

Master of Arts in Sociology



Session: 2023-24

**Faculty of Arts and Social Sciences
Guru Kashi University, Talwandi Sabo**

GRADUATE OUTCOMES OF THE PROGRAMME

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

PROGRAMME LEARNING OUTCOMES

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

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

Programme Structure

Semester-I						
Course Code	Course Title	Course Type	L	T	P	Credits
MSO101	Sociological and Anthropological Theories	Core	4	0	0	4
MSO102	Indian Society	Core	4	0	0	4
MSO103	Social Change and Social Problems	Core	3	1	0	4
MSO105	Field Survey	Skill Based	0	0	2	1
MSO104	Seminar	Skill Based	0	0	2	1
Discipline Elective-I (Any one of the following)						
MSO109	Rural Sociology	Discipline Elective-I	3	0	0	3
MSO110	Sociology of Aging					
MSO111	Urban Sociology					
Discipline Elective-II (Any one of the following)						
MSO112	Political Sociology	Discipline Elective-II	3	0	0	3
MSO113	Sociology of Kinship					
MSO107	Population and Society					
Total			17	3	4	20

Semester-II						
Course Code	Course Title	Course Type	L	T	P	Credits
MSO211	Sociological Thoughts	Core	4	0	0	4
MSO202	Methodology of Social Research	Core	4	0	0	4
MSO212	Sociology of Development	Core	4	0	0	4
MSO203	Academic Writing	Research Based Skill	0	0	2	2
Value added Course (For other Departments Also)						
MSO213	Social Exclusion and Inclusive Policies	VAC	2	0	0	2
Discipline Elective-III (Any one of the following)						
MSO214	Social Stratification and Mobility	Discipline Elective-III	3	0	0	3
MSO215	Environmental Sociology					
MSO216	Religion and Society					
Discipline Elective-IV (Any one of the following)						
MSO217	Mass Media and Popular Culture	Discipline Elective-IV	3	0	0	3
MSO218	Gender and Society					
MSO219	Sociology of Social Movements					
Total			20	0	2	22

Semester-III						
Course Code	Course Title	Course Type	L	T	P	Credits
MSO309	Research Methodology	Compulsory Foundation	4	0	0	4
MSO398	Research Proposal	Research Based Skill	0	0	8	4
MSO311	Ethics & Intellectual Property Rights	Research Based Skill	2	0	0	2
MSO396	Service Learning	Community Linkage	0	0	4	2
MSO313	Computer Lab	Skill Based	0	0	4	2
MSO397	Proficiency in Teaching	Skill Based	2	0	0	2
Total			8	0	16	16

Semester-IV						
Course Code	Course Title	Course Type	L	T	P	Credits
MSO401	Dissertation	Research Based Skill	NA	NA	NA	20
Total			-	-	-	20

Evaluation Criteria for Theory Courses

A. Continuous Assessment: [25 Marks] s

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

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

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

Semester: I**Course Title: Sociological and Anthropological Theories-1****Course Code: MSO101**

L	T	P	Cr.
4	0	0	4

Total Hours: 60**Learning Outcomes:****After completing the course, the learner will be able to:**

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

Course Content**Unit I****13 hrs.****Sociological Theory:**

Meaning and significance

Herbert Spencer: First Principles and the law of social evolution. Organic analogy and types of evolutionary theories.

Lewis Morgan: Unilinear evolutionary theory.

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

Unit II**Emile Durkheim**

Division of labour, Theory of Suicide, Rules of Sociological Methods

14 hrs.

Theory of Religion

Unit III**17 hrs.****Karl Marx:** Historical Materialism, Theory of class struggle, Theory of Religion**Max Weber:** Theory of social action., Ideal type, Verstehen, Types of Authority Protestant ethic and the spirit of capitalism.**Unit IV****16 hrs.****Vilfredo Pareto:** Logical and non-logical action. Residues and derivatives. Circulation of elites.**M.K.Gandhi:** Truth and nonviolence. Satyagraha and Sarvodaya.

TransactionMode:

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

SUGGESTED READINGS

- Adams, Bert N. and R. A. Sydie, 2001, *Sociological Theory*, Pine Forge Press, New Delhi.
- Comte, Auguste, 1853/2009, *The Positive Philosophy of Auguste Comte*, Vol. 1 & 2, Cambridge University Press, Cambridge (Translated by Martineau H.).
- Comte, Auguste, 1865/2009, *A General View of Positivism*, Cambridge University Press, Cambridge (Translated by Bridges, J.H.).
- Durkheim, Emile, 1893/1997, *The Division of Labour in Society*, Free Press, New York. (Translated a. by W. D. Halls).
- Durkheim, Emile, 1895/1964, *The Rules of Sociological Method*, Free Press, New York (Translated by Sarah A. Solovay and John H. Mueller and Edited by George E.G. Catlin).
- Durkheim, Emile, 1912/2008, *The Elementary Forms of Religious Life*, Oxford University Press, Oxford (Translated by Carol Cosman).
- Durkheim, Emile, 1951/1979, *Suicide: A Study in Sociology*, The Free Press, New York (Translated by John A. Spaulding and George Simpson and Edited by George Simpson).
- Edles, L.D. and Scott Appelrouth, 2015, *Sociological Theory in the Classical Era: Text and Readings*, Sage, New Delhi.
- Judge, Paramjit Singh, 2012, *Foundations of Classical Sociological Theory: Functionalism, Conflict and Action*, Pearson's, Delhi.
- Marx, Karl and Friedrich Engels, 1848/1969, *Manifesto of the Communist Party*, Hayes Barton Press.
- Marx, Karl, 1845/1976, *The German Ideology*, Prometheus Books.
- Turner, J., 1974, *The Structure of Sociological Theory*, Dorsey Press.
- Weber, Max, 1958/2003, *The Protestant Ethic and the Spirit of the Capitalism*, Charles Scribner's Sons, New York, Republished by Dover Publications.
- Weber, Max, 1968/1978, *Economy and Society*, University of California Press, California (Edited by Guenther Roth and Claus Wittich).

Course Title: Indian Society
Course Code: MSO102

L	T	P	Cr.
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 hrs.

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

Caste System: Origin of caste, Features of Caste, Changing Patterns, Critique

Unit II

14 hrs.

Tribes in India: Tribal social organization, Change in tribes, Problems of tribes

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

Unit III

16 hrs.

Indological: Brief introduction to Indological perspective,

G.S.Ghurye: Hindu Society, Caste System,

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

Structural Functional: Brief introduction to structural-functional perspectives,

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

Unit IV

17 hrs.,

Marxist: Brief introduction to Marxist perspective.

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

Subaltern: Brief introduction to the subaltern perspective.

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

TransactionMode:

Lecture/panel discussion/team teaching/by peer/collaborative learning(online)/Flipped teaching/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.1
- Dumont, L. and D. Pocock, 1960, "For a Sociology of India: A Rejoinder To Dr. Bailey", Contributions to Indian Sociology, Vol. 4, pp. 82-9.
- Dumont, Louis, 1970, Homo-Hierarchicus: Caste System and its Implications, Vikas Publications, Delhi.
- Ghurye, G.S., 1957, Caste and Class in India, Popular Book Depot, Bombay.
- Gupta D. (ed.), 1991, Social Stratification, Oxford University Press, Delhi.
- Kumar, Vivek, 2016, "How Egalitarian is Indian Sociology?", Economic and Political Weekly, Vol. 1, No. 25, pp. 33-39.
- Mukerjee, Ramakrishna, 1979, Sociology of Indian Sociology, Allied Publishers, Bombay.
- Mukherji, D.P., 1958, Diversities, Peoples Publishing House, Delhi.
- Oommen, T.K., 1986, Indian Sociology: Reflections and Interpretations, Popular Prakashan, Bombay.
- Ram, Nandu, 1995, Beyond Ambedkar: Essays on Dalits in India, Har Anand Publications, New Delhi.
- Singh, Yogendra, 1973, Modernization of Indian Tradition, Rawat Publications, Jaipur.
- Srinivas, M.N., 1952/2003, Religion and Society Among the Coorgs of South India, Oxford University Press.

- Marriot, Mckim, 1955, Village India: Studies in the Little Community, The University of Chicago Press, Chicago.
- Srinivas, M.N., 1970, Social Change in Modern India, California University Press, Berkeley.
- Xaxa, V, 2003, „Tribes in India“ in Veena Das ed. Oxford India Companion to Sociology and Social Anthropology (OICSSA). Volume 1 Oxford University Press, Delhi. pp. 373-408.

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

L	T	P	Cr.
4	0	0	4

Total Hours: 60

Learning Outcomes

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

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

Course Content

Unit I **15 hrs.**

Processes of Social Change: Sanskritization, Westernization, Modernization.

Factors Social Change: Industrialization, Urbanization, Globalization and Education

Unit II **14 hrs.**

Social movements: Definition, Nature, Characteristics and Types.

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

Unit III **16 hrs.**

Social Problems: Meaning, Causes and Characteristics.

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

Unit IV **15 hrs.**

Social Problems in India: Poverty, Unemployment.

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

Transaction Mode:

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

SUGGESTED READINGS

- Ahuja, Ram 1995. Social Problems in India. Jaipur: Rawat. Publications.
- Akers, R.L. & C.C. Sellers 2004 Criminological Theories, Jaipur: Rawat
- Brass, Tom (Ed.) 2013 New Farmers' Movement in India, London: Routledge publications
- Chatopadhyay, Aparajita (Ed.) 2013 Poverty and Social Exclusion in India, Jaipur: Rawat Publications.
- McMichael, Philip 2016 Development and Social Change: A Global Perspective, New Delhi: Sage Publications.
- Monterio, J. P. 1996. Corruption: Control of maladministration, Bombay: MankatalssSahoo,
- 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
- Samantroy, 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 SamajAteyBadlaav, 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: Seminar
Course Code: MSO104

L	T	P	Cr.
4	0	0	4

Total Hours: 60

Course Description:

This seminar course in sociology is designed to provide students with the opportunity to engage in advanced discussions, research, and critical analysis of contemporary sociological issues and topics. Through a combination of seminars, workshops, and research projects, students will develop their research and presentation skills while exploring current sociological debates.

Learning Outcomes

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

1. Critical thinking and in-depth analysis of sociological topics.
2. Develop research and presentation skills.
3. Explore and debate on contemporary sociological issues.
4. Synthesize and evaluate academic literature.

Course Outline:

Introduction to Seminar in Sociology

20hrs

Course overview and expectations

Importance of seminars in sociology

Selecting seminar topics

-Research ethics and guidelines

Contemporary Sociological Issues

20hrs

Gender and sexuality

Race, ethnicity, and identity

Inequality and social justice

Globalization and its impact on society

Group Work and Research

20hrs

Students form groups based on their seminar topics

Group research projects

Data collection, analysis, and synthesis

Regular progress reports and peer feedback

Presentation Skills

20hrs

Seminar Presentations

Effective presentation techniques

Preparing and delivering compelling seminar presentations

Handling questions and feedback

Class discussions on presented topics

Suggestive Readings:

Sociology: Exploring the Architecture of Everyday Life" by David M. Newman

Social Research Methods" by Alan Bryman

Social Problems by Ram Ahuja

Course Title: Field Survey

Course Code: MSO105

L	T	P	Cr.
4	0	0	4

Total Hours: 60

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

- (i) Identify local problems.
- (ii) Design techniques for solutions of identified problems.
- (iii) Evaluate and apply solutions in the local area.
- (iv) Analyze and explore different solutions applicable at regional, national and global level.

- The students will be sent to nearby villages to identify community based problems during first two weeks of the semester.
- They will submit their proposals for project by 3rd week.
- Research Report will be presented through seminar during 10th week of the semester.
- Final evaluation will be conducted during 14th week.

Course Title: Rural Sociology
Course Code: MSO109

L	T	P	Cr.
3	0	0	3

Total Hours: 45

Learning Outcomes:

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

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

Course Content

Unit I **13 hrs.**

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

Unit II **16 hrs.**

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

Unit III **15 hrs.**

Rural Political Structure-I: Constitutional Panchayats-structure and functions 73rd Constitutional Amendment, Faction.

Rural Political Structure-II: Empowerment of women through Panchayats.

Unit IV **16 hrs.**

Rural development-I: Programs-CDP, IRDP, M NREGA.

Rural development-II: Cooperatives and Rural Indebtedness.

Transaction Mode:

Lecture/panel discussion/team teaching by peer/collaborative learning(online)/Flipped teaching/videobased teaching/Blended learning/

SUGGESTED READINGS:

- Beteille, Andre 1974: *Studies in Agrarian Social Structure*, New Delhi: Oxford University Press.
- Beteille, Andre 1996: *Caste, Class and Power*, Delhi: Oxford University Press.
- Birinder Pal Singh 2005: *Some Comments on the Future of Rural Development in India*, Gandhi

Marg,

- Darling, M. L. 1978: *Punjab Peasant in Prosperity and Debt*, Delhi: Rana PartapBagh.
- Desai, A. R. 1978: *Rural Sociology in India*, Bombay: Popular Prakashan Pvt. Ltd.
- Desai, Vasant 1988: *Rural Development (Vol. I to VI)*, New Delhi: Himalaya Publishing House.
- Doshi, S. L. 1999: *Rural Sociology*, New Delhi: Rawat Publications.
- Fuller, Christopher 1996: *Caste Today*, Delhi: Oxford University Press.
- Jammu, P. S. 1974: *Changing Social Structure in Rural Punjab*, New Delhi: Sterling Publishers.
- Jammu, P. S. 2007: *JaatParnali Ate Punjabi Samaj*, New Delhi: Sterling Publication.
- Krishnamurthy2000: *Rural Development: Challenges and Opportunities*, Jaipur: Rawat Publication.
- Marriott, Mckim1969: *Village India: Studies in Little Community*, Chicago: University of Chicago Press.
- Maheshwari, S. R. 1995: *Rural Development in India*, New Delhi: Sage.
- Punit, A. E. 1978: *Social Systems in Rural India*, New Delhi: Sterling Publication.
- Shanin, Teodor (ed.) 1971: *Peasants and Peasant Societies*, Penguin Books Ltd.
- Sharma, K. L. 1997: *Rural Society in India*, Jaipur: Rawat Publication.
- Sharma, M. L. 1999: *Land Reforms in India*, New Delhi: Ajanta Publications.

Course Title: Sociology of Aging
Course Code: MSO110

L	T	P	Cr.
3	0	0	3

Total Hours: 45

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

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

Course Content

Unit I **12 hrs.**

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

Unit II **10 hrs.**

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

Unit III **11 hrs.**

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

Unit IV **11 hrs.**

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

TransactionMode:

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

SUGGESTED READINGS:

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

Course Title: Urban Sociology
Course Code: MSO111

L	T	P	Cr.
3	0	0	3

Total Hours: 45

Learning Outcomes:

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

Explore the historical perspectives in the context of urbanization.

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

Course Content

Unit: I

Hrs. 15

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

Hrs. 10

Urban Ecology: Definition–Elementsofecology–Ecologicaltheories–Factorialecology– 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

Hrs.10

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

Unit: IV

Hrs. 10

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

TransactionMode:

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

SUGGESTED READINGS:

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

Course Title: Political Sociology
Course Code: MSO112

L	T	P	Cr.
3	0	0	3

Total Hours: 45

Learning Outcomes:

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

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

Unit I

10 hrs.

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

Unit II

13 hrs.

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

Unit III

10 hrs.

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

Unit IV

12 hrs.

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

TransactionMode:

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

SUGGESTED READINGS:

1. Bottomore, T.B., 1979, *Political Sociology*, OUP, New Delhi.
2. Collins, R., 1988, „A Comparative Approach to Political Sociology, “ in Bendix, R. (ed.) *State and Society*, University of California Press, Berkeley
3. Cox, Robert W, 1991, “Real Socialism” in historical perspective“. In *Communist Regimes the Aftermath Socialist Register*. Vol. 27: 169-193.
4. Dahrendorf, R, 1968, *Essays in the Theory of Society*. London: Routledge & Kegan Paul. (Chapters 4 and 5)
5. Fortes, M. and E. E. Evans-Pritchard (eds.), 1940, *African Political Systems*. Oxford University Press, London
6. Foucault, M, 1991, „Governmentality, “ in Buchell, G., C. Gordon and P. Miller. (eds.). *The Foucault Effect: Studies in Governmentality*, University of Chicago Press, Chicago. (87-104).
7. Foucault, M. 2010, „The Subject and Power, “ in Nash, K. (ed.). *Contemporary Political Sociology: Globalization, Politics and Power*, WileyBlackwell, UK.
8. Gluckman, M. 1965. *Politics, Law and Ritual in Tribal Society*, Basil Blackwell, Oxford.
9. Hicks, A.M, T. Janoski and M.A. Schwartz. 2005. *The Handbook of Political Sociology: States, Civil Societies and Globalization*. Cambridge University Press, Cambridge
10. Kaviraj, Sudipta, 1997, *Politics in India*, OUP, New Delhi
11. Kumar Anand, 2000, *Nation Building in India*, New Delhi, Radiant
12. Kumar, Anand, (ed.), 2013, *Political Sociology of India*, Sage, New Delhi
13. Marshall, T.H. 1964. *Class, Citizenship and Social Development*. University of Chicago Press, Chicago.
14. Miliband, R. 1973. *The State in Capitalist Society*. Quartet Books, London
15. Mills, C.W. 1956. *The Power Elite*. Oxford University Press, New York
16. Pareto, V. 1985. *The Mind and Society*. Dover Publications, New York.
17. Parsons, T. 1966 (2nd edition). „On the Concept of Political Power, “ in Bendix, R. and S.M. Lipset (eds.): *Class, Status and Power*, Routledge & Kegan Paul, London
18. Rudolph, Susanne Hoeber and Lloyd Rudolph, 1967, *The Modernity of Tradition: Political Development in India*, University of Chicago Press Chicago,
19. Runciman, W.G. 1963, *Social Science and Political Theory*. Cambridge University Press, Cambridge
20. Shah, Ghanshyam (ed.), 2004, *Social Movements in India: A Review of Literature*, second edition, New Delhi, Sage Publications
21. Sharma, B.D.1989, *Webs of Poverty*, Sahyog, New Delhi.
22. Srinivas, M.N, 1998, *Caste-Its Twentieth Century Avatar*, Penguin, New Delhi.
23. Srinivas, M.N., 1962, *Social Change in India*, Asia Pub. House, Bombay.
24. Weber, M. 1978. *Economy and Society*. Berkeley: University of California Press.
25. Weber, M. 1948. „Politics as a Vocation, “ in Gerth, H. H. and C.W. Mills (eds.). *From Max Weber: Essays in Sociology*, Routledge & Kegan Paul, London.

Course Title: Sociology of Kinship
Course Code: MSO113

L	T	P	Cr.
3	0	0	3

Total Hours: 45

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

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

Course Content

Unit I **11 hrs.**

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

Unit II **13 hrs**

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

Unit III **11 hrs.**

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

Unit IV **10 hrs.**

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

TransactionMode:

Lecture/paneldiscussion/teamteachingbypeer/collaborativelearning(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
- Fortes, M. 1970 *Time and Social Structure and Other Essays*, London. Athlone Press.
- Robin 1967 *Kinship and Marriage: An Anthropological Perspective*, Harmondsworth,

Penguin Books Ltd.

- Goody, Jack (ed.) 1971 *Kinship, Harmondsworth*, Penguin Books Ltd.
- Keesing, R. M. 1975 *Kin groups and Social Structure*, New York, Holt Rinehart and Winston
- Schneider, D. 1965 *American Kinship: A Cultural Account*, London,
- Tavistock Shah, A. M. 1974 *the Household Dimension of the Family in India*, Berkeley, University of California Press Uberoi,
- Patrica (ed.) 1993 *Family, Kinship and Marriage in India*, N. Delhi, Oxford University Press

Course Title: Population and Society
Course Code: MSO107

L	T	P	Cr.
3	0	0	3

Learning Outcomes: `

Total Hours: 45

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

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

Unit I

10 hrs.

Social Demography and Population:

Nature and Scope of Population Studies

Sources of Demographic Data: Census and Sample Surveys

Theories of Population Growth: Malthus, and Demographic Transition

Unit II

8 hrs.

Migration:

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

Unit III

14 hrs.

Age-Sex Composition:

Factors affecting and consequences of age-sex composition

Fertility & Measurement of fertility

Mortality & Measures of mortality

Unit IV

13 hrs.

Distribution of Population and Population Policy:

Population Growth and Economic Development

Population Composition of India and Population Policy

Transaction Mode:

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

SUGGESTED READINGS:

- Bogue, D.J.,1969, PrinciplesofDemography,JohnWiley, New York.
- Cox, P.K.,1970, Demography,CambridgeUniversityPress, Cambridge.
- Haq,Ehsanul, 2007, Sociologyof Population,MacMillan, New Delhi.
- Heer, DavidM.,1975,Societyand Population,PrenticeHall,EnglewoodCliff.
- Daugherty, H.G. andK.C.W. Kammeyer,1995, An IntroductiontoPopulation,TheGuilfordPress, NewYork.
- Matras,J.,1977, IntroductiontoPopulation:ASociologicalApproach,PrenticeHallNewJersey.
- Premi,M.K.etal.,2003Social Demography,JawaharPublications,NewDelhi.
- Sandhu,Jasmeet,1996,SociologyofFertility,RawatPublications,Jaipur.
- Thompson, W.S. and David T. Lewis, 1965. Population Problems, McGraw Hill, NewYork.

Semester: II

Course Title: Sociological and Anthropological Theories II
Course Code:MSO211

L	T	P	Cr.
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

14 hrs.

Functionalist Theory:

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

Unit II

15hrs.

Structural-Functionalism and Structuralism:

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

Unit III

16 hrs.

Conflict Theory:

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

Unit IV

13 hrs.

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

TransactionMode:

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

SUGGESTED READINGS:

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

Course Title: Methodology of Social Research
Course Code: MSO202

L	T	P	Cr.
4	0	0	4

Total Hours: 60

Learning Outcomes:

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

1. Comprehend the 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 **13 hrs.**

Scientific Method in Social Research:

Methodology, Methods, Techniques-Conceptual clarification, Theory building, Objectivity / Value Neutrality, Hypothesis, Facts & Values

Unit II **14 hrs.**

Quantitative Methods & Survey Research:

Survey techniques, Research Designs, sampling, questionnaire, schedule, interview, scaling.

Unit III **17 hrs.**

Qualitative Research Techniques :

Observation, Case study method, content analysis, Life history (genealogy), Validity and reliability in qualitative research

.Unit IV **16 hrs.**

Data Analysis:

Coding, Editing & Tabulation, Interpretation & drawing inferences, Bibliography and Report Writing.

TransactionMode:

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

SUGGESTED READINGS:

- Bhargava, Rajeev, 1992, *Individualism in Social Sciences: Forms and Limits of a Methodology*, Oxford University Press.
- Beteille, Andre, 1975, *Six Essays in Comparative Sociology*, New Delhi, Oxford University Press. 3. Cohn, Bernard, 1996, *Colonialism and Its Forms of Knowledge – The British in India*, New Jersey, Princeton University Press.
- Dube, Saurabh, 2008, *Historical Anthropology*, New Delhi, Oxford University Press.
- Feyerabend, Paul 1987, *Farewell to Reason*, Verso, London.
- Feyerabend., Paul, 1975, *Against Method*, Humanities Press.
- Gellner, E. 1985, *Relativism and the Social Sciences*, Cambridge University Press, Cambridge.
- Giddens, A, 1976, *New Rules of Sociological Method*, Hutchison.
- Giri, Ananta Kumar, 2004, *Creative Social Research Rethinking Theories and Methods*, Vistaar, New Delhi.
- Menon, Nivedita, 2012, *Seeing Like a Feminist*, New Delhi, Penguin.
- Geertz, Clifford, 1973, *The Interpretation of Cultures*, Basic Books, USA.
- Jenks, Chris (ed), 1998, *Core Sociological Dichotomies*, Sage, New Delhi.
- Kuhn, Thomas, 1970, *The Structure of Scientific Revolutions*, University of Chicago Press.
- Popper, Karl, 1959/2002, *The Logic of Scientific Discovery*, Routledge, New York.
- Srivastava, V.K., 2005, *Methodology and Fieldwork*, Oxford University Press, New Delhi.
- Bloch, Marc, 1963/2004, *The Historian's Craft*, Manchester University Press, UK.

Course Title: Sociology of Development
Course Code: MSO212

L	T	P	Cr.
3	0	0	3

Total Hours: 45

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 **12 hrs.**

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

Unit II **13 hrs.**

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 **10 hrs.**

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 **10 hrs.**

Indian experience of development and social consequences of economic reforms.
Socio-cultural repercussions of globalization; social implications of information Technological revolutions.

TransactionMode:

Lecture/paneldiscussion/teamteachingbypeer/collaborativelearning(online)/Flippedteaching/videobased 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.23
- Desai, Vandana and Robert B Potter, 2008, *The Companion to Development Studies*, Hodder Arnold Publication, London.
- Frank, Andre Gunder, 1971) *Capitalism and Underdevelopment in Latin America*, Penguin Books.
- Harrison D., 1988, *The Sociology of Modernization and Development*, Routledge, New Delhi.
- Horowitz, I. L., 1966, *Three Worlds of Development*, Oxford University Press, New York.
- Larrain, J., 1991, *Theories of Development: Capitalism, Colonialism and Dependency*, Polity Press, Cambridge.
- Leeson, P. F. and M. Minogue (eds.), 1988, *Perspectives on Development: Cross-Disciplinary Themes in Development*, Manchester University Press, Manchester.
- Lerner, D., 1968, "Modernization: Social Aspects" in D. L. Sills (ed.) *The International Encyclopedia of Social Sciences*, Vols. 9 & 10, MacMillan, London, pp. 387-394.
- McMichael, Philip, 2008, *Development and Social Change: A Global Perspective*, Newbury Park, Pine Forge Press, California.
- Meadows, Donella H. et al (1974) *The Limits of Growth*, Pan Books
- Myrdal, Gunnar, 1968, *Asian Drama: An Inquiry into the Poverty of Nations*, Volume 3, Penguin, Harmondsworth.
- Parsons, Talcott, 1966, *Societies: Evolutionary and Comparative Perspectives*, Prentice-Hall, New Jersey.
- Rahnema, Majid and Bawtree, Victoria (eds.), 1997, *The PostDevelopment Reader*, London: Zed Books.
- Schuurman, Frans J., 2001, *Globalization and Development Studies*, New Delhi: Vistaar Publications
- Sen, Amartya, 1999, *Development as Freedom*, Oxford University Press, New Delhi.
- Smelser, N. J., 1968, *Essays in Sociological Explanation*, PrenticeHall, New Jersey. Theory, Zed Books, London.
- Wallerstein, Immanuel., 2004, *World Systems Analysis: An Introduction*, Duke University Press.

Course Title: Academic Writings
Course Code: MSO203

Learning Outcomes:

L	T	P	Cr.
1	0	2	2

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

Total Hours: 20

Identify the different stages in academic writing

1. Develop an ability to paraphrase and summarize academic texts and synthesize information
2. Develop an ability to format academic manuscripts using a chosen publication style
3. Develop an ability to write academic paper

Course Content

UNIT-I

5 hours

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

Literature review: Introduction, Source of literature, process of literature review, Online literature databases.

UNIT-II

5 hours

Genres of Academic Writing: Review based research paper writing, research proposal writing, Abstract, Conference paper, Book, Book chapter writing, Thesis writing.

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

Referencing and citation.

UNIT-III

5 hours

Process of Academic Writing: Background to writing, developing plans from titles, evaluating a text, Reading and Note-Making, understanding purpose and register, selecting key points, Note-making, Paraphrasing, Summary writing, Conclusions, Proof-reading.

UNIT-IV

5 hours

Ethics of Academic Writing: Use & Importance.

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

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

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

Prepare the Model/Draft.

Course Title: Social Exclusion and Inclusion Policies
Course Code: MSO213

L	T	P	Cr.
2	0	0	2

Learning outcomes:

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

Total Hours: 20

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

UNIT-I

05 hours

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

UNIT-II

05 hours

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

UNIT-III

05 hours

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

UNIT-IV

05 hours

Constitutional Provisions- Contemporary Debates and Policies

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

Suggested Reading:

Byrne, David, 2005, Social Exclusion, Rawat Publications, Jaipur, New Delhi.

Haan, Arjan de & Naila Kabeer, 2008, Social Exclusion: Two Essays, Critical Quest, New Delhi.

Hills, John. (ed.), 2002, Understanding Social Exclusion, Oxford University Press, Oxford. L

T P Credits 3 - - 3

Kumar, Vivek, 2007, "Governance and Development in the Era of Globalization: Understanding Exclusion and Assertion of Dalits in India" in Kameshwar Choudhary (ed.) Globalization Governance Reforms and Development in India, Sage Publications, New Delhi.

Kumar, Vivek, 2014, Caste and Democracy in India, Gyan Publications, New Delhi.

Lal, A.K. (ed.), 2003, *Social Exclusion: Essays in Honour of Dr. Bindeshwar Pathak*, Vol. 1, Concept Publications, New Delhi.

Nathan, D., and Virginius Xaxa, 2012, *Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India*, Oxford University Press, New Delhi.

Ram, N., 1991, *Beyond Ambedkar: Essays on Dalits in India*, Har Anand Publications, New Delhi.

Ram, N., 2008, *Dalits in Contemporary India: Discrimination and Discontent*, Siddhant Publications, New Delhi.

Rodgers, Gerry et al. (eds.), 1995, *Social Exclusion: Rhetoric, Reality, Responses*, International Labour Organisation (International Institute for Labour Studies), Geneva.

Sen, Amartya, 2000, *Social Exclusion: Concept, Application and Scrutiny*, Social Development Paper No. 1, Asian Development Bank.

Silver, Hilary, 1995, *Social Exclusion and Social Solidarity: Three Paradigms*, *International Labour Review*, Vol.133, 1994/5-6.

Silver, Hilary, 2015, *The Contexts of Social Inclusion*, Working Paper No. 144/2015, Department of Economic & Social Affairs, United Nations.

ThoratSukhadeo and Umakant (eds.) 2004, *Caste, Race and Discrimination: Discourses in International Context*, Rawat Publications, Jaipur and New Delhi.

United Nations Report, 2010, *Analysing and Measuring Social Inclusion in a Global Context*, Department of Economic and Social Affairs, United Nations, New York.

Course Title: Social Stratification and Mobility
Course Code: MSO214

L	T	P	Cr.
3	0	0	3

Learning outcomes:

Total Hours: 45

After completing the course, the learner will be able

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

Course Content

Unit I

11hrs.

Social Stratification: Meaning and Definition

Socialequality and inequality–the idea of stratification
Hierarchy and difference
Open and Closed systems
Power and Domination
Social capital
Social stratification and the idea of citizenship.

Unit II

12 hrs.

Theoretical Approaches to Social Stratification

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

Unit III

11 hrs.

Social Stratification in Indian Society

Caste
Class
Gender
Ethnicity

Unit IV

11hrs.

Mobility and Stratification

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

Transaction Mode:

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

SUGGESTED READINGS:

- Bendix, R. and S. M. Lipset, 1966, *Class, status and Power*, Free Press, New York.
- Brass, Paul, 1991, *Ethnicity and Nationalism: Theory and Comparison*, Sage Publication.
- Chakravarti, Uma, 2003, *Gendering Caste: Through a Feminist Lens*, Stree.
- Crompton Rosemary and Michael Manned., 1986, *Gender and Stratification*. Cambridge
- Dahrendorf, R., 1959, *Class and Class Conflict in Industrial Society*, Stanford University Press, CA
- Davis, K. and W.E. Moore, 1945. "Some Principles of Stratification", *American Sociological Review*, Vol. 10, No. 2.
- Giddens, A., 1980, *The Class Structure of the Advanced Societies*. Unwin, London.
- Gupta D. 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.
- Sorokin P.A. 1927, *Social Mobility*, Harper, New York.
- Srinivas, M.N. 1994 *The Dominant Caste and Other Essays*, Oxford University Press, Delhi
- Tumin, Melvin, 1987, *Social Stratification: The Forms and Functions of Inequality*, Prentice Hall of India, New Delhi.
- Weber M., 1948, *From Max Weber*. H. Gerth and C. Wright Mills. London: Routledge and Kegan Paul.
- Weber, Max, 1978, *Economy and Society*, University of California Press, Berkeley.
- Wiener, M., 1978, *Sons of the Soil: Migration and Ethnic Conflict in India*, Princeton University Press, Princeton.
- Xaxa, V, 2003, 'Tribes in India' in Veena Das ed. *Oxford India Companion to Sociology and Social Anthropology* (OICSSA). Volume 1 Oxford University Press, Delhi. pp. 373-408.
- Yinger, J.M., 1994, *Ethnicity: Source of Conflict*, State University of New York

Course Title: ENVIRONMENT SOCIOLOGY

Course Code: MSO215

L	T	P	Cr.
2	0	0	2

Learning outcomes:

After completing the course, the learner will be able:

Total Hours: 20

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

8 hrs.

Basic concepts:

Environment: a discussion of various concepts and functions of environment

Ecology and eco-system: history of concept.

Environmental sociology

Nature, Scope, Emergence and phases of development

Unit II

6 hrs.

Theoretical perspectives: Human Exemptionalist Paradigm (HEP): main features of HEP, Marxist and Durkhiemian perspectives

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

Unit III

8 hrs.

Ecological Crisis: Nature: The global environmental change and modern crisis
Types: production related, consumption related, life style based.

Major issues : Industrialization as a factor and process of crisis
Urbanization, as a non-sustainable pattern of habitat
GMOs, benefits and controversies, Deforestation, Global Warming

Unit IV

8 hrs.

Environmental activism: State Action: legislation, monitoring and funding
NGOs: types and functions

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, Protest against Mining in Doon Valley; Eco-feminism; Public Interest Litigation (PIL) and Judicial Activism.

TransactionMode:

Lecture/paneldiscussion/teamteachingbypeer/collaborativelearning(online)/Flippedteaching/videobased 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. Routledge; London.
- Eugene, 1989, Foundations of environmental ethics. Prentice Hall, New Jersey.
- Franklin, Adrian, 2002, Nature and Social theory, Sage, London.
- Garrard, Greg, 2007, Eco-Criticism, Routledge, London.
- Giddens, A., 2009, The Politics of Climate Change, Polity Press, London.
- Goldfrank, Walter, David Goodman, and Andrew Szasz (Ed.),1999, Ecology and the world- system. Greenwood Press, London.
- Guha, R. and M. Gadgil,1995, Ecology and Equity: The Use and Abuse of Nature in Contemporary India, Routledge, Delhi.
- Guha, Ramachandra. (Ed.) , 1994, Social ecology, OUP, New Delhi
- Guha. Ramachandra, 2000, Environmentalism. A global History, OUP, New Delhi
- Guha, Sumit, 1999, Environment and ethnicity in India 1200-1991, Cambridge
- Mukherjee, Radhakamal, 1942, Social Ecology. Longmans, Green
- Pepper, David, 1996, Modern environmentalism. An introduction. Routledge, London
- Peter, H., 2009, A Companion to Environmental Thought, Rawat Publications, New Delhi.
- Robbins, P., 2004, Political Ecology: A Critical Introduction, Blackwell, New York.
- Sachs, Wolfgang, 1995, Global ecology: A new Arena of political conflict, Zed..

Course Title: RELIGION AND SOCIETY
Course Code: MSO 216

L	T	P	Cr.
3	0	0	3

Learning outcomes:

After completing the course, the learner will be able

Total Hours: 45

1. This course 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

8 hrs.

Understanding Religion- Sociology of Religion: Meaning and Concept

Elements of Religion

Approaches to the Study of Religion

Religion and Rationalization

Unit II

8 hrs.

Religion in India: Hinduism, Islam, Christianity, Sikhism, Buddhism

Pluralism, Equality and Fraternity

The Constitutional Foundations

Unit III

8 hrs.

Religion among Tribes, Religion, Community and State

Religious Pluralism and Syncretic Traditions

Unit IV

8 hrs.

Secularism and Secularization

Communalism and Fundamentalism

Civil Religion

TransactionMode:

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

SUGGESTED READINGS:

Béteille, A. 2002. *Sociology: Essays on Approach and Method*. OUP: New Delhi, pp134-150.

Berger. 1967. *The Sacred Canopy*. Garden City: New York, pp175- 186.

Asad. T. 1993. *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*, John Hopkins Press: Baltimore, pp27-54.

Durkheim, E. 2001. *The Elementary Forms of the Religious Life*. Carol Cosman (trans). Oxford: Oxford University Press, pp 25-46; 87-100; 153-182. 2

Weber Max. 1905. *The Protestant Ethic and the Spirit of Capitalism*, New York: Free Press, pp 39–50.

Genep A. V, 1960. *Rites of Passage*. London: Routledge and Kegan and Paul, pp 1 - 14; 65-70; 74-77; 85-90; 101-107; 116-128; 130- 135&141-165.

Sontheimer, Gunther-Dietz, and Hermann Kulke. *Hinduism Reconsidered*. New Delhi: Manohar, 2001. *Hinduism: The Five Components and their Interaction*. pp. 305 – 322.

Fuller, C. J. 2004, *The Camphor Flame: Popular Hinduism and Society in India*, New Jersey: Princeton University Press, Introduction.

Srinivas, M.N. 1952. *Religion and Society among the Coorgs of South India*, Clarendon: Oxford, pp 100-122.

Momin. A.R., 2004. „The Indo-Islamic Tradition“ in Robinson, R.(ed.) *Sociology of Religion in India*. New Delhi: Sage. pp 84-99.

Robinson, R. 2003. „Christianity in the Context of Indian Society and Culture“ in Das Veena (ed.), *Oxford Indian Companion to Sociology and Social Anthropology*, OUP: New Delhi, pp. 884- 907.

Uberoi, J.P.S. 1991. „The Five Symbols of Sikhism“ in Madan, T.N.(ed.) *Religion in India*. New Delhi: OUP, pp 320 -333.

Omvedt, G. 2003. *Buddhism in India: Challenging Brahmanism and Caste*, New Delhi: Sage, pp 23-53.

Chadwick, Owen. *The Secularization of the European Mind in the Nineteenth Century*. Cambridge: Cambridge University Press, 1975, pp 1-20.

Madan, T.N. 1991. „Secularism in its Place“ in T. N. Madan, T.N. (ed.) *Religion in India*. New Delhi: OUP, pp 394 -413.

Saberwal, S. 1991. „Elements of Communalism“ in T. N. Madan, (ed.) *Religion in India*. OUP: New Delhi, pp 339 -350

Course Title: Sociology of Mass Media and Popular Culture
Course Code: MSO217

L	T	P	Cr.
3	0	0	3

Learning outcomes:

Total Hours: 45

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

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

Course Content

Unit I	11 hrs.
Importance of popular culture and mass media. Basic concepts: Popular culture; mass communications and mass ideology.	
Unit II	13 hrs.
Theoretical approaches: McLuhan (The medium is the message), Baudrillard (The world of hyper reality), Habermas (The public sphere) Popular culture: Films, Music, Sports, Soap shows. Components: Artists -Audience.	
Unit III	11 hrs.
Medium: Traditional-Fairs and festivals, Folklore. Modern: Cinema, Television, Multimedia, Internet.	
Unit IV	10hrs.
Commercialization of leisure and recreation. Mass culture as industry. Globalization of media and popular culture	

TransactionMode:

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

SUGGESTED READINGS:

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

Semester: III

Course Title: Gender and Society

Course Code: MSO218

L	T	P	Cr.
3	0	0	3

Learning outcomes:

Total Hours: 45

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

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

Course Content

Unit I

11 hrs.

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

Unit II

13 hrs.

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

Women's movement in the West.

Women's movement in India.

Unit III

10 hrs.

Women and Family: (a) Role of women.

- (i) Biological perspective.
- (ii) Cultural perspective.

(b) Social construction of gender.

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

(b) Role of women in economy.

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 Szasz 1990: Gender Equity: An Integrated Theory of Stability and Change, New Delhi, Sage Publication.
- Davidson, Laurie and Rand 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.
- Dube Leela and Rajni Perewala (eds.) 1990: Structures and Strategies: Women Work and Family, New Delhi: Sage.
- Edgell, Stephen 2006: The Sociology of Work: Continuity & Change in Paid and Unpaid Work Thousand Oaks, Sage Publication,
- Forbes, G. 1998: Women in Modern India, New Delhi: Cambridge University Press.
- Gandhi, N. and N. Shah 1992: The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India, Kali for women New Delhi.
- Ghadially, Rehana (ed.) 1988: Women in Indian Society - A Reader, New Delhi: Sage Publications.
- Govt. of India 1974: Towards Equality: Report of the National Committee on the Status of Women in India, New Delhi.

Course Title: SOCIOLOGY OF SOCIAL MOVEMENTS
Course Code: MSO219

L	T	P	Cr.
3	0	0	3

Learning outcomes:

Total Hours: 45

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.

Unit I

11 hrs.

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

Unit II

10 hrs.

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

Unit III

11 hrs.

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

Unit IV

13 hrs.

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

Transaction Mode:

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

SUGGESTED READINGS:

- Banks, J. A. 1972. The Sociology of Social Movements. London: Macmillan.
- Brass, T. 1995. New Farmers' Movements in India. London and Portland or Frank Cass.
- Buchler, S. M. 2000. Social Movements in Advanced Capitalism. Oxford: Oxford University Press. Dhanagare, D. N. 1983. Peasant Movements in Indian 1920-1950. New Delhi: Oxford University Press.
- Guha, R. 1989. The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya. Berkeley: University of California Press.

- Menon, N. (Ed.). 1999. *Gender and Politics in India*. Delhi: Oxford University Press.
- Mukherjee, P. N. 1977. 'Social Movement and Social Change: Towards a Conceptual Clarification and Theoretical Framework', *Sociological Bulletin*, Vol. 26, No. 1, pp. 38-59.
- Oommen, T. K. 2004. *Nation, Civil Society and Social Movements*. New Delhi: Sage Publications. Publishers.
- Oommen, T. K. (Ed.). 2010. *Social Movement: Vol. I & II*. New Delhi: Oxford University Press.
- Rao, M. S. A. 1979. *Social Movements and Social Transformation*. Delhi: Macmillan.
- Rao, M. S. A. 1979. *Social Movements in India*. New Delhi: Manohar.
- Scott, A. 1990. *Ideology and New Social Movements*. London: Routledge.
- Scott, J. 1976. *The Moral Economy of Peasant: Rebellion and Resistance in South Asia*. New Haven and London: Yale University Press.
- Singh, K. S. 1982. *Tribal Movements in India*. New Delhi: Manohar.
- SinghaRoy, D. 2004. *Peasant Movement in Post-Colonial India*. New Delhi: Sage Publications.
- Wolf, E. 1966. *Peasant Wars in the Twentieth Century*. New Jersey: Prentice Hall. Zelliott, E. 1995. From.

Course Title: Research Methodology
Course Code: MSO309

L	T	P	Cr.
4	0	0	4

Learning outcomes:

Total Hours: 60

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

13 hrs.

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

Unit II

14 hrs.

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

Unit III

Hrs.17

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

Unit IV

15 hrs.

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

Transaction Mode:

Lecture/panel discussion/team teaching by peer/collaborative learning(online)/Flipped teaching /videobased teaching/Blended learning/

SUGGESTED READINGS:

- Bose, Pradip Kumar 1995. *Research Methodology*. New Delhi ICSSR.
- Bryman, Alan 1988. *Quality and Quantity in Social Research*. London: Unwinhyman.
- Creswell, John W. 2002. *Research Design*. New Delhi: Sage Publishers.
- Gomm, Refer et.al. 2000. *Case Study Method*. New Delhi: Sage Publishers.
- Goode, W.J. and Hatt 1981. *Methods in Social Research*. New York: McGraw Hill.
- Healey, Joseph F. 2018 *Statistics: A Tool for Social Research*, Jaipur: Rawat Publications.
- Maynits, R. Holm K. 1976. *Introduction to Empirical Sociology*. Penguin.
- Moser, C.A. and Kalton 1971. *Survey Methods in Social Research*. E.L.B.S.
- Mukherjee, P.M. (ed.) 2000. *Methodology in Social Research: Dilemmas and Perspectives*. New Delhi: Sage.
- Prior, Lindsay 2003. *Using Documents in social Research*. New Delhi: Sage Publishers.
- Somekh, B & C. Lewin 2012 *Theory and Methods in Social Research*, New Delhi: Sage Publications.
- Sjoberg, G & R. Nett 1992 *A Methodology of Social Research*, Jaipur: Rawat Publications.
- Young, P.V. 1969. *Scientific Social Surveys and Research*. New Delhi: Prentice Hall of India.

Course Title: Research Proposal

Course Code: MSO398

L	T	P	Credits
0	0	8	4

Learning Outcomes

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

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

Course Content

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

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

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

Evaluation

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

Transaction Mode

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

Course Title: Ethics & IPR

Course Code: MSO311

L	T	P	Cr.
2	0	0	2

Learning Outcomes

Total Hours: 20

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

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

Course Content

UNIT I

5 Hours

Ethics and IPR: Importance and ethical principles. Intellectual Property Rights: Types of IPR, significance, and legal framework.

Ethical Decision-Making in Business: Ethical theories and frameworks. Ethical Issues in Technology: Privacy, security, artificial intelligence, and digital rights.

UNIT II

5 Hours

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

UNIT III

5 Hours

Digital Ethics: Privacy, data protection, cybersecurity, and online ethics

Ethical Issues in the Use of Artificial Intelligence (AI) and Big Data

Ethical Leadership: Traits, responsibilities, and ethical decision-making in leadership roles

Professional Ethics: Ethical codes and standards in various professions

UNIT IV

5 Hours

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

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

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

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

Transaction Mode

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

Suggested Readings

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

Course Title: PROFICENCY IN TEACHING

Course Code: MSO397

L	T	P	Credits
2	0	0	2

Total Hours: 30

Learning Outcomes

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

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

Course content

UNIT I

10 Hours

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

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

UNIT II

6 Hours

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

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

UNIT III

7 Hours

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

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

UNIT IV

7 Hours

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

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

Transaction Mode

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

Suggested Readings

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

Course Title: Service Learning

Course Code: MSO396

L	T	P	Cr.
0	0	4	2

Learning Outcomes

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

1. Participate in community activities to establish connections and build relationships.
2. Evaluate community needs through conversations with community members.
3. Develop and implement initiatives that address community needs.
4. Reflect on personal growth, community impact and ethical considerations related to service activities.

Course Content

This course aims to engross students in meaningful service-learning activities that foster community linking. Students will actively participate in community-based projects, collaborate with community members and organizations and reflect on the impact of their service activities. Through this experiential learning approach, students will develop a deep understanding of community needs, build relationships with diverse stakeholders and contribute to community development.

In this course, students are expected to be present in the community throughout the semester and reflect on their experiences regularly after working with them. The students will use experiential learning for providing service learning. They will be able to analyse and have understanding of the key theoretical, methodological and applied issues.

Select 10 community related activities which are to be performed in nearby villages. Students in groups of 8-10 shall work on one activity.

Evaluation Criteria

1. Every activity shall be evaluated on the same day out of 10 marks.
2. Total 10 activities out of 100 shall be evaluated and submitted to Examination branch.

Activity Evaluation

1. Type of activity- 2 marks
2. Participation of student- 2 marks
3. Engagement in the activity- 2 marks
4. Outcome of the activities- 2 marks
5. Attendance- 2 marks

Transaction Mode

Problem-solving learning, Blended learning, Gamification, Cooperative learning, Inquiry-based learning, Visualization, Group discussion, Experiential learning, Active participation.

Course Title: Computer Lab

Course Code: MSO315

L	T	P	Cr.
0	0	4	2

Learning Outcomes

Total Hours: 60

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

1. Analyze the hardware, software, components of a network and the interrelations.
2. Evaluate networking protocols and their hierarchical relationship to compare protocol models and select appropriate protocols for a particular design.
3. Acquire the skill to manage multiple operating systems, systems software, network services and security to evaluate and compare system software and emerging technologies
4. Apply solutions for networking and security problems, balancing business concerns, technical issues and security

Course Content**Networking and System Management**

Hardware, software, and network components and their interrelationships.

Networking protocols and select appropriate ones for specific design scenarios.

Operating systems, system software, and network services.

Networking and security problems, considering performance and security balance.

Transaction Mode

Problem-solving learning, blended learning, Cooperative learning, Inquiry-based learning, Visualization, Group discussion, experiential learning, Active participation

Evaluation Criteria:

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

SEMESTER-IV

Course Title: Dissertation

Course Code: MSO401

Learning Outcomes

L	T	P	Cr.
04	-	-	04

Total Hours: 60

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

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

Course Content

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

Transaction Mode

Field work, Mentoring, Discussion