



**SNDT Women's University, Mumbai**

**Master of Arts (Sociology)**

**M.A. (Sociology)**

*as per NEP-2020*

**Syllabus**

**(2023-24)**

**S.N.D.T WOMEN'S UNIVERSITY**  
**Mumbai-400020**

**M. A. Sociology Syllabus introduced from June 2023-2024**

Programme Degree		<b>M. A.</b>
Parenthesis if any (Specialization)		<b>SOCIOLOGY</b>
Preamble		The syllabus for MA Sociology is formed so that it will bridge the gap between the undergraduate and postgraduate levels of Sociology by providing more complete and logical framework in all areas of Sociology, Sociological theories and social issues. The students will be able to evaluate and study the perspectives of modern Indian society, Social Research, Sociology of health and Political Sociology. The students will be able to develop critical thinking and analytical life skill development through the new courses introduced.
Programme Specific Outcomes (POs)		After completing this programme, Learner will be able to achieve the
	1.	To familiarize with the different sociological perspectives and theories.
	2.	To know the recent advance in criminology, changing profile of crime and criminals particularly in India.
	3.	To know the nature and functioning of political system and the political processes.
	4.	To prepare with the knowledge of contemporary environmental issues, it's causes and consequences.
	5.	To focus on some important aspects of the interface between education and society.
	6.	To get knowledge of the fundamentals of various research techniques and methods.
	7.	To develop conceptual clarity for the future research.
Eligibility Criteria for Programme		Undergraduate or equivalent
Intake (For SNDT WU Departments And Conducted Colleges)		Differs from college to college. Intake For Department of sociology at Churchgate= 60 Affiliate College = 40

RM: Research Methodology

OJT: On-Job Training

RP: Research Project

*Dr. Sujata J. Karode*  
20/11/2023  
BOS Chairperson  
Sociology

## Structure with Course Titles

### Postgraduate Programme of 2 years

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	<b>Semester I</b>					
111111	Classical Sociological Tradition	Major (Core)	4	100	50	50
111112	Social Anthropology	Major (Core)	4	100	50	50
111113	Criminology	Major (Core)	4	100	50	50
111114	Political Sociology	Major (Core)	2	50	50	0
121111 Or 121112	Environment and Society OR Education and Society	Major (Elective)	4	100	50	50
131111	Research Methodology	Minor Stream (RM)	4	100	50	50
			<b>22</b>	<b>550</b>	<b>300</b>	<b>250</b>
	<b>Semester II</b>					
211111	Theoretical Perspectives in Sociology	Major (Core)	4	100	50	50
211112	Data Collection and Analytical Procedures	Major (Core)	4	100	50	50
211113	Social Demography	Major (Core)	4	100	50	50
211114	Sociology of Disaster Management	Major (Core)	2	50	0	50
221111 Or 221112	Globalization and Society OR Sociology of Tourism	Major (Elective)	4	100	50	50
241141	Internship	OJT	4	100	50	50
			<b>22</b>	<b>550</b>	<b>250</b>	<b>300</b>

**Exit option: (44 credit) after Three-Year UG Degree**

## Year II

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	<b>Semester III</b>					
311111	Perspectives in Indian Society	Major (Core)	4	100	50	50
311112	Urban Sociology	Major (Core)	4	100	50	50
311113	Industry and Society in India	Major (Core)	4	100	50	50
311114	Sociology of Agrarian Society	Major (Core)	2	50	0	50
321111 Or 321112	Sociology of Religion OR Sociology of Marginalized Group	Major (Elective)	4	100	50	50
351131	Research Project	RP	4	100	50	50
			<b>22</b>	<b>550</b>	<b>250</b>	<b>300</b>
	<b>Semester IV</b>					
411111	Recent Trends in Sociological Theory	Major (Core)	4	100	50	50
411112	Sociology of Modernization and Development	Major (Core)	4	100	50	50
411113	Sociology of Social Movements	Major (Core)	4	100	50	50
421111 Or 421112	Gender and Development OR Sociology of Information Society	Major (Elective)	4	100	50	50
451131	Research Project	RP	6	150	100	50
			<b>22</b>	<b>550</b>	<b>300</b>	<b>250</b>



## Course Syllabus

### SEMESTER -I

#### 1.1 Major (Core)

<b>Course Title</b>	<b>Classical Sociological Tradition</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. Understand the historical, socio-economic and intellectual forces in the rise of sociological theory.
	2. Prepare with theoretical insights, to know, analyze and interpret the social scenario.
	3. Familiarize with the different sociological perspectives and theories.
<b>Module 1(Credit 1) Introduction</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Understand Socio-political and economic forces in the development of sociological theory.
	2. Understand the Intellectual and Philosophical forces responsible for development of sociological theory.
<b>Content Outline</b>	1.1 Socio-political and economic forces in the development of sociological theory. 1.2 Intellectual and Philosophical forces responsible for development of sociological theory.
<b>Module 2(Credit 1) Karl Marx</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Achieve the understand Karl Marx theory of dialectical and historical materialism
	2. Understand class conflict theory and surplus value, alienation theory.
<b>Content Outline</b>	2.1 Dialectical materialism 2.2 Historical materialism, 2.3 Class, Class formation, Class Conflict, 2.4 Concept of Surplus Value, Alienation.
<b>Module 3(Credit 1) Emile Durkheim</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to

	1.Understand Emile Durkheim theory of division labour in society and theory of suicide.
	2.Understand Durkheim's view of religion and methodology of sociology
<b>Content Outline</b>	3.1 Theory of Division of Labour 3.2 Types of suicide & suicide rate 3.3 Views on Religion 3.4 The methodology of Sociology
<b>Module 4(Credit 1)Max Weber</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1.Understand Max Weber theory of social action and protestant ethic and emergence of capitalism
	2. Understand Max Weber's theory of authority and view of bureaucracy.
<b>Content Outline</b>	4.1 Theory of social action 4.2 Protestant ethic and emergence of capitalism. 4.3 Theory of Authority, Types of authority 4.4 Views on Bureaucracy

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

1. Group Discussion
2. Debate and Discussion
3. Film Review
4. Article Review
5. Home Assignments

## References:

Abraham Francis and John & Harry Morgan, 1985. Modern Sociological Thought: From Comte to Sorokin, McMillan India Limited, Delhi.

Aron, Raymond 1965-1967: Main Currents in Sociological Thought, Vol. I and II. Penguin.

Coser , Lewis A .- 1979 . Masters of sociological thought . New York : Harcourt Brace Jovanovich.

David Ashley and David M., 1995. 'Sociological Theory- Classical Statements' (Third Edition), Allyn and Bacon, Paramount Publishing, Massachusetts.

Dahrendorf, Ralph 1959 – Class and Class Conflict in an Industrial Society. Stanford.

Fletcher , Ronald -1994 .The making of sociology ( 2 Vols. ) Jaipur : Rawat Publications.

Giddens, Anthony, 1997: Capitalism and Modern Social Theory – An analysis of Harrington. Modern Social Theory. Oxford.

Hughes John A., Martin, P. J. and Sharrock W.W., 1995. Understanding Classical Sociology – Marx, Weber and Durkheim, London, Sage Publications.

Morrison , Ken, 1995 . Marx , Durkheim , Weber : Formation of Modern social thought, London : Sage Publication .

Nisbet 1966 – The Sociological Tradition. Heinemann Educational Books Ltd., London.

11.Penguin, Chapters on Marx, Durkheim and Weber.

Ritzer , George, 1996 . Sociological Theory. New Delhi: Tata Mc Graw Hill.

Zeitlin, Irving, 1998 . (Indian edition ) Rethinking sociology: A critique of Contemporary theory . Jaipur:Rawat Publications.

## 1.2 Major (Core)

<b>Course Title</b>	<b>Social Anthropology</b>
<b>Course Credits</b>	<b>4</b>
<b>Course Outcomes</b>	<p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> <li>1. Understand students the history and contemporary changes in Anthropological theory.</li> <li>2. Understand social and culture system differently for another human group.</li> <li>3. Understand the theories of contemporary anthropology.</li> <li>4. Understand the growth of Anthropology in India.</li> </ol>
<b>Module 1(Credit 1)Introduction:</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> <li>1. Understand narrate the meaning and scope of Anthropology</li> <li>2. Understand social and cultural anthropology.</li> </ol>
<b>Content Outline</b>	<p>1.1Meaning and scope of Anthropology.  1.2Distinction between Social and Cultural Anthropology.  1.3Theories of Culture, Attributes of Culture.  1.4Cultural Traits, Culture complex, Culture Area.  1.5Integration of Culture, Paradoxes of Culture.</p>
<b>Module 2(Credit 1)Contemporary Anthropological Theories:</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> <li>1. Understand theoretical approaches towards anthropology.</li> </ol>
<b>Content Outline</b>	<p>2.1 From Functionalism to Structuralism:  2.2 Levi Strauss and Edmund Leach  2.3 Marx and Marxist Anthropology: Terray, Godelier, Meillassoux  2.4 Cultural Anthropology to Postmodern Ethnography :Clifford Geertz and James Clifford</p>
<b>Module 3(Credit 1)Socio-Economic Organization:</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> <li>1.Understand family and marriage system in tribal community.</li> <li>2.Understand Kinship and primitive economy in tribal community.</li> </ol>

<b>Content Outline</b>	3.1 Family 3.2 Marriage 3.3 Kinship 3.4 Primitive economy
<b>Module 4(Credit 1) Political and Religious Organization:</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1.Understand law and social control and primitive law and justice.
	2. Understand primitive religion and types and function of magic.
<b>Content Outline</b>	4.1 Law and Social control 4.2 Primitive law and justice 4.3 Primitive religion, Animism, Bongaism, Totemism 4.4 Types and functions of magic :Magic religious functionalists like shaman, priest, medicine man.

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

- 1.Group Discussion
2. Prepare a power point Presentation
3. Project and presentation on any theme of your choice
4. Article Review
5. Home Assignments

**References:**

Doshi S.L. & Jain P.C, 2001. Social Anthropology New Delhi, Rawat Publicaiton.

Eriksen Thomas Hylland & Finn Silvert Nielsen, 2001. A History of Anthropology, London, Pluto Press.

Kuper, Adam, 1999. Culture: Anthropologists' Account, Cambridge, Harvard University Press.

Kuper, Adam and Jessica Kuper (ed.), 1985. The Social Science Encyclopedia.

Layton, Robert, 1997. An Introduction to Theory in Anthropology, Cambridge, Cambridge University Press.

Mujumdar D.N. and Madam T.N., 1973. An Introduction to Social Anthropology, Asia Publishing House, Bombay.

Patil R.N. & Bansantibala Jena, Tribal Development in India, Ashish Publishing, House, New Delhi.

Singh K. S., 1972. Tribal Situation in India, Indian Institute of Advanced Study, Simla.

Vidyarthi L.P., 1976 Tribal Culture of India, Concept Publishers, New Delhi

### 1.3 Major (Core)

<b>Course Title</b>	<b>Criminology:</b>
<b>Course Credits</b>	<b>4</b>
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1.To know the recent advance in criminology, changing profile of crime and criminals particularly in India.
	2.To prepare for the professional roles of correctional agents in agencies of criminal justice Administration, particularly in prisons and correctional institutions.
<b>Module 1(Credit 1)Concept of Crime:</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Understand concepts of crime.
	2. Understand types and classification of criminals.
<b>Content Outline</b>	1.1 Definition of Crime 1.2 Conceptual Approaches to Crime: Legal, Behavioral and Sociological 1.3 Types of crime 1.4 Classification of Criminals.
<b>Module 2(Credit 1)Theoretical Perspectives and Sociological Explanations on Crime Causation</b>	
<b>Learning Outcomes</b>	1.Understand perspectives of crime causation.
	2. Understand sociological explanation of crime.
<b>Content Outline</b>	2.1 Perspectives on Crime Causation: Classical, Positivist & psychological. 2.2 Sociological Explanations: Social Disorganization theory, Anomie theory, Multiple-Factor theory, Control theory, Labeling theory, Differential Association theory, Differential Opportunity theory
<b>Module3 (Credit 1) Changing Profile of Crime and Criminals</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Students can understand changing profile of crime.



<b>Content Outline</b>	3.1 Juvenile Delinquency 3.2 Organized Crimes 3.3 White- Collar Crime 3.4 Female Criminality
<b>Module 4(Credit 1)Correctional Administration</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to  1.Understand administration behind crime.  2. Understand criminal justice system and crime prevention.  4.1Prison Administration: a) Role of prisons in modern Penology b) Problem of overcrowding in prisons c) Problems of Under-trial prisoners. d) Prison Reforms in India 4.2 Alternatives to Imprisonment: a) Probation, Parole, Open prisons. b) New Delhi Model of Correction. 4.3 Criminal Justice System: a) Process of Criminal Justice System. 4.4 Crime Prevention: a) Distinction between Crime prevention Treatment. b) Perspective of Crime Prevention.

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

1. Group Discussion
2. Debate and Discussion
3. Film Review
4. Visit to prison
5. Home Assignments

**References:**

Bedi, Kiran. 1998. *It Is Always Possible*. New Delhi: Sterling Publications Pvt. Ltd.

Bhosle Smriti, 2009. *Female Crime in India & Theoretical Perspectives of Crime*, New Delhi: Kalpaz Publications.

Ministry of Home Affairs. 1998. *Crime in India*. New Delhi: Government of India.

Ministry of Home Affairs. Report of the All India Committee on Jail Reforms. 1980-83. New Delhi: Government of India.

Pace, Denay F. 1991. *Concept of Vice, Narcotics and Organised Crime*. London, Prentice Hall.

Reid, Suetitus. 1976. *Crime and Criminology*. Illinayse : Deydan Press.

Revid, Jorathan. 1995. *Economic Crime*. London, Kejan Paul.

Ryan, Patrick J. and George Rush. 1997. *Understanding Organized Crime in Global Perspective*. London: Sage Publications.

Shankardas, Rani Dhavan, 2000. *Punishment and the Prison: India and International Perspective*. New Delhi: Sage Publications.

Sirohi J.P.S., 2004. *Criminology and Penology*, Allahabad Law Agency, Haryana.

Sutherland, Edwin H. and Donald R. Cressey. 1968. *Principles of Criminology*. Bombay: The Times of India Press.

Teeters Negley and Harvey Elnar Barnes, 1959. *New horizons in Criminology*, Prentice Hall of India, New Delhi.

Walklete, Sandra. 1998. *Understanding Criminology*. Philadelphia: Open University Press.

Weisburd, Dand and Kip Schlegal. 1990. *White Collar Crime Reconsidered*. Boston: Northeastern University Press.

Williams, Frank P. and Marilym D. Meshare. 1998. *Criminological Theory*. New Jersey: Prentice-Hall.

#### 1.4 Major (Core)

<b>Course Title</b>	<b>Political Sociology</b>
<b>Course Credits</b>	<b>2</b>
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. Know the nature and functioning of political system and the political processes.
	2. Get aware of our own status and role as citizens of the state.
	3. Understand the prerequisites of sound democratic political system and its vulnerability.
<b>Module 1(Credit 1)Introduction:</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Understand subject matter of political sociology.
	2. Understand the inter-relationship between political system and society.
<b>Content Outline</b>	1.1 Definition and subject matter of Political Sociology 1.2 Interrelationship between political system and society 1.3 Democratic and totalitarian systems – socio-economic conditions conducive for their emergence and stability.
<b>Module 2(Credit 1)Political Process in India:</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Understand political processes in India
	2. Understand politicization of social life.
<b>Content Outline</b>	2.1 Role of caste and Religion 2.2 Regionalism and language in Indian Politics 2.3 Public opinion: Role of mass media 2.4 Politicization of social life.

#### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

1. Group Discussion
2. Debate and Discussion
3. Assignments

## References:

Almond A. Gabriel et.al. 1973, Crises, choice and change : Historical studies of Political Development, Boston.

Barrington Moore Jr., 1958 – Political Power and Social Theory. Cambridge, Harward University Press.

Bhambri C.P., 1971. Bureaucracy and Politics in India, Vikas Publications, Bombay.

Bottomore, 1971. Elites and Society, Harmondsworth, Penguin, 1966/ Thomas Nelson and Sons Ltd. London.

Damle Y.B., 1982. Caste, Religion & Politics in India, Oxford & IBM publishing company New Delhi.

Dipti Kumar Biswas 1989 – Political Sociology, Firma KLM Private, Calcutta,

Dowse, R. E. & Hughes 1971 – Political Sociology, New York, Basic Book.

Elsentadt S.N. (Ed.)1989. Political Sociology Vol I & II, Rawat Publications.

Harold D. Lasswell, 1997. On Political Sociology, The University of Chicago Press, Chicago.

Horowitz, Irving L., 1972 – Foundation of Political Sociology, New York, Harper and Row.

Jangam R.T. 1980. Text Book of Political Sociology, Oxford and IBH Publishing Company, New Delhi.

Key V. O. 1964 – Politics, Parties and Pressure Groups, Crowell, New Delhi.

Kothari Rajani, (Ed.) 1973. Caste in Indian Politics, Orient Longmans Ltd., Delhi.

Kothari, Rajni, 1970. Politics in India, Orient Longmans Ltd., New Delhi.

Robert Michels, 1949 – Political Parties, Glencko Free Press.

Marris, Jones, W.H., 1982 – Government and Politics in India. Cambridge.

Merton R. K. 1952 (ed) – Reader in Bureaucracy. Glencko The Free Press. New York.

Mitra, Subratha K. 1992 – Power, protest and participation – Local Elides and the Politics of development in India. Routledge.

Samuel P., Huntington, 1969 – Political Order in Changing Societies. Yale University Press : New Haven.

William Riker et.al., 1973 – An Introduction to Positive Political Theory. Englewood, Cliff.

### 1.5 Major (Elective) A

<b>Course Title</b>	<b>Environment and Society</b>
<b>Course Credits</b>	<b>4</b>
<b>Course Outcomes</b>	<p>After going through the course, learners will be able to</p> <p>1. Understand the theoretical approaches related to environment.</p> <p>2. Prepare with the knowledge of contemporary environmental issues, its causes and consequences</p> <p>3. Work towards developing the sub- field of sociology of environment with an Indian perspective, utilizing theory to elucidate current issues &amp; debates.</p>
<b>Module 1(Credit 1)Approaches to the study of Environment:</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <p>1. Understand approaches towards environment.</p>
<b>Content Outline</b>	<p>1.1 Marxian</p> <p>1.2 Gandhian</p> <p>1.3 Eco-feminist</p>
<b>Module 2(Credit 1)Society and the Environment:</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <p>1. Understand the relation between society and environment.</p> <p>2. Understand the problems and concerns of environment.</p>
<b>Content Outline</b>	<p>2.1 Urban Problems related to Energy, Water Conservation, Rain Water Harvesting, Watershed Management.</p> <p>2.2 Resettlement and Rehabilitation of People: Problems and Concerns</p> <p>2.3 Climate Change, Global Warming, Acid Rain, Ozone Layer Depletion</p> <p>2.4 Consumerism and Waste Products</p>
<b>Module 3(Credit 1)Social &amp; Environmental Issues in India:</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <p>1. Understand development project, issues of displacement and resistance movements.</p> <p>2. Understand environmental issues in India.</p>

<b>Content Outline</b>	<p>3.1 Impact of Big Infrastructure &amp; Natural resources Development projects, Issues of Displacement, Rehabilitation, and Resistance movements (Chipko, Narmada, Tehri, Baliapal, Chilika Lake, Enron)</p> <p>3.2 Issues of Urban Environment: pertaining to population, water, sanitation, pollution &amp; health outcomes especially for women. (Eg. Bhopal Gas Tragedy &amp; its consequences)</p>
<b>Module 4(Credit 1)Global Environmental Issues and Initiatives of the State &amp; Agencies International</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1.Understand Global environmental issues and initiatives of state.
	2.Understand role of in international agencies in planning and environment.
<b>Content Outline</b>	<p>4.1 Debate on Sustainable Development</p> <p>4.2 Intellectual Property Rights &amp; Patenting of Traditional Knowledge</p> <p>4.3 Biodiversity; Climate change. Initiatives of International Agencies- Stockholm to Rio Conference</p> <p>4.4 Global Environmental Movements- North &amp; South</p>

#### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

- 1.Project and presentation on any theme of Environmental Problem.
2. Debate and Discussion
3. Assignments
4. Film Review

## References:

- Agarwal, B. 1992. The Gender & Environment Debate: Lessons from India. *Feminist Studies*. 18 (1): 119-158.
- Gadgil, Madhav and Ramchandra Guha 1996. *Ecology and Equity: The Use and Abuse of Nature in contemporary India*. New Delhi. OUP.
- Giddens, Anthony. 1996 —Global Problems and Ecological Crisis in Introduction to Sociology. 2nd Edition. New York: W.W. Norton and Co.
- Guha, Ramchandra. 2000. *Environmentalism: A Global History*. New Delhi. OUP
- Michael Redclift, 1984 *Development and the Environmental Crisis*, MeheunCo.Ltd. New York.
- Munshi, Indra. 2000 —'Environment' in *Sociological Theory*, *Sociological Bulletin*. Vol.49, No.2.
- Riley E. Dunlap et. al. (ed.), 2002. *Sociological Theory and the Environment: Classical Foundations, Contemporary Insights*, Rowman & Littlefield.
- Saxena H. M., 2006 *Environmental Studies*, Rawat Publications, Jaipur.
- Schnaiberg Allan, 1980 *The Environment*, Oxford University Press. N.Y.
- Sharma, S.L. 1994 —Perspective on Sustainable Development in South Asia in Samad (Ed.) *Perspectives on Sustainable Development in Asia*. Kuala Lumpur: ADIPA
- Shiva. Vandana. 1988. *Staying Alive: Women, Ecology & Survival*. Kali for Women. Delhi.
- Venkateswaran, S. 1995. *Environment, Development & the Gender Gap*. Sage. New Delhi.
- UNDP. *Sustainable Development*. New York: OUP.
- World Commission on Environment and Development, 1987. *Our common future* Brundtland report, New Delhi. OUP.



### 1.5 Major (Elective)

<b>Course Title</b>	<b>Education and Society</b>
<b>Course Credits</b>	<b>4</b>
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. Know the major concepts, theoretical approaches and development of sociology of education.
	2. Focus on some important aspects of the interface between education and society.
	3. Know the recent development and challenges of education.
<b>Module 1(Credit 1)Theoretical Perspectives:</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand theoretical perspective towards education.
<b>Content Outline</b>	1.1 Functionalist perspectives 1.2 Radical perspectives 1.3 Cultural Reproduction 1.4 Feminist perspective
<b>Module 2(Credit 1)Education: Progress &amp; Development:</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. understand progress of education.
	2.Understand development of education.
<b>Content Outline</b>	2.1 Access to Educational Opportunity: Equity, Excellence and Efficiency. 2.2 Gender Inequalities: Education; Employment. 2.3 Education and Information Technology.
<b>Module 3(Credit 1)Education &amp; Society:</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1.Understand relation between education and basic concept in sociology.
	2.Understandrole of education social mobility, and social change.
<b>Content Outline</b>	3.1 Education and Socialization 3.2 Education and Social stratification 3.3 Education and Modernization 3.4 Education, Social mobility and social change.

<b>Module 4(Credit 1)Recent Development and challenges of Education:</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1.Understand skill development and globalization.
	2.Understand problem and challenges in higher education
<b>Content Outline</b>	4.1 Higher Education: system & governance 4.2 Higher Education: Problem & challenges 4.3 Higher Education: globalization and skill development 4.4 Higher Education & Privatization

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

- 1.Project and presentation on any theme of Educational issues
2. Debate and Discussion
3. Assignments
4. Film Review

## References:

- Ahmad Karuna. 1984. Social Context of Women's Education 1921-81, New Frontiers in Higher Education, No.3, pp.1-35.
- Acker, S. 1994. Gendered Education: Sociological Reflections on Women, Buckingham: Open University Press.
- Chanana, Karuna. 1988. Socialization, Education and Women: Explorations in Gender Identity. New Delhi: Orient Longman.
- Chanana, Karuna. 1979. 'Towards a Study of Education and Social Change'. In Economic and Political Weekly, 27,14 (4):157-64.
- Chitnis, Suma & P.G. Altbach. 1993. Higher Education Reform in India, Experience and Perspectives, New Delhi: Sage.
- Craft, Maurice (ed.). 1970. Family, Class and Education: A Reader; London: Longman.
- Doyal, Lesley and Sophie Watson. 1999. Engendering Social Policy. Buckingham: Open University Press.
- Dreze, Jean and Amartya Sen. 1995. India Economic Development and Social Opportunity. Oxford: Oxford University Press.
- Gore, M.S. et.al. (ed.).1975. Papers on the Sociology of Education in India, New Delhi, NCERT.
- Halsey, A.H., Hugh Lander, Phillips Brown and Amy S.Wells, 1997. Education, Culture, Economy and Society, Oxford: Oxford University Press.
- Jayaram, N.1990. Sociology of Education in India, Jaipur: Rawat Publication.
- Jejeebhoy, Shireen. 1995. Women's Education, Autonomy and Reproductive Behaviour. Oxford: Clarendon Press.
- Kamat, A.R. 1985. Education and Social Change in India. Bombay: Somaiya.
- Naik, J.P. 1975. Quality, Quantity and Equality in Education, New Delhi: Allied Publishers, Whole Book.
- Robinson, P. 1987. Perspectives in the Sociology of Education: An Introduction; London: Routledge and Kegan Paul.
- Sen, Amartya. 1992. Inequality re-examined. Delhi: Oxford University Press

## 1.6 Minor Stream

<b>Course Title</b>	<b>Research Methodology</b>
<b>Course Credits</b>	<b>4</b>
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. Get knowledge of the fundamentals of various research techniques and methods.
	2. Develop conceptual clarity for the future research.
<b>Module 1(Credit 1)Scientific Research:</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Understand nature and types of scientific research.
	2. Understand difference between scientific methods and methodology.
<b>Content Outline</b>	1.1 Nature and Types: Pure/applied, Qualitative/Quantitative and Comparative/Longitudinal 1.2 Difference between scientific method and methodology 1.3 Difference between approach of natural and social scientist
<b>Module 2(Credit 1)Social Science Research:</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Understand meaning and functions of social research.
	2. Understand philosophy of research.
<b>Content Outline</b>	2.1 Meaning and functions of Social Research 2.2 Positivism & Methods of research 2.3 The nature of scientific method: Concepts, Measurement, Reliability and Validity 2.4 Steps of Social Research
<b>Module 3(Credit 1)Research Design:</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Understand the types of research design.
	2. Understand the survey and online method.

<b>Content Outline</b>	3.1 Phases in Research Designing 3.2 Design for Descriptive, Explanatory and Exploratory Research, 3.3 Survey and Online Research
<b>Module 4(Credit 1)Sampling:</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Understand the sampling method in social research.
<b>Content Outline</b>	4.1Sampling: Purposes, Principles and Advantages 4.2Probability Sampling (Simple Random( Lottery, Tippet's Table), Stratified, Systematic, Cluster, Multistage and Multi-phase 4.3Non-probability Sampling: Purposive or judgmental sampling, Snowball sampling and Quota sampling.

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

- 1.Project and presentation on any theme of social issues
2. Assignments
- 3.Field Work
4. Book Review

## References:

- Ahuja Ram, 2003 Research Methods, Rawat Publications, Jaipur.
- Beteille A., and T.N. Madan. 1975. Encounter and Experience: Personal Accounts of Fieldwork. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bose, Pradip Kumar, 1995: Research Methodology. New Delhi: ICSSR.
- Bryman, Alan. 1988. Quality and Quantity in Social Research, London: Unwin Hyman.
- De Vaus ,D.A. 2003. Survey in Social Research, Rawat Publications, Jaipur.
- Dooley, David. 2003. Social Research Methods, Prentice-Hall of India, New Delhi.
- Goode W.J. and Hatt P. K. 1992. Methods of Social Research, Mc-Graw Hill.
- Lal Das D.K., 2005 Design of Social Research, Rawat Publications, Jaipur.
- Madge, John. 1970. The Origins of Scientific Sociology. London: Tavistock.
- Marvasti Amir B. 2004. Qualitative Research in Sociology, Sage Publications, London, 2004.
- Punch, Keith. 1986. Introduction to Social Research, London: Sage.
- Srinivas, M.N. and A.M. Shah 1979. Field Worker and the Field. New Delhi: Oxford
- Mukherjee, P.N. (eds.) 2000. Methodology in Social Research: Dilemmas and Perspectives. New Delhi: Sage. (Introduction)
- Popper K. 1999. The Logic of Scientific Discovery. London: Routledge.
- Shipman, Martin. 1988. The Limitations of Social Research, London: Longman.
- Sjoberg, Gideon and Roger Nett. 1997. Methodology for Social Research, Jaipur: Rawat.
- Wilkinson T.S. and Bhandakar P.L., 1992. Methodology and Techniques of Social Research, Himalaya Publishing House, Mumbai.
- Young P.V., 1988. Scientific Social Surveys and Research, Prentice-Hall of India, New Delhi.


## Terminologies

Abbreviation	Full-form	Remarks	Related to Major and Minor Courses
Major (Core)	Main Discipline		
Major (Elective)	Elective Options		related to the Major Discipline
Minor Stream	Other Disciplines (Inter/ Multidisciplinary) not related to the Major	either from the same Faculty or any other faculty	
OEC	Open Elective Courses/ Generic		Not Related to the Major and Minor
VSEC	Vocational and Skill Enhancement Courses		
VSC	Vocational Skill Courses		Related to the Major and Minor
SEC	Skill Enhancement Courses		Not Related to the Major and Minor
AEC	Ability Enhancement Courses	Communication skills, critical reading, academic writing, etc.	Not Related to the Major and Minor
VEC	Value Education Courses	Understanding India, Environmental science/education, Digital and technological solutions, Health & Wellness, Yoga education, sports, and fitness	Not Related to the Major and Minor
IKS	Indian Knowledge System	I. Generic IKS Course: basic knowledge of the IKS II. Subject Specific IKS Courses: advanced information pertaining to the subject: part of the major credit.	Subject Specific IKS related to Major
VAC	Value-Added Courses		Not Related to the Major and Minor



OJT	On-Job Training (Internship/Apprenticeship)	corresponding to the Major Subject	Related to the Major
FP	Field projects	corresponding to the Major Subject	Related to the Major
CC	Co-curricular Courses	Health and Wellness, Yoga education sports, and fitness, Cultural Activities, NSS/NCC and Fine/ Applied/Visual/ Performing Arts	Not Related to the Major and Minor
CE	Community Engagement and service		Not Related to the Major and Minor
RP	Research Project	corresponding to the Major Subject	Related to the Major

- *External Examination does not always mean Theory paper. It may practical examination, Product submission, projects, etc. checked by external examiners.*
- *Internal evaluation should not be Written Theory papers like Unit tests. Internal marks will be acquired through practical, small group or individual Projects, activities, presentations, seminars, workshops, products, assignments, application-based work, reports, etc.*
- Practical may be part of the main courses along with theory modules instead of having separate courses of practical work.

  
 Dr. Sujata J. Karade  
 BOS Chairperson  
 Sociology

**SEMESTER -II**  
**2.1 Major (Core)**

<b>Course Title</b>	<b>Theoretical Perspectives in Sociology</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. Understand will be able to substantive, theoretical and methodological issues which have shaped the sociological thinking.
	2. Understand will be able to examine the theoretical relevance and analytical utility of the premises, methodology and conclusions of these diverse theoretical perspectives in understanding social structure and change
<b>Module 1(Credit 1) Introduction:</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Understand historical & intellectual background of sociological theory.
	2. Understand C. Levi-Strauss, Malinowski, Radcliffe-Brown, T. Parsons, R.K. Merton Structural-Functional approach.
	3. Understand critique of Structural-Functional approach.
<b>Content Outline</b>	1.1 Historical & Intellectual background of Sociological Theory 1.2 Structuralism: C. Levi-Strauss. 1.3 Structural-Functional approach: Malinowski, Radcliffe-Brown, T. Parsons, R.K. Merton. 1.4 Critique of Structural- Functional approach — C.W. Mills, Dahrendorf and Gouldner.
<b>Module 2(Credit 1) Conflict theory:</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Understand R. Dahrendorf, L. Coser, R. Collins conflict theory
<b>Content Outline</b>	2.1 R. Dahrendorf 2.2 L Coser 2.3 R. Collins.
<b>Module 3(Credit 1) Symbolic Interactionism:</b>	

<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1.Understand symbolic Interactionism, H. Mead and H. Blumer
<b>Content Outline</b>	3.1.H.Mead 3.2 H. Blumer.
<b>Module 4(Credit)Ethnomethodology and Phenomenology:</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1.Understand Ethnomethodology H. Garfinkel
	2.Understand Phenomenology A. Schutz, Husserl
<b>Content Outline</b>	4.1 Ethnomethodology: H. Garfinkel.  4.2 Phenomenological Sociology: A. Schutz Husserl

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

1. Group Discussion
2. Debate and Discussion
3. Article Review
4. Assignments

## References:

Alexander, Jeffrey C. 1987. Twenty Lectures: Sociological theory since World War II. New York: Columbia University Press.

Collins, Randall. 1997 (Indian edition). Sociological theory. Jaipur and New Delhi: Rawat Publications.

Craib, Ian. 1992. Modern social theory: From Parsons to Habermas (2nd edition). London: Harvester Press.

Giddens, Anthony. 1983. Central problems in social theory: Action, structure and contradiction in social analysis. London: Macmillan.

Ritzer, George, 2000 Sociological theory (International editions), New York: McGraw-Hill.

Sturrock, John (ed.). 1979. Structuralism and since: From Levi Strauss to Derrida. Oxford: Oxford University Press.

Turner, Jonathan H. 1995 (4th edition). The structure of sociological theory. Jaipur, Rawat Publications.

Wallace Ruth A. and Alison Wolf. , 1986. Contemporary Sociological Theory: Continuing the Classical Tradition (Second Edition) Prentice Hall, Englewood Cliffs, New Jersey.

Zeitlin, Irving M. 1998. (Indian edition). Rethinking sociology: A critique of contemporary theory. Jaipur and New Delhi: Rawat.

## 2.2 Major (Core)

<b>Course Title</b>	<b>Data Collection and Analytical Procedures</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	1. Knowledge regarding sources of data collection. 2. Get acquainted with the rational use of techniques of data collection, analytical procedures, statistical measures and computers.
<b>Module 1(Credit 1) Data Collection:</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to 1.Understand secondary sources in data collection 2.Understand primary sources in data collection.
<b>Content Outline</b>	1.1 Primary Sources: Questionnaire, Interview and Observation 1.2 Primary Sources: Experiment, Case study, Content analysis 1.3 Secondary Sources
<b>Module 2(Credit 1)Data Processing and Tabulation:</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to 1. Understand data processing in data collection. 2.Understand tabulation and relation of review of literature in data collection.
<b>Content Outline</b>	2.1 Editing, Coding, Computer feeding. 2.2 Data distribution: Frequency, Percentage and Cumulative. 2.3 Tabulation: Univariate, Bivarite and Multivariate 2.4 Relation of Review Literature and Graph
<b>Module 3(Credit 1)Analytical Procedures:</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to 1.Understand analytical procedures in data collection.

	2. Understand measures and interpretation in data collection.
<b>Content Outline</b>	3.1 Stages: Categorization, Frequency distribution, 3.2 Measurement and Interpretation.  3.3 Measures of Central Tendency: Mean, Median and Mode. 3.4 Measures of Dispersion: Standard Deviation 3.5 Measures of Association: Chi-square, —'t' test Correlation
<b>Module 4(Credit1)Computers and Social Sciences Data:</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Understand use of computers for analysis of data .
	2. Understand preparation of research report.
<b>Content Outline</b>	4.1 Use of Computers for Analysis of Data 4.2 Introduction to SPSS 4.3 Interpretation of Data 4.4 Preparation of research Report

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

1. Debate and Discussion
2. Prepare a power point Presentation
3. Project and presentation on any theme of your choice
4. Article Review
5. Assignments

**References:**

- Ahuja Ram, 2003. Research Methods, Rawat Publications, Jaipur.
- Das D.K., 2004. Practice of Social Research, Rawat Publications, Jaipur.
- Dooley, David, 2003. Social Research Methods, Prentice-Hall of India, New Delhi.
- Goode W.J. and Hatt P.K., 1992. Methods of Social Research, Mc-Graw Hill, New York.
- Gaur, Ajai S. and Gaur Sanjaya S., 2006. Statistical Methods for Practice and Research: A Guide to Data Analysis using SPSS, Response Book, New Delhi.
- Majumdar P.K., 2002. Statistics: A Tool for Social Sciences, Rawat Publications, Jaipur.
- Seltiz, Claise et al; 1959. Research Methods in Social Relation, New York: Henry Holt and Co.
- Srivastava, Prakash G.N., 1994. Advances Research Methodology, Delhi: Radha Publication.
- Thakur, Devender, 2003. Research Methodology in Social Science, Delhi: Deep and Deep Publication.
- Young, P.V., 1988. Scientific Social Survey and Research, New Delhi Prentice Hall.



### 2.3 Major (Core)

<b>Course Title</b>	<b>Social Demography</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. The basic concepts in demographic studies.
	2. Knowledge of the various dimensions of Indian and world population.
	3. The familiar with the demographic features and trends in India.
	4. Comprehend population control in terms of social
<b>Module 1 (Credit 1) Nature of Demographic Studies:</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Understand social demography importance and development of demography.
	2. Understand relation between social demography and sociology.
<b>Content Outline</b>	1.1 Social Demography: Meaning, Nature 1.2 Importance of social Demography 1.3 Development of Demography 1.4 Social Demography and Sociology
<b>Module 2 (Credit 1) Theories of Population growth:</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Understand theories of population.
<b>Content Outline</b>	2.1 Malthusian theory of population 2.2 Biological theories of population 2.3 Theory of Optimum population 2.4 Theory of Demographic Transition
<b>Module 3 (Credit 1) Population Growth:</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Understand world population growth and current trends.
	2. Understand factors of population growth in India

	3.Understand India's population structure.
<b>Content Outline</b>	3.1 World Population growth and current trends. 3.2 Population growth in India: Past and Present. 3.3 Factors responsible for population growth in India. 3.4 India's Population Structure: Age, Sex, Literacy
<b>Module 4(Credit1)Demographic Trends and Population Policy in India:</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1.Understandpopulation dynamics in India.
	2.Understand population policy in India.
<b>Content Outline</b>	4.1 Population dynamics: Fertility, Mortality and Migration Population policy: Meaning and Objectives. 4.2 Population policy of the Government of India after Independence. 4.3 Performance appraisal of Family Welfare Programmes

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

- 1.Group Discussion
2. Debate and Discussion
- 3.Article Review
4. Assignment
- 5.Project and presentation on any theme of your choice

**Reference:**

Bhattacharjee, P.T. and Shastri, 1976. G.N, Population in India: A study of Inter-State variations, New Delhi.

Bhende, A.A. and Tara Kanitkar, 1992. Principles of Population Studies, Himalaya Publishing House, Bombay.

Bhosle Smriti, 2008. Population and Society, Mumbai, Prachi Prakashan.

Bose, Ashish 1991. Demographic Diversity of India. Delhi : B.R. Publishing Corporation.

Chandrashekhar, S. ( Ed) 1974. Infant Mortality, Population Growth & Family Planning in India. London : George Allen & Unwin Ltd.

Coontz, S.E., 1957. Population Theories and their Economic Interpretation, McMillan, London.

Joshi, B.H., 2000. Changing Demographic Structure of India, Raj Publishing House, Jaipur, 2000.

Pande, G.C., 1990. Principles of Demography, Amol publication, New Delhi.

Pathak L. P., 1998, Population Studies, Rawat Publication, Jaipur.

Premi, M.K. et al 1983. An Introduction to Social Demography. New Delhi: Vikas Publishing House.

Rajendra Sharma, 1997. Demography & Population Problems. New Delhi : Atlantic Publishers.

Srivastava, O.S. 1994, Demography and Population Studies. New Delhi: Vikas Publishing House.

Thompson, W.S., 1972. Population Problem, Tata McGraw, New Delhi.

## 2.4 Major (Core)

Course Title	Sociology of Disasters and Disaster Management	
Course Credits	2	
Course Outcomes	After going through the course, learners will be able to	
	1. Familiarize with the concepts, theories related to disaster management.	
	2. Understand the role of the state and civil society in disaster management	
Module 1(Credit 1)Sociology of Disaster:		
Learning Outcomes	After learning the module, learners will be able to	
	1.Students will be able to understand concept, Nature and types of disasters.	
	2.Students will be able to understand issues and challenges in disaster management.	
Content Outline	1.1 Concepts, Definitions and Nature of Disasters. 1.2 Types of disasters: Natural and Man-made. 1.3 Disaster Management: Issues and Challenges.	
Module 2(Credit 1)Disaster and Civil Society:		
Learning Outcomes	After learning the module, learners will be able to	
	1.Understand role of voluntary organizations in Disaster management	
	2. Understand political organizations, citizens Associations and International bodies in disaster management.	
Content Outline	2.1 Role of Voluntary Organizations 2.2 Political Organizations 2.3 Citizens Associations & International bodies.	

### Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Group Discussion
- 2 .Debate and Discussion
- 3.Film Review
- 4.Assignment

## References:

- Barton A. H. 1969. Communities in Disaster: A Sociological Analysis of Collective Stress. Garden City, NY: Doubleday.
- Burkle, F. M., Jr., 2006. Globalization and disaster: issues of public health, state capacity and political action. *Journal of International Affairs*, **59**(2), 241–265
- Cutter, S. L., Boruff, B. J., and Shirley, W. L., 2003. Social vulnerability to environmental hazards. *Social Science Quarterly*, **84**(2), 242–261.
- Couch, S., 2000. The cultural scene of disasters: conceptualizing the field of disasters and popular culture. *International Journal of Mass Emergencies and Disasters*, **18**(1), 21–37.
- Drabek T.E. 1986. Human System Responses to Disaster. New York: Springer-Verlag.
- Fritz, C. E., 1961. Disasters. In Merton, R. K., and Nisbet, R. A. (eds.), *Contemporary Social Problems*. New York: Harcourt.
- Hewitt, K., 1997. *Regions of Risk: A Geographical Introduction to Disasters*. Essex, UK: Longman.
- Hoffman, S., and Oliver-Smith, A. (eds.), 1999. *The Angry Earth: Disaster in Anthropological Perspective*. New York: Routledge.
- Quarantelli, E. L., 1998. *What is A Disaster? Perspectives on the Question*. London: Routledge.
- Sen Amartya, 1981. *Poverty & Famines*, New Delhi, O.U.P.
- Sharma Dharendra, 1983. *India's Nuclear Estate*, New Delhi, Lancers.
- Thomas E. Drabek, Ruth A. Drabek, 2019. *The Sociology of Disasters: Fictional Explorations of Human Experiences*, London, Routledge.
- Tobin, G., and Montz, B., 1997. *Natural Hazards*, New York: Guildford.
- Wisner, B., Blaikie, P., Cannon, T., and Davis, I., 2004. *At Risk: Natural Hazards, People's Vulnerability and Disasters*, Second ed.. New York: Routledge.

## 2.5 Major (Elective)

<b>Course Title</b>	<b>Globalization and Society</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. Know the characteristics and the issues related to globalization.
	2. Familiar with the various agencies involved in the process of globalization
	3. The impact of globalization in the context of socio-economic and cultural aspects
<b>Module 1 (Credit 1) The nature and dynamics of globalization</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1.1 Understand historical and social context of globalization
	1.2 Understand characteristics of globalization .
	1.3 Understand role of information and communication technology and benefits and disadvantages of globalization.
<b>Content Outline</b>	1.1 The historical and social context of globalization 1.2 World capitalism, modernization and globalization 1.3 Distinctive characteristics of globalization 1.4 The role of information and communication technology 1.5 Benefits and disadvantages of globalization.
<b>Module 2 (Credit 1) Agencies of globalization :</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Understand political economy of globalization.
	2. Understand agencies of globalization.
<b>Content Outline</b>	2.1 Political economy of globalization 2.2 Agencies of Globalization: Multinational Corporations (MNCs), Nation-State, Media, Market 2.3 Non- Governmental Organizations (NGOs) 2.4 International agencies- (International Monetary Fund)

<b>Module 3(Credit 1)Globalization &amp; Culture:</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1.Understand culture of globalization.
	2.Understand global tourism and Diasporic communities.
	3.Understand transitional ethnic and religious Movements
<b>Content Outline</b>	3.1 Cultural Homogenization, Hegemony and Dominance 3.2 Globalization and the Resurgence of Ethnic Consciousness: - Global Tourism, Diasporic Communities, Transnational Ethnic and Religious Movements, Religious Fundamentalism
<b>Module 4(Credit1)Social Consequences of Globalization &amp; the Indian Experience</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1.Understand differential perception of globalization among nations and their populations.
	2.Understand socio-economic impact of globalization.
	3. Understand globalization and public policy.
<b>Content Outline</b>	4.1 Differential perception of globalization among nations and their populations 4.2 Socio-economic impact of globalization - impact on individual and group identities. 4.3 Globalization and public policy 4.4 Debate on globalization 4.5 Impact of globalization: Trends and prospects.

#### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

- 1.Group Discussion
2. Debate and Discussion
3. Article Review,
4. Assignment

**Reference** Appadurai, Arjun. 1997. Modernity at large: Cultural dimensions of globalization. New Delhi: Oxford University Press.

Drezem Jean and Amartya Sen. 1996. Indian economic development and social opportunity. Delhi: Oxford University Press.

Escobar, Arturo. 1995. Encountering development: The making and unmaking of the third world. Princeton: Princeton University Press.

Hoogvelt, Ankie. 1997. Globalization and the post-colonial world - The new political economy of development. London: Macmillan.

Hoogvelt, Ankie. 1998. The sociology of development. London: Macmillan.

Kiely, Ray and Phil Marfleet (eds.). 1998. Globalization and the third world. London: Routledge.

Preston, P.W. 1996. Development theory - An introduction. Oxford Blackwell.

Waters, Malcolm. 1996. Globalization. London: Routledge.



## 2.5 Major (Elective)

<b>Course Title</b>	<b>Sociology of Tourism</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. Understand will be able tourism from a sociological perspectives.
	2. Explore the changing tourism practices and its significance
<b>Module 1(Credit 1)Tourism:</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Understands sociology of tourism.
	2. Understand modern tourism and psychology of tourism.
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>1.1 Emergence and history of tourism</li> <li>1.2 Sociology of tourism</li> <li>1.3 Modern Tourism</li> <li>1.4 The psychology of tourism; need and motivation</li> </ul>
<b>Module 2(Credit 1)Tourism and development:</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Understand development of tourism in India.
	2. Understand the role of India tourism development corporation.
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>2.1 Development of tourism in India</li> <li>2.2 Tourism and economy</li> <li>2.3 Relation between tourism and development</li> <li>2.4 The Role of —India Tourism Development Corporation</li> </ul>
<b>Module 3(Credit 1)Changing Trends in Tourism:</b>	

<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand relation between tourism and pilgrimage.
<b>Content Outline</b>	3.1 Tourism and pilgrimage 3.2 Eco Tourism 3.3. Medical Tourism 3.4 Cultural Tourism 3.5 Agro-Tourism
<b>Module 4(Credit 1)Impact of Tourism:</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1.Understand changing life style.
	2.Understand impact on cultural identity and environment.
<b>Content Outline</b>	4.1 Changing life style 4.2 Impact on cultural identity 4.3 Impact on Environment

#### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

- 1.Group Discussion
2. Debate and Discussion
3. Article Review
4. Assignments

## References:

- Lea, J., 1988. *Tourism and development in the Third World*. Methuen Introductions to Development. London: Routledge
- Noronha Fredrick, 1997. 'Fighting the Bane of Tourism', *Economic and Political Weekly*, *Economic and political Weekly*, 32(51), Dec. 20-26, 1997, 3253-3256.
- Wood Robert: 1993. 'Tourism, Culture and the Sociology of Development' pp.48-70 in Michel Hitchcock, Victor King and Michael Parnwall (eds) *Tourism in Southeast Asia*. London: Routledge.
- Britton, S.G, 1982. the Political economy of tourism in the Third World. *Annals of Tourism Research*. 9(3):331-158.
- Friedman Jonathan, 1990. 'Being in the World: Globalization and Localization', *Theory culture Society*, 7;311 -328.
- Paul Rouledge, 2001. *Selling the Rain resisting the sale: resistant identities and the conflict over tourism in Goa*, *Social and Cultural Geography*, 2(2).
- Saldanha, Arun, 2002. *Identity, Spatiality and Postcolonial Resistance: Geographies of the Tourism Critique in Goa*.
- Burns, P. & Holden, A., 1995. *Tourism: a new perspective*. Englewood Cliffs: Prentice-Hall.
- MecCannell, Dean, 1973. Staged Autenticity: Arrangements of Social Space in Tourist setting. *American Journal of Sociology*, No.;79:589-603.
- Newman Robert S, 2001. *Western Tourists and Goan Pilgrims: A Comparison of Two Ritual Drama in of Umbrellas in Goddesses & Dreams- Essays on Goan Culture and Society*, Mapusa, Other India Press.
- Thomas, Graham (ed.), 1987. *Holidays (Block 3 Unit II of the 2nd. Level course on Popular Culture)*, Britain: Open University Press.
- Edenson Tim, 1998. *Tourists at the Taj: performance and meaning at a symbolic site*, London: Routledge.
- Borstin Daniel, 1992. *From Traveller to Tourist: The Lost Art of Travel'. The Image: A guide to pseudo event in America*, US: Vintage Books, 77-117.
- Cohen, Erik, 1988. *Traditions in the qualitative sociology of tourism'*, *Annals of tourism research*, Vol. 10.
- Urry, J, 1990. *The Tourist Gaze*. London: Sage

## OJT

<b>Course Title</b>	<b>Internship</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. Learners can get an opportunity to serve in reputed and renowned NGOs or institutions or corporate offices.
	2. An institution or NGOs or corporate offices can get an enthusiastic, efficient employee to work with them.
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Learners can get an opportunity to work with reputed so they can get exposure, experiences, courage, stage daring and confidence because of this internship.
	2. Learners can get theoretical knowledge with practical experience

- Internship as field survey and research in research organizations, institutions or governmental organizations, media or digital media and print media organisations and corporate sectors.
- Submission of weekly progress report by the student, signed by the supervisor and countersigned by the head of the Department.
- Completion Report approved by Mentor (duly signed and sealed by Mentor) with completion Certificate.

### Details of major's fields for Internship in Sociology :

1) Criminal Justice 2) Health Care 3) Government and non-governmental sector 4) Journalism, 5) Research centres, 6) Environment sector 7) Schools 8) Social worker 9) Counselling centre 10) Women centre and any other recognitions institutions.

**External Evaluation will be done on the basis of the internship Report, presentation and internship Viva Voce.**

### MARKING SCHEME

Sr.No.	Details	Internal Examiner	External Examiner	Out of
1.	Internship (OJT)	50	50	100

## Terminologies

Abbreviation	Full-form	Remarks	Related to Major and Minor Courses
Major (Core)	Main Discipline		
Major (Elective)	Elective Options		related to the Major Discipline
Minor Stream	Other Disciplines (Inter/ Multidisciplinary) not related to the Major	either from the same Faculty or any other faculty	
OEC	Open Elective Courses/ Generic		Not Related to the Major and Minor
VSEC	Vocational and Skill Enhancement Courses		
VSC	Vocational Skill Courses		Related to the Major and Minor
SEC	Skill Enhancement Courses		Not Related to the Major and Minor
AEC	Ability Enhancement Courses	Communication skills, critical reading, academic writing, etc.	Not Related to the Major and Minor
VEC	Value Education Courses	Understanding India, Environmental science/education, Digital and technological solutions, Health & Wellness, Yoga education, sports, and fitness	Not Related to the Major and Minor

IKS	Indian Knowledge System	I. Generic IKS Course: basic knowledge of the IKS II. Subject Specific IKS Courses: advanced information pertaining to the subject: part of the major credit.	Subject Specific IKS related to Major
VAC	Value-Added Courses		Not Related to the Major and Minor
OJT	On-Job Training (Internship/Apprenticeship)	corresponding to the Major Subject	Related to the Major
FP	Field projects	corresponding to the Major Subject	Related to the Major
CC	Co-curricular Courses	Health and Wellness, Yoga education sports, and fitness, Cultural Activities, NSS/NCC and Fine/ Applied/Visual/ Performing Arts	Not Related to the Major and Minor
CE	Community Engagement and service		Not Related to the Major and Minor
RP	Research Project	corresponding to the Major Subject	Related to the Major

- *External Examination does not always mean Theory paper. It may practical examination, Product submission, projects, etc. checked by external examiners.*
- *Internal evaluation should not be Written Theory papers like Unit tests. Internal marks will be acquired through practical, small group or individual Projects, activities, presentations, seminars, workshops, products, assignments, application-based work, reports, etc.*
- Practical may be part of the main courses along with theory modules instead of having separate courses of practical work.