SWAMI VIVEKANAND SUBHARTI UNIVERSITY

(Established under U.P. Govt. Act no. 29 of 2008 and approved under section 2(f) of UGC Act 1956)

Proposed Two Year Programme

M.A. (Sociology)

National Education Policy-2020

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Department of Liberal Arts & Humanities
Faculty of Arts & Social Sciences
Swami Vivekanand Subharti University
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PROGRAMME OUTCOMES (POs)

Master of Arts (M.A.) in Sociology

Upon successful completion of the M.A. Sociology programme, students will be able to:

PO 1: Advanced Theoretical Understanding

Develop a deep and critical understanding of key sociological theories, classical and contemporary thinkers, and diverse perspectives including Indian and Western schools of thought.

PO 2: Comparative and Contextual Knowledge

Gain the ability to compare different societies, cultures, and social structures through courses like Comparative Sociology and Perspectives in Indian Sociology.

PO 3: Research Aptitude and Methodological Skills

Acquire rigorous training in qualitative and quantitative research methods, including data analysis, fieldwork, statistical tools, and research writing.

PO 3: Field Orientation and Practical Exposure

Translate classroom learning into practice through fieldwork, internships, project reports, and dissertation work. This enhances real-world understanding of sociological issues.

PO 4: Gender and Inclusivity Awareness

Understand the dynamics of gender and marginalized communities to promote social justice, equality, and inclusive development.

PO 5: Environmental and Developmental Consciousness

Critically analyze the interrelationship between environment, development, and society to address sustainability and policy issues.

PO 6: Medical and Rural Sociology Insights

Explore the sociological dimensions of health, illness, and rural life, enabling effective engagement with public policy and community-based interventions.

PO 7: Interdisciplinary Integration

Integrate knowledge from allied disciplines such as psychology, law (IPR), and moral philosophy to foster holistic and interdisciplinary thinking.

PO 8: Digital and Media Literacy

Examine the impact of digital culture and media on society, equipping students to analyze contemporary socio-cultural transformations.

PO 9: Academic and Professional Communication

Enhance communication, presentation, and academic writing skills to prepare for careers in academia, policy, civil services, NGOs, and the corporate sector.

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PO 10: Critical Thinking and Ethical Reasoning

Cultivate critical, analytical, and ethical reasoning in addressing sociological problems, guided by constitutional and moral values.

PO 12: Independent Inquiry and Dissertation Work

Demonstrate the ability to conduct independent sociological inquiry through dissertation writing, from research design to data interpretation.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

M.A. Sociology Ist Year/ Ist Sem

Upon successful completion of the M.A. Sociology Ist Year/ Ist Sem programme, students will be able to:

PSO1: Strong Foundation in Sociological Thought

Understand foundational theories, key concepts, and paradigms in sociology to analyze social structures, institutions, and processes.

PSO2: Comparative Sociological Insight

Develop the ability to critically compare social systems and cultural patterns across different societies and regions through a comparative framework.

PSO3: Contextual Understanding of Indian Society

Gain in-depth knowledge of Indian sociological perspectives, including caste, class, religion, and social change, as shaped by indigenous and colonial influences.

PSO4: Gender Sensitization and Critical Awareness

Explore the sociology of gender to understand gender roles, inequalities, and feminist perspectives in both historical and contemporary contexts.

PSO5: Research Readiness and Academic Skill Development

Acquire essential skills in academic writing, fieldwork orientation, and research proposal formulation, laying the groundwork for independent research.

PSO6: Effective Presentation and Communication

Enhance public speaking, presentation, and communication skills through seminar-based learning, essential for academic and professional contexts.

PSO7: Integrated Learning Approach

Foster analytical thinking by linking theoretical knowledge with practical components like project work and seminars, promoting holistic sociological understanding

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Semester-1

S. No.	Name of the Course	Name of Paper	L-T-P	Credits	Marks
1	Core Course-1	Sociological Theory	4-0-0	4	100
2	Core Course-2	Comparative Sociology	4-0-0	4	100
3	Core Course-3	Perspectives in Indian Sociology	4-0-0	4	100
4	Core Course-4	Gender and Society	4-0-0	4	100
5	Project Work-1	Academic Writing, Field Orientation & Research Proposal	0-0-4	4	100
6	Seminar	Presentation Skills	0-2-0	2	50
				Total Credits-22	

Program Specific Outcomes (PSOs)

M.A. Sociology Ist Year/ IInd Sem

Upon successful completion of the M.A. Sociology Ist Year/ IInd Year Sem programme, students will be able to:

Program Specific Outcomes (PSOs)

PSO1: Mastery of Research Methodology

Gain comprehensive knowledge of sociological research methods, including research design, data collection techniques, and ethical considerations in social research.

PSO2: Deep Engagement with Modern Sociological Thought

Critically analyze the works of modern sociological thinkers and schools of thought, enhancing theoretical grounding and analytical capacity.

PSO3: Understanding of Rural Social Structures

Examine rural society, agrarian structures, and rural transformations, with emphasis on social change, development programs, and policy implications.

PSO4: Sociological Insight into Health and Medicine

Explore health, illness, healthcare systems, and medical practices through a sociological lens, enabling critical understanding of public health issues and healthcare inequalities.

PSO5: Hands-on Research and Analytical Skills

Apply research tools and techniques in real-world settings through field reports and data analysis, building strong empirical research skills.

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PSO6: Knowledge of Constitutional, Ethical, and IPR Frameworks

Understand key constitutional principles, human rights, moral values, and intellectual property rights to navigate legal-ethical dimensions of research and citizenship.

PSO7: Practical Exposure through Summer Internship

Engage in a 4–6-week internship to gain experiential learning, professional exposure, and apply classroom knowledge in organizational or community-based settings.

Semester-2

S. No.	Name of the Course	Name of Paper	L-T-P	Credits	Marks
1	Core Course-5	Methodology of Social Research	4-0-0	4	100
2	Core Course-6	Modern Sociological Thought	4-0-0	4	100
3	Core Course-7	Rural Sociology	4-0-0	4	100
4	Core Course-8	Medical Sociology	4-0-0	4	100
5	Project Work-2	Field Report & Data Analysis Practicum	0-0-2	4	100
6	CHM	Constitutional, Human and Moral Values & IPR	2-0-0	2	50
7.	Summer Internship 4-6 Week			4	-
				Total Credits-26	

Program Specific Outcomes (PSOs)

M.A. Sociology IInd Year / IIIrdSem

Upon successful completion of the M.A. Sociology IInd Year / IIIrd Sem programme, students will be able to:

PSO1: Application of Statistics in Sociological Research

Develop the ability to use basic statistical tools and techniques for data interpretation and analysis, strengthening empirical research and evidence-based conclusions.

PSO2: Advanced Engagement with Sociological Thought

Deepen understanding of contemporary sociological thinkers and critical theories that shape current sociological discourse.

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PSO3: Environmental and Developmental Awareness

Critically examine the relationship between society, environment, and development processes, with an emphasis on sustainability, policy, and social equity.

PSO4: Sensitization to Marginalized Communities

Understand the structural exclusion and lived experiences of marginalized groups based on caste, tribe, gender, class, and other social markers.

PSO5: Independent Research Skills through Minor Dissertation

Build capacity to conduct independent sociological inquiry, from formulating a research problem to conducting literature review, data collection, and analysis.

PSO6: Interdisciplinary Learning and Perspective

Broaden intellectual understanding through an open elective course in Psychology, encouraging interdisciplinary connections in understanding human behavior and society.

PSO7: Preparation for Social Intervention and Policy Engagement

Equip students with analytical and research tools necessary for roles in NGOs, policy research, academia, or development sectors.

Semester-3

S. No.	Name of the Course	Name of Paper	L-T-P	Credits	Marks
1	Core Course-9	Basic Statistics in Social Research	4-0-0	4	100
2	Core Course-10	Modern Sociological Thought-II	4-0-0	4	100
3	DEC-1	Sociology of Environment and Development	4-0-0	4	100
4	DEC-2	Sociology of Marginalized Communities	4-0-0	4	100
6	Project Work-3	Minor Dissertation	0-0-4	4	100
7	OEC	Interdisciplinary Open Elective (from Psychology)	2-0-0	2	50
				Total Credits-22	

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Program Specific Outcomes (PSOs)

M.A. Sociology IInd Year / IVthSem

Upon successful completion of the M.A. Sociology IInd Year / IVthSem programme, students will be able to:

PSO1: In-depth Knowledge of Advanced Sociological Thinkers

Critically engage with the works of advanced and contemporary sociological theorists, expanding conceptual frameworks to interpret complex social phenomena.

PSO2: Understanding Media and Digital Society

Analyze the impact of media, communication technologies, and digital culture on identity, social relations, and public discourse using sociological perspectives.

PSO3: Independent Research Competency through Dissertation

Demonstrate the ability to conduct a full-scale, original sociological research project—including problem identification, data collection, analysis, and scholarly writing.

PSO4: Practical Engagement through Action Research

Apply sociological knowledge to real-world problems through participatory, solution-oriented research, fostering community engagement and social transformation.

PSO5: Preparation for Academic and Professional Careers

Build competencies for future roles in teaching, research, policymaking, development work, or further academic pursuits such as Ph.D. programs.

PSO6: Integration of Theory and Practice

Synthesize theoretical knowledge and field experience to understand and address contemporary societal issues with a critical and reflective approach.

Semester-4

S. No.	Name of the Course	Name of Paper	L-T-P	Credits	Marks
1	Core Course-11	Advanced Sociological Thinkers	4-0-0	4	100
2	DEC-3	Urban Sociology & Planning	4-0-0	4	100
3	Project Work-4	Dissertation	0-0-12	12	300
4	EEC	Action Research	1-0-1	2	50
				Total Credits-22	

This syllabus has drafted **(Framework 1; Scheme Q)** by accordingly the ordinance No: - V-141A for academic session 2025-26 onwards with total credits for the award of master degree will be 92.

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M. A 1st Year, Sem. I, Core Course-1

Programme/Class			**Year**	M.A.I	**Semester**	I
Subject		Sociology				
Course Code			**Course Title**	Sociological Theory		

Course Objectives (COs):

CO1: To develop a critical understanding of major classical and contemporary social theories within their historical and intellectual contexts.

CO2: To analyze the concept of social structure and its relevance in understanding patterns of social organization and human behavior.

CO3: To examine the conceptual and theoretical dimensions of power, including its sources, dynamics, and implications in various social settings.

CO4: To understand and evaluate different theories of social stratification and satisfaction, including their impact on social mobility and inequality.

CO5: To explore theories of modernization and modernity and assess their application to societal transformation in both global and local contexts.

Course Learning Outcomes (CLO)

After completing this course, students will be able to:

CLO1: Understand the Context and Development of Social Theory
Explain the historical and intellectual context of social theory and its relevance to understanding society.

CLO2: Analyze Social Structure as a Key Sociological Concept
Define and critically evaluate the concept of social structure and its role in shaping social relations and institutions.

CLO3: Examine Theoretical Perspectives on Power
Discuss the conceptual and theoretical issues related to power, including its sources, dynamics, and social implications.

CLO4: Evaluate Theories of Social Stratification and Satisfaction
Understand and compare major theories that explain social stratification, social satisfaction, and social order.

CLO5: Critically Assess Theories of Modernization and Modernity
Analyze different sociological theories addressing modernization and the processes and consequences of modernity in societies.

Credits – 4	Maximum Marks: 100 , [Internal Marks-30; End term Exam-70]	Minimum Marks: 40
	Total No. of Lectures –Tutorials – Practical (in hours per week) : 4-0-0	
Unit	**Topic**	**No. of Lectures**

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Unit-I	Classical Sociological Thinkers: Auguste Comte, Herbert Spencer, Karl Marx	12
Unit-II	Classical Sociological Thinkers: Emile Durkheim, Max Weber, Jeorge Simmel	12
Unit-III	Basic Concepts: Society, Community, Association, Status-role.	12
Unit-IV	Social Institutions: Family, Marriage, Kinship, Religion.	12
Unit-V	Economic Institutions & Political Institution	12
	Suggested Readings: • Weber, Max. 1947. Theory of Social and Economic Organization. New York: Press. • Radcliffe-Brown. 1952. Structure and Function in Primitive Society. London: Cohen and West. • Mills, C.W. 1956. Power Elite. New York: Oxford University Press. • Bottomore, T. B. and M. Rubel, (eds.). 1961. Karl Marx's Selected Writings in Sociology and • Social Philosophy. London: Penguin. • Bottomore, T. B. 1966. Elites and Society. England: Penguin. • Merton, R.K. 1968. Social Theory and Social Structure. New Delhi: Amerind. • Bottomore, T.B. 1972. Sociology - A Guide to Problems and Literature. New Delhi: Allen & Unwin. • Singhi, N. K. 1974. Bureaucracy, Positions and Persons. New Delhi: Abhinav. • Pundir, J. K. 1988. Understanding Social Science Concepts. Meerut: Research India Publication. • Smelser, Neil J. 1993. Sociology. New Delhi: Prentice-Hall. • Uberoi, Patricia. 1993. Family, Kinship and Marriage in India. New Delhi: OUP. • Shah, A. M. 1998. The Family in India: Critical Essays. New Delhi: Orient Longman. • Harlambos, M. 1998. Sociology: Themes and Perspectives. New Delhi: OUP. • Giddens, Anthony. 2004: Sociology: Introductory Readings. London: Blackwell.	
	Suggested Continuous Internal Evaluation Methods (25 Marks): • Seminar/Assignment on any topic of the abovesyllabus. • Test with multiple choice questions / short and long answerquestions. • Research Orientation of thestudent. • Quiz	
	Suggested equivalent online courses: IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.	

M. A 1st Year, Sem. I, Core Course-2

Programme/Class		**Year**	M.A.I	**Semester**	I
Subject	Sociology				
Course Code		**Course Title**	**Comparative Sociology**		

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Course Objectives (COs):

CO1: To introduce students to the meaning, scope, and significance of comparative sociology as a discipline.

CO2: To familiarize students with various methods of comparative study, including comparative, evolutionary, diffusionistic, and neo-evolutionary approaches.

CO3: To develop an understanding of key indices of comparison such as culture, nation, class, gender, identity, ethnicity, and ecology.

CO4: To examine the structural and cultural features of tribal societies, focusing on kinship, marriage, family, magic, religion, totem, and taboo.

CO5: To analyze tribal economic systems through approaches to exchange—reciprocity, redistribution, and market—and understand tribal political structures, law, and justice in both state and stateless societies.

Course Learning Outcomes (CLO)

After completing this course, students will be able to:

CLO1: Understand the Meaning, Scope, and Methods of Comparative Sociology
Define comparative sociology and apply various methods such as comparative, evolutionary, diffusionistic, and neo-evolutionary approaches to sociological study.

CLO2: Analyze Indices of Comparison in Societies
Evaluate social categories such as culture, nation, class, gender, identity, ethnicity, and ecology as key indices for comparative analysis.

CLO3: Examine Features of Tribal Societies
Describe kinship, marriage, family structures, religious beliefs, and cultural practices such as magic, totem, and taboo in tribal communities.

CLO4: Understand Tribal Economic and Political Systems
Analyze different approaches to tribal economy, including exchange systems (reciprocity, redistribution, market), and tribal polity, law, and justice in state and stateless societies.

CLO5: Explore Central Themes in Comparative Sociology
Critically discuss concepts of culture such as cultural traits, complexes, areas, cultural relativism, pluralism, and multiculturalism.

Credits – 4	Maximum Marks: 100 , [Internal Marks-30; End term Exam-70]	Minimum Marks: 40

Total No. of Lectures –Tutorials – Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
I	Meaning and Scope of Comparative Sociology, Methods of Study–Comparative, Evolutionary, Diffusionistic, and neo-evolutionary;	12
II	Indices of Comparison: Culture, Nation, Class, Gender, Identity; Ethnicity and Ecology	12

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III	Tribal Society Features: Kinship, Marriage, and Family; Magic and Religion; Totem and Taboo.	12
IV	Tribal Economy: Approaches, Exchange – Reciprocity, Redistribution, and Market; Tribal Polity, Law & Justice: State and Stateless Society.	12
V	Central Themes in Comparative Sociology: Culture: trait, complex & area Cultural Relativism; Pluralism; Multiculturalism.	12

Suggested Readings:

- Beattie, J. 1966. Other Culture, London: Routledge & Kegan Paul.
- Evans-Pritchard, E. E. 1951. Social Anthroplogy, London: Cohen & West. Firth, R. 1963. Elements of Social Organization, Boston: Deacon Press.
- Fox, Robin. 1967. Kinship and Marriage, Hammondsworth: Penguin. Guha, A. M. 1998. Social Ecology, New Delhi: Oxford University Press.
- Harris, Marvin. 1968. The Rise of Anthropological Theories, New York: Thomas Y. Crowell Company.
- Herskovits, M. J. 1955. Cultural Anthropology: New Delhi: Oxford, IBH.
- Levi-Strauss, Claude. 1963. Structural Anthropology, New York: Basic Books. Murdock, G. P. 1949. Social Structure, New York: Macmillan.
- Majumdar, D. N. and Madan, T. N. (1956) 2006. An Introduction to Social Anthropology, New Delhi: Oxford University Press.
- Nadel, S. F. 1951. The Foundations of Social Anthropology, London: Cohen & West.Ritzor, George & Douglas J Godman. 2004. **Classical Sociological Theory** New Delhi, Singapure
- Judge, Paramjit. 2012. **Foundations of Classical Sociological Theory: Functionalism, Conflict and Action.** New Delhi: Pearson.
- Cuff, E.C., W.W. Sharrock and D.W. Francis 2006: **Perspectives in Sociology** (5th edition). London: Routledge.

Durkheim, Emile. 1952. **Suicide.** London: Routledge and Kegan Paul.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of thestudent.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

M. A 1st Year, Sem. I, Core Course-3

Programme/Class		**Year**	M.A.I	**Semester**	I
Subject	Sociology				
Course Code		**Course Title**	**Perspectives in Indian Sociology**		

Course Objectives (COs):

CO1: To introduce students to key theoretical approaches used in the study of Indian society, including Indological, structural-functionalist, Marxist, subaltern, Gandhian, Weberian, and Parsonian perspectives.

CO2: To critically examine the contributions of major Indian and Western sociologists such as G.S. Ghurye, Louis Dumont, and Irawati Karve within the Indological/Textual tradition.

CO3: To analyze the structural-functionalist approach through the works of M.N. Srinivas and

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S.C. Dube in understanding caste, village, and tradition in India.
CO4: To assess the Marxist approach to Indian society as developed by D.P. Mukerji, A.R. Desai, and R.K. Mukherjee, focusing on class, labour, and state.
CO5: To explore subaltern and Gandhian perspectives on Indian society through the writings of B.R. Ambedkar, David Hardiman, and M.K. Gandhi, with special emphasis on caste, untouchability, and resistance.
CO6: To understand the application of Weberian and Parsonsian frameworks by Indian sociologists like Andre Beteille, T.K. Oommen, and Yogendra Singh in the analysis of modernity, stratification, and social change.

Course Learning Outcomes (CLO)
After completing this course, students will be able to:

CLO1: Understand the Indological/Textual Approach
Explain the contributions of G.S. Ghurye, Louis Dumont, and Irawati Karve to Indian sociology through the Indological and textual approach.
CLO2: Analyze the Structural-functionalist Approach
Discuss the key ideas of M.N. Srinivas and S.C. Dube, focusing on structural-functionalism in Indian social contexts.
CLO3: Evaluate the Marxist Approach to Indian Society
Critically assess the perspectives of D.P. Mukerji, A.R. Desai, and R.K. Mukherjee on class, economy, and social change from a Marxist viewpoint.
CLO4: Explore the Sub-altern and Gandhian Approaches
Understand the contributions of B.R. Ambedkar, David Hardiman, and M.K. Gandhi to sub-altern studies, social justice, and Gandhian philosophy in Indian sociology.
CLO5: Examine Weberian and Parsonsian Approaches
Analyze the sociological insights of Andre Beteille, T.K. Oommen, and Yogendra Singh, focusing on Weberian and Parsonsian theoretical frameworks applied to Indian society.

Credits – 4	Maximum Marks: 100 , [Internal Marks-30; End term Exam-70]	Minimum Marks: 40

Total No. of Lectures –Tutorials – Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
I	**Indological/Textual Approach**: G.S. Ghurye; Louis Dumont and Irawati Karve	12
II	**Structural-functionalist Approach:** M.N. Srinivas, S.C. Dube	12
III	**Marxist Approach:** D. P. Mukerji, A.R. Desai, R.K. Mukherjee.	12
IV	**Sub-altern/Gandhian Approach:** B.R. Ambedkar, David Hardiman and M.K. Gandhi.	12
V	**Weberian and Parsonsian Approach:** Andre Beteille, T. K. Oommen and Yogendra Singh.	12

Suggested Readings:

- De Souza, P.R. ed. 2000, "Contemporary India- Transition", New Delhi, Sage.
- Dharagare DN. 1993," Themes and Perspectives in Indian Sociology, Jaipur, Rawat Pub.• Dube, S.C. 1967, "The Indian Village"
- Singh, Y. 1986, "Indian Sociology: Social Conditioning and Emerging Concerns", Del
- Bose, N.K 1967, "Culture and Society in India", Bombay, Asia Publishing House.

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- Bose. N.K 1975, of Hindu Society" New Delhi.
- Dube. S.C 1990, "Society in India", New Delhi, National Book Trust.
- Karve Irawati, "Hindu Society: An Interpretation" Poona, Deccan College.
- Mandelbaum, DG 1970, "Society in India Bombay", Popular Prakashan.
- Srinivas M.N. 1980, "India: Social Structure", New Delhi, Hindustan Publishing Carporation.
- Srinivas M.N. 1963, "Social Change in Modem India", Califomia, Berkeley University of Califomia. Press)

  Singh Yogendra 1973, "Modernization of Indian Tradition" Delhi, Jhonson Pres2nd Paper

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of thestudent.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

M. A 1st Year, Sem. I, Core Course-4

Programme/Class		**Year**	M.A I	**Semester**	I
Subject	Sociology				
Course Code		**Course Title**	**Gender and Society**		

Course Objectives (COs):

CO1: To understand the social construction of gender and critically examine the distinctions between gender and biological sex, as well as the debates around equality and difference.

CO2: To explore cultural and sociological concepts of "male" and "female" and how gender roles are shaped across the life cycle.

CO3: To analyze patriarchy as both an ideology and a system of social practice embedded in institutions and daily life.

CO4: To engage with various sociological approaches to the study of gender and assess how gender studies challenge traditional ethnography and theory.

CO5: To examine key gender issues and challenges in contemporary society, including discrimination, marginalization, and violence.

Course Learning Outcomes (CLO)

After completing this course, students will be able to:

CLO1: Understand the Social Construction of Gender
Differentiate between gender and biological sex, and critically analyze the concepts of male, female, and patriarchy as both ideology and social practice.

CLO2: Analyze Gender in Sociological Frameworks
Examine various sociological approaches to gender studies, and understand how gender critiques ethnography and traditional sociological theory.

CLO3: Explore Gender Roles in Family, Work, and Property
Evaluate the intersections of gender with production, reproduction, work, property, family, and household dynamics.

CLO4: Critically Assess the Politics of Gender
Discuss themes of gender complementarity, inequality, dependence, subordination, and engage with feminist theories and feminist political movements.

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Credits – 4	Maximum Marks: 100 , [Internal Marks-30; End term Exam-70]	Minimum Marks: 40

Total No. of Lectures –Tutorials – Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
I	**Social Construction of Gender** a) Gender vs. Biology, Equality vs. Difference. b) Concepts of Male and Female c) Life Cycle d) Patriarchy as ideology and practice	15
II	**Gender in Sociological Analysis:** a) Approaches to the Study of Gender b) Gender Studies as a Critique of Ethnography and Theory c) Gender issues and challenges	15
III	**Family, Work and Property:** (a) Production and Reproduction (b) Work and Property (c) Family and Household	15
IV	**The Politics of Gender:** (a) Complementarily and Inequality (b) Dependence and Subordination c) Feminist Theories and Feminist Politics	15

Suggested Readings:

- Engels, F. 1972. *The Origin of the Family, Private Property and, the State*, London: Lawrence and Wishart.
- De Beauvoir, S. 1983. *The Second Sex*, Harmondsworth: Penguin. (Book Two).
- MacCormack, C. and M. Strathern (ed.). 1980 *Nature, Culture and Gender*, Cambridge: Cambridge University Press. (Chapter I).
- Sharma, U. 1980. *Women, Work and Property in North West India*, London: Tavistock.
- Jaggar, A. 1983. *Feminist Politics and Human Nature*, Brighton: The Harvester Press.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of thestudent.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

M. A 1st Year, Sem. II, Core Course-5

Programme/Class		Year	M.A.I	Semester	II
Subject	Sociology				
Course Code		Course Title	Methodology of Social Research		

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Course Objectives (COs):

CO1: To introduce students to the fundamentals of social research and the distinction between social research and social surveys.

CO2: To explain the basic steps involved in conducting scientific research within the social sciences.

CO3: To familiarize students with key tools and techniques of data collection, including observation, interview, schedule, questionnaire, case study, and content analysis.

CO4: To provide an understanding of sampling techniques and the distinction between primary and secondary data, along with methods of data analysis.

CO5: To explore the nature of social reality and various methodological approaches to its study, including positivism, hermeneutics (Verstehen), ethnomethodology, and phenomenology.

Course Learning Outcomes (CLO)

After completing this course, students will be able to:

CLO1: Understand the Basics of Social Research and Social Survey
Define social research and social surveys and explain their significance in sociological inquiry.

CLO2: Outline the Basic Steps of Scientific Research
Describe the systematic steps involved in conducting scientific social research.

CLO3: Apply Basic Tools of Data Collection
Demonstrate knowledge of various data collection tools including observation, interview, schedule, questionnaire, case study, and content analysis.

CLO4: Understand Sampling Techniques and Data Analysis Methods
Explain different sampling methods and differentiate between primary and secondary data sources, as well as basic data analysis techniques.

CLO5: Explore Different Philosophical Approaches to Social Reality
Analyze the nature of social reality through positivistic, hermeneutic (Verstehen), ethnomethodological, and phenomenological approaches.

Credits – 4	Maximum Marks: 100 , [Internal Marks-30; End term Exam-70]	Minimum Marks: 40

Total No. of Lectures –Tutorials – Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
I	Social Research and Social Survey	12
II	Nature of Social reality and approaches – Positivistic; Hermeneutics: Verstehen; Ethnomethodological and Phenomenological sociology.	12
III	Basic Steps of Scientific Research	12
IV	Basic Tools of Data Collection: Observation, Interview, Schedule, Questionnaire, Case Study, Content Analysis.	12
V	Sampling, Data: Primary – Secondary, Methods of Data Analysis	12

Suggested Readings:

- Goode, W. J. and Paul Hatt. 1952. Methods in Social Research. New York: McGraw Hill.
- Galtung, John. 1969. **Theory and Methods of Social Research**. London: George Allen and Unwin

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- Punch, Keith, F. 2005. **Introduction to Social Research.** New Delhi: Sage.
- Bose, Pradeep Kumar. 1995. **Research Methodology**. New Delhi: ICSSR.
- Young, P. V. 1988. **Scientific Social Surveys and Research.** New Delhi: Prentice Hall.
- Selltiz, Claire, Marie Jahoda, M. Deutsch and S. W. Cook. 969. **Research Methods in Social Relations. London: Motoun.**
- Mukherjee, P.N. (eds.) 2000. **Methodology in Social Research: Dilemmas and Perspectives. New Delhi: Sage.**
- Bebie, Earl. 2008. **Basics of Social Research.** US: Wadsworth.
- Jayaram, N. 1989. **Sociology: Methods and Theory.** Madras: Macmillan.
- Bryman, Alan. 1988. **Quality and Quantity in Social Research.** London: Unwin Hyman.
- Kothari, C.R. 1989. **Research Methodology: Methods and Techniques.** Bangalore: Wiley

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of thestudent.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

M. A 1st Year, Sem. II, Core Course-6

Programme/Class		**Year**	M.A I	**Semester**	II
Subject	Sociology				
Course Code		**Course Title**	**Modern Sociological Thought**		

Course Objectives (COs):

CO1: To understand the structural-functional approach through the works of R.K. Merton, focusing on concepts like social structure and anomie, codification of functional analysis, and reference group theory.

CO2: To analyze Talcott Parsons' theory of the social system, including the AGIL paradigm and pattern variables, as a foundational framework in structural functionalism.

CO3: To explore the core ideas of symbolic interactionism as developed by G.H. Mead and Herbert Blumer, particularly the role of meaning, symbols, and human interaction in social life.

CO4: To examine social exchange theories, beginning with B. Malinowski's anthropological insights, and progressing through George C. Homans' behaviorist approach and Peter M. Blau's analysis of exchange and power in social structures.

CO5: To introduce phenomenological and ethnomethodological approaches to sociology, focusing on Alfred Schutz's conception of the social world, Harold Garfinkel's methods of practical reasoning, and Erving Goffman's dramaturgical analysis of everyday life.

CO6: To develop students' capacity for critical comparison of different theoretical paradigms and their relevance to the analysis of contemporary social phenomena.

Course Learning Outcomes (CLO)

After completing this course, students will be able to:

CLO1: Explain Structural Functionalism

Understand R.K. Merton's contributions including social structure and anomie, functional analysis, and the concept of reference groups.

CLO2: Analyze Talcott Parsons' Social System Theory

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Describe Parsons' AGIL paradigm and pattern variables to comprehend the functioning of social systems.

CLO3: Understand Symbolic Interactionism

Explore the perspectives of Herbert Blumer and G.H. Mead on symbolic interactionism and the significance of symbols in social life.

CLO4: Evaluate Exchange Theories

Discuss social exchange theories by B. Malinowski, George C. Homans, and Peter M. Blau, focusing on social behaviourism and the relationship between exchange and power.

CLO5: Examine Phenomenology and Ethnomethodology

Analyze Alfred Schutz's phenomenology, Harold Garfinkel's ethnomethodology including reflexivity and common sense reasoning, and Erving Goffman's dramaturgical approach to social interaction.

Credits – 4	Maximum Marks: 100, [Internal Marks-30; End term Exam-70]	Minimum Marks: 40

Total No. of Lectures –Tutorials – Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
I	**Structural Functional Approach:** R K Merton: Social Structure & Anomie, Codification of Functional Analysis, Reference Group.	12
II	**Social system:** T. Parsons: Social System, AGIL Paradigm, Pattern Variables.	12
III	**Symbolic Interactionism:** Herbert Blumer & G H Mead	12
IV	**Exchange Theory:** B. Malinowski – Social Exchange, George C Homans - Social Behaviorism. Peter M. Blau – Social Exchange and Power	12
V	**Phenomenology and Ethnomethodology:** Alfred Schutz - Phenomenology of the Social World, Harold Garfinkel - Reflexivity, Common Sense Reasoning, Erving Goffman - Dramaturgical Analysis	12

Suggested Readings:

- Garfinkel, H. 1967. **Studies in Ethnomethodology.** Prentice Hall: Englewood Cliffs.
- Merton, R.K. 1968: **Social Theory and Social Structure**. New Delhi: Amerind.
- Blumer, H. 1969. **Symbolic Interactionism.** New Delhi: Prentice Hall.
- George, Psathas. 1973. **Phenomenological Sociology.** New York: John Willey and Sons.
- Abraham, M. Francis. 1982. **Modern Sociological Theory.** Delhi: Oxford University Press.
- Harlambose, M and R. M. Heald. 1984. **Sociology: Themes and Perspectives.** Delhi: OUP.
- Martindale, Don. 1990. **The Nature and Type of Sociological Theory.** Jaipur: Rawat.
- Turner, Jonathan H. 1995. **The structure of sociological theory.** New Delhi: Rawat.
- Turner, Bryan, S. (ed) 1996. **The Black Wall Companion To Social Theory.** USA: OUP
- Ritzor, George and Douglas J Godman. 2004. **Sociological Theory.** New York: McGraw Hill.
- Wallace, Ruth A and Alison Wolf. 1980. **Contemporary Sociological Theory**. New Jersey: Prentice Hall.

Suggested Continuous Internal Evaluation Methods (25 Marks): • Seminar/Assignment on any topic of the abovesyllabus. • Test with multiple choice questions / short and long answerquestions. • Research Orientation of thestudent. • Quiz
Suggested equivalent online courses: IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

M. A 1st Year, Sem. II, Core Course-7

Programme/Class		**Year**	M.A.I	**Semester**	II
Subject	Sociology				
Course Code		**Course Title**	**Rural Sociology**		

Course Objectives (COs):

CO1: To introduce students to the meaning, nature, scope, and significance of rural sociology as a distinct field of sociological inquiry.

CO2: To familiarize students with foundational rural sociological concepts such as little community, peasant society, folk culture, and tribe.

CO3: To examine the structure of rural society, with a focus on institutions like family, marriage, kinship, and caste.

CO4: To analyze the dynamics of the rural economy, including land reforms, the jajmani system, and the socio-economic impact of the Green Revolution.

CO5: To explore the ritual and cultural dimensions of rural life, including festivals, magic, religion, totem, taboo, and the concepts of little and great tradition.

CO6: To develop a critical understanding of rural transformation and continuity in the context of tradition and modernity.

Course Learning Outcomes (CLO)

After completing this course, students will be able to:

CLO1: Understand the Fundamentals of Rural Sociology
Define rural sociology and explain its meaning, scope, nature, and significance.

CLO2: Explain Key Concepts in Rural Sociology
Describe and differentiate concepts such as little community, peasant society, folk culture, and tribe.

CLO3: Analyze Rural Social Structures
Examine the social structures in rural settings, focusing on family, marriage, kinship, and caste systems.

CLO4: Assess the Rural Economy and Agrarian Changes
Understand rural economic systems including land reforms, the Jajmani system, and the impact of the Green Revolution.

CLO5: Explore Ritual and Cultural Aspects in Rural Life
Investigate the role of rituals, festivals, magic, religion, totems, taboos, and the distinction between little and great traditions in rural societies.

Credits – 4	Maximum Marks: 100 , [Internal Marks-30; End term Exam-70]	Minimum Marks: 40

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Total No. of Lectures –Tutorials – Practical (in hours per week): 4-0-0		
Unit	**Topic**	**No. of Lectures**
I	**Rural Sociology:** Meaning, Scope, Nature and Significance.	12
II	**Concepts:** Little Community, Peasant Society, Folk Culture, Tribe.	12
III	**Social Structure:** Family, Marriage and Kinship, Caste.	12
IV	**Rural Economy Rural:** Land Reforms, Jajmani System, Green Revolution.	12
V	**Ritual Aspects:** Festivals, Magic and Religion, Totem and Taboo, Little and Great Tradition.	12

Suggested Readings:

- Desai, A.R. (ed.) 1969. **Rural Sociology in India**. Bombay: Asia Publishing House.
- Redfield, Robert. 1969. **Little Community, Peasant Society & Culture**, Chicago: Chicago University Press.
- Srinivas, M. N. (ed.) 1955. **India's Village**. Bombay: Asian Publishing House.
- Mariott, Mckim (ed.) 1955. **Village India**. Chicago: Chicago University Press.
- Chauhan, Brij Raj. 1967. **Rajisthan Vilage**. Delhi: Veer Publishing House.
- Beteille, Andre. 1974. **Studies in Agrarian Structure**. Delhi: Oxford University Press.
- Madan T.N. & D.N. Majumdar. 1970. **An Introduction to Social Anthropology.** ASA Series.
- Mukherjee, Ram Krishna. 1957. **The Dynamics of Rural Society**. Berlin: Academic Verlag.

Shanin, T. (ed.) 1979. **Peasants and Peasant Societies.** Penguin Books (selected articles)

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of thestudent.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

M. A 1st Year, Sem. II, Core Course-8

Programme/Class		**Year**	M.A.I	**Semester**	II
Subject	Sociology				
Course Code		**Course Title**	**Medical Sociology**		

Course Objectives (COs):

CO1: To introduce the field of Medical Sociology and explore the evolving relationship between medicine and sociology, including the current status and contributions of medical measures.

CO2: To understand the development of social epidemiology in complex societies and examine the role of basic epidemiological variables such as age, sex, and social class.

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CO3: To analyze the relationship between health and society, with a focus on occupational health, disease patterns, and the impact of social structure on health outcomes.
CO4: To study the sociological concept of the sick role, including functionalist perspectives, criticisms, and alternative theories such as labelling theory and illness as social deviance.
CO5: To examine sociological concerns in health, including class-based disparities, cultural factors, family roles in health and illness, hospital sociology, and environmental and hygienic factors.

Course Learning Outcomes (CLO)
Upon successful completion of this course, students will be able to:

CLO1: Understand the Interface between Medicine and Sociology
Explain the emerging relationship between medicine and sociology and the current status of medical sociology as a discipline.
CLO2: Analyze Concepts in Social Epidemiology
Describe the development of social epidemiology, including the role of variables like age, sex, and social class in health outcomes.
CLO3: Evaluate Theories Related to Illness and the Sick Role
Discuss the sick role concept, its functional approach, criticisms, labeling theory, and illness as a form of social deviance.
CLO4: Examine Sociological Factors Affecting Health
Investigate the social determinants of health including occupational health, family influences, cultural factors, environmental sanitation, and social class differences in health.
CLO5: Explore Social Legislation and Support Systems in Health Care
Understand social networks, social support systems, ethical issues in health care, and health care challenges in developing countries.

Credits – 4	Maximum Marks: 100, [Internal Marks-30; End term Exam-70]	Minimum Marks: 40

Total No. of Lectures –Tutorials – Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
I	**Medical Sociology – An Introduction:** • The emerging relationship between Medicine and Sociology. • The present status of Medical Sociology. • Contribution of Medical measures. • The development of Social Epidemiology in complex Societies. The basic variables in epidemiological measures – age. Sex and Social class.	12
II	**The Sick Role:** • Illness as dysfunction. • The functional approach to sick role • The criticism of the sick role • Labelling theory.	12
III	**Sociology and Health:** • Areas of Concerns, Social behavior sciences, Factors involved in Social class differences health, • Family in Health & Diseases, • Hospital Sociology, Social Cultural factors in Health and diseases, • Etiology & Health care, Environmental Sanitation.	12

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IV	**Social Legislation in Health care:** • Social Networks and Social Supports in Health care. • Healthcare in developing countries. • Sociological Perspectives on ethical issues in medical and health care.	12
V	**Health and Social Problems: Mental disorders –** • Theoretical models. • Social Epidemiology of Mental Disorders. • The Social process of Mental Hospitalization. • Aging and life cycle - Social Gerontology. • Theories of aging. • Death and dying – death and the individual.	12

Suggested Readings:

- Cockerham, W.C. (2017). *Medical Sociology*. Routledge. (Ch. 1–2)
- Germov, J. (2019). *Second Opinion: An Introduction to Health Sociology*. Oxford University Press.
- Turner, B.S. (2004). *The New Medical Sociology*. Norton.
- Albrecht, G.L., Fitzpatrick, R., & Scrimshaw, S.C. (Eds.). (2003). *The Handbook of Social Studies in Health and Medicine*. SAGE.
- Nettleton, S. (2013). *The Sociology of Health and Illness*. Polity Press. (Ch. on public health and preventive medicine)
- Berkman, L.F., Kawachi, I., & Glymour, M.M. (Eds.). (2014). *Social Epidemiology* (2nd ed.). Oxford University Press
- Graham, H. (2009). *Understanding Health Inequalities*. McGraw-Hill Education.
- Parsons, T. (1951). *The Social System*.
- Pilgrim, D. (2002). *The Sociology of Mental Health and Illness*. Open University Press.
- Helman, C.G. (2007). *Culture, Health and Illness*. Hodder Arnold.
- Marmot, M. (2015). *The Health Gap: The Challenge of an Unequal World*. Bloomsbury.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of thestudent.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

M. A 1st Year, Sem. II, CHM

Programme/Class		**Year**	M.A.I	**Semester**	II
Subject	Sociology				
Course Code		**Course Title**	Constitutional, Human and moral Values & IPR		

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Course Objectives (COs):

CO1: To provide an understanding of the historical background and foundational values enshrined in the Indian Constitution, including justice, liberty, equality, fraternity, constitutional morality, and their role in nation-building.

CO2: To promote humanistic values such as humanism, civic sense, social responsibility, and harmony with society and nature, while fostering a commitment to global peace and cooperation (Vasudhaiva Kutumbakam).

CO3: To instill moral values and ethical principles for character building and professional conduct, with emphasis on gender sensitivity, inclusive practices, and the ethical responsibilities of students and professionals.

CO4: To develop awareness about the importance of affirmative action and constitutional provisions for marginalized communities including SC/ST/OBC/EWS and persons with disabilities.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

CLO1: Understand the Foundations of the Indian Constitution
Explain the historical background, core values enshrined in the Preamble (justice, liberty, equality, fraternity), and the role of constitutional morality in nation-building.

CLO2: Describe Fundamental Rights, Duties, and Directive Principles
Identify and interpret the Fundamental Rights and Duties of citizens and understand the Directive Principles of State Policy.

CLO3: Appreciate Humanistic Values and Social Responsibility
Discuss humanism, virtue, civic sense, and the importance of social responsibility and harmony with society and nature, including the global philosophy of Vasudhaiva Kutumbakam.

CLO4: Analyze Moral Values and Professional Ethics
Evaluate morality and character building in personal, social, and professional contexts with a focus on gender sensitivity, affirmative action policies for marginalized groups, and ethics in higher education.

CLO5: Understand Intellectual Property Rights (IPR)
Explain the origins, types, and significance of IPR including copyright, patents, trademarks, trade secrets, and traditional knowledge.

Credits – 2	Maximum Marks: 50 , [Internal Marks-15; End term Exam-35]	Minimum Marks: 20

Total No. of Lectures –Tutorials – Practical (in hours per week): 2-0-0

Unit	Topic	No. of Lectures
I	Constitutional Values – Historical background of the Indian Constitution; Preamble values (justice, liberty, equality, fraternity); Constitutional morality; Nation-building; Fundamental Rights & Duties; Directive Principles of State Policy.	8
II	Humanistic Values – Humanism, virtue, civic sense; social responsibility; harmony with society and nature; international peace (Vasudhaiva Kutumbakam).	8
III	Moral Values & Professional Conduct – Morality and character building; ethics in personal, social, and professional	7

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	spheres; gender sensitivity; affirmative action for SC/ST/OBC/EWS & persons with disabilities; ethics in higher education.	
IV	Intellectual Property Rights (IPR) – Meaning, origins, and types: copyright, patent, trademark, trade secret, traditional knowledge; IPR infringement, remedies, penalties; UGC plagiarism policy.	7

Suggested Readings:

- Basu, D.D. – Introduction to the Constitution of India
- Ahuja, V.K. – Law Relating to Intellectual Property Rights in India
- Dhar, P.L. & Gaur, R.R. – Science and Humanism
- Govindarajan, M., Natarajan, S. & Sendilkumar, V.S. – Engineering Ethics
- Bajpai, B.L. – Indian Ethos and Modern Management

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of thestudent.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

M. A 2nd Year, Sem. III , Core Course-9

Programme/Class		**Year**	M.A.II	**Semester**	III
Subject	Sociology				
Course Code		**Course Title**	**Basic Statistics in Social Research**		

Course Objectives (COs):

CO1: To explain the relevance and role of statistics in social research and introduce social variables and their measurement techniques.
CO2: To develop skills in organizing and grouping data, and in using graphical methods such as frequency curves, histograms, and cumulative frequency curves (CFC) for data presentation.
CO3: To understand and compute basic measures of central tendency (mean, median, mode) and dispersion (standard deviation) in social research data.
CO4: To introduce fundamental statistical concepts including probability, norming operations, reliability, and validity, and their application in social research.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

CLO1: Understand the Role of Statistics in Social Research
Explain the importance and relevance of statistical methods for analyzing social phenomena and variables.
CLO2: Measure and Classify Social Variables
Identify different types of social variables and apply appropriate measurement scales.
CLO3: Organize and Present Data Effectively
Demonstrate skills in grouping data and using graphical tools such as frequency curves, histograms, and cumulative frequency curves (CFC) for data visualization.

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CLO4: Calculate and Interpret Measures of Central Tendency and Dispersion
Compute mean, median, mode, and standard deviation, and interpret their significance in social research data.

CLO5: Understand Key Statistical Concepts
Describe concepts of probability, norming operations, reliability, validity, and various sampling techniques.

Credits – 4	Maximum Marks: 100 , [Internal Marks-30; End term Exam-70]	Minimum Marks: 40

Total No. of Lectures –Tutorials – Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
I	Relevance of Statistics in Social Research, Social Variables and Their Measurement, Grouping of Data, Graphic Presentation - Frequency Curve, Histogram, CFC.	12
II	Averages - Mean, Median, Mode, Standard Deviation	12
III	Concepts - Probability, Norming Operations, Reliability, Validity, Sampling and its types.	12
IV	Association, Co-relation, Statistical Inference,	12
V	Use of Computer in Social Research: SPSS	12

Suggested Readings:

- Muller, John M. and Karl S. Scheussler. 1969. **Statistical Reasoning in Sociology.** New Delhi: Oxford and I.B.H.
- Bajaj and Gupta. 1972. **Elements of Statistics.** New Delhi: R. Chand and Co.
- Bryman, Alan. 1988. **Quality and Quantity in Social Research.** London: Unwin Hyman.
- Kothari, C.R. 1989. **Research Methodology: Methods and Techniques.** Bangalore: Wiley Eastern.
- Cramer, Duncan. 1996. **Basic Statistics for Social Research: Step-by-Step Calculations & Computer Techniques Using**. New York: Routledge.

Suggested Continuous Internal Evaluation Methods (25 Marks):
- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of thestudent.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

M. A 2nd Year, Sem. III , Core Course-10

Programme/Class		Year	M.A.II	Semester	III

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Subject	Sociology		
Course Code		**Course Title**	**Modern Sociological Thought-II**

Course Objectives (COs):

CO1: To understand the concept of the sociological imagination as formulated by C. Wright Mills and its significance in analyzing the relationship between individual experience and societal structures.

CO2: To explore conflict theory through the contributions of Ralf Dahrendorf, Lewis Coser, and Randall Collins, emphasizing power struggles and social change.

CO3: To study key ideas of the Frankfurt School, including Habermas's concepts of the life-world and system, Althusser's theory of ideology, and Gramsci's theory of hegemony.

CO4: To examine the development and key principles of neo-functionalism as advanced by Jeffrey Alexander.

CO5: To introduce structuralism through the linguistic theory of Ferdinand de Saussure and anthropological contributions of Claude Lévi-Strauss, highlighting the role of underlying structures in social phenomena.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

CLO1: Understand Foundational Sociological Concepts
Explain the concept of the sociological imagination as introduced by C. Wright Mills and its relevance to sociological inquiry.

CLO2: Analyze Conflict Theory
Describe key ideas and contributions of conflict theorists such as Ralf Dahrendorf, Lewis Coser, and Randall Collins, and apply conflict theory to social analysis.

CLO3: Explain the Frankfurt School's Critical Theory
Articulate the concepts of life-world and system, particularly the ideas of Louis Althusser, and their implications for understanding society.

CLO4: Understand the Concept of Hegemony
Define and analyze Antonio Gramsci's theory of cultural hegemony and its role in power and ideology.

CLO5: Critically Evaluate Neo-Functionalism
Summarize Jeffrey Alexander's neo-functionalist approach and its contributions to sociological theory.

Credits – 4	Maximum Marks: 100 , [Internal Marks-30; End term Exam-70]	Minimum Marks: 40

Total No. of Lectures –Tutorials – Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
I	**The Sociological Imagination:** C.W. Mill	12
II	**Conflict Theory:** Dahrendorf, Coser, Colins.	12
III	**Frankurt School** –Life World and System: L. Althusser Hegemony: A. Gramsci	12
IV	**Neo-Functionalism:** J. Alexander	12

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V	**Structuralism:** Ferdinand de Saussure, Claude Levi Strauss.	12

Suggested Readings:

- **C. Wright Mills:** *The Sociological Imagination* by C. Wright Mills (1959) – A must-read foundational work.
- ***C. Wright Mills:*** *the Sociological Imagination: Contemporary Perspectives* by John Scott and Ann Nilsen – Offers updated insights and critiques.
- **Ralf Dahrendorf:** *Class and Class Conflict in Industrial Society* (1959) – A key text that bridges Marx and Weber.
- **Lewis Coser:** *The Functions of Social Conflict* (1956) – Explores the positive functions of conflict in society.
- **Randall Collins:** *Conflict Sociology: Toward an Explanatory Science* (1975) – A macro-theoretical approach to conflict.
- **Randall Collins:** *The Credential Society* (1979) – Education, stratification, and conflict.
- **Jürgen Habermas:** *The Theory of Communicative Action* (Vol. 1 & 2) – Core to understanding Life World vs. System.
- **Louis Althusser:** *Ideology and Ideological State Apparatuses* (1970) – Explores how ideology maintains class structures.
- **Claude Lévi-Strauss:** *The Elementary Structures of Kinship* – Applies structuralist logic to kinship systems.
- **Claude Lévi-Strauss:** *Structural Anthropology* – Classic essays explaining his method.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of thestudent.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

M. A 2nd Year, Sem. III, DEC-1

Programme/Class		**Year**	M.A.II	**Semester**	III
Subject	Sociology				
Course Code		**Course Title**	Sociology of Environment		

Course Objectives (COs):

CO1: To introduce the concept of ecology and various sociological perspectives on the relationship between environment and society, including Indian philosophical views on the environment.

CO2: To examine the impact of development processes such as industrialization, urbanization, and globalization on the environment.

CO3: To understand the types, causes, and consequences of environmental pollution including air, water, soil, marine, noise, thermal, nuclear pollution, and electronic waste (E-waste).

CO4: To analyze key social and environmental issues such as climate change, global warming, acid rain, and the principles of sustainable development.

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Course Learning Outcomes (CLO)
Upon successful completion of this course, students will be able to:

CLO1: Understand Ecological Concepts
Define and explain the key concepts of ecology and its various sociological perspectives, including traditional Indian thoughts on the environment.
CLO2: Analyze the Impact of Development on Environment
Critically examine how industrialization, urbanization, and globalization influence environmental changes and societal dynamics.
CLO3: Identify and Assess Types of Environmental Pollution
Describe various forms of environmental pollution such as air, water, soil, marine, noise, thermal, nuclear pollution, and e-waste, and evaluate their social and ecological consequences.
CLO4: Understand Social Issues Related to the Environment
Discuss pressing environmental challenges including climate change, global warming, acid rain, and sustainable development from a sociological perspective.
CLO5: Evaluate Environmental Movements in India
Examine key environmental movements in India such as the Chipko Movement, Narmada Dam protests, Silent Valley Movement, social forestry, and joint forest management, understanding their social, political, and ecological impacts.

Credits – 4	Maximum Marks: 100 , [Internal Marks-30; End term Exam-70]	Minimum Marks: 40

Total No. of Lectures –Tutorials – Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
I	**Ecology:** Concept and Perspectives, Environment and Society, Indian Thought on Environment.	12
II	**Development Processes and Environment**: Industrialization, Urbanization and Globalization.	12
III	**Environmental Pollution:** Air Pollution, Water Pollution, Soil Pollution, Marine Pollution, Noise Pollution, Thermal Pollution, and Nuclear Pollution, E-Waste.	12
IV	**Social Issues and the Environment**: Climate Change, Global Warming, Acid Rain, Sustainable Development	12
V	**Environmental movements in India:** Chipko Movement, Narmada Dam, Silent Valley Movement, Social Forestry, Joint Forest Management	12

Suggested Readings:

- Mukherjee, Radhakamal. 1968. **Man and His Habitation: A Study in Social Ecology**. Bombay: Popular.
- Anderson, Walt (ed.). 1975. **Politics and Environment: A Reader in Ecological Crisis**. California: Goodyear.
- World Commission on Environment and Development. 1987. **Our Common Future**. New Delhi: OUP
- Shiva, Vandana. 1991. **Ecology and the Politics of Survival: Conflicts over Natural Resources in India**. New Delhi: Sage.
- Rosenberg, Walter A. 1991. **Environmental Politics and Policy**. New Delhi: East West Press.
- Thukral, Enakshi Ganguli. 1992. **Big Dams, Displaced People**. New Delhi: Sage.
- Sen, Geeti (ed.). 1992. **Indigenous Visions: Peoples of India Attitudes to the Environment**.

New Delhi: Sage.

- Mallick, Krishna. 2021. Environmental Movements of India: Chipko, Narmada Bachao Andolan, Navdanya. Amsterdam: Amsterdam University Press.
- Krishna, Sumi. 1996. **Environmental Politics: People's Lives and Development Choices.** New Delhi: Sage.
- Guha, Ramchandra (ed.). 1994. **Social Ecology**. New Delhi: Oxford University Press.
- Guha, R & J. Martiner-Alier. 1997. **Varieties of Environmentalism: Essays North and South**. New Delhi: OUP.
- Bell, Michael Mayerfeld and Michael S. Carolan. 2012. An Invitation to Environmental Sociology. New Delhi: Sage.

Harvey, B & J. D. Hallett (eds.). 1977. **Environment and Society: An Introductory Analysis**. London.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of thestudent.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

M. A 2nd Year, Sem. III, DEC-2

Programme/Class		**Year**	M.A.II	**Semester**	III
Subject	Sociology				
Course Code		**Course Title**	Sociology of Marginalized Communities		

Course Objectives (COs):

CO1: To introduce the concept of marginalization, exploring its various socio-economic dimensions such as poverty, isolation, deprivation, exploitation, discrimination, exclusion, educational backwardness, and inequality.

CO2: To critically analyze the caste system in India, focusing on its historical and social roots, the persistence of untouchability, and the associated social dysfunctions.

CO3: To study the genealogy of the Dalit movement by examining key reformist movements such as Jotiba Phule's Satya Sodhak Samaj, the Namsudra Movement, and E.V. Ramaswamy Periyar's Self-Respect Movement.

CO4: To evaluate Dr. B.R. Ambedkar's contributions to the caste question, including his critique of caste, the condition of the Untouchables, and his seminal work *Annihilation of Caste*.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

CLO1: Understand Marginalization and Its Dimensions
Explain the concept of marginalization and critically analyze socio-economic indices such as poverty, isolation, deprivation, discrimination, exclusion, and educational backwardness.

CLO2: Critically Examine the Caste System and Untouchability
Analyze the historical and social roots of caste and untouchability, and their dysfunctions in contemporary Indian society.

CLO3: Trace the Genealogy of Dalit Movements

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Identify and describe the major Dalit social reform movements, including the Satya Sodhak Samaj, Namsudra Movement, and Self-Respect Movement, and their contributions to social justice.

CLO4: Evaluate Ambedkar's Contributions and the Caste Question
Understand Dr. B.R. Ambedkar's perspectives on caste, including the 'Annihilation of Caste', and assess his impact on Indian society and constitutional reforms.

CLO5: Analyze Debates and Traditions on Caste
Discuss the contending traditions in caste discourse, including the Ambedkar-Gandhi debate and the Poona Pact, assessing their social and political implications.

CLO6: Understand Affirmative Action and Its Challenges
Critically evaluate the constitutional provisions for affirmative action, their implementation, impacts, limitations, and the ongoing challenges in addressing marginalization.

Credits – 4	Maximum Marks: 100 , [Internal Marks-30; End term Exam-70]	Minimum Marks: 40

Total No. of Lectures –Tutorials – Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
I	**Marginalization:** Concept and Perspectives; Socio-economic Indices of Marginalizatio Poverty, Relative Isolation, Deprivation, Exploitation, Discrimination, Exclusion, Educational Backwardness, and Inequality; A Critical View of the Caste System; Untouchability: Historical & Social Roots and Dysfunctions.	12
II	**Genealogy of Dalit Movement:** Jotiba Phule and the Satya Sodhak Samaj in Maharashtra, The Namsudra Movement in Bengal, E.V. Ramaswamy Periyar and the Self-Respect Movement in Madras	12
III	**Ambedkar and the Caste Question:** Castes in India, The Untouchables, Annihilation of Caste	12
IV	**Contending Traditions:** Ambedkar-Gandhi Debate on Caste, the Poona Pact	12
V	**Marginalization and Affirmative Action:** Constitutional Provisions; Implementation, Impact, Limitations, and Critical Review; Other Bases of Marginalization: Gender, Class, Sex, Diseases and Physical Handicap.	12

Suggested Readings:

- Michael, S .M. (ed.). 1999. **Dalits in Modern India**. New Delhi: Sage.
- Omvedt, Gail. 1994. **Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India.** New Delhi: Sage.
- Pandian, M.S.S. 1993. '"Denationalising" the Past: "Nation" in E.V. Ramasamy's olitical Discourse.', **Economic and Political Weekly** 16 October 1993.
- Thorat, S.K. and Narendra Kumar. 2008. **Perspective on Social Exclusion and Inclusive Policy**New Delhi: OUP.
- Omvedt, Gail. 1995. **Dalit Visions: the Anti-Caste movement and the construction of An Indian Identity**. New Delhi: Orient Longman.
- Omvedt, Gail. 1999. **Dalits and the Democratic Revolution**. New Delh; Sage.

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- Zelliot, Eleanor. 1995. **From Untouchable to Dalit: Essays on the Ambedkar Movement.** New Delhi: Manohar.
- Guru, Gopal. 2009. **Humiliation: Clams and Context**. New Delhi: OUP.
- Jaffrelot, Christophe. 2005. **Dr. Ambedkar and Untouchability: Analysing and Fighting Caste**. Delhi: Permanent Black.
- Zelliot, Eleanor. 2012. **Ambedkar's World: The making of Babasaheb and the Dalit Movement.** New Delhi: Navayana.
- Ambedkar, B.R. 2015 (1936). **Annihilation of caste: The Annotated critical edition**. New Delhi: Navayana.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of thestudent.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

M. A 2nd Year, Sem. III, OEC
(Interdisciplinary Open Elective (from Psychology))

Programme/Class		**Year**	M.A.II	**Semester**	III
Subject	Sociology				
Course Code		**Course Title**	**Psychology of Social Behaviour**		

Course Objectives (COs):

CO1: To introduce students to the nature, scope, and methods of studying social behavior within social psychology.
CO2: To explore the structure and functions of social groups, including norms, roles, status, and group cohesiveness.
CO3: To analyze group influence processes such as social facilitation, social loafing, and de-individuation and their impact on individual behavior.
CO4: To examine social cognition concepts like schema, schematic processing, and attribution theories proposed by Harold Kelley and Bernard Weiner.
CO5: To study social influence mechanisms including conformity, compliance, prejudice, and discrimination in intergroup relations.

Course Learning Outcomes (CLO)
Upon successful completion of this course, students will be able to:

CLO1: Define the Nature and Scope of Social Psychology
Describe the fundamental concepts, scope, and significance of social psychology and the methods used to study social behavior.

CLO2: Analyze Group Dynamics
Explain the roles of norms, roles, status, and cohesiveness in group behavior and how they influence individual actions within groups.

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CLO3: Understand Group Influence Processes
Illustrate key group influence phenomena such as social facilitation, social loafing, and de-individuation, and their effects on behavior.

CLO4: Explain Social Cognition and Attribution
Discuss the concepts of schemas, schematic processing, and theories of causal attribution by Harold Kelley and Bernard Weiner.

CLO5: Evaluate Social Influence Mechanisms
Analyze processes of conformity and compliance, and understand their role in shaping individual behavior in social contexts.

Credits – 2	Maximum Marks: 50 , [Internal Marks-15; End term Exam-35]	Minimum Marks: 20

Total No. of Lectures –Tutorials – Practical (in hours per week): 2-0-0

Unit	Topic	No. of Lectures
I	**Social Psychology:** Nature and Scope; Methods of Studying Social Behaviour	7
II	**Groups**: Norms, Roles, Status and Cohesiveness **Group Influence Processes**: Social Facilitation, Social Loafing and De- Individuation	8
III	**Social Cognition**: Schema, Schematic Processing. **Attribution of Casualty**: Harold Kellyand Benard Weiner **Social Influence Process**: Conformity and Compliance.	8
IV	**Inter group Relations**: Prejudice and Discrimination **Attitude**: Nature, Formation and Measurement; Interpersonal Attraction: Concept and Determinants	7

Suggested Readings:

- Morgan, Clifford T. – *Introduction to Psychology*
- Hilgard & Atkinson – *Introduction to Psychology*
- Baron, Robert A. – *Psychology*
- Ciccarelli, S. K. & Meyer, G. E. – *Psychology*
- Parameswaran & Beena – *An Invitation to Psychology*
- Mathur, S. S. – *Manovigyan (Hindi)*
- Dandapani, S. – *A Textbook of Advanced Educational Psychology*

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of thestudent.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

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Programme/Class		Year	M.A.II	Semester	IV
Subject	Sociology				
Course Code		Course Title	Advanced Sociological Thinkers		

Course Objectives (COs):

CO1: To introduce the key ideas and contributions of Jürgen Habermas, focusing on communicative action and the public sphere.

CO2: To explore the critical theories of Jacques Derrida and Michel Foucault, emphasizing deconstruction, power-knowledge relations, and discourse analysis.

CO3: To examine the sociological theories of Anthony Giddens and Ulrich Beck, including structuration theory and risk society.

CO4: To analyze Fredric Jameson's perspectives on postmodernism and cultural theory.

CO5: To study Jean Baudrillard's concepts of hyperreality and simulacra, and Pierre Bourdieu's theories of habitus, capital, and social fields.

Course Learning Outcomes (CLO)

After completing this course, the learner will be able to:

CLO 1: Students will get an insight about integration of micro and macro social theories.

CLO 2: Students will be able to understand different sphere of social life and analyse it by bridging the gap.

CLO 3: Students will learn about synthesis in contemporary sociological theories with recent trends.

CLO 4: Students will be acquainted with post-modern scenario in the world social system.

Credits – 4	Maximum Marks: 100, [Internal Marks-30; End term Exam-70]	Minimum Marks: 40

Total No. of Lectures –Tutorials – Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
I	**Neo-Functionalism:** J. Alexander	12
II	**Neo-Marxian:** Ralf Dahrendorf: The Ruler and the Ruled, Jurgen Habermas: Life World and System: Randall Collins: Conf	12
III	**Functional Analysis of Social Conflict:** Lewis A. Coser	12
IV	**Post Structuralism:** Foucault	12
V	**Recent Trends in Sociological Theory:** Anthony Giddens: Structuration, Bourdieu: Habitus and Field Derrida: Post Modernism.	12

Suggested Readings:

- Andeson, R.J., Hughes, John, Sharrock. "Philosophy and the Human Sciences". Barth, P. "Models of Social Organization".
- Becker, Howard and Boskoff, Alvin. "Modem Sociological Theory in Continuity and Change".
- Beteille, A. "Social Inequality".
- Blumer Herbert. "Symbolic Interactionism, Perspective and Method"
- Bottomore, T.B. Karl Marx, "Basic Writings"
- Coser, L and Resenberg, B. "Sociological Theory"

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- Dahrendorf, T. "Class and Class conflict in Industrial Society"
- Furey, Paul, H. "The Scope and Method of Sociology"

- Giddens, Anthony and Turner, Jonathan, "Social Theory Today" Gross, L. "Symposium on Sociological Theory "
- Levi-Strauss, C. "Structural Anthropology (Selected Chapters")
- Linton, R. "The Culture Background of Personality"
- Manheim, K. "Ideology and Utopia"
- Manheim, K. "Essays on the Sociology of Knowledge"
- Abraham, M.F. 1990. "Modem Sociological Theory: An Introduction", New Delhi: OUP

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of thestudent.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

M. A 2nd Year, Sem. IV, DEC-3

Programme/Class		**Year**	M.A.II	**Semester**	IV
Subject	Sociology				
Course Code		**Course Title**	Urban Sociology		

Course Objectives (COs):

CO1: To introduce the definition, nature, and scope of urban sociology, tracing its historical development in global and Indian contexts.

CO2: To examine the processes of urbanization and industrialization, highlighting the rural-urban continuum and dichotomy.

CO3: To understand classical, Chicago School, modern, and postmodern theoretical approaches to urban sociology, including key concepts like urban ecology, political economy, and urbanism as a way of life.

CO4: To analyze urban social structures and processes, focusing on social stratification, class, ethnicity, migration, social networks, neighborhoods, segregation, and gentrification.

Course Learning Outcomes (CLO)
By the end of this course, students will be able to:

CLO1: Define and Understand Urban Sociology
Explain the nature, scope, and historical development of urban sociology and analyze urbanization and industrialization in both global and Indian contexts.

CLO2: Apply Classical and Contemporary Theories to Urban Life
Interpret urban life through classical (Tönnies, Weber, Durkheim), Chicago School, political economy (Castells, Harvey), global cities (Sassen), and postmodern perspectives.

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CLO3: Analyze Urban Social Structures and Relationships
Examine urban stratification, migration, ethnicity, social networks, neighborhood dynamics, and spatial patterns like gentrification and segregation.

CLO4: Identify and Evaluate Key Urban Issues
Critically assess challenges such as housing, slums, urban poverty, sanitation, transportation, crime, and the informal economy in urban settings.

Credits – 4	Maximum Marks: 100 , [Internal Marks-30; End term Exam-70]	Minimum Marks: 40

Total No. of Lectures –Tutorials – Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
I	**Introduction to Urban Sociology** • Definition, nature, and scope of urban sociology • Historical development of urban sociology • Urbanization and industrialization: global and Indian context • Rural-urban continuum and dichotomy	12
II	**Theoretical Approaches in Urban Sociology** • Classical theories: Ferdinand Tönnies (Gemeinschaft & Gesellschaft), Max Weber, Emile Durkheim • Chicago School: Urban ecology, human ecology • Modern theories: Political economy (Castells, Harvey), Global cities (Sassen), Urbanism as a way of life (Wirth) • Postmodern urban theory	12
III	**Urban Social Structure and Processes** • Social stratification and urban class structure • Ethnicity, migration, and urban diversity • Social networks, neighborhoods, and communities • Urban space, segregation, and gentrification	12
IV	**Urban Issues and Problems** • Housing and slums • Urban poverty and informal economy • Transportation, sanitation, and environmental degradation • Crime, safety, and surveillance • Urban planning and governance	12
V	**Urbanization in India** • Trends and patterns of urban growth in India • Urban policies and governance (Smart Cities, AMRUT, JNNURM) • Informal settlements and urban exclusion • Case studies: Delhi, Mumbai, Bengaluru, and smaller cities	12

Suggested Readings:

- Park, R.E., Burgess, E.W., & McKenzie, R.D. (1925). *The City*. University of Chicago Press.
- Wirth, L. (1938). "Urbanism as a Way of Life." *American Journal of Sociology*.
- Castells, M. (1977). *The Urban Question: A Marxist Approach*. Edward Arnold.
- Harvey, D. (1989). *The Condition of Postmodernity*. Wiley-Blackwell.

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- Sassen, S. (2001). *The Global City: New York, London, Tokyo*. Princeton University Press.
- Giddens, A. (2013). *Sociology*. Polity Press. (Chapters on Urbanization)
- Ramachandran, R. (1991). *Urbanization and Urban Systems in India*. Oxford University Press.
- Dupont, V. (2008). "Slum Demolitions in Delhi: An Examination of State Rationalities, 1990–2007." *Economic and Political Weekly*.
- Desai, A.R. (1970). *Slums and Urbanization*. Popular Prakashan.
- Baviskar, A. (2003). "Between Violence and Desire: Space, Power and Identity in the Making of Metropolitan Delhi." *International Social Science Journal*.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of thestudent.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

M. A 2nd Year, Sem. IV, EEC
(Entrepreneurship & Research Innovation)

Programme/Class		**Year**	M.A II	**Semester**	IV
Subject	Sociology				
Course Code		**Course Title**	Action Research		

Course Objectives (COs):

CO1: To introduce the concept, principles, and significance of action research within the sociological context.
CO2: To explain the methodology of action research, including participatory approaches, cycles of reflection and action, and collaborative inquiry.
CO3: To explore practical applications of action research in various sociological domains such as community development, social change, and policy interventions.
CO4: To emphasize ethical considerations, proper documentation, and effective dissemination of findings in action research projects.

Course Learning Outcomes (CLO)
By the end of this course, students will be able to:

CLO1: Define and Explain the Concept of Action Research
Understand the meaning, purpose, and historical significance of action research in social sciences, particularly within sociological inquiry.
CLO2: Apply Methodological Frameworks
Identify and implement appropriate methodologies and cycles (planning, acting, observing, and reflecting) relevant to action research in various sociological contexts.
CLO3: Use Action Research in Real-World Sociological Applications
Design and apply action research strategies to address real-life social issues in areas such as community development, education, gender equity, and public health.
CLO4: Address Ethical Considerations
Recognize and apply ethical principles in conducting participatory research, including informed consent, confidentiality, and researcher-community relationships.

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CLO5: Document and Disseminate Research Findings
Develop skills in recording research processes, maintaining field notes, and effectively communicating findings through reports, presentations, and participatory methods.

Credits – 2	Maximum Marks: 50 , [Internal Marks-15; End term Exam-35]	Minimum Marks: 20

Total No. of Lectures –Tutorials – Practical (in hours per week): 1-0-1

Unit	Topic	No. of Lectures
I	Introduction to Action Research	4
II	Methodology of Action Research	4
III	Application in Sociological Domains	4
IV	Ethics, Documentation, and Dissemination	3

Suggested Readings:

- Reason, Peter & Bradbury, Hilary (2008). *The SAGE Handbook of Action Research: Participative Inquiry and Practice*
- McNiff, Jean & Whitehead, Jack (2006). *All You Need to Know About Action Research*
- Greenwood, Davydd & Levin, Morten (2007). *Introduction to Action Research: Social Research for Social Change*
- Fals-Borda, Orlando & Rahman, Md. Anisur (1991). *Action and Knowledge: Breaking the Monopoly with Participatory Action Research*
- O'Brien, Rory (2001). *An Overview of the Methodological Approach of Action Research*
- Relevant articles from *Economic & Political Weekly*, *Indian Journal of Social Work*, and *Sociological Bulletin*

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of thestudent.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

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