

SANJEEV AGRAWAL GLOBAL EDUCATIONAL (SAGE) UNIVERSITY, BHOPAL

Scheme & Syllabus

for

Master of Arts (MA) – Sociology

(Batch 2020-21 onwards)



School of Arts, Humanities and Social Sciences

Master of Arts (MA)
2 Years Degree Program
Programme Name: Sociology

Programme Educational Objectives (PEOs)

- PEO 1 The Post Graduate Program in Sociology is designed to provide advanced sociological knowledge, perspectives and skills to wide cross sections of the learners.
- PEO 2 This course is designed to provide basic and advanced theoretical as well as methodological knowledge of sociology for application.
- PEO 3 This course has also aim to enhance the skills, capabilities and employment opportunities of the students in educational, research institutions and NGOs.
- PEO 4 This course has aim to make student rational, logical and critical and to develop their analytical skill of the social issues and events.
- PEO 5 To enhance the scientific knowledge and attitude about the society.

Program Outcomes (POs)

On successful completion of this program, students would be able to:

- PO 1 The sociological knowledge provides students scientific outlooks and attitudes to understand the human behavior, social issues and phenomena.
- PO 2 Acquiring sociological knowledge in the forms of theories and methods would make students good social scientists.
- PO 3 The sociological knowledge would help to make students critical and logical.
- PO 4 After studying this course, students would also be able to qualify the UPSC, MPPSC, UGC-NET/JRF and other examination of social welfare departments.
- PO 5 Students would be able to get employ.
- PO 6 To kindle analytical attitude and scientific inquiry of disciplines.
- PO 7 To raise research aptitude and dialogic methodology.
- PO 8 To understand the type of world which are living.
- PO 9 To have conglomerate understanding about society and other discipline.
- PO 10 To ponder over the interdisciplinary approach.

Curriculum Components

Components	Credits
Program Core (09 Courses)	36
Program Electives (Discipline Specific Electives) (07 Courses)	28
Project Based Learning (PBL)/MOOCs (02 courses)	04
Project / Internship	20
Total	88

Class Room/ Fieldwork: 64

Beyond Class Room: PBL (4) + Project (04+16) = 24

Total: 88 Credits

***Flexibility is given to various schools as per the nature of program to have credit between 88-106 credits**

First Semester																		
Course Code	Course Name	Contact Hours per Week			Credits	ESE Duration (Hours)	Weightage (Theory)							Weightage (Practical)			GT	
		L	T	P			Internal Assessment (IA)					ESE	GT	CE [^]	ESE	ToT		
							MSE	ASG	TA	ATTD	ToT							
SO20M101	Classical Sociology	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100	
SO20M102	Rural Society in India	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100	
SO20M103	Research Methodology	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100	
Refer Table 1	DSE-I	4	-	-	4	2	30	05	05	10	50	50	100	-	-	-	100	
Refer Table 1	DSE-II	4	-	-	4	2	30	05	05	10	50	50	100	-	-	-	100	
PB20M101	Project Based Learning-I	-	-	4	2	2	-	-	-	-	-	-	-	50	50	100	100	
		Total			22													600

[^] 02 assessments by panel of Experts

L- Lecture, T- Tutorial, P- Practical, ESE- End Semester Exam, MSE- Mid Semester Exam, ASG- Assignment, TA- Teacher's Assessment, ATTD-Attendance, ToT- Total, CE- Continuous Evaluation, GT- Grand Total

Second Semester																	
Course Code	Course Name	Contact Hours per Week			Credits	ESE Duration (Hours)	Weightage (Theory)							Weightage (Practical)			GT
		L	T	P			Internal Assessment (IA)					ESE	GT	CE [^]	ESE	ToT	
							MSE	ASG	TA	ATTD	ToT						
SO20M201	Comparative Sociology	4			4	3	30	05	05	10	50	50	100	-	-	-	100
SO20M202	Gender and Society	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100
SO20M203	Environment and Society	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100
Refer Table 1	DSE – III	4	-	-	4	2	30	05	05	10	50	50	100	-	-	-	100
Refer Table 1	DSE – IV	4	-	-	4	2	30	05	05	10	50	50	100	-	-	-	100
PB20M201	Project Based Learning- II	-	-	4	2	2	-	-	-	-	-	-	-	50	50	100	100
		Total			22												600

[^] 02 assessments by panel of Experts

L- Lecture, T- Tutorial, P- Practical, ESE- End Semester Exam, MSE- Mid Semester Exam, ASG- Assignment, TA- Teacher's Assessment, ATTD-Attendance, ToT- Total, CE- Continuous Evaluation, GT- Grand Total

Third Semester																	
Course Code	Course Name	Contact Hours per Week			Credits	ESE Duration (Hours)	Weightage (Theory)							Weightage (Practical)			GT
		L	T	P			Internal Assessment (IA)					ESE	GT	CE [^]	ESE	ToT	
							MSE	ASG	TA	ATTD	ToT						
SO20M301	Theoretical Perspective in Sociology	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100
SO20M302	Sociology of Kinship, Marriage and Family	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100
SO20M303	Indian Society and Culture	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100
Refer Table 1	DSE – V	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100
Refer Table 1	DSE – VI	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100
PB20M 301	Dissertation-I	-	-	8	4	2	-	-	-	-	-	-	-	100	100	200	200
		Total			24												700

[^] 02 assessments by panel of Experts

L- Lecture, T- Tutorial, P- Practical, ESE- End Semester Exam, MSE- Mid Semester Exam, ASG- Assignment, TA- Teacher's Assessment, ATTD-Attendance, ToT- Total, CE- Continuous Evaluation, GT- Grand Total

Fourth Semester																		
Course Code	Course Name	Contact Hours per Week			Credits	ESE Duration (Hours)	Weightage (Theory)					Weightage (Practical)			GT			
		L	T	P			Internal Assessment (IA)					ESE	GT	CE		ESE	T	
							MSE	ASG	TA	ATTD	ToT							
	DSE – VII	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100	
PB20M 401	Dissertation-II	-	-	32	16	2	-	-	-	-	-	-	-	200	200	400	400	
		Total			24												500	

^04 assessments by panel of Experts

L- Lecture, T- Tutorial, P- Practical, ESE- End Semester Exam, MSE- Mid Semester Exam, ASG- Assignment, TA- Teacher's Assessment, ATTD-Attendance, ToT- Total, CE- Continuous Evaluation, GT- Grand Total

Distribution of credits across all components

SEM No.	Programme Core	Discipline Specific Electives (DSE)	Project Based Learning (PBL)/ MOOCs	Dissertation	Total Credit
I.	12	8	2	-	22
II.	12	8	2	-	22
III.	12	8	-	4	24
IV.	-	4	-	16	20
Total	36	32	04	20	88

List of Program: Discipline Specific Electives (DSE)

First Year – Semester One (Opt any two papers)		
SN	Course Code	Course Title
1.	SO20M104	Urban Society in India
2.	SO20M105	Sociology of Change and Development
3.	SO20M106	Sociology of Religion
First Year – Semester Second (Opt any two papers)		
SN	Course Code	Course Title
1.	SO20M204	Criminology
2.	SO20M205	Education and Society
3.	SO20M206	Industrial Sociology
Second Year – Semester Third (Opt any two papers)		
SN	Course Code	Course Title
1.	SO20M304	Sociology of Tribal Society
2.	SO20M305	Sociology of Marginalized Communities
3.	SO20M306	Social Statistics
Second Year – Semester Fourth (Opt any one papers)		
SN	Course Code	Course Title
1	SO20M401	Social Movements in India
2	SO20M402	Political Sociology

Semester I

Code	Classical Sociology Tradition	Total Lecture:60
SO20M101		4-0-0-4
Learning Objectives:	<ul style="list-style-type: none"> • To provide advanced sociological knowledge, perspectives and skills to wide cross sections of the learners. • To provide opportunities to the students going beyond the boundaries of their own discipline and think over the interdisciplinary and multidisciplinary approaches and students have choice to select different types of electives as per his or her choice. • To provide basic and advanced theoretical as well as methodological knowledge of sociology for application. • To make student rational, logical and critical about the social events and contemporary issues and to enhance the skills and capabilities of the students. 	
UNIT	CONTENT	HOURS
I	Historical Socio-Economic background of the emergence of sociology Traditional feudal economy and social structure, Impact of industrial revolution and of new mode of production on society and economy, The emergence of capitalistic mode of production- Nature and features of capitalism. The enlightenment and its impact on thinking and reasoning.	12
II	Karl Marx Marx's theory of social change, Marxian Dialectical materialism as a philosophical perspective of change and its laws. Materialistic interpretation of history: As a perspective of explaining transformation of human society through different stages. Economic determinism. Mode of production, and social structure. Basic structure and super structure. Marx's analysis of emergence and development of capitalism in terms of laws of increasing accumulation and concentration of capital and of increasing misery. Concepts of surplus value and exploitation. Emergence of classes and class conflict. Proletariat revolution and future of capitalism. Classless society. Alienation in the capitalist society - Factors responsible for alienation and its social implications. Views on political power. The state in relation to social classes. Future of the State after proletariat revolution. Theory of ideology – Ideology as a part of super structure. Three views with regard to ideology.	12
III	Emile Durkheim Intellectual background. His preoccupation with the order and disintegration of society. Social disintegration as a legacy of industrial revolution. Increasing division of labour in the capitalist society. Mechanical and organic solidarities. Explanation of increasing division of labour. Pathological forms of division of labour. Theory of suicide : Review of earlier theories of suicide. Suicide rate. His distinctive sociological approach. Types of suicide. Problem of integration of the individual with society. Theory of Religion : Earlier theories of the emergence and role of religion- structure of religion – sacred and profane - source of sacredness of the sacred things as symbols of ultimate values. Society as a supreme God. Religious rituals – their types, Social role of religious beliefs and rituals. Contribution to the methodology of Sociology – Sociology as a Science - concept of social facts.	12
IV	Max Weber Theory of social action – types of social actions Intellectual background. Analysis of modern capitalism. Views on the role of ideas and values in social change with	12

	reference to the relationship between Protestant ethic and emergence of capitalism. Theory of Authority – Authority and power – Types of authority and bases of their legitimacy – Their distinctive features, methods of administration and modes of inheritance. Theory of Bureaucracy. Capitalism and growing rationalism and emergence of modern bureaucracy, His model of bureaucracy. Relationship between political leaders and bureaucracy. Concepts of status, class and power. Contribution to the methodology of social science – Distinctive nature of social realities because of meanings attached them – Sociology as an interpretative science. Concepts of Verstehen and ideal types.	
V	Vilfredo Pareto Intellectual background Contribution to the methodology–his logico –experimental method Classification of logical and non-logical actions, Explanation of non-logical actions in terms his theory of Residues and Derivatives. Classification of Residues and Derivations. Theory of social change – Elites and masses. Types of elites, their classification, circulation of Elites.	12
Course Outcomes (As per Bloom’s Taxonomy)		
CO1	The students will outlined ¹ the classical works of sociology	
CO2	They will be able to describe ² the theoretical knowledge of sociological theories.	
CO3	This course has also demonstrated ³ production of knowledge about the human behavior, social issues and phenomena.	
CO4	To employ ³ the production of knowledge would be helpful to the policy makers, developmental organizations, researchers, social activist and social scientists.	
CO5	This course makes differentiate ² between common sense knowledge and sociological knowledge and this course provides scientific vocabulary, terms, concepts, methods and perspectives in accessing the social issues, events and problems.	
Text Books:	<ul style="list-style-type: none"> • Parsons Talcott (1949). The Structure of Social Action, New York: McGraw Hill. • Nisbet (1966). The Sociological Tradition, London: Heinemann Educational Books Ltd. • Zeitlin Irvin (1981). Ideology and the Development Sociological Theory. New Jersey: Prentice Hall. • Dahrendorf, Ralph (1959). Class and Class Conflict in an Industrial Society, Stanford: Stanford University Press. • Bendix, Rinehard (1960). Max Weber: An Intellectual Portrait, New York: Doubleday. • Popper Karl (1945). Open Society and its Enemies. London: Routledge. 	
Reference Books:	<ul style="list-style-type: none"> • Aron, Reymond (1967). Main Currents in Sociological Thought, New York: Penguin. • Coser, L. A. (1977). Masters of Sociological Thought, New York: Harcourt Brace. • Giddens, Anthony (1997). Capitalism and Modern Social Theory– An analysis of Writings of Marx, Durkheim and Weber, Cambridge: Cambridge University Press. • Hughes, John A., Martin, Peter, J. and Sharrock, W. W. (1995). Understanding Classical Sociology– Marx, Weber and Durkheim, London : Sage Publications. 	

Code	Rural Society in India	Total Lecture:60
SO20M 102		4-0-0-4
Learning Objectives:	<ul style="list-style-type: none"> To study the rural society and its various aspects in a scientific manner. To observe and solve the complexities of rural life in a systematic way scientific systematic and comprehensive study of the rural social organization of its structure function To discover the laws of development of domain and the nature of rural society. To use the rural people and circumstances as a better resource in National growth and Development. 	
UNIT	CONTENT	HOURS
I	Rural Society – Meaning, definitions, characteristics, agrarian, peasant and folk society: concept and characteristics, village concept, types, rural-urban distinction and continuum.	12
II	Rural Social Institution: Family, Religion, marriage, caste system and the changes taking place in them.	12
III	Agrarian relation in rural Indian land: land ownership and its types, rural economy in India: characteristics and elements, rural class structure, Jajmani system, agrarian movements in India.	12
IV	Rural Political life: Rural elite and leadership – past and present fraction and factionalism in rural India, dominant caste in India, emerging rural leadership and development.	12
V	Rural problem: rural poverty, land less labor, untouched ability, emigration of people, rural education, rural health.	12
Course Outcomes (As per Bloom's Taxonomy)		
After successful completion of course students will able to:		
CO1	The student will identify ¹ the rural society and its various aspects in a scientific manner.	
CO2	They will classify ² the complexities of the rural life in a systematic way.	
CO3	They will interpret ³ the rural & social organizations and their structures functions in a scientific, systematic and in comprehensive way.	
CO4	They will represent ³ the laws of development of domain and the nature of rural society.	
CO5	They will be able to rearrange ³ the rural people and circumstances as a better resource in National growth and Development.	
Text Books:	<ul style="list-style-type: none"> Berch, Berberogue (1992). Class, State and Development in India New Delhi: Sage. Desai A R (1977). Rural Sociology in India, Bombay: Popular Prakashan. Mencher J.P. (1983). Social Anthropology of Peasantry, New Delhi: OUP. P.Radhakrishnan (1989). Peasant Struggles: Land Reforms and Social Change in Malabar 1836 – 1982. New Delhi: Sage. 	
Reference Books:	<ul style="list-style-type: none"> Thorner, Daniel and Thorner Alice (1962). Land and Labour in India, Bombay: Asia Publications. Andre Betille (1974). Six Essays in Comparative Sociology, New Delhi: OUP. Dhanagare D N (1988). Peasant Movements in India, New Delhi: OUP. Ashish Nandy (1999). Ambiguous Journey to the City, New Delhi: OUP. 	

Code	Methodology of Research	Total Lecture:60
SO20M 103		4-0-0-4
Learning Objectives:	<ul style="list-style-type: none"> To provide exposure to the fundamentals of various research techniques and methods (both quantitative and qualitative). To build upon the basic assumptions in adopting different methodologies for different kinds of research themes. To introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences. To sensitize to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity. To teach certain quantitative methods, statistical techniques and qualitative methods; to collect and analyze the data would help them organize and analyze the information gathered by them. 	
UNIT	CONTENT	HOURS
I	Philosophical Roots of Social Research Issues in the theory of epistemology: forms and types of knowledge, validation of knowledge Philosophy of social science: Enlightenment, reason and science, Cartesian philosophy, structure of scientific revolution (Kuhn) Positivism and its critique: Contributions of Comte, Durkheim and Popper to positivism; Critique of positivism: Fayeraband and Giddens Hermeneutics: inductive analysis, experiments in ethno-methodology, 'because of' and 'in order to' motive in phenomenological sociology. Methodological Perspectives in Sociological Theory:	12
II	Nature of Social Reality and Approaches to it: Positivism, Phenomonology, Ethnomethodology and Symbolic Interactionism, Interpretative understanding. Logic of Inquiry in social science research, Inductive and deductive Theory building, Scientific method in social research, Objectivity/value neutrality, Hypothesis	12
III	Quantitative methods and survey research Assumptions of quantification and measurement Survey techniques Operationalisation and reserarch design Sampling design Questionnaire construction, interview schedule Measurement and Scaling Reliability and Validity Limitations of Survey	12
IV	Statistics in social research Measures of central tendency: Mean, median, mode Measures of Dispersion: Standard/Quartile Deviation Correlational Analysis: Tests of Significance and Covariance Regression Analysis	12
V	Qualitative Research Techniques Techniques and methods of qualitative research. Participant observation/ethnography, interview guide Case study method Content analysis Oral history, narratives Life history, genealogy Methodological dilemmas and issues in qualitative research Encounters and experiences in field work. Qualitative data format and processing. Validity and reliability in qualitative research.	12
Course Outcomes (As per Bloom's Taxonomy)		
After successful completion of course students will able to:		
CO1	The student will be identify ¹ the fundamentals of various research techniques and methods (both quantitative and qualitative).	
CO2	They will state ¹ the basic assumptions in adopting different methodologies	

	for different kinds of research themes
CO3	They will clarify ² about philosophical ideas underlying the emergence of different methodologies in social sciences.
CO4	They will analyze ⁴ and develop a critical outlook at the existing perspectives and research methods and conceptual clarity.
CO5	They will be able to classify ² quantitative methods, statistical techniques and qualitative methods and analyze the data would help them organize and analyze the information.
Text Books:	<ul style="list-style-type: none"> • Barnes, John A (1979). Who Should Know What? Social Science, Privacy and Ethics. Harmondsworth: Penguin. • Bleicher M. (1988). The Hermeneutic Imagination. London: Routledge and Kegan Paul. • Bose, Pradip Kumar (1995). Research Methodology. New Delhi: ICSSR. • Bryman, Alan (1988). Quality and Quantity in Social Research, London: Unwin Hyman. • D.A.de Vaus (1986). Surveys in Social Research. London: George Relen and Unwin. • Hughes, John (1987). The Philosophy of Social Research. London: Longman. • Irvine, J., I. Miles and J. Evans (1979). Demystifying Social Statistics, London: Pluto Press.
Reference Books:	<ul style="list-style-type: none"> • Beteille A. and T.N. Madan (1975). Encounter and Experience: Personal Accounts of Fieldwork. New Delhi: Vikas Publishing House Pvt. Ltd. • Fayeraband, Paul (1975). Against Method: Outline of an Anarchistic Theory of Knowledge. London: Humanities Press. • Hawthorne. Geoffrey (1976). Enlightenment and Despair: A History of Sociology. Cambridge: Cambridge University. • Kuhn, T. S. (1970). The Structure of Scientific Revolutions. Chicago: The University of Chicago Press. • Mukherjee, P.N. (2000). Methodology in Social Research: Dilemmas and Perspectives. New Delhi: Sage.

Code	Urban Society in India	Total Lecture: 60
SO20M104		4-0-0=4
Learning Objectives:	<ul style="list-style-type: none"> To study the urban society and its various aspects in a scientific manner. To observe and solve the complexities of urban life in a systematic way scientific systematic and comprehensive study of the urban social organization of its structure function To discover the laws of development of domain and the nature of urban society. To use the urban people and circumstances as a better resource in national growth and development. 	
UNIT	CONTENT	HOURS
I	Urban Sociology: Concept of urban sociology, scope and importance of urban study, characteristics of urban community, changing urban community, Urban community and spatial dimensions, Park, Burgers and McKenzie.	12
II	Urban Society in India: causes and impact of urbanizations, changing patterns of urbanization in recent times, George Simmel: Metropolis, Louis-Wirth Urbanism and Redfield Rural-Urban continuum as cultural form	12
III	Urban Sociology in India; Emerging trends in urbanization, Factors of urbanization, sociological dimensions of urbanization, Social consequences of urbanization, classification of urban centers, Indian city and its growth, causes of urban development, City industrial urban-base, its growth and special features, Industry centered developments	12
IV	Changing occupational structure, and its impact on social stratification –class, caste Gender, family Indian city and its growth, migration, problems of housing, slum development, urban environmental problems, urban Poverty	12
V	Urban Planning: and problems of urban management in India, Urban institutions, Factors affecting planning, regional planning and the links between social and spatial theory.	12
Course Outcomes (As per Bloom's Taxonomy)		
At the end of the course the students will be able to:		
CO1	The student will be identify ¹ about the urban society and its various aspects in a scientific manner.	
CO2	They will explain ² complexities of the urban life in a systematic way.	
CO3	They will interpret ² the urban social organizations and their structures functions in a scientific, systematic and in comprehensive way.	
CO4	They will analyze ⁴ the laws of development of domain and the nature of urban society.	
CO5	They will be restating ³ to use the rural people and circumstances as a better resource in national growth and development.	
Text Books:	<ul style="list-style-type: none"> Quinn J A (1955). Urban Sociology, New Delhi: S Chand & Co. Pickwance C G (1976). Urban Sociology: Critical Essays, London: Methuen. Saunders Peter (1981). Social Theory and Urban Question, London: Hutchionson. Bose Ashish (1978). Studies in India Urbanisation 1901-1971, New Delhi: Tata Mc Graw Hill. 	

	<ul style="list-style-type: none">• Abrahamson M (1976). Urban Sociology, Englewoot: Prentice Hall.
Reference Books:	<ul style="list-style-type: none">• Ronnan, Paddison (2001). Handbook of Urban Studies. Sage : India.• Bharadwaj, R.K. (1974). Urban Development in India, New Delhi: National Publishing House.• Gold, Harry, (1982). Sociology of Urban Life, Englewood: Prentice Hall.• Cliff Colling Worth, J B (1972). Problems of Urban Society, UK: George and Unwin Ltd.

SUSB

Code	Sociology of Change and Development	Total Lecture:60
SO20M105		4-0-0-4
Learning Objectives:	<ul style="list-style-type: none"> To give the students the knowledge of changes occurred into social order due to changing Scenario. To make the students the rational, logical and critical thinker. To help them to provide employment opportunities. To improve the student's thinking and also make them able to analyze the social reality by using scientific knowledge of sociology. To teach them to analyze the social issues with different theoretical and methodological perspectives. 	
UNIT	CONTENT	HOURS
I	Meaning and Forms of Social Change: evolution, progress, transformation; change in structure and change of structure Theories and Factors of Social Change: linear, cyclical and curvilinear; demographic, economic, religious, bio-tech, info-tech and media.	12
II	Social Change in Contemporary India: trends of change, processes of change – sanskritization, westernization, modernization, secularization Changing Conceptions of Development: economic growth, human development, social development; sustainable development, the question of socio-cultural sustainability, multiple sustain-abilities.	12
III	Critical Perspectives on Development: ecological, liberal, Marxian Theories of Development and Underdevelopment: modernization theories, centre peripheri, world-systems, unequal exchange Paths and Agencies of Development: capitalist, socialist, mixed economy, Gandhian; state, market, non-governmental organizations.	12
IV	Social Structure and Development: structure as a facilitator/inhibitor, development and social-economic disparities, gender and development Culture and Development: culture as an aid/impediment to development, development and displacement of tradition, development and upsurge of ethnicity.	12
V	Indian Experience of Development: sociological appraisal of Five-Year Plans, social consequences of economic reforms, social-cultural repercussions of globalization, social implications of info-tech revolution Formulating social policies and programme: policy and project planning, implementation, monitoring and evaluation of methodologies.	12
Course Outcomes (As per Bloom's Taxonomy)		
CO1	This course will be define ¹ the students the changes occurred into social order due to changing scenario.	
CO2	It will make the student's generalize ² the rational, logical and critical thinker.	
CO3	It will help them to provide employment opportunities.	
CO4	It will not only executive ³ theoretically improve the student's thinking, but will also make them able to analyze the social reality by using scientific knowledge of sociology.	
CO5	It will teach them to analyze ⁴ the social issues with different theoretical and methodological perspectives	

<p>Text Books:</p>	<ul style="list-style-type: none"> • Abraham, M.F. (1990). Modern Sociological Theory: An Introduction. New Delhi: OUP. • Agarwal, B. (1994). A Field of One's Own : Gender and Land Rights in South Asia. Cambridge: Cambridge University Press. • Appadurai, Arjun (1997). Modernity at Large: Cultural Dimensions of Globalization, New Delhi: OUP, 1997 • Dereze, Jean and Amartya Sen (1996). India: Economic Development and Social Opportunity. New Delhi: OUP.
<p>Reference Books:</p>	<ul style="list-style-type: none"> • Desai, A.R. (1985). India's Path of Development: A Marxist Approach. Bombay: Popular Prakashan. • Giddens Anthony (1996). "Global Problems and Ecological Crisis" in Introduction to Sociology, New York: W.W.Norton & Co. • Harrison, D. (1989). The Sociology of Modernization and Development. New Delhi: Sage. • Haq, Mahbub Ul (1991). Reflections on Human Development, New Delhi, OUP. • Moor, Wilbert and Robert Cook (1967). Social Change, New Delhi: Prentice-Hall. • Sharma, SL (1980). "Criteria of Social Development", Journal of Social Action. Jan-Mar. • Sharma, SL (1986). Development: Socio-Cultural Dimensions, Jaipur: Rawat.

Code	Sociology of Religion	Total Lecture:60
SO20M106		4-0-0-4
Learning Objectives:	<ul style="list-style-type: none"> The purpose of the course is to give the students the knowledge of changes occurred into social order due to changing Scenario. To make the students the rational, logical and critical thinker. To help them to provide employment opportunities. To improve the theoretically thinking and to analyze the social reality by using scientific knowledge of sociology To teach them to analyze the social issues with different theoretical and methodological perspectives. 	
UNIT	CONTENT	HOURS
I	Introduction: The scope of a sociology of religion. Conceptual clarifications Belief systems, magic and religion, Elements of religious experience, Typology of religions	12
II	Sociological interpretations of religion Durkheim and sociological functionalism — Weber and phenomenology — Marx and dialectical materialism — Levi-Strauss and structuralism	12
III	Religions of India: Buddhism, Christianity, Hinduism, Islam, Jainism, and Sikhism A social historical perspective — Demographic profile — Contemporary trends	12
IV	Aspects of religion in India Sacred knowledge — Sacred space — Sacred time — Sacred persona Contestation over religion in India Fundamentalism — Communalism — Secularism — Proselytism	12
V	Social change and religion Socio-religious movements — Popular religion and emerging cults	12
Course Outcomes (As per Bloom's Taxonomy)		
CO1	This course will be define ¹ the students the changes occurred into social order due to changing scenario.	
CO2	It will make the student's generalize ² the rational, logical and critical thinker.	
CO3	It will help them to provide employment opportunities.	
CO4	It will not only executive ³ theoretically improve the student's thinking, but will also make them able to analyze the social reality by using scientific knowledge of sociology.	
CO5	It will teach them to analyze ⁴ the social issues with different theoretical and methodological perspectives	
Text Books:	<ul style="list-style-type: none"> Baird, Robert D. (1995). Religion in Modern India. Delhi: Manohar. Jones, Kenneth W. (1989). Socio-religious reform movements in British India, Hyderabad: Orient Longman. Madan, T.N. (1992). Religion in India, New Delhi: Oxford University Press. Muzumdar, H.T. (1986). India's Religious Heritage. New Delhi: Allied. 	
Reference Books:	<ul style="list-style-type: none"> Roberts, Keith A. (1984). Religion in Sociological Perspective, New York: Dorsey Press. Shakir, Moin (1989). Religion, state and politics in India, Delhi: Ajanta Publications. Turner, Bryan S. (1991). Religion and Social Theory. London: Sage. 	

Code	Project Based Learning	Total Lecture:30
PB20M101	0 – 0 – 4 = 4	
Learning Objectives:	<ul style="list-style-type: none"> • Integrating the knowledge and skills of various courses on the basis of multidisciplinary projects • Develop the skill of critical thinking and evaluation. • To develop 21st century success skills such as critical thinking, problem solving, communication, collaboration and creativity/innovation among the students. • To enhance deep understanding of academic, personal and social development in students. • Employ the specialized vocabularies and methodologies. 	
General Guidelines:	<ul style="list-style-type: none"> • PBL will be an integral part of UG/PG Programs at different levels. • Each semester offering PBL will provide a separate Course Code, two credits will be allotted to it. • Faculty will be assigned as mentor to a group of 30 students minimum by HoS. • Faculty mentor will have 4 hours/week to conduct PBL for assigned students. • Student will select a topic of their choice from syllabus of any course offered in respective semester (in-lines with sustainable development goals). • Student may work as a team maximum 3 or minimum 2 members for single topic. • For MSE, student's performance will be assessed by panel of three experts either from other department/school, or from same department/school based on chosen topic. This will be comprised of a presentation by student followed by viva-voce. It will be evaluated for 30 marks. • 20 marks would be allotted for continuous performance assessment by concerned guide/mentor. • For ESE, student will need to submit a project report in prescribed format, duly signed by concerned guide/mentor and head of the school. The report should be comprised of following components: <ul style="list-style-type: none"> 1. Introduction 2. Review of literature 3. Methodology 4. Result and Discussion 5. Conclusion and Project Outcomes 6. References • Student will need to submit three copies for 1. Concerned School 2. Central Library 3. Self • The integrity of the report should be maintained by student. Any malpractice will not be entertained. • Writing Ethics to be followed by student, a limit of 10 % plagiarism is permissible. Plagiarism report is to be attached along with the report. • Project could be a case study/ analytical work /field work/ experimental work/ programming or as per the suitability of the program. 	
Course Outcomes (As per Bloom's Taxonomy)		
CO1	Apply ³ a sound knowledge/skills to select and develop their topic and project respectively	
CO2	Develop ⁶ plans and allocate roles with clear lines of responsibility and accountability.	
CO3	Design ⁶ solutions to complex problems following a systematic approach like problem identification, formulation and solution.	

CO4	Collaborate⁶ with professionals and the community at large in written and oral forms.
CO5	Correlate⁴ the knowledge, skills and attitudes of a professional.

SUBB

Semester II

Code	Comparative Sociology	Total Lecture: 60
SO20M201		4-0-0-4
Learning Objectives:	<ul style="list-style-type: none"> • To develop effective communication, written and oral, about the field of comparative sociology within the classroom and through a variety of arenas including service learning, international experiences, student research, and internships • To obtain comparative sociological knowledge of core areas and substantive topics and the ability to think critically about them • To understand the role of theory in the application of conceptual frameworks in the research process • To understand the role of evidence in the comparative social sciences and the application of systematic empirical inquiry • To develop professional skills for post-graduation plans within and outside of comparative sociology 	
UNIT	CONTENT	HOURS
I	The salience of the comparative perspective in the social sciences in general and in sociology in particular; indices of comparison: culture, nation, class, gender, Historical and social context of the emergence and growth of sociology in the West; the Eurocentric moorings of Western sociological tradition; Americanization of sociology; national traditions in sociology.	12
II	The emergence and growth of sociology in Asia and Africa; the colonial context; the impact of Western sociology on the development of sociology in the Third World; sociology in a post-colonial mould; the issue of reorientation of research and teaching in sociology in accordance with national concerns and priorities.	12
III	Central themes in Comparative Sociology: Modernity; Development; Diversity, Pluralism and Multiculturalism; Nation-state; Environment; Gender; Globalization.	12
IV	Theoretical concerns and debates in Comparative Sociology: Problems of theorizing in sociology in comparative and cross-cultural perspective; Contextualization (the need to attune teaching and research as well as theoretical concerns and methodological approaches in sociology to national concerns and priorities; Sociology as social criticism, policy issues: formulation and evaluation.	12
V	The Indian Context: the bearing of the colonial context on the development of sociology in India; the continuance of the colonial legacy in contemporary Indian sociology; the debate on decolonization, contextualization and indigenization; the focus on national and regional concerns.	12
Course Outcomes (As per Bloom's Taxonomy)		
At the end of the course the students will be able to:		

CO 1	The students will show ¹ the effective communication, written and oral, about the field of comparative sociology within the classroom and through a variety of arenas including service learning, international experiences, student research, and internships.
CO 2	They will estimates ² comparative sociological knowledge of core areas and substantive topics and will develop the ability to think critically.
CO 3	They will identify ¹ the role of theory in the application of conceptual frameworks in the research process.
CO 4	They will identify ¹ the role of evidence in the comparative social sciences and the application of systematic empirical inquiry.
CO 5	They will compare ⁴ professional skills for post-graduation plans within and outside of comparative sociology.
Text Books:	<ul style="list-style-type: none"> • Andreski, S. (1964). Elements of Comparative Sociology, London: Widenfeld and Nicolson • Beteille, Andre (1987). Essays in Comparative Sociology, New Delhi : Oxford University Press. • Beteille, Andre (1992). Society and Politics in India : Essays in Comparative Perspective, New Delhi : Oxford University Press. • Dube, S.C. (1988). Modernization and Development: The Search for Alternative Paradigm. New Delhi: Vistar.
Reference Books:	<ul style="list-style-type: none"> • Kiely, R. and Phil Marfleet (1998). Globalization and the Third World, London: Routledge. • Kothari, Rajni (1988). Rethinking Development : In Search of Humane Alternatives. Delhi : Ajanta. • Oommen, T. K. and P. N. Mukherjee (1986). Indian Sociology: Reflections and Introspections, Bombay : Popular Prakashan. • Parekh, Bhikhu (2000). Rethinking Multiculturalism : Cultural Diversity and Political Theory, London : Macmillan. • Saraswati, B.N. (1994). Interface of Cultural Identity and Development, New Delhi: Indira Gandhi National Centre of the Arts. • World Commission on Environment and Development, New Delhi: Oxford University Press, 1987.

Code	Gender and Society	Total Lecture:60
SO20M202		4-0-0-4
Learning Objectives:	<ul style="list-style-type: none"> To explain the major methods and concepts it used in the systematic study of society. To describe various social structures in societies and methods and degrees of social stratification. To explain the major social groups that function in society, including racial and ethnic groups. To explain processes of socialization, and how socialization operates in different societies and cultures. To explain major methods of social control, including political and legal systems, and be able to explain the concept of deviance. 	
UNIT	CONTENT	HOURS
I	Social Construction of Gender - Gender vs. Biology, Equality vs. Difference Women in the family: socialization, nature vs. Gender, gender roles, private–public dichotomy, sexual division of labor, Patriarchy as ideology and practice, Emergence of Feminist Thought - Social-historical perspective.	12
II	Gender and Sociological Analysis - Feminist critiques of sociological theories/prevaling theories, Feminist methodology as critique of sociological methods/methodology, Emergence of women’s studies, Gender based Division of Labor/Work - Production vs. Reproduction, household work, invisible work Women’s work and technology, Development policies, liberalization and globalization and their impact on women.	12
III	Women in India: The changing profile The changing status of women in India – pre-colonial, colonial and post-colonial Demographic profile – the gender gap (census, NSS), Alternative conceptions of gender–caste and gender; class and gender, The role of the state and the NGOs.	12
IV	Gender and Society in India Economy: marginalization of women and sexual division of labor, Polity: reservations for women, Religion and Culture: Women’s nature; women as repositories of cultural practices and traditions; marriage, dowry and property, Personal Laws and Civil Code: Hindu code Bill, Syrian Christian law, Muslim Personal Law; Customary Law and Tribal Women.	12
V	Issues affecting the quality of life of women - Health, Education, Land rights, Major Social Issues Development - Ecology, Communalism, Violence.	12
Course Outcomes (As per Bloom’s Taxonomy)		
CO1	The students will identify ¹ about the role of gender in society.	
CO2	They will be able to describe ¹ how the tools of analysis and methods of sociology are applicable to work and involvement in their community.	
CO3	They will be able to explain ² the major methods and concepts it used in the systematic study of society.	
CO4	They will be able to describe ¹ various social structures in societies and methods and degrees of social stratification.	
CO5	They will analyze ⁴ the major social groups that function in society, including racial	

	and ethnic groups.
Text Books:	<ul style="list-style-type: none"> • Altekar, A.S. (1983). The Position of Women in Hindu Civilization, Delhi: Motilal Banarasidass. • Chodrow, Nancy.(1978). The Reproduction of Mothering, Berkeley: University of California Press. • Desai, Neera and M. Krishnaraj (1987). Women and Society in India, Delhi: Ajanta. • Dube, Leela et.al. (1986). Visibility and Power: Essays on Women in Society and Development, New Delhi: OUP. • Forbes, G. (1998). Women in Modern India, New Delhi: Cambridge University Press. • McCormack, C. and M. Strathern (1980). Nature, Culture and Gender. Cambridge: Cambridge University Press.
Reference Books:	<ul style="list-style-type: none"> • Maccoby, Eleanor and Carol Jacklin (1975). The Psychology of Sex Differences, Stanford: Stanford University Press. • Myers, Kristen Anderson et.al. (1998). Feminist Foundations: Towards Transforming Sociology, New Delhi: Sage. • Oakley, Ann (1972). Sex, Gender and Society, New York: Harper and Row. • Sharma, Ursula (1983). Women, Work and Property in North-West India. London: Tavistock. • Shulamitz, Reinharz and Lynn Davidman (1991). Feminist Research Methods, New York: Oxford University Press. • Srinivas, M.N. (1995). Caste: Its Modern Avatar, New Delhi: Penguin. • Vaid, S. & K. Sangari (1989). Recasting Women: Essays in Colonial History, New Delhi: Kali For Women.

Code	Environment and Society	Total Lecture:60
SO20M203		4- 0 - 0 = 4
Learning Objectives:	<ul style="list-style-type: none"> To prepares students for careers as leaders in understanding and addressing complex environmental issues in the context of sociology. To master core concepts and methods from ecological and physical sciences and their application in environmental problem solving. To master core concepts and methods from economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and institutions. To appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems. To understand the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales. 	
UNIT	CONTENT	HOURS
I	Classical Sociological tradition- Karl Marx, Emile Durkhiem and Max Weber on environmental concerns. Environmental Sociology: The rise, decline, and resurgence of environmental sociology, 21st century paradigm.	12
II	Emerging Theoretical Parameters in Environmental Sociology: Contributions of Zavestoskis, Dunlap and Cotton, Ramachandra Guha, Patrick Giddens and Radha Kamal Mukerjee, Nature versus Nurture: synthesis of societal and environmental dialect.	12
III	Environmental Issues pertaining to population, water, sanitation, pollution, energy, Housing and urban development and rural poverty.	12
IV	Social Impact Assessment of Environmental Issues: Development, displacement, Relocation and environmental problems.	12
V	Global Environmentalism: A challenge to post-materialism thesis, Environment, Technology and Society, Environmental Justice, Policy and Action.	12
Course Outcomes (As per Bloom's Taxonomy)		
After successful completion of course students will able to:		
CO1	The students will be able to apply ³ systems concepts and methodologies to analyze and understand interactions between social and environmental processes.	
CO2	They will interpret ² about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world.	
CO3	They will be able to explain ² the major methods and concepts it used in the systematic study of environment and society.	
CO4	Apply ³ system concept and methodology to analyzes and understand interaction between social and environmental process	
CO5	They will compare ⁴ professional skills for post-graduation plans within and outside of environmental sociology.	
Text Books:	<ul style="list-style-type: none"> Gadgil, Madhav and Ramchandra Guha (1996). Ecology and Equity: The Use and Abuse of Nature in contemporary India, New Delhi: OUP. Michael Redclift (1984). Development and the Environmental Crisis, New York: Meheun Co. Ltd. 	

Reference Books:	<ul style="list-style-type: none">• Schnaiberg Allan (1980). The Environment, N.Y: Oxford University Press., 1980.• Sharma, S.L. (1994). “Perspective on Sustainable Development in South Asia” in Samad (Ed.) Perspectives on Sustainable Development in Asia. Kuala Lumpur: ADIPA.
-------------------------	---

SUSTAINABLE

Code	Criminology	Total Lecture: 60
SO20M204		4-0-0=4
Learning Objectives:	<ul style="list-style-type: none"> To recognize the causes and consequences of crime at the micro and macro levels and match these with prominent criminological perspectives. To describe the interrelated institutions and processes of the criminal justice system. Apply theories of crime and criminal justice to explain actual and hypothetical scenarios, behaviors, and trends. To explain the various social science methods of inquiry and use these to test specific criminological research questions. To recognize and explain macro-social inequities in crime and criminal justice processes by race, social class, gender, region and age. To locate and consult works in the area to produce a research paper that is coherent, cogent, and attentive to conventions of the field. 	
UNIT	CONTENT	HOURS
I	Conceptual Approaches to Crime: legal, behavioral and sociological; deviance, crime and delinquency; types of crime – economic, violent, white-collar Perspectives on Crime Causation: classical, positivist, psychological, sociological, Marxian, geographical; recent theoretical advances – the criminal personality, labeling theory .	12
II	Changing Profile of Crime and Criminals: organized crimes, crimes against women and children, cyber crimes, corruption, changing social-economic profile of criminals in contemporary India Theories of Punishment: retributive, deterrent, reformative, futility and cost of punishment	12
III	Correction and its Forms: meaning and significance of correction; forms of correction – prison-based, community-based Correctional Programme in Prisons: history of prison reforms in India, national policy on prisons; scientific classification of prisoners; modernization of prison industry and involvement of private sector; correctional programme – educational, vocational, psychiatric, meditation, recreation, etc; New Delhi Model of Correction	12
IV	Problems of Correctional Administration: antiquated jail manual and prison act, overcrowding, custodial mindset; lack of inter-agency coordination among police, prosecution, judiciary and prison; human rights and prison management, limitations and prospects of correction	12
V	Alternatives to Imprisonment: probation, parole, open prisons, after-care and rehabilitation Victim logical Perspective: victim's responsibility in crime, compensation to victims	12
Course Outcomes (As per Bloom's Taxonomy)		
At the end of the course the students will be able to:		
CO1	The students will be able to recognize ² the causes and consequences of crime at the micro and macro levels	
CO2	They will outline ³ to match these with prominent criminological perspectives.	
CO3	They will be able to describe ³ the interrelated institutions and processes of the criminal justice system.	
CO4	They will be able to apply ³ theories of crime and criminal justice to explain actual and hypothetical scenarios, behaviors, and trends.	

CO5	They will be able to explain ² the various social science methods of inquiry and use these to test specific criminological research questions.
Text Books:	<ul style="list-style-type: none"> • Bedi, Kiran (1998). It Is Always Possible, New Delhi: Sterling Publications Pvt. Ltd. • Gill, S.S. (1998). The Pathology of Corruption, New Delhi: Harper Collins Publishers (India). • Goel, Rakesh M. and Manohar S. Powar. (1994). Computer Crime: Concept, Control and Prevention. Bombay: Sysman Computers Pvt. Ltd.. • Lilly, J. Robert, Francis T. Wallen and Richard Ball A. (1995). Criminological Theory, Context and Consequences. New Delhi: Sage Publications.
Reference Books:	<ul style="list-style-type: none"> • Makkar, S.P. Singh and Paul C. Friday (1993). Global Perspectives in Criminology. Jalandhar: ABC Publications. • Reid, Suetitus (1976). Crime and Criminology, Illinayse : Deydan Press. • Shankardas, Rani Dhavan (2000). Punishment and the Prison: India and International Perspective. New Delhi: Sage Publications. • Sutherland, Edwin H. and Donald R. Cressey (1968). Principles of Criminology, Bombay: The Times of India Press. • Walklete, Sandra (1998). Understanding Criminology, Philadelphia: Open University Press. • Williams, Frank P. and Marilym D. Meshare (1998). Criminological Theory, New Jersey: Prentice-Hall. • Williamsan, Harald E. (1990). The Correction Profession. New Delhi: Sage Publications.

Code	Education and Society	Total Lecture: 60
SO20M205		4-0-0=4
Learning Objectives:	<ul style="list-style-type: none"> To contextualize the study of education within the discipline of sociology. To discuss of the major theoretical perspectives and the contributions of sociologists. To assume a basic knowledge of sociological concepts and theories. To measure major concepts, theoretical, approaches and development of sociology of education and interface between education and society. 	
UNIT	CONTENT	HOURS
I	Sociology of Education: Theoretical Perspectives Theories and Perspectives in the sociology of education. Functionalism, Conflict / Radical Perspectives / Cultural Reproduction, Micro-Interpretative approaches: phenomenology/symbolic interactionism, Feminism, Modernism and post- modernism	12
II	Socialisation, family and social class State, ideology and educational policy, Education and social stratification, social change and social mobility	12
III	Multi-culturalism, ethnicity and education Equality of educational opportunity: equity, excellence and efficiency. Gendering inequalities: education; employment; leadership and management. Education and Information Technology Educational Alternatives and protest: M.K.Gandhi, Paulo Freire, Ivan Illich	12
IV	Education and society in India Socio-historical context: education in pre-colonial and colonial India. Education, diversities and disparities: region, tribe, caste, gender, rural-urban residence. Education and modernization Equity and equality: positive discrimination and reservations Gendering inequalities: education of girls and women.	12
V	The State and Education Basic education and social development Higher Education: system, governance and finance Higher Education: skill development, globalisation and social mobility.	12
Course Outcomes (As per Bloom's Taxonomy)		
At the end of the course the students will be able to:		
CO1	The students will be able to recognize ³ and contextualize the study of education within the discipline of sociology.	
CO2	They will define ² to major theoretical perspectives and the contributions of sociologists.	
CO3	They will be able to execute ³ the basic knowledge of sociological concepts and theories.	
CO4	They will be able to compare ² about major concepts, theoretical, approaches and development of sociology of education and interface between education and society.	
CO5	They will be able to explain ² the various techniques of relating to education and society.	

<p>Text Books:</p>	<ul style="list-style-type: none"> • Acker, S. (1994). Gendered Education: Sociological Reflections on Women, Buckingham: Buckingham Open University Press. • Banks. Olive (1971). Sociology of Education, London: Batsford. • Banks, James A. and Lynch, James (1986). Multicultural Education in Western Societies, London: Holt Saunders. • Blackledge, D. and Hunt, B. (1985). Sociological Interpretations of Education, London: Crom Helm. • Brint, Steven (1998). Schools And Societies, Calif: Pine Forge Press.
<p>Reference Books:</p>	<ul style="list-style-type: none"> • 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', Economic and Political Weekly, 27, 14 (4):157-64. • Chitnis, Suma & P.G. Altbachb (1993). Higher Education Reform in India, Experience and Perspectives, New Delhi: Sage. • Craft, Maurice (1970). Family, Class and Education: A Reader, London: Longman. • Dreze, Jean and Amartya Sen (1995). India Economic Development and Social Opportunity, Oxford: Oxford University Press.

Code	Industrial Sociology	Total Lecture: 60
SO20M206		4-0-0 = 4
Learning Objectives:	<ul style="list-style-type: none"> To work as a human organisation in the industry, how the work is being organised in an industrial organisation, To gain knowledge about industrial work process, what type of issue between labour and management is constructed. To achieve knowledge of labour welfare measures in the industrial organization. To provide an understanding of sociology of industry, labour, human relations and management, To familiarised with the actual problem situations in industrial organisation in sociological perspectives. 	
UNIT	CONTENT	HOURS
I	Industrial Sociology, its subject matter. Scope and importance of the study of Industrial Sociology. Industrial organisation, production process	12
II	Labour characteristics in sociological perspectives.	12
III	Industrial work, organisational process of Industrial work. Worker, supervisor and authority relations.	12
IV	Labour management relations: an overview of industrial and labour relations Conciliation, collective bargaining and adjudication, Joint management councils and quality circles.	12
V	Trade union, its functions and participatory management and housing and community welfare.	12
Course Outcomes (As per Bloom's Taxonomy)		
At the end of the course the students will be able to:		
CO1	The students will be able to recognize ³ and contextualize human organisation in the industry and work is being organised in an industrial organization	
CO2	They will cite ¹ to industrial work process and issue between labour and management.	
CO3	They will be able to discuss ³ about labour welfare measures in the industrial organization.	
CO4	They will be able to examine ³ about sociology of industry, labour, human relations and management.	
CO5	They will be able to compare ² actual problem situations in industrial organisation in sociological perspectives.	
Text Books:	<ul style="list-style-type: none"> Schneider EV (1957). Industrial Sociology, New York: McGraw Hill. Gisbert Pascal (1972). Fundamentals of Industrial Sociology, Bombay: Tata McGraw Hill. Ramaswamy E R (1977). The worker and his union, New Delhi: Allied. 	
Reference Books:	<ul style="list-style-type: none"> Ramaswamy E R (1978). Industrial Relations in India, New Delhi: MacMillan. Punekar S D et al (1978). Labour Welfare, Trade Union and Industrial Relations, Bombay: Hiamalaya Publishing House. Laxmanna C et al, (1990). Workers, Participation and Industrial Democracy, New Delhi: Ajantha Publications. 	

Code	Project Based Learning	Total Lecture:30
PB20M201	0 – 0 – 4 = 4	
Learning Objectives:	<ul style="list-style-type: none"> • Integrating the knowledge and skills of various courses on the basis of multidisciplinary projects • Develop the skill of critical thinking and evaluation. • To develop 21st century success skills such as critical thinking, problem solving, communication, collaboration and creativity/innovation among the students. • To enhance deep understanding of academic, personal and social development in students. • Employ the specialized vocabularies and methodologies. 	
General Guidelines:	<ul style="list-style-type: none"> • PBL will be an integral part of UG/PG Programs at different levels. • Each semester offering PBL will provide a separate Course Code, two credits will be allotted to it. • Faculty will be assigned as mentor to a group of 30 students minimum by HoS. • Faculty mentor will have 4 hours/week to conduct PBL for assigned students. • Student will select a topic of their choice from syllabus of any course offered in respective semester (in-lines with sustainable development goals). • Student may work as a team maximum 3 or minimum 2 members for single topic. • For MSE, student’s performance will be assessed by panel of three experts either from other department/school, or from same department/school based on chosen topic. This will be comprised of a presentation by student followed by viva-voce. It will be evaluated for 30 marks. • 20 marks would be allotted for continuous performance assessment by concerned guide/mentor. • For ESE, student will need to submit a project report in prescribed format, duly signed by concerned guide/mentor and head of the school. The report should be comprised of following components: <ul style="list-style-type: none"> 1. Introduction 2. Review of literature 3. Methodology 4. Result and Discussion 5. Conclusion and Project Outcomes 6. References • Student will need to submit three copies for 1. Concerned School 2. Central Library 3. Self • The integrity of the report should be maintained by student. Any malpractice will not be entertained. • Writing Ethics to be followed by student, a limit of 10 % plagiarism is permissible. Plagiarism report is to be attached along with the report. • Project could be a case study/ analytical work /field work/ experimental work/ programming or as per the suitability of the program. 	
Course Outcomes (As per Bloom’s Taxonomy)		
CO1	Apply ³ a sound knowledge/skills to select and develop their topic and project respectively	
CO2	Develop ⁶ plans and allocate roles with clear lines of responsibility and accountability.	

C03	Design⁶ solutions to complex problems following a systematic approach like problem identification, formulation and solution.
C04	Collaborate⁶ with professionals and the community at large in written and oral forms.
C05	Correlate⁴ the knowledge, skills and attitudes of a professional.

SSB

Second Year

THIRD SEMESTER

Code	Theoretical Perspective in Sociology	Total Lecture: 60
SO20M301		4 – 0 – 0 = 4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> • To acquaint the students with the concept of theory. • To know the relationship between theory and research. • To introduce the student to the schools of thoughts dominated by sociologist in the latter half of the 20th Century. • To provide basic and advanced theoretical as well as methodological knowledge of sociology for application. • To analyse advanced sociological knowledge, perspectives and skills to wide cross-sections of the learners. 	
UNIT	CONTENT	HOURS
I	Introduction: Nature of Sociological Theory Levels of Theorisation in Sociology Relationship between Theory and Research	10
II	Structural-Functionalism: The Idea of Social Structure: A. R. Redcliff-Brown The Problems of Role Analysis: S. F. Nadel Functional dimensions of Social System: T. Parsons Codification, Critique and Reformulation of Functional Analysis: R. K. Merton Neo-functionalism: J. Alexander	14
III	Structuralism and Post-Structuralism: Human Nature and Cultural Diversity: C. Levi-Strauss Structuralism and Post-Structuralism: M. Foucault	12
IV	Conflict theory: Marx Critique and Dialectics of Conflict: R. Dahrendorf Functional analysis of Conflict: L. Coser Conflict and Social Change: R. Collins	12
V	Recent trends in Sociological Theorizing: Structuration: Anthony Giddens Habitus and Field: Bourdieu Postmodernism —Semiotics — Convergence	12

Course Outcomes (As per Bloom's Taxonomy)	
At the end of the course the students will be able to:	
CO1	Understand² social realities, develop sociological view point and appreciate theoretical perspective of 'Sociology'.
CO2	Differentiate² between common knowledge and sociological knowledge.
CO3	Provides scientific vocabulary, terms, concepts, methods and perspectives in accessing³ the social issues, events and problems.
CO4	Qualify the NET/JRF/SET and other Competitive Exams such as MPPSC/UPSC/Social Welfare Departments and so on.
CO5	Employ³ as Policy Makers, Subject Experts in Developmental Organizations, Researchers, Social Activist and Social Scientists.
Text Books:	<ul style="list-style-type: none"> • Alexander, Jeffrey C. (1987). Twenty Lectures: Sociological Theory: Since World War II, New York: Columbia University Press. • Bottomore, Tom (1984). The Frankfurt School, Chester Sussex: Ellis Horwood and London: Tavistock Publications. • Craib, Ian (1992). Modern Social Theory: From Parsons to Habermas, London: Harvester Press. • Collins, Randall (1997). Sociological Theory, Jaipur and New Delhi: Rawat. • Giddens, Anthony (1983). Central Problems in Social Theory: Action, Structure and Contradiction in Social Analysis, London: Macmillan.
Reference Books:	<ul style="list-style-type: none"> • Kuper, Adam (1975). Anthropologists and Anthropology: The British School, 1922-72, Harmondsworth: Middlesex: Penguin Books. • Kuper, Adam and Jessica Kuper (1996). The Social Science Encyclopedia, London and New York: Routledge. • Ritzer, George (1992). Sociological Theory, New York: McGraw-Hill. • Sturrock, John (1979). Structuralism and Since: From Levi Strauss to Derida, Oxford: Oxford University Press. • Turner, Jonathan H. (1995). The Structure of Sociological Theory. Jaipur and New Delhi: Rawat. • Zeitlin, Irving M. (1998). Rethinking Sociology: A Critique of Contemporary Theory, (Indian edition), Jaipur and New Delhi: Rawat.

Code	Sociology of Kinship, Marriage and Family	Total Lecture: 60
SO20M302	4- 0 - 0 = 4	
Learning Objectives:	This course aims: <ul style="list-style-type: none"> • To demonstrate the universally acknowledged social importance of Kinship. • To value social importance of Marriage. • To state about social importance of Family. • To provide an understanding of sociology of Kinship, Marriage and Family. • To illustrate the study of Kinship, Marriage and Family systems in different ethnographic settings. 	
UNIT	CONTENT	HOURS
I	Basic Terms and Concepts: Lineage, Clan, Phratry, Moiety, Kin Group, Kindred, Incest, Descent, Inheritance, Succession, Consanguinity and Affinity. Approaches: Historical and Evolutionary, Structural Functional, Structural Cultural, Gender Perspective	14
II	Kinship Terminology: Kinship as an Organizing Principle: Descent- Patrilineal, Matrilineal, Double and Cognatic Descent, Complimentary Filiations, Descent Groups, Corporate Groups and Local Groups	10
III	Marriage and Affinity: Alliance theory: Symmetrical and Asymmetrical, Exchange Prescriptive and Preferential Marriage: Monogamy and Polygamy, Marriage Transactions, Stability of Marriage Rules of Residence: Virilocal, Uxorilocal, Neo-local and Nato-local Residence	14
IV	Family: Nature of the Family, Family and Household, Elementary and Extended Family, Developmental Cycle of the Family	10
V	Family and Marriage in India: Regional Diversities, Forces of Changing Family in the Context of Care for Child and the Aged.	12
Course Outcomes (As per Bloom's Taxonomy)		
At the end of the course the students will be able to:		
CO1	Understand ² social realities, develop sociological view point and appreciate theoretical perspective of 'Kinship, Marriage and Family'.	
CO2	Differentiate ³ between common knowledge and sociological knowledge of 'Kinship, Marriage and Family'.	
CO3	List scientific vocabulary, terms, concepts, methods and perspectives in accessing ³ the sociology of 'Kinship, Marriage and Family'.	
CO4	Qualify the NET/JRF/SET and other Competitive Exams such as MPPSC/UPSC/Social Welfare Departments and so on.	

CO5	Employ³ as Policy Makers, Subject Experts in Developmental Organizations, Researchers, Social Activist and Social Scientists.
Text Books:	<ul style="list-style-type: none"> • Barnes, J.A. (1971). Three Styles in the Study of Kinship, London: Tavistock. • Fortes, M. (1970). Time and Social Structure and Other Essays, London: Athlone Press. • Fox, Robin (1967). Kinship and Marriage: An Anthropological Perspective, Harmondsworth: Penguin Books Ltd. • Goody, Jack (1971). Kinship. Harmondsworth: Penguin Books Ltd. • Burns EM (1968). International Encyclopedia of the Social Sciences, New York: Macmillan and Free Press.
Reference Books:	<ul style="list-style-type: none"> • Levi-Strauss, Claude (1949). The Elementary Structure of Kinship. London: Eyre and Spottiswoode. • Radcliffe-Brown, A.R. and D. Forde (1950). African Systems of Kinship and Marriage, London: Oxford University Press. • Radcliffe-Brown, A.R. (1952). Structure and Function in Primitive Society, London: Cohen and West. • Shah, A.M. (1974). The Household Dimension of the Family in India, Berkeley: University of California Press. • Uberoi, Patricia (1993). Family, Kinship and Marriage in India, New Delhi: Oxford University Press.

Code	Indian Society and Culture	Total Lecture: 60
SO20M303		4-0-0=4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> To work as an individual in the society, how the work is being organized in society. To recognize culture and what type of factors affecting it. To achieve knowledge of Indian society. To define 'sociology of culture'. To analyze the actual situation of Indian culture in sociological perspective. 	
UNIT	CONTENT	HOURS
I	Indo-logical /Textual - G. S. Ghurye & Louis Dumont	12
II	Structural functionalism - M.N. Srinivas & S.C. Dube	12
III	Marxism -D. P. Mukherjee, A. R. Desai & R. K. Mukherjee	12
IV	Synthesis of Textual and Field Views –Irawati Karve & A. M. Shah	12
V	Civilizational View - N. K. Bose & Surjit Sinha	12
Course Outcomes (As per Bloom's Taxonomy)		
At the end of the course the students will be able to:		
CO1	Examine ³ different concepts of society and culture.	
CO2	List ¹ scientific vocabulary, terms, concepts, methods and perspectives of 'Society and Culture'.	
CO3	Effectively engage with social attributes of a multicultural society through a local and global perspective and respect the basis of socio-cultural diversity.	
CO4	Qualify the NET/JRF/SET and other Competitive Exams such as MPPSC/UPSC/Social Welfare Departments and so on.	
CO5	Employ ³ as Policy Makers, Subject Experts in Developmental Organizations, Researchers, Social Activist and Social Scientists.	
Text Books:	<ul style="list-style-type: none"> DeSouza, P.R. (2000). Contemporary India – Transitions, New Delhi : Sage Dube, S.C. (1973). Social Sciences in a Changing Society, Lucknow: University Press Dube, S.C. (1955). The Indian Village, London : Routledge Dumont, Louis (1970). Homo Hierarchicus: The Caste System and its Implications, New Delhi : Vikas Srinivas, M.N. (1960). India's Villages, Bombay: Asia Publishing House. Singh, Y. (1986). Indian Sociology: Social Conditioning and Emerging Concerns, Delhi: Vistaar. 	
Reference Books:	<ul style="list-style-type: none"> Hardiman, David (1996). Feeding the Bania: Peasants and Usurers in Western India, New Delhi: Oxford University Press. Hardiman, David (1987). The Coming of the Devi: Adivasi Assertion in Western India, New Delhi: Oxford University Press. Lannoy, Richard (1971). The Speaking Tree, A Study of Indian Culture and Society, London: Oxford University Press. Marriott, McKim (1990). India through Hindu Categories, Delhi: Sage Publication. 	

Code	Sociology of Tribal Society	Total Lecture: 60
SO20M304		4-0-0 = 4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> To understand the customary law and regulation of tribal communities. To train 'development facilitators' for working with tribal communities. To operate as a competent change agent in the field of tribal development. To describe adequate skills to prepare and implement integrated development plan and projects for tribal communities. To analyze good governance in the field of tribal development. 	
UNIT	CONTENT	HOURS
I	The Concept of Tribe: Tribe and Caste Demographic Profile: Habitat, Distribution and Concentration of Tribal People, Tribal Zones, Sex Ratio, Status of Women	12
II	Classification of Tribal People: Food Gatherers and Hunters, Shifting Cultivators, Nomads, Pastoralists, Peasants and Settled Agriculturists, Artisans	12
III	Socio-Cultural Profile: Ethnic and Cultural Diversity; Characteristic and Features of Tribal Society; Kinship, Marriage and Family; Tribal Languages; Religious beliefs and Practices; Cultural Traditions	12
IV	Social Mobility and Change: Hinduization and Sanskritization; Formation of Tribal States; The Impact of Colonial Rule on Tribal Society; Post-Independence Scenario; Tribal Development	12
V	Problems of Tribal People: Poverty, Illiteracy, Indebtedness, Land Alienation, Agrarian Issues, Exploitation	12
Course Outcomes (As per Bloom's Taxonomy)		
At the end of the course the students will be able to:		
CO1	Formulate³ tribal development administration with focus on ethics and values.	
CO2	List¹ scientific vocabulary, terms, concepts, methods and perspectives of tribal communities.	
CO3	Effectively illustrate³ engage with social attributes of a tribal society through a sociological and anthropological perspective.	
CO4	Qualify the NET/JRF/SET and other Competitive Exams such as MPPSC/UPSC/Tribal Welfare Departments and so on.	
CO5	Employ³ as Policy Makers, Subject Experts in Developmental Organizations, Researchers, Social Activist and Social Scientists.	
Text Books:	<ul style="list-style-type: none"> Bose, N. K. (1967). Culture and Society in India, Bombay: Asia Publishing House Desai, A. R. (1979). Peasant Struggles in India, New Delhi: Oxford University Press. Dube, S.C. (1977). Tribal Heritage of India, New Delhi: Vikas. Haimendorf, Christoph Von (1982). Tribes of India; The Struggle for Survival, London: Oxford University Press Hasnain, N (1983). Tribes in India, New Delhi: Harnam Publications. 	

**Reference
Books:**

- Raza, Moonis and A. Ahmad (1990). **An Atlas of Tribal India**, Delhi: Concept Publishing.
- Sharma, Suresh (1994), **Tribal Identity and Modern World**, New Delhi: Sage.
- Singh, K.S. (1972). **Tribal Situation in India**, Shimla: Indian Institute of Advanced Study.
- Singh, K.S. (1985). **Tribal Society**, Delhi: Manohar.
- Singh, K.S. (1984). **Economies of the Tribes and Their Transformation**, New Delhi: Concept Publishing.

SSB

Code	Sociology of Marginalized Communities	Total Lecture: 60
SO20M305		4-0-0 = 4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> To identify the marginalized communities in India. To paraphrase the groups and communities subjected to social exclusion or marginalized communities. To argue the need of study of marginalized communities in India. To interpret importance of the study of marginalized communities in India. To analyze present situation of marginalized communities in India. 	
UNIT	CONTENT	HOURS
I	Marginalization and its Socio-Economic Indices: Poverty, Relative Isolation, Deprivation, Exploitation, Discrimination, Educational Backwardness, Inequality, A Critical View of the Caste System; Untouchability: Historical and Social Roots, Dysfunctions.	12
II	The Social Structure and Culture of Marginalized Communities: The Status of SC, ST, Nomadic Castes and Tribes and De-notified Tribes; Problems; Social Mobility; Development; Identity Formation.	12
III	Perspectives on Marginalization: Role of Ideology in Marginalization; The Views of Jyotirao Phule, Periyar, Babasaheb Ambedkar, Ram Manohar Lohiya.	12
IV	Social Movements among Marginalized Communities: Nature and dynamics; Perspectives on Social Movements: Protest, Reform, Sub-Nationalism, Nativism, Millenarianism; Role of Christian Missionaries in Social Reform Movements; Role of NGOs.	12
V	Marginalization and Affirmative Action: Constitutional Provisions; Implementation; Impact on Marginalized Communities; Limitations; Critical Review.	12
Course Outcomes (As per Bloom's Taxonomy)		
At the end of the course the students will be able to:		
CO1	Classify ² actual problems and situations of marginalized section of society.	
CO2	Demonstrate ³ sensibility towards social issues of marginal, socially excluded and deprived communities / sections of the society and	
CO3	Effectively clarify ² with social attributes of marginalized communities.	
CO4	To apply this understanding ² for an awareness and reflexivity of self and society.	
CO5	Employ ³ as Policy Makers, Subject Experts in Developmental Organizations, Researchers, Social Activist and Social Scientists.	

<p>Text Books:</p>	<ul style="list-style-type: none"> • Beteille, Andre (1981). Backward classes and the new social order, Delhi: Oxford University Press. • Beteille, Andre (1992). The Backward Classes in Contemporary India, Delhi : Oxford University Press. • Charsley, S.R. and G.K. Karanth (1998). Challenging Untouchability, Delhi: Sage • Chaudhary, S.N. (1988). Changing Status of Depressed Castes in Contemporary India, Delhi: Daya Publishing House. • Gore, M.S. (1993). The Social Context of an Ideology : The Social and Political Thoughts of Babasaheb Ambedkar, New Delhi : Sage.
<p>Reference Books:</p>	<ul style="list-style-type: none"> • Gupta, Dipankar (1991) : Social Stratification, New Delhi : Oxford University Press • Jogdand, P.G. (2000). New Economic Policy and Dalits, Jaipur : Rawat • Mahajan, Gurpreet (1998). Democracy, Difference and Social Justice, New Delhi : Oxford University Press. • Omvedt, Gail (1995). Dalit Visions: The Anti-Caste Movement and the Construction of an Indian Identity, New Delhi : Orient Longman. • Omvedt, Gail (1999). Dalits and the Democratic Revolution, New Delhi : Sage.

Code	Dissertation-I	Total Lecture: 24
PB20M301	0 – 0 – 8 = 4	
Learning Objectives:	<ul style="list-style-type: none"> • Integrating the knowledge and skills of various courses on the basis of multidisciplinary projects • Develop the skill of critical thinking and evaluation. • To develop 21st century success skills such as critical thinking, problem solving, communication, collaboration and creativity/innovation among the students. • To enhance deep understanding of academic, personal and social development in students. • Employ the specialized vocabularies and methodologies. 	
General Guidelines:	<ul style="list-style-type: none"> • Dissertation will be an integral part of PG Programs at different levels. • Second years offering dissertation will provide a separate Course Code, different credits will be allotted to it (Pl. see scheme). • Faculty will be assigned as Guide by HoS/HoD. • Guide will have 8 hours/week to conduct dissertation for assigned student. <ul style="list-style-type: none"> • Student will select a topic of their choice from syllabus of any course offered in respective semester (in-lines with sustainable development goals). • Student may work on selected topic. • For MSE, student's performance will be assessed by panel of two experts either from other department/school, or from same department/school based on chosen topic. This will be comprised of a presentation by student followed by viva-voce. It will be evaluated for 200 marks. <ul style="list-style-type: none"> • 100 marks would be allotted for continuous performance assessment by concerned guide. • Distribution of Marks are : <ul style="list-style-type: none"> • Presentation of Synopsis and Review of Literature - 30 Marks (during First MSE) • Preparation of Tools and Analysis of Collected Data – 30 Marks (during Second MSE) • Publication of Conference paper / UGC Care Journal – 20 Marks • Continuous Evaluation – 20 Marks • For ESE, student will need to submit a project report in prescribed format, duly signed by concerned guide/mentor and head of the school, which may be evaluated by internal and external expert by the ESE. The report should be comprised of following components: <ol style="list-style-type: none"> 1. Synopsis 2. Chapter : Review of literature 3. Tools of Data Collection 4. Analysis of Collected Data • Student will need to submit three copies for 1. Concerned School 2. Central Library 3. Self • The integrity of the report should be maintained by student. Any malpractice will not be entertained. 	

	<ul style="list-style-type: none"> • Writing Ethics to be followed by student, a limit of 10 % plagiarism is permissible. Plagiarism report is to be attached along with the report. • Project could be a case study/ analytical work /field work/ experimental work/ programming or as per the suitability of the program.
	Course Outcomes (As per Bloom's Taxonomy)
CO1	Apply³ a sound knowledge/skills to select and develop their topic and project respectively
CO2	Develop⁶ plans and allocate roles with clear lines of responsibility and accountability.
CO3	Design⁶ solutions to complex problems following a systematic approach like problem identification, formulation and solution.
CO4	Collaborate⁶ with professionals and the community at large in written and oral forms.
CO5	Correlate⁴ the knowledge, skills and attitudes of a professional.

Fourth Semester

Code	Social Movements in India	Total Lecture: 60
SO20M401		4-0-0 = 4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> • To paraphrase the social base of social movements. • To judge the contemporary social movements. • To introduce theoretical perspectives to analyze the social movements. • To discuss the new social movements. • To analyze the dynamics of social movements. 	
UNIT	CONTENT	HOURS
I	Defining Features and Dynamics of Social Movements: Types of Social Movements; Social Movements and the Distribution of Power in Society.	12
II	The Social Base: Class, Caste, Ethnicity, Gender; Role and Types of Leadership; Relationship between Leaders and the Masses; The Bearing of Political Institutions and Processes on Social Movements; Role of Media.	12
III	Social Movements and Social Change: Reform, Revival, Revolution; Schisms, Splits; Counter Movements; Transformation and Decline.	12
IV	Theories of the Emergence of Social Movements: Marxist and Post-Marxist, Weberian and Post-Weberian, Structural-Functional	12
V	Traditional Social Movements in India: Peasant Movement; Labour and Trade Union Movement; Tribal Movement; Nationalist Movement, Ecological and Environmental Movement.	12
Course Outcomes (As per Bloom's Taxonomy)		
At the end of the course the students will be able to:		
CO1	Compare² social movements and apply this understanding for an awareness and reflexivity of self and society.	
CO2	Understand² actual situations of social movements in sociological perspectives.	
CO3	Reproduce³ other social attributes of social movements.	
CO4	Qualify the NET/JRF/SET and other Competitive Exams such as MPPSC/UPSC/Social Welfare Departments and so on.	
CO5	Employ³ as Policy Makers, Subject Experts in Developmental Organizations, Researchers, Social Activist and Social Scientists.	
Text Books:	<ul style="list-style-type: none"> • Banks, J.A. (1972). The Sociology of Social Movements, London : Macmillan • Desai, A.R. (1979). Peasant Struggles in India, Bombay: Oxford University Press. • Dhanagare, D.N. (1983). Peasant Movements in Indian 1920-1950, Delhi : Oxford University Press. 	

	<ul style="list-style-type: none"> • Gore, M.S. (1993). The Social Context of an Ideology : Ambedkar’s Political and Social Thoughts, New Delhi: Sage. • Oommen, T.K. (1990). Protest and Change : Studies in Social Movements, Delhi ; Sage. • Rao, M.S.A. (1979). Social Movements in India, New Delhi: Manohar.
Reference Books:	<ul style="list-style-type: none"> • Gouldner, A.W. (1950). Studies in Leadership, New York: Harper and Brothers. • Oommen, T.K. (1972) Charisma, Stability and Change : An Analysis of Bhoodan Grandan Movement, New Delhi: Thomas Press. • Shah, Ghanshyam (1990). Social Movements in India: A Review of the Literature, Delhi: Sage. • Shah, Nandita (1992). The Issues at Stake: Theory and Practice in the Contemporary Women’s Movements in India, New Delhi: Kali for Women. • Shiva, Vandana (1991). Ecology and the Politics of Survival, New Delhi: Sage.

Code	Dissertation-II	Total Lecture : 96
PB20M401	0– 0 – 32 = 16	
Learning Objectives:	<ul style="list-style-type: none"> • Integrating the knowledge and skills of various courses on the basis of multidisciplinary projects • Develop the skill of critical thinking and evaluation. • To develop 21st century success skills such as critical thinking, problem solving, communication, collaboration and creativity/innovation among the students. • To enhance deep understanding of academic, personal and social development in students. • Employ the specialized vocabularies and methodologies. 	
General Guidelines:	<ul style="list-style-type: none"> • Dissertation will be an integral part of PG Programs at different levels. • Second years offering dissertation will provide a separate Course Code, different credits will be allotted to it (Pl. see scheme). • Faculty will be assigned as Guide by HoS/HoD. • Guide will have 8 hours/week to conduct dissertation for assigned student. • Student will select a topic of their choice from syllabus of any course offered in respective semester (in-lines with sustainable development goals). • Student may work on selected topic. • For MSE, student’s performance will be assessed by panel of two experts either from other department/school, or from same department/school based on chosen topic. This will be comprised of a presentation by student followed by viva-voce. It will be evaluated for 200 marks. • 200 marks would be allotted for continuous performance assessment by concerned guide. • Distribution of Marks are : <ul style="list-style-type: none"> ○ Preparation and Presentation of Dissertation - 100 Marks ○ Article Publication in Indexed Journal/Scopus – 50 Marks ○ Continuous Evaluation – 50 Marks • For ESE, student will need to submit a project report in prescribed format, duly signed by concerned guide/mentor and head of the school, which may be evaluated by internal and external expert by the ESE. The report should be comprised of following components: <ol style="list-style-type: none"> 1. Introduction 2. Review of literature 3. Methodology 4. Result and Discussion 5. Conclusion and Outcomes 6. References • Student will need to submit three copies for 1. Concerned School 2. Central Library 3. Self • The integrity of the report should be maintained by student. Any malpractice will not be entertained. • Writing Ethics to be followed by student, a limit of 10 % plagiarism is permissible. Plagiarism report is to be attached along with the report. 	

	<ul style="list-style-type: none"> • Project could be a case study/ analytical work /field work/ experimental work/ programming or as per the suitability of the program.
	Course Outcomes (As per Bloom's Taxonomy)
CO1	Apply ³ a sound knowledge/skills to select and develop their topic and project respectively
CO2	Develop ⁶ plans and allocate roles with clear lines of responsibility and accountability.
CO3	Design ⁶ solutions to complex problems following a systematic approach like problem identification, formulation and solution.
CO4	Collaborate ⁶ with professionals and the community at large in written and oral forms.
CO5	Correlate ⁴ the knowledge, skills and attitudes of a professional.