



PROGRAM:
M.A. SOCIOLOGY
Autonomous

According to
National Educational Policy 2020
Framed in 2023-24

P G T D of SOCIOLOGY
RASHTRASANT TUKDOJI MAHARAJ
NAGPUR UNIVERSITY, NAGPUR

2023-2024

RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY
DEPARTMENT OF SOCIOLOGY
CREDIT STRUCTURE AND SYLLABUS
(2023-24)

I. INTRODUCTION TO THE M.A. PROGRAMME IN SOCIOLOGY:

Sociology is one of the numbers of social sciences that attempt to explain the understand the behaviour of human beings in society. Sociology is a diversified science covering entire social life of human in group like shopping, music, sexuality, the body, religion, war, poverty, social inequality, migration, inclusion, exclusion, health, drugs, medicine, birth, death, sports, conflict, humour, murder and so on. It is heard to think of any area of social life that has not been the subject matter of sociology. Sociology is much more concerned with group than individual. The focus of sociology is to understand and explain the human behaviour in group. It proves its predictability of future through understanding human behaviour in past and present. It was rightly said that the super structure of society manifests the social relation and human behaviour and only sociology as a science studing and developing understanding of society which provides basic structure for all other sciences.

This post-graduate program of sociology have some important hand picks of available range of galaxy of sociological courses arranged in such a manner that a student will develop its ability to grasp and develop understanding of society and social process as well as able to conduct research in the field of sociology to generate knowledge and validate information.

Sociology department has instituted the Choice based credit system within the semester system from the year 2016-17 in which the pattern itself was changed and new courses were introduced. The students had to study from the core, elective and foundation courses. In all they were required to complete 16 courses in four semesters.

The proposed post graduate course in Sociology is designed in the light of the introduction of the New Education Policy adopted by the government of India and the need to align the curriculum with the requirements of the same. The objective is to make the curriculum more student friendly taking into the aspects of flexibility and mobility.

Academically the proposed curriculum is designed in the contexts of ever-changing dynamics and dimensions of the study and research in sociology in the changing world. The course is designed to provide the understanding of the fundamental ideas, concepts and processes involved in the understanding of the discipline in general. It also takes into consideration the idea of society in India and establishes the methods to understand the science of society in India in particular. The course tries to create a fine balance to provide exposure not just to the different core areas of sociology including sociological and social thought of Indian and Western; Sociological Theories; Changes brought by Constitution of India; Society in India; Human Resource Development and Society; Marginalised Communities and Sociology of

Development but also emerging areas of the discipline having an applied bearing upon the studies including Sociology of Entrepreneurship, Feminist theories of Sociology and Gender (LGBTQ+) Studies, etc. the programme is designed to provide student an overall learning experience both in theory as well as hands on experience in research, field report and presentation as well as internships or apprenticeships. The programme has a major component of research in the form of field and research projects, research paper presentations and submissions giving them more exposure to hand on research.

The new credit curriculum framework for two years Post Graduate (PG) Program is designed for Sociology vide Government of Maharashtra, Department of Higher and Technical Education Department G.R.No. NEP-22/CR No. 09/VISHI-3 shikana dt. April 20, 2023, to be brought into effect from the academic year 2023-24.

II. OBJECTIVES OF THE COURSE

1. To enable students to understand the entire gamut of sociology, its theories and its interrelations with other disciplines;
2. To appraise the students of recent trends in sociology and the new ideas, approaches, methodologies and perspectives;
3. To develop the analytical abilities of the students that will help make sense of the changes taking place and conduct better research and study in the field;
4. To appraise the students of the changing social, political and economic environment in India and in the world and the implications it holds for each other;
5. To develop interdisciplinary outlook, holistic and comprehensive approach among the students about social realities;
6. To inculcate research and analytical habits among students and encourage re-conceptualization of society vis-à-vis the changing social, political and economic environment;
7. To equip the students to act as sensitized individuals and active citizens.
8. To equip them with tools and abilities which will enable them to work as an independent professional or take diverse careers apart from teaching and research.

III. PROGRAMME OUTCOMES:

PO1. The students will be able to develop the aptitude and manifest wide and extensive knowledge in the field of political science and explore of the wide spectrum of concepts and theories used and their applicability.

PO2. The students will be able to demonstrate analytical abilities and critical thinking and evaluate empirical evidences on the basis of scientific approaches established in sociology in particular and social science in general.

PO3. The students will be able to comprehend the social phenomena and problems through interdisciplinary perspective and also enhance their abilities in formulating solutions using the methodological tools within the given context.

PO4. The students will learn through engagements and participation in the classroom through the promotion of reasoned arguments enhancing their analytical capabilities and independent opinion formulation.

PO5. They will experience an environment wherein they will develop research aptitude by promotion of the spirit of inquiry and the ability to raise appropriate questions leading to the production of useful knowledge.

PO6. The students will perform individually as well as a team in the various departmental activities and course requirements helping them to improve upon their leadership abilities and also as a team performer. The programme aims to convert the students into an informed and enlightened citizen of the country.

Program: Master in SOCIOLOGY (AUTONOMOUS)
Structure and Credit Distribution of PG Degree Programme (Two Years) w.e.f. 2023-24.
First Year: Semester I

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme		Minimum Passing marks. grade letter/ point (50%)	Total
						Internal Eval.	End SEM Exam.		
6.0	M A J O R	M A N D A T O R Y	MSY1T01	Classical Sociological Theory	4	40	60	50 marks B/6	100
			MSY1T02	Perspective on Indian Society -I	4	40	60	50 marks B/6	100
			MSY1T03	Constitution and Social Change in India - Part I	2	20	30	25 Marks B/6	50
			MSY1T04	Constitution and Social Change in India – Part II	2	20	30	25 marks B/6	50
		E L E C T I V E	MSY1E05	G1P1: Society in India	4	40	60	50 Marks B/6	100
			MSY1E06	G2P1: Sociology of Marginalised Communities.					
			MSY1E07	G3P1: Industrial Sociology					
			MSY1E08	G4P1: Human Resources Development and Society					
	RM		MSY1R09	Research Methodology	4	40	60	50 marks B/6	100
	Cumulative Credit/ Marks					20			500

Note: For **Elective**, Department offers **4 Groups or Specialisations**. Student should select any group from these and follow the same till the end of program. There is no choice for selecting elective papers from other group in SEM-2, SEM-3 & SEM-4.

RM: Research Methodology OJT: On Job Training: Internship/Apprenticeship FP: Field Project RP: Research Project
C5: 50% (as per university direction No. 15 of 2023)

PROGRAM: MASTER IN SOCIOLOGY (AUTONOMOUS)
Structure and Credit Distribution of PG Degree Programme (Two Years) w.e.f. 2023-24.
First Year: Semester II

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme		Minimum Passing and grade letter /point (50%)	Total	
						Internal Evaluation	End SEM Examination			
6.0	M A J O R	M A N D A T O R Y	MSY2T01	Modern Sociological Theories -1	4	40	60	50 Marks B/6	100	
			MSY2T02	Perspectives on Indian Society-II	4	40	60	50 marks B/6	100	
			MSY2T03	Sociology of Development – I	2	20	30	25 marks B/6	50	
			MSY2T04	Sociology of Development – II	2	20	30	25 marks B/6	50	
		E L E C T I V E	MSY2E05	G1P2: Social Stratification in India	4	40	60	50 Marks B/6	100	
			MSY2E06	G2P2: Gender (LGBTQ+) and Society						
			MSY2E07	G3P2: Industry and Rural Urban Transformation						
			MSY2E08	G4P2: STATE, SOCIETY AND HUMAN RIGHTS						
		OJT/FP		MSY2P09	Field project FP	4	40	60	50 Marks B/6	100
		Cumulative Credit/ Marks					20			
Cumulative Credit for PG diploma (Sem. 1+2)					40					
Exit option: PG Diploma (40 Credits) after three years UG Degree										

Note: For **Elective**, this program offers **4 Groups or Specialisations**. Student should select any group from these and follow the same till the end of program. There is no choice for selecting elective papers from other group in SEM-2, SEM-3 & SEM-4.

RM: Research Methodology OJT: On Job Training: Internship/Apprenticeship FP: Field Project RP: Research Project
C5: 50% (as per university direction No. 15 of 2023)

PROGRAM: MASTER IN SOCIOLOGY (AUTONOMOUS)
Structure and Credit Distribution of PG Degree Programme (Two Years) w.e.f. 2023-24.
Second Year: Semester III

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme		Minimum Passing grade letter / point (50%)	Total
						Internal Evaluation	End SEM Exam		
6.5	M A J O R	M A N D A T O R Y	MSY3T01	Modern Sociological Theories-2	4	40	60	50 Marks B/6	100
			MSY3T02	Feminist Sociological Thinkers	4	40	60	50 Marks B/6	100
			MSY3T03	Globalisation and Society – I	2	20	30	25 Marks B/6	50
			MSY3T04	Globalisation and Society – II	2	20	30	25 Marks B/6	50
		E L E C T I V E	MSY3E05	G1P3: Social Exclusion and Opportunities in India	4	40	60	50 Marks B/6	100
			MSY3E06	G2P3: Women in Indian Society: Issues and Challenges					
			MSY3E07	G3P3: Sociology of Migration					
			MSY3E08	G3P3: Sociology of Entrepreneurship					
		RP	MSY3P09	Research Project	4	40	60	50 marks B/6	100
		Cumulative Credit/ Marks			20				500

Note: For **Elective** Department offers **4 Groups or Specialisations**. Student should select any group from these and follow the same till the end of program. There is no choice for selecting elective papers from other group in SEM-2, SEM-3 & SEM-4.

RM: Research Methodology OJT: On Job Training: Internship/Apprenticeship FP: Field Project RP: Research Project
C5: 50% (as per university direction No. 15 of 2023)

PROGRAM: MASTER IN SOCIOLOGY (AUTONOMOUS)
Structure and Credit Distribution of PG Degree Programme (Two Years) w.e.f. 2023-24.
Second Year: Semester IV

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme		Minimum Passing grade letter / point (50%)	Total
						Internal Evaluation	End SEM Examination		
6.5	M A J O R	M A N D A T O R Y	MSY4T01	Postmodern Social Theories	4	40	60	50 for Passing B/6	100
			MSY4T02	Recent trends in Social Theories	4	40	60	50 for Passing B/6	100
			MSY4T03	Contemporary Society	2	20	30	25 for Passing B/6	50
		E L E C T I V E	MSY4E04	G4P1: Social Movement in India	4	40)	60	50 for Passing B/6	100
			MSY4E05	G4P2: Tribal in India: Issues and Challenges					
			MSY4E06	G4P3: Labour in Global Economy					
			MSY4E07	G4P4: Entrepreneurship in India					
		RP		MSY4P08	Research Project	6	60	90	75 for Passing B/6
	Cumulative Credits/ Marks				20				500
Cumulative Credit for 2-year PG degree				80					
2 Year - 4 Semester PG Degree (80 credits) after three-year UG degree OR 1 Year- 2 Sem PG Degree (40 credits) after four year of UG degree									

Note: For **Elective** Department offers **4 Groups or Specialisations**. Student should select any group from these and follow the same till the end of program. There is no choice for selecting elective papers from other group in SEM-2, SEM-3 & SEM-4.

RM: Research Methodology **OJT:** On Job Training; Internship/Apprenticeship **FP:** Field Project **RP:** Research Project
C5: 50% (as per university direction No. 15 of 2023)

PROGRAM: Master in Sociology (Autonomous)
Ph.D. Course

Level	Major Course Work Min. 12 Credits (3x4)	Training in teaching / Education / Pedagogy 4 credits	16 + Ph.D. Work
8.0	As per UGC Guidelines	As per UGC Guideline	As per UGC Guideline

SPECIALISATIONS OFFERED

ELECTIVES / SPECIALISATION OFFERED			
GROUP 1: SOCIETY IN INDIA	GROUP 2: MARGINALISED COMMUNITIES	GROUP 3: INDUSTRIAL SOCIETY	GROUP 4: HRD
G1P1: Society in India	G2P1: Sociology of Marginalised Communities	G3P1: Industrial Sociology	G4P1: Human Resources Development and Society
G1P2: Social Stratification in India	G2P2: Gender (LGBTQ+) and Society	G3P2: Industry and Rural Urban Transformation	G4P2: State Politics and Development
G1P3: Social Exclusion and Opportunities in India	G2P3: Women in Indian Society: Issues and Challenges	G3P3: Sociology of Migration	G3P3: Sociology of Entrepreneurship
G4P1: Social Movement in India	G4P2: Tribal in India: Issues and Challenges	G4P3: Labour in Global Economy	G4P4: Entrepreneurship in India
Note: 1 Student of SOCIOLOGY will choose their specialisation in 1 st semester after induction and will continue until the end of program.			
Note: 2 From 2 nd semester field work, OJT and research project are related with their chosen specialisation. It means out of 88 credits elective carries (4*4=16), OJT (4) and research project (4+6=10) collectively counts 30 credits.			

IV. CREDIT AND COURSE DISTRIBUTION STRUCTURE

1. The M.A. programme is designed as Choice Based Credit System (CBCS) within the Credit Based Semester System (CBSS) vide Government of Maharashtra, Department of Higher and Technical Education Department G.R.No. NEP-22/CR No. 09/VISHI-3 shikana dt. April 20, 2023, to be brought into effect from the academic year 2023-24.
2. The new syllabus is designed as per the Semester Pattern with Continuous Internal Evaluation (CIE) Schema.
3. The entire course is full time of Two Academic years duration consisting of four semesters.
4. The student will have to complete a total of 20 credits in each semester.
5. The student will have to complete a total of 80 credits in the entire programme in four semesters.
6. The Courses are divided into Mandatory, Electives, Research Methodology (RMP), On Job Training (OJT), Field Project (FP), and Research Project (RP).
 - **Mandatory courses** are compulsory courses.
 - **Electives** are elective courses from which the students have the choice to select a course of their choice. (For more details see **Groups of specialization**)
 - **Research Methodology (RM)** is a compulsory course the student has to undertake in first semester.
 - **On Job Training/ Field Project (OJT/FP)** is a credited course in which the student will have to choose between internship/apprenticeship and Field Project.
 - **Research Project (RP)** is a credited course in third and fourth semester in which the student will have to conduct extensive research in the area of study and submit a research project. (Detail guidelines are given in syllabus)
7. Each semester the students are required to earn 20 credits.
8. In semester one there will be two mandatory courses of 4 credits each and two mandatory courses of 2 credits each.
9. For **elective**, department of sociology provide four choices of groups. Each group comprises of four papers spread in all four semesters. Student must choose any one group of specialization after the induction program of semester -I. each group carries some sort of specialization. Once students opt an group, s/he stick to that group for the entire program. It is not allowed to change group in the mid of program. The details of groups are given. Each course of these groups carries 4 credits each. Through this, student should score 4 credits in each semester.
10. In semester one Research methodology will be mandatory course.

11. In semester two, the students will have to apart from the mandatory and elective course choose any one option between On Job training (OJT) and Field Project.
12. Again the student has the option to choose between internship or apprenticeship if they select the option of OJT.
13. Internship/ Apprenticeship or Field project in second semester will have to be completed during the summer vacation. The internship/apprenticeship will be of **120 hours**. The student will have to undertake the internship in the subsequent week after the completion of his/her theory examination. The internship/ apprenticeship must be completed within **four to six weeks** of its commencement.
14. The students must confirm their internship/apprenticeship with the letter of confirmation from the organization two weeks before the end term examination.
15. In semester three and four apart from the mandatory and elective courses, the student has to undertake research Project (RP) which will be of four and six credits respectively.
16. **Evaluation Pattern:** The system is based upon continuous internal evaluation and a written and descriptive examination with a 40/60 component. 40 Marks are allotted for internal and continuous evaluation and 60 marks for end term examination for 4 credit courses. For courses with two credits the internal evaluation will be from 20 marks and the end semester written examination evaluation will be from 30 marks.
17. The student will have to secure minimum 50 marks cumulatively for passing the course. The internal evaluations of 40/20 marks are divided into class room activity, seminar, term paper, viva and mid-term examination. The respective teachers can also use other methods of evaluation like survey, report writing, book reviews, etc., as part of internal evaluation.
18. The end term examination of 60 Marks will be of descriptive nature conducted by the department at the end of the semester for courses have 4 credits.
19. For courses having 2 credits, the end semester examination will be conducted for 30 Marks.
20. The entire four semesters post-graduation program will be of 2000 marks (80 credits).

Note: Please refer the semester wise distribution of credits and courses of all the semesters in the tables provided.

V. PG DIPLOMA AND EXIT OPTION

A student will be eligible after a three-year UG degree for the award of a PG Diploma in Sociology after he has successfully earned 40 credits after completion of the first year PG program including the first and the second semester.

This provision will come into effect only after the notification of the university to adopt the 1-year PG diploma programme.

Similarly, the student will be eligible for One year two semester PG degree program after the completion of 40 credits after the four-year UG degree. The student with four-year UG degree will be directly admitted to the second year PG programme. This provision too will come into effect after the notification of the university for the same.

VI. ELIGIBILITY

Admission and Promotion:

1. Students who have passed Post-Standard XII or post-HSSC, 3 year or 5 years' degree course in any discipline from a UGC recognized statutory University/ Institute in India or Abroad are eligible for admission in the 1st Semester.
2. For admission to 3rd semester the student must have earned minimum 50% of the total credits of immediate last year (i.e., I and II semester put together) failing which he/she shall not be eligible for admission to III semester. (subject to university direction)
3. The eligibility will however be subject to the fulfillment of other eligibility conditions and rules of admission laid down by the RTM Nagpur University as in force.
4. The course is open for regular, full time students only.
5. The One-year PG Diploma at the end of the first year of the PG course with an exit option for the students who have completed 3 years UG programme will come into effect in and as per the notification of the university.
6. Similarly admission to second year M.A. programme for four years UG passed students will also come into effect in and as per the notification of the university.
7. Rest of the eligibility criteria will be governed by various rules, ordinances, etc., issued by the university from time to time.

VII. DATE OF COMMENCEMENT AND ACADEMIC YEAR

1. Two consecutive (one odd+ one even) semesters constitutes one Academic year.
2. New syllabus will come into force from the academic year 2023-24 for M.A. Semesters I and II.

VIII. INCENTIVE CREDITS (AS PER UNIVERSITY DIRECTION NO. 15 OF 2023):

The students can earn extra incentive credits participating in conferences/NCC/NSS/Games & Sports/Cultural Activities/ Technical competitions/ innovation competition at University/ State/ National/ International level and other activities prescribed in the following table-

Various components for calculating the marks out of 100 are as below:

SN	Components of marks	Marks
1	Online certificate course of min 3 credits offered by MOOCs /SWAYAM-NPTEL/other platforms approved by Academic council(Scored $\geq 60\%$/ Successfully Passed)	100/50

2	Research/innovation competitions organized by institute of repute/Govt. of India/Professional bodies. (Winner/Participated)	100/50
3	Patent granted/published/filed jointly with Department	100/70/40
4	Research paper accepted for publication in indexed journal/UGC approved journals (Marks will be distributed amongst authors)	100/50
5	Inter Collegiate University Level Competitions (Winner/Participation)	100/50
6	All office bearers of College Clubs/ Departmental Association	40
7	Participation in Inter-University/National level competitions	100
8	Participation in NSS/NCC Activities	50
9	Organization of Co-curricular & extra-curricular activities	40
10	Completion of Swachchha Bharat Abhiyan Internship	100
11	Working on Industry based final year Project	80

IX. PATTERN OF EVALUATION, EXAMINATION AND QUESTION PAPER

Students will be evaluated in the following manner.

A. Written Examination

1. There will be written examination of descriptive type for each course at the end of every semester.
2. Each Course of 4 credits will be having an examination of 60 marks of 3-hours duration.
3. Courses having 2 credits will be evaluated out of 30 marks in the end semester examination of one and half hour duration.
4. For four credited courses the question paper will consist of four questions with internal choices and one without choice. The fifth question will be common from all units. Students will have to answer all the five questions. First 4 question will carry 10 marks each where as 5th question carries 20 marks – 5 marks for each short answer question.
5. For two credited courses the question paper will consist of two questions with internal choices and one without choice. The third question will be common from all the units. Students will have to answer all the three questions. First two question will carry 10 marks each and the third question will carry 10 marks – 5 marks for each short answer question.
6. Evaluation of OJT will be made out of 100 marks on the basis of internship/apprenticeship certificate received of completion of minimum 120 hours, written report submitted to the department of the same, presentation of the report and viva-voce. The internship certificate along with the written report will carry 60% weightage and presentation and viva-voce will carry 40% weightage. Internship/apprenticeship will be completed during the summer vacation and will commence one week subsequently ending end semester examination within 4 to 6 weeks.
7. Evaluation of the **field project** will be made out of 100 marks on the basis of field survey carried out, submission of report, presentation of the report and viva-voce. The field survey and report submission will carry 60% weightage and presentation and viva-voce will carry 40% weightage. **The field project will be based upon the following criteria**
 - a. Chapter outlining the introduction to the research problem, aim and objects of the research, research questions, methodology and literature survey of at least 10 books and journal articles.
 - b. Field survey findings and analysis.
 - c. Conclusion and recommendation if any

- d. Detailed list of references and final bibliography.
- e. Schedules including questionnaire, and other reference document related to the study.

8. Evaluation of Research Project will be made out of 100 marks in the third semester and 150 marks in the 4th semester.

9. In the third semester the candidate will be evaluated out of 100 Marks on the basis of research proposal submitted to the department, presentation of the proposal and viva-voce. The research proposal will carry 60% weightage and presentation and viva-voce will carry 40% weightage.

The research proposal which will be based upon the following criteria:

- a. Formulation of problem, aim and objectives and research questions
- b. Literature survey of at least 20 books or journal articles.
- c. Pilot survey and formulation of the questionnaire if field project.
- d. Collection of secondary data if library-based project.
- e. Formulation of a methodology.
- f. Tentative bibliography.

10. In the fourth semester the candidate will be evaluated out of 150 marks on the basis of research project report submitted to the department, presentation and viva-voce. The research Project Report will carry 60% weightage (90 Marks) and presentation and viva-voce will carry 40% weightage (60 Marks). **The research project report will be submitted taking into consideration the following criteria.**

- a. Chapter outlining the introduction to the research problem, aim and objects of the research, research questions, methodology and literature survey of at least 15 books and journal articles.
- b. Field survey, findings and analysis if field survey.
- c. Secondary data analysis if library survey.
- d. Conclusion and recommendation if any
- e. Detailed list of references and final bibliography.
- f. Schedules including questionnaire, and other reference document related to the study.

Appointment of Guides for OJT/FP Mentor/ mentee of the students will be the responsible persons for maintaining the records of their allotted students and guiding to conduct FP and OJT and preparation of their report.

Appointment of Guides for RP. All faculties who received Ph.D. degree will become guide of RP. Research Scholars and other teachers, under the supervision of HOD will become co-guide of RP, in such cases HOD become the guide.

B. Internal Evaluation

1. There will be internal evaluation of each student in each Course.
2. Internal evaluation will be of 40 Marks for four credited courses and 20 marks for two credited courses. It will include assignments (this can include research paper writing, book reviews, survey, project, study tour, seminar presentation, class room participation and viva-voce, etc.)
3. The teacher concerned will decide the task to be given to the students and will also evaluate the performance of the student.
4. Internal Assessment will also consist of viva-voce and participation in class room.
5. There will be a mid-term examination covering at least 40% of the syllabus of 20 marks. The midterm examination can be conducted as descriptive or in an objective (multiple choice questions) form.

5. Viva will be conducted jointly by the faculty of the department or teachers concerned.
6. The evaluation of the field project and research project will be made internally by the teacher in charge and presentation will be evaluated by at least two teachers including the internal evaluator.
7. Teachers having qualified M.Phil or Ph.D degree will be eligible to guide the students for field projects and research projects.

C. MINIMUM STANDARD OF PASSING (R17.1)

1. The minimum standard of passing is 50% cumulatively i.e., internal and end term taken together in theory papers and submission of certificate, written report and viva-voce where ever applicable taken together.
2. A student is compulsorily required to be present in internal evaluation and end semester examination.

D. GRADE POINT SYSTEM

Grade Point System (as per university direction no. 15 of 2023 (R.17))

Sr. No.	Letter	Grade point	Range of marks	Performance
1	O	10	Above 90 % to 100 %	Outstanding
2	A+	9	Above 80 to 90 %	Excellent
3	A	8	Above 70 to 80 %	Very Good
4	B+	7	Above 60 to 70 %	Good
5	B	6	Above 50 to 60 %	Pass
6	F	0	below 50	Fail
7	AB	0	Absent	Absent

Note: Norms not covered under the above will be governed by the UGC directions and rules from time to time.

X Guidelines for Research Project / Dissertation

Student should submit a report of 50 – 60 pages to department which content the following topics.

1. Introduction

- A. Sociological Theory related to Topic (should cover concept / variables which are focused in topic, theory / theories related to concept/s i.e., Variables)
- B. Introduction of respondents / population / stake-holders (which are the subjects of research)
- C. Geographic area (which are involve in field survey)

D. References: APA referencing should be followed in writing

2. Review of Literature (should follow the standard procedure)

A. Categorization of Review of Literature (according to topic and subjects i.e., stake-holders)
(Nearby 20) Regional level context / National level context / International level/context

B. Significance of the study

C. Research Gap

D. Statement of Problem

E. Relevance of Study

F. References; APA referencing should be followed at the time of writing

3. Research Methodology (the subtopics of methodology should be framed according to quantitative / qualitative methods which used for study)

A. Universe and field of study

B. Research Design

C. Research questions (for qualitative study)

D. Objectives (maximum four)

E. Hypothesis (for quantitative study)

F. Sample design of research, techniques of data collection (field work)

G. References: APA referencing should be followed in writing

4. Socio-economic Background of Respondents

(It should content the age, income, caste, class, religion, etc. as per requirement of research topic) While interoperation of data, relevant theories or references should be used in body text.

5. Chapters related to Objectives (maximum four chapters)

Chapters should be separately formulated according to objectives of study.

While interoperation of data, relevant theories or references should be used in body text.

6. Final Chapter (Conclusion / summery and suggestions)

7. Appendix

A. Tables

B. Graphs

C. Interview schedule / questionnaire / Interview Guide

D. Bibliography

Suggested Readings:

The students shall refer the selected reading materials suggested in the papers of Quantitative Methods in Social Research.

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XI FIELD STUDY REPORT

Following format to be followed in preparing Field Study Report

1. Topic/Theme of the Dissertation Selection of the topic/theme Logic/rationale in selecting the topic/theme
2. Introduction Origin of the research problem Operational definition of the problem Statement of the problem Interdisciplinary relevance
3. Review of research and development in the subject:
 - a. Regional level/context
 - b. National level/context
 - c. International level/context
 - d. Significance of the study d. Research gap
4. Objectives
5. Research Problems or Hypotheses
6. Methodology Sample, design of research, techniques of data collection (field work) Data processing, analysis and interpretation.
7. Report writing

Suggested Readings: The students shall have to refer to the selected reading materials suggested for the papers on Quantitative Methods in Social Research in Semester- I

SEMESTER-I

M. A. Part I Sociology First Semester

SEM 1, Paper 1: Mandatory

Course code : MSY1M01

Total Credit: 4

CLASSICAL SOCIOLOGICAL THINKING

Paper Objectives:

1. This paper deals with the methodology of sociology. It means it introduce the methodology of sociology to students.
2. It also deals with the ways and means of sociological understanding. Covers almost all schools of sociology. It helps the learner to understand the use of particular methodology for understanding particular problem.

Learning Outcome:

1. This paper introduces the methodology of sociology to students.
2. This paper helps the learner to understand the use of particular methodology for understanding particular problem in a given situation.

	Lecture per Unit
UNIT-I	15
Karl Mark's - Dialectical Materialism, the Theory of Social Change, Class and class conflict, Alienation and surplus value	
UNIT-II	15
Max Weber's Verstehen and Ideal Type, Social Action, Protestant ethics and Spirit of Capitalism, Power and Legitimation, Bureaucracy	
UNIT-III	15
Emile Durkheim's Social Facts, Division of Labor in Society, Suicide as social fact, Religion as Social Phenomena.	
UNIT-IV	15
Sigmund Freud's Personality theory- Id-Ego-Superego (Dream Analysis). Herbert Spencer Theory of Social evolution	

Suggested Readings:

1. George Ritzer, 1996, Sociological Theory, The McGRAW-HILL International Editions.
2. Parsons Talcott, The Structure of Social Action, Vol. I & II, McGraw Hill, New York.
4. Zetlin Irving, 1981, Ideology and the Development of Sociological Theory, Prentice Hall.
8. Aron Raymond, Main Currents in Sociological Thought, Vol. I & II, Penguin.
9. Coser L.A., 1977, Masters of Sociological Thought, New York.
10. Giddens Anthony, 1997, Capitalism and Modern Social Theory.
11. Writings of Marx, Durkheim and Weber, Cambridge University Press.
12. R.N. Mukherjee and Arunansu Ghoshal, Social Thought, Vivek Prakashan, Delhi.
13. Francis Abraham and John Henry Morgan, Sociological Thought.
14. Michael Haralambos and Martin Holborn, 2000, Sociology: Themes and Perspectives, Harper Collins, London.

SEM 1 PAPER 2: Mandatory
COURSE CODE : MSY1T02
CREDIT: 4

PERSPECTIVES ON INDIAN SOCIETY-1

Course outcomes

- 1) This paper focuses on Indological perspective and modern theoretical dimensions to comprehend the underlying dynamics of Indian Society
- 2) It has a special emphasis on fundamental principles of economy, development, politics and social change
- 3) Reader will be able to grasp the ingrained meaning of social change, civilization, culture and modernity with reference to Indian society.

Lecture per Unit

- | | |
|---|-----------|
| 1. Social Structure and Dynamics Part 1 | 15 |
| A. Tribe: G S Ghurye: The Aborigines so called and their future.
Virginius Xaxa: Tribes as Indigenous People of India,
Tribes and Social Exclusion. Transformation of Tribes. | |
| B. Caste: G S Ghurye: Caste and Race in India
B R Ambedkar: Castes in India, Annihilation of castes
Gopal Guru: Humiliation, Experience Caste and Everyday Social. | |
| 2. Social Structure and Dynamics Part 2 | 15 |
| C. Gender: Sharmila Rege: Gender and Caste, Dalit Feminist Standpoint Position.
Kamla Bhasin: Masculinity, Patriarchy, Gender.
Savitribai Phule: Education for Gender Equality and women
emancipation. | |
| D. Family and Kinship: Irawati Karve: Kinship Organization in India.
Patricia Uberoi: Family, Kinship and Marriage. | |
| 3. Economy and Development Part 1 | 15 |
| A. M K Gandhi: Decentralization and Self-sufficient Village, Theory of Trusteeship,
Swadeshi, Sarvodaya and Development. | |
| B. B R Ambedkar: Agriculture Economics, New water and power policy,
Contributions in labour laws, State Socialism. | |
| 4. Economy and Development Part 2 | 15 |
| C. Amartya Sen: Development as Freedom, Capability, Choice and Social Welfare. | |
| D. Abhijeet Banerjee: Experimental Approach in Development Economics,
Development and Poverty Elevation, Universal Ultra Basic Income. | |

Suggested Readings

1. Surinder Jodhka, (2013) Interrogating India's Modernity: Democracy, Identity, and Citizenship, Oxford University Press.
2. Pathak Avijit. 1998, Indian Modernity, Aakar Books.
3. Pathak Avijit. 2006, Modernity Globalization and Identity, Aakar Books.
4. Hamilton Lawrence. 2020 How to read Amartya Sen, Penguin Random House
5. Banerjee Abhijit; Duflo Esther. 2011, Poor Economics: Rethinking Poverty & the Ways

- to End it, Penguin Books.
6. Banerjee Abhijit; Duflo Esther. 2019, Good Economics for Hard Times: Better Answers to Our Biggest Problems. Juggernaut.
 7. Rege Sharmila. 2006, Writing Caste/Writing Gender, Zubaan Publication.
 8. Rege Sharmila. 2018. Gendering Caste: Through A Feminist Lens, Sage.
 9. Rege Sharmila. 2003, Sociology of Gender: The Challenge of Feminist Sociological Thought, Sage.
 10. Uberoi Patricia. 1997, Family Kinship and Marriage in India, OIP.
 11. Bhasin Kamla. 2000, Understanding Gender, Kali for women.
 12. Bhasin Kamla. 2004, Exploring Masculinity, Women Unlimited.
 13. Gopal Guru, Sundar Sarukkai. 2019 Experience, Caste, and the Everyday Social, Oxford University Press.
 14. Gopal Guru, Sundar Sarukkai. 2018, The Cracked Mirror: An Indian Debate on Experience and Theory, Oxford University Press.
 15. Xaxa Virginius. 2008, State, Society and Tribes: Issues in Post-Colonial India, Pearson.
 16. Xaxa Virginius. 2012, Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India (Ed.), OUP.
 17. Xaxa Virginius & Jagannath Ambagudia. 2020, Handbook of Tribal Politics in India. Sage.
 18. DeSouza, P.R. (ed), 2000, Contemporary India-Transitions, New Delhi, Sage.
 19. Dhanagare, D.N. 1993, Themes and Perspectives in Indian Sociology, Jaipur, Rawat.
 20. Dube, S.C. 1973, Social Sciences in a Changing Society, Lucknow University Press.
 21. Dube, S.C. 1967, The Indian Village, London, Routledge, 1955.
 22. Karve, Irwati. 1961, Hindu Society: An Interpretation, Poona, Decan College.
 23. Momin, A.R. 1996, The Legacy of G.S. Ghurye: A Centennial Festschrift, Popular Prakashan, Bombay.
 24. Mukherjee, D.P. 1958, Diversities, People's Publishing House, Delhi.
 25. Singh, Y. 1986, Indian Sociology: Social Conditioning and Emerging Concerns, Delhi Vistaar.
 26. Singh, Y. 1973, Modernization of Indian Tradition, Delhi, Thomson Press.
 27. Srinivas, M.N. 1960, India's Villages, Asia Publishing House, Bombay.
 28. Tylor, Stephen: India; An Anthropological Perspective.
 29. Guha, Ranjit (ed), 1982, Subaltern Studies: Writings on South Asian History and Society, Oxford.
 30. Desai, A.R. 1948, Social Background of Indian Nationalism, Popular, Bombay.
 31. Ambedkar, B.R. Speeches and Letters, Bombay.
 32. Sinha, Surajit. 1980, Tribes and Indian Civilization, in Manin India.
 33. Bose, Nirmal Kumar, Problems of Indian Nationalism, Calcutta.
 34. Singhi, N.K. 1996, Theory and Ideology in Indian Sociology, Rawat, Jaipur.

SEM 1, PAPER- 3: Mandatory

Course code: MSY1T03

Total Credit: 2

CONSTITUTION AND SOCIAL CHANGE IN INDIA-1

Course Outcomes

- 1) This paper intends to provide a holistic panorama of various basic structures and core concepts imbibed in Indian Constitution
- 2) This course tries to historicize the idea of ‘social transformation’ accompanying constitution making and constitutional interpretation in India.
- 3) It would meticulously touch the new dynamics emerged out of globalization and modernization as an essential value of changing world in terms of constitutionality.

Lecture per Unit

- | | |
|--|-----------|
| 1. Understanding Constitution of India | 15 |
| A. Welfare state and Socialism: Education, Employment, Health and Social Justice | |
| B. Secularism: Rights of Individual, Minorities and Weaker Section, Development of Scientific Perspective (Directive Principles) | |
| C. Constitution as Social Document: Constitutional Values: Values in Preamble, Fundamental Duties and Directive principles | |
| 2. Constitution and Transformation in India | 15 |
| A. Social Transformation: Capitals & Changes in Caste, Gender and Women's Rights; Marital Laws, Education Rights | |
| B. Economic Transformation: Changes in Occupational Structure, Labour laws and Property Rights | |
| C. Political Transformation: Democratic-Electoral Politics, 73 rd Amendment: Grassroots' Democracy, Emergence of caste Politics | |

Reference Books

1. Oxford Handbook of Indian Constitution, OUP
2. K.L. Sharma, Indian Social Structure and Change, Rawat
3. Government of India, Department of Education, Constitutional Debates
4. D.D. Basu, Introduction to Constitution of India (26th ed.) 2022, LexisNexis.
5. Russel Hardin, Liberalism, Constitutionalism and Democracy, OUP
6. Li-ann Thio and Kevin YL Tan, Evolution of a Revolution, Routledge
7. Anthony Giddens, The Constitution of Society, Polity Press, Cambridge
8. A.B. Keith, A Constitutional History of India, Methuen & Co. Ltd. London
9. Granville Austin, Working a Democratic Constitution: A history of The Indian Experience, 2003, OUP
10. Norman Fairclough, Discourse and Social Change, Polity Press, Cambridge
11. Dynamics of Caste and Law: Dalit Oppressions and Constitutions, Cambridge
12. Noam Chomsky, Deterring Democracy, RHUK.
13. Rajiv Bhargav, Politics and Ethics of Indian Constitution, 2009, OUP

14. N.G Jayal, Democracy in India, OUP
15. R. Guha, Makers of Modern India, 2012, Penguin.
16. Oliver Mendelsohn, Law and Social Transformation in India, OUP
17. Noraini A. G., Constitutional Question in India, 2020, OIP.
18. Ashwini Deshpande, Affirmative Action in India, 2013, Oxford India Short Introduction (OISI).
19. Jayal and Mehta, The Oxford Companion to Politics in India, 2011, OUP.
20. Sarbani Sen, The Constitution of India: Popular Sovereignty and Democratic Transformation, 2010, OIP.
21. Suhas Palshikar, Indian Democracy, 2017, OISI.
22. Sunder Sarukai, The social life of Democracy, 2023, Seagull books, London.

SEM 1, PAPER- 4: Mandatory

Course code: MSY1T04

Total Credit: 2

CONSTITUTION AND SOCIAL CHANGE IN INDIA-2

Course Outcomes

1. This paper intends to provide a holistic panorama of various basic structures and core concepts imbibed in Indian Constitution
2. This course tries to historicize the idea of 'social transformation' accompanying constitution making and constitutional interpretation in India.
3. It would meticulously touch the new dynamics emerged out of globalization and modernization as an essential value of changing world in terms of constitutionality.

Lecture per Unit

1. Constitutional Development and Indian Society

15

- A. Social Structure and Constitution: Social Structure as an inhibitor of Constitutional development with reference to Caste. Religion and Gender
- B. Cultural and Constitution: Emergence of Multiculturalism and Secular Culture
- C. Constitutional Values and Class formation: Capitalist caste to capitalist class, classes in caste, open society and positive discrimination helps lower and backward castes to gain in human capital.

2. Modernization, Globalization and Constitution

15

- A. Values of Modernization in Indian Constitution
- B. Globalization and Indian Constitution: Critical Analysis – Rise in Inequality and degradation of Welfare State
- C. Media and Constitution: Right to Expression, Monopolization of Media and Control of Political opinions.

Reference Books

1. Oxford Handbook of Indian Constitution, OUP
2. K.L. Sharma, Indian Social Structure and Change, Rawat
3. Government of India, Department of Education, Constitutional Debates
4. D.D. Basu, Introduction to Constitution of India (26th ed.) 2022, LexisNexis.
5. Russel Hardin, Liberalism, Constitutionalism and Democracy, OUP
6. Li-ann Thio and Kevin YL Tan, Evolution of a Revolution, Routledge
7. Anthony Giddens, The Constitution of Society, Polity Press, Cambridge
8. A.B. Keith, A Constitutional History of India, Methuen & Co. Ltd. London
9. Granville Austin, Working a Democratic Constitution: A history of The Indian Experience, 2003, OUP
10. Norman Fairclough, Discourse and Social Change, Polity Press, Cambridge
11. Dynamics of Caste and Law: Dalit Oppressions and Constitutions, Cambridge
12. Noam Chomsky, Deterring Democracy, RHUK.
13. Rajiv Bhargav, Politics and Ethics of Indian Constitution, 2009, OUP
14. N.G Jayal, Democracy in India, OUP
15. R. Guha, Makers of Modern India, 2012, Penguin.
16. Oliver Mendelsohn, Law and Social Transformation in India, OUP
17. Noraini A. G., Constitutional Question in India, 2020, OIP.
18. Ashwini Deshpande, Affirmative Action in India, 2013, Oxford India Short Introduction (OISI).
19. Jayal and Mehta, The Oxford Companion to Politics in India, 2011, OUP.
20. Sarbani Sen, The Constitution of India: Popular Sovereignty and Democratic Transformation, 2010, OIP.
21. Suhas Palshikar, Indian Democracy, 2017, OISI.
22. Sunder Sarukai, The social life of Democracy, 2023, Seagull books, London.

SEM 1, PAPER- 5: Elective G1P1

Course code: MSY1T05

Total Credit: 4

Society in India

Course Outcomes:

1. This course is designed to develop basic understanding of Indian society.
2. It helps the student to critically evaluate the society and make them able to find out the problems and offer solution.

UNIT-1: Making of Indian Society

- A) Migrations and Settlements in early/prehistoric India: Genetic Ancestry (ANI ASI ASSI)
- B) Genetic Admixture of settlements and Racial Diversity in India
- C) Indian Civilization

UNIT-2: Indian Culture

- A) Invasions and Cultural Assimilation
- B) Cultural Transformation and Multiculturalism
- C) Diversity and Integrity

UNIT-3: Social System in India

- A) Varna: Theories of Varna
- B) Jati: Theories of origin/genesis of caste
- C) Dharma (Religion),
- D) Tribal Social System

UNIT-4: New Social Order

- A) Dissent in India
- B) Indian Renaissance and Modernity

Suggested Readings:

1. Joseph, T. (2018). Early Indians: The Story of Our Ancestors and where We Came from. Juggernaut.
2. Reich, D. (2018). Who We are and how We Got Here: Ancient DNA and the New Science of the Human Past. Oxford University Press.
3. Mohan, P. (2021). Wanderers, Kings, Merchants: The Story of India through Its Languages. Penguin Random House India Private Limited.
4. Thapar, R., Witzel, M., Menon, J., Friese, K., & Khan, R. (2019). Which of Us are Aryans?: Rethinking the Concept of Our Origins. In Aleph.
5. Moorjani, P., Thangaraj, K., Patterson, N., Lipson, M., Loh, P.-R., Govindaraj, P., Berger, B., Reich, D., & Singh, L. (2013). Genetic Evidence for Recent Population Mixture in India. *The American Journal of Human Genetics*, 93(3), 422–438.
6. Dube, S. C. (1992). Indian Society. National Book Trust.
7. Kosambi, D., D. (1994). The Culture and Civilisation of Ancient India in Historical Outline. In Google Books. S. Chand Publishing.
8. Bhandarkar, D. R. (1989). Some Aspects of Ancient Indian Culture. Asian Educational Services.
9. Majumdar, D. N. (2021). Races and Cultures of India. Creative Media Partners, LLC.
10. Mohammada, M. (2007). The Foundations of the Composite Culture in India. Aakar Books.
11. Basham, A. L. (1998). A Cultural History of India. OUP
12. Ambedkar, B. R. (1916). Castes in India: Their Mechanism Genesis and Development. Bheem Patrika Publications.
13. Yamazaki, G. (2005). The Structure of Ancient Indian Society: Theory and Reality of the Varṇa System. Toyo Bunko.
14. Omvedt, G. (2008). Seeking Begumpura: The Social Vision of Anticaste Intellectuals. Navayana Pub.
15. Sharma, S. P., & Naravane, V. S. (1991). A Cultural History of Modern India: Nineteenth Century. Northern Book Centre.
16. Publishing, B. E. (2010). The Culture of India. Britannica Educational Publishing.
17. Shastri, S. Shrikanta., English Translation by S. Naganath (2022). Indian Culture: A

- Compendium of Indian History, Culture and Heritage. Notion Press.
18. Prakash, O. (2005). Cultural History of India. New Age International.
 19. Asirvatham, E. (1942). A New Social Order. Indian Christian Book Club.
 20. Thapar, R. (1979). Dissent in the Early Indian Tradition. Indian Renaissance Institute.
 21. Thapar, R. (2020). Voices of Dissent: An Essay. Seagull Books.

SEM 1, PAPER- 6: Elective G2P1

Course code: MSY1T06

Total Credit: 4

SOCIOLOGY OF MARGINALIZED COMMUNITIES

Course Outcomes:

1. This paper enables students the process of marginalization in society.
2. It develops the understanding of social exclusion and exclusionary forces related with marginalization in Indian Society.

	Lecture per Unit
1. Understanding Marginalized Communities and the Bases of Marginalization:	15
A. The meaning and definition of marginalized communities	
B. Bases of marginalization: socio-economic and political, discrimination, deprivation, exploitation, segregation and poverty	
2. Theories of Marginalization:	15
A. Caste theory of marginalization	
B. Racial theory of marginalization	
C. Religious and cultural theory of marginalization	
D. Economic (Marxist) theory of marginalization	
3. Marginalized Communities in India:	15
A. SCs, STs, OBCs, women and other minorities including Religious minorities	
B. Socio-economic status, mobility and problems among the marginalized communities	
4. Means of Eradicating the Situation of Marginality:	15
A. Education, employment and political participation	
B. Access to health and civic amenities	
C. Socio-cultural assimilation and absorption	

Suggested Readings:

1. Ahuja, Ram. Indian Social System, Rawat Publications, Jaipur, 1993/2002.
2. Beteille, Andre. Backward Classes and the New Social Order, OUP, Delhi, 1981.
3. Beteille, Andre. The Backward Classes in Contemporary India, OUP, Delhi, 1992. Charsley, S.R. and G.K. Karanth (Eds.), Challenging Untouchability, Sage Publications, Delhi, 1998.

4. Chaudhuri, S.N. Changing status of depressed castes in contemporary India, Daya Publishing House, Delhi, 1988.
5. Gore, M.S. The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar, Sage, New Delhi, 1993.
6. Gupta, Dipankar. Social Stratification, OUP, New Delhi, 1991.
7. Jogdand, P.G. New Economic Policy and Dalits (Jaipur: Rawat)2000.
8. Jogdand, P.G. Dalit Movement in Maharashtra, Kanak Publications, New Delhi, 1991.
9. Mane Suresh. Glimpses of Socio-Cultural Revolts in India, Samrudh Bharat, Mumbai, 2006.
10. Omvedt, Gail. Dalit Visions: The anti-caste movement and the construction of an Indian identity, Orient Longman, New Delhi, 1995.
11. Omvedt, Gail. Dalits and the Democratic Revolution, Sage, New Delhi

SEM 1 PAPER 7: Elective G3P1

COURSE CODE MSY1E07

CREDIT: 4

INDUSTRIAL SOCIOLOGY

Objectives of the Paper:

1. To expose the students with the knowledge on the intricacies of industrial society.
2. To acquaint students with the emerging trends of industrial society and make them understand the impact of industrialization process on social institutions and various aspects of human life.

Lecture per unit

1. The Concept of Industry as an Organization:	15
A. Formal and informal organization	
B. Structure and functions of formal and informal organizations	
2. Industry as a Social System:	15
A. Industrial relations	
B. Industrial conflict	
C. Resolution of conflict: Conciliation, arbitration, adjudication and collective bargaining	
3. Work in Industry	15
A. Work and technology: Impact of automation on labour	
B. Work culture and work ethics	
C. Human relations at work	
4. Industry and Society:	15
A. Impact of industry on family, religion and caste	
B. Impact of industry on occupational structure of society	
C. Industrialization and Environmental problems	

Suggested Readings:

1. Watson K.Tony, 1995, Sociology, Work and Industry, Routledge and Kegan Paul.
2. Ramaswamy E.A., 1998, Industry and Labour, OUP.

3. Ramaswamy E.A., 1978, Industrial Relations in India, New Delhi.
4. Karnik V.B., 1970, Indian Trade Union, A Survey, Popular Prakashan, Mumbai.
5. Mamoria C.B. and Mamoria, 1992, Dynamics of Industrial Relation in India, Himalaya Publishing House, Mumbai.
6. Ramaswami E.A., 1977, The Worker and his Union, Allied, New Delhi.
7. Ramaswami E.A., The Worker and Trade Union, Allied, New Delhi.
8. Agarwal R.D., 1972, Dynamics of Labour Relations in India, A book readings, Tata McGraw Hill.
9. Laxmanna C et al, 1990, Workers Participation and Industrial Democracy, Global Perspective Ajantha Publications.
10. Seth, N.R. and Patel, P.J. Industrial Sociology in India, Rawat Publications, Jaipur.
11. Hyman R. Industrial Relations: A Marxist Introduction, London, MacMillan, 1975.
12. Seth, N.R. Social Framework of an Indian Factory, Hindustan Publishing Co. Delhi, 1982.
13. Swain, B.K. 1998, „Changing Occupational Structure in Vidarbha, India”, Himalaya Publishing House, Mumbai.
14. Philip Hancock, Melissa Taylor, 2001, Work, Post Modernism and Organization, Sage India.
15. Zeitlin Irving. M, 1969, Ideology and the Development of Sociological Theory, Vol. 1 & Vol. 2, Basic Books, New York.
16. Aziz Abdul, 1984, Labour Problems of Developing Economy, Ashish Publishing House.
17. Miller and Form, 1964, Industrial Sociology, Harper and Row, New York.
18. Parker S.R. Brown, Chield Jaud Smith, M.A., 1964, The Sociology of Industry, George Allen and Unwin Ltd, London.
19. Schneider Eugene V., 1971, Industrial Sociology, Mcgraw-Hill, London.
20. Gilbert S.J., 1985, Fundamentals of Industrial Sociology, Tata McGraw Hill Publishing house Co. Ltd, New Delhi.

SEM 1, Course: 8 (Elective)

Course code: MSG1E08

Total Credit: 4

G4P1: HUMAN RESOURCES DEVELOPMENT AND SOCIETY

Course outcomes:

1. It introduces the core area of Human resources and also develop their understanding towards the importance of human resource development.
2. It acquaints students with the sociological exploration of human resources and its interface with social structure.

Lecture per Unit

1. UNIT-I: Understanding Human Resource

15

- A. Concept of Human Resource and Human capital
- B. Types of Human Resources: Intellectuals, skilled and unskilled

- C. Correlations of Human Resource and development
- 2. **UNIT-II: Models of Human Resource Development** 15
 - A. Educational Model & Cultural Model: Criticism, Importance & Characteristics
 - B. Communist Model & Capitalist Model: Criticism, Importance & Characteristics
 - C. Issues and Challenges of Human Resource Development Society
- 3. **UNIT-III: Strategies in Human Resource Development** 15
 - A. Functional Perspective: Education, Training and Learning
 - B. Marxist Perspective: Class, Class Culture, Class Stability and HR
 - C. Subaltern Indian Perspective: Caste, Constitutional Provisions and Development from below
- 4. **UNIT-IV: Human Resource Development and Indian Society** 15
 - A. Indian Social System as aid and impediment of Human Resource Development
 - B. Indian Culture as facility and hurdle for Human Resource Development
 - C. Economy and Polity of Human Resource Development

Suggested Readings:

1. Caplow, Theodore. The Sociology of Work, University of Minnesota Press, 1970.
2. Gisberg, Pascaul. Fundamentals of Industrial Sociology, Bombay: Tata MacGraw Hill, 1972.
3. Schneider, Eugene. Industrial Sociology, New York: McGraw Hill Company, 1969, Part 1, 2 and 3.
4. Watson, Tony. Sociology, Work and Industry, London: Routledge and Kegan Paul, 1995.
5. Miller, D.C. and Form, W.H. Industrial Sociology, New York: Harper and Row, II ed.

SEM 1, COURSE - 9: RESEARCH METHOD

Course code : MSG1T02

Total Credit: 4

**RESEARCH METHODS FOR SOCIAL
RESEARCH**

Course outcomes:

1. This paper aimed to develop basic understanding of social research.
2. It also orient students towards the quantitative approach of social research.
3. Students will get familiarity with basic designs employed in Social research and data analysis in quantitative research.

- 1. Understanding Social Research:** 15
 - A. Meaning and nature of social research, research ethics and plagiarism
 - B. Formulation of problem in social research, social survey and social research, research review and research gap
 - C. References and citation in social research: APA, MLA, etc.
- 2. Quantitative Social Research:** 15
 - A. Objectives and Hypotheses and Research Questions
 - B. Research Designs: Exploratory, descriptive, diagnostic and experimental;
 - C. Sampling methods: Types and Techniques.
- 3. Methods of Data Collection in Quantitative Research:** 15
 - A. Observation: Participatory and Non-participatory, merits and demerits
 - B. Questionnaire: Open and close ended questions, merits and demerits of questionnaire
 - C. Structured interview: its merits and demerits
 - D. Use of Digital tools: Google Form, Survey Sparrow, FormPlus, JotForm, Epocollect5
- 4. Analysis and Interpretation of Data in Quantitative Research:** 15
 - A. Use of SPSS in Calculation of Central Tendencies, Standard deviation and Correlations
 - B. Testing of hypothesis
 - C. Issues in the presentation and interpretation of quantitative data

Suggested Readings:

1. Wilkinson, T. S., and P. L. Bhandarkar., Methodology and Techniques of Social Research, Himalaya Publishing House, Mumbai, (Reprint, 2004)
2. Bryman, Alan, Quality and Quantity in Social Research, Unwin Hyman, London, 1988.
3. Hughes, John., The Philosophy of Social Research, Longman, London, 1987.
4. D.A.de Vaus, Surveys in Social research, George Relen and Unwin, London, 1986.
5. Bose, Pradip Kumar, Research Methodology, ICSSR, New Delhi.
6. Madge, John., The Origins of Scientific Research, Tavistock, London, 1970.
7. Punch, Keith, Introduction to Social Research, Sage Publications, New Delhi, 1986.
8. Srinivas, M.N. and A.M. Shah, Field Worker and the Field, Oxford University press, New Delh, 1979.
9. Beteille A., and T.N. Madan, Encounter and Experience: Personal Accounts of Fieldwork, Vikas Publishing House Pvt. Ltd., New Delhi, 1975.
10. Barnes, John A., Who Should Know What? Social Science, Privacy and Ethics, Harmondsworth, Penguin, 1979.
11. Mukherjee, P.N., Methodology in Social Research: Dilemma and Perspectives, Sage Publications, New Delhi, 2000.
12. Shipman, Martin, The limitations of Social Research, Longman, London, 1988.
13. Sjoberg, Gidden and Roger Nett., Methodology for Social Research,

Rawat publications, Jaipur.

14. Smeler, Neil J., Comparative Methods in Social Science.
15. Garrett, Henry. E., Statistics in Psychology and Education, David McKay, Indian Publication, Bombay, Tenth Reprint, 1981.
16. Moser, C.A., Survey Methods in Social Investigation, Heinemann, 1971.
17. Somekh, B and Lewin, C., (eds.), Research Methods in Social Sciences, Vistaar Publication, New Delhi, 2005.
18. Giri, Ananta K., (ed.), Creative Social Research: Rethinking Theories and Methods, Vistaar Publication, New Delhi, 2004.
19. Whyte, W.F., Street Corner Society.
20. Daniel Bell, Doing Sociological Research.
21. Bhandarkar, P.L., Samajik Sanshodhan Padhati (Marathi).

SEMESTER

2

SEM 2 PAPER 1: MANDATORY
COURSE CODE MSY2T01
CREDIT: 4

MODERN SOCIOLOGICAL THEORY - 1

Course Outcomes: -

- 1. It develops the world view, which enables the learner to look through the other side of argument and development of society.**
- 2. It enable learner to understand the development of sociological understanding and the growth of social knowledge.**

Lecture per Unit

Unit 1. Structuralism:

15

- A. A.R. Radcliffe-Brown : Anthropological Perspective
- B. Claude Levi-Strauss : Language, Mind and Society

Unit 2. Functionalism:

15

- A. Bronislaw Malinowski : Anthropological Approach
- B. Talcott Parsons : Analytical Functionalism
- C. Robert K. Merton : Paradigms and Codification

Unit 3. Conflict Theory :

15

- A. Ralf Dahrendorf : Conflicts in Industrial Society
- B. Lewis Coser : Conflict Functionalism

Unit 4. Symbolic Interactionism

15

- A. Mead's Mind and Language; Development of Self and Society; Act, social act and gesture.
- B. Herbert Blumer: Interaction, Objects and Meaning.

Suggested Readings:

1. Ritzer, George. Sociological Theory, Mac-Graw-Hill, 2000.
2. Ritzer, George. Encyclopedia of Social Theory. Vol.I&II. Sage Pub. 2005.
3. Giddens and Turner (eds.). Social Theory Today, Cambridge: Polity Press, 1987.
4. Abraham, M.F. Modern Sociological Theory, New Delhi: OUP. 1990.
5. Haralambos and Holborn. Sociology: Themes and Perspective. Fifth Edition, Collins, 2000.
6. Calhoun, Craig, Rojek, Chris & Bryan Turner. The Sage Handbook of Sociology, Sage Publications, 2005.

7. Ritzer, George and Barry Smart. Handbook of Social Theory, Sage Publications, 2001.
8. Ruth A. Wallace and Alison Wolf. Contemporary Sociological Theory, 6 th Edition, Eastern Economy Edition, Prentice-Hall of India, New Delhi, 2008.
9. David Ashley and David, Michael Orenstein. Sociological Theory, Sixth Edition, Pearson Education, 2005.
10. Tim Delaney. Contemporary Social Theory, Pearson Education, 2008.
11. Jonathan, H. Turner. The Structure of Sociological Theory, Rawat Publications, Jaipur, 1987.
12. Anthony Elliott. Contemporary Social Theory, London: Routledge and Kegan Paul, 2009, Indian Reprint, 2015

SEM 2 PAPER 2: MANDATORY
COURSE CODE MSY2TO2
CREDIT: 4

PERSPECTIVES ON INDIAN SOCIETY- 2

Course outcomes

- 4) This paper focuses on Indological perspective and modern theoretical dimensions to comprehend the underlying dynamics of Indian Society
- 5) It has a special emphasis on fundamental principles of economy, development, politics and social change
- 6) Reader will be able to grasp the ingrained meaning of social change, civilization, culture and modernity with reference to Indian society.

Lecture per Unit

Unit 1: Politics, Power and Social Change-1 15

- A. S C Dube: Structure of Indian Village, Indian Society: Continuity and Change, Community Development, Modernization and Development.
- B. A R Desai: Village Structure, Social Background of Indian Nationalism, Peasant Struggles and Transformation, State and Society.

Unit 2: Politics, Power and Social Change-2 15

- A. Surjit Sinha: Tribe-Caste Continuum, Tribe-Peasant Continuum. Tribal Movements.
- B. M N Srinivas: Sub-caste, Dominant Caste, Social Change in Modern India: Brahminization, Sanskritization, Westernization, Secularization.

Unit 3: Culture, Civilization and Modernity-1 15

- A. D P Mukherjee: Tradition and Modern Indian Culture, Tradition and Change.

- B. Mckim Marriott: Little Community, Little and Great Traditions, Caste Ranking and Hindu Categories.
- C. Yogendra Singh: Modernization of Indian Tradition, Social Change in India, Culture Change in India and Issue of Identity.

Unit 4: Culture, Civilization and Modernity-2

15

- D. Avijit Pathak: Secular Modernity, Culture as an Arena of Struggle.
- E. Dipankar Gupta: Modernization of Social, Economic and Political Life, Ethnicity, Caste and Stratification, Rural and Agrarian Change.

Suggested Readings

- 1) Surinder Jodhka, (2013) Interrogating India's Modernity: Democracy, Identity, and Citizenship, Oxford University Press.
- 2) Pathak Avijit. 1998, Indian Modernity, Aakar Books.
- 3) Pathak Avijit. 2006, Modernity Globalization and Identity, Aakar Books.
- 4) Hamilton Lawrence. 2020 How to read Amartya Sen, Penguin Random House
- 5) Banerjee Abhijit; Duflo Esther. 2011, Poor Economics: Rethinking Poverty & the Ways to End it, Penguin Books.
- 6) Banerjee Abhijit; Duflo Esther. 2019, Good Economics for Hard Times: Better Answers to Our Biggest Problems. Juggernaut.
- 7) Rege Sharmila. 2006, Writing Caste/Writing Gender, Zubaan Publication.
- 8) Rege Sharmila. 2018. Gendering Caste: Through A Feminist Lens, Sage.
- 9) Rege Sharmila. 2003, Sociology of Gender: The Challenge of Feminist Sociological Thought, Sage.
- 10) Uberoi Patricia. 1997, Family Kinship and Marriage in India, OIP.
- 11) Bhasin Kamla. 2000, Understanding Gender, Kali for women.
- 12) Bhasin Kamla. 2004, Exploring Masculinity, Women Unlimited.
- 13) Gopal Guru, Sundar Sarukkai. 2019 Experience, Caste, and the Everyday Social, Oxford University Press.
- 14) Gopal Guru, Sundar Sarukkai. 2018, The Cracked Mirror: An Indian Debate on Experience and Theory, Oxford University Press.
- 15) Xaxa Virginius. 2008, State, Society and Tribes: Issues in Post-Colonial India, Pearson.
- 16) Xaxa Virginius. 2012, Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India (Ed.), OUP.
- 17) Xaxa Virginius & Jagannath Ambagudia. 2020, Handbook of Tribal Politics in India. Sage.
- 18) DeSouza, P.R. (ed), 2000, Contemporary India-Transitions, New Delhi, Sage.
- 19) Dhanagare, D.N. 1993, Themes and Perspectives in Indian Sociology, Jaipur, Rawat.
- 20) Dube, S.C. 1973, Social Sciences in a Changing Society, Lucknow University Press.
- 21) Dube, S.C. 1967, The Indian Village, London, Routledge, 1955.
- 22) Karve, Irwati. 1961, Hindu Society: An Interpretation, Poona, Decan College.
- 23) Momin, A.R. 1996, The Legacy of G.S. Ghurye: A Centennial Festschrift, Popular Prakashan, Bombay.
- 24) Mukherjee, D.P. 1958, Diversities, People's Publishing House, Delhi.
- 25) Singh, Y. 1986, Indian Sociology: Social Conditioning and Emerging Concerns, Delhi

Vistaar.

- 26) Singh, Y. 1973, Modernization of Indian Tradition, Delhi, Thomson Press.
- 27) Srinivas, M.N. 1960, India's Villages, Asia Publishing House, Bombay.
- 28) Tylor, Stephen: India; An Anthropological Perspective.
- 29) Guha, Ranjit (ed), 1982, Subaltern Studies: Writings on South Asian History and Society, Oxford.
- 30) Desai, A.R. 1948, Social Background of Indian Nationalism, Popular, Bombay.
- 31) Ambedkar, B.R. Speeches and Letters, Bombay.
- 32) Sinha, Surajit. 1980, Tribes and Indian Civilization, in Manin India.
- 33) Bose, Nirmal Kumar, Problems of Indian Nationalism, Calcutta.
- 34) Singhi, N.K. 1996, Theory and Ideology in Indian Sociology, Rawat, Jaipur.

SEM 2 PAPER 3: MANDATORY

COURSE CODE MSY2T03

CREDIT: 2

SOCIOLOGY OF DEVELOPMENT -1

Course Outcome:

- The student should be able to form a critical understanding regarding various forms of development.
- The student should understand the conceptual framework and debates of development discourse.

Lecture per Unit

- | | |
|--|---------------|
| 1. Sociology of Development: Conceptual Perspective | 15 |
| A. Economic growth | |
| B. Human Development | |
| C. Social development | |
| D. Sustainable development: Ecological and Social | |
|
2. Approaches to Development: |
15 |
| A. Modernization approach | |
| B. Dependency approach | |
| C. World-System Theory | |
| D. Neo-liberal approach | |

Suggested Readings:

1. Bryce F. Ryan. Social and Cultural Change, The Ronald Press Company, New York, 1969.
2. Wood Charles, Roberts Bryan (ed), 2005, Rethinking Development in Latin America, Peen State Press.

3. Preston P.W., 1982, The Theories of Development, London Routledge, Kegan Paul.
4. Abraham, M.F., 1990, Modern Sociological Theory: An Introduction, New Delhi, OUP.
5. Agarwal, B., 1994, A Field of One's Own: Gender and Land Rights in South Asia, Cambridge, Cambridge University Press.
6. Appadurai, Arjun, 1997, Modernity at Large: Cultural Dimensions of Globalization, New Delhi, OUP.
7. Dereze, Jean and Amartya Sen, 1996, India: Economic Development and Social Opportunity, New Delhi, OUP.
8. Desai A.R., 1985, India's Path of Development: A Marxist Approach, Bombay, Popular Prakashan (Chapter 2).
9. Desai A.R., 1971, Essays on Modernization of Underdeveloped Societies, Thacker and Co, Bombay.30

SEM 2 PAPER 4: MANDATORY
COURSE CODE MSY2T04
CREDIT: 2

SOCIOLOGY OF DEVELOPMENT -2

Course Outcome:

- The student should be able to form a critical understanding regarding various forms of development.
- The student should understand the conceptual framework and debates of development discourse.

Lecture per Unit

Unit 1: Social Structure and Development:

15

- A. Structure as a facilitator/inhibitor of development.
- B. Culture as an aid or impediment to development.
- C. Development and Socio-economic disparities.
- D. Development and displacement of tradition.

Unit 2: Challenges and Issues in development:

15

- A. Education, illiteracy and Development
- B. Poverty issues in development
- C. Population dynamics (Demography) and development
- D. Infrastructure, Technology and development
- E. Development induced Displacement

Suggested Readings:

1. Bryce F. Ryan. Social and Cultural Change, The Ronald Press Company, New York, 1969.
2. Wood Charles, Roberts Bryan (ed), 2005, Rethinking Development in Latin America, Peen State Press.
3. Preston P.W., 1982, The Theories of Development, London Routledge, Kegan Paul.
4. Abraham, M.F., 1990, Modern Sociological Theory: An Introduction, New Delhi, OUP.

5. Agarwal, B., 1994, A Field of One's Own: Gender and Land Rights in South Asia, Cambridge, Cambridge University Press.
6. Appadurai, Arjun, 1997, Modernity at Large: Cultural Dimensions of Globalization, New Delhi, OUP.
7. Dereze, Jean and Amartya Sen, 1996, India: Economic Development and Social Opportunity, New Delhi, OUP.
8. Desai A.R., 1985, India's Path of Development: A Marxist Approach, Bombay, Popular Prakashan (Chapter 2).
9. Desai A.R., 1971, Essays on Modernization of Underdeveloped Societies, Thacker and Co, Bombay.30

SEM 2 PAPER 5: ELECTIVE G1P2
COURSE CODE MSY2E05
CREDIT: 4

SOCIOLOGY OF SOCIAL STRATIFICATION

Course Outcomes:

1. This paper intends to generate student's awareness with nature of inequality and stratification.
2. It introduces theoretical approaches to sociologically understand the stratification.
3. The learner will understand the duality of social stratification and social mobility and issues arise out of it.

	Lecture per Unit
1. Understanding Social Stratification:	15
A. Definition, characteristics and types of social stratification	
B. Social Differentiation and Social Stratification	
C. Social inequality vs. biological/natural inequality	
2. Theoretical Perspectives on Social Stratification:	15
A. Functional perspectives: Talcott Parsons, Kingsley Davis & Wilbert E. Moore	
B. Conflict perspectives: Karl Marx, Pierre Bourdieu	
C. Max Weber's Perspective on Stratification	
3. Class Identity and Culture:	15
A. Class and Types of Capitals, Attitudes to class and identity,	
B. Class ambivalence, Culture and Class Conflict	

4. Social Mobility and Social Stratification:

15

- A. Ascription and Achievement, types of mobility: Absolute, relative, intergenerational, intra-generational, upward, downward
- B. Caste, Gender and mobility; the death of class

Suggested Readings:

1. Haralambos, Michael, Martin Holborn and Robin Heald. Sociology: Themes and Perspectives, Collins, 2000.
2. Gordon, L. "On Difference Gender", 1991.
3. Gupte, D. „Hierarchy and Difference“, in Dipankar Gupta (ed.): Social Stratification (1-21), Delhi: OUP, 1991.
4. Dahrendorf, R. Essays in the Theory of Society, London: Routledge and Kegan Paul, 1968. (Chapter 1)
5. Beteille, A. „Introduction“, in Andre Beteille (ed.): Equality and Inequality: Theory and Practice (1-27), OUP, Delhi, 1983.
6. Beteille, A. Inequality among Men, Oxford: Basil Blackwell, 1977.
7. Mencher, J. „The Caste System Upside Down“, in Dipankar Gupta (ed.): Social Stratification (93-109), Delhi: OUP, 1991.
8. Vasanth and Kannabiran K., Caste and Gender: Understanding Dynamics of Power and Violence“, in Anupama Rao (ed.) Gender and Caste (249-60, Delhi: Kali for Women.
9. Weber, M. 1978. Economy and Society, Berkeley: University of California Press, (Vol. 1, Part-1, Chapter 4; Vol. 2, Part-2, Chapter 9, Section 6).
10. Wesolowski, W. 1979. Classes, Strata and Power, London: Routledge and Kegan Paul. (Chapters 1 and 3)
11. Wright, Olin E. 1985. Classes, London: Verso (Chapter 3)
12. Marx, K. 1975. The Poverty of Philosophy, Moscow: Progress Publishers (Chapter 2, Section 5).
13. Miliband, R. 1983. Class, Power and State Power, London: Verso (Chapter 1).
14. Beteille, A. 1983. The Idea of Natural Inequality and other Essays
15. Sen, A. 1990. „Gender and Cooperative Conflicts“, in Irene Tinker (ed.): Persistent Inequalities (123-49), New York: OUP.
16. Palriwala, R. 2000. „Family: Power Relations and Power Structures“, in C. Kramarae and D. Spender (eds.): International Encyclopedia of Women: Global Women's Issues and Knowledge, vol.2: 669-74), London: Routledge.
17. Mazumdar, V and Sharma, K. 1990. „Sexual Division of Labour and the Subordination of Women: A Reappraisal from India“, in Irene Tinker (ed.): Persistent Inequalities (185-97), New York: OUP.
18. Chakravarti, U 1995. „Gender, Caste, and Labour“, EPW, 30 (36): 2248-56.
19. Kapadia, K. 1996. Sive and Her Sisters: Gender, Caste, and Class in Rural South India, Delhi: OUP. (Part 3).
20. Chowdhry, P. 1997. „Enforcing Cultural Codes: Gender and Violence in Northern India, EPW, 32(19): 10119-28.

SEM 2 PAPER 6: ELECTIVE G2P2
COURSE CODE MSY2EO6
CREDIT: 4

GENDER AND SOCIETY

Course Outcomes:

1. This paper develops basic understanding about the social construction of gender.
2. It offers critical insight into the interconnection and complexities of gender and sexuality.
3. This course helps sensitize students about issues and concerns of gender and gender inequality in society.
4. It acquaints students with the emergence of new gender movements and their rights.

Lecture per Unit

- | | |
|---|-----------|
| 1. Social Construction of Gender: | 15 |
| A. Socialization and gender construction, patriarchy and gender construction | |
| B. Dilemmas: Gender vs. biology, equality vs. difference, private vs. public | |
| C. Types of Gender: LGBTQIA+ | |
| 2. Sex, Gender and Sexuality | 15 |
| A. Difference between Sex and Gender, binomials and gender typification | |
| B. Changing concept of Sexuality: Sexuality in Reproduction and Sexuality in LGBTQIA+ | |
| C. Biological and Psychological factors in Gender Construction. | |
| 3. Gender inequality in society: | 15 |
| A. Unequal distribution of power and authorities | |
| B. Patriarchal concept of labor and restriction in economic spaces | |
| C. Health Issues and Human Rights: Legal and Social inequality | |
| 4. Strategies to Overcome Gender Inequality: | 15 |
| A. Contemporary LGBTQIA+ global and local movements | |
| B. Empowerment and capacity building programs: creating spaces in political, social and economic areas. | |
| C. Gender Sensitization: role of Government, NGO and academicians | |

Suggested Readings:

1. Altekar, A.S., 1983, The Position of Women in Hindu Civilization, Delhi, Motilal Banarasidas, Second Edition, Fifth Reprint.

2. Chodrow, Nancy, 1978, *The Reproduction of Mothering*, Berkely University of California Press.
3. Desai Neera and M Krishnaraj, 1978, *Women and Society in India*, Delhi, Ajanta.
4. Dube Leela et al (eds.) 1986, *Visibility and Power: Essays on Women in Society and Development*, New Delhi, OUP.
5. Forbes G., 1998, *Women in Modern India*, New Delhi, Cambridge University Press.
6. Maccoby, Eleanor and Carol Jackin, 1975, *The Psychology of Sex Differences*, Stanford, Stanford University Press.
7. Mc Cormack, C and M. Strathern (ed.) 1980, *Nature, Culture and Gender*, Cambridge, Cambridge University Press.
8. Kumkum Roy (ed.) 2005 *Women in early Indian Society*, Manohar Publishers and Distributors, New Delhi. .
9. Myers, Kristen Anderson et al, (eds.) 1998, *Feminist Foundations: Towards Transforming Sociology*, New Delhi, Sage.
10. Oakely, Ann., 1972, *Sex, Gender and Society*, New York, Harper and Row.
11. Sharma, Ursula, 1983, *Women, Work and Property in North-West India*, London, Tavistock.
12. Shulamitz, Reinharz and Lynn Davidman, 1991, *Feminist Research Methods*, New York, Oxford University Press.
13. Srinivas, M.N., *Caste Its Modern Avatar*, New Delhi, Penguin (Leela Dube's Article on Caste and Women)
14. Vaid, S and K Sangari, 1989, *Recasting Women Essays in Colonial History*, New Delhi.
15. Agarwal, B, 1994, *A Field of One's Own Gender and Land Rights in South Asia*, Cambridge University Press.
16. Channa Karuna, 1988, *Socialization, Women and Education: Explorations in Gender Identity*, New Delhi, Orient Longman.
13. Vaid, S and K Sangari, 1989, *Recasting Women Essays in Colonial History*, New Delhi.
14. Agarwal, B, 1994, *A Field of One's Own Gender and Land Rights in South Asia*, Cambridge University Press.
15. Channa Karuna, 1988, *Socialization, Women and Education: Explorations in Gender Identity*, New Delhi, Orient Longman.
16. Dube Leela, 1997, *Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia*, Tokyo, United Nations University Press.
17. Gandhi, N and N. Shah, 1992, *The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*, New Delhi.
18. Ghadially, Rehana, (ed.) 1988, *Women in Indian Society*, New Delhi, Sage.
19. Jaywardene, Kuman, 1991, *Feminism and Nationalism in the Third World*, New Delhi.
20. Miss Maria, 1980, *Indian Women and Patriarchy: Conflicts and Dilemmas of Students and Working Women*, New Delhi, Concept.
21. Omvedt Gali, 1975, *Caste, Class and Women's Liberation in India*, Bulletin of Concerned Asian Scholars.
22. Pardeshi, Pratima, 1988, *Dr. Ambedkar and the Question of Women's Liberation in India*, Pune, WSC, University of Pune

SEM 2 PAPER 7: ELECTIVE G3P2
COURSE CODE MSY2EO7
CREDIT: 4

INDUSTRY AND RURAL-URBAN TRANSFORMATION

Course outcomes:

1. This paper introduces students with intricacies of rural and urban life of Indian people.
2. develops the understanding of the interrelationship between industry and rural-urban social structure.
3. It orients learners towards changes induced by industrialization in rural and urban life along with hurdles and opportunities.

Lectures Per Unit

Unit I: Changing Rural Community

15

- A. Changing Inter-Community Relations – Decline of Jajmani System, From Caste to Class, Impact of Globalization and Democratic Politics, Caste violence, Caste-Tribal Conflicts
- B. Caste-Tribal Settlement – Ruaralization of Tribes, Migration of Tribes-Castes, Secured Forests, Mutual Adaptations

Unit II: Changing Agrarian System

15

- A. Changing Agrarian Economy – Decline of Agrarian System, Factors of De-Peasantization of Rural Population and impact, Factors of Migration to cities and Impact.
- B. Changing Agrarian Relations – Factors responsible for Changing Agrarian Social Structure, Land Ownership & Change in Agrarian Relations, Emergence of Class relations in rural society, Agrarian Unrest and Peasant Movements

Unit III: Changing Urban Community

15

- A. Urbanism – Concept and Meaning, Development of Urbanity, Factors and Impact of Urbanization
- B. Towns, Cities and Mega-Cities – Concepts, Development and Variance in Issues, Industries, Service Sectors and Businesses as Factors and Network-Builder of Urbanization.

Unit IV: Changing Human Relations in Urban Society

15

- A. Urban Middle Class – Factors of Emergence and Its Impact. Township Emergence of Gated Communities and Exclusiveness. Changing Neighborhood within gated communities.

- B. Slums – Factors of Development and issues. Bastis in Cities – Ethnic, Class, Religion and Caste based issues of settlement of Bastis. Different Urban Movements and Urban Violence.

Suggested Readings

1. Peter Gottschalk, Beyond Hindu and Muslim: Multiple identity in Narratives from village India, OUP, 2000
2. Andre Beteille, Caste, Class and Power, , University of California Press, 1965
3. Fredrick H. Buttel & Philip McMichael, New Directions in the Sociology of Global Development, Vol- 11, Elsevier, Amsterdam, 2005
4. City, Phil Hubbard, Routledge, New York, 2006
5. Johannes Fiedler, Urbanization unlimited: A Thematic Journey, Springer, New York, 2004
6. Gary Bridge & Sophie Watson, The City , Wiley-Blackwell, Chichester, 2011
7. J. Binnie, J. Holloway and others, Cosmopolitan Urbanism, , Routledge, London, 2006

SEM 2 PAPER 8: ELECTIVE G4P2

COURSE CODE MSY2EO8

CREDIT: 4

STATE, SOCIETY AND HUMAN RIGHTS

Course Outcomes:

- a. After completion of this course student can understand the place and importance of human rights in modern society.
- b. They will learn the development of human rights and the interface between state, society and human rights.
- c. They will understand human rights issues in India and constitutional provisions.

Lecture per Unit

UNIT-I: Concepts in Human Rights

15

- A. Meaning and Concept of Human Rights. Universal declaration of Human Rights
- B. Types of Human Rights: Social, Cultural and Economic rights, Civil and Political Rights
- C. Women's' Human Rights

UNIT-II: Human Rights in various Social Systems

15

- A. Human Rights in Capitalist Social System
- B. Human Rights in Communist Social System
- C. Human Rights in Indian Patriarchal Class-Caste System

UNIT-III: Human Rights Movements in India

15

- A. Human Rights Violations of Marginalized in India
- B. Human Rights Violations & Role of NGOs in Human Rights Protections
- C. Human Rights, UNO and India

UNIT-IV: Constitution and Human Rights in India

15

- A. Constitution and Protection of Human Rights
- B. Human Rights of the Minorities and Marginalized & Constitutional Provisions
- C. Constitution and Protection of Women's Human Rights.

Suggested Readings:

1. Desai A. R. Repression and Resistance in India: Violation of Democratic Rights of the Working Class, Rural Poor, Adivasis and Dalits, Bombay: Popular Prakashan, 1990.
2. Desai A. R. Violation of Democratic Rights in India, Vol. I, Bombay: Popular Prakashan, 1986.
3. Oliver Menderlsohn: The Rights of the Subordinated People.
4. G, Haragopal. Political Economy of Human rights.
5. India Development Report.
6. World Development Report.
7. Human Development Report.

SEM 2 PAPER 9: OJT / FP (Mandatory)

COURSE CODE MSY2P09

CREDIT: 4

ON JOB TRAINING / FIELD PROJECT

FIELD PROJECT

Directions

1. To Develop Understanding of Sociological Concept, Methodology and Theory with field interaction/Induction (Practical assignment)
2. Field Project/OJT must be 4 credits (120 hours: 2 days orientation before field induction, 16 days field engagement (6 hours per-day), Report writing, Presentation, and subject viva-voce)
3. Selection of topic – Student should discuss with supervisor and finalize the topic and field area/setting.
4. Orientation about field project/OJT – Department/institution should provide orientation workshop for field work, its procedure, report writing, documentations (written, audio-visual, etc.), field-diary, certification, etc.

5. Field work – Field work should be in any community, or with any NGO/GO/CBO, or with any Institution.
OJT should be with any GO, NGO, etc for speculated time.
6. Report writing –
 - A. Daily Report writing: Objectives, Work done, Observation and daily reflection on field
 - B. Final Report writing: Field Project report (Introduction of FP, Methodology, Process, Discussion, Outcomes and Concluding remark, learning and critical reflection of sociological thoughts)
7. Field Dairy: It is must for assessment of the students. It should mention reporting time, date and day, write field Notes/points/memos during field interaction.
8. Attendance and Certification (for 100 hours field engagement): Student should submit the certificate from authority where he/she/they complete his/her/their field-work, viz. Formal head (Sarpanch/Member of Municipal Corporation etc.) of Community or authority of NGO/GO/CBO, or Institution regarding his/her/their attendance and field work in field setting.

9. Scheme of Evaluation :

Sr. No.	Topics to cover	Periods allotted	Distribution of Marks
1	Orientation of OJT/FP	10	--
2	Field Work / OJT	100	--
3	Daily Diary	--	20
4	Report writing	10	40
5	Presentation	--	20
6	Internal Viva voce	--	20

SEMESTER

3

SEM 3 PAPER 1: MANDATORY
COURSE CODE MSY3T01
CREDIT: 4

MODERN SOCIOLOGICAL THEORIES - 2

Course Outcome:

- a. Students will learn to question their everyday perceptions and apply perspective to their everyday interactions.
- b. It would provide a glimpse of lot of social phenomena to make it so familiar which people fail to notice.
- c. Reader will learn to analyze with a critical eye; issue raised in class using conceptual and theoretical knowledge gained through application of the class material.

Lecture per Unit

Unit 1. A. Phenomenology: 15

- A. Alfred Schutz: Structures of the Life-World.
- B. Peter Berger & Thomas Luckman: Social Construction of Reality.

B, Ethnomethodology

- a. Harold Garfinkel: Breaching Experiments, Accomplishing Gender, Accounts.
- b. Ervin Goffman: Dramaturgy, Presentation of Self, Stigma.

Unit 2. Exchange and Rational Choice Theory: 15

- A. George Homans: Elementary Social Behavior, Social Behavior as Exchange, Costs, Distributive Justice.
- B. Peter M Blau: Intrinsic/Extrinsic Rewards, Power, Imbalanced Exchange, Exchange and Power in Social Life

Unit 3. Critical Theories: 15

- A. George Lukacs, Antonio Gramsci, Louis Althusser
- B. Max Horkheimer, Theodor Adorno, Herbert Marcuse

Unit 4. Structuration 15

- A. Anthony Giddens : Agency and Structure
- B. Margaret Archer : Culture and Agency

Suggested Readings:

1. George Ritzer, 1996, Sociological Theory, The McGRAW-HILL International Editions.
2. Zetlin Irving, 1981, Ideology and the Development of Sociological Theory, Prentice Hall.
3. Coser L.A., 1977, Masters of Sociological Thought, New York.
4. Giddens Anthony, 1997, Capitalism and Modern Social Theory.
5. Michael Haralambos and Martin Holborn, 2000, Sociology: Themes and Perspectives, Harper Collins, London.
6. N.S. Vaidya, Samajik Vicharvant.

7. Jonathan Turner, 1987, The Structure of Sociological Theory (4th Ed.) Reprint by Rawat Pub., Delhi.
8. Bert N. Adams and R. A. Sydie, 2002, Sociological Theory, Vistaar Publications, New Delhi.
9. George Ritzer, 2016, Classical Sociological Theory, 6th edition, The McGRAW-HILL International Editions.

SEM 3 PAPER 2: MANDATORY
COURSE CODE MSY3T02
CREDIT: 4

FEMINIST SOCIOLOGICAL THINKERS

Unit 1 : Classical Liberal Feminism hours	15
A. Simone de Beauvoir : The Second Sex – existentialist perspective	
B. B. Betty Friedan : The Feminist mystique and critique on Freud	
Unit 2 : Radical Feminism hours	15
A. Kate Millett : Politics and Revolution of Sexuality	
B. Shulamith Firestone Reconstruction of Historical Materialism and Dialectics of Sex	
Unit 3 : Marxist and Socialist Feminism hours	15
A. Juliet Mitchell : Women's Estate, Psychoanalysis and Feminism	
B. Sheila Rowbotham : Critique of Marxism and Marxist Feminism	
Unit 4 : Post Modern and Black Feminism	15 hours
A. Judith Butler : Deconstruction of Sex and Gender, Politics of Gender	
B. Issues in Black feminism and Inequality in oppression	

Suggested Reading

- 1) Simon de Beauvoir, The Second Sex, Penguin Books, (1981)
- 2) Simon de Beauvoir, The Ethics of Ambiguity, Philosophical Library, New York (1947)
- 3) Shulamith Firestone, the Dialectics of Sex : The case for Feminist Revolution, Frogmore, Paladin Betty Friedan, The Famine Mystique, Penguin, Harmondsworth, 1979
- 4) Betty Friedan, The Second Stage, Summit Books, New York, 1981 Kate Millett, Sexual Politics, Ballantine Books, New York, 1980
- 5) Juliet Mitchell, Women's Liberation, Marxism and the Socialist Family, in Bikku Parekh's the Concept of Socialism, Ambika Publication, Delhi, 1976
- 6) Juliet Mitchell, Psychoanalysis and Feminism, Penguin Books, Harmondsworth, 1974
- 7) Juliet Mitchell, Women the Longest Revolution, Pantheon Books, New York, 1984
- 8) Sheila Rowbotham, Socialist Feminism, Pluto Press, London, 1978
- 9) Sheila Rowbotham, Women, Resistance and Revolution, The penguin, London, 1972

- 10) Stevi Jackson and Jackie Jones, Contemporary Feminist Theories, Rawat, Jaipur, 2011
- 11) Stanlie James and Abena Busia, Theorizing Black Feminism, Routledge, 1993
- 12) Sara Salih, Judith Butler, Routledge, New York, 2002 Gill Jagger,
- 13) Judith Butler: Sexual Politics, Social Change and Power of Performative, Routledge, 2008

SEM 3 PAPER 3: MANDATORY
COURSE CODE MSY3T03
CREDIT: 2

GLOBALIZATION AND SOCIETY-1

Course Outcomes

- 1) A main objective of this course is to familiarize students with ideas, concepts, processes and ways of analysing globalization.
- 2) It aims to develop a critical understanding of issues that are related to socio- cultural, economic and political implications of globalization in the contemporary world.
- 3) It also strives to focus on contemporary issues including inequality, poverty, and fundamentalism.

	Lecture per Unit
1. Understanding Globalization:	15
A. Concept: definition and distinctive characteristics of globalization	
B. Processes of globalization: Westernization, Easternization Americanization and Anti-Americanization	
2. Global Structure:	15
A. Neo-liberalism and Neo-Marxian alternatives, nation-state, imagined community	
B. Civil Society, cultural hybridization, cultural convergence	

Suggested Readings:

1. Appadurai, Arjun, 1997, Modernity at Large: Culture Dimensions of Globalization, New Delhi, Oxford University Press.
2. Applebaum R. and Robbison W., 2005, Critical Global Studies Routledge, New York.
3. Cohen Robin and Shirin M, (ed), Global Social Movements, The Athlone Press, London.
4. Dubhashi P.R., 2002, Peoples Movement against Globalism Capitalism: EPW Feb. 9.
5. Drezem Jean and Amartya Sen, 1996, Indian Economic Development and Social Opportunity, Delhi, OUP.
6. Giddens Anthony, 2000, Runaway World: How globalization is reshaping our lives, Routledge, New York.
7. Escobar, Arturo, 1995, Encountering Development: The Making and Unmaking of the Third World, Princeton, Princeton University Press.
8. Hoogvelt, Ankie, 1997, Globalization and the Post-Colonial World - The New Political Economy of Development, London, Macmillan.

9. Hoogvelt, Ankie, 1998, The Sociology of Development, London, Macmillan.
10. Jha Avinash, 2000, Background to Globalization, Centre for education and Documentation, Mumbai.
11. Kofman and Young, 2003, Globalization, Theory and Practice, Continuum, London.
12. Kiely, Ray and Phil Marfleet (eds.) 1998, Globalization and the Third World, London, Routledge.
13. Lechner F. and Boli J. (ed), 2000, The globalization, Blackwell Oxford.
14. Preston, P.W., 1996, Development Theory - An Introduction, Oxford, Blackwell.
15. Schuurman Frans J. (ed), 2002, Globalization and Development Studies, Sage Publications, New Delhi.
16. Waters, Malcolm, 1996, Globalization, London, Routledge.

SEM 3 PAPER 4: MANDATORY
COURSE CODE MSY3T04
CREDIT: 2

GLOBALIZATION AND SOCIETY-2

Course Outcomes

1. A main objective of this course is to familiarize students with ideas, concepts, processes and ways of analysing globalization.
2. It aims to develop a critical understanding of issues that are related to socio-cultural, economic and political implications of globalization in the contemporary world.
3. It also strives to focus on contemporary issues including inequality, poverty, and fundamentalism.

Lecture per Unit

Unit 1. Agencies of Globalization

15

- a. Economic agencies, viz. Multinational Corporations (MNCs), WTO;
- b. Political agencies, viz. Government & Non-Governmental Organizations (NGOs)
- c. Cultural Agencies: Mass Media and ICT

Unit 2. Challenges of Globalization:

15

- a. Inequality, poverty, rural-urban and majority-minority divide
- b. Religious fundamentalism, conflict over natural resources
- c. Privatization of Education

Suggested Readings:

1. Appadurai, Arjun, 1997, Modernity at Large: Culture Dimensions of Globalization, New Delhi, Oxford University Press.
2. Applebaum R. and Robbison W., 2005, Critical Global Studies Routledge, New York.
3. Cohen Robin and Shirin M, (ed), Global Social Movements, The Athlone Press, London.
4. Dubhashi P.R., 2002, Peoples Movement against Globalism Capitalism: EPW Feb. 9.
5. Drezem Jean and Amartya Sen, 1996, Indian Economic Development and Social Opportunity, Delhi, OUP.

6. Giddens Anthony, 2000, Runaway World: How globalization is reshaping our lives, Routledge, New York.
7. Escobar, Arturo, 1995, Encountering Development: The Making and Unmaking of the Third World, Princeton, Princeton University Press.
8. Hoogvelt, Ankie, 1997, Globalization and the Post-Colonial World - The New Political Economy of Development, London, Macmillan.
9. Hoogvelt, Ankie, 1998, The Sociology of Development, London, Macmillan.
10. Jha Avinash, 2000, Background to Globalization, Centre for education and Documentation, Mumbai.
11. Kofman and Young, 2003, Globalization, Theory and Practice, Continuum, London.
12. Kiely, Ray and Phil Marfleet (eds.) 1998, Globalization and the Third World, London, Routledge.
13. Lechner F. and Boli J. (ed), 2000, The globalization, Blackwell Oxford.
14. Preston, P.W., 1996, Development Theory - An Introduction, Oxford, Blackwell.
15. Schuurman Frans J. (ed), 2002, Globalization and Development Studies, Sage Publications, New Delhi.
16. Waters, Malcolm, 1996, Globalization, London, Routledge.

SEM 3 PAPER 5: ELECTIVE G1P3

COURSE CODE MSY3E05

CREDIT: 4

SOCIAL EXCLUSION AND OPPORTUNITIES IN INDIA

Course outcomes:

1. This paper has enabled the students to know the means of putting an end to social exclusion in society.
2. It develops the understanding of social exclusion and exclusionary forces in society.

Lecture per Unit

- | | |
|--|-----------|
| 1. Understanding the Concept of Social Exclusion: <ol style="list-style-type: none"> A. Meaning, definition and nature of social exclusion B. Western Theories: Marxist - Capitalism and social exclusion, Amartya Sen: Deprivation and social exclusion | 15 |
| 2. Social Categories and Social Exclusion: <ol style="list-style-type: none"> A. Caste and social exclusion B. Gender, patriarchy and social exclusion C. Ethnicity and social exclusion, with reference to tribes and nomadic and de-notified tribes. | 15 |
| 3. Socio-Revolutionary Movements and Social Exclusion in India: <ol style="list-style-type: none"> A. Mahatma Jyotibha Phule and Savitribai Phule B. Chhatrapati Sahu Maharaj and Dr. B.R. Ambedkar C. Periyar Ramasamy | 15 |

4. Social Exclusion and Inclusive Policies in India:

15

- A. Education, natural/ecological resources and weaker sections
- B. Privatization and politics of inclusive policies
- C. Positive discriminations and social exclusion
- D. Empowerment and social exclusion

Suggested Readings:

1. Ram, Ahuja. Society in India, Rawat Publications, 2004.
2. Rao, Shankar. Sociology of Indian Society, S. Chand and Company, New Delhi, 2004.
3. Ghurye, G.S. Caste and Race in India, Popular Prakashan, Bombay, 1969.
4. Guha, Ranjit. (ed.), Sabalarn Studies: Writings on South Asian History and Society, Oxford, Delhin 1982.
5. Michael, Haralambos. Sociology: Themes and Perspectives, 13th edition, OUP, Delhi, 1994.
6. Forbes, G. Women in Modern India, New Delhi: Cambridge University Press, 1998.
7. Oakley, Ann. Sex, Gender and Society, New York: Harper and Row, 1972.
8. Malcolm. Globalization, London: Routledge, 1996.
9. Beteille, Andre. The Backward Classes in Contemporary India, Delhi, OUP, 1992.
10. Zelliott, Eleanor. From Untouchable to Dalit: Essays on the Ambedkar Movement, New Delhi, Manohar, 1995.
11. Ambedkar, B.R. The Untouchables: Who were they and why they become untouchables, New Delhi, 1948.– Rajendra K. Sharma Alantic Publishers and Distributors, New

SEM 3 PAPER 6: ELECTIVE G2P3
COURSE CODE MSY3EO6
CREDIT: 4

WOMEN IN INDIAN SOCIETY: ISSUES AND CHALLENGES

Course Outcomes:

1. This paper has dual purpose, it sensitizes both man and women as well as make them aware that division of labor is not natural, it is man-made.
2. It makes them capable to understand the structure of Indian society and how it is responsible for the low socio-economic and political status of women

Lecture per Unit

UNIT 1: The Changing Profile of Women in India:	15
A. The changing status of women in pre-colonial, colonial and post-colonial India	
B. The demographic profile - the gender gap (Census, NSS)	
C. Gender in caste, class and religion	
UNIT 2: Patriarchy and Women in India:	15
A. Women's role in decision making: family, health and reproductive behavior.	
B. Women's situation in India: Socio-cultural taboos, economic and political deprivation, sexual exploitation, etc.	
UNIT 3: Women and Social Institutions:	15
A. Education: Gender based participation in educational institutions	
B. Economy: Sexual division of labour, unequal payments, and marginalization of women	
C. Polity: Gender based participation in politics; reservations for women and political empowerment	
UNIT 4: Women and Social Issues:	15
A. Development	
B. Communalism	
C. Crime and violence: Sexual, Workplace	
D. Education, employment and empowerment	

Suggested Readings:

1. Altekar, A.S., 1983, The Position of Women in Hindu Civilization, Delhi, Motilal Banarasidas, Second Edition, Fifth Reprint.
2. Chodrow, Nancy, 1978, The Reproduction of Mothering, BerkelyUniversity of California Press.
3. Desai Neera and M Krishnaraj, 1978, Women and Society in India, Delhi, Ajanta.
4. Dube Leela et al (eds.) 1986, Visibility and Power: Essays on Women in Society and Development, New Delhi, OUP.
5. Forbes G., 1998, Women in Modern India, New Delhi, Cambridge University Press.
6. Maccoby, Eleanor and Carol Jackin, 1975, The Psychology of Sex Differences, Stanford, Stanford University Press.
7. Mc Cormack, C and M. Strathern (ed.) 1980, Nature, Culture and Gender, Cambridge, Cambridge University Press.

8. Myers, Kristen Anderson et al, (eds.) 1998, Feminist Foundations: Towards Transforming Sociology, New Delhi, Sage.
9. Oakely, Ann., 1972, Sex, Gender and Society, New York, Harper and Row.
10. Sharma, Ursula, 1983, Women, Work and Property in North-West India, London, Tavistock.
11. Shulamitz, Reinhartz and Lynn Davidman, 1991, Feminist Research Methods, New York, Oxford University Press.
12. Srinivas, M.N., Caste Its Modern Avatar, New Delhi, Penguin (Leela Dube's Article on Caste and Women)
13. Vaid, S and K Sangari, 1989, Recasting Women Essays in Colonial History, New Delhi.
14. Agarwal, B, 1994, A Field of One's Own Gender and Land Rights in South Asia, Cambridge University Press.
15. Channa Karuna, 1988, Socialization, Women and Education: Explorations in Gender Identity, New Delhi, Orient Longman.
16. Dube Leela, 1997, Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia, Tokyo, United Nations University Press.
17. Gandhi, N and N. Shah, 1992, The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India, New Delhi.
18. Ghadially, Rehana, (ed.) 1988, Women in Indian Society, New Delhi, Sage.
19. Jaywardene, Kuman, 1991, Feminism and Nationalism in the Third World, New Delhi.
20. Miss Maria, 1980, Indian Women and Patriarchy: Conflicts and Dilemmas of Students and Working Women, New Delhi, Concept.
21. Omvedt Gali, 1975, Caste, Class and Women's Liberation in India, Bulletin of Concerned Asian Scholars.
22. Pardeshi, Pratima, 1988, Dr. Ambedkar and the Question of Women's Liberation in India,

SEM 3 PAPER 7: ELECTIVE G3P3

COURSE CODE MSY3EO7

CREDIT: 4

SOCIOLOGY OF MIGRATION

Course Outcomes:

1. This paper helps them to understand different factors of migration thereby acquainting the students with certain mechanism for judiciously dealing with this process.
2. It also develops their theoretical insight to understand the changing social situation critically.

Lecture per Unit

1. Understanding the Concept of Migration:

15

- A. Definition, nature and types of migration
- B. Place of origin and destination in migration
- C. Trends in local, regional and international migration

2. Migration, Society and Social Categories:

15

- A. Gender, caste and class in migration

- B. Migration and capitalist society
- C. Refugees, migration and nationalism

3. Models/Theories of Sociology of Migration: 15

- A. Models: Ravenstein's distance model and Lee's "Push" "Pull" model
- B. Theories: neo-classical economic, dual labour market, relative deprivation, world systems and Marxist theories

4. Factors of Migration: 15

- A. Factors having mobility potentials: finance and income, age, gender, Education, family ties and personality
- B. Factors creating stresses/dissatisfaction: housing, environment, employment opportunities, prospects for children, sense of belonging, persecution and intolerance, population pressure and poverty
- C. Industrialization, migration and urbanization

Suggested Readings:

1. Lydia Potts. The World Labour Market, Zed Books Ltd., London and New Jersey, 1990.
2. Stephen Castles and Mark J. Miller. The Age of Migration, TheGulford Press, New York, 1993.
3. Loes, Schenk – Sand Bergen (ed.): Women and Seasonal Labour Migration, Sage Publications, New Delhi, London, 1995.
4. R. Mansell Prothero and Murray Chapman. Circulation in Third World Countries, Routledge and Kegan Paul, London, 1983.
5. Omprakash Mishra (ed.): Forced Migration, Manak Publication, Delhi, 2004.
6. Milton Israel and N.K. Wagle. Ethnicity, Identity, Migration. The Centre for South Asian Studies, University of Toronto, 1993.
7. Binod Khadria. The Migration of Knowledge Workers, Sage Publications, New Delhi, London, 1999.
8. Brinley Thomas. Migration and Urban Development, Methuen and Co. Ltd., London, 1972.
9. Swain, B.K. Changing Occupational Structure in Vidarbha, India, Himalaya Publishing House, Bombay, 1998.

SEM 3 PAPER 8: ELECTIVE G4P3
COURSE CODE MSY3EO8
CREDIT: 4

SOCIOLOGY OF ENTREPRENEURSHIP

Course Outcomes

1. The Objective is to have a proper understanding social aspect of entrepreneurship before delving into the main stream of the subject matter.
2. Includes individual and corporate components of entrepreneurship and its implications for society.
3. Special emphasis is placed on understanding of opportunity recognition,

economic/financial models, value creation, and basic entrepreneur-related theories, environment sustainability, welfare and sustainability.

Lecture per Unit

UNIT 1: Introduction to Entrepreneurship 15

- A) Meaning, Concept, Types, Characteristics and Importance of Entrepreneurship
- B) Global Economy and Changing Nature of Entrepreneurship
- C) Entrepreneurship Development.

UNIT 2: Sociological Theories of Entrepreneurship. 15

- A) Indian Classical Approaches: Kautilya, Jain Philosophy.
- B) Classical Approach: Weber's Theory of Social Change, Marx's Theory of Capitalism.
- C) Davis and Moore's theory of social stratification.
- D) Modern Approach: Hoselitz's Theory of Leadership, McClelland's Need for Achievement Theory, Cochran's Cultural Theory of Entrepreneurship, Schumpeter's Theory of Innovation

UNIT 3: Social Structure and Entrepreneurship 15

- A) Entrepreneurship and Social groups: Class, Caste, Ethnicity.
- B) Gender and Entrepreneurship
- C) Culture and Entrepreneurship.
- D) Social Capital and Entrepreneurship

UNIT 4: Social Entrepreneurship 15

- A) Meaning and Concept of Social Entrepreneurship.
- B) Corporate Social Responsibility, Socially Responsible Investment, Non-Profit Organizations and Crowdfunding.
- C) Role of Social Entrepreneurship in dealing Societal Issues and Problems such as Poverty Alleviation, Health Care, Community Development, Environmental Degradation etc.

Suggested Reading:

1. Verdaguer, M. E. (2009). Class, Ethnicity, Gender and Latino Entrepreneurship. Routledge.
2. Steyaert, C., & Hjorth, D. (2008). Entrepreneurship As Social Change: A Third New Movements in Entrepreneurship Book. Edward Elgar Publishing.
3. V. G. P. P. (2021). Entrepreneurship -CBSE Class 12 (for 2021-22 Edition). VK Global Publications.
4. Innerhofer, E., Pechlaner, H., & Borin, E. (2017). Entrepreneurship in Culture and Creative Industries: Perspectives from Companies and Regions. Springer.
5. Westhead, P., & Wright, M. (2013). Entrepreneurship: A Very Short Introduction. OUP Oxford.
6. Etemad, Hamid., Wright, Richard. (2019). Globalization and Entrepreneurship: Policy and Strategy Perspectives (McGill International Entrepreneurship).
7. Ács, Z. J., & Audretsch, D. B. (2003). Handbook of Entrepreneurship Research: An Interdisciplinary Survey and Introduction. Springer Science & Business Media.
8. Kabir, M. N. (2019). Knowledge-Based Social Entrepreneurship: Understanding Knowledge Economy, Innovation, and the Future of Social Entrepreneurship. Springer.
9. Benlamri, R., & Sparer, M. (2016). Leadership, Innovation and Entrepreneurship as

- Driving Forces of the Global Economy: Proceedings of the 2016 International Conference on Leadership, Innovation and Entrepreneurship (ICLIE). Springer.
10. Ruef, Martin & Lounsbury, Michael. (2007). The Sociology of Entrepreneurship. Research in the Sociology of Organizations. 25. 1-29. 10.1016/S0733-558X(06)25001-8.
 11. Grusky, D. B. (2014). Social Stratification: Class, Race, and Gender in Sociological Perspective. Avalon Publishing.
 12. The Sociology of Entrepreneurship. (2007). In M. Ruef & M. Lounsbury (Eds.), Research in the Sociology of Organizations. Emerald Group Publishing Limited. [https://doi.org/10.1016/s0733-558x\(2007\)25](https://doi.org/10.1016/s0733-558x(2007)25)
 13. Turner, J. H. (2013). Theoretical Sociology: A Concise Introduction to Twelve Sociological Theories. SAGE Publications.
 14. Thornton, Patricia. (1999). The Sociology of Entrepreneurship. Annual Review of Sociology. Annu. Rev. Sociol. 25. 19-46. 10.1146/annurev.soc.25.1.19.

SEM 3 PAPER 9: Research Project
COURSE CODE MSY2P09
CREDIT: 4

RESEARCH PROJECT

Student should submit a report of 50 – 60 pages to University which content the following topics.

1. Introduction

- a. Sociological Theory related to Topic (should cover concept / variables which are focused in topic, theory / theories related to concept/s i.e. Variables)
- b. Introduction of respondents / population / stake-holders (which are the subjects of research)
- c. Geographic area (which are involve in field survey)
- d. References ; APA referencing should be follow writing
- e. Review of Literature (should follow the standard procedure)

Categorization of Review of Literature (according to topic and subjects i.e. stake-holders) (nearly 20) Regional level context / National level context / International level/context

- f. Significance of the study
- g. Research Gap
- h. Statement of Problem
- i. Relevance of Study

References; APA referencing should be follow at the time of writing

2. Research Methodology (the subtopics of methodology should be framed according to quantitative / qualitative methods which used for study)

- a. Universe and field of study
- b. Research Design
- c. Research questions (for qualitative study)

- d. Objectives (maximum four)
 - e. Hypothesis (for quantitative study)
 - f. Sample design of research, techniques of data collection (field work)
- References ; APA referencing should be follow writing

3. Bibliography

Suggested Readings:

The students shall have to refer to the selected reading materials suggested for the papers on Quantitative and Qualitative Methods in Social Research as they opt in Semester- I

EXAMINATION SCHEME FOR RESEARCH PAPER – I : DISTRIBUTION OF 60 MARKS

*Research method adopt as per Research Method Paper (RM) avail in Semester I.

Sr. No.	Topic	Maximum Marks Allotted
1	Introduction (Theoretical Framework)	20
2	20 Research reviews	10
3	Research Gap	05
4	Formulation of Research Question	05
5	Formulation of objectives and tentative hypothesis	10 (5 marks each)
6	Research Method* – Justification of selection of sample & sample size & tools of data collection	05
7	Proper referencing and /or Bibliography (Use of APA Method)	05

Note: Internal Marks (max. 40) should be allotted according to presentation and Viva voce.

SEMSETER

4

SEMSETER 4

SEM 4 PAPER 1: MANDEATORY

COURSE CODE MSY4T01

CREDIT: 4

Postmodern Social Theories

About the Paper- This is the most advance theory paper of sociology and social sciences, which can cater the theories of modern and postmodern times. It shows arising new situations in present time, its causes and possible solutions in the situation.

Some of the theories are so potent that they saw entire world as single community, a homogeneous one and deal with the problems of such hypothetical / future society as well as shows the way to ahead towards that ideal world.

It breaks the boundaries of discipline and so its scope but due to constraint of syllabus we chose some representative thinkers and their theories.

Course Outcomes:

1. Student can understand the advancement of sociological theories and their scope.
2. It will help them to understand the rapidly changing and advancing society and social relations as well as the upcoming nature of change. Which helps them to understand the nature better and positively solve the upcoming problems in the real world.

	Lecture per Unit
1. Modernism and Globalization 1	15
A. Anthony Giddens: Structuration Theory, Globalization: Detraditionalization, Risk Consciousness. Juggernaut of Modernity.	
B. Jurgen Habermas: Colonization of lifeworld, Theory of Communicative Action, Public Sphere, Discourse Ethics.	
2. Modernism and Globalization 2	15
A. Zygmunt Bauman: Liquid Modernity, The Society of Consumers, Morality and Violence.	
B. Ulrich Beck: Risk Society, Second Modernity, 'Individualization', 'Cosmopolitanism', 'Democratization of Science'	
3. Post-structuralism 1	15
A) Jaques Derrida: Theory of Deconstruction, Grammatology and Writing	
B) Michael Foucault: Discourses, Knowledge and Power: Sovereign and Disciplinary Power, Governmentality and Biopower.	
4. Post-structuralism 2	15
A) George Ritzer: Hyperrationality, McDonaldization, Americanization	
B) Jonathan Turner: Theories of Interaction, Micro Dynamic Analysis	

Suggested Reading

1. Braaten, Jane. 1991. *Habermas's Critical Theory of Society*. Albany: State University of

- New York Press.
2. Alexander, Jeffrey C, 1987, Twenty Lectures: Sociological Theory since World War II, New York, Columbia University Press.
 3. Craib, Ian, 1992, Modern Social Theory: From Parsons to Habermas (2nd edition), London, Harvester Press.
 4. Collins Randall, 1997 (Indian edition), Sociological Theory, Jaipur and New Delhi, Rawat Publications.
 5. Giddens Anthony, 1983, Central Problems in Social Theory: Action, Structure and Contradiction in Social Analysis, London, Macmillan.
 6. Kuper Adam and Jessica Kuper (ed.), The Social Science Encyclopedia, London and New York, Routledge.
 7. Ritzer George, 1992, Sociological Theory, New York, McGraw-Hill.
 8. Sturrock John, (ed.), 1979, Structuralism and since: From Levi-Strauss to Derrida, Oxford, OUP.
 9. John Rex, Key Problems of Sociological Theory, Routledge, London.
 10. Turner, Jonathan H., 1995, The Structure of Sociological Theory, Jaipur and New Delhi, Rawat Publications.
 11. Zeitlin, Irving M., 1998, Rethinking Sociology: A Critique of Contemporary Theory, Jaipur and New Delhi, Rawat Publications.
 12. Skidmore William, Theoretical Thinking in Sociology, Cambridge University Press.
 13. Narendra Kumar Sindhi, 1998, Samajsashtriya Sidhanta: Vivechan abam Bakhya, Rawat Publications (in Hindi).
 14. S.L. Doshi, and M.S. Trivedi, 1996, Uttar Samajsashtriya Sidhanta, Rawat Publications.

SEM 4 PAPER 2: MANDATORY

COURSE CODE MSY4T02

CREDIT: 4

Recent trends in Social Theories

Objectives of the Paper:

1. To introduce students to the school of critical theory and its theorists.
2. To introduce the students to post structuralism and the recent trends in sociological theorizing.

Lectures per Units

Unit 1: Post-Modernism:

15

- a. Jean Baudrillard: Symbolic Exchange, Critique of Production and the Object, Hyperreality.
- b. Jean Francois Lyotard: Paganism, Postmodernity and Knowledge, Metanarratives.
- c. Fredric Jameson: Cultural Logic of Late Capitalism, Commodity Culture and Consumer Society, Utopia.

Unit 2: Information & Network Society:

15

- a. Manuel Castells: Theory of Network Society.
- b. Michel Foucault: Panopticon and Surveillance.
- c. Donna Haraway: Theory of Cyborg, Tentacular Thinking: Anthropocene, Capitalocene, Chthulucene.

Unit 3: Cultural Theories

- A. Gayatri Spivak and the Subaltern,
- B. Slavoj Žižek – Strategic essentialism and Subaltern
- C. Edward Said – Culture and Imperialism
- D. Paul Virilio and Hypermodernism

Unit 4 : Theories of Future / Digital Society

- A. Paul Levinson : Society in Cyber Space
- B. Ori Schwarz: The digital objectification of social life

Suggested Readings:

1. Alexander, Jeffrey C, 1987, Twenty Lectures: Sociological Theory since World War II, New York, Columbia University Press.
2. Craib, Ian, 1992, Modern Social Theory: From Parsons to Habermas (2nd edition), London, Harvester Press.
3. Collins Randall, 1997 (Indian edition), Sociological Theory, Jaipur and New Delhi, Rawat Publications.
4. Giddens Anthony, 1983, Central Problems in Social Theory: Action, Structure and Contradiction in Social Analysis, London, Macmillan.
5. Kuper Adam, 1975, Anthropologists and Anthropology: The British School, 1922-72, Harmondsworth, Middlesex, Penguin Books.
6. Kuper Adam and Jessica Kuper (ed.), The Social Science Encyclopedia, London and New York, Routledge.
7. Ritzer George, 1992, Sociological Theory, New York, McGraw-Hill.
8. Sturrock John, (ed.), 1979, Structuralism and since: From Levi-Strauss to Derrida, Oxford, OUP.
9. John Rex, Key Problems of Sociological Theory, Routledge, London.
10. Turner, Jonathan H., 1995, The Structure of Sociological Theory, Jaipur and New Delhi, Rawat Publications.
11. Zeitlin, Irving M., 1998, Rethinking Sociology: A Critique of Contemporary Theory, Jaipur and New Delhi, Rawat Publications.
12. Francis Abraham, Modern Sociological Theory, Delhi, OUP.
13. Skidmore William, Theoretical Thinking in Sociology, Cambridge University Press.
14. Wallace Walter, 1969, Sociological Theory: An Introduction, Chicago Aldine.
15. Narendra Kumar Sindhi, 1998, Samajsashtriya Sidhanta: Vivechan abam Bakhya, Rawat Publications (in Hindi).
16. S.L. Doshi, and M.S. Trivedi, 1996, Uttar Samajsashtriya Sidhanta, Rawat Publications.
17. Pradeep Aglwe, Samajsakhatil Saidhantik Drustikon, Sainath Prakashan, Nagpur.

18. Anthony Elliott. Contemporary Social Theory, London: Routledge and Kegan Paul, 2009, Indian Reprint, 2010.
19. James Williams. Understanding Poststructuralism, Rawat Publications, Jaipur, 2005.
20. Michael Grenfell. (ed.), Pierre Bourdieu: Key Concepts, Rawat Publications, Jaipur, 2008.
21. August, V. (2022). Network concepts in social theory: Foucault and cybernetics. European Journal of Social Theory, 25(2), 271-291.
22. Bell, W. (1996). The Sociology of the Future and the Future of Sociology. Sociological Perspectives, 39(1), 39–57. <https://doi.org/10.2307/1389342>
23. Calhoun, C., Gerteis, J., Moody, J., Pfaff, S., & Virk, I. (Eds.). (2012). Contemporary sociological theory. John Wiley & Sons. Deborah Eade (Ed.). 2002.
24. Jayapalan, N. (2014). Sociological Theories. New Delhi: Atlantic Publishers & Distributors (P) LTD. Lawrence Harrison and Samuel Huntington (Eds.). 2001.
25. Culture Matters: How Values Shape Human Progress. New York: Basic Books. Mannheim, K. (1952).
26. The Problem of Generations. In P. Kecskemeti (Ed.), Essays on the Sociology of Knowledge (pp. 276-320). London: Routledge and Kegan Paul. Ori Schwarz 2021.
27. Sociological Theory for Digital Society: The Codes that Bind Us Together. Publisher: Polity ISBN: 9781509542970 53 | Page Singer, J. A., & Salovey, P. (1988).
28. Mood and memory: Evaluating the Network Theory of Affect. Clinical Psychology Review, 8(2), 211–251. [https://doi.org/10.1016/0272-7358\(88\)90060-8](https://doi.org/10.1016/0272-7358(88)90060-8)
29. Ziauddin Sardar. 2004. Introducing Cultural Studies. Cambridge: Icon Books Ltd. Paul Levinson, Digital Macluhan, Routledge, New York, 1999

SEM 4 PAPER 3: MANDATORY
COURSE CODE MSY4T03
CREDIT: 2

Contemporary Society

Note: This paper is offered for 2 credits and hence we can adopt 1st and 2nd units for this course.

Course Outcomes:

1. This paper develops basic understanding of society in the learners.
2. It also develop the knowledge of changing institutions in due course with critical thinking of Plasticity of institutions.

Lecture per Unit
15

Unit 1. Social Institutions I:

- A. Family: Types, characteristics, functions and changes in the functions
- B. Marriage: Types, functions and the emerging changes in the marriage; Live in relationship and gay marriage
- C. Economy: Types of Economy - Capitalism, Socialism, Corporate Capitalism and Mixed Economy

Unit 2. Social Institutions II:**15**

- A. Education: Functions of education - socialization, cultural transmission, innovation, development, social integration, critical thinking and social change
- B. Equity and inequality in education
- C. Religion: Types – animism, naturism and totemism; Functions of religion; religion, secularism and fundamentalism

Suggested Readings

1. Bottomore, T.B., Sociology: A guide to problems and literature, George Allen and Unwin (India), Bombay, 1972.
2. Harlambos Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Collins.
3. Inkeles, Alex, What is Sociology? Prentice-Hall of India, New Delhi, 1987.
4. Jayaram, N., Introductory Sociology, Macmillan India, Madras, 1988.
5. Johnson, Harry M., Sociology: A Systematic Introduction, Allied Publishers, New Delhi, 1995.
6. Schaefer, Richard T. and Robert P. Lamm, Sociology, Tata-McGraw Hill, New Delhi, 1999.
7. Ghode R.N., and BhauDaydar, Sociology: Basic concepts, S. Spectrum Publication, Nagpur.
8. Melvin M. Tumin, Social Stratification, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
9. Vivek, P.S., Sociological Perspectives and Indian Sociology, Himalaya Publishing House, Mumbai, 2002.
10. Vaidya, N. S., Samajshastra, VidyaPrakashan, RuikarMarg, Nagpur

SEM 4 PAPER 4: ELECTIVE G1P4**COURSE CODE MSY4E04****CREDIT: 4****G1P4: Social Movement in India****Course Outcomes:**

1. To Develop a comprehensive understanding of social movements in India.
2. To explore the interplay between caste, class, and social movements, understanding the diverse factors that mobilize individuals and groups for social change.
3. to critically analyse the context, drivers, and outcomes of social movements in India.

Lecture per Unit

Unit 1. Understanding Social Movements in India:**15**

- A. History and origin of social movements in India
- B. Causes and consequences of social movements
- C. Caste, class and social movements in India

Unit 2. Traditional Social Movements:**15**

- A. Peasant and tribal Movements
- B. Women's movement
- C. Trade union and nationalist movements

Unit 3. New Social Movements:**15**

- A. Dalit and ethnic movements

- B. Students' Movements
- C. Ecological and environmental movements

Unit 4. Consequences of Social Movements:

15

- A Social movements, state and civil Society in India
- B. Social movements, social change and development
- C. Social Movement, Conflict and Solidarity

Suggested Readings:

1. Banks, J.A., 1972, The Sociology of Social Movements, London, Macmillan.
2. Desai, A.R., (ed.) 1979, Peasant Struggles in India, Bombay, Oxford University Press.
3. Dhanagare D.N., 1983, Peasant Movements in India 1920-1950, Delhi, OUP.
4. Gore M.S., 1993, The Social Context of an Ideology: Ambedkar's Political and Social Thoughts, New Delhi, sage.
5. Oommen T.K., 1990, Protest and Change: Studies in Social movements, Delhi, Sage.
6. Rao M.S.A., 1979, Social Movements in India, New Delhi, Manohar.
7. Singh K.S., 1982, Tribal Movements in India, New Delhi, Manohar.
8. Selliot Eleanor, 1995, From Untouchable to Dalit: Essays on the Ambedkar Movement, New delhi, Manohar.
9. Gouldner A.W., 1950, (ed.) Studies in Leadership, New York, Harper and Brothers.
10. Oommen T.K., 1972, Charishma, Stability and Change: An Analysis of Bhoodan Gramdan Movement, New Delhi, Thomas Press.
11. Shah Ghanshyam, 1990, Social movements in India: A Review of the Literature, Delhi, Sage.
12. Shah Nandita, 1992, The Issues at Stake: Theory and Practice in the Contemporary Women's Movements in India.
13. Shiva Vandana, 1991, Ecology and the Politics Survival, New Delhi, Sage

SEM 4 PAPER 5: ELECTIVE G2P4

COURSE CODE MSY4EO5

CREDIT: 4

G2P4: Tribal in India: Issues and Challenges

Course outcomes

- 1) A course on the tribal condition in contemporary India helps in understanding the challenges, opportunities, contemporary issues and problems faced by India's tribal peoples.
- 2) It aims to comprehend the meaning and concepts associated with tribal culture and organization and emphasize on programs, policies and initiatives for tribal development.
- 3) Reader will able to develop a critical thinking on the impact of modernization and industrialization on tribal community.

Lecture per Unit

- | | |
|--|---------------|
| 1. Tribes in India | 15 |
| A) Meaning, Definition and Concept of Tribe. | |
| B) Social Organization of Tribal Society. | |
| C) Tribal Culture | |
|
2. Changing Tribal Society |
15 |
| A) Changing Tribal Culture: impact of Modernization, Hinduisation and Christianity. | |
| B) Ruralization, Industrialization and Tribal livelihood. | |
| C) Formal Education and Indigenous Knowledge | |
|
3. Development and Tribes in India |
15 |
| A) State and Tribal Development: Tribal Sub Plan, PESA etc. | |
| B) Constitutional Provisions and safeguards for Scheduled Tribes: Educational, Cultural, Political and Administrative, Atrocities Act. | |
| C) Political Representation of Tribes. | |
| D) Tribal resurgence and Tribal Movements in Contemporary Times | |
|
4. Contemporary Issues and Problem of Tribes |
15 |
| A) Displacement and Rehabilitation of Tribal. | |
| B) Tribal Migration | |
| C) Health Issue of Tribal | |
| D) Gender inequality in Tribal Society | |
| E) Violation of rights of Tribal. | |

Suggested Readings:

- 1) K S Singh (ed), The Tribal Situation in India (1972)
- 2) K S Singh, Tribal Society in India: An Anthro-po-historical Perspective (1985)
- 3) Virginius Xaxa 'State, Society and Tribes: Issues in Post-colonial India' (2008)
- 4) Christoph von Fürer-Haimendorf (1982) Tribes of India: The Struggle for Survival
- 5) V. N. V. K. Sastry and M. Sundara Rao Changing Patterns in Tribal Societies (2011)
- 6) Vinay K Srivastava (2020) India's Tribes: Unfolding Realities

G4P3: Labour in Global Economy

Course outcomes:

1. This course is designed to develop an understanding of labor condition in world market.
2. It also helps them to understand technological induce changes and its impact on labor.

	Lecture per Unit
1. Globalization, Technological Change and Economy	15
A) Globalization and Technology, Globalization of Technology, Technological globalization.	
B) Technology and Economic Transformation	
C) Interface between Globalization, Technology and economy	
D) Place of Labour (Human Resource) in New Economy	
2. Labour in the era of neo-liberalism.	15
A) Factory and industry system – in liberal and neo-liberal era.	
B) Changing nature of Labour relations in global market of Labour.	
C) Gender and Labour relations – prospects and exploitation	
3. Globalization, Labor Markets, and Inequality	15
A) Technological Change and Demand of Skilled Labour	
B) Technology, Gender and Inequality.	
C) Global Labour Market and Labour Exploitation	
D) Global Economic Disparity or Pauperization?	
4. Worker's Rights and Labour Movements	15
A) Worker's Rights and Labour Laws	
B) Worker/Labour Movements	
C) Labor unions/Trade Unions and Worker's Issues.	

Suggested Readings:

1. Leslie Sklair, 2002, Globalization, Capital and its Alternatives, OUP.
2. Joseph Stiglitz, 2002, Globalization and its Discontents, Penguin Books.
3. Malini Bhattacharya, 2004, Globalization (ed), Tulika Books.
4. Jagdish Bhagwati, 2004, In Defense of Globalization, OUP.
5. Surjit Bhalla, 2002, Imagine there is no country, Penguin books.
6. S. Sikdar, 2003, Contemporary issues in Globalization, OUP.
7. Debdas Banerjee, 2003, Where India meet the global, Sage Pub.
8. Biplab Dasgupta, Globalisation: India's Adjustment Experience, Sage.

G4P4: Entrepreneurship in India

Course Outcomes

- 1) The idea of this **course** is to acquaint student with the phases of evolution and growth of entrepreneurship in India and the impact of LPG reform on social, economic and political system.
- 2) It would equip students with the basic understanding of program, policies and initiatives taken by the government of India for entrepreneurship development.
- 3) Reader will able to unravel the status of entrepreneurship across various social group and the working fundamentals of CSR, stock market and social enterprises.

Lecture per Unit

- | | |
|---|-----------|
| 1. Evolution and Growth of Entrepreneurship in India | 15 |
| A. Entrepreneurship in Colonial India | |
| B. Entrepreneurship in India after Independence | |
| C. LPG and Entrepreneurship in India | |
| 2. Entrepreneurship Development | 15 |
| A. Entrepreneurship Development Programme (EDP): Objectives, Phases, Importance. | |
| B. Institutional Skill Development: NI-MSME, IIE Guwahati, National institute for entrepreneurship and small business development (NEISBUD), Entrepreneurial Development Institute of India (EDII) etc. | |
| C. Governments Initiatives and Programs such as Make in India, Startup India etc. | |
| D. Chambers of commerce and industry associations in India. | |
| 3. Entrepreneurship and Indian Society | 15 |
| A. Entrepreneurship among Tribes and Dalits. | |
| B. Traditional Entrepreneur/trader Caste groups. (e.g. baniya, Marwari, Komti) | |
| C. Women Entrepreneurs in India. | |
| D. Entrepreneurship of Physically Challenged (differently abled) Persons. | |
| 4. Social Entrepreneurship in India | 15 |
| A. Culture and Philanthropy in India. | |
| B. Corporate Social Responsibility and Social Entrepreneurship. | |
| C. Social Stock Exchange (SSE) and social enterprise. | |
| D. Social enterprises and sectors of work in India. | |

Suggested Readings

Unit: 1

1. Roy, T. (2018). *A Business History of India: Enterprise and the Emergence of Capitalism from 1700*. Cambridge University Press.
2. Ray, R.K. (1994). *Entrepreneurship and Industry in India, 1800-1947*. Oxford University Press.
3. Majumdar, S.K. (2012). *India's Late, Late Industrial Revolution: Democratizing Entrepreneurship*. Cambridge University Press.
4. Chernovskaia V.V. (2005). *Indian Entrepreneurship, Its Past and Present*. Shipra.
5. Newman, A., North-Samardzic, A., Bedarkar, M. and Brahmankar, Y. (2021). *Entrepreneurship in India*. Routledge.
6. Newman, A. (2021). *Entrepreneurship in India*. Taylor & Francis Group.
7. Mitra, J. (2020). *Indian Entrepreneurship: A Nation Evolving*. Springer Nature.
8. Sengupta, H. (2014). *Recasting India: How Entrepreneurship is Revolutionizing the World's Largest Democracy*. St. Martin's Publishing Group.
9. *Entrepreneurial Development in India*. (1990). Mittal Publications.

Unit: 2

10. Biswas, D. and Dey, C. (2021). *Entrepreneurship Development in India*. Routledge.
11. Subrahmanya, M.H.B. (2021). *Entrepreneurial Ecosystems for Tech Start-ups in India: Evolution, Structure and Role*. Walter de Gruyter GmbH & Co KG.
12. Dana, L., Sharma, N. and Acharya, S.R. (2020). *Organising Entrepreneurship and MSMEs Across India*. World Scientific.
13. Pandya, R. (2016). *Skill Development and Entrepreneurship in India*. New Century Publications.
14. I.S.E.O. (Cochin (2015). *India, Start-ups, Skills and Entrepreneurship*. Institute of Small Enterprises and Development.
15. Taub, R.P. and Taub, D.L. (1989). *Entrepreneurship in India's Small-scale Industries: An Exploration of Social Contexts*. Riverdale Company.
16. Tiwari, A. (2007). *Entrepreneurship Development in India*. Sarup & Sons.

Unit: 3

17. Vaidyanathan, R. (2019). *Caste as Social Capital: The Complex Place of Caste in Indian Society*. Westland.
18. Damodaran, H. (2018). *INDIA'S NEW CAPITALISTS: Caste, Business, and Industry in a Modern Nation*. Hachette India.
19. Gopalkrishnan, C. (2016). *The Entrepreneur's Choice: Cases on Family Business in India*. Routledge.
20. Harriss-White, B. and Basile, E. (2014). *Dalits and Adivasis in India's Business Economy: Three Essays and an Atlas*. Three Essays.
21. Verma, H.S. (1987). *Industrial Families in India: An Enquiry Into the Nature of Their Entrepreneurship*. Concept Publishing Company.
22. Gooptu, N. (2013). *Enterprise Culture in Neoliberal India: Studies in Youth, Class, Work and Media*. Routledge.
23. Chacko, P.M. (1991). *Caste, Business, and Entrepreneurship in South India*. Kanishka Publishing House.
24. Nafziger, E.W. (1978). *Class, Caste and Entrepreneurship: A Study of Indian Industrialists*. East-West Center.
25. Iyer, L. (2011). *Caste and Entrepreneurship in India*. Harvard Business School.
26. Mehta, M. (1991). *Indian Merchants and Entrepreneurs in Historical Perspective: With Special Reference to Shroffs of Gujarat, 17th to 19th Centuries*. Academic Foundation.
27. Owens, R.L. and Nandy, A. (1977). *The New Vaisyas*. Allied.
28. Dutta, S. (1997). *Family Business in India*. SAGE Publications.

29. Raheja, G.G. (1988). The Poison in the Gift: Ritual, Prestation, and the Dominant Caste in a North Indian Village. University of Chicago Press.
30. Tripathi, D. (1984). Business Communities of India: A Historical Perspective. Manohar.
31. Vasanthagopal, R. and S, S. (2008). Women Entrepreneurship in India. New Century Publications.
32. Kaur, H. (2021). Women and Entrepreneurship in India: Governance, Sustainability and Policy. Routledge.
33. Gurnani, P.S. (2016). Women Entrepreneurship: Emerging Dimension of Entrepreneurship in India. Educreation Publishing.
34. Unni, J., Yadav, V., Naik, R. and Dutta, S. (2021). Women Entrepreneurship in the Indian Middle Class: Interdisciplinary Perspectives. Orient BlackSwan.
35. Koneru, K. (2018). Women Entrepreneurship in India - Problems and Prospects. SSRN.

Unit: 4

36. Kummitha, R.K.R. (2016). Social Entrepreneurship: Working towards Greater Inclusiveness. [online] Google Books. SAGE Publishing India.
37. Shukla, M. (2020). Social Entrepreneurship in India: Quarter Idealism and a Pound of Pragmatism. SAGE Publishing India.

SEM 4 PAPER 8: RESEARCH PROJECT

COURSE CODE MSY4P08

CREDIT: 4

RESEARCH PROJECT

Important Note: Mandatory RP Course (i.e. Research Project) is continuous process which start at third semester and end in fourth semester with same topic. The research methodology adopted in this process is same which opt in first semester of this course. The first part (which describe in course syllabus) should be completed and evaluated in third semester only and end part of this project should be submitted and evaluated in fourth semester only.

RESEARCH PROJECT

Student should submit a report in 100-110 pages to University which content the following topics in following format to be followed in preparing Research Paper – II after field study as per research topic sanctioned in semester III for Research Paper – I

1. Socio-economic Background of Respondents (it should content the age, income, caste, class, religion, etc. as per requirement of research topic) While interoperation of data, relevant theories or references should be used in body text.

2. Chapters related to Objectives (maximum four chapters) Chapters should be separately formulated according to objectives of study While interoperation of data, relevant theories or references should be used in body text.

3. Final Chapter (Conclusion / summary and suggestions)

4. Appendix

A. Tables

B. Graphs

C. Interview schedule / questionnaire / Interview Guide

D. Bibliography

EXAMINATION SCHEME FOR RESEARCH PAPER – I I: DISTRIBUTION OF 60 MARKS

* For analysis of data in quantitative methods SPSS and for qualitative method Atlas-ti is prescribing.

Sr. No.	Topic	Maximum Marks Allotted
1	Making of proper Questionnaire	05
2	Socio-economic Background of Respondents* (Chapter 1)	05
3	Chapters According to Objectives* (proper presentation with related referencing) (min. 3 chapters)	30 (10 per chapter)
4	Presentation of Data in Tables and Cross tables form	05
5	Presentation of Data in Graphical Form	05
6	Final Chapter i.e. Conclusion	05
7	Proper referencing and /or Bibliography (Use of APA Method)	05

Note: Internal Marks (max. 40) should be allotted according to his pilot study, field work, presentation and Viva voce etc.