of Inclusive Policies

#### **UNIT-IV**

**11 hours**

Constitutional Provisions- Contemporary Debates and Policies

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

**Suggested Reading:**

- Byrne; David; 2005; Social Exclusion; Rawat Publications; Jaipur; New Delhi.
- Haan; Arjan de & Naila Kabeer; 2008; Social Exclusion: Two Essays; Critical Quest;

New Delhi.

- Hills; John. (ed.); 2002; Understanding Social Exclusion; Oxford University Press; Oxford. L T P Credits 3 - - 3
- 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.
- Kumar; Vivek; 2014; Caste and Democracy in India; Gyan Publications; New Delhi.
- Lal; A.K. (ed.); 2003; Social Exclusion: Essays in Honour of Dr. Bindeshwar Pathak; Vol. 1; Concept Publications; New Delhi.
- Nathan; D.; and Virginius Xaxa; 2012; Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India; Oxford University Press; New Delhi.
- Ram; N.; 1991; Beyond Ambedkar: Essays on Dalits in India; Har Anand Publications; New Delhi.
- Ram; N.; 2008; Dalits in Contemporary India: Discrimination and Discontent; Siddhant Publications; New Delhi.
- Rodgers; Gerry et al. (eds.); 1995; Social Exclusion: Rhetoric; Reality; Responses; International Labour Organisation (International Institute for Labour Studies); Geneva.
- Sen; Amartya; 2000; Social Exclusion: Concept; Application and Scrutiny; Social Development Paper No. 1; Asian Development Bank.
- Silver; Hilary; 1995; Social Exclusion and Social Solidarity: Three Paradigms; International Labour Review; Vol.133; 1994/5-6.
- Silver; Hilary; 2015; The Contexts of Social Inclusion; Working Paper No. 144/2015; Department of Economic & Social Affairs; United Nations.
- Thorat Sukhadeo and Umakant (eds.) 2004; Caste; Race and Discrimination: Discourses in International Context; Rawat Publications; Jaipur and New Delhi.
- United Nations Report; 2010; Analysing and Measuring Social Inclusion in a Global Context; Department of Economic and Social Affairs; United Nations; New York.

**Course Title: Social Stratification and Mobility**  
**Course Code: MSO214**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Total Hours: 45**

**Learning outcomes:**

**After completing the course; the learner will be able**

1. Compare and contrast the various theories; principles; and empirical aspects of social stratification
2. Identify the forms and consequences of social stratification.
3. Analyze the processes of social mobility.
4. Suggest some measures to tackle the problem of social inequalities.

**Course Content**

**Unit I**

**11hrs.**

**Social Stratification: Meaning and Definition**

Socialequality 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.

**Unit II**

**11hrs.**

**Theoretical Approaches to SocialStratification**

Functional Theory: Davis and Moore; Critique  
ConflictTheory: Karl Marx;  
Multidimensional Theory: Max Weber

**Unit III****12 hrs.****Social Stratification in Indian Society**

Caste  
Class  
Gender  
Ethnicity

**Unit IV****11hrs.****Mobility and Stratification**

The concept of Social Mobility  
Types of Social Mobility  
Social Mobility and Social Exclusion

**TransactionMode:**

Lecture/panel discussion/team teaching by peer/collaborative learning(online)/Flipped teaching/video-based teaching/Blended learning/

**SUGGESTED READINGS:**

- Bendix;R.and S.M.Lipset;1966;*Class,status and Power*;Free Press;New York.
- Brass; Paul; 1991;*Ethnicity and Nationalism: Theory and Comparison*; Sage Publication.
- Chakravarti; Uma; 2003; *Gendering Caste: Through a Feminist Lens*; Stree.
- Crompton Rosemary and Michael Manned.;1986;*Gender and Stratification*.Cambridge
- Dahrendorf; R.;1959;*Class and Class Conflict in Industrial Society*; Stanford University Press;CA
- Davis; K. and W.E. Moore; 1945. "Some Principles of Stratification";*American Sociological Review*;Vol. 10; No. 2.
- Giddens;A.;1980;*The Class Structure of the Advanced Societies*. Unwin; London.
- GuptaD. ed.;1991;*Social Stratification*; Oxford University Press; Delhi.
- Gupta; Dipankar (ed.); 1991;*Social Stratification*; Oxford University Press; New Delhi.
- Haimendorf; C.; 1982; *Tribes of India: The Struggle for Survival*; University of California Press.
- Marshall; T.H.; 1950; *Citizenship and Social Class*. Cambridge University Press; Cambridge (essay on

citizenship).

- Sen; Amartya; 2004; Social Exclusion: Concept; Application and Scrutiny; Critical Quest; New Delhi.
- SorokinP.A.1927;*Social Mobility*; Harper;New York.
- Srinivas;M.N. 1994 The Dominant Caste and Other Essays; OxfordUniversityPress;Delhi

**Course Title: ENVIRONMENT SOCIOLOGY**  
**Course Code: MSO403**

L	T	P	Cr
3	0	0	3

**Total Hours: 45**

**Learning outcomes:**

**After completing the course; the learner will be able:**

1. Elucidate the basic concepts of environment sociology and Ecology.
2. Comprehend the major theoretical traditions utilized in environmental sociology.
3. Recognize the environmental crisis and their causes.
4. Realize the significance of core environmental movements.

### **Course Content**

#### **Unit I**

**11 hrs.**

##### **Basic concepts:**

Environment: a discussion of various concepts afunction of environment.  
Ecology and eco-system; history of concept.

**Environmental sociology:** Nature; Scope; Emergence and phases of development

#### **Unit II**

**12 hrs.**

**Theoretical perspectives:**Human Exemptionalist Paradigm (HEP): main featuresof HEP; Marxist and Durkhiemian perspectives.

**New perspectives:** Radical ecology: Introduction and features; Eco-feminism: Main features.

#### **Unit III**

**12 hrs.**

**Ecological Crisis:**Nature: The global environmental change and modern crisis;

Types: production related; consumption related; life style based.



**Major issues:**Industrialization as a factor and process of crisis  
Urbanization; as a non-sustainable pattern of habitat; Deforestation;  
Global Warming.

#### **Unit IV**

**10 hrs.**

**Environmental activism:** State Action: legislation; monitoring and funding.

**Environmental Movements:** Role of voluntary organizations and popular participation in environmental protection and preservation; The Chipko Movement; Movements against Narmada Valley and Tehri Dam projects; Sukhomajri Experiment; and SDG'S

#### **Transaction Mode:**

Lecture/panel discussion/team teaching by peer/collaborative learning (online)/Flipped teaching/video-based teaching/Blended learning

#### **SUGGESTED READINGS:**

- Bapat; J.; 2005; Development Projects and Critical Theory of Development; Sage Publications; Delhi.
- Chris; M.; 1999; Ecological Diversity in Sustainable Development: The Vital and Forgotten Dimension; Lewis Publisher; New York.
- Descola; Philippe and Gisli Palsson; 1996; Nature and society. Anthropological perspectives. Routledge; London.
- Eugene; 1989; Foundations of environmental ethics. Prentice Hall; New Jersey.
- Franklin; Adrian; 2002; Nature and Social theory; Sage; London.
- Garrard; Greg; 2007; Eco-Criticism; Routledge; London.
- Giddens; A.; 2009; The Politics of Climate Change; Polity Press; London.
- Goldfrank; Walter; David Goodman; and Andrew Szasz (Ed.); 1999; Ecology and the world- system. Greenwood Press; London.
- Guha; R. and M. Gadgil; 1995; Ecology and Equity: The Use and Abuse of Nature in Contemporary India; Routledge; Delhi.
- Guha; Ramachandra. (Ed.) ; 1994; Social ecology; OUP; New Delhi

- Guha. Ramachandra; 2000; Environmentalism. A global History; OUP; New Delhi
- Guha; Sumit; 1999; Environment and ethnicity in India 1200-1991; Cambridge
- Mukherjee;Radhakamal; 1942; Social Ecology. Longmans; Green
- Pepper; David; 1996; Modern environmentalism. An introduction. Routledge; London
- Peter; H.; 2009; A Companion to Environmental Thought; Rawat Publications; New Delhi.
- Robbins; P.; 2004; Political Ecology: A Critical Introduction; Blackwell; New York.
- Sachs; Wolfgang; 1995; Global ecology: A new Arena of political conflict; Zed.

**Course Title: RELIGION AND SOCIETY**  
**Course Code: MSO216**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Total Hours: 45**

**Learning outcomes:**

**After completing the course; the learner will be able:**

1. To acquaints the student with a sociological understanding of religion.
2. It examines some forms of religions in India and its role in modern society.

**Course Content**

**Unit I** **12 hrs.**

Understanding Religion- Sociology of Religion: Meaning and Concept  
Elements of Religion  
Approaches to the Study of Religion  
Religion and Rationalization

**Unit II** **11hrs.**

Religion in India: Hinduism; Islam; Christianity; Sikhism; Buddhism  
Pluralism; Equality and Fraternity  
The Constitutional Foundations

**Unit III** **12 hrs.**

Religion among Tribes; Religion; Community and State  
Religious Pluralism and Syncretic Traditions

**Unit IV** **10hrs.**

Secularism and Secularization  
Communalism and Fundamentalism  
Civil Religion

### **Transaction Mode:**

Lecture/panel discussion/team teaching by peer/collaborative learning (online)/Flipped teaching/video-based teaching/Blended learning

### **SUGGESTED READINGS:**

- Béteille; A. 2002. *Sociology: Essays on Approach and Method*. OUP: New Delhi; pp134-150.
- Berger. 1967. *The Sacred Canopy*. Garden City: New York; pp175-186.
- Asad. T. 1993. *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*; John Hopkins Press: Baltimore; pp27-54.
- Durkheim; E. 2001. *The Elementary Forms of the Religious Life*. Carol Cosman (trans). Oxford: Oxford University Press; pp 25-46; 87-100; 153-182. 2
- Weber Max. 1905. *The Protestant Ethic and the Spirit of Capitalism*; New York: Free Press; pp 39– 50.
- Genep A. V; 1960. *Rites of Passage*. London: Routledge and Kegan and Paul; pp 1 - 14; 65-70; 74-77; 85-90; 101-107; 116-128; 130-135&141-165.
- Sontheimer; Gunther-Dietz; and Hermann Kulke. *Hinduism Reconsidered*. New Delhi: Manohar; 2001. *Hinduism: The Five Components and their Interaction*. pp. 305 – 322.
- Fuller; C. J. 2004; *The Camphor Flame: Popular Hinduism and Society in India*; New Jersey: Princeton University Press; Introduction.
- Srinivas; M.N. 1952. *Religion and Society among the Coorgs of South India*; Clarendon: Oxford; pp 100-122.
- Momin. A.R.; 2004. „The Indo-Islamic Tradition“ in Robinson; R.(ed.) *Sociology of Religion in India*. New Delhi: Sage. pp 84-99.
- Robinson; R. 2003. „Christianity in the Context of Indian Society and Culture“ in Das Veena (ed.); *Oxford Indian Companion to Sociology and Social Anthropology*; OUP: New Delhi; pp. 884- 907.
- Uberoi; J.P.S. 1991. „The Five Symbols of Sikhism“ in Madan; T.N.(ed.) *Religion in India*. New Delhi: OUP; pp 320 -333.
- Omvedt; G. 2003. *Buddhism in India: Challenging Brahmanism and Caste*; New Delhi: Sage; pp 23-53.
- Chadwick; Owen. *The Secularization of the European Mind in the Nineteenth Century*. Cambridge: Cambridge University Press; 1975; pp 1-20.

- Madan; T.N. 1991. „Secularism in its Place“ in T. N. Madan; T.N. (ed.) Religion in India. New Delhi: OUP; pp 394 -413.
- Saberwal; S. 1991. „Elements of Communalism“ in T. N. Madan; (ed.) Religion in India. OUP: New Delhi; pp 339 -350

**Course Title: Sociology of Mass Media and Popular Culture**  
**Course Code: MSO222**

L	T	P	Cr
3	0	0	3

**Total Hours: 45**

**Learning outcomes:**

**After completing the course; the learner will be able to:**

1. Elucidate an overview of media and popular culture.
2. Develop sensitization for the consumption of media content.
- 3 Differentiate various medium of communication.
4. Comprehend the commercialization of leisure and recreation.

### **Course Content**

**Unit I** **11 hrs.**

Importance of popular culture and mass media.  
 Basic concepts: Popular culture; mass communications and mass ideology.

**Unit II** **13 hrs.**

Theoretical approaches: McLuhan (The medium is the message); Baudrillard (The world of hyper reality); Habermas (The public sphere)  
 Popular culture: Films; Music; Sports; Soap shows.  
 Components: Artists -Audience.

**Unit III** **11 hrs.**

Medium: Traditional-Fairs and festivals; Folklore.  
 Modern: Cinema; Television; Multimedia; Internet.

**Unit IV** **10 hrs.**

Commercialization of leisure and recreation.  
 Mass culture as industry.

Globalization of media and popular culture

**Transaction Mode:**

Lecture/panel discussion/team teaching by peer/collaborative learning (online)/Flipped teaching/video-based teaching/Blended learning

**SUGGESTED READINGS:**

- Arato; A. and E. Gebhardt. 1988 *The Essential Frankfurt School Reader*. New York: The Cossntinum Publishing Company
- Benjamin; W. 1969. *The Work of Art in the age of Mechanical Reproduction*. Illuminations. New York; Schocken Books
- Williams; R. 1962 *Communications*. Penguin: Harmondsworth
- Hall; S. (1980) '*Cultural Studies: two paradigms*'; *Media; Culture and Society* 2; 57-72 5. Barthes; Roland. *Mythologies*.
- Desai; A.R. 1948 *The Role of the Press in the Development of Indian Nationalism*. In *Social Background of Indian Nationalism*. Bombay: Popular Prakashan.
- Kohli; V. *The Indian Media Business*. London: Sage; 2003.
- Larkin; B.1997 "*Indian Films and Nigerian Lovers: Media and the Creation of ParalellModernities*." *Africa*; Vol.67.
- C. Berry and F.Martineds; 2003.*Mobile Cultures: New Media in Queer Asia*; Duke University Press.

**Course Title: Gender and Society**  
**Course Code: MSO218**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Learning outcomes:**

**Total Hours: 45**

**After completing the course; the learner will be able to:**

1. Elucidate the issues and concerns of gender.
2. Describe the theoretical approaches in sociology of gender.
3. Trace the historicity of women movement.
4. Describe the status and issues of women in society.

### **Course Content**

#### **Unit I**

**11 hrs.**

Basic Concepts: Sex; Gender; Patriarchy; Matriarchy; Masculinity; Femininity; Gender Identity; Gender Socialization and Gender Stereotyping through the institutions of family; education; work; media and religion.

#### **Unit II**

**13 hrs.**

Theories of Feminism: Liberal; Radical; Marxist; Socialist and Post-Modernist

Women's movement in the West.

Women's movement in India.

#### **Unit III**

**10 hrs.**

Women and Family: (a) Role of women.

1. Biological perspective.
2. Cultural perspective.

(b) Social construction of gender.

Women and Work: (a) Invisibility of women's work.

(b) Role of women in economy.

### **Unit III**

**11 hrs.**

Position of Women in Indian Society: A historical perspective.

Dimensions of Gender Inequality: Female Feticide; Neglect of Girl Child; Bride Burning and Status of Elderly Women.

Emerging Issues:(a) Women in politics.

(b) Violence against women.

#### **Transaction Mode:**

Lecture/panel discussion/team teaching by peer/collaborative learning (online)/Flipped teaching/video-based teaching/Blended learning

#### **SUGGESTED READINGS:**

- Chafetz; Janet Satzam 1990: Gender Equity: An Integrated Theory of Stability and Change; New Delhi; Sage Publication.
- Davidson; Laurie andRand McNally. 1979: The Sociology of Gender; Chicago;Girdon; Laura Kramer
- Desai; Neera& 1970: Women and Society in India; Delhi: M. Krishnaraj Ajanta Publications.
- Dube; Leela 1988: On the Construction of Gender; Economic and Political Weekly; April; 30; pp. 11-19.
- DubeLeelaandRajniPerewala (eds.) 1990: Structures and Strategies: Women Work and Family; New Delhi: Sage.
- Edgell; Stephen 2006: The Sociology of Work: Continuity & Change in Paid and Unpaid Work Thousand Oaks; Sage Publication;
- Forbes; G. 1998:Women in Modern India; New Delhi: Cambridge University Press.
- Gandhi; N. and N. Shah 1992:The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India;Kali for women New Delhi.
- Ghadially; Rehana(ed.) 1988: Women in Indian Society - A Reader; New Delhi: Sage Publications.
- Govt. of India 1974: Towards Equality: Report of the National Committee on the Status of Women in India; New Delhi.



**Course Title: SOCIOLOGY OF SOCIAL MOVEMENTS**  
**Course Code: MSO219**

L	T	P	Cr
3	0	0	3

**Total Hours: 45**

**Learning outcomes:**

**After completing the course; the learner will be able**

1. Understand the process of social movements.
2. Recognize the intension of social movements.
3. Suggest some measures to control social movements.

**Course content**

**Unit I**

**11 hrs.**

Meaning and Dynamics of Social Movements Meaning and Types: Reform; Revival; Revolution; Social Movements and Social Change; Schisms and Splits; Counter-Movements; Leadership and Social Movements; Media and Social Movements

**Unit II**

**10 hrs.**

Theories of Social Movements Structural- Functional; Marxist; Weberian; Contemporary

**Unit III**

**11 hrs.**

Old Social Movements in India Nationalist Movement; Tribal Movement; Peasant Movement; Labour Movement; Ethnic movement

**Unit IV**

**13 hrs.**

New Social Movements in India Dalit Movement; Women's Movement; Environmental Movement

**Transaction Mode:**

Lecture/panel discussion/team teaching by peer/collaborative learning (online)/Flipped teaching/video-based teaching/Blended learning

## **SUGGESTED READINGS:**

- Banks; J. A. 1972. *The Sociology of Social Movements*. London: Macmillan.
- Brass; T. 1995. *New Farmers' Movements in India*. London and Portland or Frank Cass.
- Buchler; S. M. 2000. *Social Movements in Advanced Capitalism*. Oxford: Oxford University Press. Dhanagare; D. N. 1983. *Peasant Movements in Indian 1920-1950*. New Delhi: Oxford University Press.
- Guha; R. 1989. *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*. Berkeley: University of California Press.
- Menon; N. (Ed.). 1999. *Gender and Politics in India*. Delhi: Oxford University Press.
- Mukherjee; P. N. 1977. 'Social Movement and Social Change: Towards a Conceptual Clarification and Theoretical Framework'; *Sociological Bulletin*; Vol. 26; No. 1; pp. 38-59.
- Oommen; T. K. 2004. *Nation, Civil Society and Social Movements*. New Delhi: Sage Publications. Publishers.
- Oommen; T. K. (Ed.). 2010. *Social Movement: Vol. I & II*. New Delhi: Oxford University Press.
- Rao; M. S. A. 1979. *Social Movements and Social Transformation*. Delhi: Macmillan.
- Rao; M. S. A. 1979. *Social Movements in India*. New Delhi: Manohar.
- Scott; A. 1990. *Ideology and New Social Movements*. London: Routledge.
- Scott; J. 1976. *The Moral Economy of Peasant: Rebellion and Resistance in South Asia*. New Haven and London: Yale University Press. Singh; K. S. 1982. *Tribal Movements in India*. New Delhi: Manohar.
- SinghaRoy; D. 2004. *Peasant Movement in Post-Colonial India*. New Delhi: Sage Publications.
- Wolf; E. 1966. *Peasant Wars in the Twentieth Century*. New Jersey: Prentice Hall. Zelliott; E. 1995. *From*.

**Semester: 3<sup>rd</sup>**

**Course Title: Research Methodology**

**Course Code: MSO309**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Total Hours: 60**

**Learning outcomes:**

**After completing the course; the learner will be able to:**

1. Comprehend the tools of data analysis.
2. Distinguish between quantitative and qualitative research methodology
3. Use statistical methods in social research
4. Develop the skill of report writing

**Course Content**

**Unit I**

**14 hrs.**

Tools of data analysis: Sociometry. Scaling techniques; Bogardus; Likert & Thurstone scales. Reliability & Validity in scaling

**Unit II**

**14hrs.**

Data Analysis: Editing; Coding & Tabulation.  
Quantitative and qualitative research.

**Unit III**

**17 hrs.**

Statistics: uses and abuses in social research. Presentation of analysis; including charts and graphs;  
Measures of central tendencies: Mean; median; mode. Dispersion: Standard deviation; Correlation; Chi-square

**Unit IV**

**15 hrs.**

Report writing: Qualities of a research report; discussing the review material; quoting references; formatting bibliography. Report writing using MSWord.

**Transaction Mode:**

Lecture/panel discussion/team teaching by peer/collaborative learning (online)/Flipped teaching/video-based teaching/Blended learning

**SUGGESTED READINGS:**

- Bryman; Alan 1988. *Quality and Quantity in Social Research*. London: Unwinhyman.
- Creswell; John W. 2002. *Research Design*. New Delhi: Sage Publishers.
- Gomm; Refer et.al. 2000. *Case Study Method*. New Delhi: Sage Publishers.
- Goode; W.J. and Hatt 1981. *Methods in Social Research*. New York: McGraw Hill.
- Healey; Joseph F. 2018 *Statistics: A Tool for Social Research*; Jaipur: Rawat Publications.
- Maynits; R. Holm K. 1976. *Introduction to Empirical Sociology*. Penguin.
- Moser; C.A. and Kalton 1971. *Survey Methods in Social Research*. E.L.B.S.
- Mukherjee; P.M. (ed.) 2000. *Methodology in Social Research: Dilemmas and Perspectives*. New Delhi: Sage.
- Prior; Lindsay 2003. *Using Documents in social Research*. New Delhi: Sage Publishers.
- Somekh; B & C. Lewin 2012 *Theory and Methods in Social Research*; New Delhi: Sage Publications.
- Sjoberg; G & R. Nett 1992 *A Methodology of Social Research*; Jaipur: Rawat Publications.
- Young; P.V. 1969. *Scientific Social Surveys and Research*. New Delhi: Prentice Hall of India.

**Course Title: Research Proposal****Course Code: MSO398**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>0</b>	<b>0</b>	<b>8</b>	<b>4</b>

**Learning Outcomes**

After completion of the course, the learner will be able to

1. Get deep insights to collect, review and analyze the related literature.
2. To apply the knowledge to formulate hypothesis & design research process.
3. Find the research titles which are significant, applicable and researchable.
4. Interpret the findings to design statistical strategies & write references, bibliography and webliography.

**Course Content**

A research proposal contains all the key elements involved in the research process and proposes a detailed information to conduct the research.

The students are supposed to prepare the research proposal of any research area of their choice following these steps:

1. Selection of topic
2. Significance of the research area
3. Formulation of hypothesis/Research questions
4. Review of related literature
5. Method & Procedure (Includes sampling & design)
6. Data collection and proposed statistical analysis
7. Delimitations
8. Reference/Bibliography

**Evaluation**

The students will have to complete the writing process of each topic given above within one week, which will be evaluated at the end of every week. It will consist of 8 marks each. The final proposal shall be of 15 marks, Viva 16 marks and attendance 5 marks.

**Transaction Mode**

Collaborative learning, Group Discussion, E team Teaching, Activities, Assessments, Collaborative teaching, Peer Teaching, Video Based Teaching, Quiz, Open talk, E team Teaching, Case analysis, Flipped Teaching

**Evaluation Criteria:**

- A. First Practical (Unit-I): 11 Marks
- B. Second Practical (UNIT II): 12 Marks
- C. Third Practical (UNIT III): 11Marks
- D. Fourth Practical (UNIT IV): 11 Marks
- E. Final Practical at end of the semester (Comprehensive practical):

**Course Title: Ethics & Intellectual Property Rights**

**Course Code: MSO311**

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

**Total Hours: 30**

**Learning Outcomes:**

**After completing the course; the learner will be able to:**

1. Evaluate the ethical principles and their application in various contexts; including business; technology; research; and professional practice.
2. Analyze ethical issues and dilemmas related to intellectual property rights; technology development; and the digital era.
3. Evaluate the legal framework and concepts of intellectual property rights; including patents; copyrights; trademarks; and their implications in innovation and creativity.
4. Develop ethical decision-making skills and strategies to navigate complex ethical challenges in business; technology; research; and professional settings.

**Course Content**

**UNIT I**

**7 Hours**

Ethics and IPR: Importance and ethical principles. Intellectual Property Rights: Types of IPR; significance; and legal framework.  
Ethical Decision-Making in Business: Ethical theories and frameworks.  
Ethical Issues in Technology: Privacy; security; artificial intelligence; and digital rights.

**UNIT II**

**8 Hours**

Patents: Concept; patentability; and patent infringement. Copyrights: Scope; protection; and fair use. Trademarks: Registration; infringement; and brand protection. Research Ethics: Responsible conduct of research; plagiarism; and data integrity

**UNIT III**

**8 Hours**

Digital Ethics: Privacy; data protection; cybersecurity; and online ethics  
Ethical Issues in the Use of Artificial Intelligence (AI) and Big Data  
Ethical Leadership: Traits; responsibilities; and ethical decision-making in leadership roles  
Professional Ethics: Ethical codes and standards in various professions

## UNIT IV

**7 Hours**

Bioethics: Ethical considerations in genetic engineering; human subjects research; and healthcare delivery.

Ethical Issues in Healthcare: Patient rights; end-of-life decisions; and access to healthcare.

Technology Transfer: Licensing; commercialization; and intellectual property valuation.

Open Source and Open Innovation: Ethical considerations and impact on innovation.

### **Transaction Mode**

Lectures; Discussions; Workshops; Case Studies; Research Proposal; Presentations; Practical Exercises; One-on-One Consultations

### **Suggested Readings**

- Velasquez; M. G. (2017). *Business Ethics: Concepts and Cases*. Pearson.
- Lawrence; A. T.;& Weber; J. (2017). *Business and Society: Stakeholders; Ethics; Public Policy (15th ed.)*. McGraw-Hill Education.
- Beauchamp; T. L.;& Bowie; N. E. (2018). *Ethical Theory and Business (9th ed.)*. Pearson.
- Kizza; J. M. (2017). *Ethical and Social Issues in the Information Age*. Springer.
- Patterson; D. (2017). *Ethics in Business: A Guide for Managers*. Routledge.
- Waelde; C.;Kheria; S.;& Cornwell; J. (2020). *Contemporary Intellectual Property: Law and Policy (5th ed.)*. Oxford University Press.



**Course Title: PROFICIENCY IN TEACHING**

**Course Code: MSO397**

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

**Total Hours: 30**

**Learning Outcomes**

After completion of this course, the learner will be able to:

1. Design the learner-centered instructional plans and learning outcomes.
2. Apply innovative teaching strategies and technologies to engage learners.
3. Analyze the different assessment methods to evaluate student learning.
4. Reflect on teaching experiences and continuously improve teaching practices.
5. Develop effective communication and classroom management skills.

**Course content**

**UNIT I**

**10 Hours**

Overview of the course and its objectives – Specify 1-2 theories or give overview of theories of learning for teaching - Understanding the role of the teacher and student in the learning process - Writing clear and measurable learning outcomes -

Meaning Nature, definition, scope, and importance Pedagogy, Andragogy, and Heutagogy – Skills-based approach to teaching (Teaching skills), Micro-teaching, Macro teaching. Methods and approaches of teaching - CAM, Structure-function approach, Synthetic and Analytic approach, Jurisprudential inquiry model

**UNIT II**

**6 Hours**

Understanding the diverse needs and backgrounds of learners - Creating an inclusive and supportive learning environment - Facilitating active learning and student engagement strategies

Lectures, discussions, and demonstrations - Group work, collaborative learning, and cooperative learning - Problem-based learning, case studies, and simulations

**UNIT III**

**7 Hours**

Integrating technology tools into instruction – Online, blended learning, flipped learning, and M-learning approaches - Using educational software and platforms effectively

Formative and summative assessment methods – Difference between Assessment, Evaluation and Measurement, E-assessment tools,

**UNIT IV**

**7 Hours**

The importance of reflective practice in teaching - Self-assessment and evaluation of teaching effectiveness –Need for Professional development - Teaching in multicultural and international classrooms - Culturally responsive teaching practices

Meaning, Definition of teaching model - Assumptions, Importance, Role, and type of teaching models. Historical teaching model, Philosophical model of teaching

### **Transaction Mode**

Discussions, Case Studies, Microteaching, Classroom Observations, Peer Teaching: Video Analysis, Role-Playing, Lecture-cum-demonstration, Classroom Simulations, Reflective Journals/Blogs, Teaching Portfolios and Technology Integration, Flipped Teaching

### **Suggested Readings**

- Ali, L. (2012). *Teacher education*. New Delhi: APH Publishing Corporation.
- Anandan, K. (2010). *Instructional technology in teacher education*. New Delhi: APH Publishing Corporation.
- Bruce R Joyce and Marsha Weil, *Models of Teaching*, Prentice Hall of India Pvt Ltd, 1985.
- Chalan, K. S. (2007). *Introduction to educational planning and management*. New Delhi: Anmol Publications Pvt. Ltd.
- Chand, T. (2008). *Principles of teaching*. New Delhi: Anmol Publications Pvt. Ltd.
- Chiniwar, P. S. (2014). *The technology of teaching*. New Delhi: Anmol Publications Pvt. Ltd.
- Curzon, L. B., & Tummons, J. (2004). *Teaching in future education*. U.S.A: Bloomsbury Academic Publications.
- Das, R.C. (1993): *Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd.
- Evaut, M. *The International Encyclopedia of Educational Technology*.
- Gage N L, *Handbook of Research on Teaching*, Rand Mc Nally and Co., Chicago, 1968.
- Graeme, K. (1969): *Blackboard to Computers: A Guide to Educational Aids*, London, Ward Lock.
- Haas, K.B. and Packer, H.Q. (1990): *Preparation and Use of Audio Visual Aids*, 3rd Edition, Prentice Hall, Inc.
- Haseen Taj (2006): *modern Educational Technology*, Agra: H.P Bhargava Book House.
- Jarvis, M. (2015). *Brilliant ideas for ICT in the classroom*. New York: Routledge Publications.

### **Evaluation Criteria:**

- A. First Practical (Unit-I): 8 Marks
- B. Second Practical (UNIT II): 7 Marks
- C. Third Practical (UNIT III): 7 Marks
- D. Fourth Practical (UNIT IV): 8 Marks
- E. Final Practical at end of the semester (Comprehensive practical): 20 Marks

**Course Title: Social Psychology**

**Course Code: OEC058**

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

**Total Hours: 30**

**Course Learning Outcomes:**

**After completion of this course; the learner will be able to:**

1. Understand the fundamental theories and concepts of social psychology.
2. Apply social psychological theories to analyze individual and group behavior.
3. Critically evaluate social psychological research and its implications for society.
4. Develop interpersonal skills and an understanding of social dynamics.

### **Course Content**

#### **Unit-I: Introduction to Social Psychology**

**8 hours**

Definition and Scope of Social Psychology

History and Methods of Social Psychology: Understanding research methodologies

The Social Self: Identity; self-concept; and social comparison

#### **Unit-II: Theories of Social Influence**

**7 hours**

Conformity and Obedience: Understanding group pressure and authority

Group Dynamics: Formation; cohesion; norms; and roles

Leadership and Power: Influence processes in leadership and social hierarchies

#### **Unit-III: Social Perception and Interaction**

**7 hours**

Attitudes and Attitude Change: Theories of attitude formation and persuasion

Social Identity: Group membership and intergroup relations

**Unit-IV: Applied Social Psychology**

**8 hours**

Environmental Psychology: Human behavior in built and natural environments

Organizational Psychology: Group dynamics and behavior in workplace settings

Community Psychology: Social interventions and community development

**Transaction Mode:** Brainstorming; Quiz; Group Discussion; Open Talk.

**SUGGESTED READINGS:**

- "Social Psychology" by Elliot Aronson; Timothy D. Wilson; and Robin M. Akert
- "Social Psychology: Goals in Interaction" by Douglas Kenrick; Steven L. Neuberg; and Robert B. Cialdini
- "The Social Animal" by Elliot Aronson
- "Influence: The Psychology of Persuasion" by Robert B. Cialdini
- "Prejudice and Discrimination" by Miles Hewstone; Wolfgang Stroebe; and Klaus Jonas
- "Community Psychology: In Pursuit of Liberation and Well-being" by Geoffrey Nelson; Isaac Prilleltensky; and Martin J. G. Oxford.

**Course Title: Sociology of Law**  
**Course Code: MSO316**

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

**Total Hours: 30**

**Learning Outcomes:**

**After completing the course; the learner will be able to:**

1. Recite the major contributions of sociologists to the interpretation of Law.
2. Understand the sociological dimensions of Law in relation to the economy; politics; and culture.
3. Apply the sociological dimensions of Law to analyze the relationship between Law and other social institutions
4. Evaluate the impact of Law on the economy; politics; and culture.

**Course Content**

**Unit I**

**8 hours**

**Social Thought**

**Emile Durkheim:** Law and Solidarity; Repressive Law and Restitutive Law.

**Karl Marx:** State and Law as a super structure.

**Max Weber:** Law and Rationality.

**Pierre Bourdieu:** Juridical Field

**Michel Foucault:** Law; Power and Knowledge

**Unit II**

**7 hours**

**Functions of Law in Society**

Law as an Agency of Social Control.

Law as an Agency of Socialization.

Law as an Agency of Social Change.

Law as a Tool of Social Engineering.

Law and Affirmative Action.

### **Unit III**

**7 hours**

#### **Law and Economy**

Law and the regulation of the Market.  
Law and economical organisation.  
Law and economic structure

### **Unit IV**

**8 hours**

#### **Law and Politics**

Law beyond politics and Morality.  
Law and Culture.  
Law and state will.

**Transaction Mode:** Lecture/panel discussion/team teaching  
bypeer/collaborative learning(online)/Flipped teaching/video based  
teaching/Blended learning/

### **SUGGESTED READINGS**

- Joseph F. Healey; Rebecca Smith; *Sociology for a New Century* (Pine Forge Press; California; 2001)
- Giddens; A and J.H. Turner (eds.); *Social Theory Today* (Cambridge; Polity Press; 2004)
- Mathieu Deflem; *Sociology of Law* (Cambridge; Polity Press; 2008)
- Coutu; M. (2019). *Max Weber's Interpretive Sociology of Law* (1st ed.).
- Cotterrell; R. (2005). *The Sociology of Law: An Introduction* (2nd ed.). Oxford University Press.
- Salter; M. (2012). *Carl Schmitt: Law as Politics; Ideology and Strategic Myth*. Routledge.
- Avineri; S. (2019). *Karl Marx: Philosophy and Revolution (Jewish Lives)* (1st Edition). Yale University Press.
- Corrigan; P.;& Sayer; D. (2018). How the Law Rules: Variations on Some Themes in Karl Marx. *Law; State and Society*; 21–53.

<https://doi.org/10.4324/9781351053853-2>

- Cotterrell; R. (1995). Sociological interpretations of legal development. *European Journal of Law and Economics*;2(4); 347–359. <https://doi.org/10.1007/bf01541072>
- Law as Politics. (1998). *Politics*. <https://doi.org/10.1215/9780822377849>
- Maparyan; L. (2011). *The Womanist Idea (Contemporary Sociological Perspectives)* (1st ed.). Routledge.
- Pierre Bourdieu;& Richard Terdman. (1987). The Force of Law: Toward a Sociology of the Juridical Field. *Hastings Law Journal*;38(5); 814.

## SEMESTER-IV

**Course Title: Dissertation**

**Course Code: MSO401**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>
<b>04</b>	-	-	<b>04</b>

**Total Hours: 60**

### **Learning Outcomes**

**After completing the course; the learner will be able to:**

1. Develop advanced research skills; including literature review; data collection; analysis; and interpretation; to investigate a specific research question or problem.
2. Apply critical thinking and analytical skills to evaluate existing literature; theories; and methodologies; and generate new insights or perspectives within the chosen research area.
3. Analyze effective communication skills by presenting research findings and arguments in a clear; coherent; and well-structured dissertation; adhering to academic writing conventions.
4. plan; manage; and execute an independent research project; demonstrating self-motivation; time management; and organizational skills throughout the dissertation process.

### **Course Content**

The Dissertation course is designed to provide students with comprehensive guidance and support throughout the process of conducting independent research and writing a dissertation. Through this course; students will acquire advanced research skills; develop critical analysis abilities; and effectively communicate their research findings. The course will emphasize the importance of independent project management and provide extensive guidance on research methodologies; data analysis techniques; and academic writing conventions.

### **Transaction Mode**

Field work; Mentoring; Discussion