GURU KASHI UNIVERSITY

Master of Arts in Sociology
Appendix- I

Session: 2025-26

Faculty of Sciences, Humanities & Languages

Graduate Attributes of the Programme: -

Type of learning outcomes	The Learning Outcomes Descriptors
Graduates should be able to demonstrate the acquisition of:	
Learning outcomes that are specific to disciplinary/interdisciplinary areas of learning	Understanding of social structures, cultural dynamics, and human behaviour.
	Develop the ability to assess complex challenges using the methods and frameworks unique to the discipline.
	Conduct independent research using established methods and techniques, contributing new knowledge to the field.
Generic learning outcomes	Work well in team environments, building positive relationships with peers and colleagues.
	Graduates will be able to critically evaluate sociological theories, research methods, and social issues, applying these skills to real-world contexts.
	Make informed decisions by gathering relevant information, considering options and assessing risks.

The Master's degree (M.A. Sociology) is awarded to students who have demonstrated the achievement of the outcomes located at level 6.5

Element of the Descriptor	Programme learning outcomes relating to Mater Degree (1st year)
The graduates should be able to demonstrate the acquisition of:	
Knowledge and understanding	Apply theoretical knowledge to solve complex, real-world problems. This includes synthesizing information from various sources and drawing connections between theory and practice.
	Graduates will gain a deep understanding of how social institutions, cultural practices and power structures shape human behavior and society.
	Be familiar with ethical considerations in conducting research, ensuring the integrity of the research process and respecting participants rights and data privacy.
	Demonstrate awareness of how global developments and diverse cultural contexts influence the discipline and its applications.
General, technical and professional skills required to perform and accomplish tasks	Work effectively within diverse teams, contributing to collective goals and respecting different viewpoints.
	Ability to work effectively in collaborative, interdisciplinary settings, understanding diverse perspectives within social research
	Stay curious and open to new knowledge and skill development throughout one's career.
Application of knowledge and skills	Students will be able to effectively communicate sociological concepts and research findings in both written and oral formats to diverse audiences
Generic learning outcomes	Develop the ability to critically evaluate social issues, theories and research findings
Constitutional, humanistic, ethical, and moral values	Develop an understanding of social justice issues, including inequality, discrimination and human rights
Employability and job-ready	Pursue professional growth through further education, training or career opportunities in sociology and realated fields.

Skills, and entrepreneurship skills and capabilities/qualities and mindset	Ability to manage resources efficiently, understanding both the financial aspects and the cost-benefit analysis of business decisions.
Credit Requirements	The 2-year/4-semester Master's programme builds on a 3-year/6-semester bachelor's degree and requires 80 credits from the first and second years of the programme, with a 40c credits in the first year and 40 credits in the second year of the programme at level 6.5
Entry requirements	A 3-year Bachelor's degree for the 2-year/4-semester Master's degree programme (Sociology).

Programme Structure

Semester: 1st									
Course Code	**Course Title**	**Type of Courses**	**L**	**T**	**P**	**Credits**	**Int.**	**Ext.**	**Total Marks**
MSO1400	Sociological Thoughts	Core	4	0	0	4	30	70	100
MSO1401	Indian Society	Core	4	0	0	4	30	70	100
MSO1402	Social Change and Social Problems	Core	4	0	0	4	30	70	100
MSO1403	Sociology of Kinship	Core	4	0	0	4	30	70	100
IKS0022	Indian Cultural Studies	Indian Knowledge System	4	0	0	4	30	70	100
Discipline Elective-I (Choose Anyone)									
MSO1404	Rural Sociology	Discipline Elective	4	0	0	4	30	70	100
MSO1405	Academic Writing								
Total			**24**	**0**	**0**	**24**	**180**	**420**	**600**

Semester 2nd									
Course Code	**Course Title**	**Course Type**	**L**	**T**	**P**	**Cred its**	**Int .**	**Ex t.**	**Tota l Mar ks**
MSO2450	Sociological and Anthropological Theories	Core	4	0	0	4	30	70	100
MSO2451	Basics of Research	Core	4	0	0	4	30	70	100
MSO2452	Sociology of Development	Core	4	0	0	4	30	70	100
MSO2453	Religion and Society	Core	4	0	0	4	30	70	100
MSO2454	Fundamentals of Social Counseling	Employability & Entrepreneur ship Skill	2	0	0	2	30	70	100
Discipline Elective-II (Choose Anyone)									
MSO2455	Environmental Sociology	Discipline Elective	4	0	0	4	30	70	100
MSO2456	Gender and Society								
Total			**2 2**	**0**	**0**	**22**	**18 0**	**42 0**	**600**

Graduate Attributes of the Programme: -

Type of learning outcomes	The Learning Outcomes Descriptors
Graduates should be able to demonstrate the acquisition of:	
Learning outcomes that are specific to disciplinary/ interdisciplinary areas of learning	Critically evaluate the implications of human activities on the environment from a global, interdisciplinary perspective.
	Understanding of social structures, cultural dynamics, and human behaviour.
	Conduct qualitative and quantitative research to address contemporary social issues.
	Develop collaborative strategies for interdisciplinary communication and knowledge exchange.
Generic learning outcomes	Demonstrate the ability to think critically and analytically in diverse situations.
	Graduates will be able to critically evaluate sociological theories, research methods, and social issues, applying these skills to real-world contexts.
	Develop innovative solutions to challenges in both familiar and unfamiliar contexts.

Element of the Descriptor	Programme learning outcomes relating to Masters Degree (2nd Year)
The graduates should be able to demonstrate the acquisition of:	
Knowledge and understanding	Critically analyze and evaluate the breadth of existing research and theoretical frameworks in the field. This includes identifying gaps, controversies, and areas for future exploration.
	Graduates will gain a deep understanding of how social institutions, cultural practices and power structures shape human behaviour and society.
	Effectively communicate complex ideas and research findings in academic formats, such as research papers, dissertations and presentations.
	Engage in self-assessment and reflection, recognizing areas for improvement and seeking opportunities to deepen understanding.
General, technical and professional skills required to perform and accomplish tasks	Ability to analyze situations, think critically and approach challenges systematically.
	Ability to work effectively in collaborative, interdisciplinary settings, understanding diverse perspectives within social research
	Evaluate different perspectives and approaches to tackle problems in a logical, systematic way.
Application of knowledge and skills	Students will be able to effectively communicate sociological concepts and research findings in both written and oral formats to diverse audiences
Generic learning outcomes	Develop the ability to critically evaluate social issues, theories and research findings
Constitutional, humanistic, ethical, and moral values	Develop an understanding of social justice issues, including inequality, discrimination and human rights
Employability and job-ready	Pursue professional growth through further education, training or career opportunities in sociology and related fields.
Skills, and entrepreneurship skills and capabilities/qualities and mindset	Think critically and creatively to approach complex challenges from multiple perspectives.

Credit requirements	A 1-year/2-semester master's programme builds on a bachelor's degree with Honours/ Honours with Research and requires 90 credits for individuals who have completed a Bachelor's degree (Honours/ Honours with Research). A 1-year PG Programme after a 4-year Bachelors Degree (Honours) or a 4-year Bachelor Degree (Honours with Research) with 80 credits in the concerned subject.
Entry requirements	A 4-year Bachelor's Degree for the 1-year/2-semester Master's programme (Sociology)

Semester 3rd									
Course Code	**Course Title**	**Course Type**	**L**	**T**	**P**	**Credits**	**Int.**	**Ext.**	**Total Marks**
MSO3500	Methodology of Social Research	Core	4	0	0	4	30	70	100
MSO3501	Urban Sociology	Core	4	0	0	4	30	70	100
MSO3508	Basic Computer Knowledge	Employability & Entrepreneurship Skill	0	0	4	2	30	70	100
Discipline Elective-III (Choose anyone)									
MSO3502	Sociology of deviance	Discipline Elective	4	0	0	4			
MSO3503	Population and Society						30	70	100
Discipline Elective-IV (Choose anyone)									
MSO3504	Social Problems	Discipline Elective	4	0	0	4	30	70	100
MSO3505	Social Stratification and Mobility								
Discipline Elective-V (Choose anyone)									
MSO3506	Sociology of Social Movements	Discipline Elective	4	0	0	4			
MSO3507	Mass Media and Popular Culture						30	70	100
Total			**20**	**0**	**4**	**22**	180	420	600

Semester 4									
Course Code	Course Title	Course Type	L	T	P	Credits	Int	Ext	Total Marks
MSO4550	Interpretative sociological theories	Core	4	0	0	4	30	70	100
MSO4551	Perspectives on Indian society	Core	4	0	0	4	30	70	100
MSO4552	Case Study Analysis	Project work	0	0	4	2	30	70	100
Discipline Elective VI (Choose anyone)									
MSO4553	Sociology of Crime	Discipline Elective	4	0	0	4	30	70	100
MSO4554	Basics of industrial sociology								
Discipline Elective VII (Choose anyone)									
MSO4555	Sociology of aging	Discipline Elective	4	0	0	4	30	70	100
MSO4556	Sociology of Marginalized communities								
Discipline Elective VIII (Choose anyone)									
MSO4557	Social Epistemology	Discipline Elective	4	0	0	4	30	70	100
MSO4558	Organizational Behaviour and Development								
Total			**20**	**0**	**4**	**22**	**180**	**420**	**600**
Grand Total			**82**	**0**	**10**	**90**			

Semester-I

Course Title: Sociological Thoughts	L	T	P	Cr.
Course Code: MSO1400	4	0	0	4

Total Hours: 60

Learning Outcomes:
After completing the course; the learner will be able to:
- Develop the sociological perspective of the social world around them.
- Describe the role of theory in building sociological knowledge.
- Explain the historical and cultural context of development theories
- Construct and produce new ideas for the society.

Course Content

Unit I   **15 Hours**
A brief review of Enlightenment Thought with special reference to Rousseau; and of the Conservative Reaction to it, with special reference to St. Simon and Auguste Comte.

Unit-II   **15 Hours**
Karl Marx: Methodology - the concepts of Totality: Historical Materialism, Human Praxis.
Basic Concepts: Means, Relations and Modes of Production: Base and Super-structure; Contradiction; Exploitation; Alienation.
Epochs of social development with special reference to Capitalism; Classes and Class Conflict.

Unit-III   **15 Hours**
Max Weber: Methodology-Verstehen, Value-Neutrality and Objectivity, Generality and the Ideal Type;
Basic concepts: Social action and its Types, social relationships; Power, Domination and Legitimate Order.
Protestant Ethic and the Spirit of Capitalism; the Rationalization process, Bureaucracy, distribution of Power and Social Stratification.

Unit-IV   **15 Hours**
Emile Durkheim: Methodology-the nature of Social Facts and their Causation.
Basic concepts: Individual and Collective Conscience, Social Solidarity and Anomie; the Sacred and Profane, the nature of Religion, Suicide as social fact.
Mechanical to Organic Solidarity, Differentiation and Social Division of Labour.

Suggested Readings

- *Aron, Raymond, (Reprint 1990), Main Currents in Sociological Thought (Vols. I & II), London, Pelican.*
- *Avineri S. (1970) The Social and Political Thought of Karl Marx, London, Cambridge University Press.*
- *Bendix R. (1960) Max Weber: An Intellectual Portrait, New York, Doubleday.*
- *Durkheim E. (1960) The Division of Labour in Society, Illinois, Free Press of Gilencoe.*
- *Giddens, Anthony (1971) Capitalism and Modern Social Theory, London, Cambridge, U. Press.*
- *Irving M. Zeitlin (1969) Ideology and the Development of Sociological Theory, New Delhi, Prentice Hall.*
- *Marx, K. and Engels F. (1971), The Manifesto of the Communist Party, Moscow, Progress Publishers.*
- *Max Weber (1965), Protestant Ethic and the Spirit of Capitalism, London, Allen & Unwin.*
- *Royee, Edward (2015) Classical Social Theory and Modern Society: Marx, Durkheim, Weber; Rowman & Littlefield, London.*
- *Israel, Jonathan I. (2011) Demoeratic Enlightenment: Philosophy, Revolution and Human Rights 1750-1790. Oxford University Press, 2011.*

Course Title: Indian Society	L	T	P	Cr.
Course Code: MSO1401	4	0	0	4

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 Hours.**
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 Hours.**
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 Hours.**
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 Hours.**
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:

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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.*
- *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.*

Course Title Social Change and Social Problems	L	T	P	Cr.
Course Code: MSO1402	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 Hours.**
Processes of Social Change: Sanskritization; Westernization; Modernization.
Factors of Social Change: Industrialization; Urbanization; Globalization and Education

Unit II   **15 Hours.**
Social movements: Definition; Nature; Characteristics and Types.
Social Movements in India: Peasant; Women's; Backward Classes; Dalit; Ethnic and Tribal.

Unit III   **15 Hours.**
Social Problems: Meaning; Causes and Characteristics.
Theories of Social Problems: Social Disorganization Approach; Value Conflict Approach; Cultural Lag Approach.

Unit IV   **15 Hours.**
Social Problems in India: Poverty; Unemployment.
Problems of the Aged; physically challenged; Crime; Corruption;

Transaction Mode:
Lecture/paneldiscussion/teamteachingbypeer/collaborativelear ning(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: Sociology of Kinship	L	T	P	Cr.
Course Code: MSO1403	4	0	0	4

Total Hours: 60

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 **15 Hours.**

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

Unit II **15 Hours**

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

Unit III **15 Hours**.

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

Unit IV **15 Hours**.

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/collaborativelear
ning(online)/Flippedteaching/videobased teaching/Blended learning/

SUGGESTED READINGS:

- *Barnes; J. A. 1971 Three Styles in the Study of Kinship; London*
- *Tavsitock Dube; Leela 1974 Sociology of Kinship: An Analytical Survey*
- *of Literature; Bombay; Popular Prakashan*

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- *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: INDIAN CULTURAL STUDIES	L	T	P	Cr.
Course Code: IKS0022	4	0	0	4

Total Hours: 60

Course Objective:

Academic study of cultures in India has remained derivative of Western categories, assumptions and ideologies. The proposed course aims at introducing students to distinct Indian ways of cultural expressions and offers pathways to understand self and subjectivity in the context of localism, nationalism and globalism. Conventional cultural studies, predicated on Western intellectual frameworks, cannot adequately capture the complexity and layered nature of Indian history. The course will cover key texts from the late 19th century to understand what constitutes Indian subjectivity, its difference, authenticity and life world, its implications for nationhood and claims of particularism vis-à-vis universalism.

Learning Outcome:

1. **Understanding Modern Indian Thought**: Students will gain a theoretical foundation to explore how Indian philosophical and cultural ideas since the early 20th century have shaped individual and collective experiences.
2. **Analyzing Cultural Transformations**: Learners will investigate the impact of modern Indian thought on personal identity and cultural context, understanding its role in shaping societal values and worldviews.
3. **Developing Conceptual Vocabulary**: Students will become familiar with key ideas and terminologies introduced in the course, enabling them to critically engage with and interpret modern Indian intellectual traditions.
4. **Articulating Personal and Shared Experiences**: Learners will cultivate the ability to express their own and others' experiences using the conceptual and philosophical frameworks discussed in the course.

Course Content

Unit 1   7 Hours

Introduction: (Orientalist, colonial and contemporary representation of India)

Unit 2   8 Hours

Indian difference: (Aurobindo, Ramanujan, Bankimchandra, Malhotra and others), Self and subjectivity: (Gandhi, Upadhyay, M.N. Roy, Ashis Nandy, Dharmapal and others)

Unit 3   **7 Hours**

Home, Nation and the World: (Nehru, Tagore, Ambedkar, Savarkar, Mazumdar, Malaviya and others)

Unit 4   **8 Hours**

Swaraj: (Lajpat Rai, Gandhi, Tilak, Rajaji, Alvares, Balagangadhar and others), Art and aesthetics: (Coomaraswamy, Hiriyana, Radhakrishnan, Aurobindo, Naipaul, Devy and others)

Transactional Mode

Seminars, Group discussion, Team teaching, Focused group discussion, Assignments, Project-based learning, Simulations, reflection and Self-assessment

Suggested Readings

1. Knut A. Jacobsen. Ed. Modern Indian Culture and Society. Routledge: London, 2009.
2. Upadhyay, Deendayal. Integral Humanism. 1965. http://www.chitrakoot.org/download/IntegralHumanism.pdf
3. Savarkar, V.D. The Essentials of Hindutva. http://savarkar.org/en/encyc/2017/5/23/2_12_12_04_essentials_of_hindutva.v001.pdf_1.pdf
4. Vasudha Dalmia & Rashmi Sadana. Eds. The Cambridge Companion to Modern Indian Culture. Cambridge University Press: Cambridge, 2012.
5. Alvares, Claude. "A Critique of the Eurocentric Social Science and the Question of Alternatives". Economic and Political Weekly. 46. 22, 2011.
6. Ambedkar, B.R. Pakistan or the Partition of India. Columbia University: http://www.columbia.edu/itc/mealac/pritchett/00ambedkar/ambedkar_partition
7. Balagangadhara,S.N. Reconceptualizing India Studies. Oxford University Press: New Delhi, 2012.
8. Chatterjee, Partha. Nationalist Thought and the Colonial World: A Derivative Discourse. Zed Books: London,1993.
9. Chattopadhyay, Bankimchandra. "Is Nationalism a Good Thing?" and "Critics of Hinduism". In Awakening Bharat Mata, ed. Swapan Dasgupta. Penguin: New Delhi, 2019.
10. Coomaraswamy, A.K. "Indian Nationality". Indian Philosophy in English: From Renaissance to Independence. Oxford University Press: New York, 2011.
11. Gandhi, M.K. Hind Swaraj. Navjeevan Publishing: Ahmedabad, 1938.
12. Ghosh, Aurobindo. "A Defence of Indian Culture". The Renaissance in India and other Essays on Indian Culture. Sri Aurobindo Ashram: Pondicherry, 2002.

Course Title:	Rural Sociology	L	T	P	Cr.
Course Code:	MSO1404	4	0	0	4

Total Hours: 60

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 15 Hours.

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

Unit II 15 Hours.

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 15 Hours.

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

Unit IV 15 Hours.

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

Transaction Mode:
Lecture/paneldiscussion/teamteachingbypeer/collaborativelear ning(online)/Flippedteaching/videobased teaching/Blended learning/

SUGGESTED READINGS:

- *Beteille; Andre 1974: Studies in Agrarian Social Structure; New Delhi: Oxford University Press.*

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- *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.*
- *Krishanamurthy2000: 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.*

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Course Title: Academic Writings	L	T	P	Cr.
Course Code: MSO1405	4	0	0	4

Total Hours:60

Learning Outcomes:

Upon completing this course, learners will be able to:

1. Identify the different stages in academic writing.
2. Develop skills in paraphrasing, summarizing, and synthesizing academic texts.
3. Format academic manuscripts following a chosen publication style.
4. Write structured academic papers, including research articles, literature reviews, and proposals.
5. Understand the ethical considerations in academic writing, including plagiarism detection and avoidance.

UNIT-I: Introduction to Academic Writing   15 Hours
- Meaning and Purpose of Academic Writing
- Features and Characteristics of Academic Writing
- Types of Academic Writing:
  - Note-making
  - Paraphrasing
  - Summarizing
- Literature Review:
  - Introduction to Literature Review
  - Sources of Literature
  - Process of Conducting a Literature Review
  - Accessing Online Literature Databases

UNIT-II: Genres of Academic Writing & Referencing   15 Hours
- Writing Different Academic Documents:
  - Review-Based Research Papers
  - Research Proposals
  - Abstracts
  - Conference Papers
  - Books and Book Chapters
  - Thesis and Dissertation Writing
- Challenges in Indian Research and Writing
- Time Management in Research
- Qualitative Research Writing
- Referencing and Citation Styles: APA, MLA, Chicago, etc.

UNIT-III: Process of Academic Writing   15 Hours
- Developing Writing Plans from Titles

- Evaluating and Analyzing Academic Texts
- Effective Reading and Note-Making Techniques
- Understanding Purpose and Register in Writing
- Selecting Key Points and Synthesizing Information
- Writing Summaries and Drawing Conclusions
- Proofreading and Revising Drafts

UNIT-IV: Ethics in Academic Writing & Plagiarism   15 Hours
- Ethical Considerations in Academic Writing
- Understanding Plagiarism and Its Consequences
- Plagiarism Detection Tools:
  - Turnitin
  - Ouriginal
- Strategies for Avoiding Plagiarism
- Differences Between:
  - Seminar, Conference, Symposium, Workshop, Panel Discussion
  - Research Paper, Article, Dissertation, Thesis
- Steps for Drafting Academic Work
- Preparing Model Drafts

Suggested Readings:
- *Macgilchrist, F. (2014). Academic Writing. Narr Francke Attempto Verlag.*
- *Pecorari, D. (2013). Academic Writing and Plagiarism: A Linguistic Analysis. Bloomsbury Publishing.*
- *Lipson, C. (2008). Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success. University of Chicago Press.*
- *Graff, G., & Birkenstein, C. (2018). They Say/I Say: The Moves That Matter in Academic Writing. W. W. Norton & Company.*
- *Badke, W. (2017). Research Strategies: Finding Your Way Through the Information Fog. iUniverse.*
- *Williams, J. M., & Bizup, J. (2016). Style: Lessons in Clarity and Grace (12th ed.). Pearson.*

Semester 2nd

Course Title: Sociological and Anthropological Theories	L	T	P	Cr.
Course Code: MSO2450	4	0	0	4

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

Unit II   15 Hours.
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   15 Hours.
Conflict Theory:
R. Dahrendorf - Critique of Marxian Theory of Conflict: L. Coser-Functional Analysis of Conflict: R. Collins-Conflict and Social Change.

Unit IV   15 Hours.
Symbolic Interactionism and Dramaturgical Approach Symbolic Interactionism: G.H. Mead & H. Blumer; Dramaturgical Approach: Erving Goffman.

 TransactionMode:
Lecture/paneldiscussion/teamteachingbypeer/collaborativelear ning(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: Pengium*
- *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:	Basics of Research	L	T	P	Cr.
Course Code:	MSO2451	4	0	0	4

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   **14Hours**

Definition and Importance of Social Science Research

Research Paradigms in Social Science: Positivism, Interpretivism, and Critical Perspectives

Types of Research: Quantitative vs. Qualitative, Applied vs. Basic, Field Research vs. Experimental Research

Unit II   **14Hours**

Literature Review: Importance and Methods

Formulating Research Questions, Objectives, and Hypotheses

Research Design: Defining Variables, Constructs, and Operationalizing Concepts

Unit III   **17Hours**

Qualitative Research Methods: Interviews, Focus Groups, Ethnography, Case Studies

Quantitative Research Methods: Surveys, Experiments, Observations

Sampling Techniques: Random, Stratified, Cluster Sampling

Unit IV   **15Hours**

Fieldwork and Data Collection Challenges: Fieldwork ethics, practical challenges, reliability and validity in data collection.

Report Writing and Presentation: Structure of a research report, writing style, referencing and citations (APA, MLA, Chicago style), preparing presentations for seminars or conferences.

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.*

Course Title:	Sociology of Development	L	T	P	Cr.
Course Code:	MSO2452	4	0	0	4

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

Unit II   **15 Hours.**
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   **15 Hours.**
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   **15 Hours.**
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.30*
- *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.*
- *Wallerstein; Immanuel.; 2004; World Systems Analysis: An Introduction; Duke University Press.*

Course Title:	Religion and Society	L	T	P	Cr.
Course Code:	MSO2453	4	0	0	4

Total Hours: 60

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

Unit II   14 Hours.
Religion in India: Hinduism; Islam; Christianity; Sikhism; Buddhism
Pluralism; Equality and Fraternity
The Constitutional Foundations

Unit III   15 Hours.
Religion among Tribes; Religion; Community and State
Religious Pluralism and Syncretic Traditions

Unit IV   15 Hours.
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.CarolCosman (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.*
- *Gennep 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 Componentsand 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 Sociologyand 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: Fundamentals of Social Counselling	L	T	P	Cr.
Course Code: MSO2454	0	0	4	2

Total Hours: 60

Course Learning Outcome: The learners shall be able to:
1. To understand the basics of counselling and guidance
2. Able to understand the theories of counselling
3. Able to develop application of various counselling techniques with special groups
4. Able to understand linkages of counselling and guidance in Social Work.

Course Content:

Unit I   15 Hours.
Introduction to Counselling and Guidance; Concept and Definitions of Counselling and Guidance; Principles of Counselling; Counselling Process (Assessment, Intervention, and Termination)

Unit II   15 Hours.
Theories of Counselling; Ethical considerations in Counselling.

Unit III   15 Hours.
Counselling and Guidance with Delinquents; School Drop-outs, HIV - AIDS Patients; Processes and Social Work Intervention.

Unit IV   15 Hours.
Group Counselling 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:	Environmental Sociology	L	T	P	Cr.
Course Code:	MSO2455	4	0	0	4

Total Hours: 60

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   15 Hours.
Basic concepts:
Environment: a discussion of various concepts, functions of environment.
Ecology and eco-system; history of concept.
Environmental sociology: Nature; Scope; Emergence and phases of development

Unit II   15 Hours.
Theoretical perspectives: Human Exemptionalism Paradigm (HEP): main features of HEP; Marxist and Durkhiemian perspectives.
New perspectives: Radical ecology: Introduction and features; Eco-feminism: Main features.

Unit III   15 Hours.
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   15 Hours.
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/paneldiscussion/teamteachingbypeer/collaborativelearn
ing(online)/Flippedteaching/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 GisliPalsson; 1996; Nature and society. Anthropological perspectives. Routledee; 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.*

Course Title:	Gender and Society	L	T	P	Cr.
Course Code:	MSO2456	4	0	0	4

Total Hours: 60

Learning outcomes: 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   **15 Hours.**

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   **14 Hours.**

Theories of Feminism: Liberal; Radical; Marxist; Socialist and Post-Modernist Women's movement in the West.
Women's movement in India.

Unit III   **16 Hours.**

Women and Family: (a) Role of women: Biological perspective; Cultural perspective.
(b) Social construction of gender.
Women and Work: Invisibility of women's work; Role of women in economy.

Unit IV   **15 Hours.**

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.*

SEMESTER 3rd

Course Title:	Methodology of Social Research	L	T	P	Cr.
Course Code:	MSO3500	4	0	0	4

Total Hours: 60

Learning Outcomes: After completing the course; the learner will be able to:
1. Apply critical thinking skills to identify and define a research problem; develop research questions; and justify the significance and relevance of the research proposal.
2. Design and develop a comprehensive research methodology; including selecting appropriate research design; data collection methods; and ethical considerations.
3. Conduct a thorough literature review to identify gaps in existing research and develop a theoretical framework to support the research proposal.
4. Analyze research proposal; including clear and concise sections such as introduction; literature review; methodology; and expected outcomes.

Course Content
Unit I   **15 Hours.**
Tools of data analysis: Sociometry. Scaling techniques; Bogardus; Likert &Thurstone scales. Reliability& Validity in scaling

Unit II   **15 Hours.**
Data Analysis: Editing; Coding &Tabulation.
Quantitative and qualitative research.

Unit III   **15 Hours.**
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 Hours.**
Report writing: Qualities of a research report; discussing the review material; quoting references; formatting bibliography. Report writing using MSWord.

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

Suggested Readings
- *Sekaran; U.;& Bougie; R. (2020). Research Methods for Business: A Skill-*

Building Approach. Wiley.

- *Creswell; J. W. (2021). Research Design: Qualitative; Quantitative; and Mixed Methods Approaches. Sage Publications.*
- *Leedy; P. D.;& Ormrod; J. E. (2021). Practical Research: Planning and Design. Pearson.*
- *Kumar; R. (2021). Research Methodology: A Step-by-Step Guide for Beginners. Sage Publications India.*
- *Saunders; M.; Lewis; P.;& Thornhill; A. (2019). Research Methods for Business Students. Pearson.*
- *Kothari; C. R. (2020). Research Methodology: Methods and Techniques. New Age International Publishers.*

Course Title:	Urban Sociology	L	T	P	Cr.
Course Code:	MSO3501	4	0	0	4

Total Hours: 60

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 Hours.**

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   **15 Hours.**

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   **15 Hours.**

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

Unit: IV   **15 Hours.**

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/collaborativelear ning(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 India Mohit publishers and distributors – Delhi*
- *Ram Ahuja Social 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.   Sharma   Alantic   Publishers   and Distributors New Delhi*

Course Title: Sociology of Deviance	L	T	P	Cr.
Course Code: MSO3502	4	0	0	4

Total Hours:60

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

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

Course Content:

Unit-I   **15Hours**

Deviant Behaviour:

Definition, Concept – Relative/Absolute.

Distinction between Deviant Behaviour and Deviant-Role

Pathological Perspective of Deviance – Biological and Psychological theories.

Unit-II   **15Hours**

Social Disorganization and Value-Conflict Perspective:

Causes of Social Disorganization Theories of Social Disorganization:

C.H. Cooley, W.I. Thomas and Florian Znaniechi, W.F. Ogburn. Theory of Conflict of Values: Richard C. Fuller & Richard R. Myers.

Unit-III   **15Hours**

Structural-Functional Perspective:

Theory of Anomie: Emile Durkheim and Robert K. Merton

Theory of Differential Association: Edwin Sutherland and Donald R. Cressey.

Unit-IV   **15Hours**

Inter-actionist Perspective:

Theory of Labelling: Edwin M. Lemert and Howard S. Becker Social and Psychological Effects of Labelling for Primary and Secondary Deviance, Social Consequences of Stigma

Social Consequences of Stigma and Labelling.

Suggested Readings:

- *Aggleton, Peter (1987) Deviance, New York: Tavistock Publication.*
- *Becker, H. and Aluin Boskoff (eds.) (1989) Modern Sociological Theory: In Continuity and Change, New York: Dryden.*

- *Downes, David and Rock Paul (1982) Understanding Deviance: A Guide to the Sociology of Crime and Rule-Breaking, Oxford Clarendon Press.*
- *Edwin H (1980) The Deviance Process, New York: D. Van Vost & Co.*
- *Kelly Delos H (1979) Deviant-Behaviour: Readings in the Sociology of Deviance. New York: Martin's Press*
- *Schur, Edwin M (1971) Labelling Deviant Behaviour: Its Sociological Implications, New York : Harper & Row Pub.*
- *Singh R.G. (1985) Sociology of Deviance, New Delhi: Jain Sons Publications.*
- *Thio, Alex (1978) Deviant Behaviour. London: Houghton Mifflin Co.*

Course Title:	**Population and Society**	**L**	**T**	**P**	**Cr.**
Course Code:	**MSO3503**	**4**	**0**	**0**	**4**

Total Hours: 60

Learning Outcomes: 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   **15 Hours.**
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   **15 Hours.**
Migration: Concept of Migration; Types; Theories of Migration and Demographic Change; Urbanization and Migration; Globalization and Migration.

Unit III   **15 Hours.**
Age-Sex Composition: Factors affecting and consequences of age-sex composition; Fertility& Measurement of fertility; Mortality& Measures of mortality.

Unit IV   **15 Hours.**
Distribution of Population and Population Policy: Population Growth and Economic Development; Population Composition of India and Population Policy

Transaction Mode:
Lecture/Demonstration/Seminar/GroupDiscussion/Tutorial/E-learning/Flippedteaching/videobasedteaching/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; DavidM.;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.etal.;2003SocialDemography;JawaharPublications;NewDelhi.*
- *Sandhu;Jasmeet;1996;SociologyofFertility;RawatPublications;Jaipur.*
- *Thompson; W.S. and David T. Lewis; 1965. Population Problems; McGraw Hill; NewYork.*

Course Title:	Social Problems	L	T	P	Cr.
Course Code:	MSO3504	4	0	0	4

Total Hours: 60

Learning Outcomes: 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 15Hours.
Concept and Sociological Perspectives:
Definition; How and When an Issue becomes a Social Problem; Subjective Definition and Objective Condition; Stages in its Development; Assumptions of Social Problems.
Perspectives on Social Problems**:** Functional Perspective; Conflict Perspective; Symbolic Interactionist Perspective

Unit-II 15Hours
Socio-Cultural Problems: Corruption; Sex-Deviation; Dowry; Food Insecurity

Unit-III 15Hours
Socio-Economic and Structural Problems: Poverty; Unemployment; Substance Abuse; Cyber Crimes

Unit-IV 15Hours
Socio-Demographic Problems: Child Labour and Child Abuse; Problems of the Elderly; Differently abled; Gender in equality /Violence Against Women

Transaction Mode:
Lecture/Demonstration/Seminar/GroupDiscussion/Tutorial/E-learning/Flippedteaching/videobasedteaching/Blended learning.

Suggested Readings
- *Aziz, Abdul (1994) Poverty, Alleviation in India: Policies and Programes, New Delhi: Ashish Publication.*
- *Bajpai, P.K. (1992) Youth, Education and Unemployment, New Delhi: Ashish Pub.House.*
- *Ghosh S.K. (1996) The World of Prostitutes, A.P.H. Publication Corporation.*

- *Julian Joseph (1989) Social Problems (6th edition) New Jersey: Prentice Hall.*
- *Kapoor.T. (1985) Drug Epidemic among Indian Youth, New Delhi: Mittal Pub.*
- *Mani, D. Ram, (1988) The Physically-Handicapped in India, New Delhi: Shilpa Publications.*
- *Modi, Ishwar and Modi, Shalini (1997) Drugs: Addiction and Prevention, Jaipur: Rawat Publication.*
- *Murickan J. (ed.) (1989) Poverty in India: Challenges & Responses, Bangalore: Xavier Board Publication.*
- *Sharma, Vijay (1994) Protection to Women in Matrimonial Home, New Delhi: Deep and Deep Publication.*
- *Singh, Amarnath (1990) Child Labour in India, New Delhi: Shipra Publication.*
- *Singhvi L.M (1977) Unemployment Problems in India, New Delhi: National Publishing House.*
- *Srivastava C.P. (2001) Corruption: India's Enemy within, Delhi: MacMillan.*
- *Teja M. K. (1993) Dowry: A Study in Attitudes and Practices, New Delhi: Inter India Publication.*

Course Title:	Social Stratification and Mobility	L	T	P	Cr.
Course Code:	MSO3505	4	0	0	4

Total Hours: 60

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   15Hours.

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.

Unit II   15Hours.

Theoretical Approaches to Social Stratification; Functional Theory: Davis and Moore, Critique of Functional Theory; Conflict Theory: Karl Marx; Multidimensional Theory: Max Weber

Unit III   15 Hours.

Social Stratification in Indian Society; Caste; Class; Gender; Ethnicity

Unit IV   15Hours.

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

Transaction Mode:

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

SUGGESTED READINGS:

• *Bendix;R.andS.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 UniversityPress;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:	Sociology of Social Movements	L	T	P	Cr.
Course Code:	MSO3506	4	0	0	4

Total Hours: 60

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   **15 Hours.**
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   **15 Hours.**
Theories of Social Movements Structural- Functional; Marxist; Weberian; Contemporary

Unit III   **15 Hours.**
Old Social Movements in India Nationalist Movement; Tribal Movement; Peasant Movement; Labour Movement; Ethnic movement

Unit IV   **15 Hours.**
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.*

Course Title:	Mass Media and Popular Culture	L	T	P	Cr.
Course Code:	MSO3507	4	0	0	4

Total Hours: 60

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

Unit II   **15 Hours.**
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   **15 Hours.**
Medium: Traditional-Fairs and festivals; Folklore.
Modern: Cinema; Television; Multimedia; Internet.

Unit IV   **15 Hours.**
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 Cosssntinuum 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:	**Basic Computer Knowledge**	**L**	**T**	**P**	**Cr.**
Course Code:	**MSO3508**	**0**	**0**	**4**	**2**

Total Hours: 60

Course Learning Outcomes: After completion of this course, the learner will be able to:
1. Learn about basics of computers.
2. Understand the MS Word.
3. Explore the basics of Excel.
4. Know about the basics of Power Point.

Course Content

UNIT-I   **15 hours**

Computer Fundamentals and Operating Systems
Overview of computer hardware and software
Operating systems (Windows/Linux/Mac OS)
File management
Practical:
      Setting up a computer system, basic troubleshooting
      Creating folders, managing files and directories, using file compression tools
      Installing and configuring operating systems

UNIT-II   **15 hours**

MS-Word: Features of MS-Word; MS-Word Window Components; Creating. Editing, Formatting and Printing of Documents; Headers and Footers; Insert/Draw Tables, Table Auto Format; Page Borders and Shading; Inserting Symbols, Shapes, Word Art, Page Numbers, Equations; Spelling and Grammar, Thesaurus; Mail Merge.

UNIT-III   **15 hours**

MS-PowerPoint: Features of PowerPoint; Creating a Blank Presentation; Creating a Presentation using a Template; Inserting and Deleting Slides in a Presentation; Adding Clip Art/Pictures; Inserting Other Objects, Audio, Video; Resizing and Scaling of an Object, Slide Translation; Custom Animation.

UNIT-IV   **15 hours**

MS-Excel: Overview of Excel Features; Creating a new worksheet, Selecting cells, Entering and editing Text, Numbers, Formulae, Referencing cells; Inserting Rows/Columns; Changing column widths and row heights, auto format, changing font sizes, colors, shading.

Transaction Mode

Lecture, Problem Solving, blended learning, Discussion & Demonstration, and Case Studies.

Suggested Readings

- *Fundamentals of Computers by Reema Thareja, Second Edition, Oxford University Press, India.*
- *Fundamentals of Information Technology Including Lab Work by Vinod Babu Bandari, Pearson Publishers.*
- *Microsoft Office 2010 Bible by John Walken beach, Herb Tyson, Michael R. Groh and Faithe Wempen, Wiley Publishers.*

SEMESTER 4TH

Course Title: Interpretative Sociological Theories	L	T	P	Cr.
Course Code: MSO4550	4	0	0	4

Total Hours: 60

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   **15 Hours**

Action Theories   : Max Weber, Talcott Parsons

Unit-II   **15Hours**

Symbolic Interactionism :   G.H. Mead,
H. Blumer Phenomenology   :   E. Husserl, A. Schutz

Unit-III   **15Hours**

Dramaturgy: E. Goffman
Ethnomethodology   :   H. Garfinkel

Unit-IV   **15Hours**

Critical Theory   :   J. Habermas & H. Marcuse

Transaction Mode

Lecture, Problem Solving, blended learning, Discussion & Demonstration, and Case Studies.

Suggested Readings

• *Adams, Bert N. and Sydie, R.A. (2001) Sociological Theory, California, Pine Forge Press.*

• *Adams, Bert N. and Sydie, R.A., (2002) Contemporary Sociological Theory, California, Pine Forge Press.*

• *Alexander, J. (1982) Positivism: Presuppositions and Current Controversies, Vol. I of Theoretical Logic in Sociology, Barkeley and Los Angeles, University of California Press.*

• *Bernstein, R.J. (ed.) (1985) Habermas and Modernity, Cambridge Polity Press.*

- *Blumer, H. (1969) Symbolic Interactionism, Englewood Cliffs, Prentice Hall.*
- *Craib, Ian (1984) Modern Social Theory, Brigton, Harvestor Press.*
- *Douglas, J. (ed.) (1971) Understanding Everyday Life, London, Routeledge & Kegan Paul.*
- *Garfinkel, H. (1984), Studies in Ethnomethodology, Cambridge, Polity Press.*
- *Giddens. A. (1987) Social Theory and Modern Sociology, Cambridge, Polity Press.*
- *Gill, Rajesh, 2005 "Controversies in Sociology: An Introspection", Kerala Sociologist, Vol. XXXIII, No. 2, December, pp. 49-61.*
- *Habermas, J. (1984) Theory of Communicative Action, Cambridge, Polity Press.*
- *Heritage, John C. (1987) "Ëthnomethodology" in A. Giddens and Turner (eds.), Social Theory Today, Cambridge Policy Press, 347-382.*
- *Heritage, J. (1989) Garfinkel and Ethnomethodology, Cambridge, Polity Press.*
- *Joas, H. (1987) "Symbolic Interactionism" in A. Giddens and J. H. Turner (eds.)*
Social Theory Today, Cambridge, Polity Press, 82-115.
- *Natanson, M. (1970) "Phenomenology and Typification: A Study in the Philosophy of A. Schutz", Social Research 37 (1), 1-22.*
- *Parsons, Talcott, (1951) The Social System, Glencoe, III, The Free Press.*
- *Weber, Max (1947) The Theory of Social and Economic Organization, Glencoe, III, The Free Press.*
- *Zaner, R. M. (1961) "Theory of Intersubjectivity: Alfred Schutz", Social Research, 28-1, 1-17.*

Course Title: Perspectives on Indian society	L	T	P	Cr.
Course Code: MSO4551	4	0	0	4

Total Hours: 60

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   15Hours
Emergence of Indian Sociological Thought Indological: G.S. Ghurye, P.N. Prabhu; Structuralist: Dumont, Louis, Mckim Marriot.

Unit-II   15Hours
Structural Functionalist: M.N. Srinivas, S.C. Dube, Yogendra Singh.

Unit-III   15Hours
Conflict and Subaltern: B.R. Ambedkar, D.P. Mukherji, A.R. Desai.

Unit-IV   15Hours
Current Issues in Indian Sociology: Indianization/Indegenization, Contextualization

Transaction Mode
Lecture, Problem Solving, blended learning, Discussion & Demonstration, and Case Studies.

Suggested Readings
•   *Ahmad, Imtiaz (1972) 'For a Sociology of India', Contributions to Indian Sociology, 6:172-8.*
•   *Ambedkar, B.R. (1948) The Untouchables: Who Were They and Why They Became Untouchables, Delhi, Amrit Book Company.*
•   *Atal, Yogesh (2003). Indian Sociology from Where to Where: Footnotes to the History of the Discipline. Jaipur, Rawat Publications.*
•   *Atal, Yogesh (1993). Understanding Indian Society: Festschrift in Honour of Professor S.C.Dube. New Delhi, Har-Anand Publications.*
•   *Bailey, F.G. (1959) 'For a Sociology of India', Contributions to Indian Sociology, 3, 88-101.*
•   *Beteille, Andre (1974) 'Sociology and Ethnosociology', International Social Science Journal, 24(4) 703-4.*

•	Burghart, R (1983) 'For a Sociology of India: An Intracultural Approach to the Study of Hindu Society', Contributions to Indian Sociology, 17 (2): 275-93.

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

•	Desai, A.R. (1976) Social Background of Indian Nationalism, Bombay, Popular Prakashan.

•	Dhanagare, D.N. (1993) Themes and Perspectives in Indian Sociology. Jaipur, Rawat Publications.

•	Dube, S.C. (1959) Indian Villages, London, Routledge & Kegan Paul Ltd.

•	Dumont, Louis and Pocock, D. (eds.) (1960). Contibutions to Indian Sociology. Paris, Monton.

•	Dumont, L. & Pocock (1960) 'For a Sociology of India: A Rejoinder To Dr. Bailey', Contributions to Indian Sociology, 4:82-9.

•	Dumont, Louis (1970) Home-Hierarchicus: Caste System and its Implications,

Delhi: Vikas Publications.

•	Ghurye, G.S. (1957) Caste and Class in India, Bombay, Popular Book Depot.

•	Gill, Rajesh.(2007). Let Sociology be Sociology, in Sociological Bulletin, Vol. 56, No. 3, Sept.-Dec. 2007, pp. 430-34.

•	Jodhka S.S. (1998) 'From Book View' to 'Field View': Social Anthropological Constructions of the Indian Village', Oxford Development Studies, Vol.26 No.3, 1998.

•	Marriot, Mackim (1994) India Through Hindu Categories, Delhi: Sage Publication.

•	Mukerjee, Ramakrishna (1979) Sociology of Indian Sociology, Bombay, Allied.

•	Mukherji, D.P. (1958) Diversities, Delhi Peoples Publishing House.

•	Mukherji, D.P. (1979). Sociology of Indian Culture. Jaipur, Rawat Publications.

•	Omvedt, Gail (1994) Dalits and the Democratic Revolution. New Delhi, Sage Publications.

•	Oommen, T.K. (1986) Indian Sociology: Reflections and Interpretations. Bombay, Popular Prakashan.

•	Patel Sujata (1998), 'The Nostalgia for the Village: M.N. Srinivas and the Making of Indian Social Anthropology', South Asia, Vol.XXI, No.1, pp-49-61.

•	Prabhu, P.N. (1954) Hindu Social Organization, Bombay, Popular Book Depot.

•	Pramanick, S.N. (1994) Sociology of G.S. Ghurye: Concerns, New Delhi, Vistaar Publication.

•	Ram, Nandu (1999), Beyond Ambedkar, New Delhi, Har Anand Publishers.

Course Title: Sociology of Crime	L	T	P	Cr.
Course Code: MSO4553	4	0	0	4

Total Hours: 60

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   **15Hours**
Concepts and Perspectives:
Deviance, Juvenile delinquency and Crime
Legal, Behavioral and Sociological Definitions of Crime Classical and Positive Schools of Criminology
Biological, Psychological and Sociological Approaches (Conflict, Structural-Functional and Symbolic-Interactionist)

Unit-II   **15Hours**
Major Forms of Crime:
Violent Crime: Homicide and Aggravated Assault Property Offences: Economic and Property Crimes
Public Order Offenses: Crime against Moral and Political Order Crimes involving Abuse of Power: White Collar and Corporate Crime

Unit-III   **15Hours**
Punishment in Relation to Crime:
Theories of Punishment: Retributive, Deterrent and Reformative Penology in India and Indian Penal Code
Types of Punishment: Capital punishment, transportation, imprisonment, forfeiture of property, fine, whipping

Unit-IV   **15Hours**
Correctional Programmes:
Significance and Forms of Correctional Programmes: Prison based, Community based. Prison based Correction: New Delhi Model of Correction. Community based Correction: Probation, Parole, After-care and Rehabilitation.

Transaction Mode: Lecture, Problem Solving, blended learning, Discussion & Demonstration, and Case Studies.

Suggested Readings

• *Agarwal, Rajendra Saran & Sarvesh Kumar (eds.) (1986) Crimes & Punishment in New Perspective, Delhi: Mittal Publication.*

• *Ahuja, Ram (2000) Criminology, Jaipur: Rawat Publications.*

• *Bhatnagar, R.R. (1990) Crimes in India: Problems and Policy, New Delhi: Ashish Publications.*

• *Crow, Iain (2001) Treatment and Rehabilitation of Offenders, London: Sage Publications.*

• *Lilly, J.Robert., Cullen, Francis .T and Ball, Richard A. (2007). Criminological Theory: Context and Consequences, Sage Publications, Thousand Oaks.*

• *Prasad, R.S.(2004). Cyber Crime and Introduction, ICFAI Univ, Hederabad.*

• *Sharma, Ram Nath (1993) Crime and Penology: Social Disorganization and Social Problems, Delhi, Surjeet Publications.*

• *Singha, Radhika (1999) Despotism in Law: Crime and Justice in Early Colonial India, New Delhi, O.U.P.*

• *Sutherland, Edwin H & Donald R. Cressey (1968) Principles of Criminology,*
Bombay, The Times of India Press.

• *Weisburd, Dand & Kip Schlegal (1990) White-Collar Crime Reconsidered, Boston: Northeastern University P*

• *Devasia, V.V. (1993) Criminology, Victimology and Corrections, Delhi: Ashish Publications.*

• *Doongaji, Damayanti (1986) Crime and Punishment in Ancient Hindu Society, Delhi, Ajanta Publications.*
Dutta, N.K.(1989) Origin and Development of Criminal Justice in India, New Delhi: Deep and Deep Publications.

• *Gill, S.S. (1998) The Pathology of Corruption, New Delhi: Harper Collins Publishers.*

• *Gilsinan, James F. (1989) Criminology and Public Policy: An Introduction, Englewood Cliffs, Prentice Hall.*

• *Mathur, Krishan Mohan (1996) Crime, Human Rights and National Security, New Delhi: Gyan Publication House.*

• *Meier, Robert F. (1988) Crime and Society, Boston, Allyn & Bacon.*

• *Ministry of Home Affairs (1998) Crime in India, New Delhi, Government of India.*

Course Title:	Basics of Industrial Sociology	L	T	P	Cr.
Course Code:	MSO4554	4	0	0	4

Total Hours: 60

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   **15 Hours**
Industrial Sociology: Nature and scope
Theories– Marx (Alienation), Taylor (Scientific Management), Mayo (Human Relations), Marcuse (One Dimensional Man)
Types of Productive Systems– Cottage, Guild, Domestic, Factory Industrial Roles – Worker, Foreman, Line and Staff, Specialist.

Unit- II   **15 Hours**
Industrialization and Social Institutions:
Impact on Family, Education and Stratification; Work and Leisure

Unit- III   **15 Hours**
Industrial Conflict and Employee Participation:
Trade Unions: Managerial and Conflict Theories; Strike as a Bargaining Tool

Unit- IV   **15 Hours**
Globalization and Industry:
Fordism vs. Flexible Specialization Globalization and Industrial Relations
Emergence of Multi National Companies (MNCs) Technological Revolution and Impact on Industry and Society

Transaction Mode
Lecture, Problem Solving, blended learning, Discussion & Demonstration, and Case Studies.

Suggested Readings
1Bain, G. S. (ed.) (1984) Industrial Relations in Britain. London: Basil Blackwell.
2.   Dosi, G. (1984) Technological Change and Industrial Transformation. N.Y.: St. Martins Press.

3.   Eldridge, John et al. (1991) Industrial Sociology and Economic Crisis. N.Y.: Harvester Wheatsheaf.

4.   Jorgenson, D. W. and K. J. Stroh (1999) "Information Technology and Growth", American Economic Review, 89 (109-115).

5.   Kalleberg, A. L. and I. Berg (1987) Work and Industry, N.Y. Plennum.

6.   Moses, J. A. (1990) Trade Union Theory from Marx to Walesa, N.Y.: Berg.

7.   Parker, Stanley (1976) The Sociology of Leisure. London: George Affer & Union Ud.

8.   Pojek, Chris (1985) Capitalism and Leisure Theory, London: Tavistock.

9.   Schnieder, E. V. (1972) Industrial Sociology, London: Harper and Row.

10.   Southall R. (ed.) (1988) Trade Unions and the New Industrialization of the Third World, London: Zed Books.

11.   Watson, K. T. (1995) Sociology, Work and Industry. London: Routledge and Kegan Paul.

Course Title: Sociology of Ageing	L	T	P	Cr.
Course Code: MSO4555	4	0	0	4

Total Hours: 60

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 15 Hours

Concept of Aging:
- Biological & Physiological, Social and Psychological Aging
- Myths and Facts about Old Age
- Demographic Dimensions of the Elderly

Unit-II 15 Hours

Sociological Perspectives of Aging Micro-Perspectives:
- Role Theory (Aging and the Individual),
- Activity Theory,
- Disengagement Theory,
Macro Perspectives:
- Modernization Theory,
- Age Stratification Theory,
- Political Economy Theory

Unit-III 15 Hours

Society, Family and Aging:
- Status of the Aged in the Family-Urban and Rural Settings.
- Neglect and Abuse of Elderly in Family.
- Aged in Different Societies- Tribal, Traditional, and Modern.
- Status and Treatment which they get in Traditional Hindu Society.

Unit-IV 15 Hours

Problems of aged and Rehabilitation:
- Economic, Social, Physical and Psychological Problems.
- Emerging Factors Responsible for Aggravating Problems of the Aged.
- Strategies for Coping with the Problems of the Aged, Social Security Schemes and other Developmental Programmes.

Transaction Mode

Lecture, Problem Solving, blended learning, Discussion & Demonstration, and Case Studies.

Suggested Readings

1.   *Bose, A. & Gangrade, K.D. eds. (1988) Aging in India, New Delhi: O.U.P.*

2.   *Bhatia, H.S. (1983) Aging and Society, Udaipur: Aryan Publishers.*

3.   *Dandekar, Kumudini (1996)The Elderly in India, New Delhi: Sage Pub. Pvt. Ltd.*

4.   *Desai, Murli & Siva Raju (2000) Gerontological Social Work in India: Some issues & Perspectives, New Delhi: B.R. Pub Corp.*

5.   *Donald , Cowgill (1972) Aging & Modernization, New York: Meredith Corp.*

6.   *Sharma, M.L.; and Dak, M.K. (1987) Aging in India, Delhi: Ajanta Pub.*

7.   *Wilson, Gail (2000) Understanding Old Age: Critical and Global Perspectives, New Delhi, Sage Publications.*

Course Title: Sociology of Marginalized Communities	L	T	P	Cr.
Course Code: MSO4556	4	0	0	4

Total Hours: 60

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   **15 Hours**

Marginalization and its Socio-economic Indices:
Poverty, Relative Isolation, Deprivation, Exploitation, Discrimination, Educational Backwardness; Inequality
A Critical View of the Caste System Untouchability: Historical and Social Roots.

Unit-II   **15 Hours**

The Social Structure and Culture of marginalized communities:
The Status of SCs, STs, Nomadic Castes and Tribes and De-Notified Tribes; Problems; Social Mobility; Development; Identity Formation.

Unit-III   **15 Hours**

Perspectives on Marginalization:
Role of Ideology in Marginalization
The views of Jotirao Phule, Periyar, Babasaheb Ambedkar, Ram Manohar Lohiya.

Unit-IV   **15 Hours**

Social Movements among Marginalized Communities: Nature and Dynamics; Perspectives on Social Movements: Protest, Reform: Role of Christian Missionaries in Social Reform Movements; Role of NGOs.

Marginalization and Affirmative Action: Constitutional Provisions; Implementation; Impact on Marginalized Communities; Limitations; Critical Review.

Transaction Mode

Lecture, Problem Solving, blended learning, Discussion & Demonstration, and Case Studies.

Suggested Readings

1.   *Beteille, Andre (1981) Backward Classes and the New Social Order, Delhi: Oxford University Press.*
2.   *Beteille, Andre (1992) The Backward Classes in Contemporary India, Delhi: Oxford University Press.*
3.   *Charsley, S.R. and G.K. Karanth (1998) (eds.) Challenging Untouchability, Delhi: Sage Publications.*
4.   *Chako, M. Priyaram. (2005). Tribal Communities and Social Change, New Delhi: Sage Publications.*
5.   *Chaudhuri, S.N. (1988) Changing Status of Depressed Castes in Contemporary India, Delhi: Daya Publishing House.*
6.   *Gupta, Dipankar (1991) Social Stratification, New Delhi: Oxford University Press.*
7.   *Jogdand, P.G. (2000) New Economic Policy and Dalits, Jaipur: Rawat Publications.*
8.   *Narayan, Badri. (2006). Women Heroes and Dalit Asssertion In North India: Cultural Identity and Politics, New Delhi: Sage Publications.*
9.   *Singha, Roy (2004), (ed.), Social Development and the Empowerment of Marginalized Groups. Perspectives and Strategies New Delhi: Sage Publications.*
10.   *Srikrishna, S., Samudrala and Anil Kumar. (Eds.). (2007). Dalits and Human Rights, New Delhi: Serial Publication.*

Course Title:	Social Epistemology	L	T	P	Cr.
Course Code:	MSO4557	4	0	0	4

Total Hours: 60

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   **15 Hours.**

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   **15 Hours.**

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   **15 Hours.**

Cultural and Social Perspectives in Epistemologyy
Cultural Relativism and Knowledge
Exploring how cultural contexts shape epistemological frameworks
Understanding gendered perspectives in knowledge production

Unit IV   **15 Hours.**

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
- *on Press. 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. Ori*

Course Title: Organizational Behaviour and Development	L	T	P	Cr.
Course Code: MSO4558	4	0	0	4

Total Hours: 60

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   **15 Hours**
Organizational behaviour and its relevance in today's business environment, Individual behaviour in organization, understanding self perception, nature and importance

UNIT II   **15 Hours**
Learning and its theories, behaviour modification, attitudes, personality, self concept, self-esteem, major determinants of personality, Motivation

UNIT III   **15 Hours**
Group behaviour in organization, group dynamics, types of groups, group norms and roles, group cohesiveness, group development and facilitation Leadership, leadership styles, trait approach, behavioural approaches, and managerial grid. Inter- personal behaviour in organization

UNIT IV   **15 Hours**
Stress management. Transaction Mode Group discussion, Brain storming, Demonstration, Project based learning, Team Teaching, Mentor Mentee, Quiz, Open talk, Question, One minute

Transaction Mode
Lecture, Problem Solving, blended learning, Discussion & Demonstration, and Case Studies.

Suggested Readings:

- *Wilson, F. M. (2018). Organizational behaviour and work: a critical introduction. Oxford university press.*
- *Wilson, F. M. (2017). Organizational behaviour and gender. Routledge.*
- *Champoux, J. E. (2010). Organizational behavior: Integrating individuals, groups, and organizations. Routledge.*
- *Publication Prasad, L.M. (2019). Organizational Behaviour. Sultan Chan & Sons Robbins, S. P, Judge L T P Cr . 2 0 0 2*
- *Kalleberg, A. L. and I. Berg (1987) Work and Industry, N.Y. Plennum.*
- *Moses, J. A. (1990) Trade Union Theory from Marx to Walesa, N.Y.: Berg.*
- *Parker, Stanley (1976) The Sociology of Leisure. London: George Affer & Union Ud.*

Course Title: Case Study Analysis	L	T	P	Cr.
Course Code: MSO4552	0	0	4	2

Total Hours: 60

Course Objectives:
1. To develop expertise in analyzing sociological case studies using theoretical frameworks.
2. To enhance skills in qualitative and quantitative data interpretation.
3. To explore how sociological concepts are applied in real-life contexts through practical work.

Course Content

Unit 1: Fundamentals of Case Study Analysis   15 hours
Introduction to case study methodology, significance of case studies in sociology, ethical considerations in case study research.
Interactive lectures, analysis of sample case studies, group discussions.
- Understand the foundation of case study research and its relevance to sociology.

Unit 2: Designing and Conducting Case Studies   15 hours
Topics Covered: Steps in designing a case study, data collection methods (interviews, surveys, archival research), and organizing fieldwork.
Activities: Preparing research plans, conducting mock interviews, and piloting a small-scale field study.
Learning Outcomes: Develop practical skills in planning and executing a sociological case study.

Unit 3: Analysis and Interpretation   15 hours
Topics Covered: Data analysis techniques (thematic analysis, content analysis), interpreting sociological phenomena, integrating theory and data
Activities: Working with sample datasets, creating thematic frameworks, collaborative interpretation exercises.
Learning Outcomes: Enhance analytical skills and ability to draw meaningful sociological conclusions from case studies.

Unit 4: Presentation and Reporting of Findings   15 hours
Topics Covered: Writing case study reports, creating effective presentations, using visual aids, and addressing limitations.
Activities: Drafting reports based on fieldwork, peer review sessions, and delivering presentations.
Learning Outcomes: Master effective communication of sociological findings through both written and oral formats**.**