SRM University (Sikkim Campus)

Masters' in Sociology

Curriculum and Syllabi

2018-19

Semester I						
Course Category	**Course Code**	**Course Name**	**L**	**T**	**P**	**C**
Theory	MSO1811	Introducing Sociology	4	0	0	4
Theory	MSO1812	Theoretical Traditions in Sociology	4	0	0	4
Applied	MSO1813	Social Stratification	4	0	0	4
Applied	MSO1814	Gender and Society	4	0	0	4
Practical	MSW1815	Scientific Writing and Computer Application	1	0	6	4
Total						**20**
Semester II						
Course Category	**Course Code**	**Course Name**	**L**	**T**	**P**	**C**
Theory	MSO1821	Classical Sociological Thinkers	4	0	0	4
Applied	MSO1822	Development and Globalisation	4	0	0	4
Applied	MSO1823	Medical Sociology	4	0	0	4
Applied	MSR1824	Social Research Methods	4	0	0	4
Practical	MSQ1825	Qualitative/ Quantitative Research Methods	1	0	6	4
Total						**20**
Semester III						
Course Category	**Code**	**Module**	**L**	**T**	**P**	**C**
Theory	MSO1831	Modern Sociological Perspectives	4	0	0	4
Applied	MSO1832	Migration Studies	4	0	0	4
Applied	MSO1833	Sociology of Education	4	0	0	4
Applied	MSO1834	Sociology of Media	4	0	0	4

Practical	MMP1835	Mini Project & Field Work	2	1	2	4
Total						**20**
Semester IV						
Course Category	**Code**	**Module**	**L**	**T**	**P**	**C**
Research Project (including Viva)	MSO1841	NGO Internship/Dissertation				
Total						**20**

Semester I

MSO1811	Introducing Sociology	**L**	**T**	**P**	**C**
		4	**0**	**0**	**4**
Course Rationale					
This module introduces the students to (a) the social and intellectual context in which Sociology emerged as a discipline and (b) the basic concepts relevant to the discipline and (c) elementary introduction to the concept of Social Psychology.					
Learning Outcome					
This module will provide the students with fundamental foundation and understanding of the classical thinkers, since this is the basis on which the entire Sociological theory is constructed.					
Unit I: Historical context of the emergence of Sociology					
1) Transition from Social Philosophy to Sociology 2) Modernity and Enlightenment- emergence of reason, conservative reaction to the Enlightenment. 3) French Revolution and Industrial Revolution					

Unit II: Basic Concepts

1) Society, community, culture, institution, association, social structure, status and role.
2) Social groups: meaning, types of social groups, relationship between individual and group, inter group and intra group.

Unit III: Socialisation

1) Nature-Scope- Features
2) Perspective in Sociological Social Psychology: Social Interactionism-Sociological Imagination
3) Society, culture and socialisation
4) Relation between individual and society
5) Agencies of socialisation
6) Theories of socialisation

Unit IV: Attitudes, Values and Behaviour

1) Attitudes, values and behaviour: Nature & Characteristics
2) Construction of Attitudes- Dimensions
3) Linking Attitudes and Behaviour: Prejudice- Discrimination
4) Changing Prejudicial Attitudes

Unit V: Collective Behaviour

1) Collective Behaviour: Meaning and Characteristics
2) Theories of Collective Behaviour: Mass Hysteria Theory- Emergent Norm Theory- Contagion Theory
3) Types and Varieties of Collective Behaviour: Crowd and Public- Public Opinion-Propaganda- Mass Hysteria-Rumours-Social Movements

Text Books:

1) Coulson, Margaret Anne & Carol Riddel. 1980. *Approaching Sociology*. London: Routledge & Kegan Paul. ⌞SEP⌟

2) Gergen, K.J (2009) *An Invitation to Social Construction*. New Delhi: Sage Publications.

3) Haralambos, M. 1998. *Sociology: Themes and Perspectives*. New Delhi: Oxford University Press. ⌞SEP⌟

References:

1) Bottomore, Tom and Robert Nisbet (1979) *A History of Sociological Analysis*: London Heinemann.

2) Kinch, J (1973). *Social Psychology*. New York: McGrawHill Book Company Inc.

3) Mills, C. Wright (2000) *The Sociological Imagination*. New York: Oxford University Press.

4) Nisbet, R.A (1976) *The Sociological Tradition.* London: Heinemann.

5) Stones, Rob (1988) *Key Sociological Thinkers.* London: Macmillan.

MSO1812	Theoretical traditions in Sociology	L	T	P	C
		4	0	0	4
Course Rationale					
This module aims at making the students capable of appreciating theory from a historical perspective. It helps them to understand the theories as a systematic and organized structure of the society, which can be supported by evidence. This module covers an important phase in the development of Sociological theories when the three fundamental traditions i.e. Structural Functionalism, Conflict Theory and Interactionist Theory took shape.					

Learning Outcome
Students will be able to understand social phenomena from different perspective. They will be able to analyse contemporary occurrences from a sociological point of view. They will be able to acquire the skills and knowledge to understand social phenomena systematically and appreciate the scientific understanding of society over the commonsensical version.
Unit I: Introduction to Sociological Theory
1) Concepts, Theories and Paradigms   2) Theory and Social reality
Unit II: Structural Functionalism
1) Structural Functionalism: Emergence- Comte, Spencer, Durkheim.   2) The Analytical Functionalism of Talcott Parsons- The Structure of Social- The Social System.   3) The Empirical Functionalism of R.K Merton- Theories of Middle Range- Mertons's Paradigm for Functional Analysis
Unit III: Conflict Theory
1) Origins Conflict as a perspective: the contribution of Marx, Simmel and Weber   2) The Dialectical conflict theory of Dahrendorf   3) The conflict Functionalism of Lewis Coser   4) Conflict Theory- Randal Collins
Unit IV: Symbolic Interactionism
1) Introduction

2) Weber, Social Action, Ideal Type
3) Cooley- Looking Glass Self
4) Blumer- Sociological Analysis of the Variable.
Unit V: Social Exchange Perspective
1) Structural Exchange theory of Peter M Blau 2) Exchange Network Theory of Richard Emerson

Text Books:

1) Collins, Randall (1997) *Theoretical Sociology*. Jaipur: Rawat.
2) Ritzer, G (1992) *Sociological Theory (8th ed)* . New York: McGraw Hill Inc.
3) Turner, Jonathan H (1987) *The Structure of Sociological Theory*, Jaipur: Rawat.

References:

1) Abraham, F.A (1982) *Modern Sociological Theory*. New Delhi: Oxford University Press.
2) Blumer. H (1969) *Symbolic Interactionism: Perspective & Methods*. Prentice Hall.
3) Collins Randall (1975) *Conflict Sociology*, New York: Academic Press.
4) Mead, G.H (1934) *Mind Self and Society*. Chicago: University of Chicago Press.
5) Merton, R.K (1949) *Social Theory and Social Structure*. Free Press.
6) Parsons, Talcott (1951) *The Social System*. New York: Free Press.
7) Skidmore, W (1975) *Theoretical Thinking in Sociology*. Cambridge: Cambridge University Press.
8) Zeitlin, I.M (1996) *Rethinking Sociology: A Critique of Contemporary Theory*. Delhi.

MSO1813	Social Stratification	L	T	P	C
		4	0	0	4

Course Rationale

This module aims to uncover the various expressions of inequalities in the society. In order to understand the persisting system of stratification, this module aspires to stike a balance between theoretical propositions on Caste, Class and Gender as a form of social inequality and its practical relevance in contemporary society.

Learning Outcome

Students will understand the different theoretical perspective on stratification through classical sociological writing and to examine various systems of stratification.

Unit I: Social Stratification: Concepts

1) Concepts: Social Structure: Heirarchy and Difference: Social Differentiation: Stratification: Social Equality and Inequality: Power and Domination: Exclusion: Deprivation: Discrimination

Unit II: Theoretical Framework

1) Theoretical Frameworks: Structural- Functionalism, Maxism, Weberian.
2) Debate on Stratification (K Davis and M Tumin)

Unit III: Approaches to Caste System

1) Varna and Jati (Book views and filed views on caste)
2) Indological approach
3) Structural-Functional Approach
4) Marxist Approach
   Caste in Modern India

Unit IV: Caste, Class and Power

1) The Dominant Caste 2) Stratification among Muslims and Christians 3) Caste and Class in India   Caste violence and caste disputes
Unit V: Social Mobility
1) Social Mobility 2) Nature and Types of mobility 3) Conditions and consequences of mobility   Process of Social Change in India

Text Books:

1) Gupta, D. (ed.) 1991. *Social Stratification*. New Delhi:Oxford University Press.
   [SEP]

2) Tumin, Melvin, M. 1987. *Social Stratification: The Forms and Functions of* [SEP]*Inequality*. New Delhi: Prentice-Hall of India. [SEP]

3) Srinivas, M.N. 2002. *Collected Essays*. Delhi: Oxford University Press. [SEP]

References:

1) Bendix, R. and S.M. Lipset. 1966. *Class, status and Power*. New York: Free Press.

2) Beteille, A. 1977. *Inequality among Men*. Oxford: Basil Blackwell.

3) Gupta,D. 2000. *Interrogating Caste: Understanding hierarchy & difference in Indian society*, New Delhi: Penguin books

4) Jodhka, S.S. 2012.*Caste.* New Delhi: Oxford University Press

5) Oommen, T.K. 1977. 'The Concept of Dominant Caste: Some Queries', *Contributions to Indian Sociology,* vol. 4 (1).

6) Singh, Y. 1977. *Social Stratification and Social Change in India*. Delhi: Manohar Publication.

7) Srinivas, M.N. (ed.). 1996. *Caste: Its Twentieth Century Avatar*. New Delhi: Penguin.

MSO1815	Gender and Society	L	T	P	C
		4	0	0	4

Course Rationale

The primary goal of this course is to familiarize the students with gender and its related key issues. This module is focused on understanding the impact of gender on the world around us and on power hierarchies that structure it. It enables the students to critically engage with their lived reality and also empower them with the necessary tools for building a more gender just and egalitarian society.

Learning Outcome

Students will become familiar with the social constructionist perspective on sex and gender. They will be able to study the society's gender constructions and the affect on the people's lives through processes like socialization, social control and stratification.

Unit I: Concepts for studying men and women

1) Defining Gender
2) Feminist Methodology

Unit II: Feminist Theories

1) Liberal Feminism and Marxist Feminism
a) Radical Feminism and Socialist Feminism

b) Postcolonial/Multicultural Feminism
c) Existentialist Feminism
d) Third Wave Feminism

Unit III: Gender Stereotypes

1) Social Constructions of Gender: Natural and Social Inequalities
2) Femininity and Masculinity
3) Gender and Social Institutions

Unit IV: Gender and the Work Sphere

1) Gender and Power
2) Gender and the Economy
3) The Intersection of Gender and Class
4) Gender and Development- Constraints in Development Polices
5) Gender on the International agenda.

Unit V: Gender and Society: Applications of Gender Stereotypes

1) Gender and Religion
2) Gender and Law
3) Gender and Health
4) Women, Environment and Ecology.

Text Books:

1) Butler, Judith (1990). *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge.
2) Kimmel, M.S (2010). *The Gendered Society* (4th ed), Oxford University Press
3) Kristof, N & Wu Dunn, S. (2009) *Half the Sky*, Vintage Press. Chapter 7

References:

1) Jackson, Stevi & Jackie Jones (ed). (1998). *Contemporary Feminist Theories*, Edinburgh: University Press.
2) Pal. M, P.b (2011). *Gender and Discrimination*. New Delhi: Oxford University Press.
3) Ray, R. (2012). *Handbook of Gender*. New Delhi: Oxford University Press.
4) Tapan, B. (2007). *Human Rights and Environment.* New Delhi: Viva Books Private Limited.
5) Kristof, N & Wu Dunn, S. (2009) *Half the Sky*, Vintage Press. Chapter 7
6) Leonhardt, D (2006), *Gender Pay Gap, Once Narrowing, Is Stuck in Place*. The New York Times.
7) Parrot, A. & Cummings, N. (2006) *Forsaken Females: The Global Brutalization of Women, Rowman and Littlefield*. Chapter 1
8) Radha Kumar. (1998). *History of Doing*, Kali for Wome.
9) Roscoe, W. (992) *Zuni Man/Women*. University of New Mexico Press. Chapter 1.

		L	**T**	**P**	**C**
MSW1815	**Scientific Writing and Computer Applications**	1	0	6	4
Unit I: Introduction to Scientific Writing					
Introduction to Academic writing- Ethics in academic writing- Difference between journal writing and article writing- Grammar and Punctuation- Tools and Process in dissertation writing.					
Unit II: The Word Processor					
Creating a Document -Opening a Document -Laying Out the Page-Setting paper size, margins, and orientation -Creating headers and footers -Numbering pages -Entering and Editing Text-Modifying text-Moving and copying text -Finding and replacing text -Correcting mistakes automatically-Printing -Adding character to your characters -Planning Your Paragraphs-Aligning paragraphs -Spacing your lines -					

Making Lists -Bulleting lists-Numbering lists-Using a style -Creating a style - tables and columns.

Unit III: The Spreadsheet
Creating a Spreadsheet -Inputting Your Data -Entering your data -Editing your data -Filling cells automatically -Managing Columns and Rows-Copying, pasting, cutting, dragging, and dropping your cells -Adding the Art -Formula Basics-Adding, Copying and pasting formulas -Creating formula arrays -Recalculating formulas - Creating Magic Formula-Nesting functions -Creating conditional formulas.

Unit IV: The Power Point Presentation
Creating a Presentation -Opening an existing presentation -Adding Slides -Adding text to a slide -Saving Your Presentation for Posterity - Making Presentations Picture Perfect -Adding Images -Clipping art -Drawing objects -Coloring Backgrounds - Creating a plain-colored background -Creating a gradient background -Hatching a background -Using a bitmap image as a background -Using Text Effects Effectively -Creating Animation Effects - Adding Slide Transition Effects - Showing a Presentation -Setting slide timing -Hiding slides -Specifying slide show settings - Delivering a Slide Show .

REFERENCE BOOKS:

1. Sinha P.K. & Sinha Priti, Computer Fundamentals, BPB Publications, 2007
2. Vishnu P. Singh, "*Ms Office 2007*", BPB Publications, 2007.
3. AnanthiSheshasaayee, Sheshasaayee G., *"Computer Applications in Business & Management"*, Margham publishers, 2004.
4. Lisa A.Bucki, John Walkenbach, FaitheWempen Michael Alexander and Dick Kusleika, "Mirosoft office 2013 Bible", Wiley India Pvt. Ltd., 2013

Semester II

MSO1821	Classical Sociological Thinkers	L	T	P	C
		4	0	0	4

Course Rationale:
The purpose of this module is to provide an understanding of the classical thinkers, highlighting the centrality of their theoretical and methodological contributions in the consequent development of Sociology. It is intended to provide a fundamental understanding on these thinkers, as this is the foundation on which the entire Sociological theory is constructed.

Learning Outcome:
Students will understand the philosophy and contribution of the classical thinkers in shaping the discipline of Sociology. This theoretical clarity will assist the students in comprehending other branches of Sociology that they will learn in other modules and coming semesters.

Unit 1: Nature and Development of Sociological Theories
1) Nature and Development of Sociological theory.   2) Socio-Economic Forces; Intellectual context   3) Theory building in Sociology   4) Elements of theory   5) Background, Domain and Assumption

Unit II: Karl Marx
1) Materialistic Conception of History   2) Wage   3) Labour and Capital   4) Alienation

5) Theory of class struggle
6) Critique of Political Economy
Unit III: Emile Durkheim
1) Concept on Solidarity 2) Social Fact 3) Division of Labour 4) Sacred and Profane 5) Theory of Suicide
Unit IV: Max Weber
1) Ideal types 2) Types of Authority and Bureaucracy 3) Class, Status and Party 4) Religion and Social Change
Unit V: Talcott Parsons
1) Philosophical and Theoretical Roots 2) Action Theory 3) Pattern Variables 4) AGIL 5) The Action System

Text Books:

1) Coser, L. A. 1977. *Masters of Sociological Thought*. New York: Harcourt Brace. ⌷ᴸ⌷ˢᴱᴾ

2) Gidden, A. (1971) *Capitalism and Modern Sociological Theory: An Analysis of Marx, Durkheim, and Max Weber*. Cambridge: Oxford University Press.

3) Nisbet, R.A (1976) *The Sociological Tradition.* London: Heinemann.

References:

1) Durkheim, Emile. (1972) *The Rules of Sociological Method*. New York: Free Press.

2) Durkheim, E. 1966. *Suicide.* New York: Free Press.

3) Freund, Julian. (1972) *The Sociology of Max Weber*. Harmondsworth: Penguin.

4) Giddens, A. (1976; p. 703-729) *Classical Social Theory and the Origins of Modern Sociology*. American Journal of Sociology

5) Lukes, Steven (1972) *Emile Durkheim- His Life and Work*. Harmondsworth: Penguin.

6) Marx, K. 1867. *Capital. Vol. 1*. Harmondsworth: Penguin. (pp: 1-55) ⌞SEP⌟

7) Marx, K. 1961. *Economic and Philosophical Manuscript.* Moscow: Foreign Languages Publishing House.

8) Marx, K. 1982. *German Ideology.* London: Lawrence and Wishart. ⌞SEP⌟

9) Mills, C. Wright (2000) *The Sociological Imagination*. New York: Oxford University Press.

10) Stones, Rob (1988) *Key Sociological Thinkers.* London: Macmillan.

11) Weber, M. (1976) *The Protestant Ethic and Sprit of Capitalism. London*: Allen and Unwin.

12) Weber, M. 1958 *The Protestant Ethics and Spirit of Capitalism.* New York: Charles Scribrer's Sons.

13) Weber, M. 1978. *Economy and Society.* Berkeley: University of California Press.

MSO1822	Development and Globalisation	L	T	P	C
		4	0	0	4

Course Rationale:

This module aims to examine how the dominant notion of development is influenced by a number of sociological theories and how it became a hegemonic account of 'development' across the world. The section on Globalisation will deal with the major theories, which explain the process from a sociological perspective.

Learning Outcome

This module will open with the theories of modernization and its critique, students will be able to analyse the crisis of development and will be able to engage in the current debates on Globalization.

Unit I: Introduction to the concept

1) The emergence of the concept of Progress
2) Evolutionary theories; Comte, Spencer and Durkheim.

Unit II: Development of the concept

1) Neo Evolutionary Perspective such as Structural Functional Theory
2) Talcott Parsons and theory of patterns variables
3) Theoretical foundations of Modernisation theory; Basic assumptions, theories of Daniel Lerner and Rostow; relevant criticisms.

Unit III: Neo Colonialism and the critique of capitalist mode of development

1) Development of Underdevelopment, Merchant Capitalism, Colonialism and Neo-Colonialism
2) Structuralism and Dependency Theory of Gunter Frank

3) World System theory of Immanuel Wallenstein
Unit IV: Deconstructing Development
1) Development dictionary 2) Encountering Development: Arturo Escobar 3) Alternative forms of Development
Unit V: Theories of Globalisation
1) Globalisation as compression of the world 2) Reflexivity and time- space distance 3) Disjuncture and difference in global cultural economy

Text Books:

1) Corbridge, Stuart (1995) *Development Studies: A reader*. London: Arnold Publications
2) Robertson, Roland Globalisation (1992) *Social Theory and Global Culture*. Sage Publications
3) Sachs, Wolfgang, ed (1992) *Development Dictionary*: Guide to Knowledge as Power. London: Zed.

References:

1) Escobar Arturo (1995) *Encountering Development: the making and Unmaking of the third world*. Princeton: Princeton University Press.
2) Hoogvelt, Ankie (1978) *The Sociology of Development*. London: Macmillan.
3) Laarian, Jorge (1989) *Theories of Development*. Cambridge: Polity Press.
4) Preston, P.W (2001) *Development Theory*, New Delhi: Black well Publications
5) Waters, Malcom (1995) *Globalisation*. London: Routeledge Publications.

MSO1823	Medical Sociology	L	T	P	C
		4	0	0	4

Course Rationale

This module examines the intersection between the disciplines of sociology and medicine and their relative importance. It examines the social construction of health and illness that varies across societies

Learning Outcome

The students will be able to understand how health and illness are define, when treatment is sought, how who treats the ill, where and how. It also looks at the inequalities associated with health care and the implications of caste, class and gender on the same.

Unit I: Emergence and Development of Medical Sociology

1) Sociology of medicine and sociology in medicine- an insight into the relationship between two disciplines.
2) The changing face of medical Sociology- The new discourse of health- The social determination
3) Recent Developments in the field of medical sociology.

Unit II: Social Epidemiology and Aetiology

1) Socio-cultural factors in health and illness
2) Sickness and illness
3) Epidemiology and morbidity

Unit III: The sick role theory in Sociology

1) Sickness- the rights and obligations of the affected.
2) Talcott Parsons- the sick role and the patient's role.

Unit IV: Health Care Delivering System

1) Hospitals and Health Care Organizations
2) Privatization, Managerialism, Consumerism
3) Medicine Regulations
4) Public Health care infrastructure in India
5) Indigenous Health Care System
Unit V: National Health Care Programmes in India
1) NRHM 2) NUHM 3) NACP 4) RNTCP 5) RMNCH 6) JSSK

Text Books:

1) Cockerham. (1998) *Medical Sociology*. New Jersey: Prentice Hall.

2) Gaba, J and Monaghan L.F (2013) Key concepts in Medical Sociology. Sage Publications

3) Weitz, Rose. (2004) *Sociology of Health, Illness and Health Care: A Critical Approach*, Arizona State University.

References:

1) Alexander, Jeffrey C, (2008) *A contemporary introduction to sociology: culture and society in transition*, Boulder: Paradigm Publishers.

2) Coe, Rodney. (1970) *Sociology of Medicine*, New York: McGraw Hill.

3) Illich, Ivan. (1977) *The Limits to Medicine*, New Delhi : Rupa.

4) Nandy, Ashish and Shiv Viswanathan. (1990) *Modern Medicine and Its Non-Modern Critics: A Study in Discourse*.

5) Parsons, Talcott. (1951) 'The Sick Role', in *The Social System*. Glencoe: The Free Press.

6) Weiss, Gregory L, (2008) *Sociology of Health, Healing and Illness.*

MSR1823- Social Research Methods

MSR1824	Social Research Methods	L	T	P	C
		4	0	0	4

Course Rationale

This paper aims to familiarize the students to the different approaches in understanding and explaining social phenomena besides sensitizing them to the relationship between theory and research.

Learning Outcome

This module will make students aware of the various philosophical standpoints on research. The students will acquire necessary skills to conceive and conduct sociological research. Student will gain practical knowledge of conducting research. This module will also help them when they do their dissertation systematically during their fourth year.

Unit I: Introducing Social Research

1) Philosophical Roots of Social Research- Positivism, Interpretivism, Critical Theory
2) Meaning and Objectives of Social Research
3) Induction vs deduction
4) Types of research: Exploratory- Descriptive- Explanatory-Experimental. Based on approach- Quantitative and Qualitative. Based on outcome- pure and applied, action and participatory evaluation.

Unit II: Research Design & Formulation Research Proposal
1) What is research design?   2) Research Design and its relevance   3) Research Proposal and its components
Unit III: Data Collection
1) Social research data and its forms - quantitative and qualitative   2) Sources of data collection - Primary and Secondary sources of data.   3) Methods for collection of data: Observation, Interview, Survey, Content Analysis, Case Study   4) Techniques of recording data: electronic (audio recorder/video camera) and manual (questionnaire, field note, picture drawing)
Unit IV: Processing and analysing data
1) Data Processing: Coding and Tabulation   2) Analysis and interpretation of data   3) Presentation of data
Unit V: Dissertation Writing
1) Forms of reports: presentation, article, book, dissertation monograph, and research note.   2) Structure of the dissertation: Various chapters and their significance Plagiarism, Citation and Referencing   3) Social Research Ethics

Text Books:

1) Babbie, E (2002) *The Basics of Social Research.* London: Wadsworth Publications
2) Bryman, A (2012) *Social Research Methods* (4th ed) New York: Oup.
3) Cresswell, J (2009) *Research Designs*. New Delhi: Sage Publications

References:

1) Andres, L (2012) *Designing and Doing Survey Research*. London: Sage.

2) Cresswell, John W. (2005). Research Design, Quantitative and Qualitative Approaches. Sage

3) Goode, W & Paul K.H (1981). *Methods in Social Research.* New York: McGraw Hill.

4) Hammersley, M. (2012) *Ethics in Qualitative Research*. New Delhi: Sage

5) Heider, Karl G (1988). *The Rashomon Effect: When Ethnographers Disagree. In American Anthropologist*, 90 (1) 73-81.

6) Introduction: The Quest for knowledge in Social Sciences, in the *Indian Journal of Social Work*, 67 (1&2), 1-15.

7) Packer, M (2011) *The Science of Qualitative Research*. New York: CU

MSS1825	Quantitative and Qualitative Research Methods	L	T	P	C
		1	0	6	4

Course Rationale
This module offers a general introduction to the quantitative and qualitative methods in social research. It looks at the philosophical traditions of the research methods, its strategies, data collection, data analysis and reporting. The students will seek to develop the necessary statistical competence in order to acquire the necessary skills to conduct quantitative research and analysis of date.
Learning Outcome
Students will acquire the basic knowledge to understand the appropriate statistical tests and various traditions of qualitative methodologies to be applied for a given

set of data. Students will develop the skills in designing and conducting both quantitative and qualitative research.

Unit I: Introduction: Quantitative and Qualitative research

1) Meaning, Nature, Characteristics, Functions of Quantitative research.
2) Relevance, Scope and Limitations of Social Statistics
3) Defining qualitative research, nature and goals

Unit II: Quantitative data analysis

1) Introduction- A small research project
2) Types of variables
3) Univariate analysis- Frequency Table, Diagrams, Measure of central tendency, measure of dispersion.
4) Bivariate and Multivariate analysis

Unit III: Using SPSS

1) Meaning-scope for the Application of SPSS.
2) Role of SPSS in Social Science.
3) Applications of SPSS in Social Research.
4) Practical Application Classes

Unit IV: Qualitative data analysis

1) General strategies of qualitative data analysis- Analytic induction, Grounded theory
2) Basic operations in qualitative data analysis
3) Thematic analysis
4) Narrative analysis
5) Secondary analysis of qualitative data

Unit V: Computer-assisted qualitative data analysis

1) CAQDAS

2) Learning NVivo- coding, searching text, memos, saving an NVivo project, Opening an existing NVivo project.

3) ATLAS TI

Text Books:

1) Argyrous, G (2011). *Statistics for Research with a Guide to SPSS*. London: Sage.

2) Berg, L.B (2001) *Qualitative Research Methods for the Social Sciences* (4th ed). Boston: Allyn and Bacon.

References:

1) Charmaz, K (2014). *Constructing Grounded Theory*. New Delhi: Sage.

2) Tracy, J.S (2013) *Qualitative Research Methods*. West Sussex: Wiley-Blackwell.

3) Uwe, F (2007) *Designing Qualitative Research*. London: Sage.

4) Walker, J et.al (2013) *Understanding Statistics for the Social Sciences, Criminal Justice and Criminology*. Burlington: Jones & Bartlett.

5) Willis, J.W (2007) *Fundamentals of Qualitative Research: Interpretive and Critical Approaches.* New Delhi: Sage

   Yadav, S.S & K.N.S (1995) *Statistical Analysis for Social Sciences*. Manak

Semester III

MSO1831	Modern Sociological Perspective	L	T	P	C
		4	**0**	**0**	**4**
Course Rationale:					
The purpose of this module is to provide an understanding of the underlying principles of Neo Marxism, Phenomenology, Ethnomethodology, Structuralism and Post Structural theories through the contribution of the respective theorist. There is also an emphasis on the applicability of these theories in understanding contemporary social reality.					

Learning Outcome:

Students will understand the distinctive features of Modern Sociological perspectives. They will be able to apply their knowledge of major sociological perspective to the contemporary social context drawing on appropriate studies and research evidence

Unit 1: Neo Marxism & Critical Theory

6) Background and Origin
   a. Gramsci-Role of Ideology, Hegemony.
   b. Lukacs- Class Consciousness, Reification
7) Habermas-Theory of Communicative Action, Public sphere.

Unit II: Phenomenology: An Introduction

7) Emergence of Phenomenological thought- Husserl's contributions- life world and subjectivity.
8) Alfred Schutz and Common sense world and inter subjectivity
9) Social construction of reality- Peter Berger & Thomas Luckman

Unit III: Ethnomethodological Challenge

1) Origins of Ethnomethodology
2) Garfinkel's Ethnomethodology
3) Goffman's Dramrturgical approach
4) Criticism of Ethnomethodology

Unit IV: Structuralism and Post Structuralism- I

5) Saussure- Influence of Structural Linguistics
6) Levi Strauss- Structural Analysis
7) Althusser- Structural Marxism
Unit V: Structuralism and Post Structuralism- II
1) Anthony Giddens- Structuration Theory; Agency structure debate.
2) Bourdieu- Filed, Habitus and Social Capital
3) Foucault- Power and Knowledge

Text Books:

1) Appealrouth, S. & Edles, L Desfor (2011) *Sociological Theory in the Contemporary Era*. New Delhi: Sage Publications
2) Best. S & Kellner. D (1991) *Post Modern Theory; Critical Interrogation*. London: Mac Millan Publications.
3) Ritzer, G (2011) *Sociological Theory* (8th ed) New York: Mc Grow Hill.

References:

1) Alan. J (1979) *The Social Theory of Claude Levi Strauss*, London: Mac Milan Publications
2) Foucault, Michel (1995) *Discipline and Punish: The Birth of the Prison* (2nd ed) France: Vintage Books.
3) Fowler Bridget (ed) (2000) *Reading Bourdieu on Society and culture*. Oxford: Blackwell Publications
4) Glucksmann (1974) *Structuralist Analysis in Contemporary Social Thought, Boston*: Rotuledge Publications.
5) Mouzelis Nicos (1995) *Sociological Theory what went wrong?* London: Routledge Publications

MSO1832	Migration Studies	L	T	P	C
		4	0	0	4

Course Rationale

Migration is a social reality; this module is designed in order to comprehend this phenomenon. This module begins by introducing the students to the history of migration and the relevant theories and concepts of migration, followed by the various forms of migration and the policies governing immigration and emigration in various nations. The goal of the module is to explore the politics of migration affecting both the sending and receiving countries with special focus on the current debates over immigration.

Learning Outcome

This module will allow the students to examine why people choose to leave their homes and the history of migration to better understand how the politics of immigration have developed overtime. The students will be able to apply this understanding not only for contextual clarity; but also to examining other current events like the EU migrant crisis and immigration policies in the U.S.

Unit I: History of Migration

1) Why people move? Where do they go and why?
2) Major migrations and what were their side effects?

Unit II: Measurement of migration

1) Measuring migration
2) Impact of Migration, both at the place of origin and the place of destination

Unit III: Theories and concepts in migration

1) World System Theory
2) Push and Pull
3) New Economies of Migration
4) Rational choice theory
5) Massey's cumulative causation theory

6) Educational migration
Unit IV: Forms of migration
1) Permanent vs temporary 2) Legal vs illegal 3) Circular 4) By purpose (economic, political, political-economic, educations, tourist, lifestyle etc) 5) Family reunification
Unit V: Immigration and Emigration
1) How can states regulate immigration? How does this affect the migrates and how they affect the receiving state? 2) Under what conditions do states allow people to leave? When do they force them to stay? When does it help the state to allow people to leave and when does it hurt the state?

Text Books:

1) Bartram. D, Poros. M and Monforte, P (2014) *Key Concepts in Migration*. Sage
2) Brettell. C and Hollifield J.F (2000) *Migration Theory: Talking across disciplines*. New York: Routledge.
3) Castles. S, Haas. H de and Miller. M.J (2014) *The Age of Migration* (5th ed) Palgrave MacMillan

References:

1) Hollifield, J. Martin, P.L and Orrenius. P (2014) *Controlling Immigration: A Global Perspective*. CA: Stanford University Press.
2) Massey, Douglas S et al (1993) Theories of International Migration in *Population and Development review*. Vol.19, No 3, pp.431-466.

3) Pellegrino, A, Kouaouci, Massey. D, Hugo, Graeme and Arango. J (1998) *Worlds in Motion- Understanding International Migration at the End of the Millennium*. U.K: OUP.

4) Weil, P (2001) *Access to citizenship: a comparison of twenty-five nationality laws*. Citizenship today: Global perspectives and practices pp 17-35.

MSO1833	Sociology of Education	L	T	P	C
		4	0	0	4

Course Rationale

The goal of this module is to present the sociological analysis of education. This module examines the various theoretical perspectives on education, social character of curricular and pedagogical processes, colonial roots of modern education in India and educational inequalities in India.

Learning Outcome

Students will develop an analytical perception in understanding education as an institution. They will be able to apply their critical thinking to the contemporary scenario of education and gain theoretical clarity.

Unit I: Education as a Social Institution

1) Structural Functionalist sociology of education- Talcott Parsons- School as 'focal socializing agency', particularistic standards to universalistic standards, School, social selection and role allocation.

2) Marxist analysis of education-education and reproduction of labour power, reproduction of ruling ideology, Education as Ideological State Apparatus

3) Bourdieu and the Sociology of Education

Unit II: Educational Processes

1) Sociology of Curriculum- Objectivist understanding of Curriculum as fact, Phenomenological understanding of Curriculum as Practice; Curriculum as Ideology.

2) Social Character of Learning

3) Sociology of Assessment

Unit III: Rise of Modern Education in India

Colonialism and the introduction of modern education in India
 	
  a) Macaulay's Minute- Impact and effect on the medium of instruction
 	
  b) Schools and funding for the educational institutions

Unit IV: Critique of the Colonial Education in India 1) *'The Beautiful Tree'* by noted Gandhian scholar and historian, Dharampal. 2) An overview of the reports by Adams and Leitner on the state of education in pre-colonial India.
Unit V: Education Deprivation in India 1) Caste Disparities in education 2) Class Disparities in education 3) Gender disparities in education

Text Books:

1) Bourdeiu, P (1973) Cultural Reproduction and Social Reproduction in Brown, Robert (ed) *Knowledge, Education and Cultural Change*. London: Tavistock.

2) Jerome and Halsey, A.H (eds) (1977) *Power and Ideology in Education*. New York: Oxford University Press.

3) Sharp, R (1980) *Education and the Classical Sociological Tradition in Knowledge, Ideology and Politics of Schooling: Towards a Marxist Analysis of Education*. London: Routledge.

References:

1) Chitnis, S & Altbach, P.G (eds) (1993) *Higher Education reform in India: experience and perspectives*. New Delhi: Sage Publications.

2) Ghosh, Ratna & Mathew Zachariah. (1987) *Education and the Process of Social Change*, New Delhi: Sage.

3) Raza, Moonis, (1990) *Education, development and society.* New Delhi, Vikas Publishing House.

4) Sayed, Yusuf & Crain Soudien. (2003) (Re) *Framing Education Exclusion and Inclusion Discourses: Limits and Possibilities.* IDS Bulletin, 34 (1). ⌞SEP⌟

5) Tilak, J.B.G. (2000) *Education Poverty in India* New Delhi: National Institute of Educational Planning & Administration (NIEPA).

MSO1834	Sociology of Media	L	T	P	C
		4	0	0	4

Course Rationale

This module introduces the students to the sociological interpretation of the media, it begins with an overview of what constitutes media and a brief history, which will be followed by an analysis of popular culture and ideology and its intersection with media that will include debates on the rise of global media.

Learning Outcome

The course will introduce the students to the different types of media. This will enable students to identify connections between media and the broader analysis of the workings of media in society.

Unit I: Introduction to Sociology of Media

1) Social History of media
2) Popular Culture

Unit II: Theories related to media and popular culture

1) Theories of media and popular culture
2) Culture, ideology, hegemony
3) Aristocracy of cultures

Unit III: Understanding Digital Media

1) Living in a Digital Society

2) Understanding Digital Media: The role of Social Theory

Unit IV: Digital media and society

1) Digital Theories of the Individual
2) Digital Theories of Society
3) What do people do with Media?
4) Adapting Media to Social Contexts.

Unit V: Impact of new media

1) Marshall Mcluhan *"The Medium in the message"* from understanding media: The extensions of man.
2) Kate Murphy *"What selfie sticks really tell us about ourselves"* New York Times.

Text Books:

1) Athique, A (2013) *Digital Media and Society: An Introduction*. Polity.
2) Devereux, Eoin.(2007) *Media Studies: Key Issues and Debates*.

3) Williams, Kevin. (2003) *Understanding Media Theory*. New York: Hodder.

References:

1) Briggs, Asa. (2006) *Social History of the Media from Gutenberg to the Internet*. Polity Press.

2) Derne, Steve. (2008) *Globalization on the Ground: Media and the Transformation of Culture, Class and Gender in India*. New Delhi: Sage Publications.

3) Gripsrud, Jostein. (2002) *Understanding Media Culture*. New York: Hodder.

4) Herman, Edward. (2004) *Global media: The Missionaries of Corporate Capitalism*.

5) Schramm, Wilbur, (2006) *Communications in Modern Society*. New Delhi: Surjeet.⌞SEP⌟

6) Steven, Krish. (2006) *Children, Adolescents and Media Violence: A critical Look at Research*.

MSO1835- Mini Project & Field Work

MSO1835	Mini Project and Fieldwork	L	T	P	C
		2	1	2	4
Unit I: Steps in preparing a Research Proposal					
Unit II: Preparing for fieldwork					

Semester IV

MSO1841	NGO Internship/Dissertation	L	T	P	C
					20
Research Project					
In the fourth semester, students will be carrying out the data collection, analysis of data and preparation of the report in the form of a thesis. Students will present the final report during the viva session or in an open seminar.					