



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Affiliated to the University of Mumbai

Programme: Humanities
SOCIOLOGY (Major and
Minor) T.Y.B.A

**Syllabus for the Academic Year 2025-2026
based on the National Education Policy 2020**



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

DEPARTMENT OF SOCIOLOGY

COURSE DETAILS FOR MAJOR

	SEMESTER 5				SEMESTER 6			
TITLE	Classical Sociological Theory	Sociology of Work & Organizations	Quantitative Social Research	Sociology of Gender	Contemporary Social Theory	Human Resource Management & Development	Qualitative Social Research	Social Stratification
				Sociology of Agrarian Society				Development & Change in Agrarian Society
TYPE OF COURSE DSC OR DSE	DSC	DSC	DSC	DSE	DSC	DSC	DSC	DSE
CREDITS	4	4	4	4	4	4	4	4

COURSE DETAILS FOR MINOR:

	SEMESTER 5	SEMESTER 6
TITLE	Media & Society	Policy, State & Society
TYPE OF COURSE DSC OR DSE	DSC	DSC
CREDITS	4	4



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Preamble:

This syllabus of the Sociology Program offered by Sophia College for Women, Mumbai, has been designed under the National Education Policy 2020 to be implemented from the academic year 2023-24.

Sociology is the organized, systematic and scientific study of social life, social relationships and behaviour in human society. It emerged in response to attempts to understand changes occurring in society due to the processes of industrialisation, urbanization and globalization. Sociology addresses current social problems confronting society and policymakers. It enables one to think imaginatively, reject preconceived ideas about social life and to understand social change from a wider perspective. It allows one to look beyond a limited understanding of human behaviour and to see the world and people through a broader lens.

The programme aims to introduce the students to important practical applications and enables them to come up with social criticism and practical social reform. Students would be able to critically evaluate policies based on an awareness of divergent cultural values, as well as investigate the consequences of policy programmes. The program will cover areas such as crime, delinquency, demography, industrial sociology, rural sociology, sociology of occupation and profession, medical sociology, law and society, sociology of human resource development, research methodology and statistics. Through interactive classroom discussions using methods such as case study analysis, focus group discussions and debates, students would be able to develop a grasp on the subject. The pedagogical approaches include social outreach programmes, field visits, and expert guest lectures, which supplement the classroom learning.

By the end of the programme, students would become capable of careers in planning, community action programmes and public and employee relations. We aim at creating capable and responsible individuals who can prove to be a valuable asset to academia, organizations, think tanks and the corporate sector.



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PROGRAMME OBJECTIVES

PO 1	To introduce the students to the scientific understanding of the basic concepts and processes in society
PO 2	To familiarize the students with the structure and function of the social institutions to appreciate the significance of society
PO 3	To enable the students to engage with the theoretical and methodological aspects of the discipline of sociology
PO 4	To acquaint the students with the skills and expertise needed in the field of social research, management, media and industry

PROGRAMME SPECIFIC OUTCOMES

PSO 1	The learner will be able to understand and appreciate the fundamental concepts and processes in society
PSO 2	The learner will be able to identify the strengths and issues in the societal functioning and deal with them effectively
PSO 3	The learner will be able to review and engage with the theoretical and methodological aspects of the discipline of sociology.
PSO 4	The learner will be able to develop and deploy the skill sets for operations in the field of social research, management, media and industry.



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Programme: Humanities		Semester – 5	
Sociology Major 7			
Course Title:	Classical	Course Code: ASOC357MJ	
Sociological Theory			
<u>COURSE OBJECTIVES:</u>			
<ol style="list-style-type: none"> 1. To enable students to thoroughly understand and analyze the ideas of key sociological thinkers 2. To familiarize students with developments in sociological thought in structural functionalism & symbolic interactionism 3. To acquaint students with key ideas in phenomenology and ethnomethodology 4. To introduce students to sociological theory from the global south 			
<u>COURSE LEARNING OUTCOMES:</u>			
The learner will be able to:			
<ol style="list-style-type: none"> 1. Develop an analytical understanding of key thinkers in sociology 2. Explain the developments in sociological thought in structural functionalism & symbolic interactionism 3. Understand and utilize the key ideas in phenomenology and ethnomethodology 4. Provide an account of sociological theory from the global south 			
Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2	50 marks
		Hours	
	Cumulative Assessment	--	50 marks



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UNIT 1 The Classic Three	1.1	Emile Durkheim & Functionalism: Rules of the Sociological Method
	1.2	Max Weber: Social Action & Bureaucracy
	1.3	Karl Marx: Theses on Feuerbach & Capital
UNIT 2 Classical Thinkers	2.1	Robert Merton: Middle-Range Theory
	2.2	Talcott Parsons: Social System
	2.3	Symbolic Interactionism: Mead & Cooley
UNIT 3 Phenomenology & Ethnomethodology	3.1	Phenomenology of the Social World: Schutz
	3.2	Husserl: Life World
	3.3	Heideggerian Everydayness
UNIT 4 Perspectives from the Margins	4.1	Stuart Hall: Race & Difference
	4.2	W E B Du Bois & Double Consciousness
	4.3	Frantz Fanon & Colonialism

REFERENCES:

1. Carr, D. (1970). Husserl's Problematic Concept of the Life-World. *American Philosophical Quarterly*, 7(4), 331–339. <http://www.jstor.org/stable/20009365>
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7. Itzigsohn, J., & Brown, K. L. (2020). *The Sociology of W. E. B. Du Bois: Racialized Modernity and the Global Color Line*. NYU Press. <http://www.jstor.org/stable/j.ctv11vcch9>
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9. Marx, K. (1845). *Theses on Feuerbach*.
10. Merton, R. K. (2007). On Sociological Theories of the Middle Range. In C. Calhoun, *Classical Sociological Theory* (pp. 448-460). Malden: Blackwell.
11. Pascale, C. (2011). *Cartographies of knowledge: Exploring qualitative epistemologies*. New Delhi: Sage Publications.
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16. Schutz, A. (1953). Common-Sense and Scientific Interpretation of Human Action. *Philosophy and Phenomenological Research*, 14(1), 1–38. <https://doi.org/10.2307/2104013>
17. Von Schoenborn, A. (1972). Heideggerian Everydayness. *The Southwestern Journal of Philosophy*, 3(3), 103–110. <http://www.jstor.org/stable/43154902>
18. Weber, M. (2001). *The Protestant ethic and the spirit of capitalism*. Routledge.
19. Yeung, K.-T., & Martin, J. L. (2003). The Looking Glass Self: An Empirical Test and Elaboration. *Social Forces*, 81(3), 843–879. <http://www.jstor.org/stable/3598178>



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Programme: Humanities		Semester – 5	
Sociology Major 8			
Course Title: Sociology of Work & Organizations		Course Code: ASOC358 MJ	
<u>COURSE OBJECTIVES:</u>			
<ol style="list-style-type: none"> 1. To explain foundational sociological concepts and principles related to work, organizations, and industry. 2. To analyze the transformation of work systems through frameworks such as Fordism, Post-Fordism, and globalization. 3. To evaluate the structure and dynamics of the Indian workforce, considering social divisions and work ethics. 4. To assess contemporary challenges in work arising from automation, sustainability, and AI. 			
<u>COURSE LEARNING OUTCOMES:</u>			
The learner will be able to:			
<ol style="list-style-type: none"> 1. Describe and explain key sociological terms and concepts such as work, industry, and organization. 2. Analyze historical and contemporary work systems using sociological theories like Fordism and globalization. 3. Evaluate the implications of gender, caste, and sectoral divisions on the Indian workforce and work culture through an industrial visit. 4. Critically assess the impact of emerging trends such as AI, Industry 4.0, and sustainable work models on labor and society. 			
Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2	50 marks
		Hours	
	Cumulative Assessment	--	50 marks



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UNIT 1 Critical Concepts	1.1	Work: Meaning, Varieties of Work
	1.2	Organization: Meaning and Principles
	1.3	Industry: Meaning, Industrialization and Industrialism
UNIT 2 Perspectives	2.1	Fordism and Post-Fordism
	2.2	Scientific Management and Human Relations Approach
	2.3	Globalization and Post-Industrialism
UNIT 3 Indian Workforce	3.1	Formal and Informal Sector (& Gig Workers)
	3.2	Work Culture, Behaviour, Ethics and Identity (Labour and Unions)
	3.3	Gendered Division of Labour: Social Implications
UNIT 4 Emerging Areas	4.1	Green Jobs and Sustainable Work?- Circular economy- Corporate Social Responsibility
	4.2	Automation: Deskillling, Reskillling, Industry 4.0
	4.3	Artificial Intelligence: Challenges, Productivity, Implications

REFERENCES:

1. Aceleanu, M. I. (2015). Green jobs in a green economy: support for sustainable development. *Progress in Industrial Ecology, an International Journal*.
2. Agrawal, R. K., & Tyagi, A. (2010). Organisational culture in Indian organisations: an empirical study. *International Journal of Indian Culture and Business Management*, 3(1), 68–87.
3. Applebaum, E. (1992). *The Transformation of Work*
4. Bell, D. (1973). *The Coming of Post-Industrial Society*.
5. Braverman, H. (1974). *Labor and Monopoly Capital* (on scientific management).
6. Giddens, A. (2001). *Sociology* (Chapters on work and industry).
7. Harvey, D. (1990). *The Condition of Postmodernity* (on Fordism/Post-Fordism).
8. Kazi, T. B. (2011). Effects of Globalization on work and organizations: Exploring post-Industrialism, Post-Fordism, work and management in the global era. *Inquiries Journal*.



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9. Lei, Y. W., & Kim, R. (2024). Automation and augmentation: artificial intelligence, robots, and work. *Annual Review of Sociology*.
10. Patel, R. (2010). *Working the Night Shift* (relevant for work & gender in India).
11. Prechel, H. (2017). Fordism and Post-Fordism. *The Wiley-Blackwell Encyclopedia of Social Theory*.
12. Ramaswamy, E. A., & Ramaswamy, U. (1981). *Industry and Labour* (Indian context).
13. Roy, G., & Shrivastava, A. K. (2020). Future of gig economy: opportunities and challenges.
14. Scott, W. R. (2016). *Organizational sociology*. Routledge.
15. Uberoi, P. (1999). "The Family in India" (for reproductive/unpaid labor).



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Programme: Humanities Sociology Major 9	Semester – 5
Course Title: Quantitative Social Research	Course Code: ASOC359MJ

COURSE OBJECTIVES:

1. To provide students with an orientation to the basic concepts, techniques and methods in quantitative social research
2. To enable students to apply theoretical knowledge of social research to social issues and problems
3. To train students into the basics of social statistics and computer applications
4. To equip students to undertake field visits and project work

COURSE LEARNING OUTCOMES:

The learner will be able to:

1. Have a serious and scientific orientation to Quantitative Social Research.
2. Apply theoretical knowledge of social research to field study.
3. Process univariate data with simple statistical measures
4. Plan and conduct a simple research project

Lectures per week (1 Lecture is 60 minutes)	4		
Total number of Hours in a Semester	60		
Credits	4		
Evaluation System	Summative Assessment	2	50 marks
		Hours	
	Cumulative Assessment	--	50 marks

UNIT 1	1.1	Quantitative Research – Concepts, Significance, Distinction between Pure Science and Social Science
	1.2	Positivism and its implications in social research



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	1.3	Research Ethics
UNIT 2	2.1	Main steps in Quantitative Social Research
	2.2	Literature Review
	2.3	Writing research proposal and research report
UNIT 3	3.1	Survey methods
	3.2	Sampling
	3.3	Questionnaire
UNIT 4	4.1	Measures of Central Tendency and Dispersion
	4.2	Measures of Dispersion
	4.3	Use of research Software in quantitative data

REFERENCES:

1. Best, J., Kahn, J. (2008) Research in Education (10th ed.). Prentice Hall. Pearson Education
2. Bryman, A. (1988). Quantity and Quality in Social Research. London : Routledge
3. Bryman, A. (2008). Social Research Methods. Oxford University Press
4. Elhance, D. N. (1984). Fundamentals of Statistics. Delhi: KitabMahal
5. Elhance, D. N. (2002). Practical Problems in Statistics. Delhi: KitabMahal
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SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Programme: Humanities		Semester – 5	
Sociology Major DSE			
Course Title: Sociology of Gender		Course Code: ASOC351E	
<u>COURSE OBJECTIVES:</u>			
<ol style="list-style-type: none"> 1. To introduce students to the key concepts in gender studies in a contemporary frame 2. To familiarize students with issues coming from the contemporary feminist approach 3. To acquaint students with the intersections of gender with caste, class and ethnicity 4. To enable the student to critically evaluate the legal and advocacy-based approach to gender 			
<u>COURSE LEARNING OUTCOMES:</u>			
The learner will be able to:			
<ol style="list-style-type: none"> 1. Understand and apply contemporary concepts in gender studies 2. Explain issues in gender studies relevant to the contemporary feminist approach 3. Analyze themes in gender studies pertaining to the intersections of gender with caste, class and ethnicity 4. Critically evaluate the advocacy-based and legal approach to gender based vis-à-vis the impact assessment of NGO projects 			
Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2 Hours	50 marks
	Cumulative Assessment	--	50 marks



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UNIT 1 Key Concepts in Contemporary Gender Studies	1.1	Beyond Binary Framework
	1.2	Queer Theory
	1.3	Intersectionality
UNIT 2 Contemporary Feminist Approach	2.1	Identity Politics & Women
	2.2	Activism & Movements in Digital Spaces
	2.3	Multiple Masculinities
UNIT 3 Caste, Class, Ethnicity	3.1	Caste-based Honour Killings
	3.2	Working-class Women's Mobilizations
	3.3	Ethnic Violence & Women
UNIT 4 Advocacy & Law	4.1	Women & Personal Law
	4.2	Role of NGOs: Critically analysing the Interventionist Approach
	4.3	Women at Work & Legal Safeguards

REFERENCES:

1. Anuradha M. Chenoy. (2010). Identity Politics and Feminist Praxis. *Peace Prints: South Asian Journal of Peacebuilding*, No. 3, Vol. 2: Winter 2010.
2. Arya, S., & Rathore, A. S. (Eds.). (2019). *Dalit Feminist Theory: A Reader* (1st ed.). Routledge India. <https://doi.org/10.4324/9780429298110>
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6. D'Cunha, J. (2018). India's Bold Maternity Benefit Act Can Become a Game Changer if it Addresses Current Limitations. *EPW Engage*, Vol 53, Issue 31.
7. Harding, Rie. (2023). Moving Beyond the Gender Binary: A Critical Analysis and Review of Contemporary Scholarship on Nonbinary Gender Identities. *Masters Theses*, 1307.



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8. Kumar, Radha. (2014). *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*. Zubaan.
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16. Srivastava, S. (2015). Masculinity Studies and Feminism: Othering the Self. *Economic and Political Weekly*, 50(20), 33–36. <http://www.jstor.org/stable/45275677>
17. Varma, M. (2022). Gender and caste connotations of 'honour' killings in India: Men and women as victims and perpetrators of violence. *The JMC Review: An Interdisciplinary Social Science Journal of Criticism, Practice and Theory*, 6, 15–38. Jesus and Mary College, University of Delhi.
18. Wiesslitz, C. (2023). Women's Avenues of Digital Activism: Fighting for Their Own. In: Wiesslitz, C. (Ed.), *Women's Activism Online and the Global Struggle for Social Change*. Palgrave Studies in Communication for Social Change. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-031-31621-0_1



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Programme: Humanities		Semester – 5	
Sociology Major DSE			
Course Title: Sociology of Agrarian Society		Course Code: ASOC352E	
<u>COURSE OBJECTIVES:</u>			
<ol style="list-style-type: none"> 1. To understand the structure of rural India in the colonial period 2. To familiarize students with the advent of village studies in Indian in the post-colonial period 3. To introduce students to the programmes associated with rural development in India 4. To evaluate the structure of agrarian transformation in India in a contemporary frame 			
<u>COURSE LEARNING OUTCOMES:</u>			
The learner will be able to:			
<ol style="list-style-type: none"> 1. Understand and explain the structure of rural India in the colonial period 2. Explain the key arguments in village studies in Indian in the post-colonial period 3. Assess and analyze programmes associated with rural development in India 4. Critically evaluate agrarian transformation in India in a contemporary frame 			
Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2 Hours	50 marks
	Cumulative Assessment	--	50 marks

UNIT 1 Rural India: Colonial Period	1.1	Village Studies in the Colonial Period
	1.2	Peasant Movements & Nationalist Freedom Struggle
	1.3	Early Observations: Reports, Surveys & Findings



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UNIT 2 Village Studies in Post-Colonial India	2.1	Indian Social Anthropologists
	2.2	Classic Monographs: S C Dube & M N Srinivas
	2.3	Land & Class structure: Intermediaries & Jajmani
UNIT 3 Rural Development	3.1	Panchayati Raj
	3.2	Land Reforms
	3.3	Community Development Programme
UNIT 4 Agrarian Transformation	4.1	Occupational changes: Rural-Urban Continuum
	4.2	Green Revolution & Crop Diversification
	4.3	Changing Mode of Production

REFERENCES:

1. Breman, J. (1997). The Village in Focus. In J. Breman, P. Kloos, & A. Saith (Eds.), The Village in India Revisited. Delhi: Oxford University Press.
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7. Sagar, S. (2017). Present position of agricultural labour in India. Contemporary Research in India, 3 September.
8. Thorner, Daniel & Dhanagare, D. N. (1991). Social Stratification: Readings in Sociology and Social Anthropology. Oxford University Press



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Programme: Humanities		Semester – 6	
Sociology Major 10			
Course Title: Contemporary Social Theory		Course Code: ASOC3510MJ	
<u>COURSE OBJECTIVES:</u>			
<ol style="list-style-type: none"> 1. To introduce students with key thinkers in structuralism and post-structuralism 2. To thoroughly familiarize students with the Frankfurt school & Critical Theory in sociology 3. To familiarize students with Post-Marxist thought in Sociology 4. To acquaint students with diverse contemporary theorists in varied areas central to Sociology 			
<u>COURSE LEARNING OUTCOMES:</u>			
The learner will be able to:			
<ol style="list-style-type: none"> 1. Critically engage with the key thinkers and concepts associated with structuralism and post-structuralism 2. Analyze the major contributions of the Frankfurt School and Critical Theory perspectives 3. Interpret and evaluate the ideas of significant Post-Marxist thinkers 4. Assess the works of contemporary theorists representing diverse areas within sociology 			
Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2 Hours	50 marks
	Cumulative Assessment	--	50 marks

UNIT 1 Structuralism & Post-Structuralism	1.1	Claude Levi-Strauss & Louis Dumont
	1.2	Mary Douglas & Roland Barthes
	1.3	Michel Foucault: Panopticon, Power & Knowledge



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UNIT 2 Critical Theory & Frankfurt School	2.1	Horkheimer & Adorno: Culture Industry
	2.2	Marcuse: One-Dimensional Man
	2.3	Habermas: Public Sphere
UNIT 3 Post-Marxist Thought	3.1	Gramsci: Hegemony
	3.2	Louis Althusser: Ideology & ISAs
	3.3	Pierre Bourdieu: Capital; Field & Habitus
UNIT 4 Contemporary Thought	4.1	Understanding Deconstruction
	4.2	Standpoint Theory
	4.3	Postmodernism: An Overview

REFERENCES:

1. Abromeit, John. (2018). Revisiting Max Horkheimer's Early Critical Theory. 10.4324/9780429443374-11.
2. Adorno, T. W., & Rabinbach, A. G. (1975). Culture Industry Reconsidered. *New German Critique*, 6, 12–19. <https://doi.org/10.2307/487650>
3. Althusser, L. (2006). Ideology and Ideology State Apparatuses : Notes towards an Investigation. In *Lenin And Philosophy And Other Essays*. Delhi: Aakar Books.
4. Bates, T. R. (1975). Gramsci and the Theory of Hegemony. *Journal of the History of Ideas*, 36(2), 351–366. <https://doi.org/10.2307/2708933>
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8. Butler, J. (2006). *Gender trouble*. Routledge.
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11. Dumont, Louis (1980). Homo Hierarchicus: The Caste System and Its Implications. University of Chicago Press.
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SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Programme: Humanities		Semester – 6	
Sociology Major 11		Course Code: ASOC3511MJ	
Course Title: Human Resource Management & Development			
<u>COURSE OBJECTIVES:</u>			
<ol style="list-style-type: none"> 1. To explain foundational theories of organizational structure and human resource management. 2. To apply core HR functions such as recruitment, selection, training, and performance appraisal in organizational contexts. 3. To analyze interpersonal and organizational dynamics including team behavior, conflict, and leadership. 4. To evaluate and respond to strategic HR challenges including change management, talent development, and transformation. 			
<u>COURSE LEARNING OUTCOMES:</u>			
The learner will be able to:			
<ol style="list-style-type: none"> 1. Describe and explain key organizational theories and HRM concepts including classical and systems approaches. 2. Demonstrate understanding of HR functions by designing basic processes for recruitment, training, and appraisal. 3. Analyze team dynamics, organizational relations, and conflict using relevant models like the Kilmann Conflict Model. 4. Evaluate HR strategies for managing change, engaging employees, and building organizational leadership. 			
Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2	50 marks
		Hours	
	Cumulative Assessment	--	50 marks



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

UNIT 1 Introduction to Human Resources	1.1	HRM: Evolution, Principles and Characteristics
	1.2	Theories of HRM* and Strategic Human Resource Management
	1.3	HR Manager: Roles and Functions
UNIT 2 Human Resource Development	2.1	Recruitment, Selection, Talent Acquisition and Induction
	2.2	Training and Development (<i>Organizational & Individual</i>)
	2.3	Performance Management and Appraisal
UNIT 3 Organizational Relations	3.1	Team Dynamics: Role of Social Groups and Networking
	3.2	Project Management and Image Building, Design Thinking
	3.3	Conflict Management and Resolution: Kilmann Model and Types
UNIT 4 Strategic Challenges and Transformations	4.1	Employee Engagement and Leadership
	4.2	Talent Management
	4.3	Organizational Transformation, Change Management, DEI (Diversity, Equity and Inclusion)

REFERENCES:

1. Alagaraja, M. (2013). HRD and HRM perspectives on organizational performance: A review of literature. Human resource development review, 12(2), 117-143.
2. Amos, T., Ristow, A., & Pearse, N. J. (2009). Human resource management. Juta and Company Ltd.
3. Baral, R., & Bhargava, S. (2011). HR interventions for work-life balance: evidences from organisations in India. International Journal of Business, Management and Social Sciences, 2(1), 33-42.
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9. Lubis, F. R., & Hanum, F. (2020, December). Organizational culture. In 2nd Yogyakarta International Conference on Educational Management/Administration and Pedagogy (YICEMAP 2019) (pp. 88-91). Atlantis Press.
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11. Richman, N. (2015). Human resource management and human resource development: Evolution and contributions. *Creighton journal of interdisciplinary leadership*, 1(2), 120-129.
12. Rowley, C., & Jackson, K. (2010). Human resource management: The key concepts. Routledge.
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14. Swanson, R. A. (2022). Foundations of human resource development. Berrett-Koehler Publishers.
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SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Programme: Humanities		Semester – 6	
Sociology Major 12			
Course Title: Qualitative Social Research		Course Code: ASOC3512MJ	
<u>COURSE OBJECTIVES:</u>			
<ol style="list-style-type: none"> 1. To provide students with an orientation to Qualitative Social Research 2. To acquaint students with the important concepts, techniques, and processes in qualitative research 3. To enable students to apply theoretical knowledge of qualitative research to field study. 			
<u>COURSE LEARNING OUTCOMES:</u>			
The learner will be able to:			
<ol style="list-style-type: none"> 1. Have a serious and scientific orientation to Qualitative Social Research 2. Understand and operationalise the important concepts, techniques, and processes in qualitative research 3. Apply theoretical knowledge of qualitative research to field study 			
Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2 Hours	50 marks
	Cumulative Assessment	--	50 marks

UNIT 1	1.1	Qualitative Research: Meaning, characteristics, critical concerns
	1.2	Interpretivism and Constructivism
	1.3	Procedures in qualitative research



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UNIT 2	2.1	Ethnography
	2.2	Interview
	2.3	Focus Group Discussion
UNIT 3	3.1	Case Study
	3.2	Documentary Analysis
	3.3	Narrative Analysis
UNIT 4	4.1	Reliability and validity in qualitative research
	4.2	Ethical considerations and value neutrality
	4.3	Tools and software in qualitative research

REFERENCES:

1. Best, J., Kahn, J. (2008) Research in Education (10th ed.). Prentice Hall. Pearson Education
2. Bryman Alan (2001) 'Social Research Methods', Oxford University Press.
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4. Cresswell, J.W, (2002), Research Design -Qualitative Quantitative and Mixed Methods Approaches, Sage Publication: New Delhi
5. Elhance, D. N. (2002). Practical Problems in Statistics. Delhi: KitabMahal
6. Gibbs Graham (2007), 'Analyzing Qualitative Research', The Sage Qualitative Research Kit, Sage Publications.
7. Somekh Bridget & Lewin Cathy (ed), (2005) 'Research Methods in Social Science' Vistaar publications
8. Tucker, Veena (2020), Research Methods in Social Sciences, Pearson
9. Uwe Flick (2007), 'Designing Qualitative Research', The Sage Qualitative Research Kit, Sage Publications.



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Programme: Humanities		Semester – 6	
Sociology Major DSE			
Course Title: Social Stratification		Course Code: ASOC353E	
<u>COURSE OBJECTIVES:</u>			
<ol style="list-style-type: none"> 1. To introduce students with key theories & models in the sociology of stratification 2. To familiarize students with various lenses to approach the issue of social stratification in a relevant way 3. To examine issues that highlight diverse responses to social stratification. 4. To understand the dynamics of social stratification with reference to select marginalized groups 			
<u>COURSE LEARNING OUTCOMES:</u>			
The learner will be able to:			
<ol style="list-style-type: none"> 1. Explain and evaluate key theories and models in the sociology of stratification 2. Apply diverse theoretical and analytical lenses to interpret issues related to social stratification 3. Analyze contemporary issues that illustrate varied responses to social stratification 4. Critically examine the dynamics of social stratification through the experiences of select marginalized groups 			
Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2	50 marks
		Hours	
	Cumulative Assessment	--	50 marks

UNIT 1 Theories of Social Stratification	1.1	Understanding Social Stratification: David Grusky:
	1.2	Functionalist Theory & its Critiques
	1.3	Taste-based & Statistical Models of Discrimination



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UNIT 2 Lenses to Social Stratification	2.1	Deconstructing Meritocracy & Social Exclusion
	2.2	Caste & Labour Market Discrimination
	2.3	Moral Economy Approach: Politics of Humiliation
UNIT 3 Responses to Stratification	3.1	Recognition-Redistribution Dilemma
	3.2	Social Justice Framework in India
	3.3	Typology of Social Movements & Revolutions
UNIT 4 Stratification & Marginalised Groups	4.1	Religious Minorities in India
	4.2	Persons with Disabilities
	4.3	Indigenous People

REFERENCES:

1. Bertrand, Marianne, and Sendhil Mullainathan. 2004. "Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination." *American Economic Review* 94 (4): 991–1013. DOI: 10.1257/0002828042002561
2. Davis, Kingsley and Wilbert E. Moore. (1970 [1945]). "Some principles of stratification." *American Sociological Review*, 10 (2), 242-9
3. Fazal, Vaid, Jodhka. (2023). *Marginalities and Mobilities among India's Muslims: Elusive Citizenship*. 10.4324/9781003280309.
4. Fraser, Nancy (ed.) (2003). *Redistribution or recognition?: A political-philosophical exchange*. New York: Verso.
5. Ghosh, N. (2016). Introduction: Interrogating Disability in India. In: Ghosh, N. (eds) *Interrogating Disability in India. Dynamics of Asian Development*. Springer, New Delhi. https://doi.org/10.1007/978-81-322-3595-8_1
6. Grusky, David (2019-09-05). [Social Stratification, Class, Race, and Gender in Sociological Perspective, Second Edition](https://doi.org/10.4324/9780429306419). doi:10.4324/9780429306419
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8. Jodhka, Surinder S. & Newman, Katherine. (2007). In the Name of Globalisation: Meritocracy, Productivity and the Hidden Language of Caste. *Economic and Political Weekly*. 42. 4125-4132. 10.2307/40276546.



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10. Rawls, John (1971) A Theory of Justice. Harvard: Harvard University Press
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12. Thorat, S.. (2008). Labour market discrimination: Concept, forms and remedies in the Indian situation. 51. 31-52.
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14. Upreti, H.C. (2007). .Indian tribes: Then and now. Jaipur: Pointer Publications.
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SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Programme: Humanities		Semester – 6	
Sociology Major DSE			
Course Title: Development & Change in Agrarian Society		Course Code: ASOC354E	
<u>COURSE OBJECTIVES:</u>			
<ol style="list-style-type: none"> 1. To familiarize students with key agrarian issues in the Indian context 2. To acquaint students with significant legislations and policies relevant to the field of agriculture 3. To critically evaluate agrarian social movements in India 4. To comprehensively understand the contemporary agrarian crisis 			
<u>COURSE LEARNING OUTCOMES:</u>			
The learner will be able to:			
<ol style="list-style-type: none"> 1. Identify and explain key agrarian issues within the Indian socio-economic context 2. Analyze significant legislations and policies shaping the agricultural sector in India 3. Critically evaluate major agrarian social movements and their impact on rural society and policy 4. Interpret and assess the factors contributing to the contemporary agrarian crisis in India 			
Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2 Hours	50 marks
	Cumulative Assessment	--	50 marks

UNIT 1 Agrarian Issues	1.1	Rural Non-farm Employment
	1.2	Agricultural Labourers
	1.3	Development-induced Displacement



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UNIT 2 Legislations & Policies	2.1	MGNREGA
	2.2	Impact of LPG on Agriculture
	2.3	2020 Farm laws
UNIT 3 Agrarian Social Movements	3.1	Bhoodan & the Land Question
	3.2	Naxalbari & the Peasantry
	3.3	Telangana & the Peasantry
UNIT 4 Contemporary Agrarian Crisis	4.1	Genetically Modified Crops
	4.2	Farmers' Suicides
	4.3	Reviewing India's Agricultural Policy

REFERENCES:

1. Baviskar, B. S. (2007): Cooperatives in Maharashtra: Challenges Ahead, Economic & Political Weekly, Oct. 20.
2. Baviskar, B. S. (1980): The Politics of Development: Sugar Co-operatives in Rural Maharashtra, Oxford University Press.
3. Biswas, N (2006): On Funding and the NGO Sector, Economic & Political Weekly, October 21.
4. Datar, Chhaya (2007): Failure of National Rural Employment Guarantee Scheme in Maharashtra, Economic & Political Weekly Aug. 25.
5. Dev, S. Mahendra (2006): Financial Inclusion: Issues and Challenges, Economic & Political Weekly, Oct. 14.
6. Sheth, D L. (1984): Grass-roots Initiatives in India, Economic and Political Weekly, Feb.11. 9.
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8. Waghmode, S (2002): Rural Development: Role of State, Economic & Political Weekly, July 20.





SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Programme: Humanities		Semester – 5	
Sociology Minor			
Course Title: Media & Society		Course Code: ASOC355MN	
<u>COURSE OBJECTIVES:</u>			
<ol style="list-style-type: none"> To familiarize students with key themes and concepts pertaining to media and society To discuss contemporary arguments pertaining to media studies 			
<u>COURSE LEARNING OUTCOMES:</u>			
The learner will be able to:			
<ol style="list-style-type: none"> Understand and discuss important issues in the area of media studies Engage in relevant debates regarding the state of media 			
Lectures per week (1 Lecture is 60 minutes)		2	
Total number of Hours in a Semester		30	
Credits		2	
Evaluation System	Summative Assessment	2	30 marks
		Hours	
	Cumulative Assessment	--	20 marks

UNIT 1 Themes & Concepts in Media	1.1	Media as Text: Cinema & Society
	1.2	Mass Culture & Popular Culture in Media
	1.3	Representation in Media: Stuart Hall
UNIT 2 Critical Perspectives	2.1	Manufacturing Consent: Chomsky
	2.2	Social Media & News Cycles in the Internet Age
	2.3	Independent Media: The case of Khabar Lahariya



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REFERENCES:

1. Ashraf, A. (2013). *The untold story of Dalit journalists*. The Hoot. August, 12. <http://asu.thehoot.org/media-watch/media-practice/the-untold-story-of-dalit-journalists-6956>
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6. Glociczki, P. J. (2015). *The news cycle in the age of social media*. In *Journalism and Memorialization in the Age of Social Media*. Palgrave Macmillan, New York. https://doi.org/10.1057/9781137460875_3
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9. McRobbie, A. (2004). Post-feminism and popular culture. *Feminist Media Studies*, 4. <https://doi.org/10.1080/1468077042000309937>
10. Ninan, S. (2007). *Headlines from the heartland: Reinventing the Hindi public sphere*. SAGE Publications India Pvt Ltd. <https://doi.org/10.4135/9788178299716>
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SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Programme: Humanities		Semester – 6	
Sociology Minor			
Course Title: Policy, State & Society		Course Code: ASOC366MN	
<p><u>COURSE OBJECTIVES:</u></p> <ol style="list-style-type: none"> 1. To develop a foundational understanding of public policy, including its meaning, scope, key stakeholders, and major theoretical frameworks. 2. To analyze the stages and models of the policy-making process, emphasizing their application in real-world contexts. 3. To critically examine public policy issues, challenges in implementation, and tools for policy evaluation, with a focus on social welfare in India and globally. 			
<p><u>COURSE LEARNING OUTCOMES:</u></p> <p>The learner will be able to:</p> <ol style="list-style-type: none"> 1. Define public policy and describe its key characteristics, stakeholders, and major theories. 2. Explain the policy cycle and major models, and apply these frameworks to analyze real policy cases and processes. 3. Assess challenges related to policy implementation and evaluate policy impacts using appropriate tools, with particular reference to social welfare policies in India and international contexts. 			
Lectures per week (1 Lecture is 60 minutes)		2	
Total number of Hours in a Semester		30	
Credits		2	
Evaluation System	Summative Assessment	2	30 marks
		Hours	
	Cumulative Assessment	--	20 marks



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UNIT 1 Introduction to Public Policy	1.1	Public Policy: Meaning, Scope, Stakeholders and Characteristics
	1.2	Stages and Major Models
	1.3	Theories in Public Policy
UNIT 2 Policies: Issues, Implementation and Impact	2.1	Public Policy and Social Welfare: Global and India- NITI Aayog
	2.2	Challenges to Policy Implementation
	2.3	Policy Evaluation

REFERENCES:

1. Basu, R. (2019). Public policy in India: transformatory shifts or incremental changes?. *Indian Journal of Public Administration*, 65(1), 225-228.
2. Birkland, T. A. (2019). *An introduction to the policy process: Theories, concepts, and models of public policy making*. Routledge.
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SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

For 4 Credit Papers (Major and Minor) – CA + SA = 100 marks

Continuous Assessment (CA) (50 marks)

1. A minimum of two activities will be given in each semester.
2. Each will be for 25 marks.
3. The nature of the activities will be decided by the Examiner and may include Assignment/ MCQs/ Short notes and/or any other type of /combination of objective or descriptive type activity.
4. Learners will be informed about the marks they have got before the Summative Assessment.

Summative Assessment (SA) (50 marks)

Duration: 2 hours

1. The Question Paper will cover all four units of the syllabus.
2. There will be three mandatory questions:
 - Question I : Attempt any two out of four (30 marks)
 - Question II : Attempt any one out of three (10 marks)
 - Question III : Attempt any two out of four (10 marks)
3. In each question, each option will be from a different unit.

