

# **Department of Sociology**

## Mother Teresa Women's University, Kodaikanal

### *REGULATIONS FOR THE M.A., SOCIOLOGY FIVE-YEAR INTEGRATED PROGRAMME UNDER CHOICE BASED CREDIT SYSTEM (CBCS)*

These Regulations are the students admitted to the M.A. Sociology Five Year Integrated Programme in the Department of Sociology from the academic year 2020-2021 onwards.

#### *1. Definitions and Nomenclature*

- 1.1 University** refers to Mother Teresa Women's University.
- 1.2 Department** means Sociology department at the University.
- 1.3 Programme** covers M.A. Sociology
- 1.4 Course** is an individual subject in a programme. Each course may consist of Lectures/Laboratory work/Seminar/Project work/Practical learning/ Report writing/viva-voce etc. Each course has a course title and is identified by a course code.
- 1.5 Curriculum** encompasses the totality of student experiences that occur during the educational process.
- 1.6 Syllabus** is an academic document that contains the complete information about an academic programme and defines responsibilities and outcomes. This includes course information, course objectives, evaluation, grading, learning resources and course outcome.
- 1.7 Academic Year** refers to the annual period of sessions of the University that comprises two consecutive semesters.
- 1.8 Semester** is a half-year term that lasts for a minimum of 90 working days. Each academic year is divided into two semesters.
- 1.9 Choice Based Credit System** A mode of learning in higher education that enables a student to have the freedom to select her own choice of elective courses across various disciplines for completing the Degree programme.
- 1.10 Core Course** is mandatory and an essential requirement to qualify for the Degree.
- 1.11 Elective Course** is a course that a student can choose from two of alternatives.
- 1.12 Practical Learning** is a process of learning through experience. It is specifically defined as "learning through reflection on doing".
- 1.13 Extension activities** are the activities that provide a link between the University

and the community such as lab-to-land, literacy, population education, health awareness and environmental awareness programmes. These are integrated within the curricula with a view to sensitize the students about Institutional Social Responsibility.

**1.14 Credit** refers to the quantum of course work in terms of number of class hours in a semester required for a programme. The credit value reflects the content and duration of a particular course in the curriculum.

**1.15 Credit Hour** refers to the number of class hours per week required for a course in a semester. It is used to calculate the credit value of a particular course.

**1.16 Programme Outcomes (POs)** are statements that describe crucial and essential knowledge, skills, and attitudes that students are expected to achieve and can reliably manifest at the end of a programme.

**1.17 Programme Specific Outcomes (PSOs)** are statements that list what the graduate of a specific programme should be able to do at the end of the programme.

**1.18 Learning Objectives also known as Course Objectives** are statements that define the expected goal of a course in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.

**1.19 Course Outcomes (COs)** are statements that describe what students should be able to achieve/demonstrate at the end of a course. They allow follow-up and measurement of learning objectives.

## ***2. Programme Offered and Eligibility Criteria***

The M.A. Sociology Integrated Programme offered by the University and the eligibility criteria are detailed below.

<b>Department of Sociology</b>	
<b>Programme</b>	<b>Eligibility</b>
M.A. Sociology Integrated	A pass in H.S.E. (10+2 level)

*2.1 In the case of SC/ST and Differently-abled candidates, a pass is the minimum qualification for the above Programme.*

### **3. Reservation Policy**

Admission to the M.A. Sociology Integrated Programme will be strictly based on the reservation policy of the Government of Tamil Nadu.

### **4. Programme Duration**

**4.1** The M. A. **Sociology** Integrated Programme consists of five academic years and ten semesters.

**4.2** Each academic year is divided into two semesters, the first being from June to November and the second from December to April.

**4.3** Each semester will have 90 working days.

### **5. Programme Structure**

**5.1** The M.A.Sociology Integrated Programme consists of Language Courses, Core Courses, Allied Courses, Elective Courses, Soft Skills, Practical Learning and Project. Students shall also participate in Extension Activities as part of their curriculum. (Annexure I)

#### **5.2 Language Courses**

**5.2.1** Each student shall take two languages of four courses each, one in each semester for the first two years of the programme.

**5.2.2** Language-I shall be Tamil or another language such as Hindi or French.

**5.2.3** Language-II shall be English.

### ***5.3 Core courses***

**5.3.1** These are a set of compulsory courses essential for each programme.

**5.3.2** The core courses include both Theory (Core Theory) and Practical (Core Practical) courses.

### ***5.4 Allied Courses***

Each student shall take courses in the disciplines allied to the main subject of the programme.

### ***5.5 Elective Courses***

The students can choose from two of Electives offered by the Sociology Department.

### **5.6 Soft Skills**

**5.6.1** Soft skills are intended to enable students to acquire attributes that enhance their performance and achieve their goals with complementing hard skills.

**5.6.2** Soft skills include communication skills, computer skills, social skills, leadership traits, team work, development of emotional intelligence quotients, among others.

### ***5.7 Value Based Education***

All students shall take a course on Value Based Education that includes human values and ethics.

### **5.8 Practical Learning**

**5.8.1** Practical learning provides opportunities to students to connect principles of the discipline with real-life situations.

**5.8.2** In-plant training/field trips/internships/industrial visits (as applicable) fall under this category.

### ***5.9 Extension Activities***

**5.9.1** It is mandatory for every student to participate in extension activities.

**5.9.2** All the students shall enroll under NSS/YRC/RRC or any other Service Organization in the University.

**5.9.3** Extension activities shall be conducted outside the class hours.

### ***5.10 Project***

**5.10.1** Each student shall undertake Two Projects.

**5.10.2** The Head of the Department shall assign a Project Supervisor to all the students.

**5.10.3** The Project Supervisor shall assign a topic for project and monitor the progress of the student periodically.

**5.10.4** Students who wish to undertake project work in recognized institutions/industry shall obtain prior permission from the University.

### ***5.11 Online Courses***

**5.11.1** The Heads of Departments shall facilitate enrolment of students in Massive Open Online Courses (MOOCs) platform such as SWAYAM to provide academic flexibility and enhance the academic career of students.

## ***6. Attendance***

**6.1** Each faculty handling a course shall be responsible for the maintenance of Attendance and Assessment Record for students who have registered for the course.

**6.2** The Record shall contain details of the students' attendance, marks obtained in the Continuous Internal Assessment (CIA) Tests, Assignments and Seminars. In addition, the Record shall also contain the organization of lesson plan.

**6.3** The record shall be submitted to the Head of the Department once a month for monitoring the attendance and syllabus coverage.

**6.4** At the end of the semester, the record shall be duly signed by the Faculty and the Head of the Department and placed in safe custody for any future verification.

**6.5** The Faculty shall intimate to the Head of the Department at least seven calendar days before the last instruction day in the semester about the attendance particulars of all students.

**6.6** Each student should earn minimum of 75% attendance in the courses of the particular semester failing which she will not be permitted to write the End-Semester Examination. The student has to redo the semester in the next year.

**6.7** Relaxation of attendance requirement up to 10% may be granted for valid reasons such as illness.

### ***7. Mentor-Mentee System***

**7.1** To help the students in planning their course of study and for general advice on the academic programme, the Head of the Department will attach certain number of students to a member of the faculty who shall function as a Mentor throughout their period of study.

**7.2** The Mentors will guide their mentees with the curriculum, monitor their progress, and provide intellectual and emotional support.

**7.3** The Mentors shall also help their mentees to choose appropriate electives, apply for scholarships, undertake projects, prepare for competitive examinations, attend campus interviews and participate in extra curricular activities.

## ***8. Examinations***

**8.1** The examination system of the University is designed to systematically test the student's progress in class, laboratory and field work through Continuous Internal Assessment (CIA) Tests and End-Semester Examination (ESE).

**8.2** There will be three CIA Tests and one ESE in each semester.

**8.3** The Question Papers will be framed to test different levels of learning based on Bloom's taxonomy viz. Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation/Creativity.

### ***8.4 Continuous Internal Assessment Tests***

**8.4.1** The CIA Tests shall be a combination of a variety of tools such as class tests, assignments, seminars, and viva-voce that would be suitable to the course. This requires an element of openness.

### ***8.5 End Semester Examinations(ESEs)***

**8.5.1** The ESEs for the odd semester will be conducted in November and for the even semester in April/May.

**8.5.2** A candidate who does not pass the examination in any course(s) will be permitted to reappear in such course(s) that will be held in November and April/May in the subsequent year.

**8.5.3** The ESE will be of three hours duration and will cover the entire syllabus of the course.



## ***9. Evaluation***

### **9.1 Marks Distribution**

**9.1.1** Each course, both Theory and Practical as well as Project/Internship/Field work shall be evaluated for a maximum of 100 marks.

**9.1.2** For the theory courses, CIA Tests will carry 25% and the ESE, 75% of the marks.

**9.1.3** For the Practical courses, the CIA Tests will constitute 40% and the ESE 60% of the marks.

### ***9.2 Assessment of CIA Tests***

**9.2.1** For the CIA Tests, the assessment will be done by the Faculty

**9.2.2** For the Theory Courses, the break-up of marks shall be as follows:

	Marks
Tests	15
Seminar	5
Assignment	5
Total	25

**9.2.3** For the Practical Courses (wherever applicable), the break-up of marks shall be as follows:

	Marks
Test	20
Record	10
Viva-voce	10
Total	40

***9.3 Assessment of End-Semester Examinations as per the rules and regulations laid down by the University.***

#### ***9.4 Assessment of Project/Dissertation***

9.4.1 The Project Report/Dissertation shall be submitted as per the guidelines laid down by the University.

9.4.2 The Project Work/Dissertation shall carry a maximum of 100 marks.

#### ***9.5 Passing Minimum***

9.5.1 A candidate is declared to have passed in each course if she secures not less than 50% marks in the ESE and not less than 50% marks in aggregate taking CIA and ESE marks together.

9.5.2 A candidate who has not secured a minimum of 50% of marks in a course (CIA + ESE) shall reappear for the course in the next semester/year.

#### ***10. Conferment of the Master's Degree***

10.1 A candidate who has secured a minimum of 50% marks in all courses prescribed in the programme and earned the minimum required credits shall be considered to have passed the M.A.Sociology Integrated Programme.

#### **11. Academic misconduct**

Any action that results in an unfair academic advantage/interference with the functioning of the academic community constitutes academic misconduct. This includes but is not limited to cheating, plagiarism, altering academic documents, fabrication/falsification of data, submitting the work of another student, interfering with other students' work, removing/defacing department library or computer resources, stealing other students' notes/assignments, electronically interfering with other students'/University's intellectual property. Since many of these acts may be committed unintentionally due to lack of awareness, students shall be sensitized on issues of academic integrity and ethics.

**12.** Notwithstanding anything contained in the above pages as Rules and Regulations governing the M.A.Sociology Integrated Programme at Mother Teresa Women's University, the Executive Council is vested with the powers to revise them from time to time on the recommendations of the Academic Committee.

**Mother Teresa Women's University, Kodaikanal.**

Department of Sociology

M.A.Sociology (Five Year Integrated Programme)

**Description of the Programme**

Sociology Programme of the Department of Sociology, Mother Teresa Women's University is designed to help students to develop fundamental knowledge of social problems and the appropriate research methods and theories used to resolve them. Sociology is the systematic study of society, culture, and group relationships. Sociology program will teach students the fundamental skills needed to take up field work, research, apply statistical analysis to evaluate research findings and present their analysis as report constructively. Wider opportunities are available after the completion of the course.

**Curriculum**

The curriculum offers a balanced collection of sociology fundamentals and interest-driven course options designed to help the students to develop into an analytical thinker. Initially, the students will take courses like Introduction to Sociology; Social Problems; and Marriage, Kinship and Family. Then, the students will progress into core courses on social theory, statistics and research methods and gain insights into the contemporary social issues. At final level of study, the department encourage the students to take project/programme on gender studies, social problems, entrepreneurship development, Self Help Groups , Medical Sociology, counseling skills, Social Legislation and women's empowerment.

**Student opportunities and Experience**

Students have a chance to work collaboratively with faculty to examine and research some of the most pressing social issues of the day. Mentor-based research, awareness programmes, seminars, conferences and chances to showcase their work are routinely available to all students.

**Main Focus of the Programme**

- This Sociology programme is an exciting and illuminating field of study that analyzes and explains important matters in our personal lives, our communities, and the world.
- Students who have been well trained in sociology know how to think critically about human social life, and how to ask important research questions.

- Learners will be trained to how to think, evaluate, and communicate clearly, creatively, and effectively. These are all abilities of tremendous value in a wide variety of vocational callings and challenging professions.
- It teaches about the study of human social relationships, community, education, religion, political sociology etc.

### **Objectives of the Programme**

- To offer the subject of Sociology in order to develop a distinctive and unique way of seeing and understanding the social world in which we live and how it shapes our lives.
- To analyze real life issues sociologically and to have systematic and scientific understandings of social life.
- To stimulate awareness of contemporary social, cultural and political issues, and focuses on the importance of examining these issues in a reasoned and analytical way.
- To make the students aware of the sociology as the employable course and have job opportunities & Placement.
- To make the students aware of how sociology helps to compete in competitive examinations like Group I,II of TNPSC/UPSC etc.

### **Career Opportunities/ Outcomes**

- ✓ One of the most frequent questions students ask about sociology is, “What can I do with a sociology degree?” The answer is that the career potential of sociology major is almost limitless. Sociology offers diverse employment opportunities .
- ✓ A sociology degree gives students analytical, organizational, and research skills that prepare them for roles in the following areas:
  - Sociologists are employed by research institutes, the criminal justice system, Public Service, public health and welfare organizations, private businesses, law firms, international agencies, medical centers, educational institutions, advertising firms, survey and polling organizations, Business and beyond.
  - Students with a degree in sociology often secure employment as social researchers, Social and Community Services, Case Workers, Paralegals, Public

relations workers, administrators, community organizers, public policy researchers, and data analysts. Sociology also provides great preparation for going on to law school, medical school, business school, and for graduate degree programs in social work, education, public policy, religious ministry, mass communications, public health, non-profit administration, and international affairs.

- The students can go on to higher education like Ph.D and additional qualifications and find work in the human resource development services field such as Health care services in Hospitals, Children's Home, social services, social welfare offices.

What Kind of Salary do the potential students Earn with a Sociology Degree?

- Attractive and Handsome salary.

### **The subject Sociology is popular among the IAS aspirants.**

In each paper, some elements of sociology are present. The papers will help in answering questions related to Indian society, women's issues and topics like social empowerment, socialization, Gender equality etc. Similarly, most of the other papers concentrate on the development and management of social sectors, welfare schemes for vulnerable sections, NGOs, SHGs etc have some sociological connotation/knowledge can be answered.

**Sociology** as an optional subject in UPSC Mains is a popular choice among aspirants as an **IAS** officer has to deal with many facets of the society and knowledge of **sociology** is helpful in their work.

### **Need & Significance of the Programme**

Sociology program includes general education, elective, and major requirements. Learners may possess indepth understanding on topics like Group relationships and families, individual investigation in sociology, Community Development and researching society. These programs may also offer concentrations like industrial sociology, Mass media, globalization, Women's Studies, social data research, sociology of law, and rural/urban sociology.

This highly interdisciplinary degree qualifies graduates for multiple roles in diverse fields.

### **Highlights of the Programme**

Sociology program provide advanced knowledge and skills, emphasizing research aptitude, contemporary social issues and international research.

M.A. Sociology Five year Integrated Programme take a more interdisciplinary approach at first three years and at final last two years it provide advanced knowledge and skills, emphasizing multidisciplinary approaches and subject based studies. Courses may include Understanding Society, Social Institutions, Culture, Social Structure, Social Processes, Social Change and Social Demography.

### **Common skills gained from a sociology degree include:**

- Research and data collection.
- Planning and Project Management.
- Data analysis, including competent/advanced use of statistics.
- General Information & Technology skills.
- Self-management, including planning and meeting with the skill of Time Management.
- Professional communication, spoken and written.

**Department of Sociology**  
**M.A. Sociology Five year Integrated Programme**

<b>P. N o</b>	<b>Paper code</b>	<b>Course Title</b>	<b>Hours</b>	<b>Credits</b>	<b>Continuous Internal Assessment (CIS)</b>	<b>End Semester Exam(ESE)</b>	<b>Total</b>
<b>Semester I</b>							
1	ITAM11	Part I :Tamil	4	3	25	75	100
2	IENG11	Part II : English	4	3	25	75	100
3	ISOT11	Introduction to Sociology	5	4	25	75	100
4	ISOT12	Rural Sociology	5	4	25	75	100
5		Professional English	4	4	25	75	100
6	ISOA11	Allied ( <i>Theory I</i> ) <b>Human Resource Development</b>	5	4	25	75	100
7	IVAE11	Value Education	3	3	25	75	100
<b>Total</b>			30	25			700
<b>Semester II</b>							
8	ITAM22	Part I Tamil	4	3	25	75	100
9	IENG22	Part II: English	4	3	25	75	100
10	ISOCT21	Principles of Sociology- I	6	4	25	75	100
11	ISOT22	Sociology of Education	5	4	25	75	100
12		Professional English	4	4	25	75	100
13	ISOA22	Allied ( <i>Theory</i> ) <b>Computer and its Applications</b>	5	4	25	75	100
14	IEVS21	Environmental Studies	2	2	25	75	100
<b>Total</b>			30	24			700
<b>Semester III</b>							
15	ITAM33	Part Tamil	6	3	25	75	100
16	IENG33	Part II English	6	3	25	75	100
17	ISOT31	Sociological Theories – I	5	4	25	75	100
18	ISOA31	Allied II Counselling Skills	5	4	25	75	100
19	***	Elective I	4	3	25	75	100
20	**	Non Major Elective Course I	2	2	25	75	100
21	ISOS31	Skill Based Studies I	2	2	25	75	100
<b>Total</b>			30	21			700
<b>Semester IV</b>							
22	ITAM44	Part Tamil	6	3	25	75	100
23	IENG44	Part II English	6	3	25	75	100
24	ISOT41	Indian Social Problems	4	4	25	75	100

25	ISOT42	Sociological Theories - II	4	4	25	75	100
26	ISOA43	Allied Theory: <b>Gender and Society</b>	3	4	25	75	100
27	***	Elective II	3	3	25	75	100
28	**	Non Major Elective Course II	2	2	25	75	100
29	ISOS42	Skill Based Studies II	2	2	25	75	100
		<b>Total</b>	30	25			800
<b>Semester V</b>							
30	ISOT51	Urban Sociology	5	4	25	75	100
31	ISOT52	Research Methodology	5	4	25	75	100
32	ISOT53	Social Demography	5	4	25	75	100
33	ISOT54	Social Anthropology	5	4	25	75	100
34	ISOT55	Indian Social Institutions	5	3	25	75	100
35	***	Elective III	3	3	25	75	100
36	ISOS53	Skill Based Studies III	2	2	25	75	100
		<b>Total</b>	30	24			700
<b>Semester VI</b>							
37	ISOT61	Sociology of Mass Communication	5	4	25	75	100
38	ISOT62	Industrial Sociology	5	4	25	75	100
39	ISOT63	Community Development	5	4	25	75	100
40	ISOT64	Social Movements in India	5	4	25	75	100
41	ISOT65	Social Statistics	5	4	25	75	100
42	***	Elective IV	3	3	25	75	100
43	ISOS64	Skill Based Studies IV	2	2	25	75	100
44	ISOEXT	Extension Activity	-	3	25	75	100
		<b>Total</b>	30	28			800
<b>Semester VII</b>							
45	ISOT71	Principles of Sociology- II	6	5	25	75	100
46	ISOT72	Sociology for Competitive Examinations	6	5	25	75	100
47	ISOT73	Urban Planning And Development	6	5	25	75	100
48	ISOT74	Indian Society	6	5	25	75	100
49	***	Elective V : Village Adoption Scheme [VAS] – Working with Individuals	6	5	25	75	100
		<b>Total</b>		25			500



<b>Semester VIII</b>							
50	ISOT81	Sociology of Ageing	6	5	25	75	100
51	ISOT82	Social Psychology	6	5	25	75	100
52	ISOT83	Sociology of Change and Development	6	5	25	75	100
53	ISOT84	Sociology of Law	6	5	25	75	100
54	***	Elective VI : Village Adoption Scheme [VAS] – Working with Groups	6	5	25	75	100
		<b>Total</b>	<b>30</b>	<b>25</b>			<b>500</b>
<b>Semester IX</b>							
55	ISOT91	Women and Entrepreneur Development	6	5	25	75	100
56	ISOT92	Political Sociology	6	5	25	75	100
57	ISOT93	Contemporary Social Problems	6	5	25	75	100
58	ISOT94	NGO Management	6	5	25	75	100
59	***	Elective VII : Village Adoption Scheme [VAS] – Working with Community Organization	6	5	25	75	100
		<b>Total</b>		<b>25</b>			<b>500</b>
<b>Semester X</b>							
60	ISOT101	Medical Sociology	6	5	25	75	100
61	ISOT102	Social Welfare Administration	6	5	25	75	100
62	ISOD101	Dissertation/Viva-Voce	18	5	25	75	100
		<b>Total</b>		<b>15</b>			<b>300</b>
	<b>Total</b>						

## SEMESTER I

Course Title & Code	<b>CORE 1 (THEORY) – INTRODUCTION TO SOCIOLOGY</b>		
Semester	Semester-I	Credits:4	Hours/weeks: 5
Cognitive Level	K1: Recall K2: Understand K4: Analyze		
Learning Objective	<ol style="list-style-type: none"><li>1. To give knowledge to students about scope and development of Sociology as a scientific discipline</li><li>2. To make them understand basic concepts and their perspectives</li><li>3. To introduce basic concepts and social processes which will enable even students without any previous exposure to sociology could acquire an interest in the subject and follow it.</li></ol>		

### **COURSE OUTCOMES:**

On the successful completion of the course, students will be able to

**CO1:** Acquire knowledge about the origin and development of sociology as a distinctive discipline.

**CO2:** Understand the basic concepts such as culture, social group, social institutions, social organization and disorganization, etc.

**CO3:** Realize how the social control system working as formal and informal control over the society.

# INTRODUCTION TO SOCIOLOGY

## Unit – I

**Sociology:** Meaning, Nature and scope of Sociology – Origin and Development – Importance of the Study of Sociology – Relationship with other social sciences.

## Unit – II

**Man and Society:** Society –origin- nature of society – Relationship between Individual and Society - Socialization – meaning – functions - Agencies of Socialization.

## Unit – III

**Social Institutions:** Family, Marriage, Kinship, Religion, Caste, Education, Economy and Politics - Characteristics - merits and demerits of Social Institutions.

## Unit – IV

**Basic Concepts:** Community, Association, Institution – Folkways and Mores- Social Processes: Associative and dissociative processes – Social Groups: Meaning, Characteristics, Classification and functions of Social Groups.

## Unit - V

**Culture and Civilization:** Culture –Meaning –types of culture – features and elements of culture – Civilization – Relationship and differences between Culture and Civilization - Cultural lag.

## REFERENCE BOOKS

1. Bottomore T.B.(1962) A guide to problems and literature, , George Allen and Unwin Ltd., London.
2. Ogburn William F and Mayer F.Nimkoff (1964) a hand book of sociology, Routledge and Keganpaul Ltd., London.
3. Sachdev and Vidhya Bhusan – Introduction to Sociology, Kitabmahal,
4. Shankar Rao, Sociology, Chand & Co.,

**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	M	S	S	S	S	S	M
CO5	S	S	S	S	S	S	M	S	S	S	S	S	M

- Strongly Correlating (S) - 3 marks
- Moderately Correlating (M) - 2 marks
- Weakly Correlating (W) - 1 mark
- No Correlation (N) - 0 mark

Course Title & Code	<b>CORE 2 (THEORY) RURAL SOCIOLOGY</b>		
Semester	Semester-I	Credits:4	Hours/weeks: 5
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Analyze		
Learning Objective	1. To give a knowledge on agriculture and food which is one focus of rural sociology, and much of the field is dedicated to the economics of farm production. 2. To introduce the like most areas of sociology, urban sociologists use statistical analysis, observation, social theory, interviews, and other methods to study a range of topics,		

### **COURSE OUTCOMES:**

On the successful completion of the course, students will be able to

**CO1:** Make the student understand about rural and urban settings as a social system and the social relations existing in the past and present periods.

**CO2:** Obtain the know-how of the interaction existing between the rural and agrarian social structure of its patterns and their consequences.

**CO3:** Sensitizing the students about rural and agrarian transformation in India.

### **SEM I**

### **RURAL SOCIOLOGY**

#### **Unit – I**

**Introduction:** Rural Sociology – Meaning – definition – nature and scope - Concept of Rural Development- Definition – Development, rural and rural development, scope and need of rural development.

#### **Unit – II**

**Early Experiments in Rural Reconstruction-** Works at Shantiniketan, Gandhiji’s rural rejuvenation programme, Bhoodan movement, Marthandam Experiment, Gurgaon

experiment for Rural Reconstruction, Firka Development scheme of Madras state, Nilokheri , Etawah Pilot Project, Indian Village Service.

### Unit – III

**Agrarian Society:** Family and Kinship - Caste and Class – Religion Characteristics of rural society - Jajmani system - Landlords, Working peasants and labourers – Zamindari system, Mahalwari system, Ryotwari system - Abolition of Intermediaries, Tenancy Reforms, Ceilings on Land Holdings, Land reforms Consolidation of land holdings, Co-operative Farming - Changing agrarian relations – Five Year Plans and Rural Development programmes in India and Tamil Nadu - Panchayat Raj Institutions.

### Unit – IV

Village Patterns and characteristics – Emergence of Villages – Types of villages – Village settlement patterns – Types and patterns of dwelling. **Rural Problems:** Poverty and Indebtedness – Child Labour – Unemployment – Illiteracy – Migration – Health and Sanitation Problems.

### Unit - V

Indicators and Index: Meaning and definition of indicators and index. Types of indicators. Index - Human development index, devolution index, National health index, reproductive health index, gender development index, housing index, Socio economic index, vital statistics, demographic indicators, social development index, gross domestic index, gender inequality index

### References:

1. Desai A.R. Rural sociology in India, Bombay Popular Prakasam, New Delhi.
2. Ram Ahuja, Indian Social Systems, Rawat Publications, New Delhi.
3. S.L.Doshi and Jain (2001), Rural Sociology, Rawat Publications, New Delhi.
4. C.N.Sankar Rao – Sociology – S. Chand & Co – N. Delhi

### Mapping of COs with POs &PSOs:

CO	PO								PSO					
	1	2	3	4	5	6	7	8	1	2	3	4	5	

CO1	S	M	S	S	S	S	S	S	S	M	S	S	S
CO2	S	M	M	S	S	S	S	S	S	M	S	S	S
CO3	S	M	S	M	S	S	S	S	S	M	S	S	S
CO4	S	M	S	M	S	S	S	S	S	M	S	S	S
CO5	S	S	S	S	S	S	S	M	S	M	S	S	S

Strongly Correlating (S) - 3 marks  
Moderately Correlating (M) - 2 marks  
Weakly Correlating (W) - 1 mark  
No Correlation (N) - 0 mark

Course Title & Code	<b>ALLIED (THEORY): HUMAN RESOURCE DEVELOPMENT</b>		
Semester	Semester-II	Credits:4	Hours/weeks: 5
Cognitive Level	K1: Recall K2: Understand K3: Apply		
Learning Objective	<ol style="list-style-type: none"> <li>1. To provide new theoretical insights that can advance our understanding of human resource development, including strengthening of the students for understanding of the impact the employment relationship has on contemporary society.</li> <li>2. To study the important perspectives, approaches, career plannings / Human Resource planning, Affirmative action plan, job requirements and there by quality of work and quality of life.</li> <li>3. To provide knowledge on the issues such as inequality, class relations to employment, and will be more aware of the ways that conflict in the workplace is linked to conflict in the wider society.</li> </ol>		

## **COURSE OUTCOMES:**

On the successful completion of the course, students will be able to

**CO1:** Gain skills in considering career options in the public, private and voluntary sector specific employment and management.

**CO2:** Gain knowledge of human resource needs and interests for organizational development and economic growth.

**CO3:** Recognize the benefits of human resource policies in the post-industrial

## **HUMAN RESOURCE DEVELOPMENT**

### **UNIT - I: Introduction**

Concept-Need-Process-Mechanisms and outcomes-Planning HRD System - HRD Tools - HRD in Indian Companies

### **UNIT - II: Human Resource Development and the Supervisor**

Human Resource Development and the Supervisor-Line managers and HRD-Motivational Aspects of HRD-Development Supervision-Counselling and monitoring

### **UNIT - III: Training and Development**

Training, Development and Education-Purpose-Principles of Training-steps Development-need for development-techniques of development. Channels of Recruitment.

### **UNIT - IV: Human Resource Planning**

Human Resource Planning: Definition-model-HR Plans-Responsibility for Human Resource Planning-Effective Human Resource Planning. Career Planning: Definition - Career Planning and Employee Needs - Personnel Departments and Career Education, Information on career planning and career counseling. Career Development: Definition - Individual Career development HRD in service Industry-HRD-International Experience

### **UNIT - V: Main issues in HRD**

Main issues and challenges in HRD-HRD culture and climate-Approaches to Industrial Relation-Recent trends in HRD.

## **REFERENCES:**

1. Mamoria. C.B & Gankar. S.V. Personnel Management Text & Cases, Himalaya Publishing House, Mumbai:2003.



2. Prem Kumar, Asit. Ghosh K Personnel management and Industrial relations, Anmol Publications 2003.
3. Jayagopal.r Human Resource development- conceptual analysis and strategies, Sterling Publishers, New Delhi 1992.
4. Tripathi. P.C., Human Resource Development. Sultan Chand & Sons , Delhi. 1999.
5. Nair.M.R.R, Rao.T.V., Excellence Trough Human Resource development, Tata MC Grew hill, New Delhi.

**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	M	S	S	S	S	S	S	S	S	S	M	S
CO5	S	M	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

## SEMESTER II

Course Title & Code	<b>CORE (THEORY) – Principles of Sociology- I</b>		
Semester	Semester-II	Credits:4	Hours/weeks: 5
Cognitive Level	K1: Recall K2: Understand		
Learning Objective	<ol style="list-style-type: none"> <li>1. To introduce the concept of Sociological concepts.</li> <li>2. To teach about Culture and Indian groups of Indian Society.</li> <li>3. To develop the positive attitude towards the Social organizations.</li> <li>4. To acquaint the students with sociology as a social science and the distinctiveness of the subject.</li> <li>5. To give knowledge to students about nature, scope and development of Sociology</li> <li>6. To make them understand basic concepts and the available job opportunities</li> <li>7. To make them aware of the subject as scientific discipline.</li> </ol>		

### **COURSE OUTCOME:**

After successful completion of the course, Student shall be able to:

**CO1:** Understand the kinds of questions **sociologists** have typically addressed and the role **sociology** plays in contributing to our understanding of social reality.

**CO2:** Understand the connection between the individual and society.

**CO3:** Use the methods **sociologists** use to answer important questions about society.

# PRINCIPLES OF SOCIOLOGY- I

## Unit I

Definition and Scope of Sociology- Branches of Sociology-Importance of Sociology . Sociology as a science of society, the formation of sociology, relationship to other sciences and practices, - Uses of Sociology .

Basic Concepts: Individual and Society: The Role of Heredity and Environment in the Development of Individual. Community and Association

## Unit II

Culture: Characteristics and Functions, Material and Non-material Culture, Cultural Lag, Relationship between Culture and Personality. Socialization: Importance - Process - Stages - Agencies - Theories.

## Unit III

Social Action and Interaction: Social Relationships and Social Processes. Associative/ Conjunctive: Cooperation, Accommodation, Assimilation, Diffusion, and Acculturation. Dissociative / Disjunctive: Competition and Conflict.

Social Groups: Primary and Secondary Groups - Their Characteristics - Functions - Differences - Reference Groups.

## Unit IV

Social Organizations: Formal and Informal - Characteristics and Functions.

Social Institutions and Their Characteristics - Family and Marriage as Important Social Institutions. Political, Economic and Religious Institutions.

## Unit V

Social Stratification: Characteristics and Functions. Forms of Social Stratification: Estate, Caste and Class Systems. Status, Role and Power. Social Mobility.

Social Control: Types of Social Control - Formal and Informal. Agencies of Social Control. Social Disorganization: Characteristics. Social Deviation-Anomie.

**Text Book :**

**Giddens, F.H.** - *The Principles of Sociology*. Jaipur: Prentice Hall, 1990.

**References:**

**Anderesen, M.L. & Taylor, H.F.** – *Sociology The Essentials*. Wordsworth Thomson Learning, 2001.

**Bierstedt, R.A.** - *The Social Order*. New York: McGraw-Hill, 1963.

**Bottomore, T.B.** - *Sociology A guide to Problems and Literature*. Blackie and son (India) Ltd., 1972.

**Brijjak, G.J.** – *Sociology: Cultural Diversity In A Changing World*. London: Alley and Baccon, 1992.

**Broom, L., and Selznick, P.** – *Sociology*. New York: Harper and Row, 1970.

**Calhoun, C., Light, D., Keller, S. and Harper, D.** - *Sociology*. New York: McGraw-Hill, Inc, 1994.

**Defleur, M.L., D'Antonio, W.V. and Defleur, L.B.** – *Sociology of Human Society*.

**Giddens, A.** - *Sociology*, New York: Harcourt Brace Jovanovich, 1982. **Popeneo, D.** - *Sociology*, Eighth Edition. Englewood Cliffs: Prentice Hall, 1991. **Giddens, F.H.** - *The Principles of Sociology*. Jaipur: Prentice Hall, 1990.

**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	M	S	S	S
CO4	S	M	S	S	S	S	S	S	S	S	S	M	S
CO5	S	M	S	S	S	S	S	S	S	S	S	S	M

Strongly Correlating	(S)	- 3 marks
Moderately Correlating	(M)	- 2 marks
Weakly Correlating	(W)	- 1 mark
No Correlation	(N)	- 0 mark

Course Title & Code	<b>CORE (THEORY ) : SOCIOLOGY OF EDUCATION</b>		
Semester	Semester-II	Credits:4	Hours/weeks: 5
Cognitive Level	K1: Recall K2: Understand K3: Apply		
Learning Objective	<ol style="list-style-type: none"> <li>1. To teach about the importance on individual's Education.</li> <li>2. To make an understanding on policies and issues pertaining to Education</li> </ol>		

### **COURSE OUTCOMES:**

On the successful completion of the course, students will be able to

**CO1:** Compare contemporary trends in Education methods with the past.

**CO2:** Provide a historical and cross-cultural analysis of various aspects of Education.

**CO3:** Analyze political viewpoints of Education and social change and the influence of such viewpoints on social policy.

**CO4:** Demonstrate an ability to apply sociological theories to a variety of sociological and social issues.

**CO5:** Demonstrate ability to communicate effectively in writing.

## **SOCIOLOGY OF EDUCATION**

### **UNIT – I**

Sociology of Education – Meaning, Definition, Nature and scope – Basic concepts in Education  
– Family, Socialization and education – Formal, informal and non-formal education.

Agencies of education: Family – Peer group – Mass media; The Indian Tradition of Education: Colonial education, contribution of nationalists.

## **UNIT – II**

Education and social stratification in India: Inequalities of educational opportunity: Class, Caste, and Rural-Urban, Education and social mobility; Special problems of the education of SCs STs and marginalized.

## **UNIT – III**

Education and social change: Education as an agency of social change; Gender Discrimination in Education; Gender Gaps at the Primary, Secondary, Higher Secondary and University Levels – Dropouts – Wastage and Stagnation of girls – Benefits of Educating Girls/Women.

## **UNIT – IV**

Education in India: The New Educational Policy Initiatives, Current Issues – Information technology and education; e-learning – Globalisation and education, Developments in Sociology of Education.

## **UNIT – V**

Comparison of Rural and Urban areas in Education – Importance of functional literacy – Literacy Rate Disparity – Government Programmes and Schemes – Surva Shiksha Abiyan – Constitutional Provisions and Government Efforts

## **REFERENCES:**

1. Chaube, S.P. and Akhilesh Chaube: *Philosophical and sociological foundations of education*. Agra: Vinod Pustak Mandir, 1981.
2. Chitnis, Suma and Philip G.Altbach (eds.): *Higher education reform in India: Experience and perspectives*. New Delhi: Sage, 1993.
3. Gore, M.S. and Suma Chitnis: *Education and modernization in India*. Jaipur: Rawat, 1982.
4. Jayaram, N.: *Sociology of education in India*. Jaipur: Rawat, 1990.

5. Mathur, S.S.: *A sociological approach to Indian education*. Agra: Vinod PustakMandir, 1981.
6. Morris, Iror: *The Sociology of Education*, Allan and Unwin, 1978.
7. Gore, M.S. et.all (ed.): *Papers on Sociology of Education in India*, New Delhi, NCERT, 1975.
8. Philips,H.Coombs. *TheWorks Crisis in Education*.NewYork :Oxford University Press, 1985.
9. Harris and Liebert. *The Child: Development from Birth through Adolescence*. New Jersey: Prentice Hall, 1984.
10. Kosambi, M. *At the Intersection of Gender, Reform, Religion, Belief*, Mumbai:SNDDT, 1993.
11. Patel,Surabhi.P. *Equality of Educational Oppportunity in India: A Myth or Reality?* Delhi: National , 1983.
12. Pillai,J.K and Rajeswari. *Readings in Women's Education*. Chennai: MotherTeresa Women's University, 1988.

**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	S	S	S	M	S	M	S
CO2	S	M	S	S	S	S	S	S	S	M	S	M	S
CO3	S	M	S	S	S	S	S	S	S	M	S	M	S
CO4	S	M	S	S	S	S	S	S	S	M	S	M	S
CO5	S	M	S	S	S	S	S	S	S	M	S	M	S

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark



Course Title & Code	<b>ALLIED THEORY-I - : COMPUTER AND ITS APPLICATIONS</b>		
Semester	Semester-I	Credits:4	Hours/weeks: 5
Cognitive Level	K1: Recall K2: Understand		
Learning Objective	<ol style="list-style-type: none"> <li>1. To provide the foundation and practical implementation Word documents</li> <li>2. To familiarize with Hardware and Softwares.</li> <li>3. To construct the Problem solving Skills using Multimedia tools</li> <li>4. To understand and develop well-structured application in Internet.</li> </ol>		

### **COURSE OUTCOMES:**

After successful completion of the course, Student shall be able to:

**CO1:** Understand what all the terms highlighted in bold in the text mean

**CO2:** Understand the fundamental hardware components that make up a computer's hardware and the role of each of these components

**CO3:** Understand the difference between an operating system and an application program, and what each is used for in a computer

**CO4:** Describe some examples of computers and state the effect that the use of computer technology has had on some common products

## **COMPUTER AND ITS APPLICATIONS**

### **UNIT-I**

Introduction to computers: Definition, characteristics and generation of computers—element of computers –Hardware – CPU – Primary and secondary memory – Input and output devices – Features of computers – classification – parts of a computer system.

## **UNIT-II**

Windows operating system –features of windows-Multimedia tools: Introduction – graphics effects & techniques – sound & music – video – multimedia author tools – Virtual reality.

## **UNIT-III**

Word basics – Creating Word Documents – Business Letters – Editing – Inserting Objects – Working with tables – Mail Merger – Microsoft Excel – Introduction to Spreadsheet (MS Excel) – Electronic Spread Sheet – Structure of Spread Sheet and its application to Accounting.

## **UNIT-IV**

Introduction to Internet and its basic concept – Uses of Internet – worlds wide web – Services of internet, features and benefits – browsing –locating information in web-protocols – internet address WWW – HTML – Web browsers – Searching the web.

## **UNIT-V**

Application of Internet in Business – Overview of E–Commerce – Online Business Model – Mobile Commerce (M–Commerce) – Applications – Security issues – E-Banking applications in Business.

## **REFERENCES:**

1. Using information technology-Brief version, practical introduction to computers and communications, Stacey sawyer brain, K.Williams, SarathK.Hutchinson, Second edition, McGraw Hill Publications.
2. A Text of information technology –R.Saravanakumar, S.Chand New Delhi-2003/3<sup>rd</sup> edition.

**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	M	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	M	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	M	S	S	S	S	S	S	S	S	S	M	S
CO5	S	M	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

**SEMESTER III**

Course Title & Code	<b>CORE (THEORY) -- SOCIOLOGICAL THEORIES – I</b>		
Semester	Semester-III	Credits:4	Hours/weeks: 5
Cognitive Level	K1: Recall		

	K2: Understand K3: Apply
Learning Objective	<ol style="list-style-type: none"> <li>1. To give knowledge to students about the origin and development of sociological theories over a century and it since then has been influenced by a variety of socio-economic and political conditions.</li> <li>2. Make them familiar with various Classical Sociologist and their concepts and perspectives.</li> </ol>

### **COURSE OUTCOMES :**

On the successful completion of the course, students will be able to

**CO1** - Gain knowledge about the social, economic, political and intellectual contexts in which the sociology emerged as a distinctive discipline.

**CO2** - Grasp the theoretical and methodological issues which would shape them to continue practitioner's of sociology and to continue to do further research.

**CO3** - Understand the various concepts of Classical Sociologist

## **SOCIOLOGICAL THEORIES – I**

### **Unit – I**

**Auguste Comte:** Law of Three Stages - Hierarchy of Sciences - Social Statics and Social Dynamics - Positivism.

### **Unit – II**

**Herbert Spencer:** Theory of Social Evolution - Organic Analogy.

### **Unit – III**

**Emile Durkheim:** Social Solidarity – Division of Labour - Theory of Suicide – Anomie

### **Unit – IV**

**Max Weber:** Ideal Types – Bureaucracy - Types of Authority – Class, Status and Power.

### **Unit - V**

**Karl Marx:** Dialectical Materialism - Theory of Social Change, Class and Class Struggle  
– Alienation.

**References:**

1. R.N.Sharma and R.K. Shama(1988) Contemporary Sociological Theories, Media Promoters and Publishers (P) Ltd., Bombay.
2. Bogardus, E.S. The Development of Social Thought, Longman's Green and Co., New York.
3. Abraham & Morgan, Modern Sociological Theory, Oxford University Press, Bombay.
4. Lewis A. Coser, Masters of Sociological Thoughts – Ideas in Historical and Social Context, Rawat Publications, Bangalore.

**Mapping of COs with POs & PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	M	S	S	S	S	M	S
CO2	S	M	S	S	S	S	M	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	M	S	S	S	S	S	S	S	S	S	M	S
CO5	S	M	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

Course Title & Code	<b>ALLIED THEORY - COUNSELLING SKILLS</b>		
Semester	Semester-III	Credits:4	Hours/weeks: 5
Cognitive Level	K1: Recall K2: Understand K4: Analyze		
Learning Objective	<ul style="list-style-type: none"> <li>• To provide an insight into Counselling, psychotherapy and student guidance.</li> <li>• To make the students aware of different settings for Counselling skills</li> <li>• To train the students on different settings of counselling.</li> </ul>		

### **COURSE OUTCOME:**

Upon completion of this course, the students will be able to

**CO1:** To develop a basic understanding of counselling as a tool for help

**CO2:** To acquire knowledge of various approaches in counseling.

**CO3:**To develop skills of application to real life situations

**CO4:**To develop ability to recognize and synthesize attitudes, values that enhance investment of self in the counsellor's role.

## **COUNSELLING SKILLS**

### **UNIT: I**

Counselling – Definition, meaning, counseling Stages: Pre – helping phase – Acquainting, Observing, Founding and Diagnosing. Helping phase –Pacing, Personalizing, Reframing and Initiating .Post helping Phase- Evaluating

**UNIT: II**

Psychotherapy – Definition, Scope and objectives, Freudian Stages of Personality Development– Psychodynamic Therapy. Cognitive Behavioural Therapy (CBT), Gestalt therapy, Family Therapy, Group Therapy, Occupational Therapy

**UNIT: III**

Situational issues and Counseling – Counseling the substance users – Counselling the HIV/AIDS, Mental Disorder and Counseling.

Students guidance and counselling, Career guidance and counselling.

**UNIT:IV**

Counselling in different settings: Marital, family, Marriage & Parenthood: Importance of marriage, Common concerns: arranged marriage & love marriage. Living together, individual differences. Problems and adjustments, accepting and respecting each other.

**UNIT:V**

Professional values of the counseling profession, Fundamental principles of professional ethical behavior, Code of Ethics in counseling relationship, Code of Ethics in Confidentiality and Privacy.

**REFERENCES:**

1. Antony John ( 2001) Principles and Techniques of Counselling, Dindigul , Anugraha Publications.
2. Antony. John (2003) Skills of Counselling, Dindigul, Anugraha Publications.
3. Antony John ( 2001) Dynamics of Counselling, Dindigul , Anugraha Publications
4. Antony. John ( 2006) Mental Disorders encountered in Counselling, Dindigul Anugraha Publications.
5. Prasantham B J (1987) Therapeutic Counselling, Vellore, CCC
6. Rao, Narayana (1981) Counselling Psychology, Bombay, TataMcGraw Hill.
7. K.Park,(2015)Park’s Textbook of Preventive and Social Medicine, Banarsidas Bhanot, Jabalpur.



**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	M	S	S	S	S	S	S	M	S	M	S
CO2	S	M	M	S	S	S	S	S	S	M	S	M	S
CO3	S	M	M	S	S	S	S	S	S	S	S	M	S
CO4	S	M	M	S	S	S	S	S	S	S	S	M	S
CO5	S	M	M	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

## SEMESTER IV

	CORE (THEORY) : INDIAN SOCIAL PROBLEMS		
	Semester IV	Credits: 4	Hours: 4
<b>Cognitive Level</b>	K2-Understand K3-Apply		
<b>Objectives</b>	<ol style="list-style-type: none"><li>1. Society is undergoing rapid and massive changes. Many of these changes are such that they tend to call into question the ages-old social norms and practices thus giving rise to some critical social issues and problems.</li><li>2. The course is designed to give knowledge on some of emerging issues and problems from sociological perspectives.</li></ol>		

### COURSE OUTCOME

On the successful completion of the course, students will be able to

**CO1** - Get sensitization on the perspectives of emerging social, economic, political, cultural issues and various problems of contemporary society

**CO2** - Understand the perspectives of social problems and identifying causatives, so that they will be in a position to arrive the factual remedies for reducing/ eliminating / preventing information from their perspectives.

**CO3** - Processed with any type of research in regard to social problems in India and at abroad.

### INDIAN SOCIAL PROBLEMS

#### Unit-I

Social Problem - Definition and meaning of social organization and disorganization — Causes of social disorganization, Individual disorganization – Causes and Stages.

#### Unit-II

Crime and Delinquency - Crime - Causes, types, biological and environmental factors - Juvenile Delinquency - Causes and Prevention of Adult offenders - Alcoholism and Drug Addiction - Causes, consequences and prevention strategies.

### **Unit-III**

**Violence in society:** Gender based violence, Child Abuse, Human Trafficking, Sexual Harassment, Casteism, Communalism, Regionalism and Terrorism.

### **Unit-IV**

Commercial Sex work — Causes, types, Commercial Sex work and personal disorganization - Commercial Sex work and Family Disorganization - Suppression of Immoral Traffic Act of 1956. AIDS - Causes, extent, consequences and prevention - Awareness perspectives and problems.

### **Unit-V**

Poverty, Unemployment and Beggary - Poverty Absolute and Relative causes - Unemployment – Types and Causes - Effects of unemployment. Extent of unemployment in India - Beggary, Causes -Types, techniques, extent of beggary in India, methods of rehabilitation,- Relevance of U.N.

### **Text Books**

1. Madan, G.R. Indian Social Problems, New Delhi: Allied Publishers,
2. Kart, Cary, S. Exploring Social Problems: Reading and Research, California: Alfred Publishing Co., INC., 1978.
3. Teeters, Negley and Harry Elnar Barens. New Horizons in Criminology, New Delhi: Prentice Hall of India, 1959.

### **References**

1. Lemert, M. Social Pathology, New York: McGraw Hill Book Company, INC., 1951.
2. Stanley, D. Eitzen. Social Problems, London: Allyn and Bacon, 1983.
3. Majumdar, M Caste and Communication in an Indian Village, Mumbai: Asian Publishing House, 1958.
4. Julian Joseph. Social Problems, Prentice Hall, Englewood Cliffs, New Jersey, 1977.
5. Merton, Robert, K. and Nisbet, Contemporary Social Problems, New York: Harcourt Brace Jovanovich, 1979.

**Mapping of Cos with Pos and PSOs :**

<b>CO/ PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>	M	M		S	S		S	M	M	
<b>CO2</b>	S		S	S	M	M	S	M		M
<b>CO3</b>	M	M		S	S		S	M	M	
<b>CO4</b>	S		S	S	M	M	S	M		M
<b>CO5</b>	S		S	S	M	M	S	M		M

Strongly Correlating (S) - 3 marks  
Moderately Correlating (M) - 2 marks  
Weakly Correlating (W) - 1 mark  
No Correlation (N) - 0 mark

	<b>SEM IV- SOCIOLOGICAL THEORIES – II</b>		
	<b>Semester IV</b>	<b>Credits: 4</b>	<b>Hours: 4</b>
<b>Cognitive Level</b>	K2-Understand K3-Apply K6-Create		
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. To give knowledge to students about the origin and development of sociological theories over a century and it since then has been influenced by a variety of socio-economic and political conditions.</li> <li>2. Make them familiar with various Classical Sociologist and their concepts and perspectives.</li> </ol>		

## **COURSE OUTCOME**

On the successful completion of the course, students will be able to

**CO1:** Gain knowledge about the social, economic, political and intellectual contexts in which the sociology emerged as a distinctive discipline.

**CO2:** Grasp the theoretical and methodological issues which would shape them to continue practitioner's of sociology and to continue to do further research.

**CO3:** Understand the various concepts of Sociologist

## **SOCIOLOGICAL THEORIES – II**

### **Unit – I**

**Talcott Parsons: System theory:** Structure of Social Action – Pattern Variables – Cybermatic Hierarchy of Control.

**Robert K. Merton:** Functional Analysis: Functional Requirements Manifest and latent functions, Dysfunctions, Middle Range Theories.

## Unit – II

**Pitirim A. Sorokin:** Social Stratification – Social Mobility

**Vilfredo Pareto:** The Mind and Society - Social Cycle Theory - Fascism and Power Distribution

## Unit – III

**Claude Levi Strauss** - Structuralism - The Elementary Structures of Kinship; Structural study of Myth.

**Michael Foucault:** Power/Knowledge, Discourse Analysis, Discipline & Punish, History of Sexuality.

## Unit – IV

**Harold Garfinkel:** Breaching Experiment, Accomplishing Gender Comparison between Phenomenology and Ethno-methodology.

**Derrida:** Deconstruction

## Unit – V

**Anthony Giddens:** Theory of Structuration – High Modernity

**Jurgen Habermas:** Universality and Rationality – public sphere - Theory of Communicative action.

## References

1. Giddens, Anthony (2006), *Sociology*, 5<sup>th</sup> Edition New Delhi: Wiley India Pvt, Ltd,.
2. Jones, Pip (2003), *Introducing Social Theory*, Atlantic Publishers, New Delhi.
3. Turner, H. Jonathan (2003) *The Structure of sociological Theory*. USA: Wadsworth/Thomson Learning.
4. Wallace A. Ruth and Alison Wolf (2008), *Contemporary Sociological Theory*, Delhi: Dorling Kindersley (India) Pvt. Ltd.
5. Collins Randall. (1977) *Theoretical Sociology*, Delhi: Rawat Publications.
6. Bredemeier C. Harry and Richard M. Stephenson (1962), *The Analysis of Social Systems*, New York, Holt, Rinehart and Winston, inc.

**Mapping of Cos with Pos and PSOs :**

<b>CO/ PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>
<b>CO1</b>	M	M		S	S		S	M	M	
<b>CO2</b>	S		S	S	M	M	S	M		M
<b>CO3</b>	M	M		S	S		S	M	M	
<b>CO4</b>	S		S	S	M	M	S	M		M
<b>CO5</b>	S		S	S	M	M	S	M		M

Strongly Correlating (S) - 3 marks  
Moderately Correlating (M) - 2 marks  
Weakly Correlating (W) - 1 mark  
No Correlation (N) - 0 mark

ICSA44	ALLIED - GENDER AND SOCIETY		
	Semester IV	Credits: 4	Hours: 3
<b>Cognitive Level</b>	K2-Understand K3-Apply		
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. This course focuses on the emergence of women's movements and eventually women's studies in the context of feminist thought and critiques of sociological theories and methodologies.</li> <li>2. To trace the evolution of gender as a category of social analysis in the late twentieth century.</li> <li>3. Exposure to the course will lead to a better understanding of the social phenomena with regard to gender.</li> </ol>		

### **COURSE OUTCOME:**

On the successful completion of the course, students will be able to

**CO1:** Have a better understanding of the social construction of gender and knowledge on gender roles, gender identity, and self-image

**CO2:** The sociological perspectives on gender and society such as Marxist feminism, radical feminism, liberal feminism, and the emerging concept of eco-feminism.

**CO3 :** To know the status of women in the contemporary society, and having a sense of the problems faced by women in unorganized sectors

### **SEM IV - GENDER AND SOCIETY**

#### **UNIT 1**



Definition of Gender – Gender and Biology – Types - Gender Identity and Self Image – Gender Roles - Distinction between sex and gender – Social Construction of Gender.

**UNIT II:**

Theories: Liberal Feminism Strategies of Liberal Feminism –Critique of liberal feminism

**UNIT III:**

Marxist feminism - Dialectical materialism-Production and Reproduction-Class-Family Division of Labour – Strategies of Marxist feminism, Critique of Marxist feminism.

**UNIT IV:**

Radical feminism-Dialectic of sex-Reproduction and Reproductive Technology-Androgyny-Mothering-Cultural Feminism-Sexuality-Strategies of radical feminism-Critique of radical feminism.

**UNIT V:**

Socialist Feminism – Strategies- Critique.

Indian feminism - Caste, Class, Religion and women - Sex Bias in Socialization.

**Reference:**

Neera Desai& Meithei Krishna raj ,Women and Society ,Ajanta Pub, New Delhi 1987.

Gloria Bowles and Renate Duelli Klein ,Theories of women’s studies ,Routledge & Kegan Paul, London 1983.

**Mapping of Cos with Pos and PSOs :**

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
CO1	M	M		S	S		S	M	M	
CO2	S		S	S	M	M	S	M		M
CO3	M	M		S	S		S	M	M	
CO4	S		S	S	M	M	S	M		M

<b>CO5</b>	S		S	S	M	M	S	M		M
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Strongly Correlating	(S)	- 3 marks
Moderately Correlating	(M)	- 2 marks
Weakly Correlating	(W)	- 1 mark
No Correlation	(N)	- 0 mark

### **SEMESTER V**

Course Title & Code	<b>CORE (THEORY) URBAN SOCIOLOGY</b>		
Semester	Semester-V	Credits:4	Hours/weeks: 5
Cognitive Level	K1: Recall K2: Understand K3: Apply		
Learning Objective	<ol style="list-style-type: none"> <li>1. To provide knowledge on Urban sociology is the sociological study of life and human interaction in metropolitan areas.</li> <li>2. To introduce the like most areas of sociology, urban sociologists use statistical analysis, observation, social theory, interviews, and other methods to study a range of topics,</li> </ol>		

### **COURSE OUTCOMES**

On the successful completion of the course, students will be able to

**CO1:** Make the student understand about urban settings as a social system and the social relations existing in the past and present periods.

**CO2:** Obtain the know-how of the interaction existing between the urban and agrarian social structure of its patterns and their consequences.

**CO3:** Sensitizing the students about urban planning.

## URBAN SOCIOLOGY

### Unit – I

**Introduction:** Definition – origin and scope of urban sociology – rural – urban differences – rural – urban typology study of urban sociology in India –concept of urban , urban locality – urban agglomeration, urbanism – urbanism as a way of life. Urbanization: Definition – Process- Impacts of urbanization.

### Unit – II

**Urban Ecology:** Definition – Elements of ecology – Ecological theories – Factorial ecology – Social area analysis – Social indicators of movement.

### Unit –III

**Growth of Cities:** Pre – industrial and industrial cities – City: Definition – causes for the growth of cities. Types of cities – metropolis – megalopolis – rural urbanization – conurbation.

### Unit – IV

**Urban problems:** Crime – juvenile delinquency – beggary – alcoholism and drug addiction, poverty and unemployment – housing and slums – pollution – water supply.

### Unit –V

**Town Planning:** Objectives – Principles – Necessity of Town Planning of Growth of towns, satellite growth, forms of town planning – planning of the modern town - urban development policies.

### References:

1. William. G. Flanagan – Urban sociology images and structure. Allyn and bacon – Baston,
2. J.R. Mellor – Urban Sociology in an unurbanised society. Routledge & Kegan Paul – London.
3. N.JayaBalan – Urban Sociology, Atlantic publishers and distributors – Delhi
4. Odeyas. D. Heggade – Urban Development in India, Mohit publishers and distributors – Delhi
5. Ram Ahuja – Social problems in India, Rawat publications – N.Delhi
6. C.N.Sankar Rao – Sociology – S. Chand & Co – N. Delhi
7. DC. Bhatta charya – Vijoya publishing house, Kolkata.
8. Urban Sociology – Rajendra K. Sharma, Alantic Publishers and Distributors, New Delhi



**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	M	S	S	S	S	M	S	S	S	S	S	S
CO5	S	M	S	S	S	S	M	S	S	S	S	S	S

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

Course Title & Code	<b>CORE (THEORY) RESEARCH METHODOLOGY</b>		
Semester	Semester-V	Credits:4	Hours/weeks: 5
Cognitive Level	K2: Understand K3: Apply K4: Analyze K5: Evaluate		
Learning Objective	<ol style="list-style-type: none"> <li>1. To provide exposure to the fundamentals of various research techniques and methods (both quantitative and qualitative).</li> <li>2. To build upon the basic assumptions in adopting different methodologies for different kinds of research themes.</li> <li>3. To teach certain quantitative methods, statistical techniques and qualitative methods to collect and analyze the data would help them organize and analyze the information gathered by them.</li> </ol>		

**COURSE OUTCOMES:**

On the successful completion of the course, students will be able to

**CO1:** Realize the purpose of research and know the different methods and theories to study a phenomenon

**CO2:** Know about the different kinds of sampling design and their criteria; became aware of applying appropriate sampling to a study

**CO3:** Understand the scaling techniques and how to do the reliability & validity of a new scaling

**SEM V-RESEARCH METHODOLOGY**

**UNIT I: Fundamentals of Social Research**

Definition, Nature and purpose of social research - Steps in Social Research; Objectivity and Subjectivity in Social Research -Research and theory.

## **UNIT II: Stages, Types and Methods of Social Research**

Problem selection and formulation- Literature review- Types of Research: Basic, Applied and Action Research- Qualitative and Quantitative Research Methods- Research Designs, Hypothesis and Sampling.

## **UNIT III: Techniques of Data Collection**

Types and sources of Data - Methods of primary data collection: Observation, Interview, Questionnaire, Schedule and Case Study.

## **UNIT IV: Measurement and Scaling Techniques**

Meaning, Need and Problems of Scaling, Methods of Scale Construction - Likert, Thurstone and Guttman Scales. Bogardus Scale. Reliability and Validity.

## **UNIT V: Statistical Analysis and Use of Computer in Social Research**

Classification and Tabulation of data; Measures of Central Tendency: Mean, Median and Mode; Use of Computers in Social Research.

## **References:**

1. Ahuja, Ram (2001): *Research Methods*, New Delhi: Rawat Publication.
2. Goode, W.J. and P.K.Hatt (1952): *Methods in Social Research*, New York: McGraw International.
3. Seltiz, Claise et al; (1959): *Research Methods in Social Relation*, New York: Henry Holt and Co.
4. Srivastava, Prakash G.N. (1994): *Advances Research Methodology*, Delhi: Radha Publication.
5. Thakur, Devender (2003): *Research Methodology in Social Science*, Delhi: Deep and Deep Publication.
6. Young, P.V. (1988): *Scientific Social Survey and Research*, New Delhi Prentice Hall.

7. Krishnaswamy .O, (2004), *Social Research Methods*, New Delhi , Himalaya Publications

**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	M	S	S	S	M	S	S	S	S	M	S
CO2	S	M	M	S	S	S	M	S	S	S	S	M	S
CO3	S	M	S	M	S	S	M	S	S	S	S	M	S
CO4	S	M	S	M	S	S	M	S	S	S	S	M	S
CO5	S	M	S	M	S	S	S	S	S	S	S	M	S

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark



Course Title & Code	<b>CORE THEORY : SOCIAL DEMOGRAPHY</b>		
Semester	Semester-V	Credits:4	Hours/weeks: 5
Cognitive Level	K1:Recall K2:Understand K3:Apply		
Learning Objective	<ol style="list-style-type: none"> <li>1. To familiarize the students about various demographic factors that contribute to population change and how they influence and are influenced by various social and economic institutions.</li> <li>2. To provide knowledge on Sources and Demographic data as well as indicators to measure various demographic factors will be discussed.</li> </ol>		

**COURSE OUTCOMES:**

On Successful completion of the course, the students will be able to

**CO1** - Understand the conceptual clarity and theoretical framework and perspectives with regard to demography.

**CO2** - Know the linkages between various social institutions and social process on the one side and demographic outcomes and processes on the other.

**CO3** - Recognize the factors and control of population growth.

## **SOCIAL DEMOGRAPHY**

### **UNIT I: INTRODUCTION**

Definition, nature, scope and importance of demography and population studies- Origin and development of population studies.

### **UNIT II: Population Theories**

Malthusian, Demographic Transition and Optimum Population Theory.

### **UNIT III: Concepts and measurement of population trends in India**

Concepts –still birth, live birth, foetal death, sterility, fecundity, parity etc., Population Composition – age structure, sex-ratio, rural-urban composition, literacy and occupational composition.

### **UNIT IV: Population Dynamics**

Fertility, Mortality and Migration - definition, sources, measures and factors affecting them.

### **UNIT V: Population explosion**

World population growth- Population growth in India: causes and effects- Population planning and control: role of Government, NGOs and the media - Population Policy of India.

### **References:**

1. Jayapalan, N. *Social Demography*. Jaipur: Book Enclave, 2004.
2. Dubey, SurendraNath. *Population of India* Delhi: Autorspress, 2001.

3. Narasaiah, M. Lakshmi. *Population Growth*. New Delhi: Discovery Publishing House, 2001.
4. Bose, Asish. *Demographic Diversity of India*. Delhi: R.B Publishing Corporation, 1991.
5. Sinha, .V.C and Zacharia. E. *Elements of Demography*. New Delhi: Allied Publishers Private Limited, 1984.
6. Rajendra, Sharma. *Demography and Population Problems*. New Delhi: Atlantic Publishers, 1977.
7. Srivastava, O.S.: *Demography and Population Studies* New Delhi: Vikas Publishing House, 1994.

**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	M	M	S	S	M	S	S	M	S	M	S
CO2	S	M	M	M	S	S	M	S	S	M	S	M	S
CO3	S	M	M	M	S	S	M	S	S	S	S	M	S
CO4	S	M	M	M	S	S	M	S	S	S	S	M	S
CO5	S	M	M	M	S	S	M	S	S	S	S	M	S

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

Course Title & Code	<b>CORE (THEORY) – SOCIAL ANTHROPOLOGY</b>		
Semester	Semester-V	Credits:4	Hours/weeks: 5
Cognitive Level	K1:Recall K2:Understand K6: Create		
Learning Objective	<ol style="list-style-type: none"> <li>1. To develop knowledge of the interrelationships between individual, society , culture and civilization.</li> <li>2. Students will demonstrate an understanding of sociological terms and concepts related to the study of social class, race, ethnicity, and gender.</li> </ol>		

### **COURSE OUTCOMES:**

On Successful completion of the course, the students will be able to

**CO1:** Describe how evolutionary and historical processes have shaped primates and human ancestors and lead to the biological, behavioral, and cultural diversity seen in the present.

**CO2:** Describe how cultural systems construct reality differently for various human groups.

**CO3:** Describe how varying types of data are collected, analyzed, synthesized and interpreted to achieve these first two goals.

**CO4:**Communicate anthropological knowledge effectively through written, oral and data presentation in varying formats for diverse audiences.

### **SEM V - SOCIAL ANTHROPOLOGY**

#### **Unit - I**

Introduction to Anthropology – Definitions – Concept – Scope of Social Anthropology - Culture and Civilization; Ethnocentrism vis-à-vis cultural Relativism Culture and Civilization: Culture trait, Culture complex and Diffusion.

#### **Unit - II**

**The Nature of Society:** Individual, Society, Culture and Civilization, Great and Little Tradition - Human Biological Diversity: Racial criteria, racial traits in relation to Heredity and Environment -World classification and Indian classification of race.

### **Unit - III**

**Marriage:** Definition and universality - Laws of marriage - Types of marriage - Functions of marriage; Marriage regulations – Mate selection - **Family:** Definition and universality - Types of family - **Kinship:** Consanguinity and Affinity; Principles and types of descent - Forms of descent groups - Kinship terminology.

### **Unit - IV**

**Political organization and Social Control:** Band, tribe, chiefdom, kingdom and state; concepts of power, authority and legitimacy; social control, law and justice in simple societies.

### **Unit – V**

**Religion:** Anthropological approaches to the study of religion (evolutionary, psychological and functional); monotheism and polytheism; sacred and profane; myths and rituals; forms of religion in tribal and peasant societies (animism, animatism, fetishism, naturism and totemism); religion, magic and science distinguished; magico- religious functionaries (priest, shaman, medicine man, sorcerer and witch).

### **References:**

1. Evans- Prichard,EE 1990'Social Anthroplogy' Universal Book Stall, Delhi.
2. Harris, Marvin 1983 'Cultural Anthropology", Harper & Row Pub, New York&
3. Havilland, W A. 1993. Cultural Anthropology', Harcourt Brace College Pub, London
4. Honigman J. 1997 'Handbook of Social and Cultural Anthropology',Rawat Publication, New Delhi.
5. Sahlins & Service 1970 'Evolution and Culture', The University of Michigan Press, Ann Arbor.
6. Ember & Ember 1995 'Anthropology', Prentice Hall of India Pvt. Ltd., New Delhi.  
Ember & Ember 2008 'Anthropology' (12th edition), Pearson Prentice Hall of India Pvt. Ltd.,  
New Delhi

**Mapping of COs with POs & PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	S	M	S	S	S	M	S	S	S	S	S	M
CO2	S	S	M	S	S	S	M	S	S	S	S	S	M
CO3	S	S	M	S	S	S	M	S	S	S	S	S	M
CO4	S	S	M	S	S	S	M	S	S	S	S	S	M
CO5	S	S	M	S	S	S	M	S	S	S	S	S	M

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

Course Title & Code	<b>CORE (THEORY)- INDIAN SOCIAL INSTITUTIONS</b>		
Semester	Semester-V	Credits:4	Hours/weeks: 5
Cognitive Level	K1: Recall K2: Understand K3: Apply		
Learning Objective	<ol style="list-style-type: none"> <li>1. To examine and differentiate between the central sociological theories of popular culture.</li> <li>2. To apply sociological theories to selected areas of popular culture.</li> <li>3. To examine the interrelationship between historical processes and cultural values and popular culture.</li> <li>4. To analyze the ways in which popular culture influences personal identities</li> </ol>		

### **COURSE OUTCOMES**

Once you successfully complete this course, you will be able to:

**CO1:** Explore the roots of Indian civilization.

**CO2:** Know economy, polity and society of ancient, medieval and modern India.

**CO3:** Understand and analyze the key concepts of Hinduism, Jainism, Buddhism, Islam and impact of these religions on society.

**CO4:** Understand and analyze the areas of interrelations between India and South Asia.

**CO5:** Demonstrate social, economic, political transformation of Indian society under colonial rule.

**CO6:** Realize the basic issues of Indian society like unity in diversity, problems of nationalism and principles of Indian Constitution.

## **SEM V -INDIAN SOCIAL INSTITUTIONS**

### **UNIT I:**

Hinduism – Hindu view of life – Varna – Dharma – Ashrams and Purusharthars , The Hindu Caste System – Origin , Special Features – Its Persistence – Changing trends in the Caste System.

### **UNIT II:**

The Hindu Marriage – Forms and Functions – Dowry –Widowhood –Divorce – Marriage among minorities in India.

Family in India – Hindu Joint Family – Changes in the Structure and Functions of Family in India.

The status and position of women in India.

### **UNIT III:**

The philosophy and functions of reform movements – The BrahmaSamaj – The Aryasamaj - Theosophical Society and Ramakrishna Movement.

The impact of Modern Education, Industrialization and Urbanization on Indian Institutions.

### **UNIT IV:**

Fundamental Social Legislations – Untouchability Offences Act – Hindu Marriage and Divorce Acts.

Constitutional provisions for the protection of life, Property and dignity of individuals.

### **UNIT V:**

Social change in India –Economic changes – Planned Economic development . Cultural changes – Sanskritisation and Westernization – The little, great and multiple tradition.

Modernization – Emerging New India.

### **TEXT BOOKS**

1. Sharma Rajendra Kumar, Indian Society, Institutions and change “Atlantic Publishers(2004)
2. Ahuja Ram(1999), Societyin India: concept, Theories and Recent trends.

### **REFERENCES:**



1. N. Jayapalan, Indian Society And Social Institutions (Vol.1), Atlantic; 1 edition(2001)
2. Rajendra K. Sharma, Indian society , Institutions and Change, 2004.
3. Srinivas, M.N. Social change in Modern India, Mumbai: Allied Publishers, 1968.
4. Sing, Yogendra. Modernization of Indian Tradition, New Delhi: Thompson Press(India)Ltd., 1973.
5. Devesh Kanpur and Pratap Bhanu Mehta, Public Institutions in India: Performance and Design, 2007

**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	S	S	S	S	S	M	S	S	S	S	S	S
CO2	S	S	S	S	S	S	M	S	S	S	S	S	S
CO3	S	S	S	S	S	S	M	S	S	S	S	S	S
CO4	S	S	S	S	S	S	M	S	S	S	S	S	S
CO5	S	S	S	S	S	S	M	S	S	S	S	S	S

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

## SEMESTER VI

Course Title & Code	<b>CORE(THEORY) SOCIOLOGY OF MASS COMMUNICATION</b>		
Semester	Semester-V1	Credits:4	Hours/weeks: 5
Cognitive Level	K2: Understand K3: Apply K4: Analyze		
Learning Objective	<ol style="list-style-type: none"> <li>1. To improve the skills of reframing the real incidence into a written one.</li> <li>2. To inculcate the individual opinion, thoughts, and views over any topic when jotting down any incidence of social, economic, or political reference to make it more relatable.</li> </ol>		

### **COURSE OUTCOMES:**

Once you successfully complete this course, you will be able to:

**CO1:** Describe the structure of the U.S. and global media, and how the structure affects the content of the media

**CO2:** Identify the basic functions of the media in modern society, and describe the role of the media in democratic societies

**CO3:** Explain how the structure and functions of the media have changed over the years, and how these changes have influenced society

**CO4:** Describe how the media relates to power structures in society, and what interests the media represent in given situations

**CO5:** Critically evaluate the content of a media product, and draw inferences about its manifest and latent meaning

**CO6:** Explain how advertising operates in the media today, and identify positive and negative consequences of advertising on our culture

## **SEM VI - SOCIOLOGY OF MASS COMMUNICATION**

### **Unit – I**

Communication: Definition and meaning of communication, communication process, models, scope, and functions of communication.

### **Unit – II**

Communication Channels: Definitions, classification, characteristics, nature and selection of communication channels.

### **Unit – III**

Mass communications: Definition, Scope, Functions of mass communication - Theories of mass communications – Hypodermic Needle Theory, Magic, Bullet Theory and Stimulus Response Theory.

### **Unit – IV**

Mass media: Origin and growth of print media and electronic media in India (Press, Radio, Television, Tele-Communications Computer and Internet).

### **Unit – V**

Effects of mass communication on society - Mass media and National integration - Mass media and Rural development - Diffusion of new ideas and practices.

### **Text Books:**

1. Kuppaswamy B. Communication and Social development in India, Media proprietors and Publications Pvt. Ltd, 1984.
2. Dahama O.P, Bhatnagar, Education and communication for Development, Oxford and IBH Publishing Co., New Delhi, 1985

### **Reference Books:**

1. Srinivas R., Melkote. Communication and Development in the Third world: Theory and Practice, Sage publication, New Delhi, 1991.
2. Mary, B. Cassata and Molefi K. Asante. Mass Communication Principles and Practices, Mc Millan publishing Co. INC, New York. 1979.

3. Gupta V.S., Communication Technology, Media Policy and National Development, Concept Publishing Company, New Delhi- 1999.

4. Lewis Anthony Dexter, David Manning White. People, Society and Mass Communication, The Free Press, New Delhi, 1964.

Vilanilam. J.V., Growth and Development of Mass Communication in India. National Book Trust, India, 2003.

**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	M	S	S	S	S	M	S
CO2	S	M	S	S	S	S	M	S	S	S	S	M	S
CO3	S	M	S	S	S	S	M	S	S	S	S	M	S
CO4	S	M	S	S	S	S	M	S	S	S	S	M	S
CO5	S	M	S	S	S	S	M	S	S	S	S	M	S

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

Course Title & Code	<b>CORE(THEORY) INDUSTRIAL SOCIOLOGY</b>		
Semester	Semester-V1	Credits:4	Hours/weeks: 5
Cognitive Level	K2: Understand K3: Apply K4: Analyze		
Learning Objective	<ol style="list-style-type: none"> <li>1. To provide knowledge on Industrial Sociology and the Industrial relationship to the students.</li> <li>2. It examines "the direction and implications of trends in technological change, globalization, labour markets, work organization, managerial practices and employment relations.</li> <li>3. The course focusing on the impacts that they have upon individuals and society</li> </ol>		

### **COURSE OUTCOMES:**

On the successful completion of the course, students will be able to

**CO1:** Understand industry and organization as a social system and the social relations existing in the modern Industrial organizations.

**CO2 :** Gain knowledge on sociological theories of industry and organization.

**CO3 :** Know about sociological conception of work, problems in organization and industrial relations

## **INDUSTRIAL SOCIOLOGY**

### **UNIT I: INTRODUCTION**

Meaning and definition of Industrial Sociology- Subject matter, nature and scope- Value of Industrial Sociology in India- Industrial Revolution- Industrial relations

## **UNIT II: SOCIAL-INDUSTRIAL THOUGHT**

Classical theories: Adam Smith, Karl Marx, Max Weber, Durkheim, W.F Taylor and Mayo.

Sociological theories: Likert, Herzberg, Maslow, Mclelland

## **UNIT III: INDUSTRIAL SOCIETY**

The Manorial system, the Guild system, Domestic system, the Factory system- Industrial Revolution- Origin and functions of trade unions in India- Collective bargaining - Corporate Social Responsibility

## **UNIT IV: INDUSTRIAL ORGANISATION**

Formal organisation: nature, features and problems - Informal organisation: origin and function, Informal organisation of management- Industrial disputes: prevention and settlement

## **UNIT V: INDUSTRIAL AND LABOUR RELATIONS**

Industrial relations- ILO- Labour problems- Labour legislation- Industrial disputes / conflicts- Workers' participation in management (WPM): Levels of participation in WPM- Objectives- WPM models in India.

## **References**

Schneider EV 1957 Industrial sociology, McGraw Hill, New York

Gisbert Pascal 1972 Fundamentals of Industrial Sociology, Tata McGraw Hill, Bombay.

Ramaswamy E R 1977 The worker and his union, Allied, New Delhi.

Ramaswamy E R 1978 Industrial relations in India, MacMillan, New Delhi.

Punekar S D etall 1978 Labour welfare, Trade union and Industrial relations, Hiamalaya

Publishing House, Bombay

**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	M	S	S	S	M	S	S	S	S	M	M
CO2	S	M	S	S	S	S	M	S	S	S	S	M	M
CO3	S	M	M	S	S	S	M	S	S	S	S	M	M
CO4	S	M	M	S	S	S	M	S	S	S	S	M	M
CO5	S	M	S	S	S	S	M	S	S	S	S	M	

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

Course Title & Code	<b>CORE(THEORY) COMMUNITY DEVELOPMENT</b>		
Semester	Semester-VI	Credits:4	Hours/weeks: 5
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Analyze		
Learning Objective	<ol style="list-style-type: none"> <li>1. To understand the concept of community development and its history and objectives.</li> <li>2. To inculcate the rural backwardness and need for planned change to bring rural people to mainstream of development.</li> <li>3. To understand the causes and consequences of urban development and its impact on agrarian society.</li> </ol>		

### **COURSE OUTCOMES**

**CO1:** Understand the concept of community development and its definition and meaning

**CO2:** Know the administrative and organizational arrangements and its planning

**CO3:** Understand the rural backwardness and the government policies for the betterment of rural community development.

### **COMMUNITY DEVELOPMENT**

#### **UNIT – I**

**Community Development** – Concept, definition, meaning, need, history, principles, objectives and scope – Rural development – concept, definition, meaning, need, objectives and scope – Rural development in India – Origin and background – early experiments – Rural development programs since independence – Approaches to rural development – Gandhian constructive program – contribution of Vinobaji and Tagore.



## UNIT – II

**Rural and Tribal Backwardness** – Rural backwardness – Causes and the need for planned change – Rural poverty causes, consequences, measurement Problems and prospects of rural life with reference to agriculture and allied activities like land and its use, animal husbandry, irrigation, pre-production, production and post-harvest technology, rural infrastructure – drinking water, housing, health and education.

Problems of tribal community: Displacement, Land Alienation, Deforestation – Tribal Community Development Programmes.

## UNIT – III

**Administrative and Organizational Arrangement** – Administrative and organizational arrangement for rural development from block to National level – Panchayati Raj – origin, philosophy and characteristics – Constitution 73<sup>rd</sup> Amendment and its implications – Role of co-operatives and rural banks, NABARD, District Rural Development Agency in rural development – Five year plans and major rural development programs – objectives, characteristics, strategies, organization and administration.

## UNIT – IV

**Urban community development** – Urban community development – meaning and scope – Urban development programs in India – Review of Indian experience in urban development with reference to town planning, slum clearance and improvement. IDSMD (Integrated Development of Small and Medium Towns etc). Slums in India: theories, causes and conditions, poverty in urban areas, culture of poverty, poverty alleviation programmes.

## UNIT – V

**Administrative and policy arrangements** – Administrative and policy arrangements for urban development with reference to municipalities, corporations, metropolitan development authorities, housing and slum clearance boards – Constitution-73rd amendment and its relevance to urban community development.

### REFERENCE BOOKS:

1. Agarwal and Singh 1984 The Economics of under development, Delhi: Oxford University.
2. Aruna sharma and 1995 Planning for rural development Rajagopal Administration, New Delhi: Rawat Bhadouria and 1986 Rural Development Dual Strategies Perspectives, Delhi: Anmol
3. Brashmanda P.R 1987 Development process of Panchamuki V.R (Ed the Indian economy, Bombay: Himalaya.
4. Dahama O.P. 1982 Extension and rural welfare, Agra: Ram Prasad and Sons.
5. Das Basanti 2007 Governmental programmes of rural Development, New Delhi: Discovery.
6. Dubey M.K 2000 Rural and urban Development, New Delhi, Common wealth.
7. Gopalakrishna 1985 Technological change for Asari.V. Rural Development in India, Delhi ,B.R.
8. Kulkarani,P.D and 1997 Social Issues in Development, Nanavati mehar.D. New Delhi: uppal.
9. Jain, Sures Chandra 2005 Indigenous for rural development □ New Delhi: concept.
10. Joshi R.B. and Narwani G.S 2005 Panchayat Raj in India New Delhi: Rawat.
11. Ledwith Margret 2006 Community Development New Delhi:
12. Rawat. Midgely, James 1995 Social Development: The Development perspective in Social Welfare, Newdelhi: Sage
13. Mudgal Rahul 2006 Rural Development policies and Management, New Delhi: Sarup and Sons.

14. Ministry of Rural Development: Annual Reports, Ministry of Rural Development, New Delhi
15. Ministry of Tribal Development: Annual Reports, Ministry of Tribal Development, New Delhi
16. New Delhi
17. Publication Division 2000 India: A reference manual, New Delhi: Ministry in India of Information and Broad Casting
18. Rajeswari Dayal 1962 Community Development Programme in in India, Allahabad: Kitab Mahal
19. Singh. D .R. 1990 Panchayati Raj and Rural Organizations: Allahabad, Charugh.
20. Thakur, B.N 1988 Sociology of Rural Development, New Delhi: Ashish.
21. Vijay C.M 1989 Rural Development Administration in in India, Jaipur :prateeksha.
22. Devendra Thakur (1994) Tribal life in India (Ten Vols), Deep & Deep Pub., New Delhi.
23. Aray & Abbasi 1995. Urbanization and its Environmental Impacts. New Delhi: Discovery.
24. Bhatttacharya B 2006 Urban Development in India New Delhi: Concept.
25. Clinard, Marshall B 1970 Slums and Community Development. New York : The Free Press.
26. Diddee, Jayamala 1993 Urbanisation – Trends, perspectives and challenges, Jaipur: Rawat.
27. Mitra, Arup 1994 Urbanisation, slums, informal sector employment and poverty. B.R. Publications, New Delhi.
28. Phadke .V.S, et al. 2007 Urbanisation, Development and Environment,New Delhi:Rawat.
29. Ramachandran 1989 Urbanisation and Urban System in India. Oxford University Press, New Delhi.
30. Rangaswamy, Vimala (1967) International Conference of Social Work: Urban Community Development – Its implications for Social Welfare, New York.
31. Sabir Ali (Ed) 2006 Dimensions of Urban Poverty, New Delhi: Rawat.
32. Singh.R.B.(ed) 2006Sustainable Urban Development New Delhi:Concept.

33. Sinha Rekha and Sinha U.P 2007 Ecology and quality of life in Urban slums, New Delhi: Concept.
34. Sudha Mohan 2005 Urban Development and New Localism New Delhi: Rawat.
35. Stanly, Selwyn 2005 Social problems and issues: Perspectives for Intervention. Allied Publication, New Delhi.
36. Thudipara, Jacob Z. 2007 Urban Community Development. New Delhi: Rawat. UN Habitat (2003). The Challenges of Slums. Earthscan Publications Ltd, London. UN Habitat (2003).
37. The Slums of the World: The Faces of Urban Poverty in the new Millenium. United Nations Centre for Human Settlement, Nairobi.
38. Vibhooti, Shukla (1988). Urban Development and Regional Policies n India. Himalaya Publication, Bombay

**Mapping  
of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	M	S	S	S	S	S	S	S	S	S	M	S
CO5	S	M	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

Course Title & Code	<b>CORE(THEORY): SOCIAL MOVEMENTS IN INDIA</b>		
Semester	Semester-VI	Credits:4	Hours/weeks: 5
Cognitive Level	K1: Recall K2: Understand K3: Apply		
Learning Objective	<ol style="list-style-type: none"> <li>1. To introduce the students; how the social movements have shaped the world as we live and continue to do so.</li> <li>2. The course continued to disseminate broadly with regard to the impact of social movements on society and social structure.</li> </ol>		

### **COURSE OUTCOMES**

On the successful completion of the course, students will be able to

**CO1:** Understand the transformation occurred in the society due to the impact of various social movements.

**CO2:** Know the theoretical perspectives of social movements and its political implications.

**CO3:** Evaluate the relevance and significance of the social movements and the reforms it brought to the society.

### **SOCIAL MOVEMENTS IN INDIA**

#### **UNIT - I**

Social Movements Nature, Definitions, Typologies, Approaches and role of Social movements- Social Reform movements in Pre- Independent India

#### **UNIT - II**

Theories of Social Movements. Prominent Theories of Social Movements- . Deprivation

Theory- Resource Mobilization Theory- Political Process Theory- Structural Strain Theory- New Social Movement Theories

### **UNIT - III**

Movements of the deprived sections- Subaltern movement : Meaning and importance- Dalit & Tribal movement- Movements of the displaced & Project affected- Civil Liberties & Human Rights movement

### **UNIT - IV**

New Social Movements: Meaning and nature- Peasant movement- Feminist movement- Environment movement

### **UNIT - V**

Social Movements, Globalization & Political implications- Impact of Globalization on social movements- Social Movements & its Political implications

### **REFERENCES**

1. **S. Kothari**, Social Movements and Redefinition of Democracy, Boulder Colorado, Westview Press, 199.
2. **T. K. Oomer**, 'Protest and Change, Studies in Social Movement', New Delhi, Sage, 1990.
3. **S. Ghose**, 'The Renaissance to Militant Nationalism' Bombay, Bombay, Allied Publishers, 1969
4. **K. Jones**, 'Socio Religions Reform Movement in British India, Cambridge Uni. Press, 1984.
5. **Omvedt G.** – New Social Movements in India, Sage, Delhi,1999.
6. **Ahmad, Imtiaz** (1980) "Social Movements in India" (Review), Sunday Standard, 16th March 1980, p.6.
7. **Alvi, Hamza** (1965) "Peasants and Revolution", The Socialist Register, ed. By Ralph Miliband.
8. **Aurora, G. S.** (1981) "Social Movements in India, A Review Article".
9. **Dhanagre, D. N.** (1974) "Peasant Movements in India, 1920- 1950, Delhi Oxford

University Press.

10. **Desai, A. R.** (1978) Peasant Struggles in India, Bombay: Oxford University Press.
11. Malik, S. G. (ed.) (1978) Indian Movements : Some Aspects of Dissent, Protest and Reform, Simla: Indian Institute of advanced Study.
12. **L. K. Mahapatra**, ‘ Social Movements among Tribes of India’, inK. Suresh Singh (ed.), Tribal Situation in India, Simla: Indian Institute of advanced Study, 1972.
13. **M. S. A. Rao**, ‘Social Movements In India’, (2008), Manohar Publishers.
14. **Buechler, S.M.** (1995). New social movement theories. The Sociological Quarterly, 36, 441-464. Retrieved December 5, 2006, from <http://www.blackwell-synergy.com/doi/abs/10.1111/j.1533-8525.1995.tb00447.x>
15. **McAdam, D., McCarthy, J.D., & Zald, M.N.** (1988). Social movements. In N. J. Smelser (Ed.), Handbook of sociology (pp. 695-737). Newbury Park, CA:Sage Publications.
16. Tilly, C. (2004). Social movements, 1768-2004. Boulder, CO: Paradigm Publishers

**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	M	S	S	S	S	M	S
CO2	S	M	M	M	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	M	S	S	S	S	M	S
CO4	S	M	S	S	S	S	S	S	S	S	S	M	S
CO5	S	M	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

Course Title & Code	<b>CORE(THEORY): SOCIAL STATISTICS</b>		
Semester	Semester-VI	Credits:4	Hours/weeks: 5
Cognitive Level	K1: Recall		
Learning Objective	<ol style="list-style-type: none"> <li>1. This paper seeks to develop the necessary statistical competence with the students in order to make them to acquire with the necessary skills to undertake quantitative analysis of data.</li> <li>2. Students will also be trained basic statistical tools and measures in the use of SPSS software for data analysis.</li> </ol>		

### **COURSE OUTCOMES**

**CO1:** Students will be acquired with the basic knowledge to understand the appropriate statistical tests to be applied for a given set of data.

**CO2:** Students will be able to apply statistical tests and interpret data.

**CO3:** They will also be acquired with the skills to understand the nuances of the statistical description of data in research and government reports.

### **SOCIAL STATISTICS**

**Unit I** –Statistics – Origin and growth-Definition –functions-Scope-Importance of Statistics in social research, Levels of Measurement-nominal-ordinal, interval and ratio.

Survey-Scope of Survey-Sources of Data Collection: Primary and Secondary

**Unit II:** Descriptive Statistics:

Measures of Central Value:Average-Definition-objectives-Requisites of a Good Average.

Measures of Central tendency:– Mean, Median, Mode - Measures of Dispersion: – Range,

Quartile Deviation, Mean Deviation and Standard Deviation.

**Unit III:** Correlation-Correlation Analysis: Karl Pearsons Coefficient of Correlation, Spearman’s Rank Correlation.



**Unit IV:** Test of Significance: Chi-Square test, Application and usefulness of Students' t-test, Scaling Techniques-Reliability and validity of Scales.

**Unit V:** Uses of SPSS- Univariate and Bivariate analysis-Limitations in Statistics and Computer.

**Reference:**

1. Agnihotri, Techniques of Social Research, M.N. Publishers, New Delhi 1980.
2. Kothari. C.R., Research Methods and Techniques, Vishwaprakashan, New Delhi 1990.
3. Singh. R.P, Methods in Social Research, Printwell Publishers. Jaipur 1989.
4. Wilkinson & Bhandakar, Methodology and Techniques of Social Research, Himalayas Publishing House, Mumbai 1984.
5. Gupta S.P, Statistical Methods, Sultan Chand & Sons, New Delhi, 1987.
6. Gupta S.C, Fundamentals of Statistics, Himalaya publishing House, Bombay, 1997.
7. Vatsyayam, Methods & Techniques of Social Survey and Research, Kedar Nath Ram Nath, Meerut.
8. Goode and Hatt, Methods in Social Research, McGraw Hill.
9. Young. v. Pauline (1960), Scientific Social Survey and Research, USA, Prentice Hall.

**Mapping of COs with POs & PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	M	S	S	S	S	M	S
CO2	S	M	M	M	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	M	S	S	S	S	M	S
CO4	S	M	S	S	S	S	S	S	S	S	S	M	S
CO5	S	M	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

## SEMESTER VII

Course Title & Code	CORE (THEORY)-PRINCIPLES OF SOCIOLOGY -II		
Semester	Semester-VII	Credits:5	Hours/weeks: 6
Cognitive Level	K1: Recall K2: Understand		
Learning Objective	<ol style="list-style-type: none"> <li>1. To understand the historical context of origin and development of Sociology</li> <li>2. To impart the knowledge on social and religious ideologies on social change.</li> <li>3. To disseminate the ideas on foundation and values of Social; structure.</li> </ol>		

### COURSE OUTCOMES

**CO1:** Elaborate on Nature, Scope, Emergence, Importance of Sociology

**CO2:** Describe relationship between Sociology and other social sciences; Theoretical Perspectives in Sociology

**CO3:** Explain basic concepts of Society; types of society, culture and Groups

**CO4:** Elaborate social Interaction, Social Processes and socialisation

**CO5:** Discuss social institutions

**CO6:** Explain social stratification and its theories; Means and agencies of social control

**CO7:** Describe Social Change – Theories and Factors of Social Chang

## SEM VII- PRINCIPLES OF SOCIOLOGY – II

### UNIT – I

Definition, Meaning, Origin and Development of Sociology, Nature and Scope, Sociological Consciousness, Sociological Challenge, Sociological Imagination, Micro

Sociology and Macro Sociology – Importance of sociology and Relation of sociology with other social sciences

## **UNIT – II**

Society – Origin and types of society: agrarian, industrial and post industrial society, Community, Institution, Association – types of association – Culture: Significance of Culture, Elements of Culture, Cultural Unity and Variation, Socio-Cultural Evolution.

## **UNIT – III**

Social Structure: Status, Role, Institutions and Society, Types of Social Groups, Group Dynamics.

Social Processes: Associative and Dissociative.

Social Change: Definition, Factors and theories of social change.

## **UNIT – IV**

Socialization: Process, types and agencies of Socialization, Self, Social Interaction, Perspective on Social Interaction, Social Control and Deviance, the Nature of Deviance, Sociological Perspective on Deviance, Types and Functions of Social Control.

## **UNIT – V**

Social Stratification: Definition, Meaning, Characteristics, Nature of Social Stratification, Class, Caste and Race – Characteristics and Functions. Social Mobility – Horizontal and Vertical Mobility.

## **REFERENCE BOOKS:**

1. James W. Vander Zanden. (1988) The Social Experience-An Introduction to Sociology, New York: Random House.
2. William F. Kenkel. (1980) Society in Action: Introduction to Sociology, New York: Harper and Row.

3. Harry M. Johnson. (1966) Sociology: A Systematic Introduction, New Delhi: Allied Publishers Ltd.
4. James M. Henslin. (1996) Essentials of Sociology: A Down to Earth Approach, Boston: Allyn and Bacon.
5. Irving M. Zeitlin. (1981) The Social Condition of humanity: An Introduction to Sociology, New York: Oxford University Press.
6. Judson R. Landis. (1980) Sociology-Concepts and Characteristics, California: Wadsworth Publishing Company.
7. Kumar A. (2002) Structure of Society, New Delhi: Anmol Publications.
1. Jainendra Kumar Jha.(2002) Basic Principles of Developmental Sociology, New Delhi: Anmol Publications.
9. Leena Parmar. (1999) Handbook of Sociology, Jaipur: Pointer Publishers

**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	M	S	S	S	S	M	S
CO2	S	M	M	S	S	S	M	S	S	S	M	M	S
CO3	S	M	M	S	S	S	M	S	S	S	S	M	S
CO4	S	M	M	M	S	S	M	S	S	S	S	S	S
CO5	S	M	S	S	S	S	M	S	S	S	S	S	S

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

Course Title & Code	<b>CORE (THEORY)- SOCIOLOGY FOR COMPETITIVE EXAMINATIONS</b>		
Semester	Semester-VII	Credits:5	Hours/weeks: 6
Cognitive Level	K1: Recall K2: Understand		
<b>Learning Objective</b>	<ol style="list-style-type: none"> <li>1. To help the students to prepare for competitive examinations</li> <li>2. To introduce the basic concepts of sociology.</li> <li>3. To understand the primary concepts like society, social institutions, association and various types of groups and socialization processes.</li> <li>4. To help the students for understanding the society and its structure.</li> </ol> <hr/>		

**SOCIOLOGY FOR COMPETITIVE EXAMINATIONS**  
**COURSE OUTCOMES:**

**Unit – I:**

Sociology - Introduction

Meaning, Definition and Scope of the subject - comparison with other social sciences – History, Economics, Political science, Anthropology and Social Psychology

## **Unit – II:**

Basic Concepts :

Society, community, association, institution. Culture, Social Groups-primary, secondary and reference groups – Socialisation - Social structure - Status and role - Norms and values- Social Control - conformity and deviance

## **Unit – III:**

Sociology as Science:

Science, scientific method and critique - Research Methods and Analysis - Qualitative and quantitative methods - Techniques of data collection - Variables, sampling, hypothesis, reliability and validity.

## **Unit – IV:**

Sociological Thinkers:

August Comte, Herbert Spencer, Karl Marx, Emile Durkheim, Max Weber, Talcott Parsons, Robert K. Merton and Talcott Parsons.

## **Unit – V:**

Social Institutions and social processes

Marriage, Family, Kinship, Economic system, Political Institutions and Religion – social change – factors of social change – social control – agencies of social control - socialisation, assimilation, integration, cooperation, competition, conflict, accommodation

## **REFERENCES:**

- Jayaram, N. 1988. Introductory Sociology. Madras: Macmillan India
- Merton, R.K. 1957. Social Theory and Social Structure. London: Free Press
- Schaefer. Richard T. and Robert P.Lamm. 1999. Sociology. New Delhi: Tata-McGraw-Hill.
- Johnson, Harry M. 1995. Sociology: A systematic introduction. New Delhi: Allied Publishers.
- Davis, Kingsley. 1949. Human Society New York: Macmillan Co.
- Rosenberg Michael. 1983. An Introduction to Sociology Methuen Publications

Further Readings:

1. T.B.Bottomore – Sociology – Relevant chapters.
2. Mac Iver and Page – Society – An Introductory Analysis
3. Gisbert – Fundamentals of Sociology
4. Park & Burgess – Introduction to the Science of Sociology
5. Dr.G.Das – Principles of Sociology
6. C.N.Shankar Rao – Principles of Sociology with an introduction to Social

Mapping of COs with POs &PSOs:

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	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	M	S	S	S	S	S	S	M	S
CO2	S	M	S	M	S	S	M	S	S	S	S	M	S
CO3	S	M	S	M	S	S	M	S	S	S	S	M	S
CO4	S	M	S	M	S	S	M	S	S	S	S	M	S
CO5	S	M	S	M	S	S	M	S	S	S	S	M	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

Course Title & Code	<b>CORE (THEORY)- URBAN PLANNING AND DEVELOPMENT</b>		
Semester	Semester-VII	Credits:5	Hours/weeks: 6
Cognitive Level	K1: Recall K2: Understand		
Learning Objective			

## **COURSE OUTCOMES**

### **URBAN PLANNING AND DEVELOPMENT**

#### **Unit- I**

Urban Sociology-Nature and Scope of Urban Sociology; Importance of the Study of Urban Sociology; Modernism and Urbanism-Urbanism as a way of life; Factors of Urbanization.Importance of Modern urban planning.

#### **Unit- II: Urban Planning and Sustainable Development**

Urban Planning- Definition of urban locality, urban place- Urban agglomeration and other related terms. Urban Renewal; Planning for New Settlements- Measuring Urbanization- Trends of world Urbanization- Growth of urban population in India- Location of cities-nature, culture, function, migration. Urban Social Problems- Crime; Juvenile Delinquency; Slums; Housing Problems; Environmental Problems; Poverty; Unemployment.

#### **UNIT:III**

Origin & Growth of Cities- Industrialization, Urbanization & Modernization.Garden City-Cities of tomorrow-Environmental issues-Health and Hygiene  
Characteristics of urban communities. Growth of slums- cultural, political & social aspects of slum life. Schemes for Slum Rehabilitation and affordable housing-urban transport

#### **UNIT:IV**

Urban Community Development- Concepts & Strategies.



Urban development programmes-Initiatives under Five year plans

74th Constitutional Amendment – An Overview

**UNIT V:** Efforts of Ministry of Housing and Urban Affairs-Smart Cities-AMRUT,SWACCHH Bharat Mission,HRIDAY-Smart city Mission:Housing for all by 2022-JNNRUM,National Urban Livelihood Mission

**Reference:**

1. The Rural Urban Continuum: S E Bhatia
- 2.Urban Community Development: Jacob Z Thudipara.
- 3.Ramachandran.R, Urbanization and Urban systems in India, Oxford University Press.(B.No:2832).
- 4.Rajendra Kumar sharma, Urban Sociology, Atlantic publishers, & Distributors, 2007.
- 5.N.A. Adinarayanappa Urbanisation slums & Environmental Health Anmol publications PVT. Ltd,

**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	M	S	S	S	S	S	S	M	M	S
CO3	S	M	M	S	S	S	S	S	S	S	S	M	S
CO4	S	M	M	S	S	S	S	S	S	S	S	S	M
CO5	S	M	S	S	S	S	S	S	S	S	S	S	M

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

Course Title & Code	<b>CORE (THEORY) : INDIAN SOCIETY</b>		
Semester	Semester-VII	Credits:5	Hours/weeks: 6
Cognitive Level	K1: Recall K2: Understand K3: Apply		
Learning Objective	<ol style="list-style-type: none"> <li>1. To explore the basic institutions and structure of Indian Society by presenting a comprehensive, integrated and empirically-based profile of Indian society.</li> <li>2. To give knowledge on the continuity between the present and the past is an evident feature of Indian society.</li> </ol>		

### **COURSE OUTCOMES**

On the successful completion of the course, students will be able to

**CO1:** Know about the composition of Indian society and problems of unity and diversity.

**CO2:** Understand Indian social structure and various institutional patterns.

**CO3:** Recognize the classification and distinctive features of Tribal Communities and system of social stratification among different social groups.

### **SEM VII- INDIAN SOCIETY**

#### **UNIT – I**

**Approaches to the study of Indian Society:** Indological Approach – Structural Functional Approach – Dialectical Approach – Subaltern Approach

#### **UNIT – II**

**Characteristics of Indian Society:** Caste System: Structure- Changing trends in Caste – Rules of Marriage – Dowry System in Indian Marriage – Types of Family – Characteristics – Changing Scenario

### **UNIT – III**

**Village Organizations in India:** Physical Organization – Social Organization – Economic Organization – Political Organization

### **UNIT – IV**

**Social Issues in Indian Society:** Social and Economic Inequalities – Caste Conflict – Communal Tension – Regionalism and Nationalism

### **UNIT– V**

**Towards Social Transformation of Indian Society:** Modernization of Indian Tradition – Ideology and Change – Social Legislation and Social Change – Industrialization and Urbanization.

### **REFERENCE BOOKS:**

1. Ahuja Ram., Indian Social System, Rawat Publication, Jaipur, 2002.
2. Atal Yogesh, Indian Sociology- from where to where, Rawat Publication, New Delhi, 2003.
3. Beteille Andre, Caste, Class and Power: Changing Patterns of stratification in a TanjoreVillage, University of California Press, USA, 1965.
4. Chandra Bipan et. al., India After Independence, Viking Penguin India Publication, New Delhi, 1999.
5. Damle, Y.B., Caste, Religion and Politics in India, Oxford University Press publishing Co, New Delhi,1982.
6. Desouza, P.R. (ed), Contemporary India, Sage Publication, New Delhi, 2000.
7. Dhenagare D.N., Themes and Perspectives in Indian Sociology, Rawat Publication, Jaipur, 1993.
8. DubeS.C., Indian Society, National Book Trust, New Delhi, 1996.
9. Dube S.C, The IndianVillage, Routledge Publication, London, 1967.

10. Dumont Louis., Homo Hierarchicus: The Caste System and its Implications, Vikas Publication, New Delhi, 1970.
11. Kolenda P.M., Caste in Contemporary India, Rawat Publications, Jaipur,1984.
12. Mukherjee D.P., Diversities, People's Publishing house, Delhi, 1958.
13. Oommen T.K., and P.N. Mukherjee., (etd) Indian Sociolgy: Reflections and Introspections, popular prakashan, Bombay, 1986.
14. Singer, Milton & B Cohn, Structure and Change in Indian Society: Chicago: Aldine Publising Co, New Delhi, 1968.
15. Singh Y., Indian Sociology: Social Conditioning and Emerging concerns, Vistaar, Delhi, 1986.
16. Singh, Yogendra, Modernization of Indian Tradition, A Systematic Study of Social Change, Thompson Press, Delhi,1983.
17. Singhi K. Narendra (etd)., Theory and Ideology in Indian Sociology, Rawat Publication, New Delhi, 1996.
18. Srinivas M.N., Caste in Modern India and other Essays: Asia Publishing House, Bombay,1966.
19. Srinivas M.N., India's Villages, Asia Publishing House, Bombay, 1960.
20. Vani Prabhakar, Third World Sociology, Dominant Publisher and distributor, New Delhi, 2003.

**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	M	S	S	S	M	S	S	S	S	M	S
CO2	S	S	M	S	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	S	S	M	S	S	S	S	S	M
CO4	S	S	S	M	S	S	S	S	S	S	S	S	M

CO5	S	S	S	M	S	S	M	S	S	S	S	S	M
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Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

## SEMESTER VIII

Course Title & Code	<b>CORE (THEORY)- SOCIOLOGY OF AGEING</b>		
Semester	Semester-VIII	Credits:5	Hours/weeks: 6
Cognitive Level	K1: Recall K2: Understand K3: Apply		
Learning Objective	<ol style="list-style-type: none"><li>1. Collect information about the meaning and nature of this process, its historical mooring.</li><li>2. A knowledge about its dimensions and impacts, both positive and negative.</li><li>3. Get introduced to the agencies that manage the process</li></ol>		

### COURSE OUTCOMES:

**CO1:** To acquaint the student with an ongoing social process; which can bring tremendous changes in the nations.

**CO2:** To introduce basic concepts of Social Sciences and its relevance to Professional Social Work.

**CO3:** To impart knowledge on Social structure and social problems.

**CO4:** To become aware of one's strengths and weaknesses.

## SOCIOLOGY OF AGEING

### Course Objectives:

1. To study the burden of increasing aging population, as well as, the problems of aged people in the society.

2. To study the traditional ways of accommodating the aged population in the main streams of family and community life and to see how far they could cope up within in the modern society with regard to social support and formal and informal networks.
3. To know about successful aging with respect to physical, economic, social and cultural capital for successful aging.

### **COURSE OUTCOMES:**

On the successful completion of the course, students will be able to

**CO1:** Understand the concept of Aged and problems of Aging in the socio-economic context.

**CO2:** Know the various support provided to aged people by family and Government.

**CO3:** Understand the Intergenerational relationship and institutional relationship.

### **UNIT 1**

Ageing – Meaning and characteristics - History of aging in India –Their status in traditional and modern societies. Theories of ageing - Disengagement theory

### **UNIT- II**

Myths and stereotypes about aging – Gender issues and aging – Social roles and aging – The changing role of old age homes in modern societies.

### **UNIT- III**

Problems of elderly people – Social, Economic, Psychological and Physical problems – Coping strategies - Welfare measures.

### **UNIT-IV**

Elder abuse – The nature and extent of elder abuse in India – Its causes, consequences and remedial measures.

### **UNIT-V**

Support systems needed for elderly – Health care – Financial assistance – Insurance schemes – Other social security measures.

### **TextBook:**

1. Jill S. Quadagno. Aging and Life Course: An Introduction to Social Gerontology New Jersey:

MC Publishing Company, Graw 5th Edition, –Hill 2014.  
 2. Settersten Jr. Richard A and Angel. Hand Book of Sociology of Aging, Germany Springer Science Business Media, LLC, 2011.

**Supplementary Readings:**

1. Herry R. Moody and Jennifer R. Sasser. Sociology of Aging California – sage Publication 9th Edition 2017.
2. Ajayakumar Sahoo. Sociology of Ageing, New Delhi, Rawat Publication, 2009.
3. Hans – Werner Wahl and Andreas Hoff. New Dynamics in Old Age: Individual, Environment and Social Perspectives, London; Rutledge, Taylor and Francis Group, 2017.
4. Rao K.S. Aging, New Delhi: National Book Trust of India, 1994.
5. Sati P.N. Needs and Problems of the Aged, Udaipur: Himanshu Publishers, 1994

**Mapping of COs with POs & PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	M	S	S	S	S	S	S	M	S
CO2	S	M	S	M	S	S	M	S	S	S	S	M	S
CO3	S	M	S	M	S	S	M	S	S	S	S	M	S
CO4	S	M	S	M	S	S	M	S	S	S	S	M	S
CO5	S	M	S	M	S	S	M	S	S	S	S	M	S

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark



Course Title & Code	<b>CORE 20 (THEORY) - SOCIAL PSYCHOLOGY</b>		
Semester	Semester-VIII	Credits:5	Hours/weeks: 6
Cognitive Level	K2: Understand K3: Apply K4: Analyze		
Learning Objective	<ol style="list-style-type: none"> <li>1. To provide an idea about social psychology and its focus on understanding social behaviour.</li> <li>2. To understand the concept of self and its theoretical perspective.</li> <li>3. To learn about the attitude and its nature and formation.</li> </ol>		

### **COURSE OUTCOMES:**

On the successful completion of the course, students will be able to

**CO1:** Understand the transformation occurred in the society due to the impact of various social movements.

**CO2:** Know the theoretical perspectives of social movements and its political implications.

**CO3:** Evaluate the relevance and significance of the social movements and the reforms it brought to the society.

### **SOCIAL PSYCHOLOGY**

#### **Learning Objectives:**

### **COURSE OUTCOMES:**

On the successful completion of the course, students will be able to

**CO1:** Understand the concept of Social Psychology

**CO2:** Know the perception and attributions of Social Psychology

**CO3:** Understand the self and self concept and changes in self-esteem and make them aware on the attitude and prejudice.

#### **UNIT – I**

**Nature and Scope:** Definition, Nature and Scope of Social Psychology – Relationship with other Social Sciences – Sociology, Social Anthropology and Psychology – Methods of study used in Social Psychology

#### **UNIT – II**

**Socialisation and the Development of self** – The Dependency condition, Effect of Dependency and the internalisation of values, Identification process, Interpersonal Communication, The Development of Self – Heredity and Environment – Stages of Personality Formation – Culture and Personality – Social attitude – Attitude formation – Attitude change.

#### **UNIT – III**

**Group Process, Conformity, Deviance and Leadership** – The Group, Cohesiveness, Group Norms, Conformity, Group conflict, Group Dynamics, Deviance, The Emergence Leaders, functions and Personality characteristics of the leaders, Communication and Leadership

#### **UNIT – IV**

**Attitude, Public Opinion and Propaganda, Prejudice and Mass Media** – Definition, Functions of Attitude – Attitude formation and change – Public opinion, Formation of public opinion, Dimensions of Public Opinion – Propaganda – Propaganda Techniques – Propaganda and education – Prejudice – Meaning and Reducing Prejudice – Mass Media.

#### **UNIT – V**

**Collective behaviour and Deviance** – Crowds – features and types of crowds and Mop violence – Crowd Behaviour – Rumour, Fads, Fashions and Crazes – Deviance and Crime, Delinquency – Factors of Delinquency, Treatment and Prevention.

**REFERENCE BOOKS:**

1. Allport.F.h., Social Psychology, Houghton, Mifflin, Boston, 194.
2. Harari, Herbert and me David John, W. 1986, Social Psychology, CBS Publishers & Distributors, Delhi.
3. Kuppuswamy. B., Elements of Social Psychology, Konark Publishers Pvt Ltd, 2008.
4. Maccoby, E.E., New Comp., T.E., and Harty E/K/(Eds.) 1958, Reading in Social Psychology, Holt, New York.
5. Merton, R.K., 1952 Bureaucratic and Personality, Reader in Bureacracy, Glenco III Free Press.
6. Sharma.J.D., Social Psychology, Lakshmi Narain agarwal, Agra, 2008. Tannenbaun Arrol, S. 1966, Social Psychology of the Work organisation, Tavistock Publications, great Britain.

**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	M	S	S	S	S	S	S	M	S
CO2	S	M	S	M	S	S	M	S	S	S	S	M	S
CO3	S	M	S	M	S	S	M	S	S	S	S	M	S
CO4	S	M	S	M	S	S	M	S	S	S	S	M	S
CO5	S	M	S	M	S	S	M	S	S	S	S	M	S

Strongly Correlating	(S)	- 3 marks
Moderately Correlating	(M)	- 2 marks
Weakly Correlating	(W)	- 1 mark
No Correlation	(N)	- 0 mark

Course Title & Code	<b>CORE 21 (THEORY)- SOCIOLOGY OF CHANGE AND DEVELOPMENT</b>		
Semester	Semester-VIII	Credits:5	Hours/weeks: 6
Cognitive Level	K1: Recall K2: Understand K3: Apply		
Learning Objective	<ol style="list-style-type: none"> <li>1. To provide an orientation about the social change and development</li> <li>2. To understand the theories of Social Change.</li> <li>3. To acquire knowledge on planning Patterns.</li> <li>4. To find out strategies for social development.</li> </ol>		

### **COURSE OUTCOMES:**

On the successful completion of the course, students will be able to

**CO1:** Understand the basic concept of Change, Evolution, Growth, Development and Social Change.

**CO2 :** Grasp knowledge about Indian Society and Social Change

**CO3:** Understand the Social Structure and its Development

### **SEM VIII - SOCIOLOGY OF CHANGE AND DEVELOPMENT**

#### **UNIT I:**

Basic Concepts: Change, Evolution, Growth, Development, Progress, Social Change versus Cultural Change, Source of Social Change - Planned Change. Concept of social development-Distinction between development and modernization, criteria for development-Scope of development-control mechanisms in the developmental process

#### **UNIT II:**

Factors of Social Change: Geographic, Demographic, Political, Technological, Economic, Ideological and Ecological. Theories of Social Change - Mono-causal and Multi-causal Theories, Evolutionary, Cyclical, Linear, Equilibrium. Social Change in Indian Society: Trends of Change, Process of Change: Theories of development - Functional-Evolutionist perspective - Dialectical perspective.

#### **UNIT III:**

Social Planning- planning approaches at macro, regional and local levels, Agrarian approach-rural industrialization - Participatory planning and Self-reliant development.

#### **UNIT IV:**

Social aspects of development-characteristics of Tribal communities, and rural and urban population - their socio economic and political organization - role of in framing social policies - Defining basic needs for a programme of social development- Formulating a social welfare policy.

#### **UNIT V:**

Problems of development in India -Rapid population growth-Urbanization and its problems - landless labour force –Social constraints in the way development.

#### **TEXT BOOK:**

1. Srinivas, M.N. - *Social Change in Modern India*, Berkeley: University of Berkeley

#### **REFERENCE:**

1. Sharma P.N and Shastri C.Social planning:Concepts and Techniques, Lucknow: Print House 1984.
2. Sharma S.L.Development:Socio-Cultural Dimensions,jaipur.Rawat publications 1986.
3. Pandy Rajendra,Sociology of Development concepts,theories and Issues,Delhi,Mittal Publications 1985.
4. Madan.G.R.Social change and problems of development in india.Bombay:Allied publishers pvt.Ltd.,1978.

Gore.M.S.Social Aspects of development.jaipur.Rawat Publications 1985

**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	M	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	S	S
CO3	S	M	S	S	S	S	S	S	S	S	S	S	S
CO4	S	M	S	S	S	S	S	S	S	S	S	S	S
CO5	S	M	S	M	S	S	S	S	S	S	S	M	S

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

Course Title & Code	<b>CORE (THEORY): SOCIOLOGY OF LAW</b>		
Semester	Semester-VIII	Credits:5	Hours/weeks: 6
Cognitive Level	K1: Recall K2: Understand K3: Apply		
Learning Objective	1. To introduce the vital area of Law and its type. 2. To expose the students to the wide areas of its phenomenon and ethics. 3. Students should be able understand specific social change by their own.		

## **COURSE OUTCOMES**

**CO1:** Understand sociological examinations of law both as a mechanism of social regulation and as a field of knowledge.

**CO2:** Recognize and understand the principal schools of thought in sociology and the law.

**CO3:** Demonstrate an understanding of how contemporary justice institutions operate

## **SEM VIII-SOCIOLOGY OF LAW**

### **UNIT – I**

Sociology of Law: Definition, Origin and history of law – evolution and its importance – Relationship between Sociology and Law – Society and Law – Traditional Law and Modern Law – Rule of law.

### **UNIT – II**

Law as a social phenomenon – Law as ethics – Law as a social force – the social functions of the law.

### **UNIT – III**

Law and the social order – Imperative co-ordination of behaviour, law in progressive society, public opinion and law, integration of law in culture, the state and law – Constitutional Provisions and Human Rights.

### **UNIT – IV**

Law and Social welfare – Family and Child Welfare, Women Welfare, Welfare of Aged, Laws related to weaker section of the society, Labour Welfare and Environmental Law

### **UNIT – V**

Law and Social change – Law and social reform – Law related changes in Family, Culture, Religion and Society.

### **REFERENCES:**

1. Colin Campbell and Paul Wiles (ed.). Law and Society. London: Martin Robertson & Co., Ltd., 1979.
2. Lawrence M. Friedman. Law and Society an Introduction. New Jersey: Englewoodcliffs Prentice-Hall, Inc., 1977.
3. Eugene Kamenka, Robert Brown, Alice Erh-Soon Tay (ed.). Law and Society. London: Edward Arnold Publishers Ltd., 1978.
4. Gurumukh Ram Madan. Indian Social Problems. New Delhi: Allied Publishers Limited, 1966.
5. A.B. Kaliaiah, T.R. Subramanya (ed.). Human Rights in International Law. New Delhi: Deep & Deep Publications, 1986.
6. Naorem Sanajaoba. Socio-Legal Problems and Developing Society. New Delhi: Deep & Deep Publications, 1986.



7. Timashiff, N.S. An Introduction to the Sociology of Law. West Port: Green Wood Press, 1974

**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	M	S	S	S	S	S	S	S	S	S	M	S
CO5	S	M	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

## SEMESTER IX

Course Title & Code	<b>CORE (THEORY)- WOMEN AND ENTREPRENEURSHIP</b>		
Semester	Semester-IX	Credits:5	Hours/weeks: 6
Cognitive Level	K1: Recall K2: Understand K3: Apply		
Learning Objective	<ol style="list-style-type: none"><li>1. To Introduce the concept of Women entrepreneurship and Business Initiatives</li><li>2. To create an awareness on Government Schemes for Entrepreneurship Development</li><li>3. To Train how to prepare a project proposal and establish group innovations for more creating job opportunities and for the economic development of the nation.</li></ol>		

### **COURSE OUTCOMES:**

On the successful completion of the course, students will be able to

**CO1:** Define the concepts of women entrepreneurship.

**CO2:** Understand and analyze Entrepreneurial traits, Types, culture and structure.

**CO3:** Demonstrate Government Schemes for Entrepreneurship Development and its importance society.

### **WOMEN AND ENTREPRENEURSHIP**

#### **UNIT I-Concept of Women Entrepreneurship**

Concept of Women Entrepreneurship and Intra entrepreneurship – Nature and Development of women Entrepreneurship, Entrepreneurial decision processes- Entrepreneurial traits, Types, Culture and Structure – Competing Theories of Entrepreneurship, Development of

women entrepreneurs– problems faced by women entrepreneur and the future of entrepreneurship.

### **UNIT II-Business Initiatives**

How to start business – product selection- form of ownership – plant location- Land, building, water and power, raw material, machinery, man power and other infrastructural facilities- licensing, registration and by laws.

### **UNIT III-Government Schemes for Entrepreneurship Development**

Institutional arrangements for Entrepreneurship Development- DIC-SIPCOT-SIDCO, NSIC, SISI, -Institutional finance to entrepreneurs – TIIC, SIDBI, Commercial Banks- Incentives to Small Scale Industries- Schemes MSME

### **UNIT IV-Planning a Project**

Meaning of a Project –Importance of a Project - Project Formulation- Format of a Report (as per the requirements of the financial Institution) - Project appraisal- Market feasibility- Technical feasibility and Economic feasibility – Break -even analysis. Product Planning and Development Process: Concept, Steps, Stages and marketing.

### **UNIT V- Group Innovation**

Establishing a leadership Role in Creative groups, Networking - Group Problem Solving Business Innovations with a purpose, vision and strategy- job creations for Women and economic growth of the Nation.

### **Practical**

1. How should you start your business? From scratch, or buy an existing business? Or should you buy into an existing business or a franchise?
2. Visit to District Industries Centers (DIC)
3. Collecting Case Studies of Successful Women Entrepreneurs.
4. Visit to Entre
5. preneurial Development Cell (Campus Gandhigram Deemed University)
6. Evaluate the Government Schemes on Entrepreneurship.

### **Reference:**

1. Entrepreneurship development-Jose Paul N.Ajith Kumar
2. Entrepreneurship Development-P.Saravanavel

3. Entrepreneurship Development Programs in India – M.A.Khan

4. Dynamics of entrepreneur Development and Management – Vasanth Desai.

**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	S	S
CO4	S	M	S	S	S	S	S	S	S	S	S	S	S
CO5	S	M	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

Course Title & Code	<b>CORE 22 (THEORY)- POLITICAL SOCIOLOGY</b>		
Semester	Semester-IX	Credits:5	Hours/weeks: 6
Cognitive Level	K1: Recall K2: Understand K3: Apply		
Learning Objective	1. To generate an insight in the student about the political institutions, political processes, political culture he/she encounters in his/her daily life as a member of the society.		

### **COURSE OUTCOMES**

After going through this paper, the student can

**CO1:** Comprehend the existing forms of states and their relative merits and demerits.

**CO2:** Differentiate between power, authority and influence which guide and govern the political processes.

**CO3:** Get to know about the political processes, participation types and determinants and the political institutions.

### **SEM XI- POLITICAL SOCIOLOGY**

#### **UNIT-I**

**Political Sociology:** Definition, Nature and Scope, Approaches of Political Sociology. Interrelationship between Political System and Society.

#### **UNIT-II**

**Theoretical Approaches to the State:** Classical Thinkers: Vilfredo Pareto, Karl Marx, Max Weber - Neo -Marxist (Antonio Gramsci, Louis Althusser) - Elite, Pluralism, Post-structuralism - Michel Foucault- knowledge/power.

### **UNIT-III**

Democratic and Totalitarian Systems – Socio - economic Conditions Conducive for their emergence and Stability; Political Culture, Political socialization, Meaning, Significance and Agencies.

Distribution of Power in Society - Intellectuals, Pressure Groups and Interest Groups, Bureaucracy its Significance, Political Development of India.

### **UNIT-IV**

Political Parties and Leadership – Emergence, Ideology and Characteristics of Political Parties, Social Composition of Parties, Recruitment, Political Apathy: Causes and Consequences in India. Leadership - Types and Traits, Qualities of Leaders, Functions of Leaders, Changing Scenario.

### **UNIT-V**

Political Process in India - Role of Caste and Religion; Civil society, Inequalities and exclusion Social movements and new social movements Regionalism and Language in Indian Politics. The Role of Mass Media, Problems of Communication in Illiterate Societies, and Politicization of Social Life.

### **REFERENCES**

1. Laclau Ernesto, Politics and Ideology in Marxist Theory, Verso, London, 1977
- 2.. Kothari Rajni, Caste in Indian Politics, Delhi, 1973.
3. Miller David, On Nationality, Clarendon Press, Oxford, 1995.
4. Bhargava Rajeev, Secularism and its Critics, OUP, New Delhi, 1999.
5. Chandhoke Neera (edt) Understanding the Post Colonial World, Sage, New Delhi, 1994.
6. Nash Kate, 2000, Contemporary Political Sociology, Blackwell Publishers, Massachussets.
7. Ernst Gellner, 1983, Nations and Nationalism, Cornell University Press
8. Gershon Shafir (ed) 1998 The Citizenship Debates, University of Minnesota Press
9. Charles Tilly, Coercion, Capital and European States, Blackwell (1990)
10. Benedict Anderson, 1991, Imagined Communities, Verso

11. VoraRajendra and PalshikarSuhas, (Ed) Indian Democracy, Sage New Delhi, 2004
12. TornquistOlle, “Politics and Development” - A Critical Introduction, Sage publication, London, 1999.
13. Sharma Rajendra, “Power Elite In Indian Society”, Rawat Publications, Jaipur and New Delhi, 1999.
14. Kohli Atul, “ The State and Poverty in India –The Politics of Reform”, Cambridge University Press, Cambridge, 1987.

**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	M	S	S	S	S	M	S	S	S	S	S	S
CO5	S	M	S	S	S	S	M	S	S	S	S	S	S

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

Course Title & Code	<b>CORE (THEORY)- CONTEMPORARY SOCIAL PROBLEMS</b>		
Semester	Semester-IX	Credits:5	Hours/weeks: 6
Cognitive Level	K1: Recall K2: Understand K3: Apply		
Learning Objective	<ol style="list-style-type: none"> <li>1. To introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking in the latter half of the 20th century, and which continue to concern the practitioners of sociology today.</li> <li>2. To sensitize the students the emerging social issues and problems of contemporary society.</li> <li>3. To make them understand perspectives of social problems and identifying causes, so that they will be in a position to prevent the problems.</li> <li>4. To identify and analyze some of emerging issues and problems from sociological perspectives.</li> <li>5. To create awareness on Social problems and organizing capacity building programmes.</li> </ol>		

### **COURSE OUTCOMES:**

On the successful completion of the course, students will be able to

**CO1:** Understand the social reality in different perspectives which have been provided by different school of thoughts.

**CO2:** Know the origin and development of functionalism and conflict theories, symbolic interactionism, social exchange theories, phenomenology, ethnomethodology, and including theory of structuration, Postmodernism, Neo-functionalism, Post Marxist theories etc.

**CO3:** Evaluate the relevance and significance of the Theoretical perspectives listed for understanding the society in general and their future research in particular.



## **CONTEMPORARY SOCIAL PROBLEMS**

### **UNIT I**

Introduction to Social Problems - Meaning, Types, Definition, Nature, Characteristics of Social Problems. Approaches: Pathology, Disorganization, Deviance, Labeling theory.

### **UNIT II**

**Social Problems:** Juvenile Delinquency, Crime, Alcoholism and Drug Addiction, Prostitution, White-collar Crime, Organized Crime.

Economic Problems :Poverty, Unemployment, Beggary, Child Labour.

### **UNIT III**

Persons with Disability : Physical and Mental Handicapped, Family Problems: Child Abuse and Neglect, Woman Related Abuse, Violence, Problems of Working Women, Elderly Abuse and Intergenerational Conflict, Marital Conflict , Divorce, Dowry and Family Dissolution.

### **UNIT IV**

Other problems-Corruption, Terrorism, Cyber crimes, Health Problems :AIDS, Ragging, Eve teasing, Honour Killing. Global Problems: Degradation of the Environment, Environmental pollution Displacement.

### **UNIT V**

#### **Preventive Measures:**

The Role of Law and Order, NGOs and Civil Society Human Agency: State, Parties, Movements, Activists, social and Moral entrepreneurs, Academics & social researchers, Media, Helping Professions Methods of Intervention: Structure Oriented, Program Oriented, Individual / Group Oriented.

#### **TEXT BOOK:**

1. **Ahuja, R** - *Social Problems in India*. New Delhi: Rawat Publications, 2005

**REFERENCES:**

1. Madan. G R Indian Social Problems, Allied publishers, New Delhi, 1980.
2. **Davis, J F** - *Social Problems: Enduring Major Issues and Changes*. Free Press, 1970, New York.
3. **Horton B. Paul, Gerald R. Leslie and Richard F. Larson** - *The Sociology of Social Problems*. New Jersey: Prentice Hall, 1991.
4. **Jamrozik and Luisa Nocella** - *The Sociology of Social Problems: Theoretical Perspectives and Methods and Interventions*. Cambridge. Cambridge University Press, 1998.
5. **Jones B. J et.al.,** - *Social Problems: Issues, Opinions and Solutions*. New York: McGraw Hill, Inc., 1988.
6. **Kornblum, William / Joseph Julian** - *Social Problems*. New Jersey: Prentice Hall, 1992.
7. **Merton, R K & Nisbet, R A** - *Contemporary Social Problems*. Harcourt Brace. New York: Johnavich INC, 1976.

**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	M	S	S	S	M	S	S
CO2	S	M	S	S	S	S	S	S	S	S	S	S	M
CO3	S	M	S	S	S	S	M	S	S	S	M	S	S
CO4	S	M	S	S	S	S	S	S	S	S	M	S	S
CO5	S	M	S	S	S	S	M	S	S	S	S	S	M

Strongly Correlating	(S)	- 3 marks
Moderately Correlating	(M)	- 2 marks
Weakly Correlating	(W)	- 1 mark
No Correlation	(N)	- 0 mark

Course Title & Code	<b>CORE (THEORY) NGO MANAGEMENT</b>		
:Semester	Semester-IX	Credits:5	Hours/weeks: 6
Cognitive Level	K1: Recall K2: Understand K3: Apply		
Learning Objective	<ol style="list-style-type: none"> <li>1. To provide students with working knowledge of the administrative, financial, and organizational aspects of non-profit organizations / NGOs.</li> <li>2. Focuses on the particular managerial challenges faced by non-governmental organizations, their unique features, and their interrelationships with other public management actors.</li> <li>3. Make students to work with international and / or community-based non-profit organizations / NGOs, including environmental organizations, youth groups, and small business development agencies</li> <li>4. To learn how to structure and prepare a grant proposal.</li> <li>5. To know how to make a needs assessment, how to design and plan a project, and how to integrate monitoring into the project plan.</li> <li>6. To understand how to select marketing tools for fundraising.</li> <li>7. To facilitate students in understanding the importance and practice skills needed for strategic planning and organisational development .</li> </ol>		

### **COURSE OUTCOMES**

On the successful completion of the course, students will be able to

**CO1:** Create an understanding about the history of NGO/INGO and gain the knowledge of writing grant proposal and fund raising

**CO2:** Acquire the knowledge of formation of NGO- Trust, Society and Company

**CO3:** Understand about the operation of NGO addressing different development issues.

## **NGO MANAGEMENT**

### **UNIT – I: INTRODUCTION**

Origin - History and Philosophy of NGOs - Approaches and Models - Development Perspectives - Role of NGOs in Development Sector. Gandhiji's constructive programme- Sriniketan- Community Development programme-National extension services .

### **UNIT – II: FORMATION AND TYPES Of NGOs**

Non- governmental organizations. Registration of Societies and Trusts. Constitution and byelaws. Societies Registration Act Factors motivating voluntary action. National & International voluntary agencies. Problems of voluntary organisations. Legal Framework for starting and managing NGOs -Formation of trustees, committees and Boards - Types and Characteristics of National NGOs and International NGOs

### **UNIT – III: PROJECT Management**

Writing project proposal - Resource Mobilization and Fund Raising Managing Projects

### **UNIT – IV: ROLE OF NGOs IN VARIOUS SECTORS**

Social Movements and Policy Advocacy - Role of NGOs in creating social awareness with a focus on Human Rights Awareness - NGOs role in women's rights, child rights, unorganized labourer, CSWS, Youth and Students. Poverty Alleviation Social-Economic - Empowerment - Dalit Empowerment -Health Empowerment.

### **UNIT – V: CONCEPT AND TOOLS IN PROJECT MANAGEMENT**

Development Planning - Area Analysis and Problem frame - Logical Planning as a planned tool - PLA techniques - Monitoring system and Monitoring tool - Project Evaluation - Environment Scanning, SWOT Matrix and Stakeholder Analysis.

**TEXT BOOK:**

1. **David Lewis and Tina Wallice** (Ed) - *Development NGO's and the Challenge of Change*. Jaipur and New Delhi: Rawat Publications. 2003.

**REFERENCES:**

1. **Edwards .M.** And Hulme, D (Eds). - *Making a Difference: NGOs and Development In a Changing World*. London: Earthscan, 1992.
2. **Fowler.A.** - *Striking a Balance: A Guide to Enhancing the Effectiveness of Non-Governmental Organizations in International Development*. London: Earth scan. 1997.

**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	M	S
CO3	S	M	S	S	S	S	S	S	S	S	S	M	S
CO4	S	M	S	S	S	S	S	S	S	S	S	M	S
CO5	S	M	S	S	S	S	S	S	S	S	S	M	S

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

## SEMESTER X

Course Title & Code	<b>CORE (THEORY)- MEDICAL SOCIOLOGY</b>		
Semester	Semester-X	Credits:5	Hours/weeks: 6
Cognitive Level	K2: Understand K3: Apply K4: Analyze		
Learning Objective	<ol style="list-style-type: none"> <li>1. To introduce the student the concepts of health and to impress upon him that health is primarily a social science subject than of medical science.</li> <li>2. To make student understand that health is one of the basic rights of every citizen in the country.</li> <li>3. To understand the problems of health in India with respect to social epidemiology social cultural context of health behaviour and health care delivery system in India</li> </ol>		

### COURSE OUTCOMES

On the successful completion of the course, students will be able to

**CO1:** Know the development and scope of medical sociology and its relevance to patient care difference between sociology of medicine and sociology in medicine.

**CO2:** Understand the concept of health and illness and the theoretical perspectives of health such as functional, conflict, interactionists approaches

**CO3:** Have knowledge on social epidemiology and the uses of health statistics.

## SEM X- MEDICAL SOCIOLOGY

### UNIT – I

**Introduction** – Concept of health – Scope and importance of Sociology of Health – Development of Medical Sociology, Sociology in Medicine and Sociology of Medicine – Social Medicine in India – Relationship between Medicine and Sociology – Dimensions of health, system of medicine: Siddha, Unani, Ayurvedha, Homeopathy and Allopathy.

### UNIT – II

**Sociological Perspectives on Health** – Perception of Illness and Choice of Treatment – Illness as lived experience – Social structure, health and disease – social and psychological factors in health and illness – Parsons' sick role theory and health interaction. Social context of health: Community health, Relevance of sex education, the contribution of sociology to social policy.

### UNIT – III

**Social Epidemiology** – Social Epidemiology – Meaning and Definition of Social Epidemiology – Vital Statistics: Uses and sources of vital and health statistics – Components of Epidemiology – Natural history of diseases, Social Etiology – Social Epidemiology and Ecology of Disease – Epidemiological approach to health – Socio-Cultural factors bearing on health in India.

### UNIT – IV

**Health Professionals and Health Care Organizations** – Professional qualities of physician – Professionalization of physician. Doctor – Patient relationship – Role of nurse in health care – Hospital as a social organization – Public Private Partnership in health care and Corporate Social Responsibility – Medical social service in a hospital – State and Health – Health Policy of Indian Government.

## **UNIT – V**

**Health Planning in India** – Health policy and five year plans – Health infrastructure in India – National Health programmes – Implementation of Health Programmes and their effectiveness – Role of International Organization – WHO and other UN Agencies – Management of Health care Services – Public and Private Health Care Services in India: Health Planning in India (Committees, Planning commission, Five year plans – National Health policies) – Public health systems in India (Center, State, District & Village level) – Health communication – Importance of Communication in AIDS control.

### **REFERENCE BOOKS:**

1. Cockerham, William, C. Medical Sociology (Ninth Edition), Pearson Prentice Hall, New Jersey, 2003.
2. Cockerham, William, C. Readings in Medical Sociology, Prentice Hall, New Jersey, 1997.
3. Park K. Text Book of Preventive and Social Medicine, M/S, Banarsidas Bhanot Publishers, Jabalpur, 2000.
4. Anne, Marie Barry and Chris Yuill, Understanding Health- A Sociological Introduction, Sage Publications, New Delhi, 2002.
5. Blaxter Mildred., Health, Polity Press, Cambridge, UK, 2004. 28 Bury, Michael and Jonathan Gabe, et. al., The Sociology of Health and Illness- A Reader, Routledge Publication, U.K, 2003.
6. Conrad, Peter et.at., Handbook of Medical Sociology, Prentice Hall, New Jersey, 2000. DAK T.M. Sociology of Health in India, Kaveri Printers Private Ltd., New Delhi, 1991.
7. Eugene B. Gallagher and Janardan Subedi, Global Perspectives on Health Care, Prentice Hall, New Jersey, 1995.
8. Graham Scambler Sociological theory and Medical Sociology, Tavistock Publications: London and New York, 1987.



9. Kevin White, An Introduction to the Sociology of Health and Illness, Sage Publications, New Delhi, 2002.
10. Madhu Nagla, Medical Sociology, printwell publishers, Jaipur, 1988. Rajiv Misra et al., India Health Report, Oxford University Press, New Delhi, 2003.

**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	S	M	M	S	S	M	S	S	S	S	S	S
CO2	S	S	S	S	S	S	M	S	S	S	S	M	S
CO3	S	S	M	M	S	S	S	S	S	S	S	M	S
CO4	S	S	M	S	S	S	M	S	S	S	S	S	S
CO5	S	S	M	M	S	S	S	S	S	S	S	S	S

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

Course Title & Code	<b>CORE (THEORY)- SOCIAL WELFARE ADMINISTRATION</b>		
Semester	Semester-X	Credits:5	Hours/weeks: 6
Cognitive Level	K1: Recall K2: Understand K3: Apply K6 : Create		
Learning Objective	1. To understand the emerging trends of Social welfare. 2. To develop an understanding on scientific approach about social welfare board. 3. To understand the importance of social work research		

### **COURSE OUTCOMES**

**CO1:** To acquire a basic knowledge and understanding of social welfare Administration including the major concepts and principles..

**CO2:** To understand basic sociological methods and apply them in order to view social communities life children, youth and women.

**CO3:** To examine current and potential policies which seek to remedy the problems of Health and family welfare.

### **SEM X- SOCIAL WELFARE ADMINISTRATION**

#### **UNIT - I**

**Social welfare Administration-** definition, Meaning and Concept – Principles and Professional ethics of Social Welfare Administration - Emerging Trends in Social Welfare Administration.

#### **UNIT - II**

**Fields of social welfare Administration** - Children, Youth, Women, Aged communities - Rural, Urban and Tribal Communities - characteristics and problems of the fields of social welfare administration.

#### **UNIT - III**

**Social Welfare Organisations** –NGOs - introduction, concept and functions - Issues in NGO Development- Need assessment, staffing, linking with external resources and target group - Managerial role in problem solving, Governance and leadership, NGOs- Environment, Taxonomy, Mega and Micro-Environmental threats and opportunity and its impact.

#### **UNIT - IV**

**Social Welfare Board:** Ministry of Social Welfare – Schemes - Central Social Welfare Board and State Social Welfare Boards in India - History, Structure, Function, goals and achievements.

#### **UNIT - V**

**Health and Family Welfare:** Human Resource Development, Labour, Non conventional Energy Sources, Rural Development, Science & Technology, Social Justice and Empowerment - NABARD, Human Rights Commission, National and Regional Organization. NIRD, CAPART, SIRD, MSME, TN Women Development Corporation, Public Welfare Program Process of Community Participation in social welfare programs.

#### **REFERENCE**

1. Freeman, Michael, Human Rights : An Interdisciplinary Approach (2002)
2. Gogia, S.P., Law relating to Human Rights (2000)
3. Gupta D.N. and Singh, Chandrachur, Human Rights and Freedom of Conscience: Some suggestions for its Development and Application (2001)
4. Lyer, Venkat (ed.), Democracy, Human Rights and the Rule of Law: Essayes in Honour of Nani Palkivala (2000)
5. Jhunjhunwala, Bharat (ed.) Governance and Human Rights (2002)
6. Nirmal, Chiranjivi J. (ed.), Human Rights in India: Historical, Social and Political Perspective (2002)
7. Paul, R.C. Situation of Human Rights in India (2000)
8. Peter, S.E., Human Rights: Perspective and Challenges (New Delhi: Lancers Books, 1994).

**Mapping of COs with POs & PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	M	S	S	S	S	M	S
CO2	S	M	S	S	S	S	M	S	S	S	S	M	S
CO3	S	M	S	M	S	S	S	S	S	S	S	M	S
CO4	S	M	S	S	S	S	M	S	S	S	S	M	S
CO5	S	M	S	M	S	S	S	S	S	S	S	M	S

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

## List of Elective Papers

Course Title & Code	<b>ELECTIVE – ENVIRONMENTAL SOCIOLOGY</b>		
Semester	CHOICE	Credits:2	Hours/weeks: 2
Cognitive Level	K1:Recall K2:Understand K3:Apply		
Learning Objective	<ol style="list-style-type: none"> <li>1. To provide knowledge and scholarship of sociological basis of environment and society interface.</li> <li>2. Seeks to impart social skills in environmental concerns in order to understand the human suffering. As a prelude to it.</li> <li>3. Focuses on “Environment in Sociological Theory”, both classical and contemporary. In view of this, it is understandable that the focus of environmental studies has moved from sociology of environment to environmental sociology</li> </ol>		

### ENVIRONMENTAL SOCIOLOGY

#### COURSES OUTCOME

On the successful completion of the course, students will be able to have

**CO1** - Providing knowledge of the debate on environment and development with a focus on environmental justice, policy and action.

**CO2** - Studying of inter connections between environment and society has gained in enormous significance in recent times on account of the debilitating effects on the environment and society.

**CO3** - Sensitizing the students in order to re-orient sociology towards a more holistic perspective that would conceptualize social process within the context of the biosphere to determine the usefulness of ecological concepts and to acknowledge the role of social psychological process of the self in micro level decision making about the behaviour that affect the environment.

## **UNIT – I**

**Introduction** – Environmental Sociology – Definition, Nature and Scope – Rise, Decline and Resurgence of Environmental Sociology – 21st Century Paradigm – Environmental theories – classical thinkers: Marx, Durkheim and Weber. Contemporary thinkers – Dunlap, Catton & R.Guha.

## **UNIT – II**

**Environment and Society** – Deep Ecology – Social Construction of Environment – Eco Feminism – Gandhian Approach.

## **UNIT – III**

**Environmental Problems** – Environment degradation and pollution of Natural Resources- Air, Soil and Water; Environment Degradation and Population, Sanitation, Housing, Encroachments over Common Property Resources and their loss, Energy crisis. b) Industrialization, Technology, Urbanization, and Globalization and Environmental Problems.

## **UNIT – IV**

**Environmental Consciousness and Major Movements in India** – Environmental Consciousness and movements – causes and consequences. Chipko Movement, Narmada and Tehri, Anti Nuclear Movement.

## **UNIT – V**

**Environmental Conservation & Management** – Constitutional Provisions and Major Environmental Laws in India – Environment and Sustainable Development – Government Policies and programmes for environmental conservation – Environmental management – need, role of family, community, NGOs and State in the management of natural resources – Waste management – Issues and solutions.

## REFERENCE BOOKS:

1. Gadgil, Madhav and Ramachandra Guha: Ecology and Equity: The Use and Abuse of Nature in Contemporary India, New Delhi, OUP. 1996. pp.9-191
2. Giddens, Anthony: Introduction to Sociology, (4th Ed.), New York : W.W. Norton and Co., 1996.
3. Michael Redclift: Development and Environmental Crisis, Meheun Co. Ltd., New York, 1984.
4. Munshi, Indra: "Environment in Sociological Theory", in Sociological Bulletin, Vol. 49, No. 2
5. Sharma S. L.: "Perspectives on Sustainable Development in South Asia", in Samad (Ed.): Perspectives on Sustainable Development in Asia, Kuala Lumpur: ADIPA.
6. Catton Williams, Jr. and Dunlap Riley (Ed.) American Sociologist, 13, pp. 41-49; (1980): American Behavioural Scientist, 24(1)pp.15-47; (1979): 1980 Annual Review of Sociology, (5) pp. 243-273- (1994): American Sociologist, 25(i) pp. 5-30.
7. Martel Luke: Ecology and Society: An Introduction, Polity Press, 1994.
8. Satapathy, Nityanand: Sustainable Development: An Alternative Paradigm, Karnavati Publications, Ahmedabad, 1998.
9. Satyanarayana B. (Ed.) Social Sciences and Planning for Sustainable Development, Himalaya, Mumbai, 1998.
10. Riley E. Dunlap: "The Evolution of Environmental Sociology" in The International Handbook of Environmental Sociology, Michael Redclift and Graham Woodgate (Eds.) Edward Elgar, Cheltenham, U.K. 1997.
11. Rao P.K. Sustainable Development - Economics and Policy, Blackwell, 2001
12. Calvert, Peter and Susan Calvert, The South, The North and the Environment, Pinter, London and New York, 1999.
13. Agarwal S.K.: Environmental Issues and Themes APH Publishing Corporation, New Delhi, 1997.
14. Centre for Science and Environment: The State of India's Environment. A Citizen's Report, 1982.

15. Limmermom M. E. and other (Ed.): Environmental Philosophy from Animal Rights to Radical Ecology, Prentice Hall, Englewood Clifts, New Jersey 1993.
16. Pravin Sheth: Environmentalism, Politics, Ecology and Development, Rawat, New Delhi 1997.
17. World Bank: World Development Report, 1995.
18. Wallerstein, Immanuel: The Modern World System, New York. OUP.
19. World Commission on Environment and Development Our Common Future, 1987.
20. Giddens, Anthony, The Consequences of Modernity, Cambridge, Polity Press, 1990. Relevant Articles from Sociological Bulletin, EPW, Social change etc.
21. Shiva, Vanadana: Staying Alive Women. Ecology and Survival in India, New Delhi: Kali forWomen Press, 1988, pp.1-37, 218-228.
22. Arnold, David and Guha, Ramchandra, (eds.): Nature, Culture and Imperialism, New Delhi:Oxford University Press, 1955.
23. Baviskar, Amita : In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley, OUP, Delhi, 1997

**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	M	S	S	S	S	S	S	M	S
CO2	S	M	S	M	S	S	M	S	S	S	S	M	S
CO3	S	M	S	M	S	S	M	S	S	S	S	M	S
CO4	S	M	S	M	S	S	M	S	S	S	S	M	S
CO5	S	M	S	M	S	S	M	S	S	S	S	M	S

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark



Course Title & Code	<b>ELECTIVE: ELEMENTS OF POPULATION EDUCATION</b>		
Semester	Choice	Credits:2	Hours/weeks:2
Cognitive Level	K1:Recall K2:Understand K3:Apply		
Learning Objective	<ol style="list-style-type: none"> <li>1. To educate and motivate the community to adopt small family norms.</li> <li>2. To sensitise them towards the importance of small family norms</li> <li>3. To enhance the students by bringing awareness on family welfare programmes in India and its impact on society.</li> <li>4. To help the students understand the consequences of over population on the quality of life and development .</li> </ol>		

## **ELEMENTS OF POPULATION EDUCATION**

### **COURSE OUTCOMES:**

#### **Unit – I:**

Population Education: -Concept and definitions. - need, objective, scope and approaches. Use of Mass Media in Population Education. Population Education Programmes In India

#### **Unit – II:**

Basic Concepts of population education, crude Birth Rate, Crude Death Rate, Fertility, Morality, Infant Morality, Morbidity and Migration. - Factors influencing population- sociological, Economic, Political, Biological and Psychological. -

#### **Unit III:**

Population growth and its impact on quality of life and national development- Quality of life-concept and meaning -Human Resource Development -Housing -Environmental consequence

#### **Unit IV:**

Population Explosion-Causes-Effects. Population in 2020 A.D and the social and economics problems thereafter.

**Unit V:**

Responsible parenthood: Size of Family. -Role and responsibilities of family members. -Age at Marriage -Conception and Contraception. Present population situation in India.- -Population policies in India. -Family Welfare Programmes in India.

**Text Book:**

Salkar, S.L., “Population Education for Developing Countries”, Sterling Publishers Pvt.Ltd.,New Delhi.

**Reference Books:**

1. Rao, Srinivasa, “Handbook of Population Education”, Sri Venkateswara university, Tirupati, 1976
2. Gulati, P, “Social Studies and Population Education”, Tata McGraw Hill Publishing Company, New Delhi, 1984.
3. Asha A.Bhende Tara Kanitkar, “Principles of Population Studies”, Himalaya Publishing house, Mumbai, 2006.

**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	M	S	S	S	S	S	S	M	S
CO2	S	M	S	M	S	S	M	S	S	S	S	M	S
CO3	S	M	S	M	S	S	M	S	S	S	S	M	S
CO4	S	M	S	M	S	S	M	S	S	S	S	M	S
CO5	S	M	S	M	S	S	M	S	S	S	S	M	S

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

Course Title & Code	<b>ELECTIVE:</b> <b>SOCIOLOGY OF DISASTER AND DISASTER MANAGEMENT</b>		
Semester		Credits:4	Hours/weeks: 4
Cognitive Level	K1:Recall K2:Understand K3:Apply		
Learning Objective	1.		

**COURSE OUTCOMES:**

**SOCIOLOGY OF DISASTER AND DISASTER MANAGEMENT**

**UNIT – I**

**Concept and perspective:** Concept, definitions and nature of disasters – Sociological perspective to disaster management.

**UNIT – II**

**Disasters and Their Impact on Society:** Causes and types – Man-made disasters (Wars, riots, industrial disaster, nuclear disasters) – Natural disasters (Floods, Earthquakes, famines, epidemics.)

**UNIT – III**

**India's Disaster Management Policy:** From post disaster relief and rehabilitation to pre-disaster management and need of disaster management.

#### **UNIT – IV**

**Disaster Management and Administration:** Role of the state, civil society and NGOs – National Disaster Management Authority (NDMA) and State Disaster Management Authority.

#### **UNIT – V**

Legal Status for Disaster Management – Disaster Management Act, 2005.

#### **REFERENCE BOOKS:**

1. Veena Das and Ashis Nandy: 'Violence, Victimhood and the Language of Silence', Contributions to Indian Sociology.
2. Dhirendra Sharma, India's Nuclear Estate (New Delhi: Lancers, 1983).
3. P.N.Haksar et. al., : A Statement of Scientific Temper, Bombay: Nehru Centre, 1981.
4. Ashish Nandy: Science, Authoritarianism and Culture.
5. Praful, Bidwai : Atomic Power on the Run, The Times of India, 13-15 October 1986
6. Dhirendra Sharma (ed.): The Indian Atom: Power and Proliferation (New Delhi: Philosophy and Social Action, 1986).
7. Dhirendra Sharma, India's Nuclear Estate
8. Ashis Nandy : The Bomb, The Illustrated Weekly of India, 4 August 1985
10. Jatinder K. Bajaj : The Bhopal Tragedy: The Responsibility of the Scientific Community',
11. Sunil Sahasrabudhey, Bhopal: Science Must Share the Blame, PPST Bulletin, 1985, 5, pp. 6-14,25-9
12. Gole S :L Disaster 'Adminstration and management Text and case studies'. Deep –Deep publication 2007.

1. Gandhi P.T. ‘Disaster mitigation and management post Tsunami perspectives’. Deep-Deep publication 2007.
13. Ghosh G.K ‘Disaster management’ APH publishing corporation six volumes.2006
14. Shiv Visvanathan Bhopal: The Imagination of a Disaster, Alternatives, 1986, II, pp. 147-65.
15. Sen Amartya (1981)Poverty and Famines New Delhi:OUP
16. Ronald Perry. “What is a Disaster?” (in *Handbook of Disaster Research*)

Note: Any other text/Article suggested by the subject teacher.

### Mapping of COs with POs &PSOs:

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	M	S	S	S	S	S	S	M	S
CO2	S	M	S	M	S	S	M	S	S	S	S	M	S
CO3	S	M	S	M	S	S	M	S	S	S	S	M	S
CO4	S	M	S	M	S	S	M	S	S	S	S	M	S
CO5	S	M	S	M	S	S	M	S	S	S	S	M	S

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

Course Title & Code	<b>ELECTIVE: HUMAN RIGHTS ISSUES AND MOVEMENTS</b>		
Semester	CHOICE	Credits:4	Hours/weeks: 5
Cognitive Level	K1:Recall K2:Understand K3:Apply		
Learning Objective			

### **COURSE OUTCOMES:**

### **HUMAN RIGHTS ISSUES AND MOVEMENTS**

#### **Unit 1:**

Human Rights Movements

Movement: Meaning, Definition – Hindu Reform Movement – Consumer Protection Movement – Sarvodaya Movement Thebhaga Movement – Trade Union Movement – Chipko Movement – Civil Rights Movement in India.

#### **Unit II :**

Human Rights issues of Marginalized:

Dalits, Tribals, Disabled, Aged, Minorities, Refugees, Trangender, HIV+AIDS, exploitation of **child labour, bonded labour, Female labour – Disaster issues.**

#### **Unit III:**

Women in difficult circumstances:

Women in extreme poverty,

Women: deserted/divorced/distressed/separated/widowed/Prostitution/destitute/single women

Women victims of sexual harassment, unwed mother, domestic violence

Women with the problems of alcoholic and drug addiction

#### **Unit IV :**

Fight for Equality and Social Justice:

Contributions of Periyar E.V.R: Self-respect movement, B.R. Ambedkar: Dalit and their disabilities. Social Reformers : Dayananda Saraswathi, Raja Ram Mohan Roy, Eshwar Chandra Vidyasagar, Mother Teresa/Muthulakshmi Reddy, Anne Beasant.

#### **Unit V:**

Societal Problems of human Rights in India

Violence Harassment against women and Children-Corruption- Terrorism-Poverty-illiteracy-unemployment-discrimination.

#### **References:**

Vijay Kaushik, Women's Movements – Pointer Publisher, Jaipur, 1999.

Smith Kothari, Human Rights movement in India : A critical overview

Shobha Sayene, Crimes Against Women and Protective Laws, Deep & Deep, New Delhi, 1999.

Waghmare B.S., Human rights and prospects: Kalinga publications, New Delhi, 2001.

Mapping of COs with POs & PSOs:

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	M	S	S	S	S	S	S	M	S
CO2	S	M	S	M	S	S	M	S	S	S	S	M	S
CO3	S	M	S	M	S	S	M	S	S	S	S	M	S
CO4	S	M	S	M	S	S	M	S	S	S	S	M	S
CO5	S	M	S	M	S	S	M	S	S	S	S	M	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

Course Title & Code	<b>ELECTIVE: SOCIOLOGY OF INDIAN DIASPORA</b>		
Semester	CHOICE	Credits:4	Hours/weeks: 5
Cognitive Level	K1:Recall K2:Understand K3:Apply		
Learning Objective	1.		

## COURSE OUTCOMES

### SOCIOLOGY OF INDIAN DIASPORA

#### UNIT – I

**Indian Diaspora:** Ethnicity and Diasporic Identity – Migration, Emigration and Immigration, Assimilation and Integration, Discrimination Association, Pluralism, Cultural – Pluralism and Multi-Culturalism

#### UNIT – II

**Historical perspective:** Colonial Period – Indenture, Kangani and Maistry systems, Definition, Origins and Terms of Indenture, The Demand for Indentured Labour

#### UNIT – III

Current perspectives of Emigration: **Categories of Indian workers, Recruitment Process and Agencies, Conditions of Work, Social and Cultural Life, Remittances, Return migration, entrepreneurship in the Indian Diaspora**

#### UNIT – IV



Identities, gender construction and sexuality and **Literature in the Diaspora:** Processes of Acculturation, Evolving identities, Gender Constructions, Sexuality issues among Diaspora.

## UNIT – V

**Diaspora Emergence and Evolution:** India vs. Regional / Linguistic Identity, Diversities and identities : caste and class, Religion and religious organizations, Issues of Race and Multiculturalism, Issues of Race and Multiculturalism

### Essential Readings:

1. Appadurai, A. 1996. *Modernity at Large*. N.Y.: University of Minnesota Press.
2. Baumann, M. 2000. *Diaspora: Genealogies of Semantics and Transcultural Comparisons*.
3. Jayaram, N. 2004. *The Indian Diaspora*. ISS: Sage.
4. N. Jayaram (ed.), *Diversities in the Indian Diaspora*. Delhi: Oxford University Press.
5. Kadekar & Bhat. 2009. *The Indian Diaspora*. Jaipur: Rawat Publication.
6. Irudaya Rajan. 2011. *Dynamics of Indian migration*. N.Y.: Routledge.
7. Vinay Lal, "The Diaspora at Home: Returnees, Retirees and Resident Non-Indians" in *The Other Indians: A Political and Cultural History of South Asians in America*, New Delhi Harper Collins, 2008.
8. Bhat, C. K. & Laxminarayan. 2010. 'Indian Diaspora, Globalization and Transnational Networks: The South African Context', Singh, Anand, Ravindra K. Jain and Shobhita Jain (eds.), *Adversity to Advantage: The Saga of People of Indian Origin in South Africa*, Pp. 13-23, Delhi: KRE Publishers.
9. Oonk, Gijsbert (ed.), *Global Indian Diasporas: Exploring the Trajectories of Migration and Theory*. Amsterdam: Amsterdam University Press. , pp. 89-118, 2008.

10. Rayaprol, A. 2001, “‘Can You Talk Indian?’: Shifting Notions of Community and Identity in the Indian Diaspora,” *Community and Identities in South Asia*, (ed) Surinder Singh Jodhka, New Delhi, Sage 2001, pp. 163-190
  11. Sahoo & Kadekar. 2012. *Global Indian Diaspora. History, Culture & Identity*. Jaipur: Rawat Publication.
  12. Gulati, Leela. 1993. *In the Absence of their Men: The Impact of Male Migration on Women*. New Delhi: Sage Publications.
  13. Gulati, Leela. 1983. Male Migration to Middle East and the Impact on the Family. *Economic and Political Weekly*. XVIII (52-53).
  14. Jain, Prakash C. 2006. *Indian Labour Migration to the Gulf Countries*. Dubai: Gulf Research Centre.
  15. Hall, Stuart. 1990. ‘Cultural identity and diaspora’ in Jonathan Rutherford (ed.) *Identity: community, culture, difference*, London: Lawrence & Wishart.
  16. Kurien, Prema 1999. Gendered Ethnicity. Creating a Hindu Indian Identity in the United States. *The American Behavioural Scientist*. 42:468-473.
- Sireesha, Telugu. 2009. *Diasporic Indian Women Writers: Quest for Identity in their Short Stories*. New Delhi: Prestige

Mapping of COs with POs & PSOs:

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	M	S	S	S	S	S	S	M	S
CO2	S	M	S	M	S	S	M	S	S	S	S	M	S
CO3	S	M	S	M	S	S	M	S	S	S	S	M	S
CO4	S	M	S	M	S	S	M	S	S	S	S	M	S
CO5	S	M	S	M	S	S	M	S	S	S	S	M	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

Course Title & Code	<b>ELECTIVE: SOCIOLOGY OF MARGINAL COMMUNITIES</b>		
Semester	CHOICE	Credits:4	Hours/weeks: 5
Cognitive Level	K1:Recall K2:Understand K3:Apply		
Learning Objective	1.		

## **COURSE OUTCOMES**

### **SOCIOLOGY OF MARGINAL COMMUNITIES**

#### **UNIT – I**

**Marginalized Communities:** Concepts – Indices for measuring marginalization: Socio-economic and political indices – discrimination, deprivation, exploitation, segregation, poverty – Educational level and powerlessness.

#### **UNIT – II**

**Caste system and untouchability:** marginalization mechanism – Theoretical explanation of marginalization: Racial, Occupational, Brahminical and Dr. B. R. Ambedkar's Broken-men Theory – Current practices of casteism and untouchability

### **UNIT – III**

Meaning of the SCs, STs, NTs, DNTs, OBCs and Minorities – Status and problems of marginalized communities – Social mobility among the marginalized communities

### **UNIT – IV**

Views of Mahatma Jyotiba and Savithri Bai Phuley, Rajarshi Chatrapati Shahuji Maharaj, Ambedkar, Vittal Ramji Shinde, Periyar, Basvanna, Gandhiji, Sree Narayan Guru, Mangoo Ram and Birasa Munda.

### **UNIT – V**

Reservation Policy and marginalized communities – Globalization, New Economic Policy and marginalized communities – Issues of access to education, employment means of livelihood and health.

### **REFERENCE BOOKS:**

2. Ahuja, Ram Indian Social System, Rawat, Jaipur, 1993/2002.
3. Beteille, Andre Backward classes and the new social order, Oxford, Delhi, 1981.
4. Beteille, Andre The Backward Classes in Contemporary India, Oxford, Delhi, 1992
5. Charsley, S.R. and G.K. Karanth (Eds.) Challenging Untouchability, Sage, Delhi , 1998
6. Chaudhuri, S.N. Changing Status of depressed castes in contemporary India Daya Publishing House, Delhi, 1988.
7. Gore, M.S. The Social Context of an Ideology : The Social and Political Thoughts of Babasaheb Ambedkar, Sage, New Delhi, 1993.
8. Gupta, Dipankar, Social Stratification, Oxford University Press, New Delhi, 1991.

9. Jogdand, P.G., New Economic Policy and Dalits (Jaipur : Rawat) 2000
10. Jogdand P.G., Dalit Movement in Maharashtra, Kanak Publications, New Delhi,1991.
11. Mane Suresh Glimpses of Socio-Cultural Revolts in India, Samrudh Bharat Mumbai, 2006.  
Mahajan, Gurpreet, Democracy, Difference and Social Justice, Oxford University Press,  
New Delhi, 1998.

**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	M	S	S	S	S	S	S	M	S
CO2	S	M	S	M	S	S	M	S	S	S	S	M	S
CO3	S	M	S	M	S	S	M	S	S	S	S	M	S
CO4	S	M	S	M	S	S	M	S	S	S	S	M	S
CO5	S	M	S	M	S	S	M	S	S	S	S	M	S

- Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

Course Title & Code			
Semester		Credits:4	Hours/weeks: 5
Cognitive Level	K1:Recall K2:Understand K3:Apply		
Learning Objective	1.		

**Paper X - Village Adoption Scheme (VAS) - (Field Work-1)  
(Working with Individual)**

**Paper X - Village Adoption Scheme (VAS) - (Field Work-2)  
(Working with Groups)**

**Paper XVII- Village Adoption Scheme (VAS)  
(16SOCP03)  
(Field Work - 3)  
Working with Community Organization**

Course Title & Code	<b>ELECTIVE: SOCIOLOGY OF TRIBAL SOCIETY</b>		
Semester	CHOICE	Credits:4	Hours/weeks: 5
Cognitive Level	K1:Recall K2:Understand K3:Apply		
Learning Objective	1.		

**COURSE OUTCOMES:**

**SOCIOLOGY OF TRIBAL SOCIETY**

**UNIT – I**

**The Concept of Tribe:** Definition, Characteristics of Tribal society – Distinction in Tribe and Caste, Tribes in India – Geographical Distribution.

**UNIT – II**

**Classification of Tribes:** Food gatherers and hunter, shifting cultivates, nomads, peasants, settled agriculturists, artisans – Racial, Cultural and Economic Classification of Tribes in India.

### **UNIT – III**

**Tribal Culture:** Forms of Tribal Social Institutions: Marriage, Kinship, family, Clan, Youth Dormitory, Status and Role of Women – Religions, beliefs, cultural traditions

### **UNIT – IV**

**Problems of Tribal people:** Poverty, Illiteracy, Indebtedness, Land Alienation, Deforestation, Displacement, Exploitation, Animal-human conflict.

### **UNIT – V**

**Tribal Development:** Socio-economic Profile and Development of Tribes, Five Year Plans and Tribal Development Programmes in National Perspective – Schemes for Tribal Development – Social mobility and Change.

### **REFERENCES:**

1. I.D.N. Majumdar & T.N. Madan An Introduction to Social Anthropology.
2. Makhan Jha Social Anthropology
3. M.S.A. Rao Social Movements in India.
4. K.S. Singh Tribal Situation in India
5. R.N. Pati & L. Jagatdeb Tribal Demography in India.
6. M.M. Verma Tribal Development in India.
7. Buddhadev Chaudhuri Tribal Development in India.
8. K.S. Mathur Tribe, Cast and Peasants.
9. L.P. Vidyarthi and Sahay Applied Anthropology and Development in India
10. B.S. Bisht Tribes of India, Nepal, Tibet borderland.
11. B.S. Bisht Raji: A Tribe of Indo- Nepal Border of Uttarakhand.



12. B.S. Bisht Ethnography of a Tribe.

13. B.S. Bisht Tribe of Uttaranchal - A Study of Education, Health, Hygiene and Nutrition.

**Mapping of COs with POs &PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	M	S	S	S	S	S	S	M	S
CO2	S	M	S	M	S	S	M	S	S	S	S	M	S
CO3	S	M	S	M	S	S	M	S	S	S	S	M	S
CO4	S	M	S	M	S	S	M	S	S	S	S	M	S
CO5	S	M	S	M	S	S	M	S	S	S	S	M	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

Course Title & Code	<b>ELECTIVE: WOMEN'S STUDIES</b>		
Semester	CHOICE	Credits:4	Hours/weeks: 5
Cognitive Level	K1:Recall K2:Understand K3:Apply		
Learning Objective	<ol style="list-style-type: none"> <li>1. To give an idea of the Academic discipline of Women's Studies .</li> <li>2. To create awareness on the Government programmes on women development.</li> <li>3. To create awareness on the Legal Measures on women empowerment.</li> </ol>		

## **COURSE OUTCOMES:**

### **WOMEN'S STUDIES**

#### **Unit – I:**

Concept of Women's Studies – Nature and Scope of Women's Studies – Aims and Objectives of Women's Studies – Emergence of Women's Studies as an Academic Discipline  
Feminism: Liberal, Social, Marxist, Radical.

#### **Unit – II:**

**Basic Concepts:** Sex Vs Gender; Sex Roles Vs Gender Roles -Personal is Political, Patriarchy , Gender Equality and Gender Equity, Gender Discrimination, Gender Disparity, Gender Gap, Gender Budgeting, Gender neutral, Women’s Studies Vs Gender Studies.

**Unit – III:**

Status of women in ancient ,medieval and modern India. International Women’s Day- International Women’s Conferences. Portrayal of women in mass media.

**Unit – III:**

Status of women: Social Status – Health Status – Educational Status – Economic- Political Status . Women’s Social Reform movement.

**Unit – IV:**

Violence Against Women in India and Legislative Reforms: Special Marriage Act-Protection of Women from Domestic Violence Act (PWDVA)- **Dowry Prohibition Act**, 1961. Immoral Traffic (Prevention) Act, 1956. Indecent Representation of Women (Prohibition) Act, 1986. National Commission for Women Act, 1990. Medical Termination of Pregnancy Act 1971-Prohibition of Sexual Harassment of Women **Act, 2013**

**Unit – V:**

Central and State Government initiation towards Women’s Studies - National Commission for Women - NIPCCD - Department of Women and Child Development, CEDAW - NGOs. Achievement and Challenges-local & global self help group. Role of UGC Women’s Studies Centre in India and Tamil Nadu

**Textbook**

1. Yasodha Shanmuga Sundaram Women’s Studies, Theory and method Mother Teresa Women’s University, 2000.

**References**

1. Neera Desai, Maithreyi Krishnaraj, Women and Society in India, Delhi, 1987.
2. Susheela Kaushik, Women’s Studies Perspectives, UGC, New Delhi, 2008.
3. Gokilavani, Women’s Studies, Principles, Theories and methodology.
4. Paney, S., “Women in politics”, Rawat Publications, Jaipur, 1990.
5. Chakrapani, C. & S. Vijaya Kumar (Ed.), “Changing status and role of women in Indian Society“, M.D. Publications, New Delhi, 1994.
6. Altekhar, A.S., “The position of Women in Hindu Civilization”, Motilal Banarsidass, New Delhi, 1982.

7. Chatterjee, Mohini., “Women’s Human Rights”, Avishkar Publishers Distributors, Jaipur, 2005.
8. Naik, Sarojini., and Jeevan Nair, “Women Empowerment in India”, Avishkar Publisher Distributors, Jaipur, 2005.
9. Ahuja, Ram, “Crime against women”, Rawat Publication, Jaipur, 1987.
10. Pillai, Jayakothai, “Women and Empowerment”, Gyan Publishing House, New Delhi, 1995.

**Mapping of COs with POs & PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	M	S	S	S	S	S	S	M	S
CO2	S	M	S	M	S	S	M	S	S	S	S	M	S
CO3	S	M	S	M	S	S	M	S	S	S	S	M	S
CO4	S	M	S	M	S	S	M	S	S	S	S	M	S
CO5	S	M	S	M	S	S	M	S	S	S	S	M	S

- Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

Course Title & Code	<b>ELECTIVE: INTRODUCTION TO GENDER STUDIES</b>		
Semester	CHOICE	Credits:2	Hours/weeks: 5
Cognitive Level	K1:Recall K2:Understand K3:Apply		
Learning Objective	<ol style="list-style-type: none"> <li>1. To give an overview of the Academic discipline of Women's Studies and its genesis.</li> <li>2. To create awareness of the ideologies and social factors this led to the marginalization of women.</li> <li>3. To Sensitize Women towards the current social issues confronting them.</li> </ol>		

**COURSE OUTCOMES:**

**INTRODUCTION TO GENDER STUDIES**

**UNIT I: Introduction to Gender Studies**

Gender studies- Meaning – Origin and Growth -Features- Importance and need for Gender Studies – Aims of Gender Studies- Nature, Goals and Scope of Gender Studies- Gender studies as an academic discipline - Interdisciplinary Subject- gender Studies vs women's Studies - Gender Studies in India and abroad, Role of Gender Studies in Higher Education

## **UNIT II: Concept of Sex and Gender**

Meaning of Sex and Gender – Concept of Sex and Gender in the Traditional Society - Difference between Sex-Gender -Role of Gender and multi roles of Gender- Criticism on Sex-Gender Binary-Problems of Sex- Gender System-Recent social norms related to Sex-Gender System

## **UNIT III: Gender and Structural Inequalities**

Historical Analysis of Gender and class during Industrial revolution in Europe- Gender and Class during industrial Revolution in India-Gender and other structural inequalities-Class and Gender-Caste and Gender-race and Ethnicity-Manifestations of power-Relationship between Gender and class –Marxism and feminism theoretical insights based on Gender and Class.

## **UNIT IV: Multi Dimensions Gender**

Multi Gender roles and identity-feminity and Masculinity-Womanhood and Motherhood-Visible and Invisible Women- Women Empowerment-Gender Discrimination-Gender Division of Labour - Gender Equality-Inequality-Gender Parity and Gender Equity-Gender Sensitization-Gender Mainstreaming-Gender Audit-Gender Budgeting- Gender Sensitive Approach- Glass Ceiling

## **UNIT V Gender and Development in India**

Gender socialization-Gender and Work-women in organized and unorganized sector--Gender development approach- Gender and Technology-Gender and Media-Gender and Employment Opportunities-Gender and Development of India-Ideologies of Globalization and Structural Adjustment-Millennium Development Goals approach and Sustainable Development.

### **References:**

1. Christine Heward and Sheila Bunwaree (eds) 1999. Gender, Education & Development: Beyond Access of Empowerment. London: Zed Books Ltd.
2. Deborah Eade (ed) 2006. Development with Women. Jaipur, Rawat Publications
3. Goetz Anne Marie 2001. Women Development Workers. New Delhi: Sage Publications.
4. Lewis Jane (ed). 1983 Women's Welfare. Women's rights. London: Croom Helm Ltd 1983.
5. Mahadeva. Health Education for Better Quality of Life. B.R. Publications New Delhi,1990.
6. Martin Woodhead and Dorothy Faulkner (eds) 1999. Making Sense of Social Development. London: Routledge.
7. Narasimhan W.Sakuntala 1999. Empowering Women. New Delhi, Sage Publications.

Mapping of COs with POs &PSOs:

CO	PO	PSO
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	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	M	S	S	S	S	S	S	M	S
CO2	S	M	S	M	S	S	M	S	S	S	S	M	S
CO3	S	M	S	M	S	S	M	S	S	S	S	M	S
CO4	S	M	S	M	S	S	M	S	S	S	S	M	S
CO5	S	M	S	M	S	S	M	S	S	S	S	M	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

Course Title & Code	<b>ELECTIVE: SOCIOLOGY OF TOURISM</b>		
Semester	CHOICE	Credits:4	Hours/weeks: 5
Cognitive Level	K1:Recall K2:Understand K3:Apply		
Learning Objective	1.		

### **COURSE OUTCOMES:**

## **SOCIOLOGY OF TOURISM**

### **UNIT – I**

#### **TOURISM – AN INTRODUCTION**

Unit-I Understanding Tourism:

- a) Definition of tour, tourism and traveler, Development of tourism through the ages – Recent trends of tourism
- b) Facets of Tourism – Cultural tourism – Eco-tourism – Medical tourism – Pilgrimage – Adventure tourism and Heritage tourism
- c) Travel facilities in India – Rail, Road, Airways, Seaways
- d) India - land of cultural diversity.

### **UNIT – II**

#### **SOCIOLOGICAL APPROACH TO TOURISM:**

Social institutions and their roles, Influence of tourism on social institutions –family, religion, economy, state and kinship – Sociological factor in Tourist motivation – Host – tourist relationship – Tourists - Residents – Socio-cultural impacts of tourism – cultural exchange among nations and international understanding .

### **UNIT – III**

#### **TOURISM AS A PRIVATE AND PUBLIC SECTOR**

- a) Formation of Ministry of Tourism
- b) Tourism and Organisation – Organisation at the Central level : India Tourism Development Corporation – Organization at the State level – Tourist office – Overseas, criteria for opening overseas offices.
- c) Tourism as an Industry – Travel Agencies – Tourist guide – Hotel Industry – Classification – Youth Hostel and Motels.



## **UNIT – IV**

### **INCREDIBLE INDIA – Important Tourist Centres of India**

- a) Cultural Tourism - Salarjung Museum, Synagogue, Dutch Palace, Mysore Palace and Jaipur
- b) Historical monuments - Red fort, Qutub minar, Amritsar, Khajuraho, Puri, Konark, Bombay, Taj Mahal, Mahabalipuram, Poombukar, Tanjore Palace and Saraswathi Mahal Library.
- c) Sightseeing - Kashmir and Simla, Kodaikanal, Ooty, Curttalam, Kanyakumari, Yercaud and Thekkadi
- d) Pilgrimage Tourism – Thiruppathi, Varanasi, Bodh Gaya, Manasarover, Arabindo Ashram, Chithambaram, Kancheepuram, Madurai, Nagore, Velankanni, Tanjore, Trichy, Rameswaram

## **UNIT – V**

### **IMPACT OF TOURISM ON SOCIETY**

Tourism and Social Change: Impact of tourism on the society, Tourism and National Development – Economic impacts of tourism, - Tourism and Economic Development – Impacts of tourism on environment – Tourism and Regional Development – Rural Development, Rural Tourism – Tourism as an agent of social change.

### **REFERENCES:**

1. A.K.Bhatia, Tourism Development Principles and Practices, Sterling
2. Ratandeep singh, Tourism in India, Kanishka Publishers, New Delhi, 1996.  
Publishers PVT LTD, New Delhi, 1982.
3. H. Lajipathi Rai, Development of Tourism in India , Printwell, Jaipur, 1993
4. Javid Akhtar , Tourism Management in India, Ashish Publishing House, New Delhi, 1990.
5. R.N.Kaul, Dynamics of Tourism a trilogy, Sterling Publishers private limited, New Delhi, 1985.

6. Praveen Sethi, Nature and Scope of Tourism

Mapping of COs with POs &PSOs:

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	M	S	S	S	S	S	S	M	S
CO2	S	M	S	M	S	S	M	S	S	S	S	M	S
CO3	S	M	S	M	S	S	M	S	S	S	S	M	S
CO4	S	M	S	M	S	S	M	S	S	S	S	M	S
CO5	S	M	S	M	S	S	M	S	S	S	S	M	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

Course Title & Code	<b>ELECTIVE: SCIENCE, TECHNOLOGY AND SOCIETY</b>		
Semester	CHOICE	Credits:4	Hours/weeks: 5
Cognitive Level	K1:Recall K2:Understand K3:Apply		
Learning Objective	<ol style="list-style-type: none"> <li>1. To give knowledge on Globalization and liberalization have brought in new dimension of the development of Indian Science and Technology for the development of our economy vis-à-vis developed economies.</li> <li>2. To develop knowledge on Marketability and to develop new products and processes and in the up-gradation of our technological tools in industry and other service areas.</li> </ol>		

**COURSE OUTCOMES:**

**SCIENCE, TECHNOLOGY AND SOCIETY**

**Unit I: Sociology and Science**

Science, Scientific Methods and Sociological Critique – Origin of Modern Western Science – History of Modern Science in India – Importance of Science – Relationship between Science and Society.

**UnitII: Sociological Theories of Science**

Positivism (Auguste Comte) and its critique – Functionalist Theory of Science: Norms, Productivity and Rewards (R.K. Merton) – Marxist Theory of Science

and Society – Science as a Social System (Talcott Parsons) – Structuralist Theory of Science (Thomas Kuhn) – Gestalt Theory (Edmund Husserl) – Ethos of Science (Merton).

**UnitIII: Science and Society**

Social Organization of Science – Science as Social Institution – Inequalities in Science – Scientific Knowledge Production – Scientific Temper.

**UnitIV: Science and Technology**

Science & Technology Relationship – Technology as Knowledge – Emerging Technologies – Science & Technology as Agents of Social Change.

**UnitV: Science and Technology Education and Policy**

Science & Technology, Education and Employment – Interrelationship between Industry and Institution – Globalization, Liberalization and Science and Technology– WTO and Intellectual Property Rights – Science and Technologybased Entrepreneurship – Science & Technology Policy in India – Brain Drain.

**Reference**

- Daniel Lee Kleinman, Kelly Moore (eds.), *Handbook of Science, Technology, and Society*, Routledge, 2014.
- Debroy, Bibek -*Beyond the Uruguay Round: The Indian perspectives on GATT*. NewDelhi: Sage. 1996.
- Kumar, Nagesh and N.S. Siddharthan - *Technology, Market Structure andInternationalization: Issues and Policies for developing Countries*. London: Rutledge andThe United Nations University. 1997.
- Menon, R. V. G., *Technology and Society*, Pearson Education, 2011.
- Merton, Robert K. "*Science, Technology and Society in Seventeenthcentury England*. 1938.
- Merton, Robert K. 1973. *The Sociology of Science*. Chicago: University of Chicago Press.
- Storer, Norman W - "Basic versus applied research: The conflict between means andends in science", *Indian Sociological Bulletin*, 2 (1) Pp.34-42. New Delhi: 1964.

Course Title & Code	<b>ELECTIVE: SOCIOLOGY OF GLOBALIZATION</b>		
Semester	CHOICE	Credits:4	Hours/weeks: 5
Cognitive Level	K1:Recall K2:Understand K3:Apply		
Learning Objective	1.		

**COURSE OUTCOMES:**

**SOCIOLOGY OF GLOBALIZATION**

**UNIT – I**

**Understanding Globalization** – Concept – globalization and global governance, History, characteristics and dimensions (economic, political and cultural)

**UNIT – II**

**Theoretical approaches** – Martin Albrow, R. Robertson, Anthony Giddens, Emmanuel Wallerstein

**UNIT – III**

**Globalization and social justice in India** – Impact on education, livelihood, and health care (marginalized sections, SCs, STs, women and poor) – changing role of the state

**UNIT – IV**

**Challenges posed by Globalization** – Environmental degradation, the Patenting of indigenous knowledge, biodiversity – Fundamentalism and religious resurgence – Issues related to transnational migration

**UNIT – V**

**Resistance to globalization** – a. Women's movement – b. Environmental movement – c. Civil Society initiatives – d. Post globalization – role of nation state, issue of infinite – cyberspace

**REFERENCE BOOKS:**

1. Appadurai Arjun, 1996, Modernity at Large, University of Minnesota Press
2. Applebaum R. and Robinson W., 2005, Critical Global Studies, Routledge, New York.
3. Bremen Yan, 1993, Footlose Labour, Cambridge University Press, Cambridge
4. Browning, Halcli, Webster(ed), 1996, Understanding contemporary society: Theories of the present, SAGE Publications, London
5. Cohen Robin and Shirin M.(ed), Global Social Movements, The Athlone Press, London
6. Dubhashi P.R., 2002, Peoples Movement against Global Capitalism : EPW Feb.9
7. Giddens Anthony, 2000, Runaway World : How globalization is reshaping our lives, Routledge, New York.
8. Jha Avinash, 2000, Background to Globalization, Centre for Education and Documentation, Mumbai
9. Kofman and Young, 2003, Globalization, Theory and Practice. Continuum, London
10. Lechner F. and Boli J.(ed), 2000, The Globalization , Blackwell Oxford
11. Schuurman Frans J. (ed) 2002, Globalization and Development Studies, Sage Publications, New Delhi
12. Upadhya C. and Vasavi A.R.(edt), 2007, In an outpost of the Global Economy: Work and Workers in India's information technology industry, Routledge India
13. Waters M., 1995, Globalization, Routledge, London.
14. Jogdand P. G, Bansode P., Meshram, N. G. (Ed.), 2008, Globalization and social justice, Rawat, Jaipur

**Mapping of COs with POs & PSOs:**

CO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	M	S	S	S	S	M	S	S	S	M	M	S
CO2	S	M	S	S	S	S	M	S	S	S	S	S	S
CO3	S	M	S	S	S	S	M	S	S	S	S	S	S
CO4	S	M	M	S	S	S	S	S	S	S	S	S	S
CO5	S	M	S	S	S	S	M	S	S	S	S	S	S

Strongly Correlating (S) - 3 marks  
 Moderately Correlating (M) - 2 marks  
 Weakly Correlating (W) - 1 mark  
 No Correlation (N) - 0 mark

