

# **John Wilson Education Society's Wilson College (Autonomous)**

Chowpatty, Mumbai-400007

RE-ACCREDITED 'A' grade by NAAC

*Affiliated to the*

**UNIVERSITY OF MUMBAI**



**Syllabus for T.Y.**

**Program: B.A.**

**Program Code: WUASOC (Sociology)**

**Choice Based Credit System (CBCS) with effect from  
Academic year 2024–2025**

**PROGRAM OUTLINE 2024-2025**

YEAR	SEM	COURSE CODE	COURSE TITLE	CREDITS
T.Y.B.A.	V	WUASOC501	Classical Sociological Thought	4
	V	WUASOC502	Sociology of Work	4
	V	WUASOC503	Sociology of Gender	3
	V	WUASOC504	Sociology of Human Resource Development	4
	V	WUASOC505	Quantitative Social Research <i>Wilson College</i>	3
	V	WUASOC506	Urban Sociology	4

**PROGRAMME SPECIFIC OUTCOME (PSOs)**

At the end of three-year undergraduate programme in Sociology, the learner will be able to:

**PSO1 - Comprehend** the core concepts and theories in Sociology.

**PSO2 - Apply** these concepts and theories to contemporary institutions, events and phenomena.

**PSO3 - Evaluate** objectively the role of social and cultural processes, social institutions and social interactions in our lives.

**PSO4 - Analyse** contemporary issues both local as well as global and interconnections between these using an intersectional lens.

**PSO5 –** Attempt to find **solutions** to social problems in a constantly changing complex society.

**PSO6 - Demonstrate** social sensitivity and sensibility.

**PSO7 - Formulate** a research design, both qualitative and quantitative.

**PSO8 - Analyse** advantages and limitations in using various research tools/techniques.

**PSO9 - Appraise** a spirit of inquiry to appreciate interdisciplinary perspectives.

**PSO10 - Function** individually and in group through various co-curricular and extracurricular activities.

## PREAMBLE

Sociology, as a discipline, emerged as an intellectual response to the crisis confronting the mid-nineteenth century European society. Its development since then has been influenced by a variety of socio-economic and political factors where it has been taught and practised. Today, Sociology is one most sought after Social Science disciplines since the knowledge and skills derived from Sociology have been used in various fields and professions such as administration, education, law, management, medicine, media etc. for planning, development and policy making.

Since society itself is the wider laboratory in which sociological knowledge gets continually produced, evolved and refined, the current syllabus has been designed such that it offers ample scope to the learners to understand contemporary society, develop sensitivity and sensibility towards contemporary social issues and concerns, and attempt to solve its problems. The syllabus is designed keeping in view the diverse nature of the learners, even those coming from non-sociology background. The primary focus of this syllabus is to strengthen the foundation in the subject as well generate interest and rigor for the subject amongst the learners.



<b>PROGRAM(s): T.Y.B.A.</b>		<b>SEMESTER: V</b>			
<b>Course: Classical Sociological Thought</b>		<b>Course Code: WUASOC501</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Internal Assessment (CA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
3.2	Not Applicable	Not Applicable	04	40	60
<p><b>Learning Objectives:</b></p> <p>This course is intended -</p> <p><b>LO 1:</b> To provide learners of Sociology with an understanding of Classical Sociological Theory.</p> <p><b>LO 2:</b> To train learners in the application of these theories to social situations, phenomena and events.</p>					
<p><b>Course Outcomes:</b></p> <p>After completion of this course, the learner shall be able to –</p> <p><b>CO 1 - Explain</b> the emergence of Sociology and development of Classical Sociological theories. (2)</p> <p><b>CO 2 - Summarize</b> the main ideas of Classical Sociological theories. (2)</p> <p><b>CO 3 - Compare</b> Classical Sociological theories with respect to their historical background and theme. (2)</p> <p><b>CO 4 -Apply</b> these theories to analyse specific social phenomena/events. (3)</p> <p><b>CO5 - Develop</b> their soft skills by participating in various class activities and through assignments and projects. (6)</p>					

**DETAILED SYLLABUS**

Course Code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures 4/48
<b>WUASOC501</b>	<b>I</b>	<b>Development of French Sociology</b>	<b>20</b>
	<b>A</b>	Historical background and Emergence of Sociology: Social context and intellectual thought	03
	<b>B</b>	<b>Auguste Comte</b> i. Positivism ii. Law of Three Stages	05
	<b>C</b>	<b>Emile Durkheim</b> i. Social Facts ii. The Division of Labour iii. Elementary Forms of Religion iv. Theory of Suicide	12
	<b>II</b>	<b>Development of German Sociology</b>	<b>22</b>
	<b>A</b>	<b>Karl Marx</b> i. Dialectical Materialism and History of Society ii. Theory of Class struggle iii. Theory of Alienation	10
	<b>B</b>	<b>Max Weber</b> i. Methodology ii. Theory of Social Action iii. Types of Authority iv. Protestant Ethic and Spirit of Capitalism	12
	<b>III</b>	<b>Development of British-American Sociology</b>	<b>06</b>
	<b>A</b>	<b>Herbert Spencer</b> Social Darwinism & Theory of Social Evolution	02
	<b>B</b>	Contributions of <b>Harriet Martineau</b>	02
	<b>C</b>	<b>W. E. B. Du Bois: Race Theory</b>	02

### **Additional Material and Types of Exercises**

Contributions of Classical sociologists other than those covered in the syllabus, perspectives not covered in the syllabus for self-study (12 hours).

### **References:**

Adams, B. N and Sydie, R.A,2001 Sociological Theory I&II, Great Britian, Weidenfeld& Nicolson.

Coser Lewis, 1971, Masters of Sociological Thought (2nded), Harcourt Brace Jovanovich, Inc.

Delaney Tim, 2005, Contemporary Social Theory –Investigation and Application, Delhi Pearson Education Inc.

Fletcher Ronald, 2000, The Making of Sociology –A Study of Sociological Theory Beginnings and Foundations, New Delhi, Rawat Publications.

Joseph Jonathan (ed) 2005. Social Theory, Edinburg, Edinburg University Press.

Ritzer George, 1988, Sociological Theory (2nd ed.), New York, Mc –Graw-Hill Publication. Ritzer George, 1996, Sociological Theory (4th ed.), New York, Mc-Graw-Hill Publication.

Srivastan R, History of Development Thought, a Critical Anthology, (ed) 2012, New Delhi, Routledge Taylor and Francis Group.

Turner Jonathan, 2001, The Structure of Sociological Theory (4th ed.), Jaipur, Rawat Publication.

Wallace Ruth. A, 2006, Contemporary Sociological Theory U.S.A., Prentice Hall.



<b>PROGRAM(s): T.Y.B.A.</b>		<b>SEMESTER: V</b>			
<b>Course: Sociology of Work</b>		<b>Course Code: WUASOC502</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Internal Assessment (CA) (Marks-40)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>3.2</b>	<b>Not Applicable</b>	<b>Not Applicable</b>	<b>04</b>	<b>40</b>	<b>60</b>
<p><b>Learning Objectives:</b></p> <p>This course is intended -</p> <p><b>LO 1:</b> To introduce learners to the area of Industrial Sociology and Sociology of Work.</p> <p><b>LO 2:</b> To introduce learners to key concepts in Sociology of Work.</p> <p><b>LO 3:</b> To help the learners to develop sociological understanding of Work and the changes taking place in the work scenario due to technological developments, automation and globalization.</p>					
<p><b>Course Outcomes:</b></p> <p>After completion of this course, the learner shall be able to –</p> <p><b>CO 1 - Identify</b> historical developments in the field of Sociology of Work. (1)</p> <p><b>CO 2- Explain</b> key concepts and theories related to Sociology of Work. (2)</p> <p><b>CO 3 - Apply</b> this knowledge to real work scenario. (3)</p> <p><b>CO 4 - Examine</b> how changes in the economy and technology impact the nature of work and the workers. (4)</p> <p><b>CO5 – Analyze</b> the effects of globalization on labour markets and work conditions. (4)</p> <p><b>CO6 - Develop</b> their soft skills by participating in various class activities and through assignments and projects. (6)</p>					

**DETAILED SYLLABUS**

**WILSON COLLEGE (AUTONOMOUS), SYLLABUS FOR SOCIOLOGY**

<b>Course Code/ Unit</b>	<b>Unit</b>	<b>Course/ Unit Title</b>	<b>Credits/ Lectures 4/48</b>
<b>WUASOC502</b>	<b>I</b>	<b>Sociology of Work: An Introduction</b>	<b>18</b>
	<b>A</b>	Sociology of Work: Origin, Nature and Scope	03
	<b>B</b>	Basic Concepts: Work, Work behaviour, Work environment, Work ethics and Work culture	09
	<b>C</b>	Industry: Evolution, Characteristics	03
	<b>D</b>	Industrialization: Pre-conditions and Consequences	03
	<b>II</b>	<b>Organization of Work</b>	<b>09</b>
	<b>A</b>	Fordism	03
	<b>B</b>	Post Fordism	03
	<b>C</b>	Post Industrialism	03
	<b>III</b>	<b>Emerging Trends in Industry and Work</b>	<b>09</b>
	<b>A</b>	Deskilling: Harry Braverman	03
	<b>B</b>	Computerization and Automation: Shoshana Zuboff	03
	<b>C</b>	Artificial Intelligence Era and Its Impact on Employment	03
	<b>IV</b>	<b>Globalization and Work</b>	<b>12</b>
	<b>A</b>	Impact of Globalization, Liberalization and Privatization on Work: Rise of Network society	05
	<b>B</b>	Emergence of KPOs and BPOs in India	04
	<b>C</b>	Fair and Inclusive Globalization	03



### Additional Material and Types of Exercises

Case studies on contemporary trends in organization of work and in Industry and work, especially Artificial Intelligence; impact of these on different types of workers today for self-study (12 hours).

### References:

- Agarwal, Nandini, 2012. Sociology of Work. Third Year BA: Sheth Publishers.
- AIMA and PWC Report, 2018. How Artificial Intelligence is Shaping Jobs in India?
- Bhowmik, Sharit K. (2012). Industry, Labour and Society, New Delhi. Orient Black Swan.
- Braverman, Harry, 1998. Labour and Monopoly Capital: The Degradation of Work in 20th Century. <http://digamo.free.fr/braverman.pdf>
- Dutt and Sundaram, 2007. "Indian Economy": S. Chand Publications.
- Edgell. S. 2006. The Sociology of work. Sage Publications, United Kingdom.
- Giddens. A. 2009. Sociology, 6th Edition, Polity Press.
- Grint, Keith (2000). Work and society, Reader: Wiley Publications, US.
- JSTOR. Women and industrialization in Asia by V Lvel 1996 <http://www.jstor.org/stable> .
- JSTOR. Women, Children and Industrialization in the early Republic: Evidence from the manufacturing census. Claudia. Goldin and Kenneth, Sokoloff.
- Krishan, Kumar, 2005. From post-industrial to post modern society: Blackwell publishing.
- Lakha, Salim, 1988. Organised Labor and Militant Unionism: The Bombay Textile Workers' Strike of 1982, Bulletin of Concerned Asian Scholars.
- Macionis, P, Plummer, K. 2008. Sociology a global introduction-4th edition: Pearson Education Ltd.
- Ramaswamy, E. A. and Ramaswamy, U. 1981. Industry and Labour. Delhi: Oxford University Press.
- Rao, Subba, 2011. Essentials of Human Resource Management and Industrial Relations: Himalaya Publications.
- Tonkiss, Fran. 2008. Contemporary Economic Sociology, London and New York: Routledge.
- Tschang, F Ted and Almirall, Esteve, 2020. Artificial Intelligence as Augmenting Automation: Implications for Employment, Academy of Management Perspectives, Research Collection Lee Kong Chian School of Business.
- Zuboff, Shoshana, 1981. Psychological and Organizational Implication of Computer- Mediated Work, CISR No 71, Sloan WP No. 1224-81.
- Zuboff, Shoshana, 1988. In the Age of Smart Machines: The Future of Work and Power, Oxford: Heinemann Professional Publishing Ltd.

<b>PROGRAM(s): T.Y.B.A.</b>		<b>SEMESTER: V</b>			
<b>Course: Sociology of Gender</b>		<b>Course Code: WUASOC503</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Internal Assessment (CIA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
2.5	Not Applicable	Not Applicable	03	40	60
<p><b>Learning Objectives:</b> This course is intended –</p> <p><b>LO1:</b> To trace the evolution of Gender as a category of social analysis.</p> <p><b>LO2:</b> To understand Classical Western and Indian theoretical perspectives.</p>					
<p><b>Course Outcomes:</b> After completion of this course, the learner shall be able to –</p> <p><b>CO 1- Define</b> concepts such as Sex, Gender, heteronormativity, intersectionality and patriarchy. (1)</p> <p><b>CO2 - Explain</b> the social construction of gender beyond binary. (2)</p> <p><b>CO3 - Describe</b> how gender intersects with other social categories like race, class and sexuality. (2)</p> <p><b>CO4 - Summarize</b> the main ideas of Classical and Contemporary feminist theories and contribution of thinkers from Maharashtra. (2)</p> <p><b>CO5 - Apply</b> theoretical framework to understand real world gender issues. (3)</p> <p><b>CO6 - Develop</b> their soft skills by participating in various class activities and through assignments and projects. (6)</p>					

**DETAILED SYLLABUS**

Course code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures 3/36
WUASOC 503	<b>I</b>	<b>Basic Concepts</b>	<b>08</b>
	<b>A</b>	Sex, gender and the heteronormative regime	03
	<b>B</b>	Gender beyond the binary	03
	<b>C</b>	Many women, many feminisms and intersectionality	02
	<b>II</b>	<b>Feminist perspectives: Selected Readings</b>	<b>12</b>
	<b>A</b>	Liberal feminism - Mary Wollstonecraft	05
	<b>B</b>	Radical feminism - Kate Millet	04
	<b>C</b>	Socialist feminism - Juliet Mitchell	03
	<b>III</b>	<b>New Challenges</b>	<b>08</b>
	<b>A</b>	Dalit feminism: Urmila Pawar	03
	<b>B</b>	Disability Studies: Anita Ghai	02
	<b>C</b>	Masculinity Studies: Raewyn Connell	03
	<b>IV</b>	<b>Contribution of Indian Thinkers</b>	<b>08</b>
<b>A</b>	Pre-independence: Tarabai Shinde and R D Karve	04	
<b>B</b>	Post-independence: Vidyut Bhagwat, Raziya Patel	04	

**Additional Material and Types of Exercises**

Contributions of feminists and thinkers other than those covered in the syllabus, perspectives not covered in the syllabus for self-study (9 hours).

**References:**

Mahurkar Vaishnavi, (2018), Locating Urmila Pawar's Work in the Dalit Feminist Canon, Literature and Languages in Overview, 26th April 2018.

Munira Salim, (2016), Urmila Pawar on empowerment of Dalit Women and the Aesthetics of Dalit Feminist Identity: A Personal Interview, Bharatiya Pragna: An Interdisciplinary Journal of Indian Studies (E-ISSN 2456-1347) Vol. 1, No. 3, 2016.

O'Hanlon Rosalin, (1994), A Comparison between Women and Men: Tarabai Shinde and the Critique of Gender Relations in Colonial India, Madras/ New York: OUP.

Pilcher, Jane and Whelahan, Imelda. 2005. Fifty key concepts in gender studies. Sage publications: New Delhi.

Pawar Urmila, (2009), The Weave of My Life: A Dalit Woman's Memoirs, Columbia Press University.

Saxena Mini, Chronicles of Dalit Women's Lives - Indian Women in History, Feminism in India, 15th March 2018.

Shah, Chayanika, R. Merchant, S. Mahajan and S. Nevatia. 2015. No outlaws in the Gender galaxy. New Delhi: Zubaan.

Tong, R. (1998). Feminist Thought. A Comprehensive Introduction. Routledge.  
<https://www.talukadapoli.com/History, Places, People>.

Raghunath Dhondo Keshav Karve, May 17, 2018.

Patel Raziya (2009), Indian Muslim Women, Politics of Muslim Personal Law and Struggle for Life with Dignity and Justice, Economic and Political Weekly, Vol XLIV No 44, pp 44-49.

Vidyut Bhagwat, (1995), Marathi Literature as a source for contemporary Feminism, Economic and Political Weekly, Vol. 30, Issue 17, April 29, 1995.

Vidyut Bhagwat, (2012), Women's Studies: Interdisciplinary Themes and Perspectives, Pune: Diamond Publications.

Pawar Urmila, 2003, Aydaan, (Autobiography), Mumbai: Granthali Prakashan. Translated in English- The Weave of My Life- A Dalit Woman's Memoirs, 2008, by Maya Pandit, Katha Publishers. Phadke, Y. D., 1981, Ra. Dho. Karve.

Deshmukh, Anant, Samajswasthyakar- A Biography of R. D. Karve.

Marathi Film on the life of R. D. Karve, 2001, Dhyasaparwa Directed by Amol Palekar.

**Films:** Marathi Film on R. D. Karve- 'Dhyasaparva' Directed by Amol Palekar.

<b>PROGRAM(s): T.Y.B.A.</b>		<b>SEMESTER: V</b>			
<b>Course:</b> Sociology of Human Resource Development		<b>Course Code: WUASOC504</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Internal Assessment (CIA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
3.2	Not Applicable	Not Applicable	04	40	60
<p><b>Learning Objectives:</b> This course is intended –</p> <p><b>LO1:</b> To familiarize the learner with the meaning, importance and scope of Human Resource Development at the micro and macro levels.</p> <p><b>LO2:</b> To create an understanding of the diverse strategies useful in developing human resources and the place of human resource planning to social development.</p>					
<p><b>Course Outcomes:</b> After completion of this course, the learner shall be able to –</p> <p><b>CO 1 - Identify</b> historical development of Human Resource Development (HRD) as a field within Sociology. (1)</p> <p><b>CO 2 - Explain</b> processes involved in recruitment, selection and performance appraisal. (2)</p> <p><b>CO 3 - Indicate</b> the significance of communication skills, networking, project management and image building for the company. (2)</p> <p><b>CO4 - Apply</b> ergonomic principles to redesign work spaces and processes to minimize physical strain and enhance employee wellbeing. (3)</p> <p><b>CO5 - Assess</b> the role of communication skills, networking, project management and image building for the company. (5)</p> <p><b>CO6 - Develop</b> their soft skills by participating in various class activities and through assignments and projects. (6)</p>					

**DETAILED SYLLABUS**

<b>Course Code/ Unit</b>	<b>Unit</b>	<b>Course/ Unit Title</b>	<b>Credits/ Lectures 4/48</b>
<b>WUASOC504</b>	<b>I</b>	<b>Overview of Human Resource Development (HRD)</b>	<b>12</b>
	<b>A</b>	Evolution of Human Resource	04
	<b>B</b>	Essentials of HRD: Nature, Scope, Functions, Goals	04
	<b>C</b>	HR Manager: Roles, Goals and Effectiveness	04
	<b>II</b>	<b>Recruitment, Selection and Performance Appraisal</b>	<b>12</b>
	<b>A</b>	Recruitment: Relevance, Factors, Process and Programmes	04
	<b>B</b>	Selection: Selection Procedure, Barriers to effective selection	04
	<b>C</b>	Performance Appraisal: Purpose, Methods, Process and Design	04
	<b>III</b>	<b>Management Services and Operations</b>	<b>12</b>
	<b>A</b>	Communication skills and Networking	04
	<b>B</b>	Project Management: Need, Significance	04
	<b>C</b>	Image Building: Features, Need, Benefits	04
	<b>IV</b>	<b>Human resource behaviour and organizations</b>	<b>12</b>
	<b>A</b>	Ergonomics and human factors at work	04
	<b>B</b>	Corporate Social Responsibility	04
	<b>C</b>	Total Quality Management	04

### **Additional Material and Types of Exercises**

Case studies on Image building and Communication and CSR practices for self-study (12 hours).

### **References:**

Ashwatthapa, K. 2005. Human Resource and Personnel Management, Text and cases, The Mc Graw Hill Companies. New Delhi.

Ghanekar A. 2000. Human Resource Management Managing Personnel the HRD Way, Everest Publishing House. Mumbai.

Lane, H.(ed). 2005. The Blackwell handbook of Global Management: A guide to managing complexity, Blackwell Publishing. United Kingdom.

Mamoria C, Gankar, S.V. 2007, Personnel Management, Himalaya Publishing House, Mumbai.

Nair N, Latha Nair. 2004. Personal Management and Industrial Relations, S Chand 2 Company Ltd. New Delhi.

P. Subba Rao. 2005. Human Resource Management and Industrial Relations, Himalaya Publishing House. Mumbai.

Rao T.V. 1999. Reading in Human Resource Development, Oxford and IBH publishing Co. Pvt. Ltd, New Delhi.

Rao V.S.P.2007. Personnel and Human Resource Management- Text and Cases, Himalaya Publishing House, Mumbai.

Rao T.V. 1996. Human Resource Development: Experiences, Interventions, Strategies, Sage Publications, New Delhi.

Sarma A.M.2005. Personnel and Human Resource Management, Himalaya Publishing House, Mumbai.

Silvera D.M. 1990, Human Resource Development, New India Publications. New Delhi.

Michael, V.P. 2002. Human Resources Management and Human Relations, Himalaya Publishing House. Mumbai.



<b>PROGRAM(s): T.Y.B.A.</b>		<b>SEMESTER: V</b>			
<b>Course: Quantitative Social Research</b>		<b>Course Code: WUASOC505</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Internal Assessment (CIA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
2.5	Not Applicable	Not Applicable	03	40	60
<p><b>Learning Objectives:</b> This course is intended –</p> <p><b>LO 1:</b> To provide learners with an orientation to social research.</p> <p><b>LO 2:</b> To acquaint learners with the important concepts, techniques and processes in Quantitative social research.</p> <p><b>LO 3:</b> To enable learners to apply theoretical knowledge of social research to field study.</p>					
<p><b>Course Outcomes:</b> After completion of this course, the learner shall be able to –</p> <p><b>CO 1 - Describe</b> the nature, characteristics, significance, critique, theoretical foundations and process of Quantitative social research. (1)</p> <p><b>CO 2- Recall</b> statistical concepts such as Arithmetic Mean, Median, Mode, Standard deviation, Quartile deviation, Correlation and their advantages and limitations. (1)</p> <p><b>CO3 - Explain</b> the principles of Probability and Sampling; methodology and tools for data collection in Quantitative research. (2)</p> <p><b>CO 4 - Solve</b> sums on Measures of Central Tendency and Measures of Dispersion. (3)</p> <p><b>CO5 - Apply</b> ethical principles in their research. (3)</p> <p><b>CO6 - Design</b> Quantitative research using Questionnaire. (6)</p> <p><b>CO7 - Develop</b> their soft skills by participating in various class activities and through assignments and projects. (6)</p>					



**DETAILED SYLLABUS**

Course Code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures 3/36
WUASOC505	<b>I</b>	<b>QUANTITATIVE SOCIAL RESEARCH</b>	<b>09</b>
	<b>A</b>	Quantitative Research – Nature, Characteristics, Significance, Critique	07
	<b>B</b>	Types of Data i. Primary and Secondary ii. Small and Big	03
	<b>C</b>	Theoretical Considerations - Positivism <i>Wilson College</i>	02
	<b>II</b>	<b>Process of Quantitative Research</b>	<b>08</b>
	<b>A</b>	Main Steps in Quantitative Research	02
	<b>B</b>	Research Proposal	04
	<b>C</b>	Research Report	03
	<b>III</b>	<b>Aspects of Quantitative Research</b>	<b>09</b>
	<b>A</b>	Survey Method	03
	<b>B</b>	Technique of Questionnaire (use of Google form)	03
	<b>C</b>	Sampling	03
	<b>IV</b>	<b>Quantitative Data Analysis (Univariate Analysis)</b>	<b>10</b>
	<b>A</b>	Measures of Central Tendency: Arithmetic Mean, Median and Mode (Meaning, formula, advantages and limitations, sums)	04
	<b>B</b>	Measures of Dispersion: Range, Standard Deviation and Quartile Deviation (Meaning, formula, advantages and limitations, sums)	04

	<b>C</b>	Measures of Correlation: Meaning, types, significance and limitations	02
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**Additional Material and Types of Exercises**

Practice sums on Measures of Central Tendency and Measures of Dispersion, construct Questionnaire for self-study (9 hours).

**References:**

Bryman, A. (2008). Social Research Methods. Oxford University Press.

Elhance, D. N. (1984). Fundamentals of Statistics. Delhi: Kitab Mahal.

Elhance, D. N. (2002). Practical Problems in Statistics. Delhi: Kitab Mahal.

Matt, H., Weinstein, M., Foard N. (2006) A Short Introduction to Social Research. New Delhi: Vistaar Publications.

Tucker, Veena (2020). Research Methods in Social Sciences. Pearsons India Education Services.

**Additional readings:**

Best, J., Kahn, J. (2008) Research in Education (10<sup>th</sup> ed.). Prentice Hall. Pearson Education.

Bryman, A. (1988). Quantity and Quality in Social Research. London: Routledge.

Goode, W., Hatt, P. (1981). Methods in Social Research. McGraw-Hill Book Company.

Somekh, B., Lewin, C. (ed) (2005). Research Methods in the Social Sciences. New Delhi: Vistaar Publications.



<b>PROGRAM(s): T.Y.B.A.</b>		<b>SEMESTER: V</b>			
<b>Course: Urban Sociology</b>		<b>Course Code: WUASOC506</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Internal Assessment (CIA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
3.2	Not Applicable	Not Applicable	04	40	60
<p><b>Learning Objectives:</b> This course is intended –</p> <p><b>LO1:</b> To introduce learners to the basic concepts, theories, nature &amp; dynamics of urbanization in India.</p> <p><b>LO2:</b> To understand the trends of India's contemporary urban culture.</p>					
<p><b>Course Outcomes:</b> After completion of this course, the learner shall be able to –</p> <p><b>CO1 – Describe</b> key concepts and theories of Urban Sociology. (1)</p> <p><b>CO2 – Explain</b> the historical development of cities and the impact of urbanization on society. (2)</p> <p><b>CO3 – Analyze</b> urban spatial structures and patterns using sociological theories. (4)</p> <p><b>CO4 – Assess</b> the impact of socio-economic and cultural factors on urban liveability and sustainability. (5)</p> <p><b>CO5 – Develop</b> their soft skills by participating in various class activities and through projects and assignments. (6)</p>					

**DETAILED SYLLABUS**

<b>Course Code/ Unit</b>	<b>Unit</b>	<b>Course/ Unit Title</b>	<b>Credits/ Lectures 4/48</b>
<b>WUASOC506</b>	<b>I</b>	<b>Basic Concepts</b>	<b>12</b>
	<b>A</b>	Classification of Cities: Pre-industrial, Post-industrial, Millionaire city & Mega city, World / Global cities, Capital city, Primate city, Dual city, Metropolis	04
	<b>B</b>	Rural Town, Towns and Cities	04
	<b>C</b>	Urban, Urbanism, Urbanization, Rural – Urban Continuum <i>Wilson College</i>	04
	<b>II</b>	<b>Traditional Theories (Chicago School of Thought)</b>	<b>12</b>
	<b>A</b>	Louis Wirth	04
	<b>B</b>	Ernest Burgess & Homer Hoyt	04
	<b>C</b>	Robert Ezra Park	04
	<b>III</b>	<b>Contemporary Theories</b>	<b>12</b>
	<b>A</b>	From Chicago School of Modern Urbanism to Los Angeles School of Post-modern Urbanism	04
	<b>B</b>	Manuel Castells: Collective Consumption	04
	<b>C</b>	David Harvey: Right to City	04
	<b>IV</b>	<b>Urban Culture</b>	<b>12</b>
	<b>A</b>	New Emerging Trends of Urban Culture	04
	<b>B</b>	Mumbai's Public Culture	04

	<b>C</b>	Traditional urban neighbourhood- 'Pols' in Ahmedabad	04
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**Additional Material and Types of Exercises**

Contributions of urban sociologists other than those covered in the syllabus, perspectives not covered in the syllabus for self-study (12 hours).

**References:**

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Mehta, Niti (2021) Rural Economic Growth and Emerging Pattern of Rural Towns, EPW, Vol.56, Issue No. 5, 30 Jan, 2021 (Unit I. B).

Ray, C, N (2015) The Traditional Neighbourhoods in a Walled City: Pols in Ahmedabad  
[https://www.researchgate.net/publication/286440009\\_Changing\\_Pattern\\_of\\_urban\\_neighbourhood\\_Pos\\_in\\_Ahmedabad](https://www.researchgate.net/publication/286440009_Changing_Pattern_of_urban_neighbourhood_Pos_in_Ahmedabad)

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<https://www.epw.in/journal/2021/5/special-articles/rural-economic-growth-and-emerging-pattern-rural.html>

<https://www.sciencedirect.com/science/article/pii/S235198941930143X>

**Modality of Assessment**

**Theory Examination Pattern:**

**A. Continuous Internal Assessment- 40%- 40 marks per paper**

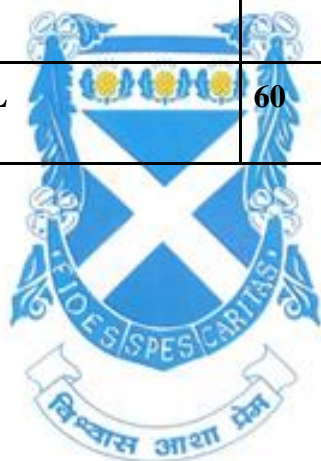
Sr. No.	Evaluation Type	Marks
1	Written Objective Examination	20
2	Assignment/ case study/ field visit report/ presentations/ project	20
	<b>Total</b>	<b>40</b>

**B. External Examination Semester End Theory Examination – 60%- 60 marks per paper**

1. **Duration** – These examinations shall be of 2 hours duration.
2. **Theory question paper pattern**
  - a. There shall be **eight** questions each of **fifteen** marks. There can be sub-questions in a fifteen marks question. To attempt **any four** questions out of eight questions.

**Paper Pattern:**

Question	Options	Marks	Questions Based on
Qs 1		15	Unit I
Qs 2		15	
Qs 3		15	Unit II
Qs 4		15	
Qs 5		15	Unit III
Qs 6		15	
Qs 7		15	Unit IV (Please note: For Course on Classical Sociological Thought, from Units I and II)
Qs 8		15	
	<b>TOTAL</b>	<b>60</b>	



## PROGRAM OUTLINE 2024-2025

YEAR	SEM	COURSE CODE	COURSE TITLE	CREDITS
T.Y.B.A.	VI	UASOC601	Modern Sociological Thought	4
	VI	UASOC602	Sociology of Labour	4
	VI	UASOC603	Gender and Society: Emerging Issues and Contemporary Debates	3
	VI	UASOC604	Sociology of Organizations	4
	VI	UASOC605	Qualitative Social Research Wilson College	3
	VI	UASOC606	Urbanisation in India: Issues and Concerns	4

## PROGRAMME SPECIFIC OUTCOME (PSOs)

At the end of three-year undergraduate programme in Sociology, the learner will be able to:

PSO1 – **Comprehend** the core concepts and theories in Sociology.

PSO2 – **Apply** these concepts and theories to contemporary institutions, events and phenomena.

PSO3 – **Evaluate** objectively the role of social and cultural processes, social institutions and social interactions in our lives.

PSO4 – **Analyse** contemporary issues both local as well as global using an intersectional lens and **demonstrate** interconnections between these.

PSO5 – Attempt to find **solutions** to social problems in a constantly changing complex society.

PSO6 – **Demonstrate** social sensitivity and sensibility.

PSO7 – **Formulate** a research design, both qualitative and quantitative.

PSO8 – **Analyse** advantages and limitations in using various research tools/techniques.

PSO9 – **Appraise** a spirit of inquiry to appreciate interdisciplinary perspectives.

PSO10 – **Function** individually and in group through various co-curricular and extracurricular activities.



## PREAMBLE

Sociology, as a discipline, emerged as an intellectual response to the crisis confronting the mid-nineteenth century European society. Its development since then has been influenced by a variety of socio-economic and political factors where it has been taught and practised. Today, Sociology is one most sought after Social Science disciplines since the knowledge and skills derived from Sociology have been used in various fields and professions such as administration, education, law, management, medicine, media etc. for planning, development and policy making.

Since society itself is the wider laboratory in which sociological knowledge gets continually produced, evolved and refined, the current syllabus has been designed such that it offers ample scope to the learners to understand contemporary society, develop sensitivity and sensibility towards contemporary social issues and concerns, and attempt to solve its problems. The syllabus is designed keeping in view the diverse nature of the learners, even those coming from non-sociology background. The primary focus of this syllabus is to strengthen the foundation in the subject as well generate interest and rigor for the subject amongst the learners.



<b>PROGRAM(s): T.Y.B.A.</b>		<b>SEMESTER: VI</b>			
<b>Course: Modern Sociological Thought</b>		<b>Course Code: WUASOC601</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Internal Assessment (CA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
3.2	Not Applicable	Not Applicable	04	40	60
<p><b>Learning Objectives:</b></p> <p>This course is intended –</p> <p><b>LO 1:</b> To provide the learner with the understanding of Modern Sociological theories.</p> <p><b>LO 2:</b> To train learners in the application of these theories to social situations.</p>					
<p><b>Course Outcomes:</b></p> <p>After completion of this course, the learner shall be able to –</p> <p><b>CO1 – Describe</b> key concepts of theories such as Functionalism, Conflict theory, Ethnomethodology, Dramaturgy and Symbolic Interactionism. (1)</p> <p><b>CO2 – Explain</b> the core principles and assumptions behind each theory. (2)</p> <p><b>CO3 – Differentiate</b> between various sociological perspectives towards understanding society. (2)</p> <p><b>CO4 – Apply</b> these theories to analyse specific social phenomena/events. (3)</p> <p><b>CO5 – Develop</b> their soft skills by participating in various class activities and through assignments and projects. (6)</p>					

**DETAILED SYLLABUS**

Course Code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures 4/48
WUASOC601	<b>I</b>	<b>Structural Functionalism</b>	<b>18</b>
	<b>A</b>	Talcott Parsons i. Voluntaristic Theory of Social Action ii. Theory on Social System (AGIL) iii. Pattern Variables	09
	<b>B</b>	Robert Merton i. Critique of Functionalist Anthropologists ii. Theory on Function	05
	<b>C</b>	Kinsley Davis & Wilbert Moore: Functional Theory of Stratification	04
	<b>II</b>	<b>Conflict</b>	<b>12</b>
	<b>A</b>	Ralf Dahrendorf: Authority	04
	<b>B</b>	Randall Collins: Social Stratification	04
	<b>C</b>	Antonio Gramsci: Hegemony and the Ruling Ideas	04
	<b>III</b>	<b>Micro-perspectives</b>	<b>18</b>
	<b>A</b>	Ethnomethodology: Harold Garfinkel	03
	<b>B</b>	Dramaturgy: Erving Goffman	03
	<b>C</b>	Symbolic Interactionism: George Herbert Mead, Herbert Blumer, C. H. Cooley and Arlie Hochschild	12

### **Additional Material and Types of Exercises**

Contributions of modern/contemporary sociologists other than those covered in the syllabus, perspectives not covered in the syllabus for self-study (12 hours).

### **References:**

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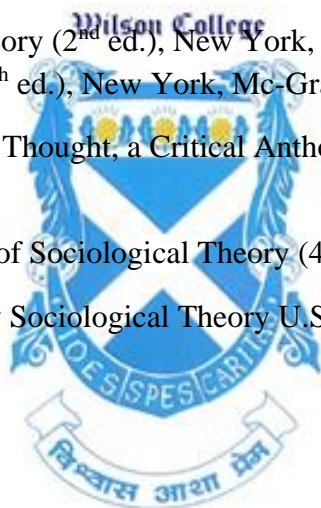
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<b>PROGRAM(s): T.Y.B.A.</b>		<b>SEMESTER: VI</b>			
<b>Course: Sociology of Labour</b>		<b>Course Code: WUASOC602</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Internal Assessment (CA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
3.2	Not Applicable	Not Applicable	04	40	60
<p><b>Learning Objectives:</b></p> <p>This course is intended –</p> <p><b>LO 1:</b> To familiarize learners with the concept of labour and development of Labour Studies in India.</p> <p><b>LO 2:</b> To develop sociological understanding of the issues related to the informal sector.</p>					
<p><b>Course Outcomes:</b></p> <p>After completion of this course, the learner shall be able to –</p> <p><b>CO1 – Recall</b> key concepts, theories and historical developments related to labour, work and employment. (1)</p> <p><b>CO2 – Summarize</b> the sociological theories that explain the nature of labour force. (2)</p> <p><b>CO3 – Examine</b> the role of labour laws and policies in shaping worker’s rights and employer practices. (3)</p> <p><b>CO4 – Appraise</b> issues of migration and the problems of the workers in the informal sector. (5)</p> <p><b>CO5 – Develop</b> their soft skills by participating in various class activities and through assignments and projects. (6)</p>					

**DETAILED SYLLABUS**

Course Code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures 4/48
<b>WUASOC602</b>	<b>I</b>	<b>Labour in India</b>	<b>12</b>
	<b>A</b>	Meaning of labour, Characteristics of labour, Classification of labour, Origin and development of Labour studies in India	06
	<b>B</b>	Nature of Labour Force: Formal and Informal, Theoretical Perspectives: Dualist, Structuralist and Legalist	04
	<b>C</b>	Informalization of labour	02
	<b>II</b>	<b>Informal Labour Market</b>	<b>14</b>
	<b>A</b>	Migration as a livelihood i. Covid Pandemic and Migration ii. Gender Dimensions in Migration	04
	<b>B</b>	Workers in Informal sector i. Contract workers ii. Agricultural workers	04
	<b>C</b>	Conditions of work and wages i. Home based worker ii. Leather workers iii. Sanitation Workers	06
	<b>III</b>	<b>Decent work and Social Security</b>	<b>14</b>
	<b>A</b>	Decent work and the Sustainable Development Goals, International Labour Organisation (ILO)	04
	<b>B</b>	Social Security: Meaning, historical background and	03

		development	
	<b>C</b>	Organising the unorganised: Role of SEWA, MNREGA (2005), Micro Finance and Cooperatives	06
	<b>IV</b>	<b>Overview of Labour Law Reforms in India</b>	<b>08</b>
	<b>A</b>	Origin and development of labour laws	03
	<b>B</b>	Labour Flexibility Debate	02
	<b>C</b>	The Labour Law Codes: Key Issues and Concerns	03

**Additional Material and Types of Exercises**

Case studies related to Government initiatives and laws pertaining to labour other than those covered in the syllabus, perspectives not covered in the syllabus for self-study (12 hours).

**References:**

‘Gender and Migration: Negotiating Rights – A Women’s Movement Perspective), Centre for Women’s Development Studies, March 2012, available on <https://www.cwds.ac.in/wpcontent/uploads/2016/09/GenderMigrationNegotiatingRights.pdf>

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Jhabvala, Renane. (1998). "Social security for Unorganised sector", Economic and Political Weekly, 30<sup>th</sup> May.

K R Shyam Sundar. 2005. Labour Flexibility Debate in India A Comprehensive Review and Some Suggestions, Economic and Political Weekly May 28-June 4, 2005.

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<b>PROGRAM(s): T.Y.B.A.</b>		<b>SEMESTER: VI</b>			
<b>Course: Gender And Society in India: Contemporary Debates and Emerging Issues</b>		<b>Course Code: WUASOC603</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Internal Assessment (CIA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>2.5</b>	<b>Not Applicable</b>	<b>Not Applicable</b>	<b>03</b>	<b>40</b>	<b>60</b>
<p><b>Learning Objectives:</b> This course is intended –</p> <p><b>LO1:</b> To understand new and emerging issues in Sociology of Gender in the Indian context.</p> <p><b>LO2:</b> To understand newer methods of protest and resistance undertaken by women.</p>					
<p><b>Course Outcomes:</b> After completion of this course, the learner shall be able to –</p> <p><b>CO1 – Examine</b> laws and their implementation as well as resistance movements in relation to women and those in gender marginal locations. (1)</p> <p><b>CO2 – Describe</b> the nature of gender-based violence in domestic and virtual space and in conflict situations. (2)</p> <p><b>CO3 – Extend</b> the knowledge on alternative sexuality and the Queer movement. (2)</p> <p><b>CO4 – Analyze</b> gender-based violence as a structural issue deeply located within caste, class and ethnic hierarchies. (4)</p> <p><b>CO5 – Apply</b> knowledge of resistance movements to analyse current social justice initiative and campaigns. (5)</p> <p><b>CO6 – Develop</b> their soft skills by participating in various class activities and through assignments and projects. (6)</p>					

**DETAILED SYLLABUS**

Course code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures 3/36
<b>WUASOC 603</b>	<b>I</b>	<b>Gender Based Violence</b>	<b>10</b>
	<b>A</b>	Family as an Invisible Site of Violence	03
	<b>B</b>	Violence in Situations of Conflict: Caste and Communal	03
	<b>C</b>	Violence in Virtual Spaces: Twitter and Facebook Misogyny and Trolling	03
	<b>II</b>	<b>Gender and Law</b>	<b>08</b>
	<b>A</b>	Protection of Women from Domestic Violence Act (PWDVA 2005)	03
	<b>B</b>	The Sexual Harassment of Women (Prevention, Prohibition and Redressal) at Workplace Act (POSH ACT, 2013)	03
	<b>C</b>	Transgender Persons Act, 2019	02
	<b>III</b>	<b>Protests and Resistance</b>	<b>09</b>
	<b>A</b>	Reproductive Health: Debates on Surrogacy	03
	<b>B</b>	Livelihood Struggles: Water, Land and Forests	03
	<b>C</b>	Anti-arrack struggles	03
	<b>IV</b>	<b>Digital Campaigns</b>	<b>09</b>
	<b>A</b>	Why loiter	03
	<b>B</b>	Pinjra Tod	03

	C	#Me too	03
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### Additional Material and Types of Exercises

Case studies on contemporary protests and resistance and digital campaign (9 hours).

### References:

Agarwal, Anuja. (1997). Gendered Bodies: The case of the ‘third gender’ in India. Contributions to Indian Sociology, Vol 31- (2), 273-297.

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<https://ruralindiaonline.org/en/library/resource/the-transgender-persons-protection-of-rights-act-2019>

<https://prsindia.org/billtrack/the-transgender-persons-protection-of-rights-bill-2019>

<b>PROGRAM(s): T.Y.B.A.</b>		<b>SEMESTER: VI</b>			
<b>Course: Sociology of Organizations</b>		<b>Course Code: WUASOC604</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Internal Assessment (CIA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>3.2</b>	<b>Not Applicable</b>	<b>Not Applicable</b>	<b>04</b>	<b>40</b>	<b>60</b>
<p><b>Learning Objectives:</b> This course is intended –</p> <p><b>LO1:</b> To familiarize learners with dynamics of organizations and diverse strategies useful in developing human resources.</p> <p><b>LO2:</b> To create an understanding of human resource planning to social development and comprehend the challenges faced by organizations in a global context.</p>					
<p><b>Course Outcomes:</b> After completion of this course, the learner shall be able to –</p> <p><b>CO1 – Identify</b> different types of organizational structures. (1)</p> <p><b>CO2 – Explain</b> the principles behind organizational planning, processes, behaviour and dynamics. (2)</p> <p><b>CO3 – Analyze</b> the effectiveness of various organizational change initiatives from a sociological perspective. (4)</p> <p><b>CO4 – Develop</b> their soft skills by participating in various class activities and through assignments and projects. (6)</p>					

**DETAILED SYLLABUS**

<b>Course Code/ Unit</b>	<b>Unit</b>	<b>Course/ Unit Title</b>	<b>Credits/ Lectures 4/48</b>
<b>WUASOC604</b>	<b>I</b>	<b>Organizational Structure</b>	<b>12</b>
	<b>A</b>	Organization: Characteristics and principles of organization	04
	<b>B</b>	Formal organizations: Relevance, types of structures, tall and flat organization and functional organization	04
	<b>C</b>	Informal organization: Significance and impact on formal organizations	04
	<b>II</b>	<b>Organizational Socialization, Leadership and Group Dynamics</b>	<b>12</b>
	<b>A</b>	Organizational socialization: Individual and organizational perspectives on Socialization; Stages of organizational socialization, Induction/Indoctrination procedure	04
	<b>B</b>	Leadership- roles, goals and effectiveness	04
	<b>C</b>	Group and team dynamics: Teams vs. Groups, Group development, team building in organisations	04
	<b>III</b>	<b>Organizational Planning, Training and Development, Conflict resolution</b>	<b>14</b>
	<b>A</b>	Organizational Planning: Importance, Internal & External factors, Downsizing in context to labour market	04
	<b>B</b>	Organizational Training & Development: Types, Characteristics & Process, Intervention & Training methods & Benefits	05

	<b>C</b>	Conflict resolution: Types of conflict situations; Causes, effects; and effective management.	05
	<b>IV</b>	<b>Organizational Culture and Change</b>	<b>10</b>
	<b>A</b>	Organizational Culture: Features, Cultural Dimensions, Sustaining the Culture, Managing multiculturalism	04
	<b>B</b>	Creativity in Organizations: Characteristics, Creativity Inducing factors	04
	<b>C</b>	Innovation process and change	02

**Additional Material and Types of Exercises**

Case studies on changing organizational culture and socialization pattern for self-study (12 hours).

**References:**

Ashwatthapa K. 2007. Organizational Behaviour, Himalaya Publishing House, Mumbai.

Champoux Joseph E. 2011. Organizational Behavior: Integrating individuals, groups and organizations. New York: Routledge.

Chaturvedi, Abha and Anil, (ed). 1995. The Sociology of Formal Organizations, Oxford University Press. New Delhi.

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<b>PROGRAM(s): T.Y.B.A.</b>		<b>SEMESTER: VI</b>			
<b>Course: Qualitative Social Research</b>		<b>Course Code: WUASOC605</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Internal Assessment (CIA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
2.5	Not Applicable	Not Applicable	3	40	60
<p><b>Learning Objectives:</b> This course is intended –</p> <p><b>LO 1:</b> To provide learners with an orientation to Qualitative Social Research.</p> <p><b>LO 2:</b> To acquaint learners with the important concepts, techniques and processes in Qualitative research.</p> <p><b>LO 3:</b> To enable learners to apply theoretical knowledge of social research to field study. Learners are required to submit a project based on original data collection.</p>					
<p><b>Course Outcomes:</b> After completion of this course, the learner shall be able to –</p> <p><b>CO1 – Describe</b> the nature, characteristics, significance, critique, theoretical foundations and process of Qualitative social research. (1)</p> <p><b>CO2 – Explain</b> the approaches, tools and techniques in qualitative social research and their strengths and limitations. (2)</p> <p><b>CO3 – Apply</b> ethical principles such as informed consent and confidentiality in their research. (3)</p> <p><b>CO4 – Plan</b> brief Qualitative research using interview schedule. (4)</p> <p><b>CO5 – Develop</b> their soft skills by participating in various class activities and through assignments and projects. (6)</p>					



**DETAILED SYLLABUS**

<b>Course Code/ Unit</b>	<b>Unit</b>	<b>Course/ Unit Title</b>	<b>Credits/ Lectures 3/36</b>
<b>WUASOC605</b>	<b>I</b>	<b>Qualitative Research</b>	<b>08</b>
	<b>A</b>	Qualitative Research – Nature, characteristics, significance, critique	03
	<b>B</b>	Preoccupations of Qualitative researchers	03
	<b>C</b>	Theoretical considerations – Interpretivism	02
	<b>II</b>	<b>Process of Qualitative Research</b>	<b>08</b>
	<b>A</b>	Distinction between Qualitative and Quantitative research	02
	<b>B</b>	Main steps in Qualitative research	02
	<b>C</b>	Reliability and Validity in Qualitative research	04
	<b>III</b>	<b>Qualitative approaches to enquiry</b>	<b>10</b>
	<b>A</b>	Ethnography	04
	<b>B</b>	Case study	03
	<b>C</b>	Feminist approach	03
	<b>IV</b>	<b>Methods and Techniques of data collection</b>	<b>10</b>
	<b>A</b>	Interview: Unstructured, Semi-structured, In-depth	04
	<b>B</b>	Focus Group discussion	03
	<b>C</b>	Conversation and Discourse analysis	03

**Additional Material and Types of Exercises**

Case studies on ethical issues and concerns in Qualitative research, preparing an interview schedule for self-study (9 hours).

**References:**

Bryman Alan (2001) ‘Social Research Methods’, Oxford University Press.

Cresswell, J.W, (2007) ‘Qualitative Inquiry and Research Design- Choosing among five approaches’ Sage Publication: New Delhi.

Cresswell, J.W, (2002), Research Design -Qualitative Quantitative and Mixed Methods Approaches, Sage Publication: New Delhi.

Gibbs Graham (2007), ‘Analyzing Qualitative Research’, The Sage Qualitative Research Kit, Sage Publications.

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Tucker, Veena (2020). Research Methods in Social Sciences. Pearsons India Education Services.

Uwe Flick (2007), ‘Designing Qualitative Research’, The Sage Qualitative Research Kit, Sage Publications.



<b>PROGRAM(s): T.Y.B.A.</b>		<b>SEMESTER: VI</b>			
<b>Course: Urbanisation In India: Issues and Concerns</b>		<b>Course Code: WUASOC606</b>			
<b>Teaching Scheme</b>					<b>Evaluation Scheme</b>
<b>Lectures (Hours per week)</b>	<b>Practical (Hours per week)</b>	<b>Tutorial (Hours per week)</b>	<b>Credit</b>	<b>Continuous Internal Assessment (CIA) (Marks- 40)</b>	<b>Semester End Examination (Marks- 60)</b>
<b>3.2</b>	<b>Not Applicable</b>	<b>Not Applicable</b>	<b>04</b>	<b>40</b>	<b>60</b>

**Learning Objectives:** This course is intended –

**LO1:** To understand urban development in the pre liberal and post liberal era in India.

**LO2:** To comprehend newly emerging issues and concerns in the changing scenario.

**Course Outcomes:** After completion of this course, the learner shall be able to –

**CO1 - Summarize** the history and recent trends of urbanization in India. (2)


**CO2 - Examine** innovative solutions to mitigate the negative consequences of urbanization in India such as gentrification, Zoopolis and Gated cities. (3)

**CO3 - Analyze** government policies and urban development strategies in India addressing urban challenges and promoting sustainable development. (4)

**CO4 - Develop** their soft skills by participating in various class activities and through assignments and projects. (6)

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**DETAILED SYLLABUS**

Course Code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures
			<b>4/48</b>
<b>WUASOC606</b>	<b>I</b>	<b>History of Urbanization in India</b>	<b>09</b>
	<b>A</b>	The Colonial Period	03
	<b>B</b>	The Post- Independence Period	03
	<b>C</b>	Recent trends of Urbanization in India	03
	<b>II</b>	<b>Sustainable Development Goals (SDGs) and the role of cities</b>	<b>14</b>
	<b>A</b>	Meaning of SDGs, Relation between SDGs and the Cities, Relevance of SDGs	04
	<b>B</b>	Government initiatives in Urban Development -Atal Mission for Rejuvenation and	06

**WILSON COLLEGE (AUTONOMOUS), SYLLABUS FOR SOCIOLOGY**

		Urban Transformation (AMRUT), Deendayal Antyodaya Yojana - National Urban Livelihoods Mission (DAY-NULM), Swachh Bharat Urban Mission	
	<b>C</b>	SRA: Case Study of Ahmedabad River Front Project, Pune Shelter Associates	04
	<b>III</b>	<b>IT parks in the Indian urban landscape</b>	<b>12</b>
	<b>A</b>	Technourbs as new industrial complexes, representative of suburban & peri-urban geo-type.	04
	<b>B</b>	IT Parks of India- HITECH City (Telangana), Techno Park (Kerala)	04
	<b>C</b>	The International Technology Park & Electronic city of Bangalore	04
	<b>IV</b>	<b>Future cities of the twenty-first century</b>	<b>09</b>
	<b>A</b>	Ecological Challenges and need for Sustainable Development	03
	<b>B</b>	Ten scenarios probable in the cities of the twenty-first century	02
	<b>C</b>	Future cities – typologies, design & plans & problems (Zoo polis, Gentrification and Gated community)	04

**Additional Material and Types of Exercises**

Case studies of Government and NGO initiatives in bringing sustainable cities for self-study (12 hours).

**References:**

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Aijaz Rumi (2015), India's Urbanization Experiences, Global Policy and Observer research Foundation.

Banerjee-Guha S. [ed], [2010] – Accumulation by Dispossession: Transformative Cities in the New

Global Order – New Delhi, SAGE.

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Joshi, Aparna, Reconnecting the City with its River Sabarmati Riverfront Development Project in Ahmedabad.

Suparna Majumdar Kar, 2016, Locating Bengaluru as Indian's Silicon Valley, Artha J Soc Sci, 15, 2 (2016), 49-68 ISSN 0975-329X|doi.org/10.12724/ajss.37.3.

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Jain AK (2008) A sustainable vision for urban India. Kalpaz, Delhi.

Oriol Nel. Lo and Renata Mele (Ed), 2016, Cities in the 21st century, Routledge, New York, <https://www.taylorfrancis.com/books/edit/10.4324/9781315652221/cities-21st-century-oriol-nel-lo-renata-mele>

Eugenie L. Birch et al (2011), Global Urbanization: The City in the 21st Century, University of

Pennsylvania Press; Illustrated edition, ISBN-10: 081224284X.

[https://www.researchgate.net/publication/279310884\\_URBANIZATION\\_PROCESS\\_TREND\\_PATTERN\\_AND\\_ITS\\_CONSEQUENCES\\_IN\\_INDIA](https://www.researchgate.net/publication/279310884_URBANIZATION_PROCESS_TREND_PATTERN_AND_ITS_CONSEQUENCES_IN_INDIA)

<https://www.local2030.org/library/232/ICLEI-Briefing-Sheets-02-Cities-and-the-Sustainable-Development-Goals.pdf>

<https://www.local2030.org/library/234/ICLEI-SDGs-Briefing-Sheets-04-The-importance-of-all-Sustainable-Development-Goals-SDGs-for-cities-and-communities.pdf>

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<https://www.insightsonindia.com/wp-content/uploads/2013/09/urban-environmental-challenges-vojana-june-2013.pdf>



## Modality of Assessment

### Theory Examination Pattern:

#### A. Continuous Internal Assessment- 40%- 40 marks per paper

Sr. No.	Evaluation Type	Marks
1	Written Objective Examination	20
2	Assignment/ case study/ field visit report/ presentations/ project	20
	<b>Total</b>	<b>40</b>

#### B. External Examination Semester End Theory Examination - 60%- 60 marks per paper

1. **Duration** - These examinations shall be of 2 hours duration.

2. **Theory question paper pattern**

a. There shall be **eight** questions each of **fifteen** marks. There can be sub-questions in a fifteen marks question. To attempt **any four** questions out of eight questions.

**Paper Pattern:**

Question	Options	Marks	Questions Based on
Qs 1		15	Unit I
Qs 2		15	
Qs 3		15	Unit II
Qs 4		15	
Qs 5		15	Unit III
Qs 6		15	
Qs 7		15	Unit IV (Please note: For Course on Modern Sociological Thought, from Units I and III)
Qs 8		15	
	<b>TOTAL</b>	<b>60</b>	

# WILSON COLLEGE (AUTONOMOUS), SYLLABUS FOR SOCIOLOGY

## Overall Examination & Marks Distribution Pattern

### Semester V & VI

Course/ Theory	WUA SOC5 01	WUA SOC 502	WUA SOC 503	WUA SOC 504	WUA SOC 505	WUA SOC 506	WUA SOC 601	WUA SOC 602	WUA SOC 603	WUA SOC 604	WUA SOC 605	WUA SOC 606	Tot	Grand Total
Int	40	40	40	40	40	40	40	40	40	40	40	40	480	1200
Ext	60	60	60	60	60	60	60	60	60	60	60	60	720	

