

SKILL ENHANCEMENT COURSES

SYLLABUS FOR THE

SUBJECT: SOCIOLOGY

for the award of the Degree in

BACHELOR OF ARTS/ BACHELOR OF SCIENCE/HONOURS

(Offered under 4-year UG Degree Programme)

(Credit Based Grading System)
under NEP 2020

Batch: 2025–29



GURU NANAK DEV UNIVERSITY AMRITSAR

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Skill Enhancement Courses in Sociology
(CBGS) (under NEP 2020) (*Batch 2025-29*)

SCHEME

SOCIOLOGY

SKILL ENHANCEMENT COURSES (SEC)

SEC-I

Sr. No.	Course Code	Course Title	Credits L-T-P	Total Marks
1.		SOCIOLOGY OF ENTREPRENEURSHIP	3- 0- 0	75

SEC-II

Sr. No.	Course Code	Course Title	Credits L-T-P	Total Marks
1.		GENDER SENSITIZATION	3- 0- 0	75

SEC-III

Sr. No.	Course Code	Course Title	Credits L-T-P	Total Marks
1.		SKILLS IN SOCIAL RESEARCH	3- 0- 0	75

SOCIOLOGY**SKILL ENHANCEMENT COURSES****(SEC-I)****SOCIOLOGY OF ENTREPRENEURSHIP****Time: 3 Hrs.****L-T-P****Credits: 3-0-0****Marks : 75****Instructions for the Paper Setters:**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

SECTION –A

Entrepreneurship: Concept, characteristics, types, theories

SECTION –B

History of Indian Entrepreneurship and community entrepreneurs, women entrepreneurship and marginal sections

SECTION-C

Entrepreneurship and Development in India, Government Initiatives (centre and states) and programmes and policies

SECTION –D

Globalization and entrepreneurship, emerging trends of entrepreneurship in India, Entrepreneurship and Diaspora and Punjabi entrepreneurs

References:

1. Awasthi, D.N. and Sabestian, J. 1996. Evaluation of Entrepreneurship Development. New Delhi: Sage.
2. Bal, Gurpreet. 1998. Communities and culture in Entrepreneurship Development in India". The Journal of Entrepreneurship, 7, (2).
3. Bal, Gurpreet. 2006. 'Entrepreneurship among Diasporic Communities: A Comparative examination of Patidars of Gujarat and Jats of Punjab, Journal of Entrepreneurship. 15, (2).
4. Banker Feroze (ed.). 2000. Progressive Entrepreneur: Managing Firm and factory as Profit Centre. New Delhi: Kanishka.
5. Boulton, Chris and Turner, P. 2009. Mastering Business in Asia: Entrepreneurship. New Delhi: Wiley-India.

SOCIOLOGY
SKILL ENHANCEMENT COURSE
(SEC-II)
GENDER SENSITIZATION

Time: 3 Hrs.

L-T-P
Credits: 3-0-0
Marks : 75

Instructions for the Paper Setters:

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

SECTION-A

Conceptualizing Gender: Sex, Gender and Construction of Sexuality, Gender Identity, Gender Stereotypes, Patriarchy, Notion of Masculinity and femininity.

SECTION-B

Family and Gender: Family as a Gendered Institution, Family as a Site of Violence, Women as custodian of Honour and Shame.

SECTION-C

State and Women: National Policy for the Empowerment of Women, The Sexual Harassment of Women at Workplace (Prevention, Prohibition And Redressal) Act-2013, Hindu Marriage Act-1955, Dowry Prohibition Act-1961, Protection of Women from Domestic Violence Act-2005.

SECTION-D

Gender, Consumerism and Neo-liberalism: Role of Media in Constructing ideologies enabling gender inequalities, Market and Gender Construction, Global Hegemonic Ideologies

Suggestive Readings:

1. Aggarwal, Bina. 1988. *Structures of Patriarchy: State, Community and Household in Modernizing Asia*. New Delhi: Kali for Women.
2. Aggarwal, Bina. 1994. *A field of one's Own: Gender and Land Rights in South Asia*, Cambridge: Cambridge University Press.
3. Ahmed, Imtiaz. 2003. "Between the Ideal and Real: Gender Relations within the Indian Joint Family" in Margrit, P., Ahmed, Imtiaz, Reifeld, H. (eds.) *Family And Gender: Changing Values in Germany and India*, New Delhi: Sage.
4. Bal, Gurpreet. 2016. *Contemporary Gender Issues: Identity, Status and Empowerment*. Jaipur: Rawat.
5. Bharadwaj–Badal, Sangeeta. 2009. *Gender, Social Structure and Empowerment: Status Report of Women in India*. Jaipur: Rawat.
6. Bhasin, Kamla. 1993 *What is Patriarchy*, Kali for Women, Delhi.
7. Bhasin, Kamla 2000. *Understanding Gender*. New Delhi: Women Unlimited.
8. Bhasin Kamla. 2004. *Exploring Masculinity*. New Delhi: Women Unlimited.
9. Chanana, K. 2001. "Hinduism and Female Sexuality: Social Control and Education of Girls in India", *Sociological Bulletin*, Vol. 50, No., 1, pp. 37-63.
10. Dreze, Jean and Sen, Amartya. 2004. "Gender Inequality and Women's Agency" in Mohanty Manoranjan (ed.) *Class, Caste, Gender*. New Delhi: Sage.
11. Giddens, Anthony. 2006. *Sociology* 5th Edition. U.K. Polity Press.
12. Gill, Rajesh. 2017. *Gender, Patriarchy and Violence*. Jaipur, Rawat Publication.
13. Gill, Rajesh. 2019. *Gender, Culture and Honour*. Jaipur: Rawat Publication.

SOCIOLOGY**SKILL ENHANCEMENT COURSE
(SEC-III)****SKILLS IN SOCIAL RESEARCH****Time: 3 Hrs.****L-T-P****Credits: 3-0-0****Marks : 75****Instructions for the Paper Setters:**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

SECTION-A

The Nature of Social Research: The meaning and concepts of social research, Quantitative and qualitative social research, Mixed method, Using Series of Numbers to do social research

SECTION-B

The levels of measurement: Meaning and Significance of Measurement in Social research, Levels of Measurement: The nominal level, the ordinal level, the interval level and the Ratio level, Relationship between the levels

SECTION-C

Sources and Types of Data: Sources and Types of data: Primary and secondary, Census and sample survey: fundamental differences

SECTION-D

Data Analysis and Report Writing: Description of data: Coding, Tabulation and graphical presentation in Microsoft Excel, Graphical representation of data through MS Excel, Report Writing and Referencing.

Suggestive Readings:

1. Alderson, P. and V. Morrow (2003). *Ethics, Social Research and Consulting with Young People*. London: Barnados Publications.
2. Baker, T. L. (1994). *Doing Social Research*. Singapore: McGraw Hill.
3. Bryman, A. (2015). *Social Research Methods*, New York: Oxford University Press.
4. Bryman, A., Clark, T., Foster, L., Sloan, L. (2021). *Bryman's Social Research Methods*. United Kingdom: Oxford University Press.
5. Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. Thousand Oaks, CA: Sage Publications.
6. Denzin, N.K., Lincoln, Y.S. (ed). (1994). *Handbook of Qualitative Research*. Sage Publications, New Delhi.
7. Das, D. K. Lal. (2010). *Practice of Social Research*. Jaipur: Rawat Publications.
8. Grønmo, S. (2019). *Social Research Methods: Qualitative, Quantitative and Mixed Methods Approaches*. United Kingdom: SAGE Publications.
9. Grinnell, Richard M. (Jr.). (1988). *Social Work Research and Evaluation*. Illinois F. E.
10. Patton, Michael. Quinn. (2015). *Qualitative Research and Evaluation Methods*. New York: Sage Publication, Inc. (Fourth Edition).
11. Rubin, A. and Babbie, K. (1993). *Research Methods for Social Work*. California: Brooks Cole Publishing Company.
12. York, R. O. (2019). *Social Work Research Methods: Learning by Doing*. United States: Sage Publications.