

# NEP AND Learning Outcome-based Curriculum Framework (LOCF)

For

## Post Graduate Program Master of Arts

(To be effective from the Academic Session 2024-25)



## Department of Sociology

Gurugram University, Gurugram

(A State University established by Govt. of Haryana Act No. 17 of 2017)



### 1. Scheme of Programme

(Scheme PG A1: Postgraduate Programmes (Course work only))

#### Semester 1

Course Code	Course Title	Course ID	L	T	P	L		T	P	Total	MARKS				
			(Hrs)				Credits			Credits	TI	TE	PI	PE	Total
	Core Course(s)														
CC-A01	General Sociology		3	1		3		1		4	30	70	-	-	100
CC-A02	Methods of Social Research & Techniques- I		3	1		3		1		4	30	70	-	-	100
CC-A03	Classical Sociological Theory-I		3	1		3		1		4	30	70	-	-	100
	Discipline Specific Elective Courses														
DSE-01	1. Women Empowerment 2. Urban Sociology		2	1		2		1		3	25	50	-	-	75

	3. Social Anthropology 4. Health and Society														
	<b>Multidisciplinary Course(s)</b>														
MDC-01	One from Pool									3					
	<b>Ability Enhancement Course(s)</b>														
AEC-01	One from Pool									2					
	<b>Value-added Course(s)</b>														
VAC-01	One from Pool									2					
<b>Total Credits</b>										<b>22</b>					

### Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total	MARKS				
			(Hrs)			Credits			Credits	TI	TE	PI	PE	Total
Core Course(s)														
CC-A04	Classical Sociological		3	1		3	1		4	30	70	-	-	100



	Theory-II													
CC-A05	Methods of Social Research & Techniques -II		3	0	1	3		1	4	25	50	5	20	100
CC-A06	Social Stratification and Mobility		3	1		3	1		4	30	70	-	-	100
<b>Discipline Specific Elective Courses</b>														
DSE-02	1 Criminology 2 Social Psychology 3 Social Problems in India 4 Industrial Sociology		2	1		2	1		3	25	50	-	-	75
<b>Multidisciplinary Course(s)</b>														
MDC-02	One from Pool								3					
<b>Ability Enhancement Course(s)</b>														

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AEC-02	One from Pool							2					
<b>Skill Enhancement Course(s)</b>													
SEC-01	One from Pool							2					
<b>Total Credits</b>								<b>22</b>					

### Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total	MARKS				
			(Hrs)			Credits			Credits	TI	TE	PI	PE	Total
Core Course(s)														
CC-A07	Contemporary Sociological Thinker		3	1		3	1		4	30	70	-	-	100
CC-A08	Political Sociology		3	1		3	1		4	30	70	-	-	100
CC-A09	Population and Society		3	1		3	1		4	30	70	-	-	100
Discipline Specific Elective Courses														
DSE-03	1. Sociology of Aging 2. Sociology of		2	1		2	1		3	25	50	-	-	75

	Gender 3. Sociology of Environment 4. Sociology of Leisure and Tourism													
<b>Multidisciplinary Course(s)</b>														
MDC-03	One from Pool								3					
<b>Skill Enhancement Course(s)</b>														
SEC-02	One from Pool								2					
<b>Value-added Course(s)</b>														
VAC-02	One from Pool								2					
<b>Seminar</b>														
Seminar									2					
<b>Internship/Field Activity#</b>														
									4					
<b>Total Credits</b>									<b>28</b>					

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#Four credits of internship earned by a student during summer internship after 2nd semester will be counted in 3<sup>rd</sup> semester of a student who pursue 2 year PG Programme without taking exit option.



Semester 4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total	MARKS				
			(Hrs)			Credits			Credits	TI	TE	PI	PE	Total
Core Course(s)														
CC-A10	Sociology of Family,Marriage and Kinship		3	1		3	1		4	30	70	-	-	100
CC-A11	Perspective to understand Indian Society		3	1		3	1		4	30	70	-	-	100
Discipline Specific Elective Courses														
DSE-04	1. Science, Technology and Society  2. Religion and Society in India 3. Sociology and Social		2	1		2	1		3	25	50	-	-	75



	Movements 4. Sociology of Food													
<b>Multidisciplinary Course(s)</b>														
MDC-04	One from Pool							3						
<b>Ability Enhancement Course(s)</b>														
AEC-03	One from Pool							2						
<b>Community Engagement/Field Work/Survey/Seminar</b>														
Seminar								6						
Total Credits								22						



**Multidisciplinary Course from the department for pool of the Courses in the University**

**(These courses are to be offered to students of different discipline/Subject)**

**Semester 1**

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MDC-1	Understanding Sociology and Indian Society		2	1		2	1		3	25	50	-	-	75

**Semester 2**

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MDC-2	Rural Society:Structure and Change		2	1		2	1		3	25	50	-	-	75

**Semester 3**

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MDC-3	Contemporary Problems in India		2	1		2	1		3	25	50	-	-	75

**Semester 4**

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MDC-4	Gender and Society		2	1		2	1		3	25	50	-	-	75



**Skill Enhancement Course from the department for pool of the Courses in the University**

(These courses are offered by each department for students of other departments/same department and is designed to provide value-based and/or skill-based knowledge and should contain both theory and lab/hands-on/training/field work.)

**Semester 2**

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
SEC-1	Basics of Social Research		1	1		1	1		2	15	35	-	-	50

**Semester 3**

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
SEC-2	Social Entrepreneurship		1	1		1	1		2	15	35	-	-	50

**Ability Enhancement Course from the department for pool of the Courses in the University**

(These courses are offered by department of Indian and Foreign Languages for students of other departments/same department and leads to enhancement in the ability of learn  
Regional and foreign languages)

**Semester 1**

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
AEC-1	Language								2					50

**Semester 2**

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
AEC-2	Language								2					50

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
AEC-3	Language								2					50

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**Value Added Course from the department for pool of the Courses in the University**

**(All the departments will offer value added course for the students of same or different departments.)**

**Semester 1**

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
VAC-1	Sociology of Sanitation		1	1		1	1		2	15	35	-	-	50

**Semester 3**

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
VAC-2	Sociology of Food		1	1		1	1		2	15	35	-	-	50

Nature of Work	Course Credits	Contact hours per week	Contact hours per semester (15 weeks)
Lecture	01	01	15
Tutorial per paper	01	01	15
Practical, Seminar, Internship, field practice/project, or community engagement, etc.	01	02	30

Note: Tutorial batch size (UG programme: 20-25, PG Programme: 12-15)

The distribution of credits among the lectures/tutorial/practicum will be as follows:

Courses	Total Credits	L (Credits)	T (Credits)	P (Credits)	MARKS			
					TI	TE	PI	PE
Only Theory	4	3 (3 hrs)	1	-	30	70	-	-
	3	2 (2 hrs)	1	-	25	50	-	-
	2	1	1	-	15	35	-	-
Theory and Practicum	4	3 (3 hrs)	-	1 (2 hrs)	25	50	5	20
	4 (Where pract. is dominant)	2 (2 hrs)	-	2 (4 hrs)	15	35	15	35

	3	2 (2 hrs)	-	1 (2 hrs)	15	35	5	20
	2	1	-	1 (2 hrs)	5	20	5	20
	2	-	-	2 (4 hrs)	-	-	15	35
When Practicum is separate course	3	-	-	3 (6 hrs)	-	-	25	50
	4	-	-	4 (8 hrs)	-	-	30	70
AEC/VAC	2	2 (2 hrs)			15	35	-	-
SEC	3	2 (2 hrs)		1 (2 hrs)	15	35	5	20
	2	1		1 (2 hrs)	5	20	5	20
DSEC	4	3 (3 hrs)		1 (2 hrs)	25	50	5	20
Minor/VOC	4	2 (2 hrs)		2 (4 hrs)	15	35	15	35
Internship	4	--	--	4 (8 hrs)			30	70

L= Lecture; T= Tutorial, P= Practicum; Ti= Theory Internal Assessment; TE= Theory End Semester Examination; PI= Practicum Internal; PE= Practicum End Semester examination

### **PROGRAMME OUTCOMES (POs):-**

- PO:1 Demonstrate knowledge of historical emergence, questions asked, and distinctive contributions of the social science disciplines to the analysis of human behavior and social issues.
- PO:2 Demonstrate advanced knowledge in understanding of principles/theories, scientific methods and techniques for the understanding of various institutions, organizations and social groups.
- PO3: Demonstrate in the capacity to extrapolate the acquired knowledge and skills to real life situations and to provide a critical understanding and analysis of key issues in the discipline.
- PO:4 Develop the capability of defining problems, formulate hypothesis, collect relevant data, develop empirical evidence and interpret the results of such analyses.
- PO:5 Demonstrate the ability to communicate, in a well-structured manner, the finding/results of the research studies, undertaken in the field of applied sociology.

### **PROGRAMME SPECIFIC OUTCOMES (PSOs):-**

- PSO1 The program would provide the critical reasoning, understanding and analysis of key issues and concepts in the discipline.
- PSO2 The students would be able to understand the various theoretical alternatives for the sociological interpretation in understanding the sociological issues.
- PSO3 The students would be able to have analytical and empirical understanding of social phenomena which leads to formulate the social planning and policies.
- PSO4 The students would be able to understand societies, human behavior and various social problems.





### **Semester-III**

#### **Core Paper-7**

#### **CC-A07 Contemporary Sociological Thinker**

**Credit-4**

**Maximum Marks: 100**

**Theory:70**

**Internal Assessment: 30**

**Time : 3 Hours**

**Note :** The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5" compulsory question shall be divided into seven short answer questions of 2 marks each i.e.  $7 \times 2 = 14$  thus making it the total weight age to 70 marks.

#### **Course Outcomes:**

- The students would identify a vast variety of perspectives for the socio-cultural phenomenon in the diversified social settings.
- The post structural, functional, Marxist perspectives would enhance the outlook of sociological understanding.
- The students would be able to redefine science with the help of micro sociological perspectives.
- The students would be able to learn the future advances in sociological theory.

#### **Unit – I**

Levels of Theorisation in Sociology : Its origin and Contemporary Status ; Merton's Scheme of Theorization ; Conflict Approach: Dahrendorf's Class and Class Conflict and Coser's Functions of Social Conflict.

#### **Unit – II**

Interactionist Theory : Alfred Shutz's, Concept of Life World ; Clifford Geertz's, Thick Description: Erving Goffman's, Dramaturgical theory; Garfinkel's, Ethnomethodology.





### Unit – III

Structuralism and post structuralism: Giddens's Structuration Theory; Louis Althusser's idea of Marxist structuralism; Derrida's Deconstructionist Approach; Bourdieu's, Habitus and Field; Foucault's, Truth and knowledge

### Unit – IV

Post Modernist Theory : Lyotard's, Decline of Grand Narrative; Baudrillard's, Hyper real world; Judith Butler's, Post feminist theory

### References :

- Abraham, M.Francis (2001) : Modern Sociological Theory : An Introduction, Kolkata, Oxford University Press.
- Aron, Raymond (1965), Main Currents in Sociological Thought, Vol.-I & II, New York ; Basic Books.
- Baudrillard, Jean (1981), Simulacra and Simulation, The University of Michigan Press.
- Bottomore, Tom & Nisbet, Robert (2004), A History of Sociological Analysis, Jaipur, Rawat Publications.
- Butler Judith (1990), Gender Trouble: Feminism and the Subversion of Identity, Routledge Publisher.
- Cohen. Percy S. (1968), Modern Social Theory, New York, Basic Books.
- Giddens, Anthony (1996), Capitalism & Modern Social Theory Cambridge, Cambridge University Press.
- Lemert, Charles (2004), Social Theory : The Multicultural and classic readings, Jaipur, Rawat Publications.
- Lyotard Jean-Francois (1979), The Postmodern Condition: A Report on Knowledge Manchester University Press
- Polity, (1994), The Polity Reader in Social Theory, Cambridge, Polity Press.
- Ritzer George (2000), Modern Sociological Theory, New York, Mc Graw-Hill.29
- Turner, Jonathan H. (2001), The Structure of Social Theory, Jaipur, Rawat Publications.
- Ritzer, George (2000), Classical Sociological Theory, New York McGraw – Hill Higher Education.
- Zeitlin, Irving M, (2001), Rethinking Sociology : A Critique of Contemporary Theory, Jaipur, Rawat Publications.



### Semester-III

**Core Paper-8**  
**CC-A08 Political Sociology**  
**Credit-4**

**Maximum Marks: 100**  
**Theory: 70**  
**Internal Assessment: 30**  
**Time : 3 Hours**

**Note :** The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5" compulsory question shall be divided into seven short answer questions of 2 marks each i.e.  $7 \times 2 = 14$  thus making it the total weight age to 70 marks.

#### **Course Outcomes:**

- It would help students to have understanding of nature and scope of Political Sociology.
- Basic concepts will enlighten students about various terms being used to understand power and politics.
- Students will get acquainted with various approaches required to understand political system.
- Students would know how different political systems work and bring significant changes in society

#### **Unit-I**

**Political Sociology:** Definition, Nature, Scope and importance of Political Sociology; Origin of political sociology; Types of political system-primitive, traditional and modern

#### **Unit-II**

**Basic Concepts:** Bureaucracy, Authority and its Bases, Power, Political parties, Pressure Group, Political Culture, Political Socialization, Political legitimacy

#### **Unit-III**

**Approaches for the Study of Political System:** Structural Functional, Conflict School, System Analysis and Behavioural Approach

#### **Unit-IV**

**State, Politics and Development:** Ideology and Government; E-Governance; Right to Information and Good Governance; Public Policy- Health, Education and political participation



**References:**

- Kumar Anand (2010), Quest for participatory Democracy, Jaipur : Rawat Publications.
- Kumar Anand (2014), Political Sociology in India, Vol-VIII, Delhi, Sage Publications.
- Choudhary, Kameshwar (2007), Globalization, Governance Reforms and Development in India, New Delhi, Sage Publications.
- Mukhopadhyay, Amal Kumar (1977), Political Sociology :An Introductory Analysis, Calcutta : K.P.Bagchi and Company.
- Allardt, E. and Rukkan,S. (1970), Politics: Studies in Political Sociology.
- Almond and Coleman (1960), The Politics of Developing Areas, Princeton University press.
- Almond and Powell (1972), Comparative Politics: A Development Approach, New Delhi.
- Aron, Raymond (1967), Industrial Sociology: Three Essays on Ideology and Development, New York. 15
- Blondel, Jean (1969), Comparative Government, Macmillan.
- Bottomore, T.B. (1971), Elites and Society, Penguin, Harmond Swarth
- Ball, Alam R. (1978), Modern Politics and Government, Macmillan
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- Easton, David (1965), A Framework for Political Analysis, Englewood Cliffs, Prentice Hall.
- Easton, David (1965), A System Analysis of Political Life, New York, Wiley.
- Finkle, Jason and Cable, R.W. (1971), Political Development and Social Change, New York: John Wiley and Sons Inc.
- Huntington, S.P. (1969), Political Order in Changing Societies.
- Lipset, S.M. (1959), Political Man, London.
- Lipset, S.M. (1972), Politics and The Social Sciences, New Delhi: Wiley Eastern.
- Lapalombaran, Joseph and Weiner, Myron (1966), Political Parties and Political Development.
- Pizzorno, A. (1970), Political Sociology, Penguin Books.
- Pye, Lucien (1966), Aspects of Political Development, Amerind Publishing Company Ltd.
- Rush, M. (1966), Political Sociology, New York.
- Runicman, W.G. (1969), Social Sciences and Political Theory, Cambridge University Press.





### Semester-III

**Core Paper-9**  
**CC-A09 Population and Society**  
**Credit-4**

**Maximum Marks: 100**  
**Theory: 70**  
**Internal Assessment: 30**  
**Time : 3 Hours**

**Note :** The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5" compulsory question shall be divided into seven short answer questions of 2 marks each i.e.  $7 \times 2 = 14$  thus making it the total weight age to 70 marks.

#### **Course Outcome:**

- Population data from various sources with help students to interpret population situation.
- Population theories will help students to find out the factors affecting population.
- Students would be able to know, how fertility, mortality and migration affect population.
- It will help students to understand the size, growth and distribution of Indian population.
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#### **Unit – I**

**Population Data:** meaning, nature Importance of Population Studies. Sources of Population Data and method: Census, Civil Registration, Population Register, Sample Surveys

#### **Unit – II**

**Population Theories:** Biological/ Natural, Malthusian, Optimum population and Demographic Transition Theory.

#### **Unit – III**

**Population Dynamics and control:** Fertility, Mortality and Migration-Concept, Types, Trends and Factors

#### **Unit – IV**

**Demographic structure of India:** Growth of Indian Population since 1901, Age Structure, Sex Ratio, Literacy Levels, Rural – Urban Composition, Economic Participation and Religion, Problem of Migrant labour; Population Policy of India

#### **References:**

Agarwal, S.N. (1977) India's Population Problems, New Delhi:  
Ahlawat, Neerja(2009) "Missing Brides in Rural Haryana: A Study of Adverse Sex Ratio, Poverty and Addiction" Social Change, March 2009, New Delhi. Pg 46-63



- Ahlawat, Neerja (2013) "Dispensable Daughters and Indispensable Sons: Discrete Family Choices" Social Change, 43(3) pg 365-376.
- Banerjee, D(1971), Family Planning in India: A Critique, New Delhi : People's Publishing House.
- Bhende, Asha and Tara Kanitkar (1995), Principles of Population, Delhi: Himalaya Publishing House.
- Bogue, Donald J. (1969) The Principles of Demography, N.Y.: John Wiley.
- Bose, Ashish (1996) India's Basic Demographic Statistics, New Delhi: B.R. Publishing Corporation.
- Census of India (2011).New Delhi: Govt. of India.
- Dubey, Surendra Nath (2001). Population of India, Delhi: Authors Press.
- Malthus, T.R. (1986). An Essay on the Principle of Population, London: William Pickering.
- National Family and Health Survey (NFHS) (2005-2006) Bombay: IIPS.
- Pachauri, Saroj (1999), Implementing a Reproductive Health in India: The Beginning, New Delhi: Population Council.
- Premi, M.K. (1991) India's Population: Heading Towards Billion, Delhi: B.R Publications.
- Premi, M.K. (2003) Social Demography: A Systematic Exposition, Delhi: Jawahar Publisher.
- Srinivasan, K. (1996) Population Policy and Reproductive Health, New Delhi: Hindustan Publishing Corporation.



### **Semester-III**

**DSC-03 Sociology of Aging (Optional 1)**  
**Credit-3**

**Maximum Marks –75**  
**Theory – 50**  
**Internal Assessment – 25**  
**Time – 3 hours**

The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 4 short answer type questions of 2 marks each and will cover the entire syllabus  $4 \times 2 = 8$  marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 14 marks each i.e.  $3 \times 14 = 42$  marks thus making it the total weight age to 50 marks. Three questions to be attempted. One from each unit.

#### **Course Outcomes:**

- The students would learn about sociological aspects of old age and ageing.
- The students would be Introduced to theoretical approaches in the study of ageing.
- The students would get understanding of ageing and the various factors and issues associated that affect ageing experience in our society.

#### **Unit I**

**Scope and Significance of Ageing-** Understanding of sociology of aging; scope and significance; Basic concepts: Ageing; Age; Ageism; Gerontology; Trends and patterns of ageing- Global and Indian scenario;

#### **Unit II**

**Theoretical Approaches-**Structural- Functional and Conflict perspective; Symbolic Interaction; Phenomenology; Ethno-methodology

#### **Unit III**

**Problems, Abuses and Challenges-** Problems of Ageing: Psychological, Social, Economic and Physiological; Elder abuse: Definition, forms, crime against elderly: The Maintenance and Welfare of Parents and Senior Citizen Act (2019)



## References:

- Alfred de Souza and Walter Fernandes (ed). 1982. Ageing in South Asia: Theoretical Issues and Policy Implications, New Delhi, Indian Social Institute.
- Atechley. 1972. Social Process in Later life. Belmont California, Wadsworth.
- Bhatla, P. C. 2000. (ed.); Lecture-Series in Geriatrics, New Delhi: National Institute of Primary Health
- Biswas, S. K. 1987. (ed.) Ageing in Contemporary India Calcutta: Indian Anthropological Society. 66
- Bond John Coleman Peter and Sheila Peace. 1993. An Introduction to Social Gerontology. Sage Publications, New Delhi.
- Bond, Lynne (ed). 1994. Ageing in Society: An Introduction to Social Gerontology 2 nd edition, London, Sage.
- Borgalta. E F. 1980. Ageing and Society. Sage Publications, New Delhi.
- Calasanti, Toni M. and Kathleen F. Slevin. (2001). Gender, Social Inequalities, and Aging, CA: Alta Mira Press.
- Chen, Martha. 1998. Widows in India, New Delhi, Sage.
- Chowdhary, S. K. (ed). 1992. Problems of the Aged and of Old Age Homes, Bombay, Akshar Prathi Roop Ltd.
- Cox. 1984. Later Life: The Realities of Ageing. Prentice Hall. Inc. New Jersey.
- Dandekar, K. (1986). The elderly in India New Delhi: Sage publications
- Dhillon, P. K. 1992. Psycho-Social Aspects of Ageing in India, New Delhi: Concept Publishing Company.
- Harper, Marry, S. : Management and Care of the Elderly
- Kumar S. Vijaya. 1991. Family Life and Socio-Economic Problems of the Aged, New Delhi: Ashish Publishing House.
- Kumudini, Dandekar. 1996. The Elderly in India, New Delhi, Sage.
- Marshall. V.W. 1986. Later Life: The Social Psychology of Ageing.
- Mishra. S. 1987. Social Adjustment in Old Ages. B.R. Publishers, New Delhi.
- Sati P. N. 1987. Needs and the Problems of the Aged; Udaipur: Himanshu Publishers.
- Sharma. M.L. and T.M. Dak. 1987. Ageing in India, Ajantha Publications New Delhi.
- Sharma, K.L. 2009. Dimensions of Ageing: Indian Studies. Rawat Publications.
- Soodan K. S. 1975. Ageing in India; Calcutta: T. K. Mukherjee Minerva Association (Pvt.) Ltd.
- Tyagi, R. and Paltasingh T. 2015. Caring for the Elderly: Social Gerontology in the Indian Context. Sage Publications.





### **Semster-III**

#### **DSE-03 Sociology of Gender (Optional 2)**

**Credit-3**

**Maximum Marks –75**

**Theory – 50**

**Internal Assessment – 25**

**Time – 3 hours**

The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 4 short answer type questions of 2 marks each and will cover the entire syllabus  $4 \times 2 = 8$  marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 14 marks each i.e.  $3 \times 14 = 42$  marks thus making it the total weight age to 50 marks. Three questions to be attempted. One from each unit.

#### **Course Outcomes**

- It would help students to understand the nature of gender based inequality.
- Theoretical perspectives would enlighten students to understand shift in women's issues overtime.
- It will impart knowledge about the overall status of women in society and the changes taking place.

#### **Unit-I**

**Basic Concepts:** Sex, Gender, Masculinity, Femininity, Patriarchy, Matriarchy, Gender Roles. Patriarchy as ideology and practice.

#### **Unit-II**

**Perspectives on Gender Studies:** Liberal, Radical, Socialist and Eco-feminism.

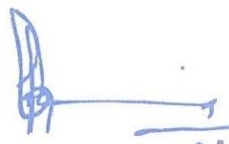
#### **Unit-III**

**Gender Issues in India:** Status of Women: Demographic, Social, Cultural, Economic and Political Dimensions: Women and Violence; Common Civil Code

#### **References:**

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### Semester-III

#### DSE-03 Sociology of Environment (Optional 3)

Credit-3

Maximum Marks –75

Theory – 50

Internal Assessment – 25

Time – 3 hours

The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 4 short answer type questions of 2 marks each and will cover the entire syllabus  $4 \times 2 = 8$  marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 14 marks each i.e.  $3 \times 14 = 42$  marks thus making it the total weight age to 50 marks. Three questions to be attempted. One from each unit.

- It will enhance students' understanding of environment and its relation with society.
- Students would know how theoretical framework helps in understanding environmental issues.
- It will enable students to find out development issues and how environment is affected by them.

#### Unit -I

**Sociology of Environment and its concepts:** Eco-system, Ecology, Environment; Environment and Society- their interaction and Interrelations..

#### Unit – II

**Theoretical Approaches :-** Sustainable Development, and contemporary environmental debates in environmental studies

#### Unit – III

**Environment and Development:** Urbanization and Problems of Pollution and Slums; Global efforts for Resource Conservation; Environmental Movements: Forest, Water and land Based

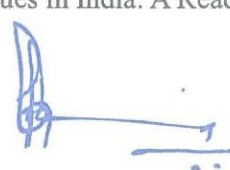
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Gadgil Madhav and Ramchandra Guha (1996): Ecology and Equity: The Use and Abuse of Nature in contemporary India. OUR, New Delhi.  
Shiva. Vandana (1991) Ecology and the Politics of Survival: Conflicts over Natural Resources in India. New Delhi: Sage Publications.  
Shiva, V. (1988). Women in nature. In Staying alive: Women, ecology and development. Zed Books. Ch 3. pp.38-54.  
Agarwal, Bina, 2007. The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.) 2007. Environmental Issues in India: A Reader. New Delhi: Pearson, Longman, Ch 19.(pp. 316-324, 342-352).

##### Unit III

Forest based:





Guha, R. Chipko : Social history of an environmental movement. In Ghanshyam Shah ed.(2002). Social movements and the state (Vol. 4). Sage Publications Pvt. Ltd., Ch. 16 pp.423-454.

Water based:

Khagram, S., Riker, J. V., & Sikkink, K. (2002). Restructuring the global politics of development: The case of India's Narmada Valley Dams. Restructuring world politics: transnational social movements, networks, and norms (Vol. 14). U of Minnesota Press. (pp.206-30).

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- Dickens, Peter (1992), Society and Nature: Towards a Green Social Theory, Hemel-Hemstead: Hawester Wheatsheaf.
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- Ghai, Dharam (ed) (1994), Development and Environment: Sustaining People and Nature. UNRISD: Blackwell Publication.
- Giddens, Anthony (1996), Global Problems and Ecological Crisis", 2 nd edition New York:W.W. Norton and Co.
- Guha, Ramechandra (1995), The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya. OUP: Delhi.
- Jodha, .N.S (1986) "Common Property Resources and the Rural Poor" Economic and Political Weekly, 21(27) July.
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- Katyal, Jimmy and M.Satake(1989), Environmental Pollution, New Delhi: Anmol Publications.
- Krishna, Sumi (1996), Environmental Politics: People's lives and Development Choices, New Delhi:Sage Publications.



Mehta S.R. (ed)(1997), Poverty, Population and Sustainable Development, New Delhi: Rawat Publications.

Munshi, Indra (2000), "Environment' in Sociological Theory", Sociological Bulletin, Vol. 49 No. 2.

Plumwood, Val (1992), Gender and Ecology: Feminism and Making of Nature, London: Routledge.

Ramana. D.V (1980), An overview of Environment and development Asia and the Pacific. Bangkok: UNAPDI.

Schnaiberg, Allan (1980), The Environment, New York: OUP.

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Shiva. Vandana (1991) Ecology and the Politics of Survival: Conflicts over Natural Resources in India. New Delhi: Sage Publications.

Singh, Gian (1991), Environmental Deterioration in India: Causes and Control, New Delhi: Agricole.

Sontheimer, Sally (ed) (1991), Women and Environment: A Reader Crisis and Development in the Third World, London, Earthscan Publications.

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### Semester-III

#### **DSE-03 Sociology of Leisure and Tourism (Optional 4)** **Credit-3**

**Maximum Marks –75**  
**Theory – 50**  
**Internal Assessment – 25**  
**Time – 3 hours**

The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 4 short answer type questions of 2 marks each and will cover the entire syllabus  $4 \times 2 = 8$  marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 14 marks each i.e.  $3 \times 14 = 42$  marks thus making it the total weight age to 50 marks. Three questions to be attempted. One from each unit.

#### **Course Outcomes:**

- The students would get understanding of leisure and tourism and learn about sociocultural aspects of leisure and tourism
- The students would learn about the different patterns of leisure and tourism
- The students would learn about commodification and constraints of leisure and tourism

#### **Unit I**

**Understanding Leisure and Tourism-** Leisure and Work; Time and Spaces; recreation and free time; Need for the study of leisure activities. Component and motives of travel; interrelationship between recreation and tourism; significance of tourism; sociocultural aspect of leisure.

#### **Unit-II**

**Pattern of Leisure and Tourism-** Historicity of leisure and tourism; Religious, Eco-tourism, therapeutic, screen, sports, folk and music based leisure; National and travel patterns; Trends to further destinations.

#### **Unit-III**


**Commodification and constraints of Leisure and Tourism-** Leisure and Tourism as industry; Impact of tourism on local communities; Impact of tourism on national environment; National Tourism Policies.

#### **Activity-**

1. Field component to visit religious, heritage and other sites.
2. Case studies- Leisure activities in communities where you are living.

#### **References:**

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Harris, David 2005, Key Concepts in Leisure Studies, Sage, New Delhi  
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- Sharpley, Richard and Sundaram, Priya. 2005. 'Tourism: A Sacred Journey? The Case of Ashram Tourism, India'. International Journal of Tourism Research. Vol 7. pp. 161-171. □
- Spracklen, Karl 2015 Digital Leisure, the Internet and Popular Culture, Palgrave Macmillan, New York





## Semester IV

### Core Paper-10

### CC-A10 Sociology of Family, Kinship and Marriage

Credit-4

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

Time : 3 Hours

**Note :** The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5" compulsory question shall be divided into seven short answer questions of 2 marks each i.e.  $7 \times 2 = 14$  thus making it the total weight age to 70 marks.

#### Course Outcomes:

- The students would learn the origin and context of kinship, marriage and family.
- The students would learn about the kinship system prevailing in society.
- The students would learn about changes taking place in social structure.
- The students would learn about the social impact of the changes taking place in institutions.

#### Unit – I

**Basic Terms and Concepts:** Kinship-as an organizing principle; Lineage, Clan, Phratry, Moitey; incest, incest taboo; Descent, Classification of Descent; Types of Kinship: (Consanguine and Affinal), south and north kinship structure Marriage: Alliance Theory; Symmetrical & Asymmetrical exchange; Family and Rules of Residence: Virilocal, Uxorilocal, Neolocal;

#### Unit-II

**Family:** Meaning, Characteristics, Function and Types of family; Evolution of Family; Origin of family; Emerging forms of family: single parent family, dual earner family, family disharmony.

#### Unit-III

**Marriage:** Meaning, Characteristics, Functions and Forms of Marriage; Patterns of Selection of Spouse, Marriage rites; Bride Price; Divorce and Widow Remarriage; Emerging forms of Marriage

#### Unit – IV

**Legislation and Government Policy in Indian Context:** Hindu Marriage Act; Muslim Marriage Act; Special Marriage Act; Age at Marriage; Tripal Talaq, Uniform Civil Code; Government Initiative for inter-caste and inter-religion marriage

#### References:

Bernard, Jessie (1972), The Future of Marriage, New York: World.

- Clayton, Richard R. (1979), *The Family, Marriage and Social Change*, Lexington: Lexington Books.
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- Madan, T.N. (1962), "The Hindu Joint Family", *Man*, 62 (145)88.
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## Semester-IV

### Core Paper-11

### CC-A11 Perspective to Understand Indian Society

Credit-4

Maximum Marks: 100

Theory: 70

Internal Assessment: 30

Time : 3 Hours

**Note :** The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5" compulsory question shall be divided into seven short answer questions of 2 marks each i.e.  $7 \times 2 = 14$  thus making it the total weight age to 70 marks.

#### Course Outcomes:

- Students will get an insight about text view and Indological approach to understand Indian social system.
- Students will be acquainted with the structural-functional view to interpret Indian society and culture.
- Students will get a critical learning through Marxian perspective to analyse Indian social structure.
- Students would understand the textual and field view about Indian Society

#### Unit - I

**Indological\Textual:** G.S. Ghurye: Features of Caste System in India; Caste and Tribes. Louis Dumont: Ideology of Caste System, Concept of Pure and Impure. Irawati Karve: Kinship Terminology; Kinship organization in India.

#### Unit- II

**Structural-Functional:** M.N. Srinivas: Dynamics of Caste System; Concept of Dominant Caste. S.C Dube: Village Studies/Rural Studies; Changing Rural Structure of India. A.R. Desai: Social transformation of Indian Society: Social background of Indian Nationalism.

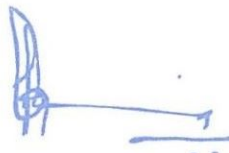
#### Unit -III

**Civilization and Cultural Perspective:** N.K. Bose: unity and diversity in Indian civilization. Surjit Sinha: Different aspect of Indian society, caste, tribe and religion. Yogender Singh: Modernization and Cultural Change

#### Unit-IV

**Subletern Perspective:** Ambedkar: Untouchability, Caste and it's Annihilation, Democracy. David Hardiman: Devi movement and Feeding of Baniya Movement. Contemporary discourse, contextualization and indigenization.

#### References:



- Atal, Yogesh (2009), Sociology and Social Anthropology in India, ICSSR Survey, New Delhi : Pearson.
- Bose, N.K. (1977) Culture and Society in India, Bombay: Popular Prakashan
- David, Hardiman (1996) Feeding the Bania: Peasants and Usurers in Western India Oxford University Press 17
- David, Hardiman (1987) The Coming of Devi: Adivasi Assertion in Western India: Oxford University Press.
- Dube, S.C. (1967) The Indian Village. New Delhi: NBT.
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- Dhanagare, D.N. (1998). Themes and Perspectives in Indian Sociology, New Delhi. Rawat Publications
- Dumont, Louis (1970), Homo-Hierarchicus: Caste System and Its Implications, Chicago.
- Ghurye, G.S. (1957). Caste and Class in India, Bombay: Popular Book Depot.
- Jodhka, S.S. (1997) 'From Book view to Field view: Social Anthropological Constructions of the Indian Village', Oxford Development Studies, 26 (3)
- Karve, Irawati (1961). Hindu Society: An Interpretation, Poona: Deccan College.
- Mukherjee, D.P. (1958). Diversities, Delhi: People's Publishing House.
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- Singh, Y. (2000) Culture Change in India Rawat Publications
- Singh, Y. (1984) Indian Sociology: Social Conditioning and Emerging Concerns, New Delhi: Vistar Publications
- Srinivas, M.N. (1960) India's Villages .Bombay: Asia Publishing House.
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- Shah, A.M. (1973) The household dimension of the family in India. Delhi: Orient Longman.



## Semester-IV

### DSE-04 Science, Technology and Society Credit-3

Maximum Marks –75  
Theory – 50  
Internal Assessment – 25  
Time – 3 hours

The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 4 short answer type questions of 2 marks each and will cover the entire syllabus  $4 \times 2 = 8$  marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 14 marks each i.e.  $3 \times 14 = 42$  marks thus making it the total weight age to 50 marks. Three questions to be attempted. One from each unit.

#### Course Outcomes

- Students would be familiar with the conceptual and sociological framework of relationship between science, technology and society □
- Students would be able to explain the interface between science, technology and society and its impact on different socio-cultural institutions and processes □
- Students would be able to link and reflect on current and ongoing sociological debates on development and role of technology

#### Unit-I

**Conceptual Understanding of Science and Technology** - □ Meaning of Science and Technology, difference between science and technology, relation between Science and technology and its impact on society ; Science and Technology: Classical and contemporary sociological thought; Technological change and re-conceptualization of Society

#### Unit-II

**Technological change and Impact on Society**- □ Technological change and impact on social structures and processes; Technology and change in sphere of economy and work; Interplay of Technology, polity and power structures; Social movements and role of social media; Science and Technology policy of Government of India and □ Intellectual property rights

#### Unit-III

**Opportunities, Challenges, and Path Ahead** - □ Technology, media, identity and global society; Information Technology ; Digital Technology; Social inequalities, Social exclusion and Digital divide; Technology and developmental issue.

#### References:

- Bernal, J. D. (1939). The social function of science. New York, Macmillan.  
Chant, Colin and Besse, Richard. (1989). Science, Technology and everyday life, 1870-1950. London: Routledge.  
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Kumar, Deepak, (2006) Science and the Raj: A Study of British India, Oxford University Press, (2nd edition) ISBN 0-19-568003-0

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## Semester-IV

### DSE-04 Religion and Society in India (Optional 2)

Credit-3

Maximum Marks –75

Theory – 50

Internal Assessment – 25

Time – 3 hours

The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 4 short answer type questions of 2 marks each and will cover the entire syllabus  $4 \times 2 = 8$  marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 14 marks each i.e.  $3 \times 14 = 42$  marks thus making it the total weight age to 50 marks. Three questions to be attempted. One from each unit.

#### Course Outcomes

- Students would be able to explain the importance of relationship between religion and society.
- Students will get familiarity with the theoretical ideas of Weber, Durkheim and Religion in the context of society and religion.
- Students having familiarity with Religious issues prevalent in Indian society

#### Unit-I

**Religion:** Definition and functions of ; Magic, Religion and Science; Elements of religious experience; Typology of religion

#### Unit-II

**Sociological Interpretations of Religion:** James Frazer, Emile Durkheim, Max Weber, Levi-Strauss, Karl Marx, Marcel Mauss

#### Unit-III

**Social change and Religion:** Socio-religious movements; Popular religion and emerging cults; Fundamentalism ; Communalism ; Secularism; Proselytism

#### Readings

##### Unit I

Edward Burnett Tylor: Primitive Culture. Vol. 1. London: John Murray. 1871.

Edward Burnett Tylor: Religion in Primitive Culture : Part II, 2 of "Primitive Culture"

Bronislaw Malinowski "Magic, Science and Religion and Other Essays" 1948, The University Of Chicago, Illinois

#### References :

Baird, Robert D. (ed.). (1995), Religion in modern India. Delhi: Manohar.

Jones, Kenneth W. (1989), Socio-religious reform movements in British India, Hyderabad: Orient Longman.

Madan, T.N. (ed.)(1992), Religion in India, New Delhi: Oxford University Press.

Muzumdar, H.T. (1986), India's Religious Heritage. New Delhi: Allied.

Roberts, Keith A. (1984), Religion in sociological perspective. New York: Dorsey Press.

Shakir, Moin (ed.). (1989) Religion, state and politics in India, Delhi: Ajanta Publications.

Turner, Bryan S. (1991), Religion and social theory, London: Sage.

## Semester-IV

### DSE-04 Sociology and Social Movement (Optional -3) Credit-3

Maximum Marks –75  
Theory – 50  
Internal Assessment – 25  
Time – 3 hours

The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 4 short answer type questions of 2 marks each and will cover the entire syllabus  $4 \times 2 = 8$  marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 14 marks each i.e.  $3 \times 14 = 42$  marks thus making it the total weight age to 50 marks. Three questions to be attempted. One from each unit.

#### Course Outcomes

- Students would learn sociological understanding of social movement.
- Students would learn the origin and development of different social movements.
- Students are expected to learn about different perspectives in understanding social movements.

#### Unit – I

**Introduction to Movements** : Nature, Definition and Types of Social Movements ; Reforms and Protest Movement ; Revolution, Schism, Splits and Counter Movements.

#### Unit – II

**Theories of Social Movements** : Marxist (Class Conflict) and Post Marxist (Althusser's Marxist Structuralism) ; Weberian (Protestant Ethics and Spirit of Capitalism).

#### Unit – III

**Social Movements in India** : Peasant, Tribal, Reform Movements, Womens' Environmental and Ecological Movements.

#### References:

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Desai.A.R (ed)(1979), Peasant Struggles in India., Bombay, OUP  
Dhanagare. D.N.(1983), Peasant Movements in India (1920-1950) Delhi, OUP.49  
Gore. M.S(1993), The Social Context of an Ideology. Ambedkar's Political and Social Thoughts. New Delhi, Sage Publications.  
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Rao. M.S.A(1979), Social Movement in India, Delhi, Manohar Publications.  
Singh. K.S (1982), Tribal Movements in India. New Delhi: Manohar Publications.  
Shah, Ghanshyam (2001), Dalit Identity and Politics, New Delhi, Sage Publications.  
Zelliot, Eleanor(1995), From Untouchables to Dalits: Essays on the Ambedkar Movement. Delhi, Manohar Publications.





**Semester-IV**  
**DSE-04 Sociology of Food (Optional -4)**  
**Credit-3**

Maximum Marks –75  
Theory – 50  
Internal Assessment – 25  
Time – 3 hours

The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 4 short answer type questions of 2 marks each and will cover the entire syllabus  $4 \times 2 = 8$  marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 14 marks each i.e.  $3 \times 14 = 42$  marks thus making it the total weight age to 50 marks. Three questions to be attempted. One from each unit.

**Course Outcomes**

- The students would have basic understanding of food and about classification of food.
- The students would learn about social structure of food.
- The students would learn about food policies and laws in India.

**Unit-1**

**Basics Understanding of Food-** Defining food; Discourse on Food: Food and Symbolism, Functionalism and Food; cultural construction of food; Food as commodity; ethnic food, fast food, Organic and GMO food; vegetarian and non-vegetarian food

**Unit-II**

**Food and Social Structure-** Historicity of food; Age, gender, caste, class in relation to food; food and dietary practices in India

**Unit III**

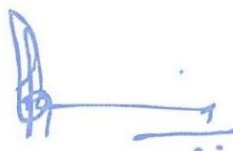
**Globalization and Corporatisation of Food:** Food Security; Food Safety and Food labeling; Food and media; food protection policies and laws in India.

**Activity-**

1. Find out the obesity in your neighbourhood.
2. Pattern of Food cooking among working class.
3. How food as medicine is consumed.

**References:**

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### Semester III

Course code-MDC-3

Course Title-Contemporary Problems in India

Credit-3

Maximum Marks -75

Theory - 50

Internal Assessment - 25

Time - 3 hours

The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 4 short answer type questions of 2 marks each and will cover the entire syllabus  $4 \times 2 = 8$  marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 14 marks each i.e.  $3 \times 14 = 42$  marks thus making it the total weight age to 50 marks. Three questions to be attempted. One from each unit.

#### Course Outcomes:

- Students would get insight about Socio-Economic Issues
- The students would learn about developmental issues of the society.
- The students would learn about contemporary issues related with social problems.

#### Unit-I

**Socio-Economic issues:** Poverty and Unemployment- causes, consequences and government initiative; Family disharmony – Domestic violence, Dowry, Divorce

#### Unit -II

**Environmental and Health Issues:** Hygiene and Sanitation factor in life; Life style Diseases; Environmental degradation and change; Role of individual, society and government in environment protection

#### Unit-III

**Contemporary Issues:** Meaning, Types and Protection- Cyber Crime, Drug Addiction, Addiction of social media, Mental Illness

#### References:

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## Semester-IV

Course code-MDC-4

Course Title- Gender and Society

Credit-3

Maximum Marks –75

Theory – 50

Internal Assessment – 25

Time – 3 hours

The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 4 short answer type questions of 2 marks each and will cover the entire syllabus  $4 \times 2 = 8$  marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 14 marks each i.e.  $3 \times 14 = 42$  marks thus making it the total weight age to 50 marks. Three questions to be attempted. One from each unit.

### Course Outcome:

- It would help students to understand the nature of gender based inequality.
- Theoretical perspectives would enlighten students to understand shift in women's issues overtime.
- It will impart knowledge about the overall status of women in society and the changes taking place.

### Unit-I

**Basic Concepts:** Sex, Gender, Masculinity, Femininity, Patriarchy, Matriarchy, Gender Roles. Patriarchy as ideology and practice.

### Unit-II

**Perspectives on Gender Studies:** Liberal, Radical, Socialist and Post-Modernist.

### Unit-III

**Gender Issues in India:** Status of Women: Demographic, Social, Cultural, Economic and Political Dimensions; Women and Violence.

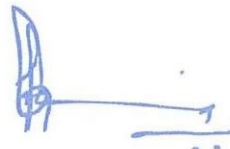
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- Aggarwal, B (1988), Structure of Patriarchy: State, Community and Household in modernising India (ed.) New Delhi: Kali for Women.
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- Desai, Neera and M. Krishnaraj (1987), Women and Society in India, Delhi: Ajanta Publication.
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### Semester-III

#### SEC-2 Social Entrepreneurship Credit-2

Maximum Marks –50  
Theory – 35  
Internal Assessment – 15  
Time – 2 hours

The students will be required to attempt three questions in all. Question No. I will be compulsory comprising of 8 short answer type questions of 3 marks each and will cover the entire syllabus. The answer should be in 100-200 words. The students are required to attempt five short answer type questions out of 8, i.e.,  $5 \times 3 = 15$  marks. In addition to it, Question Nos. II to V will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 10 marks each i.e.  $2 \times 10 = 20$  marks thus making it the total weightage to 35 marks. Two questions to be attempted. One from each unit.

#### Course Outcomes:

- Students would be able to learn about fundamentals of Social Entrepreneurship.
- Students would get exposure to Trends in Social Entrepreneurship.

#### UNIT-I

**Fundamentals of Social Entrepreneurship:** Concept of Social entrepreneur & entrepreneurship – Evolution, Need, Major Functions, Difference between Social and Commercial entrepreneurs, Areas of Social Entrepreneurship.

#### UNIT – II

**Trends in Social Entrepreneurship:** Major challenges, Major opportunities, Role of Government for growth of social entrepreneurship in country, Global trends in social entrepreneurship, Contribution of Successful Social entrepreneurs of India and Abroad.

#### References:

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Delhi

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### Semester-III

#### VAC-2 Sociology of Food Credit-2

Maximum Marks –50  
Theory – 35  
Internal Assessment – 15  
Time – 2 hours

The students will be required to attempt three questions in all. Question No. I will be compulsory comprising of 8 short answer type questions of 3 marks each and will cover the entire syllabus. The answer should be in 100-200 words. The students are required to attempt five short answer type questions out of 8, i.e.,  $5 \times 3 = 15$  marks. In addition to it, Question Nos. II to V will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 10 marks each i.e.  $2 \times 10 = 20$  marks thus making it the total weightage to 35 marks. Two questions to be attempted. One from each unit.

#### Course Outcomes

- The students would have basic understanding of food and about classification of food.
- The students would learn about social structure of food.

#### Unit-1

**Basics Understanding of Food-** Defining food; cultural construction of food; Food as commodity; ethnic food, fast food, Organic and GMO food; vegetarian and non-vegetarian food

#### Unit-II

**Food and Social Structure-** Historicity of food; Age, gender, caste, class in relation to food; food and dietary practices in India

#### References:

- Achaya. K.T. (1994). Indian Food: A Historical Companion. Oxford University Press. Delhi. <https://doi.org/10.5281/zenodo.4067897>
- Khare, R. S.; Rao, M. S. A. (1986). Food, society, and culture: Aspects in South Asian food systems. Durham, N. C.: Carolina Academic Press. ISBN 978-0-89089-275-6.
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- Nandy, Ashis. (2004). The Changing Popular Culture of Indian Food: Preliminary Notes. South Asia Research. 24. 9-19. 10.1177/0262728004042760.
- Poulain, Jean-Pierre, 2017, The Sociology of Food: eating and the place of food in society, Tr by Augusta Dorr, Bloomsbury, UK
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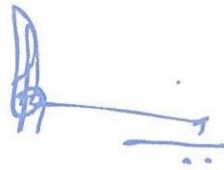


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V. Sujata. 2018. Econometric and existential understanding of food. Analysing economic growth and nutritional status in South India,' Indian Journal of Human Development, Vol 11 (3)

V. Sujata. 2020. Counting food? The pitfalls of caloric conception of nutrition and alternative theories of food,' in Christoph Wulf and Axel Michaels (Eds.) Science and Scientification in South Asia and Europe, Routledge India

V.Sujata. 2015.'Is food natural or cultural? Food, Body and 'the social' in Indian medical traditions' in Jobin Kanjirakkat Gordon Mcquat and Sundar Sarukkai (Eds.) Science and the narratives of nature in the east and the west, Routledge, pp 113-136.

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