

OBE

MODE

**M. A. (5yr. Int.) SOCIOLOGY PROGRAMME I to X SEMESTERS SYLLABI
(OBE)
I Semester**

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
1.1	Language	17TAMI0101 17HINI0101 17MALI0101 17FREI0101	Language - I (Tamil/Hindi/ Malayalam/French)	3	3	40	60	100
1.2	Language	17ENGI01X1	Language - II (English)	3	3	40	60	100
1.3	Language	17CHAI0101 17CTAI0101	Basic Language (Core Hindi, Core Tamil)	2	2	20	30	50
1.4	Foundation course	17GTPI0001	Gandhi's Life, Thought and Work	2	2	20	30	50
1.5	Foundation course	17EXNI0001	Extension Education	2	2	20	30	50
1.6	Core Course	20SOCIO101	Principles of Sociology-I	4	4	40	60	100
1.7	Core Course	20SOCIO102	Introduction to Indian Sociological Thought	4	4	40	60	100
Total				20	20			

II Semester

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
2.1	Language	17TAMI0201 17HINI0201 17MALI0201 17FREI0201	Language - I (Tamil/ Hindi/ Malayalam/French)	3	3	40	60	100
2.2	Language	17ENGI02X2	Language - II (English)	3	3	40	60	100
2.3	Language	17CHAI0202 17CTAI0202	Basic Language (Core Hindi, Core Tamil)	2	2	20	30	50
2.4	Foundation course	17NSSI0001/ 17SHSI0001/ 17FATI0001/ 17SPOI0001	NSS/FA/Sports and Games	1	1	50	-	50
2.5	Foundation course	17YOGI0001	Yoga Education	1	1	50	-	50
2.6	Foundation course	17EVSI0001	Environmental Studies	3+1	3+1	40	60	100
2.7	Allied Course	17DRDI02B1	Rural Development in India: Policies and Programmes	3	3	40	60	100
2.8	Core Course	20SOCIO203	Principles of Sociology - II	4	4	40	60	100
2.9	Core Course	20SOCIO204	Rural Sociology	4	4	40	60	100
Total				25	25			

III Semester

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
3.1	Language	17TAMI0301 17HINI0301 17MALI0301 17FREI0301	Language - I (Tamil/Hindi/ Malayalam/French)	3	3	40	60	100
3.2	Language	17ENGI03X3	Language - II (English)	3	3	40	60	100
3.3	Skill based	17ENGI00C1	Communication and Soft Skills	2	2	50	-	50
3.4	Compulsory Credit course	17EXNI03V1	VPP	2	-	50	-	50
3.5	Allied Course	17PSDI03A1	Human Rights: Concept and Principles	4	4	40	60	100
3.6	Core Course	20SOCIO305	Introduction to Social Anthropology	4	4	40	60	100
3.7	Core Course	20SOCIO306	Social Problems	4	4	40	60	100
3.8	Core Course	20SOCIO307	Population and Society	4	4	40	60	100
			Total	26	24			

IV Semester

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
4.1	Skill based	18CSAI04A1	Computer Fundamentals and Office Automation	3+1	3+1	40	60	100
4.2	Foundation course	17SHSI0001	Shanti Sena	1	1	50	--	50
4.3	Compulsory Non-Credit course	20SOCIO4F1	Extension/ Field visit	--	3	50	--	50
4.4	Allied Course	17SOCIO402	Corporate Social Responsibility	4	4	40	60	100
4.5	Core Course	20SOCIO408	Perspectives ageing and the aged	4	4	40	60	100
4.6	Core Course	20SOCIO409	Media and Society	4	4	40	60	100
4.7	Core Course	20SOCIO410	Urban Sociology	4	4	40	60	100
			Total	21	24			

V Semester

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
5.1	Skill based	17APRU0001	Elements of Research Methods	3	3	40	60	100
5.2	Skill Based	18CSAI05A2	Fundamentals of Statistics and SPSS	3+1	3T + 2P	40	60	100
5.3	Major Electives	20SOCIO5E1	Sociology of Tribal Society	4	4	40	60	100
		20SOCIO5E2	Understanding Social Policy					
		20SOCIO5E3	Political Sociology					
5.4	Allied Course	17CWS05A4	Gender and Society	4	4	40	60	100
5.5	Core Course	20SOCIO511	Social Change and Development	4	4	40	60	100
5.6	Core Course	20SOCIO512	Classical Sociological Theories	4	4	40	60	100
Total				23	24			

VI Semester

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
6.1	Non-Major Electives		Non-Major Elective	4	4	40	60	100
6.2	Core Course	20SOCIO613	Project Work	4	4	100	--	100
6.3	Core Course	20SOCIO614	Agrarian Society	4	4	40	60	100
6.4	Core Course	20SOCIO615	Sociology of Marginalized Communities	4	4	40	60	100
6.5	Core Course	20SOCIO616	Development Practices	4	4	40	60	100
6.6	Core Course	20SOCIO617	Sociology of Religion	4	4	40	60	100
Total				24	24			

VII Semester

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
7.1	Skill based	18CSAI07A3	Web Designing	3+1	4	40	60	100
7.2	Major Electives	20SOC107E1	Guidance and Counseling	4	4	40	60	100
		20SOC107E2	Social Psychology					
		20SOC107E3	Sociology of Tourism					
		20SOC107E4	Social Movements					
7.3	Core Course	20SOC10718	Contemporary Sociological Theories	4	4	40	60	100
7.4	Core Course	20SOC10719	Industrial Sociology	4	4	40	60	100
7.5	Core Course	20SOC10720	Sociology of Health	4	4	40	60	100
			Total	20	20			

VIII Semester

Sl. No.	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
8.1	Modular Course	20SOC108M1	Sociology of Kinship	2	2	50	-	50
		20SOC108M2	Enhancing Social Skills					
8.2	Major Elective	20SOC108E1	Sociology of Identity	4	4	40	60	100
		20SOC108E2	Sociology of Work					
		20SOC108E3	Communication for Social Development					
		20SOC108E4	Sociology of Food					
8.3	Non-Major Electives		Non-Major Elective*	4	4	40	60	100
8.4	Compulsory Non-Credit Course	19GTPP0001	Gandhi in Everyday Life	2	2	50	-	50
8.5	Core Course	20SOC10821	Social Dimensions of Globalization	4	4	40	60	100
8.6	Core Course	20SOC10822	Sociology of Science and Knowledge	4	4	40	60	100
			Total	20	20			

IX Semester

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
9.1	Modular Course	20SOC109M1	Social Ecology	2	2	50	-	50
		20SOC109M2	Enhancing Social Self					
		20SOC109M3	Dynamics of Social Life					
		20SOC109M4	Sociology of Delinquency					
9.2	Part -III	20SOC107F2	Extension/ Field visit	2	3	50	--	50
9.3	Core Course	20SOC10923	Culture, Personality And Society	4	4	40	60	100
9.4	Core Course	20SOC10924	Education and Society	4	4	40	60	100
9.5	Core Course	20SOC10925	Economic Sociology	4	4	40	60	100
9.6	Core Course	20SOC10926	Sociology of Family	4	4	40	60	100
9.7	Core Course	20SOC10927	Visual Sociology	4	4	40	60	100
Total				24	25			

X Semester

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
10.1	Core Course	20SOC11028	Sociology of Deviance	4	4	40	60	100
10.2	Core Course	20SOC11029	Sociology of Social Stratification and Mobility	4	4	40	60	100
10.3	Core Course	20SOC11030	Sociological Inquiry	4	4	40	60	100
10.4	Core Course	20SOC11031	Dissertation	6	--	75*	75** + 50***	200
10.5	PART III	20SOC110F3	Field Placement Programme (FPP)	4	--	100	--	100
Total				22	12			
Grand Total				233	226			

* Internal 75 (for valuation of Dissertation)

** External 75 (for valuation of Dissertation)

*** Joint valuation of Viva-Voce Exam

OBE MODE

**(Applicable for 2018- Reg Number: 18333000 and 2019 -Reg No:
19333000 Batches)**

IV Semester

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
4.1	Skill based	18CSAI04A1	Computer Fundamentals and Office Automation	3+1	3+1	40	60	100
4.2	Foundation course	17SHSI0001	Shanti Sena	1	1	50	--	50
4.3	Allied Course	17SOCIO402	Corporate Social Responsibility	4	4	40	60	100
4.4	Core Course	17SOCIO406	Perspectives of ageing and aged	4	4	40	60	100
4.5	Core Course	17SOCIO407	Media and Society	4	4	40	60	100
4.6	Core Course	17SOCIO408	Understanding Urban Sociology	4	4	40	60	100
4.7	Part - III	17SOCIO4F4	Extension/ Field visit	2	3	50	--	50
Total				23	24			

V Semester

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
5.1	Skill based	17APRU0001	Elements of Research Methods	3	3	40	60	100
5.2	Skill Based	18CSAI05A2	Fundamentals of Statistics and SPSS	3+1	3T + 2P	40	60	100
5.3	Major Electives	17SOCIO5E1	Political Sociology	4	4	40	60	100
5.4	Allied Course	17CWS05A4	Gender and Society	4	4	40	60	100
5.5	Core Course	17SOCIO509	Social Change and Modernisation	4	4	40	60	100
5.6	Core Course	17SOCIO510	Classical Sociological Theories	4	4	40	60	100
	Part - III	17SOCIO4F5	Extension/ Field visit	2	3	50	--	50
Total				23	24			

VI Semester (2018-2019 onwards)

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
6.2	Core Course	17SOCIO612	Indian Social Structure	4	4	100	--	100
6.4	Core Course	17SOCIO613	Sociology of Marginalized Communities	4	4	40	60	100
6.5	Core Course	17SOCIO614	Development Practices	4	4	40	60	100
6.6	Core Course	17SOCIO617 (Verify the code)	Project Work	4	4	40	60	100
6.7	Non-Major Electives		Non-Major Elective	4	4	40	60	100
Verify if Extension/Field work course is included and given to COE DEALING ASSISTANT.								
Total				20	20			

VII Semester

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
7.1	Skill based	18CSAI07A3	Web Designing	3+1	4	40	60	100
7.2	Major Electives	17SOC107E1	Guidance and Counseling	4	4	40	60	100
		17SOC107E2	Social Psychology					
		17SOC107E3	Sociology of Tourism					
		17SOC107E4	Social Movements					
7.3	Core Course	17SOCIO718	Contemporary Sociological Theories	4	4	40	60	100
7.4	Core Course	17SOCIO719	Industrial Sociology	4	4	40	60	100
7.5	Core Course	17SOCIO720	Sociology of Health	4	4	40	60	100
Total				20	20			

VIII Semester

Sl. No.	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
8.1	Modular Course	17SOCIO8M1	Sociology of Kinship	2	4	40	60	100
		17SOCIO8M2	Enhancing Social Skills					
8.2	Major Elective	17SOC108E1	Sociology of Identity					
		17SOC108E2	Sociology of Work					

		17SOC108E3	Communication for Social Development	4	4	40	60	100
		17SOC108E4	Sociology of Food					
8.3	Non-Major Electives		Non-Major Elective*	4	4	40	60	100
8.4	Compulsory Non-Credit Course	19GTPP0001	Gandhi in Everyday Life	2	2	50	-	50
8.5	Core Course	17SOC10821	Social Dimensions of Globalization	4	4	40	60	100
8.6	Core Course	17SOC10822	Sociology of Science and Knowledge	4	4	40	60	100
			Total	20	24			

IX Semester

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
9.1	Modular Course	17SOC109M1	Social Ecology	2	2	50	-	50
		17SOC109M2	Enhancing Social Self					
		17SOC109M3	Dynamics of Social Life					
		17SOC109M4	Sociology of Delinquency					
9.2	Part -III	17SOC107F4	Extension/ Field visit	2	3	50	--	50
9.3	Core Course	17SOC10924	Education and Society	4	4	40	60	100
9.4	Core Course	17SOC10925	Economic Sociology	4	4	40	60	100
9.5	Core Course	17SOC10926	Sociology of Family	4	4	40	60	100
9.6	Core Course	17SOC10927	Visual Sociology	4	4	40	60	100
9.7	Core Course	17SOC10923	Culture, Personality And Society	4	4	40	60	100
			Total	24	23			

X Semester

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
10.1	Core Course	17SOC11028	Sociology of Deviance	4	4	40	60	100
10.2	Core Course	17SOC11029	Sociology of Social Stratification and Mobility	4	4	40	60	100
10.3	Core Course	17SOC11030	Sociological Inquiry	4	4	40	60	100
10.4	Core Course	17SOC11031	Dissertation	6	--	75i	75ii + 50iii	200
10.5	Core Course	17SOC110F1	Field Placement Programme (FPP)	4	--	100	--	100

			Total	22	12	
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**NON-OBE
Template for Non-OBE
VII Semester**

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
7.1	Skill based	18CSAI07A3	Web Designing	3+1	4	40	60	100
7.2	Major Electives	17SOC107E1	Guidance and Counseling	4	4	40	60	100
		17SOC107E2	Social Psychology					
		17SOC107E3	Sociology of Tourism					
		17SOC107E4	Social Movements					
7.3	Core Course	17SOC10718	Contemporary Sociological Theories	4	4	40	60	100
7.4	Core Course	17SOC10719	Industrial Sociology	4	4	40	60	100
7.5	Core Course	17SOC10720	Sociology of Health	4	4	40	60	100
			Total	20	20			

VIII Semester

Sl. No.	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
8.1	Modular Course	17SOC108M1	Sociology of Kinship	2	4	40	60	100
		17SOC108M2	Enhancing Social Skills					
8.2	Major Elective	17SOC108E1	Sociology of Identity	4	4	40	60	100
		17SOC108E2	Sociology of Work					
		17SOC108E3	Communication for Social Development					
		17SOC108E4	Sociology of Food					
8.3	Non-Major Electives		Non-Major Elective*	4	4	40	60	100
8.4	Compulsory Non-Credit	19GTPP0001	Gandhi in Everyday Life	2	2	50	-	50

	Course							
8.5	Core Course	17SOCIO821	Social Dimensions of Globalization	4	4	40	60	100
8.6	Core Course	17SOCIO822	Sociology of Science and Knowledge	4	4	40	60	100
			Total	20	24			

IX Semester

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
9.1	Modular Course	17SOCIO9M1	Social Ecology	2	2	50	-	50
		17SOCIO9M2	Enhancing Social Self					
		17SOCIO9M3	Dynamics of Social Life					
		17SOCIO9M4	Sociology of Delinquency					
9.2	Part -III	17SOCIO7F4	Extension/ Field visit	2	3	50	--	50
9.3	Core Course	17SOCIO924	Education and Society	4	4	40	60	100
9.4	Core Course	17SOCIO925	Economic Sociology	4	4	40	60	100
9.5	Core Course	17SOCIO926	Sociology of Family	4	4	40	60	100
9.6	Core Course	17SOCIO927	Visual Sociology	4	4	40	60	100
9.7	Core Course	17SOC10923	Culture, Personality And Society	4	4	40	60	100
			Total	24	23			

X Semester

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
10.1	Core Course	17SOCII028	Sociology of Deviance	4	4	40	60	100
10.2	Core Course	17SOCII029	Sociology of Social Stratification and Mobility	4	4	40	60	100
10.3	Core Course	17SOCII030	Sociological Inquiry	4	4	40	60	100
10.4	Core Course	17SOCII031	Dissertation	6	--	75iv	75v + 50vi	200
10.5	Core Course	17SOCII0F1	Field Placement Programme (FPP)	4	--	100	--	100

			Total	22	12	
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List of Non-Major Electives

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
UG LEVEL								
	NME	20SOCU00N1	Dynamics of Social Life	3	3	40	60	100
	NME	20SOCU00N2	Enhancing Social Skills	3	3	40	60	100
	NME	20SOCU00N3	Enhancing Social Self	3	3	40	60	100
	NME	20SOCU00N4	Rural Sociology	3	3	40	60	100
PG LEVEL								
	NME	20SOCP02N1	Sociology of Tourism	4	4	40	60	100
	NME	20SOCP02N2	Guidance and Counseling	4	4	40	60	100
	NME	20SOCP02N3	Communications for Social Development	4	4	40	60	100

* Students will choose a course from among the courses offered by other Departments/Centres

ii Internal Valuation - 75 marks

iⁱⁱ External Valuation - 75 marks

i^v Viva-voce (joint Sitting)- 50 marks

v One month duration

THEGANDHIGRAM RURAL INSTITUTE-DEEMED TO BE UNIVERSITY

GANDHIGRAM-624 302

OBE ELEMENTS

Name : Centre for Studies in Sociology

Designation & Department/Centre : Centre for Studies in Sociology

Academic Programme offered : M.A. (5yr.int.) Sociology

OBE ELEMENTS FOR M.A. (5YR.INT.) PROGRAMME

Programme Educational Objective (PEO)

At the end of the Programme, the Graduates will be able to

- PEO 1:** Demonstrate competency and extensive knowledge in the domain of Sociology and will exhibit deep knowledge of theories and concepts, that enhance their employability
- PEO 2:** Gain proficiency for excellence in social research, extension and higher studies.
- PEO 3:** Display skills in identifying the needs of stakeholders, collecting the relevant data and analyze them appropriately, offering solutions to the issues affecting society.
- PEO 4:** Exhibit deep social consciousness and social responsibility and lead value-based life.
- PEO 5:** Make positive contribution to the wellbeing of their families, community, nation and globe.

Programme Specific Outcome (PSO)

PSO 1: Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society.

PSO 2: Gain Analytical skills in the field/area of sociology with a strong rural thrust.

PSO 3: Develop professional ethics, community living and Nation Building initiatives.

PSO 4: Display Strong research aptitude and project management skills in the area of development Sociology.

PSO 5: Acquire adequate knowledge and skills to possess environmental consciousness with value orientation.

PSO 6: Undertake in rural extensions based micro level community-based development action.

PSO7: Demonstrate commitment to the value based social system with specific reference to multicultural rural setting.

PSO8: Apply knowledge and skills in policy formulations in micro and macro social development planning.

OBE

MODE

Course Code & Title	20SOCIO101 - PRINCIPLES OF SOCIOLOGY – I		
Class	M.A.(5yr. int.) Sociology	Semester	I
Cognitive Level	K-1: ✓ K-3: ✓ K-4: ✓		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. Define Sociology with its scope and significance. 2. Outline the perspectives of sociology. 3. Sketch the importance of society to the individual. 4. Illustrate the importance of culture in social life. 5. Analyse the indispensability of socialization and social groups in one's life. 		
UNIT	Content	No. of Hours	
I	A Systematic Introduction to Sociology: Sociology: Meaning – Nature – Scope and Significance of Sociology –Sociology as a Science – Relationship with other Social Sciences; Perspectives in Sociology: Functionalism – Conflict – Symbolic Interactionism.	10 Hours	
II	Society: Society: Meaning – Characteristics – Theories of Origin of Society: The Theory of Divine Origin – The Force Theory – Social Contract Theory; Models of Society: Evolutionary Model – Functional Model – Conflict Model – Interactionist Model; Importance of Society for the Individual.	12 Hours	
III	Culture: Culture: Meaning – Attributes of Culture – Types of Culture: Material & Non-Material Culture; Growth of Culture: Invention – Diffusion; Variability of Culture: Specific Culture – Subculture – Counter-Culture – Cultural Relativism – Ethnocentrism.	8 Hours	
IV	Socialization: Socialization: Meaning – Elements of Socialisation – Theories of Socialisation –Looking Glass Self (Cooley) – Generalised Others (G.H. Mead) – Id, Ego & Super Ego (S. Freud) – Social Learning (Albert Bandura); Stages of Socialisation – Adult Socialisation – Anticipatory Socialisation – Gender Socialisation – Agencies of Socialisation.	10 Hours	
V	Social Organisations: Social Groups: Meaning – Classification of Social Groups: Primary – Secondary – In-Group & Out-Group – Reference Group – Voluntary & Involuntary Groups; Groups and Individuals – importance of Group Identity.	10 Hours	
References	<ol style="list-style-type: none"> 1. Shankar Rao C.N Introduction to Sociology S. Chand 2008 2. Abigail Fuller “ Introduction to Sociology” Connections Rice University Jan 2014 3. Inkeles, Alex, “What is Sociology” An Introduction to the Discipline and Profession, Prentice Hall of India Private Limited New Delhi.2003 4. Gisbert, P. “Fundamentals of Sociology” Orient Longman, Bombay 1989. 5. Bottomore, T.B; 1971; Sociology: A Guide to Problems and Literature; Bombay; Blackie and son publication Pvt. ltd. 6. Jayaram, N; 1990; Introducing Sociology; New Delhi, Macmillan India ltd. 		

	<p>7. Johnson, Harry M;1995; Sociology: A Systematic Introduction, New Delhi; Allied publishers.</p> <p>8. R.M. MacIver and Charles H. Page, Society: An Introductory Analysis, London: MacMillan & Co. Ltd, 1962,</p> <p>9. William F. Ogburn and Meyer F. Nimkoff, Sociology, Boston: Houghton Mifflin Company, 1988.</p> <p>10. E.W. Stewart and J.a. Glynn, Introduction to Sociology, New Delhi: Tata McGraw-Hill Publishing Company Ltd., 1981.</p>
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion of the course, Students should be able to</p> <p>1. Describe the nature and significance of Sociology as a science.</p> <p>2. Relate the sociological perspectives with the evolution of human society.</p> <p>3. Explain the concept of culture with suitable illustrations.</p> <p>4. Discuss the process of socialization with the help of theories.</p> <p>5. Analyse the need and importance of belonging to a social group.</p>

CO/PSO 20SOCIO101		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Describe the nature and significance of Sociology as a science	2	3	2	3	3	3	2	2
CO2	Relate the sociological perspectives with the evolution of human society	3	3	2	2	2	2	3	2
CO3	Explain the concept of culture with suitable illustrations	2	2	3	3	2	2	3	3
CO4	Discuss the process of socialization with the help of theories	3	3	2	2	2	3	3	3
CO5	Analyse the need and importance of belonging to a social group	3	3	2	2	2	2	3	2

Mean Score: 2.7

Course Code & Title	20SOCIO102 -INTRODUCTION TO INDIAN SOCIOLOGICAL THOUGHT		
Class	M.A.(5yr. int.) Sociology	Semester	I
Cognitive Level	K-1: ✓ K-2: ✓ K-3: ✓ K-4: ✓		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. Recognize the structure of Indian Society 2. Recall the historical development of Sociology in India 3. Infer Indological perspectives of society 4. Interpret Structural/functional perspectives 5. Analyse contemporary changes in Indian social structure 		
UNIT	Content		No. of Hours
I	Introduction: Indian Social Structure: Conceptualization – Elements; Unity in Diversity; Religious Pluralism; Regional, Linguistic, Religious, Tribal Identity; Development of Sociology in India: Past and Present.		8 Hours
II	Indological/Textual Perspective: R.K. Mukerjee: Methodology – Theory of Society – Personality, Society and Values – Community – Social Ecology – Critical Evaluation. G.S.Ghurye: Methodology – Caste & Kinship – Culture & Civilization – Sociology of Religion – National Unity & Integration – Critical Evaluation.		10 Hours
III	Structural Functional Perspective: M.N. Srinivas: Methodology – Religion and Society – Concept of Village – Sanskritization – Dominant Caste – Critical Evaluation. S.C.Dube: Methodology – Continuity and Change of Society – Caste Ranking – Dominant Caste & Leadership – Development – Critical Evaluation.		10 Hours
IV	Cultural & Civilizational Perspective: Yogendra K. Singh: Methodology – Social Stratification – Social Change – Modernisation – Indian Sociology – Culture Change in India – Critical Evaluation. N.K. Bose: Methodology – Ethnography – Indology – The Structure of Hindu Society: Study of Architecture – Indian Civilization – Caste System – Tribals – Critical Evaluation		10 Hours

V	<p>Marxist Perspective: D.P. Mukerji: Methodology – Personality – Modern Indian Culture and Traditions – Modernisation – Critical Evaluation.</p> <p>A.R. Desai:Methodology – Village Structure – Transformation of Indian Society – Indian Nationalism – Peasant Struggles – State and Society – Critical Evaluation.</p> <p>Ramkrishna Mukherjee: Methodology – Agrarian Social Structure – Indian Sociology – CriticalEvaluation.</p>	12 Hours
References	<ol style="list-style-type: none"> 1. Andre Beteille, (2002) Caste, Class and power, Oxford University press. 2. Dhanagare, D.N(1993): Themes And perspectives In Indian Sociology, Jaipur Rawat,. 3. Dune, S.C)1967): The Indian Village, London: Routledge,. 4. Hutton, J.H(1983): Caste In India Bombay: Oxford University press, 5. Kapadia,K.M. (1966) Marriage and family in India ,Bombay oxford university press, 6. Mencher. Joan, p.(1978) Agriculture and Social Structure In Tamil Nadu. New Delhi. 7. Oommen, T.K And P.N. Mukharjee, ED (1986): Indian Sociology: Reflections And Introspections, popular prakashan, Bombay 8. Rao,(2004), Sociology of Indian Society, S.Chand And Company Ltd, New Delhi, 9. Sharma G.L(2003) Cast, Class & Social Inequality In India, MDP. 10. Srinivas, M.N(1962) Caste In India And Other Essays, Bombay: Asia publishing House 	
Course Outcomes CO CO CO CO CO	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Outline the social structure of Indian Society 2. Review the structural functional perspectives 3. Analyse the structural theories on Indian society. 4. Sketch the impact and solutions of caste based exclusions 5. Use in nation building and social integration 	

CO/PSO 20SOCIO102		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Outline the social structure of Indian Society	3	2	3	3	3	2	2	3
CO2	Review the structural functional perspectives	3	3	3	2	3	3	3	2
CO3	Analyse the structural theories on Indian society	3	2	3	3	3	2	2	3
CO4	Sketch the impact and solutions of caste based exclusions	2	2	3	3	2	2	3	3
CO5	Use in nation building and social integration	3	2	2	3	3	3	3	2

Mean Score: 2.6

Course Code & Title	20SOCIO203 - PRINCIPLES OF SOCIOLOGY – II		
Class	M.A.(5yr. int.) Sociology	Semester	II
Cognitive Level	K-1: ✓ K-3: ✓ K-4: ✓		
Course Objectives	The students will be able to 1. Define social interaction with respective forms. 2. Outline the importance of social institutions in one's life. 3. Sketch the importance of various social processes in human life. 4. Interpret the causes and consequences of social stratification. 5. Discuss the nature of collective behaviours with importance.		
UNIT	Content	No. of Hours	
I	Social Interaction: Meaning – Forms of Social Interaction: Signs – Language – Concepts – Body Language – Exchange; Importance of Social Interaction - Interrelationship between Status and Role.	8 Hours	
II	Social Institutions: Meaning – Attributes; Types of Social Institutions: Primary – Marriage, Family, & Kinship; Secondary: Religion – Economy – Polity; Interrelationship between Social Institutions – Importance of Social Institutions on Social Life.	12 Hours	
III	Social Process: Meaning – Forms of Social Process: Associative Process (Cooperation, Accommodation, Assimilation) – Dissociative Process (Competition, Conflict) – Types – Advantages – Limitations.	10 Hours	
IV	Social Stratification & Social Mobility: Meaning – Characteristics – Perspective of Social Stratification: Functionalism – Conflict – Symbolic Interactionism; Forms of Stratification: Caste, Class, Gender, Race, Ethnicity and Social Exclusion; Stratification and Social Control – Social Mobility – Meaning – Types of Social Mobility: Vertical – Horizontal.	10 Hours	
V	Collective Behaviour: Concept – Attributes – Forms of Collective Behaviour: Crowd and Public – Mobs and Riots – Panic – Lynch – Mass Hysteria – Rumors – Public and Public Opinion – Collective Behaviour, Social Movements, and Social Change; Means of Social Control: Informal and Formal.	10 Hours	
References	<ol style="list-style-type: none"> 1. Shankar Rao C.N Introduction to Sociology S. Chand 2008 2. Abigail Fuller “ Introduction to Sociology” Connections Rice University Jan 2014 3. Inkeles, Alex, “What is Sociology” An Introduction to the Discipline and Profession, Prentice Hall of India Private Limited New Delhi.2003 4. Gisbert, P. “Fundamentals of Sociology” Orient Longman, Bombay 1989. 5. Bottomore, T.B; 1971; Sociology: A Guide to Problems and Literature; Bombay; Blackie and son publication Pvt. ltd. 6. Jayaram, N; 1990; Introducing Sociology; New Delhi, Macmillan India ltd. 7. Johnson, Harry M;1995; Sociology: A Systematic Introduction, New Delhi; Allied publishers. 8. R.M. MacIver and Charles H. Page, Society: An Introductory 		

	<p>Analysis, London: MacMillan & Co. Ltd, 1962,</p> <p>9. William F. Ogburn and Meyer F. Nimkoff, Sociology, Boston: Houghton Mifflin Company, 1988.</p> <p>10. E.W. Stewart and J.a. Glynn, Introduction to Sociology, New Delhi: Tata McGraw-Hill Publishing Company Ltd., 1981.</p>
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. State various forms of social interaction. 2. Discuss the need and necessity of social institutions in human life. 3. Relate the social process in every day's life. 4. Analyse the forms of social stratification and the means towards social mobility. 5. Explain the collective nature of human behavior in social life.

CO/PSO 20SOCIO203		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution/Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	State various forms of social interaction	2	3	3	2	2	3	3	3
CO2	Discuss the need and necessity of social institutions in human life	3	3	2	3	2	2	3	3
CO3	Relate the social process in every day's life	3	3	3	2	3	2	2	2
CO4	Analyse the forms of social stratification and the means towards social mobility	2	2	2	3	3	2	3	3
CO5	Explain the collective nature of human behavior in social life	3	2	3	3	3	3	2	3

Mean Score: 2.6

Course Code & Title	20SOCIO204 -RURAL SOCIOLOGY		
Class	M.A. (5yr. int.) Sociology	Semester	II
Cognitive Level	K-1: ✓ K-2: ✓ K-5: ✓		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To acquaint with the concept of rural sociology 2. To make the students describe rural sociology, peasant economy, land issues. 3. To recognize the students towards social dynamics operating in the rural society with reference to social problems 4. To appraise the learners significance of rural social institutions, Panchayati Raj and rural development. 5. To appraise the role Panchayati Raj institutions in Rural Development. 		
UNIT	Content	No. of Hours	
I	Introduction: Rural Sociology-Nature, Scope and Significance; Rural Society-Characteristics; Rural-Urban Difference/Relations-Rurbanism, Urbanism and Rurbanism.	8 Hours	
II	Rural Social Institutions: Features of rural family; Family-Joint Family Institution; Rules and Forms of rural marriage; Dominant Caste in Rural India, Patriarchy and Gender- Status of rural women.	10 Hours	
III	Rural Economy: Peasantry, Peasant Economy-decline of Jajmani system, Land Ownership and Land Reforms; Agrarian Relations; Agrarian Class Structure in Indian Context; Green Revolution; impact of globalization on rural economy.	12 Hours	
IV	Issues Affecting Rural Society: Rural Problems-Unemployment-Indebtedness, Poverty and Migration; Health and Sanitation; Development and Displacement.	10 Hours	
V	Rural Governance: Power Structure and Leadership – traditional and modern; Panchayat Raj and Rural Development: PRIs before and after 73 rd Amendments-Rural Development Programs, Wage Employment and Land Reforms	10 Hours	
References	<ol style="list-style-type: none"> 1. Abigail Fuller “ Introduction to Sociology” Connections Rice University Jan 2014 2. Gisbert, P. “Fundamentals of Sociology” Orient Longman, Bombay 1989. 3. Ashish Nandy 1999, Ambiguous Journey to the City, New Delhi. 4. Chitambar J.P 2004, Introductory Rural Sociology, New Delhi, Tata andMcgraw Hills. 5. Desai A.R, 1977, Rural Sociology in India, Bombay, Popular 		

	<p>Prakashan.</p> <p>6. Dhanagare D.N, 1988, Peasant Movements in India, New Delhi, OUP.</p> <p>7. Doshi.S.L.2003, Rural Sociology, New Delhi, Rawat Publishers.</p> <p>8. Gurusamy S. 1994, Peasant Politics in South India-A Socio-Political Analysis Of A Pressure Group, Delhi, Kanishka Publishing Company Pvt., Ltd.</p> <p>9. Mencher. J.P. 1982, Agriculture and Social Structure in Tamil Nadu, OUP.</p> <p>Panandikar, V.A Pai 2000, “India’s Demography and Democracy”, in <i>Millennium Conference on Population, Development and Environment Nexus</i>, New Delhi: PHD Chamber of Commerce and Industry.</p>
<p>Course Outcomes</p>	<p>On completion, the course, Students should be able to</p> <p>CO 1.Describe the concepts of rural sociology.</p> <p>CO 2.Demonstrate significance of land based peasant economy in rural India.</p> <p>CO 3.Execute analytical skills on planning to solve social problems.</p> <p>CO 4.Reconstruct the rural institutions.</p> <p>CO 5.Analyze the impact of rural development programmes.</p>

CO/PSO 20SOCIO204		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Describe the concepts of rural sociology	3	3	3	3	2	2	3	2
CO2	Demonstrate significance of land based peasant economy in rural India	3	3	2	3	3	3	3	3
CO3	Execute analytical skills on planning to solve social problems.	3	3	3	3	2	3	3	3
CO4	Reconstruct of rural institutions	3	3	3	2	3	3	2	3
CO5	Analyze in the impact of rural development programmes	3	2	2	3	3	3	2	3

Mean Score: 2.8

Course Code & Title	20SOCIO305- INTRODUCTION TO SOCIAL ANTHROPOLOGY		
Class	M.A.(5yr. int.) Sociology	Semester	III
Cognitive Level	K-1: ✓ K-2: ✓ K-3: ✓ K-6: ✓		
Course Objectives	The students will be able to 1. To explain and clarify the basic concepts of culture and society. 2. To create basic knowledge and interest in the discipline of social anthropology. 3. To recognize the knowledge about the basic concepts of culture with anthropological perspective. 4. To demonstrate the implication of influence of economic, political and religious institutions in primitive society. 5. To create skills and abilities to evaluate place and role of the economy and political structure in primitive societies.		
UNIT	Content	No. of Hours	
I	Introduction: Meaning and scope of Anthropology: historical background; its relationship with other disciplines; branches of anthropology: - Physical, Cultural and Social Anthropology, Applied Anthropology.	8 Hours	
II	Basic concepts: culture, clan, lineage, folkways, tribe, cultural change, cultural adaptation, acculturation, enculturation, diffusion, innovation, ethnocentrism and cultural relativism.	8 Hours	
III	Studying Primitive society: Functionalist and structuralist approaches; Fieldwork tradition in anthropology; ethnography and ethnology; cultural relativism; participant observation, holistic approach	10 Hours	
IV	Economy and political structure: Difference between modern and primitive economy; types of economy – hunting-gathering, shifting cultivation, pastoralism and agriculture; types of political system – centralized and segmentary systems- Primitive Laws.	12 Hours	
V	Religion and magic: definition and function; theories of religion; myth and legend; ritual – rites of passage – Victor Turner; religion, magic and science; types of magic; functionaries of religion – shaman, mystic and priest.	12 Hours	
References	<ol style="list-style-type: none"> 1. Andre Beteille, (2002) Caste, Class and power, Oxford University press. 2. Dhanagare, D.N(1993): Themes And perspectives In Indian Sociology, Jaipur Rawat,. 3. Dune, S.C)1967): The Indian Village, London: Routledge,. 4. Hutton, J.H(1983): Caste In India Bombay: Oxford University press, 5. Kapadia,K.M. (1966) Marriage and family in India ,Bombay oxford university press, 		

	<ol style="list-style-type: none"> 6. Mencher. Joan, p.(1978) Agriculture and Social Structure In Tamil Nadu. New Delhi. 7. Oommen, T.K And P.N. Mukharjee, ED (1986): Indian Sociology: Reflections And Introspections, popular prakashan, Bombay 8. Rao,(2004), Sociology of Indian Society, S.Chand And Company Ltd, New Delhi, 9. Sharma G.L(2003) Cast, Class & Social Inequality In India, MDP. 10. Srinivas, M.N(1962) Caste In India And Other Essays, Bombay: Asia publishing House
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Explain and clarify the scope of anthropology and its relationship with sociology. 2. Demonstrate awareness about the basics of the discipline of social anthropology. 3. Analyze basic concepts of culture with anthropological perspective. 4. Identify the role, place and influence of economic, political. And religious institutions in primitive societies. 5. Identify the functionaries of religion.

CO/PSO 20SOC10305		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Explain and clarify the scope of anthropology and its relationship with sociology.	3	3	3	3	2	2	2	2
CO2	Demonstrate awareness about the basics of the discipline of social anthropology.	3	3	3	2	2	2	3	2
CO3	Analyze basic concepts of culture with anthropological perspective	3	3	3	3	3	2	2	2
CO4	Identify on the role, place and influence of economic, political and religious institutions in primitive societies.	3	2	3	3	2	3	3	3
CO5	Identifying the functionaries of religion	3	3	2	3	3	2	2	2

Mean Score: 2.6

Course Code & Title	20SOCIO306- SOCIAL PROBLEMS		
Class	M.A.(5yr. int.) Sociology	Semester	III
Cognitive Level	K-1: ✓ K-2: ✓ K-3: ✓		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To demonstrate basic knowledge about the nature and types of social problem. 2. To analyze the nature and effects of different problems affecting contemporary society. 3. Gain the skills formulating ideas about solving social problems. 4. To explain the processes of social change and development and its attendant social problems. 5. To identify innovative solutions for resolving the social problems. 		
UNIT	Content	No. of Hours	
I	Social Problem -Meaning,concept, Meaning, nature, causes and type of social problems. Approaches to social problems – structural functional, conflict and interactionism; Theoretical approaches to Social Problems; Social Problems and Disorganization. Individual and social disorganization – Approaches to the study of social problems: Cultural lag approach, social disorganization and social deviance approaches.	12 Hours	
II	Structural Problems -Gender Inequality and Discrimination. Aspects of gender inequality and discrimination – economic, cultural, political, familial. Violence against women –Dowry and domestic violence, sexual violence, sex selective abortion and trafficking, Inequality and Discrimination, regionalism, fundamentalism, communalism, terrorism, extremism.	12 Hours	
III	Poverty and Unemployment - Poverty: Conceptual debate; Causes; Rural and urban Poverty; Effective Measures in Poverty Alleviation; Unemployment: concept and meaning, causes and types, Consequences, Unemployment in India, Remedies.	8 Hours	
IV	Child Abuse and Child Labour - Child Population and working children; Types of child abuse; Causes of child abuse; Effects of abuse on Children; The problem of child labour.	8 Hours	
V	Alcohol and Drug use Disorders -The concept, Extent of Alcohol use disorder, process of becoming an alcoholic, Causes, Social consequences, prohibition; women and anti- liquor movements and control of alcohol use disorder; Drug use disorder, Causes, Role of family, Community, peer groups and State, Preventing drug abuse and combating drug addicts.	10 Hours	

References	<ol style="list-style-type: none"> 1. Madan GR, "Indian Social Problems" Allied Publishers, 1986 2. Shankar Rao C.N Introduction to Sociology Schand 2008 3. Ram Ahuja "Social Problems in India" 1992 4. Madan GR " Indian Social Problems" Radha Publications, 2002 5. Hortan Paul S.and Gerald P Leslie: <i>The Sociology of Social Problems</i> Appietar, New York, 1987. 6. Letnert Edwin: <i>Social Pathology</i>- Mcgrow Hill, New York, 1972. 7. Madan.G.R.<i>Indian Rural Problems</i>, Radha Publications, 2002. 8. Varma P. <i>Pathology of Crime and Delinquency</i>-Sathitya Bhavan, Agra, 1982
Course Outcomes	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> CO 1. Demonstrate foundational understating on various social problems affecting Indian Society and gain knowledge. CO 2. Describe the causes for social problems. CO 3. Demonstrate deep knowledge of the approaches and theories to evolve social intervention strategies. CO 4. Solve the social problems. CO 5. Explain theoretical and practical aspects to the study of social problems

<p style="text-align: center;">CO/PSO 20SOCI0306</p>		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of ruralsetting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Demonstrate foundational understating on various social problems affecting Indian Society and gain knowledge.	3	2	3	2	3	3	3	3
CO2	Describe the causes for social problems.	3	2	2	3	3	3	3	3
CO3	Demonstrate deep knowledge of the approaches and theories to evolve social intervention strategies	3	2	3	3	3	3	2	2
CO4	Solve the social problems	3	2	3	3	2	3	3	2
CO5	Explain theoretical and practical aspects to the study of social problems	2	3	2	3	2	3	2	3

Mean Score: 2.7

Course Code & Title	20SOCIO307- POPULATION AND SOCIETY		
Class	M.A.(5yr. int.) Sociology	Semester	III
Cognitive Level	K-1: ✓ K-3: ✓ K-4: ✓		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. Identify the characteristics of population. 2. Predict the impact of population on the society. 3. Relate Census of India, theories of population, and population processes. 4. Illustrate the relationship between population and development. 5. Sketch the changes in the population policies in India. 		
UNIT	Content	No. of Hours	
I	Introduction Population Studies: Nature – Scope – Importance – Demographic Process; Sources of Demographic Data: Census – Vital Statistics – Civil Registration – Sample Survey; Characteristics of Population: Size – Composition – Age – Sex – Literacy – Rural & Urban Areas – Religion – Age-Sex Pyramids; Interface between Population and Society.	12 Hours	
II	Perspectives on Population Mercantilist Theory of Population; Malthusian Theory of Population; Neo-Malthusian Theory of Population; Optimum Population Theory, Corrado Ginnis's Biological Population Theory; Demographic Transition Theory; Marx's Theory of Surplus Population; An Overview of World Population – Population Profile of India – Trend of Population Growth and Distribution; Population Policy in India.	12 Hours	
III	Fertility Fertility and Fecundity: Definitions - Measuring Fertility – Determinants – Theories of Fertility; Differentials in India: Rural-Urban – Age – Sex – Class – Caste - Region – Religion; Family Planning and Population Control: Concept – Means – Impact on Indian Society/Population.	8 Hours	
IV	Mortality Mortality and Morbidity: Definitions – Measuring Mortality – Determinants – Differentials in India: Rural-Urban – Age – Sex – Class – Caste - Region – Religion; Longevity in India over the Century; Health and Ageing.	8 Hours	
V	Migration Migration: Definition – Determinants – Types – Theories of Migration: Neo-Classical Theory – Human Capital Theory – World Systems Theory; Factors of Migration: Push & Pull Factors; Impact of Migration at the Place of Origin and Destination; Migration, Modernity and Social Transformation; Gender and Migration; The Process of Migration in/and from India.	10 Hours	

<p>References</p>	<ol style="list-style-type: none"> 1. Agarwala.S.N.(1982),India's Population Problems, Tate McGraw Hill Publishing Company, New Delhi 2. Bhende, Asha, and Tara Kanitkar. <i>Principles of Population Studies</i>. India: Himalaya Publishing House, 1978/97. 3. Pathak, Lalit P. <i>Population Studies</i> (Chapters 1 and 2). India: Rawat, 1998. 4. Weeks, John. <i>Population: An Introduction to Concepts and Issues</i>.California: Wadsworth Publishing Company, 2002. 5. Gurusamy.S.(1997), Social Demography: Process And Perspectives, Sterling Publishing House, New Delhi. 6. Hanp, Arthur and Thomas, T. (2001) <i>Population Reference Bureaus</i>, Population Handbook, 4th ed., Washington, PR3. 7. Samuel.H, Prestant, et al, (2003), Demography, Blackwell, 8. Sen, Amartya and Jean Dreze (1996), <i>Indian Development</i>, Oxford University 9. Thompson, Warren Sand Lewis David T.(1965), Population Problems Tata McGraw-Hill Publishing Company, 5thed, New Delhi 10. U.N. (2002) <i>World Population Reports</i>, N.Y.
<p>Course Outcomes</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> CO 1. State the Nature, scope and importance of population studies. CO 2. Relate fertility and fecundity with special emphasis on India. CO 3. Predict mortality determinants and differentials in India CO 4. Discover the factors responsible for migration. CO 5. Compute growth of Indian population.

CO/PSO 20SOC10307		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	State the Nature, scope and importance of population studies	3	3	3	2	3	3	2	3
CO2	Relate fertility and fecundity with special emphasis on India	3	2	3	2	3	3	3	2
CO3	Predict mortality determinants and differentials in India	2	3	3	2	3	3	2	3
CO4	Discover the factors responsible for migration	3	3	2	3	3	2	3	3
CO5	Compute growth of Indian population	3	3	3	2	3	2	3	3

Mean Score: 2.7

Course Code & Title	20SOCIO408 - PERSPECTIVES OF AGEING AND AGED		
Class	M.A.(5yr. int.) Sociology	Semester	IV
Cognitive Level	K-1: ✓ K-2: ✓ K-3: ✓ K-6: ✓		
Course Objectives	The students will be able to 1. State the nature and attributes of ageing as a process. 2. Explain the process of biological and sociological ageing. 3. Interpret the problems of the elders. 4. Relate the knowledge to create support systems for the aged. 5. To assess the programmes and policies for the elderly people.		
UNIT	Content	No. of Hours	
I	Introduction: Ageing: Concept - Scope and Significance of Sociology of the Aged; Social Ageing & Biological Ageing; Ageism; Gerontology and Social Gerontology; Theoretical Perspectives of the Ageing: Functionalism – Conflict – Symbolic Interactionism – Feminist; Trends and Patterns of Ageing: Global and Indian Scenario.	12 Hours	
II	Social Status of Ageing: Concept of age Grades and Set; Causes of Ageing; Social, Economic and Political Implications of the Aged Population. Differentiation in Social Status and Role of the Aged; Family and Ageing; Loneliness and Isolation; Socialisation of Aged People; Treatment of Aged People in Traditional and Modern Societies.	10 Hours	
III	Problems of Aged & Adjustment: Ageing as a Social Problem; Problems of the Aged: Psychological – Social – Political – Economic – Health; Aged People in Organized and Unorganized Sectors; Adjustments in Later Life: Concept of Informal Support & its Relevance in Later Life – Ageing and Caregivers.	10 Hours	
IV	Policies and Programmes for the Aged: International Declarations on Ageing; Role of State: Policies & Programmes for the Aged in India; Role of NGOs and NGOs Working for Elderly People, National Policy on Aged; Social Security for the Aged in Indian Context: Recreation, Social and Economic Security Measures for the Aged.	10 Hours	
V	Rehabilitative Models and Strategies for the Aged: Means of Rehabilitation: Family & Community-based Rehabilitation; Institutionalized Living Arrangements & Care for the Aged: Old Age Homes – Hospice – Day Care Centre.	8 Hours	
References	1. Soodan K.S: Ageing in India; Calcutta: T.K. Mukherjee Minerva Association (Pvt.) Ltd., 1973 2. Choudary S.K.(ed.): Problems of the Aged and of old Age Homes: Aksharprathi Roop limited., Bombay, 1992 3. Irudayarajan.S. Problems of Ageing in India, 2006		

	<ol style="list-style-type: none"> 4. Husain M.G., Changing Indian Society and Status of Aged, Manak publication private ltd., New Delhi. 5. Dhillon P.K. Psycho- Social Aspects of Ageing in India, Concept publishing company, New Delhi, 1992 6. Phobebe. S Liebig, an Ageing India- Perspectives, Prospects and Policies, Rawat Publications, 2005 (B.T.B). 7. Rao, K.S.; Ageing, National Book Trust of India, New Delhi, 1994. 8. Sati P.N.: Needs and the Problems of the Aged; Himanshu Publishers, Udaipur, 1987 9. Vinodkumar(ed.): Ageing Indian Perspective and Global Scenario, All India Institute of Medical sciences, New Delhi, 1996.
Course Outcomes CO CO CO CO	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Describe increasing aged population and problems of aged people. 2. Explain programmes for the aged people. 3. Relate welfare and social policies of the elderly people. 4. Justify the significance of sociology in the care of elderly people. 5. Evaluate approaches and strategies for care and support of the aged.

		PSO							
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		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Describe increasing aged population and problems of aged people	3	3	3	3	3	3	2	2
CO2	Explain programmes for the aged people	2	3	3	3	3	3	3	2
CO3	Relate welfare and social policies of the elderly people	3	3	3	3	2	3	3	3
CO4	Justify the significance of sociology in the care of elderly people	3	3	3	3	3	2	2	3
CO5	Evaluate approaches and strategies for care and support of the aged	3	3	2	2	3	3	3	3

Mean Score: 2.8

Course Code & Title	20SOCIO409 - MEDIA AND SOCIETY		
Class	M.A.(5yr. int.) Sociology	Semester	IV
Cognitive Level	K-4: ✓ K-5: ✓ K-6: ✓		
Course Objectives	<ol style="list-style-type: none"> 1. To analyze the key idea in media studies. 2. To develop demonstrable and clear understanding on key ideas in media studies. 3. To develop a basic understanding of the nature, structure and influence of media on individuals and society there by facilitating them to develop and in-depth analysis about the role of media. 4. To critically evaluate media related laws in India. 5. To evaluate the impact of media in the society. 		
UNIT	Content		No. of Hours
I	Introduction and Review of Basic Concepts – Understanding Mass Media-Characteristics, Types and Functions of Mass Media; Power of mass media on Individual, Society and Culture –Media, Society and Technology changes and effects - Media in India-an overview - changing power structures, impact of politics on media.		12 Hours
II	Key Ideas in Media Studies - Marxism, Ideology and the Media - Gramsci, Althusser, Frankfurt School - Media Technologies and Power -Marshall McLuhan, Brian Winston- Postmodernism and the Media -Baudrillard, Angela McRobbie - Semiotic approach - Discourse analysis -Psychoanalytic Perspective – Feminist Perspective		10 Hours
III	Mass Media and Social Structure – Media and audience – Role of Mass Media in promoting Nationalism, Regionalism, Secularism, democracy, Social Justice, Gender sensitivity –Information Technology-Impact of the internet – Regulation and Control of Media-Media Ethics.		10 Hours
IV	Media laws in India – Media and the IPC and the CR PC Self-Regulation – Print media and the origins of the ‘ Press Laws’ – Broadcast media, evolution and the challenges to policy – Internet and the New Media Policy. –Media Law and Women		8 Hours
V	Practical – Making a media content: Short film/documentary/Magazine/alternative newspaper/weblog/content – Developing critical media literacy – Media Appreciation		10 Hours
References	<ol style="list-style-type: none"> 1. Campbell, Richar(Author), et al. (2011) <i>Media and Culture: An Introduction to Mass Communication</i>, Bedford/St. Martin's; Eighth Edition 2. Kim H Veltman (2006) <i>Understanding New Media: Augmented Knowledge and Culture</i>. University of Calgary Press. 		

	<ol style="list-style-type: none"> 3. Robert Hassan Julian Thomas(2006),<i>The New Media Theory Reader</i>, Open University Press, London 4. Sanjukta Dasgupta, et. al, (2012), <i>Media, Gender, and Popular Culture in India</i>, Sage Publication, New Delhi 5. Uwe Skoda & Birgit Lettmann (eds) (2017) <i>India and Its Visual Cultures</i>, Sage Publication, New Delhi 6. Berger, Asa Author 1998 <i>Media Analysis Techniques</i>. Sage Publication. 7. Downing, John, Mohammadi Ali and Srebemy 1992- Mohammadi <i>Questioning the Media: A Critical Introduction</i>, New Delhi, Sage. 8. Evans, Lewis and Hall, Stuart 2000 <i>Visual Culture: The Reader</i>. Sage Publications. 9. Grossberg, Lawrence et al 1998 <i>Media- Making: Mass Media and Popular Culture</i>, Sage .1 Publications 10. Mackay, H. and O'Sullivan, T. 1999 <i>The Media Reader: Continuity and Transformation</i>, London Open University and Sage
Course Outcomes	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> CO 1. Explain the role of Media Society and Technology in creating new identities. CO 2. Deploy Key Ideas in Media Studies for evolving alternative media models. CO 3. Apply knowledge on Mass Media and Social Structure for developing new socially conscious media content. CO 4. Developing the skill in making short films. CO 5. Critique and Formulate effective media policies in India.

		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Explain the role of Media Society and Technology in creating new identities.	3	2	2	3	2	2	3	3
CO2	Deploy Key Ideas in Media Studies for evolving alternative media models.	3	3	2	3	2	2	2	3
CO3	Apply knowledge on Mass Media and Social Structure for developing new socially conscious media content.	3	3	2	3	3	2	2	3
CO4	Developing the skill in making short films.	2	2	3	3	2	2	3	3
CO5	Improving media laws in India.	3	2	3	3	2	3	3	3

Mean Score: 2.32

Course Code & Title	20SOCIO410- URBAN SOCIOLOGY		
Class	M.A.(5yr. int.) Sociology	Semester	IV
Cognitive Level	K-1: ✓ K-2: ✓ K-5: ✓		
Course Objectives	1. To identify the concepts urban sociology in India 2. To Explain the various theories of urban sociology 3. To demonstrate the intricacies of Urban life and develop skills in planning for urban management 4. To equip the learners with Sociological Skills to analyze the growth of cities. 5. To formulate solutions for various urban problem and societal development.		
UNIT	Content	No. of Hours	
I	Urban Sociology In India – Meaning – nature and scope – Importance of Urban Sociology-- Characteristic features of Urban Society- approaches – Urbanism and urbanization-concept of urban, urban locality – urban agglomeration urbanism-Emerging Trends in urbanization, Sociological Dimensions of Urbanization and Social Consequences of Urbanization.	12 Hours	
II	Theories of Urban Sociology -Concentric zone theory – sector theory – Multiple Nuclei theory. Dichotomous perspectives- Emile Durkheim and Tonnies-Redfield Rural-Urban Continuum as Cultural Form. Louis Wirth Urbanism as a way of Life – Chicago School.	10 Hours	
III	Urban Life in India: Changing Occupational Structure and Its Impact- Urban Class System, Caste, Gender, Family-Family disorganization and divorce –Urban women’s role- Migration, displacement theories – Displacement-Suburbanization in India	10 Hours	
IV	Growth of Cities: Pre – industrial and industrial cities. City: -Definition – causes for the growth of cities. Types of cities – metropolis – megalopolis. Satellite Cities, Smart Cities. Urban Culture - Urban folk.	8 Hours	
V	Urban Problems and Solutions: Urban Poverty, juvenile delinquency, beggary, alcoholism and drug addiction, Crime, Housing, Slum, Trafficking, Drinking Water Pollution- Measures to Solve their Problems. Urban Planning and Urban Management in India – Urban Policy: emerging urban bias in social policy.	10 Hours	
References	1. Bose, Ashish. <i>Urbanization in India</i> . New Delhi: Academic Books 2. Qullin worth, J.B. <i>Problems of Urban Society</i> . Vols.I& II.		

	<p>London: George Allen and unwin.1973.</p> <ol style="list-style-type: none"> 3. Quinn, James A. <i>Urban Sociology</i>. Indian Reprinted. New Delhi: Euraha publishing House.1967 4. Abrahamson, Mark. 1978 <i>Urban Sociology</i>, London: prentice-Hall International, 1979. 5. Alfred de Souza 1979 <i>The Indian City; Poverty, Ecology and Urban Development</i>, Manohar, Delhi 6. Bharadwaj, 1974R.K. <i>Urban Development in India</i>: National publishing House. 7. Desai A R and Pillai SD(ed) 1970 <i>Slums and Urbanization</i>, Popular Prakashan, Bombay 8. Morries, 1973 R.S. <i>Urban Sociology</i>. London: George Allen an Unwin. 9. Ramachandran R, 1991 <i>Urbanization and Urban Systems in India</i>, OUP, Delhi. 10. Ronnan, Paddison, 2001 <i>Handbook of Urban Studies</i>. New Delhi: Sage.
<p>Course Outcomes</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> CO 1. Develop better understanding on the Urban Sociology in India as well as Dimensions of Urban and city, to understand urbanism as a way of life. CO 2. Formulate analysis-based classifications of urban centres and urban life in India. CO 3. Apply knowledge on the urban problems and solutions so as to pave the way for urban planning and urban management in India. CO 4. Demonstrate knowledge about urban life in India. CO 5. Gain the skills for analyzing and formulating long-lasting solution to urban problems

	PSO							
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CO/PSO 20SOCIO410		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of ruralsetting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Develop better understanding on the Urban Sociology in India as well as Dimensions of Urban and city, to understand urbanism as a way of life	3	3	3	2	3	3	3	3
CO2	Formulate analysis based classifications of urban centres and urban life in India.	3	3	2	3	3	3	3	3
CO3	Apply knowledge on the urban problems and solutions so as to pave the way for urban planning and urban management in India	3	2	3	3	3	3	3	3
CO4	Knowledge about urban life in India.	2	3	2	3	3	2	3	1
CO5	Gain the skill of solving urban problems.	3	2	2	2	2	1	2	2

Mean Score: 2.6

Course Code & Title	20SOCIO5E1 - SOCIOLOGY OF TRIBAL SOCIETY (Major Elective)		
Class	M.A.(5yr. int.) Sociology	Semester	V
Cognitive Level	K-1:✓ K-4✓ K-5:✓		
Course	The Students will be able to		

Objectives	<ol style="list-style-type: none"> 1. Define the concept of tribe in Indian context 2. Discuss the issues and challenges tribes are facing in present context 3. Analyse the policies, programs and tribal development structure 4. Explain the development structure and policies of ST 5. Describe past, present and future of Tribal in India 	
UNIT	Content	No. of Hours
I	Introduction Tribes in India: Concept and Definition; History of Nomenclature and Categorisation: Primitive, Tribe, Adivasi, Vanavasi, Girijan, Adimjati, Scheduled Tribe, De-notified Tribe, Indigenous People; Socio-Economic and Demographic Features of Indian Tribes; Classification of tribes in India; Tribe-Caste Continuum.	10 Hours
II	Profile of Tribes Demographic Profile: Habitat - Tribal Zones – Sex Ratio – Status of Women; Occupational Classification: Food Gatherers& Hunters – Shifting Cultivators – Nomads – Pastoralists- Peasants and Settled Agriculturists – artisans; Socio-cultural Profile: Ethnic and Cultural Diversity; Tribal Social Institutions: Kinship, Marriage and Family; Tribal Languages; Religious Beliefs and Practices.	12 Hours
III	Social Mobility and Change Impact of Colonial Rule on Tribal Society; Post-Independence Scenario; Hinduization and Sanskritization; Formation of Tribal States; Tribal Development; Tribal Movements: Colonial and Post-Independence Periods; Tribal Integration and Identity.	8 Hours
IV	Issues and Challenges of Tribes in India Issues on Ethnicity, Discrimination and Social Exclusion; Marginalization of Tribal Communities; Poverty, Illiteracy, Land Alienation, Indebtedness, Forest Regulation and Policy, Mines and Tribal People, Displacement; Disparities in Access and Utilisation of Health Care Services; Challenges faced in Tribal Education	10 Hours
IV	Tribal development in India Development of Tribal Policies through Ages; Structure of Tribal development administration; Forest Rights Act and Tribal Development; Tribal Economic Development; Tribal Welfare Programs; Constitutional Safeguards, Reservation Policies, National Commission for ST, National Policy on Tribal& Tribal Rights; Role of NGOs in Tribal Development.	10 Hours

References	<ol style="list-style-type: none"> 1. Behera, M.C &Jumyir Basar, 2010,(Ed), <i>Interventions and Tribal Development</i>, Serial Publications, New Delhi 2. Das, Nirmal Chandra, <i>Tribal Demography</i>, Sagar Publications 3. Doshi, S L, (2010), <i>Postmodern Perspectives on Indian Society</i>, Rawat Publications, Jaipur 4. Grieves, V. (2006). What is indigenous well Being in D. J. Rito, <i>Mātauranga Taketake: Traditional Knowledge Indigenous Indicators of Well-being:Perspectives, Practices, Solutions</i> . Newzland: Knowledge Exchange Programme of Ngā Pae o te Māramatanga 5. Griffin, J.,1986, <i>Well-Being: Its meaning, measurement and moral importance</i>. Oxford: Clarendon Press 6. Gomango, Giridhar, 1992, <i>Constitutional provisions for Scheduled Castes and Scheduled Tribes</i>, Himalaya Publishing House, Bombay 7. Mohapatro, P.C.,1987, <i>Economic Development of Tribal India</i>, Ashish Publishing House, New Delhi. 8. Pani, N., & Sahoo, J. (2008). <i>Tribal Development</i>. New delhi: Mahamaya Publishing House. 9. Padel, Felix.2009. <i>Sacrificing People: Invasions of a Tribal Landscape</i>. Hyderabad: Orient Blackswan. 10. Pati, B. 2011.<i>Adivasis in Colonial India: Survival, Resistance and Negotiation</i>. New Delhi: Orient Blackswan. 										
Course Outcomes	<p>On completion of the course, Students should be able to</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; vertical-align: top;">CO</td> <td style="vertical-align: top;">1. Identify the Socio- economic and demographic features of Indian tribes</td> </tr> <tr> <td style="vertical-align: top;">CO</td> <td style="vertical-align: top;">2. Discuss the issues and challenges tribes are facing in present context</td> </tr> <tr> <td style="vertical-align: top;">CO</td> <td style="vertical-align: top;">3. Evaluate the policies, programs and tribal development structure</td> </tr> <tr> <td style="vertical-align: top;">CO</td> <td style="vertical-align: top;">4. Create development structure and polices of ST</td> </tr> <tr> <td style="vertical-align: top;">CO</td> <td style="vertical-align: top;">5. Compare past, present and future of Tribal in India</td> </tr> </table>	CO	1. Identify the Socio- economic and demographic features of Indian tribes	CO	2. Discuss the issues and challenges tribes are facing in present context	CO	3. Evaluate the policies, programs and tribal development structure	CO	4. Create development structure and polices of ST	CO	5. Compare past, present and future of Tribal in India
CO	1. Identify the Socio- economic and demographic features of Indian tribes										
CO	2. Discuss the issues and challenges tribes are facing in present context										
CO	3. Evaluate the policies, programs and tribal development structure										
CO	4. Create development structure and polices of ST										
CO	5. Compare past, present and future of Tribal in India										

	PSO							
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CO/PSO 20SOCIO5E1		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Identify the Socio- economic and demographic features of Indian tribes	3	2	2	3	2	3	3	2
CO2	Discuss the issues and challenges tribes are facing in present context	2	3	2	2	2	3	3	3
CO3	Evaluate the policies, programs and tribal development structure	2	2	2	3	3	3	3	2
CO4	Create development structure and polices of ST	3	3	3	2	2	3	3	2
CO5	Compare past, present and future of Tribal in India	3	3	3	3	2	2	2	3

Mean Score: 2.6

Course Code & Title	20SOCIO5E2- UNDERSTANDING SOCIAL POLICY (Major Elective)		
Class	M.A.(5yr. int.) Sociology	Semester	V
Cognitive Level	K-1: ✓ K-3: ✓ K-4: ✓ K-6: ✓		
Course Objectives	The students will be able to 1. To outline the concept of social policy with the methods and practice; 2. To relate the scope and matter of social policy with welfare state; 3. To review the process and delivery of social policy; 4. To relate social policy issues with development; 5. To critique social policy processes in India.		
UNIT	Content		No. of Hours
I	Introduction Social Policy: Concept – Meaning – Nature		8 Hours

	– Aims – Functions; Methods of Studying Social Policy: Theory and Practice – The Process of Classification; Approaches of Social Policy: Normative Approach – Comparative Approach – Empirical Approach.	
II	Policy and Welfare Welfare: Concept – Nature; Welfare Strategies: Production – Redistribution – Social Security and Solidarity; Models of Welfare: Residual Model – Institutional-Redistributive Model – Industrial-Achievement Model; Ideology and Social Welfare; Principles of Social Welfare; Welfare State.	12 Hours
III	Process and Delivery of Social Policy The Policy Process: Power Structure and Policy – Law and the State – Policy Formation; Delivering Welfare and Social Division: Public Sector – Private Sector – Voluntary Sector – Informal Sector; Welfare Pluralism; The Role of State in Welfare Provision	10 Hours
IV	Social Policy Issues and Evaluation Scope for Social Policy: Poverty – Gender Wage Gap – Housing and Homelessness – Education – Health – Infrastructure; Globalisation and Social Policy; Social Policy and Sustainable Development; Research for Policy; Evaluating Social Policy; Means of Identifying Effects of Social Policy: Evaluation Research –Beneficiaries’ Evaluation.	10 Hours
V	Social Policy Processes in India Nature of State and Policy Making in India; Directive Principles of State Policy; Policy Processes: Policy Cycles – Policy Implementation in India - Issues in Service Deliveries; Accountability& Decentralization; Public Policy Actors: Domestic – International; Interests and Pressure Groups: Bureaucracy; Media & Judicial Activism	10 Hours
References	<ol style="list-style-type: none"> 1. Balarajan, Y., Selvaraj, S. and Subramanian, S.V., 2011. Health care and equity in India. <i>The Lancet</i>, 377(9764), pp.505-515. 2. Barr, N (1993). <i>The Economics of Welfare State</i>, London: Weidenfeld& Nicolson. 3. Birkland, T., (2005), <i>An Introduction to the Policy Process: Theories, Concepts, and Models of Policy Making</i>, M E Sharpe 4. Briggs, A, <i>The Welfare State in Historical Perspective</i>”, <i>European Journal of Sociology</i>, 1961. 5. Bulmer, M., Lewis, J., Piachaud, D. (1989). <i>The Goals of Social Policy</i>, London: Unwin& Hyman. 6. Corbridge, S. and Harris, J., (2000), <i>Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy</i>, Cambridge University Press. 	

	<p>7. Delmon, Jeffrey. (2011) Public Private Partnership projects in Infrastructure: An essential guide for policy makers, Cambridge University Press</p> <p>8. Dye, T.R., (2002), Understanding Public Policy, Pearson Education, England</p> <p>9. Fay, Marianne and Toman, Michael (2010). Infrastructure and Sustainable development, World Bank</p> <p>10. Godbole, M., (2003), Public Accountability and Transparency-The imperatives of Good Governance, Orient Longman, New Delhi</p>
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Recognize the concept, meaning and approaches of social policy; 2. Sketch the interrelationship between social policy and welfare; 3. Interpret the role of stakeholders in delivering social policy; 4. Analyse the social issues that needs policy attention and the effects of social policy; 5. Explain the role of State and the process of policy making in India.

	PSO							
	1	2	3	4	5	6	7	8

CO/PSO 20SOCIO5E2		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Recognize the concept, meaning and approaches of social policy	3	3	3	2	3	3	2	2
CO2	Sketch the interrelationship between social policy and welfare	2	3	3	3	3	3	3	2
CO3	Interpret the role of stakeholders in delivering social policy	3	3	2	3	3	3	3	3
CO4	Analyse the social issues that needs policy attention and the effects of social policy	3	3	2	3	3	3	2	2
CO5	Explain the role of State and the process of policy making in India	3	3	2	2	3	3	3	3

Mean Score: 2.7

Course Code & Title	20SOCIO5E3 - POLITICAL SOCIOLOGY (Major Elective)		
Class	M.A.(5yr. int.) Sociology	Semester	V
Cognitive Level	K-1: ✓ K-2: ✓ K-3: ✓ K-4: ✓ K-5: ✓		
Course Objectives	The students will able to 1. To understand the students with the nature and functioning of political system(s), and the political processes operating in social system. 2. To evaluate in the minds of students an awareness of their status and role		

	as citizens of the state. 3. To understand the students aware of the prerequisites of sound democratic political system and its vulnerability in Indian society. 4. To articulate the knowledge about the political parties in India 5. To explain and clarify the concepts and ideas of political process in India	
UNIT	Content	No. of Hours
I	Definition and subject matter of Political Sociology, Nature and Scope, distinctive approach of Political Sociology. Interrelationship between political system and society- founding fathers.	8 Hours
II	Political socialization – meaning, significance and agencies, Democratic and totalitarian systems – socio-economic conditions conducive for their emergence and stability-Bureaucracy, its characteristics, its types, its significance in political development with special reference to India. Political culture – meaning and significance.	12Hours
III	Elite theories of distribution of power in society (with reference to Mosca, Pareto, R.Mitchels and C. W. Mills and others) Intellectuals – Political role of intellectuals – significance Pressure groups and interests groups – Nature, bases, political significance.	10 Hours
IV	Political Parties : Characteristics, social composition of parties, recruitment, mass participation, political apathy, its causes and consequences (with special reference to India.)political participation: meaning and types - political apathy – social, psychological and political determinants of participation	10 Hours
V	Political Process in India : Role of caste, Religion, Regionalism and language in Indian Politics Public opinion : Role of mass media, problems of communication in illiterate societies; its reference on parties and polity. Politicization of social life.	10 Hours
References	<ol style="list-style-type: none"> 1. Dowse, R. E. & Hughes 1971 – Political Sociology, New York, Basic Book,. 2. Eisenstadt, S. N. (ED) 1971 – Political Sociology, New York, Basic Book, 3. Horowitz, Irving L., 1972 – Foundation of Political Sociology, New York, Harper and Row. 4. Kornhauser, W. 1971 – The Politics of Mass Society, Penguin. 5. Kothari R. 1979 – Politics in India, Orient Longmans Ltd. 6. Key V. O. 1964 – Politics, Parties and Pressure Groups, Crowell New York,. 7. Merton R. K. 1952 (ed) – Reader in Bureaucracy. Glenco The Free Press. 8. Mills C.W. & Hans Gerth, 1946 – Essays in Sociology. Oxford, New York 9. Runciman W. G. 1965 – Social Sciences and Political Theory, Cambridge University, Press, London. 10. Samuel P., Huntington, 1969 – Political Order in Changing Societies. Yale University, Press : New Haven. 	

Course Outcomes	<p>On completion of the course, Students should be able to</p> <p>CO 1. Acquire an understanding of recent social and political science explanations of political processes and events.</p> <p>CO 2. Be able to discuss theoretical understanding to empirical data and analyses for various states.</p> <p>CO 3. Apply sociological principles to make sense of current world events and to contribute to social debates.</p> <p>CO 4. Outline different opportunities to influence political decisions by average citizens.</p> <p>CO 5. Examining the nature of political power, the cultural dimension of politics, and the dynamics of political change.</p>

	PSO							
	1	2	3	4	5	6	7	8

CO/PSO 20SOC105E3		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Develop interpretative skills on the Changing Conceptions of Development.	3	3	3	2	3	3	3	3
CO2	Highlight Social-Structural constraints of development and formulate ideas for mitigating the constraints.	3	3	3	3	3	3	3	3
CO3	Apply knowledge for Social Policy formulation and correlate Population and Development.	3	3	2	3	3	3	3	3
CO4	Knowing the aim and scope of sociology in development.	3	3	3	2	3	3	3	3
CO5	Improving innovative approaches of development planning.	3	3	2	3	3	2	3	3

Mean Score: 2.9

Course Code & Title	17CWS05A4- GENDER AND SOCIETY		
Class	M.A.(5yr. int.) Sociology	Semester	V
Cognitive Level	K-1: ✓ K-2: ✓ K-3: ✓ K-5: ✓		
Course Objectives	<ol style="list-style-type: none"> 1. To recognize basic concepts related to gender. 2. To explain theoretical understanding of gender. 3. To describe various feminist approaches. 4. To sketch violence as a means of controlling and expressions of violence. 5. To justify gender as a development issue. 		
UNIT	Content	No. of Hours	
I	Basic concepts: Sex and Gender- Gender roles- Gender stereotyping- Gender Role Perception- Gender gap - Gender discrimination -Gender bias- Gender equity - Gender mainstreaming -Gender neutral - Gender needs (Practical gender needs, Strategic gender needs); Transgender; Masculinity and Femininity.	8 Hours	
II	Understanding Gender: Social construction of gender and normative construction of gender; Theories of gender socialization [Cognitive Development theory, Social Learning Theory and gender Schema Theory]; Patriarchy – Concept, Origin, and Theories on Patriarchy; Identifying the Role of Patriarchy in Popular Culture.	8 Hours	
III	Feminist approaches: Liberal Feminism on Equal Opportunities and Same Civil Rights; Marxist Feminism on Family and Household Under Capitalism; Socialization of Domestic Labor v/s Wages for Housework ; Radical Feminism on Reproduction and Mothering; Socialist Feminism; Eco-Feminism; Gender, Religion and Politics: Dalit Feminism; ‘Third World Feminism; Post Modern Feminist Theory; Fourth-Wave Feminism.	12 Hours	
IV	Women and Violence: Violence as a means of controlling and subjugating women’s body; Expressions of violence: a. Rape b. Domestic violence c. Dowry death d. Life stages of women- from childhood to widowhood; Responses from State, Civil and Society Domestic Violence Bill. Representations of Gender: Media, Literature & Art; Understanding Body and Sexuality; Masculinity: Meaning, Depiction and form; Contemporary Sexuality Politics: LGBT Movements	10 Hours	
V	Development and Empowerment: Gender as a development issue; Gender and poverty a. Feminization of poverty b. Self help Groups;	12 Hours	

	Property rights; Education and empowerment-gender gap in education; Economic Independence and Empowerment: a. Under Valuation and Underpayment of Women’s Work in both Informal and Formal sector b. Role of women Managers; Political Participation and Empowerment-Women in Local Bodies, Debate over 33% reservation.	
References	<ol style="list-style-type: none"> 1. Alsop, R. F. and Lennnon, K. (2002) Theorizing Gender. Cambridge: Polity. 2. Bhasin, Kamla & Nighat Said Khan. 1986. Some Questions on Feminism and its relevance in South Asia. Raj Press. New Delhi 3. John, Mary E. Women’s studies in India. New Delhi: Penguin, 2008 4. Jackson & Jones (Ed).Contemporary Feminist Theories, Edinburgh: Univ Press. 1998. 5. Misra, Kamal K. Recent Studies on Indian Women. New Delhi: Rawat Publications, 2007 6. Tong, R. (1998) Feminist Thought 2nd Ed. Boulder: Westview Press. 7. Chaudhuri, M. Indian Women’s Movement. New Delhi: Radiant Publisher, 1993. 6. Chaudhuri, M. (Ed.). Feminism in India: Issues in Contemporary Indian Feminism, New 	
Course Outcomes	On completion of the course, Students should be able to	
CO	1. Explain the basic concepts of gender in sociological aspects.	
CO	2. Identify the role of patriarchy in popular culture.	
CO	3. Interpret the different feminism movements and its significance.	
CO	4. Criticize the representations of gender in media, literature and art.	
CO	5. Evaluate different dimensions of empowerment and its importance.	

	PSO							
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CO/PSO 20CWS05A4		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Explain the basic concepts of gender in sociological aspects.	3	2	2	3	2	2	3	3
CO2	Identify the role of patriarchy in popular culture.	3	3	2	3	2	2	2	3
CO3	Interpret the different feminism movements and its significance.	3	3	2	3	3	2	2	3
CO4	Criticize the representations of gender in media, literature and art.	2	2	3	3	2	2	3	3
CO5	Evaluate different dimensions of empowerment and its importance.	3	2	3	3	2	3	3	3

Mean Score: 2.6

Course Code & Title	20SOC10511- SOCIAL CHANGE AND DEVELOPMENT		
Class	M.A.(5yr. int.) Sociology	Semester	V
Cognitive Level	K-2: ✓ K-3: ✓ K-4: ✓		

Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. Define the basic concepts of social change and Development; 2. Analyse the factors of social change; 3. Discuss the perspectives of social change; 4. Explain the dynamics of change and development; 5. Assess the process of change and development in India 	
UNIT	Content	No. of Hours
I	<p>Social Change: Social Change: Meaning – Concepts of Change: Progress – Growth – Modernisation – Development; Development Indices; Historical Understanding of Development: End of Colonialism – Rise of Nationalism in Third World Societies.</p>	8 Hours
II	<p>Factors of Social Change: Factors of Social Change: Cultural – Demographic – Economic – Political – Religious – Technological; Theories of Social Change: Evolutionary – Functional – Linear – Cyclic – Bio-Tech and Info-Tech; Means of Development: Capitalist – Socialist – Mixed Economy.</p>	10 Hours
III	<p>Perspectives of Social Change: Modernization Theory: Walt Whitman Rostow – Daniel Lerner; Dependency Theory: AG Frank – Samir Amin – Gandhi – Schumacher on Alternative Development; Frankfurt School: Habermas; Epistemological Critiques of Development; Evaluation of Perspectives.</p>	10 Hours
IV	<p>Dynamics of Change and Development: Transition in Conceptions of Development: Economic-Human – Social – Sustainable Development; Agencies of Development: State – Market – NGOs – Planning; Changing Development Initiatives and State Policies of Protective Discrimination & Inclusive Growth; Liberalisation, Privatisation and Globalisation (LPG); Social Movements and Social Change.</p>	12 Hours
V	<p>Change and Development in Contemporary India: Processes of Change: Sanskritization, Westernization, Modernization, Secularization; Indian Experience of Development: Food Crisis – Environmental Challenges – Economic and Debt Issues – Evils of Displacement; Development and Upsurge of Ethnicity; Disparities in Development; Development and the Marginalised; Sociological Appraisal of Five-Year Plans, Need for Social Auditing.</p>	10 Hours
References	<ol style="list-style-type: none"> 1. Ahuja Ram. <i>Society in India</i>. Jaipur: Rawat Publications, 1999 2. Dereze, Jean and Amartya Sen. 1996. <i>India: Economic Development and Social Opportunity</i>. New Delhi: OUP. 3. Desai, A.R. 1985, <i>India's Path of Development: a Marxist Approach</i>. Bombay: Popular Parkashan. (Chapter 2). 4. Dube, S.C. 1988. <i>Modernization and Development: The Search for Alternative Paradigm</i>, Vistaar Publication, New Delhi. 5. Harrison, D. 1989. <i>The Sociology of Modernization and</i> 	

	<p>Development. New Delhi: Sage.</p> <p>6. Haq, MahbubUI. 1991. Reflections on Human Development. New Delhi, OUP</p> <p>7. Moore, Wilbert and Robert Cook. 1967.<i>Social Change</i>. New Delhi: Prentice-Hall (India)</p> <p>8. Sharma, K.L.1986.<i>Development: Socio-Cultural Dimensions</i>. Jaipur: Rawat.(Chapter1).</p> <p>9. Singh Yogendra. <i>Modernization of Indian Tradition</i> Jaipur: Rawat Publications,1988</p> <p>10. Srinivas, M.N. 1966.<i>Social Change in Modern India</i>. Berkley: University of Berkley.</p>
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion of the course, Students should be able to</p> <p>1. Discuss social change and Development</p> <p>2. Indicate the factors responsible for social change</p> <p>3. Explain the perspectives of social change and the dynamics of development;</p> <p>4. Assess the transitions in conceptions of development</p> <p>5. Interpret the process of change and development in contemporary India</p>

	PSO							
	1	2	3	4	5	6	7	8

CO/PSO 20SOCIO511		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Discuss social change and Development	3	2	2	3	2	2	3	3
CO2	Demonstrate awareness about the factors of social change	3	3	2	3	2	2	2	3
CO3	Explain the perspectives of social change; and the dynamics of change and development	3	3	2	3	3	2	2	3
CO4	Assess the transitions in conceptions of development	2	2	3	3	2	2	3	3
CO5	Critically analyse the process of change and development in contemporary India	3	2	3	3	2	3	3	3

Mean Score: 2.6

Course Code & Title	20SOCIO512 - CLASSICAL SOCIOLOGICAL THEORIES		
Class	M.A.(5yr. int.) Sociology	Semester	V
Cognitive Level	K-2:✓ K-3:✓ K-4:✓ K-6:✓		
Course Objectives	The students will be able to 1. To create foundational knowledge in sociological theory. 2. To demonstrate August Comte Sociology and Social Sciences. 3. To appraise Marx's Methodology. 4. To Formulate Emile Durkheim's sociological theories 5. To discuss Max Weber Methodological Approach		
UNIT	Content	No. of Hours	

I	Origins of Sociological Theory -Social thought prior to the emergence of sociology - Socio-political, Economic, Intellectual and Philosophical forces in the rise of sociological theory: Enlightenment, Progress, Capitalism, modernism, evolutionism	10 Hours
II	August Comte(1798-1857): Sociology and Social Sciences, hierarchy of sciences, Law of Three Stages, Social change, Industrial society, Positivism- Critical Evaluation: Eurocentrism	8 Hours
III	Karl Marx (1818-1883): Marx’s Methodology: Dialectics, Principles and Laws - Historical Materialism: Mode of Production - Basic Structure and Superstructure; Stages of development of human society. Theory of Classes and Class Struggle - Theory of Surplus Value; Theory of Alienation - Critical Evaluation	10 Hours
IV	Emile Durkheim (1858-1917): Concept of Social Fact; Methodological Rules - Division of Labour: Transition from Mechanical to Organic Solidarity - Explanation; Pathological Forms of Division of Labour. Theory of Suicide: Definition of suicide, Rate of suicide, Theoretical explanation of suicide. Theory of Religion: Definition - Totemism, Social Functions - Critical Evaluation.	12 Hours
V	Max Weber (1864-1920) Weber’s Methodology: Sociology as an Interpretative science; ‘Verstehen’ and ‘Ideal Types’; Social Action: Concept and Types The Protestant Ethics and the Spirit of Capitalism - Theory of Authority: ‘Power’ and ‘Authority’ -Types of Authority – Bureaucracy - Critical Evaluation.	10 Hours
References	<ol style="list-style-type: none"> 1. Robert.S.Nisbet, <i>Sociological Tradition</i>, University of Colombia Press, 1978. 2. Aron.R <i>Main currents in Sociological theories</i>. New York: Double Day (Volume2), 1990 3. Srivastava.. R.S, <i>Traditions in sociological theory</i>. Jaipur: Rawat Publications. 1998 4. Francis: <i>Sociological Theories</i>: Delhi, Oxford University Press, 2001 5. Turner. H: <i>The structure of Sociological Theory</i>: Illinois, Jonathan Dorsey Press Homewood, 2002 (B.T.B.). 6. Doshi.S.L.-<i>Modernity. Post modernity and neo sociological theories</i> – Rawat Publications, Jaipur and New Delhi, 2003 7. Coser.L. <i>Masters of sociological thought</i>: New York: Mac Millan, 2004 8. Parsons.T, <i>The structure of social action</i>, McGraw Hill, New York, 2004 9. Francis Abraham &J.H.Morgan - <i>Sociological Thought</i>- Mac Millan India, New Delhi, 2006. 	
Course	On completion of the course, Students should be able to	

Outcomes	CO	1. Apply knowledge to comprehend Origins of Sociological Theories
	CO	2. Describe the clear analyzing of August Comte Sociology and Social Sciences
	CO	3. Demonstrate the clear understanding on Karl Marx and his contributions.
	CO	4. Describe the clear understanding on Emile Durkheim and his perspectives
	CO	5. To analyze the contribution Max Weber and his Methodological Approach, Vilfredo Pareto as well as Simmel.

	PSO							
	1	2	3	4	5	6	7	8

CO/PSO 20SOC10512		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Apply knowledge to comprehend Origins of Sociological Theories	2	3	3	3	3	3	2	3
CO2	Describe the clear analyzing of August Comte Sociology and Social Sciences	2	3	3	3	3	2	3	3
CO3	Demonstrate the clear understanding on Karl Marx and his contributions	3	3	2	3	3	3	2	3
CO4	Describe the clear understanding on Emile Durkheim and his perspectives	3	3	3	2	3	3	3	2
CO5	To Analyze the contribution Max Weber and his Methodological Approach, Vilfredo Pareto as well as Simmel	3	3	3	2	2	3	3	3

Mean Score: 2.8

Course Code & Title	20SOCIO614 - AGRARIAN SOCIETY		
Class	M.A.(5yr. int.) Sociology	Semester	VI
Cognitive Level	K-1: ✓ K-4: ✓ K-6: ✓		
Course Objectives	<ol style="list-style-type: none"> 1. To identify agrarian studies and its growth in Indian Sociology 2. To elaborate Conceptual Issues of peasant 3. To analyse the nature and trends of agricultural growth and agricultural change in India. 4. To evaluate knowledge about Globalization and its impact of Indian Agriculture. 5. To discuss policy and programmes for farmers 		

I	Concept of Agrarian Social Structure: Agrarian studies: Emergence of Agrarian studies as a subject - Agrarian- Approaches to the study of Indian Agrarian social structure studies in Indian Sociology -Basic Features of Agrarian Society- Types of Peasant Society – Theoretical Perspectives on Indian Agriculture -Marxian perspective on agriculture- Functional perspective on agriculture – Neo-liberal perspective.	12 Hours
II	Evolution of Peasant structure In India: The Concept of Peasant and Peasant society - Tribal and Peasant society; Caste, Tribe, Class, Peasantry and Peasant Differentiations - Feudalism – Asiatic Mode of production –Colonial Land settlement - Measures of Land Settlement (Permanent, Royatwari and Mahalwari);- Commercialization of Agriculture; Commoditization of and de-peasantisation.	10 Hours
III	Agricultural growth- Land Reforms - Green Revolution, Food security and sustainability of the Indian agriculture- Class Differentiation in Agriculture – Peasant Revolts and Agrarian movements: Champaran satyagraha – Kheda Peasant Struggle – Telangana – Naxillpary- Kisansabha – Eke- Use of technology and modernization in agriculture.	10 Hours
IV	Globalization and its impact on Indian Agriculture: Super Market- Market inter mediators – Commission Agent - Contract farming – green-house – Modern Irrigation systems – Regional disparity – Farmers suicide - Land degradation – depletion – climate change - water crisis and sustainability of agriculture - privatization in agriculture - production for market and contemporary crises in farming sector.	10 Hours
V	Policy and Programmes for Farmers: The role of state in agricultural development- subsidies for the farmers- Agricultural Policies and Acts (Land Acquisition Act, 2013, Forest Act 2006, National Food Security Act,2013) – Agri Credit: Issues & Challenges) - Farmers’ Safety and Security: Insurance Schemes - Control measures on fertilizers and pesticides.	8 Hours
References	<ol style="list-style-type: none"> 1. Appu, P.S. Land Reforms in India New Delhi Vikas 2. Beteille, Andre, 1974 Six Essays in Comparative Sociology, New 	

	<p>Delhi; OUP</p> <ol style="list-style-type: none"> 3. Beteille, Andre 1974 Studies in Agrarian Social Structure , New Delhi, OUP 4. Dhanagare, D.N. 1988, Peasant Movement in India, New Delhi OUP 5. Dhanagare, D.N. The Green Revolution and Social Inequalities in rural India; Bulletin of concerned Asian scholars 20(@) 2-13. 6. Desai, A.R (ed) 1979 Peasant struggles in india Bombay OUP 7. Frankel F.R 1971 India's Green Revolution: Economic gains and political costs. Bombay OUP.
<p>Course Outcomes</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> CO 1. Identify the importance of agrarian studies. CO 2. Demonstrate knowledge on Land reforms and agrarian structure and change. CO 3. Discuss the Conceptual Issues and evolution of peasant structure in India CO 4. Describe agricultural problems and the impact of Globalization. CO 5. Evaluate the policy and programmes for farmers and their security

	PSO							
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CO/PSO 20SOC10614		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Identify the importance of agrarian studies.	3	3	3	3	2	2	2	2
CO2	Demonstrate knowledge on Land reforms and agrarian structure and change	3	3	3	2	2	2	3	2
CO3	Discuss the Conceptual Issues and evolution of peasant structure in India	3	3	3	3	3	2	2	2
CO4	Describe agricultural problems and the impact of Globalization	3	2	3	3	2	3	3	3
CO5	Evaluate the policy and programmes for farmers and their security	3	3	2	3	3	2	2	2

Mean Score: 2.7

Course Code & Title	20SOC10615 - SOCIOLOGY OF MARGINALIZED COMMUNITIES		
Class	M.A.(5yr. int.) Sociology	Semester	VI
Cognitive Level	K-1:✓ K-2:✓ K-3:✓ K-4:✓ K-5:✓		
Course Objectives	The students will able to 1. To understanding Social Marginalization and its socio-economic		

	<p>roots and indices</p> <ol style="list-style-type: none"> 2. To analyze Perspectives on Social Marginalization 3. To discuss excluded communities and their problems 4. To Identify Social movements among excluded and marginalized communities 5. To analyze social policy and welfare programmes of marginalized communities. 	
UNIT	Content	No. of Hours
I	Social Marginalization: Roots and Indices: Poverty, Relative deprivation, exploitation, social discrimination, social inequality - Categories of excluded communities- agents and institutional forces of Marginalization – Processes of Exclusion and Marginalization	10 Hours
II	Perspectives on Social Marginalization: Solidarity specialist and Monopoly Paradigms; Social Capital and Capability Approaches; Indian Perspectives: Periyar EVR, Babasaheb Ambedkar; M. K. Gandhi; Feminist Perspectives.	10 Hours
III	Profile on Excluded Communities: Marginalizing Conditions and Inclusive Strategies – Dalits; Nomadic castes and Tribes and De-notified tribes - Homeless, People-in-Begging and People with Disability, Women & Children: Child Labour - Street Children, Sex Workers – Transgender.	12 Hours
IV	Social movements among marginalized communities: Scope, Nature and Dynamics - Perspectives - Mobilization Strategies; Role of NGOs and CBOs	10 Hours
V	Welfare of Marginalised Communities: social legislation; social welfare programmes; Social Policy Contexts: Globalization and Neoliberal regimes – Contemporary challenges	8 Hours
References	<ol style="list-style-type: none"> 1. Betellie, Andre: Caste, Class and Power, Oxford university press, New Delhi, 1981 2. Chaudari. S. N.: Changing status of depressed castes in Contemporary India, Daya publishing House, New Delhi,1988. 3. Oommen, T. K,: Protest and change: studies in social movements, Sage Publication, New Delhi, 1990. 4. Jogdand. P. G.: Dalit movement in Maharashtra, Kanishka publications, New Delhi 1991. 5. Betellie, Andre: The Backward classes in contemporary India, Oxford university press, New Delhi, 1992. 6. Robb, Peter, eds: Dalit movements and the meeting of labour in India, Sage Publication, New Delhi,1993. 7. Omvedt, Gail: Dalits and the democratic revolution, New Delhi1999. 8. Harsh Mander and Vidya Rao: Agenda for Caring, Voluntary 	

	<p>Health Association of India, 1996</p> <p>9. Parasuraman, et al, Listening to People Living in Poverty, Books for Change, 2003</p>
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Discuss Processes of Exclusion and Marginalization in Indian context 2. Analyze a clear understanding on Perspectives of Social Capital and Capability Approaches 3. Assess Marginalizing Conditions and Inclusive Strategies 4. Discuss Mobilization Strategies of Social Movements and Role of NGOs and CBOs. 5. Evaluate welfare programmes of marginalized communities

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**CO/PSO
20SOC10615**

		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Discuss Processes of Exclusion and Marginalization in Indian context	2	3	3	3	3	3	2	3
CO2	Analyze a clear understanding on Perspectives of Social Capital and Capability Approaches	2	3	3	3	3	2	3	3
CO3	Assess Marginalizing Conditions and Inclusive Strategies	3	3	2	3	3	3	2	3
CO4	Discuss Mobilization Strategies of Social Movements and Role of NGOs and CBOs	3	3	3	2	3	3	3	2
CO5	Evaluate welfare programmes of marginalized communities	3	3	3	2	2	3	3	3

Mean Score: 2.8

Course Code & Title	20SOCIO616 - DEVELOPMENT PRACTICES		
Class	M.A.(5yr. int.) Sociology	Semester	VI
Cognitive Level	K-2:✓ K-3:✓ K-4✓ K-5:✓		
Course Objectives	<p>The students will able to</p> <ol style="list-style-type: none"> 1. To understanding Methods and Strategies for Development practices 2. To analyze Stakeholders thorough stakeholder analysis 3. To evaluate Action Research and Activist Research, Planning and undertaking research projects. 4. To create knowledge about Documenting and reporting development outcomes 5. To understanding working women and their problems 		
UNIT	Content	No. of Hours	
I	Practicing development: Approaches and Issues – Methods and Strategies for participatory and people-centered identification of development issues – Conducting baseline survey – Understanding and undertaking project formulation and programme planning	12 Hours	
II	Identifying Stakeholders thorough stakeholder analysis – Resource mapping and mobilization for development – Social mobilization and Community organizing: Issues and Strategies	10 Hours	
III	Action Research and Activist Research – Planning and undertaking research projects with social groups and communities – Disseminating research results through campaign, networking and policy advocacy	10 Hours	
IV	Documenting and reporting development outcomes – Understanding methods and tools for process documentation – Learning about qualitative reporting of development outcome and impacts – Use of video, social media and web resources for development documentation	10 Hours	
V	Working with women/gender issues – working with health hygiene and sanitation issues – working with issues relating to caste based inequality – working with excluded groups	8 Hours	
References	<ol style="list-style-type: none"> 1. Narayan, Deepa and Jennifer Rietbergen-McCracken, <i>Participation and Social Assessment: Tools and Techniques</i>, World Bank, 1998 2. Jouwert van Geene, <i>Participatory Capacity Building</i>, The 		

	<p>Institute of Cultural Affairs – Zimbabwe, 2003</p> <ol style="list-style-type: none"> 3. Desirée de Leeuw, J. J. Hox, Don A. Dillman (Eds), <i>International Handbook of Survey Methodology</i>, Taylor & Francis, 2008 4. William M. Babiuch and Barbara C. Farha, <i>Stakeholder Analysis: Methodologies Resource Book</i>, National Renewable Energy Laboratory, Colorado, 1994 5. Stringer, E. <i>Action Research</i> (3rd ed.). Sage Publication, Thousand Oaks, California: Sage Publications 2007 6. Greenwood, Davyd and Morten Levin. <i>Introduction to Action Research: Social Research for Social Change</i>, Sage Publication, 2007
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Analyze the Practicing development Approaches and Issues 2. Discuss a clear understanding on the Action Research and Activist Research 3. Demonstrate knowledge about research projects. 4. Discuss methods and tools for process documentation. 5. Analyze gender issuesand health hygiene and sanitation issues

		PSO							
		1	2	3	4	5	6	7	8
CO/PSO 20SOC10616		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Analyze the Practicing development Approaches and Issues	3	3	3	3	2	2	3	2
CO2	Discuss a clear understanding on the Action Research and Activist Research	3	3	2	3	3	3	3	3
CO3	Demonstrate knowledge about research projects.	3	3	3	3	2	3	3	3
CO4	Discuss methods and tools for process documentation	3	3	3	2	3	3	2	3
CO5	Analyse gender issues and health hygiene and sanitation issues	3	2	2	3	3	3	2	3

Mean Score: 2.8

Course Code & Title	20SOCIO617 - SOCIOLOGY OF RELIGION		
Class	M.A.(5yr. int.) Sociology	Semester	VI
Cognitive Level	K-1: ✓ K-2: ✓ K-4: ✓		
Course Objectives	<ol style="list-style-type: none"> 1. To Cultivate in students an understanding of the distinctively sociological approach to studying religion. 2. To Identify major issues, problems, and findings in the sociology of religion. 3. To create foundational knowledge in sociological theories of Religion. 4. To analyze Relation between Religion and other Social Institutions. 5. To examine their sociological knowledge of such things as religious conversion, religiously inspired political activism, the emergence of new religions, and secularization. 		
UNIT	Content	No. of Hours	
I	Introduction: Definitions of Religion- Nature and scope of a sociology of religion-Sociological Perspectives of Religion- Sociological Methods of Studying Religion-Functions of Religion-Importance of Religion- Difference between Religion and Magic-Conceptual clarifications: Belief system vs ritual system vs way of life— Elements of religious experience — Typology of religions (Church – sect Typology, Cult Typology, Antonoy F.C.Wallace’s Typology).	12 Hours	
II	Sociological theories of religion: Types of religious practices- Animism, monism, pluralism, -Auguste Comte- Durkheim and sociological functionalism — Weber Max Weber: Peter L. Berger- Marx and dialectical materialism — Levi-Strauss and structuralism.	8 Hours	
III	Religions of India: Buddhism, Christianity, Hinduism, Islam, Jainism, and SikhismA social historical perspective — Demographic profile — Contemporary trends. Religious Groups- Meaning- Characteristics of Religious Groups- Cults- Sects-Denominations,— Elements of Religious Groups- Relevance and Importance of Religious Groups- Aspects of religion in India -Sacred knowledge — Sacred space — Sacred time — Sacred persona.	12 Hours	
IV	Religion and Society – Relation between Religion and other Social Institutions –Religious Values and Issues- Religion and Social Stratification-Secularism and society –Communalism-Fundamentalism - Religious Conversion- Proselytism-Religious Revivalism - Religion and Science -Minorities, Dalits and Women .	8 Hours	
V	Religious Movements –Origin and growth of Social Movements- Meaning and Social Movements of Religion-Nature of Social Movements-Characteristics –Functions of Religious Movements –Impact of Religious Movements-Merits and Demerits of Religious Movements –Socio- Religious Movements –	10 Hours	

	Prarthana Samaj- Aligarh Movement-Shuddhi Movement- Young Bengal Movement- Dev Samaj- Akali Movement-Ahamadiyya Movement- Wahabi Movement.	
References	<ol style="list-style-type: none"> 1. Baird, Robert D. (ed.). 1995 (3rd edition). Religion in modern India. Delhi: Manohar. 2. Jones, Kenneth W. 1989. Socio-religious reform movements in British India (The new Cambridge history of India III-1). Hyderabad: Orient Longman. 3. Madan, T.N. (ed.). 1992 (enlarged edition). Religion in India. New Delhi: Oxford University Press. 4. Muzumdar, H.T. 1986. India's religious heritage. New Delhi: Allied. 5. Roberts, Keith A. 1984. Religion in sociological perspective. New York: Dorsey Press. 6. Shakir, Moin (ed.). 1989. Religion, state and politics in India. Delhi: Ajanta Publications. 7. Turner, Bryan S. 1991 (2nd edition). Religion and social theory. London: Sage. 	
Course Outcomes	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> CO 1. Explain the basic concepts, methods and functions of sociology of religion. CO 2. Describe the clear analyzing of sociological theories of religion. CO 3. Demonstrate the clear understanding of religions and religious groups in India and their sanctity. CO 4. Demonstrate knowledge about the relationship between religion and social institutions, religious differences, religious change, and scientific nature of religion. CO 5. Discuss the religious movements and their functions 	

	PSO							
	1	2	3	4	5	6	7	8

CO/PSO 20SOC10617		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of ruralsetting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Explain the basic concepts, methods and functions of sociology of religion.	2	3	3	3	3	3	2	3
CO2	Describe the clear analyzing of sociological theories of religion	2	3	3	3	3	2	3	3
CO3	Demonstrate the clear understanding of religions and religious groups in India and their sanctity.	3	3	2	3	3	3	2	3
CO4	Demonstrate knowledge about the relationship between religion and social institutions, religious differences, religious change, and scientific nature of religion	3	3	3	2	3	3	3	2
CO5	Discuss the religious movements and their functions	3	3	3	2	2	3	3	3

Mean Score: 2.8

Course Code & Title	20SOC107E1 - GUIDANCE AND COUNSELLING (Major Elective)		
Class	M.A.(5yr. int.) Sociology	Semester	VII
Cognitive Level	K-2:✓ K-3:✓ K-4✓		
Course Objectives	<p>The students will able to</p> <ol style="list-style-type: none"> 1. Explain different approaches of guidance and counseling skill in social service practice. 2. Equip students with counseling skills relevant to and needed for the contemporary society. 3. Use the knowledge and skills gained from this course to become professional counselor. 		

	4. Asses the psycho-social needs of different groups and categories of people. 5. Apply the knowledge to formulate models of counseling related to different categories of population	
UNIT	Content	No. of Hours
I	Concept of guidance and counselling – definition, elements, characteristics and goals; processes, stages and limitations of counselling - evolution of counselling: foundations of counseling - philosophical foundations – dignity of the human person - sociological foundations – influence of social system - psychological foundations –concept of personality, elements and types – sociological critique.	12 Hours
II	The portrait of counsellor: desirable qualities - attitudes, values, beliefs, relationships, self-esteem, openness to others, accepting personal responsibility, realistic levels of aspiration, self-actualization.	8 Hours
III	Personality theories- psychoanalytic: Freudian and neo-Freudian – behaviorist and transactional approaches– humanist and existentialist approaches: client centred approach of Rogers – anti-psychiatric perspectives of R.D Laing and T. Szas.	10 Hours
IV	Models of counselling - group counselling– family counselling–psychological tests and diagnosis - genetic counselling - career counselling – educational counselling – Health counseling.	10 Hours
V	Counselling women in distress, children in difficulties and with special needs, adolescents, disaster survivors, physically challenged, persons affected with HIV/AIDS and other vulnerable groups – transgender counselling - counselling cyber victims.	10 Hours
References	<ol style="list-style-type: none"> 1. Kochhar.S.K-<i>Guidance in Indian Education</i>, Sterling Publishers Pvt Ltd., New Delhi, 1979. 2. Gerald.L. Stone-A cognitive behavioral approach to counseling psychology, Praeger Publishers, New York, 1980 3. Nandha.S.K. <i>Educational and Vocational Guidance</i>, Parkash Brothers, Ludhiana, 1982. 4. Indu Dave, <i>The Basic Essentials of Counselling</i>-Sterling Publishers Pvt. Ltd, New Delhi, 1983 5. Sharma.R.N.<i>Guidance and Counselling</i>, Surjeet Publication, New Delhi, 2001. 6. Narayana Rao.S – <i>Counselling and Guidance</i>, Tata McGraw-Hill Publishing Company Ltd., 2002.(B.T.B.). 7. Nayak.A.K-<i>Guidance and Counselling</i>, APH Publishing Corporation, New Delhi, 2002 	

Course Outcomes	On completion of the course, Students should be able to CO 1. Explain the emergence and need for counseling CO 2. Develop basic skills become deeply self-aware individuals CO 3. Apply knowledge of counseling to deal professionally with persons in distress. CO 4. Evaluate the personality theories and suggest alternatives. CO 5. Identify the psycho-social needs of marginalized and vulnerable groups
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	PSO							
	1	2	3	4	5	6	7	8

CO/PSO 20SOCIO7E1		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Acquire a historical and theoretical understanding on emergence and need for counseling	3	3	2	3	2	3	3	2
CO2	Develop basic skills become deeply self-aware individuals	2	3	3	3	3	3	2	2
CO3	Apply knowledge of counseling to deal professionally with persons in distress.	3	3	2	3	2	3	3	2
CO4	Understanding the personality theories	3	3	2	2	2	3	3	3
CO5	Identifying person with HIV/AIDS and other vulnerable groups.	3	3	2	3	3	3	3	2

Mean Score: 2.7

Course Code & Title	20SOCIO7E2 - SOCIAL PSYCHOLOGY (Major Elective)		
Class	M.A.(5yr. int.) Sociology	Semester	VII
Cognitive Level	K-1: ✓ K-2: ✓ K-3: ✓ K-6: ✓		
Course Objectives	The students will able to 1. To understand origin and relationship of social psychology with other disciplines. 2. To comprehend self knowledge and impression management. 3. To illustrate social cognition and role of schemas. 4. To discover attitude change and persuasion.		

	5. Discuss and apply knowledge about social psychology and human behaviour.	
Unit	Content	No. of Hours
I	Introduction: Definition, Origin and Development of Social Psychology, Nature, Goal and Scope of Social Psychology, Social Psychology and Related Disciplines.	8 Hours
II	Social Perception: (a) Perceiving Self: Sources of self knowledge, Aspects of Self-knowledge: Self Schemas, Self discrepancies, Self-Regulation, Perceived Self-control, Self-esteem, Self presentation. (b) Perceiving Others: Forming impressions, theories of attribution, fundamental attribution error, Role of Non-Verbal Communication, the impact of impressions formed, using impressions to make judgement, Impression Management	12 Hours
III	Social Cognition: Role of Schemas, Heuristics and Automatic Processing, Potential Sources of Error in Social Cognition, Affect and Cognition, Social Cognition and Problem Behaviours.	10 Hours
IV	Attitudes and Prejudice: Definition, theories of attitude formation, Measurement of attitudes, Behaviour and attitude, Attitude Change- persuasion, Approaches to persuasion, Resistance to Persuasion, Cognitive Dissonance. Nature of Prejudice: Public opinion, Stereotypes and Stigma. Changing attitude and prejudice.	10 Hours
V	Prosocial Behaviour And Aggression: Definition, Research in Prosocial Behaviour- Darley and Latane, Bystander Effect, Diffusion of Responsibility, Models to explain prosocial Behavior, Increasing Prosocial Behavior in the Society. Aggression: Theories of Aggression, Determinants of Aggression, Effects of Aggression, Prevention and Control of Aggression.	10 Hours
References	<ol style="list-style-type: none"> 1. Baron, R. A., & Byrne, D. (2003). Social Psychology, 10th ed. New Delhi: Prentice Hall. 2. Myers, D. G. (2002). Social Psychology, 7th ed. Int. Education: Mc Graw Hill. 3. Chaube, S. P., & Chaube, A. (2007). Ground Work for Social Psychology. New Delhi: Neelkamal. 4. Taj, H. (2007). An Introduction to Social Psychology, New Delhi: Neelkamal. 5. Bhatia Hansraj (1974) Elements of Social Psychology, Somaiya Publications, Bombay. 6. Kimball Young (1963) Handbook of Social Psychology, Routledge and Kegan Paul, London. 7. Liundgren, Henry Clay (1998), Social Psychology, Wiley Eastern Publishers, New Delhi 1990. 8. Adinarayanan, S.P. Social Psychology, Longman, India. 9. Aronson, Elliot, Wilson K. Timothy and Akery M. Robert (1997), Social Psychology, Longman Publishers. 	

	<p>10. Baron A. Robert Boon Byrne (1998), Social Psychology, Prentice Hall of India, India.</p> <p>11. Taylor, S.E., Peplan, L.A., & Sears, D.O. (1997). Social Psychology. Prentice Hall: New Nersey (USA).</p>
<p>Course Outcomes</p>	<p>On completion of the course, Students should be able to</p> <p>CO 1. Outline the nature and scope of social psychology.</p> <p>CO 2. Express social perception in the aspects of perceiving self and others.</p> <p>CO 3. Sketch the role of schemas and sources of error in social cognition.</p> <p>CO 4. Categorize behaviour and attitude change and approaches to persuasion.</p> <p>CO 5. Assess Prosocial behaviour in society and effects of aggression.</p>

	PSO							
	1	2	3	4	5	6	7	8

CO/PSO 20SOC107E2		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Outline the nature and scope of social psychology.	3	3	3	2	2	2	3	2
CO2	Express social perception in the aspects of perceiving self and others..	3	3	2	3	2	2	2	3
CO3	Sketch the role of schemas and sources of error in social cognition.	3	3	2	3	3	2	2	3
CO4	Categorize behaviour and attitude change and approaches to persuasion.	2	2	3	3	2	2	3	3
CO5	Assess Prosocial behaviour in society and effects of aggression.	3	2	2	3	2	3	3	3

Mean Score: 2.5

Course Code & Title	20SOCIO7E3 - SOCIOLOGY OF TOURISM (Major Elective)		
Class	M.A.(5yr. int.) Sociology	Semester	VII
Cognitive Level	K-1: ✓ K-2: ✓ K-3: ✓ K-6: ✓		
Course Objectives	The students will able to 1.To recognize tourism as a social phenomenon and give theoretical insights. 2.To list out development and typology of tourism. 3.To explain different perspectives of tourism. 4.To demonstrate social institutions and their roles in tourism. 5.To evaluate the effects of tourism on society.		
UNIT	Content	No. of Hours	
I	Introduction to Sociology of Tourism: Understanding Tourism; Introduction to Tourism- concepts of Travel, Tourism, Leisure, Hospitality-Industry; Meaning and Definition of Sociology of Tourism; Sociological Perspective on Tourism; Significance of Sociology of Tourism; Theories- Eric Cohen, Doxey's Irritation Index Theory, Motivational Theory- John Urry.	12 Hours	
II	Trends and Nature of Tourism: Growth of tourism through various periods- Medieval, Modern and Post modern; Types of tourism-Cultural tourism, Eco tourism, Medical tourism, Sex tourism, Recreational tourism, Monsoon tourism, Adventure tourism, Pilgrim tourism, Educational Tourism, Virtual Tourism, International and Domestic tourism, Mass tourism; Sustainable Tourism.	12 Hours	
III	Sociological Approach to Tourism: Perspectives of Tourism-Social, Economic, Environmental and Geographic; Sociological factor in Tourist motivation, Attitude and Perception, Culture towards host Community; Social dimension of host-tourist relationship; Impacts of Tourism -Socio-economic and socio-cultural and Environmental.	8 Hours	
IV	Tourism and Social Institutions: Social Institutions and their Roles; Factors Influencing the Roles and Status of Social Institutions; Influence of Tourism on Social Institutions; Tourism system and the Individual - Socialization through Interaction and Exchange of Values, Norms, Social Laws and Usages; Factors Influencing Individual's Role, Behaviour, Attitudes and Experiences at the Destination.	10 Hours	
V	Tourism and Social Change: Effects of Tourism on Society, Tourism as an agent of social change; Tourism and Cultural Exchange; Motivating Locals for Tourism; Tourism and the Digital Revolution-Internet and Mobile Technologies' impact on Tourist Behaviour and Tourist Experience; Technological Advancements and its Impact on Tourism Development; Measures taken by the Govt. and Non-governmental Agencies.	8 Hours	
References	<ol style="list-style-type: none"> 1. Richard Sharpley, 2018, Tourism, Tourist and Society(5th edition), Routledge,U.K 2. Richard sharpley, David J.Tefler,2008, Tourism and Development in Developing World, Routledge,U.K 		

	<ol style="list-style-type: none"> 3. Apostolopoulos, Y., Leivadi, S & Yiannakis, A., (eds.) 2000, The Sociology of Tourism: Theoretical and Empirical Investigations, London: Routledge. Archer, B.H., 1973. 4. Claude Alvares, (ed) (2002) Fish, Curry and Rice, The Goa Foundation, Goa,. 5. Holden Andrew, (2000), Environment and Tourism, London, Routledge. 6. Pritchard Annette and Nigel J. Morgan, (2000), ‘Privileging the Male Gaze’, Annals of Tourism Research, Vol 27, No.4. 7. Sharpley, Richard and David J. Telfer (ed), (2002), Tourism and Development: Concepts and Issues, Toronto, Channel View Publications. 8. Wahab S. and Pigram, J (ed), (1997), Tourism Development and Growth: the challenge of sustainability, London, Routledge.
Course Outcomes CO CO CO CO CO	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Use the sociological perspective as a lens through which to understand travel and tourism, and tourism as a lens through which to understand modern social life. 2. Explain the growth of tourism through various periods. 3. Analyze sociological factor in tourist motivation. 4. Discuss the Influence of tourism on social institutions and factors influencing individual’s role, behaviour and attitudes towards tourism. 5. Demonstrate the digital revolution and its impact on tourist behaviour and tourist experience.

	PSO							
	1	2	3	4	5	6	7	8

CO/PSO 20SOC107E3		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Use the sociological perspective as a lens through which to understand travel and tourism, and tourism as a lens through which to understand modern social life.	3	3	3	2	2	2	1	2
CO2	Explain the growth of tourism through various periods.	3	3	2	3	2	2	2	3
CO3	Analyze sociological factor in tourist motivation.	3	3	2	3	3	2	2	3
CO4	Discuss the Influence of tourism on social institutions and factors influencing individual's role, behaviour and attitudes towards tourism	2	2	3	3	2	2	3	3
CO5	Demonstrate the digital revolution and its impact on tourist behaviour and tourist experience.	3	2	3	3	2	3	3	3

Mean Score: 2.5

Course Code & Title	20SOC107E4 - SOCIAL MOVEMENTS (Major Elective)		
Class	M.A.(5yr. int.) Sociology	Semester	VIII
Cognitive Level	K-2: ✓ K-3: ✓ K-4: ✓		

Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1.State the concept social movements 2.Explain the life cycle of social movements and importance. 3.Assess social movements with the help of theoretical perspectives. 4.Relate the relationship between social movements and social change 5.To describe the role of traditional and modern social movements that fostered social change. 	
UNIT	Content	No. of Hours
I	<p>Introduction: Social Movement: Meaning – Attributes – Types – Scope and Importance; Genesis/Life Cycle of Social Movements, Social Movements and Social Change.</p>	8
II	<p>Perspectives on Social Movements: Deprivation Theory; Resource Mobilisation Theory; Political Process Theory; Structural Strain Theory; New Social Movement Theories.</p>	10
III	<p>Social Changes and Social Movements: Social Structure, Political Cleavages, and Collective Action; States, Markets, and Social Movements; Knowledge, Culture, and Conflicts; Structural Transformations, New Conflicts, New Classes.</p>	10
IV	<p>Social Movements and Social Change: Brahma Samaj; Arya Samaj; Self-Respect Movement; Backward Class Mobilization in India; Sarvodaya; Depressed Class; Students' Movements;Sree Narayana Dharma Paripalana (SNDP) Movement.</p>	10
V	<p>Traditional and Modern Social Movements: Tribal & Peasant Movements: Santhal – Jharkand-Bodo; Labour & Trade Union Movements; Nationalist Movement; Indian Independence; Women and Dalit Movements; Environmental/Ecological Movements: Chipko, Narmada Bacho Andolan; Anti-Corruption Movements; New Farmer's Movement.</p>	12
References	<ol style="list-style-type: none"> 1. A.R. Desai, Ed.: Peasant Struggles in India (Bombay: Oxford University Press) 1979 2. Baviskar, A. 1995. <i>In the belly of the river: Tribal conflicts over development in the Narmada Valley</i>. Delhi: Oxford University press. 3. Brass,Tom. 1995. 'Introduction: The New Farmers' Movement in India' in Tom Brass (ed.), <i>New Farmers' Movement in India</i>. Essex: Frank Cass. pp. 3-26. 4. Buechler, S. 1995. New Social Movement Theories. <i>The</i> 	

	<p><i>Sociological Quarterly</i>, 36(3):441-464.</p> <ol style="list-style-type: none"> 5. Dhanagare, D.N. 1991. <i>Peasant movement in India: 1920-1950</i>. Delhi: Oxford University Press. 6. T.K.Oommen (ed.) <i>Social Movements II: Concerns of Equity and Security</i>. New Delhi: Oxford University Press. 7. Mullick, S. Bosu. 1993. 'The Jharkand Movement: A Historical Analysis' in Mrinal Miri (ed.) <i>Continuity and Change in Tribal Society</i>. Simla: Indian Institute of Advanced Studies. Pp. 447-465. 8. Pandian, M.S.S. 2007. <i>Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present</i>. Delhi: Permanent Black. 9. Rao, M.S.A. (ed). 2004. <i>Social Movements in India</i>. New Delhi: Manohar Publishers and Distributors, pp: 1-16. 10. Ruggiero, V. and Nicola Montagna, 2008 "Social Movements: A Reader", Routledge Publications.
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Explain the concepts of social movements 2. Analyze the dynamics of social movements and their role in social transformation 3. Apply theoretical perspectives in understanding life cycle of social movements. 4. Describe social movements as one amongst the agents of social change. 5. Assess the impact of traditional and modern social movements social change.

CO/PSO 20SOC107E4		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Explain the concepts of social movements	2	3	3	2	2	2	3	3
CO2	Analyze the variety and dynamics of social movements and their role in social transformation	3	3	3	2	2	2	2	3
CO3	Apply the social movements in a sociological and comparative perspective	3	2	3	3	2	2	2	2
CO4	Describe various Theories of social movements	3	3	3	2	2	2	2	2
CO5	Classify the Traditional and modern Social Movements in India	3	3	2	3	3	3	3	3

Mean Score: 2.5

Course Code & Title	20SOC10718- CONTEMPORARY SOCIOLOGICAL THEORIES		
Class	M.A.(5yr. int.) Sociology	Semester	VII
Cognitive Level	K-2:✓ K-4✓ K-5:✓		
Course Objectives	The students will able to 1. To discuss functionalist perspectives sociology 2. To analyze critical theory of contemporary sociology		

	<p>3. To understand post modern theories of sociology</p> <p>4. To discuss Integrationist perspectives</p> <p>5. To understand Indian perspectives of sociology</p>	
UNIT	Content	No. of Hours
I	Functionalist Perspectives: Talcott Parsons: social action, social system, functional imperatives Robert .K. Merton: relationship between theory and research, reference group theory, relative deprivation and anomie – Neo-Functionalism of J. Alexander	10 Hours
II	Critical Theory: Frankfurt School - Althusser: Ideological State Apparatus and Interpellation and Eric Fromm: Sane Society – Marcuse: One Dimensional Man –Jurgen Habermas: the theory of communicative action, Knowledge and Human Interest	10 Hours
III	Post-Structuralist & Post- Modern Theories: Derrida: Deconstruction – Foucault: Theory of Subjectivity, Archaeology and Genealogy of Knowledge and Power/Truth – Giddens: Structuration - Jean Baudrillard: Extreme Post Modern Theory – Post-Modern feminist theories: Judith Butler and Kristeva	12 Hours
IV	Interactionist perspectives: G.H Mead: Mind Self and Society; Alfred Shultz: Phenomenological Approach; Peter Berger and Luckmann: Social Construction of Social Reality; Garfinkel: Ethnomethodology; Goffman: Dramaturgical Approach; Exchange Perspective: Homans and Blau	10 Hours
V	Indian Perspectives: Ashish Nandy: Socio Political Critique of Indian Society; Sudhir Kakar: Psycho-Cultural Understanding Indian Society; Andre Beitel: Weberian in India	8 Hours
References	<ol style="list-style-type: none"> Giddens, Anthony. <i>Central problems in social theory: Action, Structure and Contradiction in Social analysis</i>. London: MacMillan, 1983 Coser. L: <i>Sociological Theory</i>. New York Mac Millan Publishing Company, 1984Dhanagare.D.M: <i>Themes and Perspectives in Indian Sociology</i>, Jaipur: Rawat Publications, 1985. Harlambas.M: <i>Sociology: Themes and Perspectives</i>, New Delhi: OUP, 1989. AsishNandy: <i>Omnibus Reader</i>, OUP, 2003 Srivastava.R.S.: <i>Traditions in Sociological Theory</i>, Jaipur: Rawat Publications, 1990. <u>Jonathan Turner, <i>The structure of sociological theory</i>, Rawat Publications, Jaipur, 2002.(B.T.B.)</u> Sudhir Kakar: <i>Inner World: A Journey into Indian Mind</i>, 	

	<p>OUP, 1991</p> <p>8. George Ritzer, <i>Contemporary Sociological Theories</i>, Blackwell, 2003.</p>
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Identify Functionalist Perspectives 2. Discuss Critical Theory 3. Discuss Post-Structuralist and Post- Modern Theories. 4. Evaluate the International Perspectives of contemporary theories. 5. Analyze Indian Perspectives of contemporary Sociological Theories.

	PSO							
	1	2	3	4	5	6	7	8

CO/PSO 20SOCIO718		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Identify Functionalist Perspectives	3	3	2	3	2	3	3	2
CO2	Discuss Critical Theory	3	3	3	3	3	3	3	3
CO3	Discuss Post-Structuralist and Post- Modern Theories	3	3	3	3	2	3	3	3
CO4	Evaluate the International Perspectives of contemporary theories	3	3	2	3	3	3	3	3
CO5	Analyse Indian Perspectives of contemporary Sociological Theories	3	3	3	2	2	3	2	2

Mean Score: 2.8

Course Code & Title	20SOCIO719 - INDUSTRIAL SOCIOLOGY		
Class	M.A.(5yr. int.) Sociology	Semester	VII
Cognitive Level	K-1: ✓ K-3: ✓ K-4: ✓ K-5: ✓		
Course Objectives	<ol style="list-style-type: none"> 1. To describe industrial sociology and its application. 2. To outline the rise and development of industry. 3. To analyze the industries as social system. 4. To show an overview of industrial relations. 5. To explain trade union and its functions. 		

UNIT	Content	No. of Hours
I	Introduction: Industrial Sociology: Definition-Scope and Importance; Origin, Development and Applications of Industrial Sociology; Significance of industrial sociology in India. Social -Industrial Thought: Adam Smith, Karl Marx, Max Weber, Durkheim and Mayo, Likert, Herzberg, Maslow and McClelland.	10 Hours
II	Rise and Development of Industry : The Industrial Revolution- Causes, Consequences and Key Innovations; Factory system-Characteristics and Types of Productive Systems - The Manorial/ Feudal - The Guild -The Domestic or Putting-out.	10 Hours
III	Industry as a Social System: Evolution of Working Class, Changing Nature of Work, Growth of Unorganized Informal Sector; Contribution of Family, Caste and Community and Attitude of Workers; Work Participation of Women in Work Force-Women in the Small Scale, Cottage industries and Corporate Sector- Issues and Challenges.	12 Hours
IV	Industrial Labour Relations and Disputes: Industrial Relations; - Concepts, Types, Scope and Importance; Industrial Disputes-Concept, Features and Kinds of disputes - Settling disputes-Collective Bargaining, Grievance procedure, Arbitration, Conciliation, Adjudication, Code of discipline ; Strikes- Types and Lockouts; Grievances and Conflict- Types ,Causes and Effects of Grievance; Grievance handling Procedure and Redressal Policy; Conflict- Phases and Types; Ways to deal with Conflict.	10 Hours
V	Trade Union: Trade Union-Concept, Features, Functions and Types; History of Trade Union Movement in India; Trade Unions and LPG; ILO; Decline of Trade Unions; Labour Courts & Industrial Tribunals-Social Policy and Labour Welfare issues and Legislations.	8 Hours

References	<ol style="list-style-type: none"> 1. Pascal, Gisbert, 1972, Fundamentals of Industrial Sociology, New Delhi, Tata McGraw Hill Publishing Co., 2. Sinha, G.P.&Sinha,P.R.N.,1977, Industrial Relations and Labour Legislations, New Delhi, Oxford and IBH Publishing Co. 3.Giddens, Antony, 1971, Capitalism and Modern Social theory: An Analysis of the Writings of Marx, UK, Cambridge University Press. 4. Giddens, Antony, 1992, The consequences of postmodern society, Stanford University Press, USA. 5. Grint, Keith, 2005, Sociology of Work, UK, Polity Press. 7. Hamel, Gary, 2012, What Matters Now: How to Win in a World of Relentless Change, Ferocious Competition, and Unstoppable Innovation, San Francisco, CA, Wiley Recommended Readings 8. Agarwal, R.D.,1972, Dynamics of Labour Relations, New Delhi, Tata Mcgraw Hill. 9. Beck, Ulrich, 2006, The Cosmopolitan Vision, UK, Polity Press. 10.Beck, Ulrich, 1992, Risk Society: Towards a New Modernity, London, Sage Publications. 	
Course Outcomes	<p>On completion of the course, Students should be able to</p> <ul style="list-style-type: none"> CO 1.Outline the origin, development and importance of industrial sociology. CO 2.Describe the industrial revolution and different modes of productive system. CO 3.Demonstrate the clear understanding of evolution of working class, factors determining attitudes of workers and participation of women in work force. CO 4.Paraphrase industrial relations and disputes. CO 5.Discuss industrial tribunals, social policy and labour issues. 	

		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Outline the origin, development and importance of industrial sociology.	3	2	2	2	2	2	3	3
CO2	Describe the industrial revolution and different modes of productive system.	3	3	3	2	3	2	2	3
CO3	Demonstrate the clear understanding of evolution of working class, factors determining attitudes of workers and participation of women in work force.	3	3	3	2	3	2	3	3
CO4	Paraphrase industrial relations and disputes.	3	3	3	2	2	3	3	3
CO5	Discuss industrial tribunals, social policy and labour issues.	3	3	2	2	2	3	3	3

Mean Score: 2.8

Course Code & Title	20SOCIO720 - SOCIOLOGY OF HEALTH		
Class	M.A.(5yr. int.) Sociology	Semester	VII
Cognitive	K-1: ✓		

Level	K-3:✓ K-4:✓	
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. Identify the interrelationship between society and health; 2. Predict the social roots of epidemiology; 3. Sketch the social determinants of health. 4. Analyse the health care delivery system in India; 5. Compute the problems in providing health care to all. 	
UNIT	Content	No. of Hours
I	Society and Health: Society: Definition – Importance of Society for Individual; Health: Concept – Dimensions of Health; Interrelationship between Society and Health; Relationship between Sociology and Health. Perspectives on Health & Illness: Functionalism - Labeling – Sickness and Illness – Sick Role and Patient Role.	12 Hours
II	Social Epidemiology and Etiology Social Epidemiology: Concept – Aims - Vital and Public Health Concepts and Statistics –Epidemiology and Morbidity: CD & NCD – Social Etiology – Attitude, Belief and Health – Ethnomedicine; Public Health.	10 Hours
III	Determinants of Health: Social Dimension of Health: Concept – Social Determinants of Health: Caste, Gender, Age, Ethnicity, Race, Class, Culture; Exploring Interrelationship: Environment and Health: Impact of Pollution, Plastics – Occupation and Health – Emotions and Health – Means to Restore Health.	10 Hours
IV	Healthcare of the Community: Healthcare Delivery System in India: Integrated Health Service - PHC - Indigenous System of Medicine in India: AYUSH;GOs& NGOs Working on Health Issues.	8 Hours
V	Health Care Delivery and Social Policy: Health Education - Hospitals– Health Insurance - Rehabilitation –Problems in Health Care Delivery: Rising Costs, Inequality in Availability of Health Care Services–Adulteration – Drug Abuse; Social Legislation for Healthcare - Health Ministry in India –Medical Ethics - Health Policies in India.	10 Hours
References	<ol style="list-style-type: none"> 1. Ajit K. Dalal&Subha Roy. Social Dimensions of Health, New Delhi: Rawat Publications, 2005. 2. Cockerham. Medical Sociology. New Jersey: Prentice Hall, 	

	<p>1998.</p> <ol style="list-style-type: none"> 3. Conard, Peter et.al. handbook of Medical Sociology. New Jersey: Prentice Hall, 2000. 4. Nandy, Ashish and Shiv Viswanathan. Modern Medicine and Its Non-Modern Critics: A Study in Discourse, 1990. 5. Weitz, Rose. Sociology of Health, Illness and Health Care: A Critical Approach, Arizona State University 2004. 6. Coe, Rodney. Sociology of Medicine, New York: McGraw Hill, 1970 7. Illich, Ivan. The Limits to Medicine, New Delhi :Rupa, 1977 8. Madan, T.N. Doctors and Society – Three Asian Case Studies, Vikas, Delhi, 1980. 9. Parsons, Talcott. ‘The Sick Role’, in The Social System. Glencoe: The Free Press, 1951. 10. Weiss, Gregory L, Sociology of Health, Healing and Illness, 2008.
<p>Course Outcomes</p> <p>CO CO CO CO CO</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Describe the interrelationship between society and health; 2. Outline the social roots and nature of epidemiology; 3. Illustrate health is one of the basic rights of every community; 4. Show the health care delivery system in India; 5. Analyse the problems in providing health care to all

CO/PSO 20SOC10720		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Describe the interrelationship between society and health	3	3	2	3	3	3	3	2
CO2	Outline the social roots and nature of epidemiology	3	2	3	3	3	3	3	2
CO3	Illustrate health is one of the basic rights of every community	2	3	3	3	3	3	2	3
CO4	Show the health care delivery system in India	3	3	3	3	3	3	3	2
CO5	Analyse the problems in providing health care to all	2	3	3	3	3	2	2	3

Mean Score: 2.7

Course Code & Title	20SOCI08M1 - SOCIOLOGY OF KINSHIP (Modular Course)		
Class	M.A.(5yr. int.) Sociology	Semester	VIII
Cognitive Level	K-1: ✓ K-3: ✓ K-4: ✓		

Course Objectives	The students will be able to	
	<ol style="list-style-type: none"> 1. Outline the approaches to the study of kinship; 2. Explain kinship as a social system; 3. To review the interrelationship between family and kinship; 4. To relate the regional variations of kinship in India; 	
UNIT	Content	No. of Hours
I	Introduction Sociology of Kinship: Nature and Significance; Approaches to the Study of Kinship System: Historical – Evolutionary – Structural-Functional – Cultural – Gender Perspective; Dimensions of Kinship System; Kinship as an Organising Principle.	5 Hours
II	Basic Terms and Concepts Lineage – Clan – Kingroup – Totemism – Incest Taboo – Descent – Alliance – Inheritance – Succession – Consanguinity and Affinity.	5 Hours
III	Kinship System Kinship as a Social System: Kinds of Kinship; Kinship Terminologies: Mode of Use – Linguistic Structure – Range of Application; Kinship Categories or degree of Kinship: Primary – Secondary – Tertiary – Distant; Kin-Types: Sex – Generation – Affinity – Collatrality – Bifurcation – Linkage; Importance of Kinship: Lineage – Gotra	5 Hours
IV	Family and Kinship Relations Hierarchy in Family Roles; Differences in Family Roles: Boy and Man – Girl and Women; Family Cycle: Formation and Maintenance – Growth and Completion – Ties of Kinship.	5 Hours
V	Kinship in India Marriage, Family and Kinship in India; Regional Variations in Kinship: Kinship among Tribes; Kinship in North India; Kinship among Tamils; Kinship and Family Responsibilities and Problems	5 Hours
References	<ol style="list-style-type: none"> 1. Dube, Leela (1974). Sociology of Kinship. Popular Prakashan: Bombay 2. Karve, Irawati (1953). Kinship Organisation in India. Deccan College Post-Graduate Research Institute: Poona 3. Johnson, H.M. (1995). Sociology. New Delhi: Allied Publishers. 4. Madan, T.N. (1965). Family and Kinship A Study of the Pandits of Rural Kashmir. Asia Publishing House: New Delhi 5. Mandelbaum, D.G. (1991). Society in India. Bombay: Popular Prakashan. 6. Ram Ahuja (2006), Indian Social System. Jaipur: Rawat Publications. 	

	<p>7. Singh Deo, S.K. (1992). Sociology. New Delhi: Dhillon Publications.</p> <p>8. Uberoi, Patricia (ed.) (1994). Family, Kinship and Marriage in India. Oxford University Press: New Delhi</p>
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Recognize the study of kinship as a social entity; 2. Sketch the basic terms and concepts of kinship; 3. Interpret the importance of kinship in an individual's life; 4. Analyse the life course with the knowledge of kinship; 5. Explain the importance of kinship in perpetuation of social cohesion in India.

	PSO							
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CO/PSO 20SOCI08M1		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Recognize the study of kinship as a social entity	3	3	3	2	3	3	2	2
CO2	Sketch the basic terms and concepts of kinship	2	3	3	3	3	3	3	2
CO3	Interpret the importance of kinship in an individual's life	3	3	2	3	3	3	3	3
CO4	Analyse the life course with the knowledge of kinship	3	3	2	3	3	3	2	2
CO5	Explain the importance of kinship in perpetuation of social cohesion in India	3	3	2	2	3	3	3	3

Mean Score: 2.7

Course Code & Title	20SOCI08M2 - ENHANCING SOCIAL SKILLS (Modular Course)		
Class	M.A.(5yr. int.) Sociology	Semester	IX
Cognitive Level	K-1: ✓ K-2: ✓ K-4: ✓		

Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. Explain the basics of and approaches to Social Skills 2. Illustrate the nature and significance of Non-Verbal Communication 3. Describe strategies for avoiding being Nervous. 4. Recognize the value of being an adult. 5. List steps for having high self-esteem and charisma 	
UNIT	Content	No. of Hours
I	Introduction to Social Skills –Concept, Nature, Characteristics, and Types –Need and relevance of Social Skills – Approaches: Capability, Preventive and Therapeutic – Social Skills and Social Competences: Differences- Context and Assessment.	5 Hours
II	Nonverbal Communication Skills - The Nature - Factors Moderating Nonverbal Skills - How to start a conversation with anyone as an adult - asking questions, stating opinions, sharing personal details, getting others involved in conversation, politely ending a conversation, and more - Providing a response - Eliciting a response	5 Hours
III	Ways of being a Centred Person - “re-focusing” - The Growth Sign-technique – Building confidence to deal with nervousity -finding your “Comfort-zone sweet spot” - recalibration to stop feeling self-conscious when you’re the center of attention – Handling others’ judgement getting accepted using the “Dog Technique” - becoming invincible using the “Flaw” method- always know what to say when you feel nervous - Turning the Tables” method - Overcoming social anxiety	5 Hours
IV	Learning to be an Adult – overcoming feeling nervous or shy around others - making conversation and know what to say - From being boring to interesting– overcoming the fear of rejection – Avoiding freeze up and feeling awkward around new people – overcoming the feeling that “they won’t like me” - Daring to open up to form a connection - Overcoming your insecurities.	5 Hours
V	Improving Self-esteem - Finding the source of your negative thoughts, and face it head-on - Self-acceptance – Stop comparing yourself to others – Measuring up to social consensus – Living with authenticity; Being charismatic and eliciting respect from others - Exert positive energy to those around you - in ways that make others feel special.- Offering assistance without seeming like a pushover. - Owning the situation without letting emotions get in the way.	5 Hours
References	1. Dube, Leela (1974). Sociology of Kinship. Popular Prakashan:	

	<p>Bombay</p> <ol style="list-style-type: none"> 2. Karve, Irawati (1953). Kinship Organisation in India. Deccan College Post-Graduate Research Institute: Poona 3. Johnson, H.M. (1995). Sociology. New Delhi: Allied Publishers. 4. Madan, T.N. (1965). Family and Kinship A Study of the Pandits of Rural Kashmir. Asia Publishing House: New Delhi 5. Mandelbaum, D.G. (1991). Society in India. Bombay: Popular Prakashan. 6. Ram Ahuja (2006), Indian Social System. Jaipur: Rawat Publications. 7. Singh Deo, S.K. (1992). Sociology. New Delhi: Dhillon Publications. 8. Uberoi, Patricia (ed.) (1994). Family, Kinship and Marriage in India. Oxford University Press: New Delhi
Course Outcomes	<p>On completion of the course, Students should be able</p> <ol style="list-style-type: none"> 1. Determine what social skills are and why they are necessary. 2. Recognise social skill goals. 3. Describe communication techniques one can use to strengthen social skills. 4. Demonstrate emotional integrity and intelligence skills 5. Exhibit common etiquette for social skills

	PSO							
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CO/PSO 20SOCIO8M2		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Determine what social skills are and why they are necessary.	2	3	3	3	3	3	2	3
CO2	Recognise social skill goals	2	3	3	3	3	2	3	3
CO3	Describe communication techniques you can use to strengthen social skills.	3	3	2	3	3	3	2	3
CO4	Demonstrate emotional integrity and intelligence skills	3	3	3	2	3	3	3	2
CO5	Exhibit common etiquette for social skills .	3	3	3	2	2	3	3	3

Mean Score: 2.8

Course Code & Title	20SOCIO8E1-SOCIOLOGY OF IDENTITY		
Class	M.A.(5yr. int.) Sociology	Semester	VIII
Cognitive Level	K-1: ✓ K-2: ✓ K-3: ✓ K-5: ✓		

Course Objectives	<ol style="list-style-type: none"> 1. To identify biological determinism relating to gender and to provide logical understanding of gender roles. 2. To present various perspective of body and discourse on power relationship. 3. To conscientise the students on cultural construction of masculinity and femininity. 4. To interpret social organization of masculinity and privileged position of masculinity 5. To list out interrogating masculinity-issues and trends. 	
UNIT	Content	No. of Hours
I	Introduction: Biological Determinism: Physical difference, attributes and behavioral dispositions ; Cultural Determinism of Gender Roles-Gender roles and gendered division of labour -Gender Stereotyping and Gender Discrimination ; Doing gender, playing gender, working of gender and gender performativity; From Women’s Studies to Gender Studies: A ParadigmShift; Women’s Studies vs Gender Studies.	12 Hours
II	Gender Perspectives of Body: Biological, Phenomenological and Socio-Cultural Perspectives of body; Body as a Site and Articulation of Power Relations; Cultural Meaning of Female Body and Women’s Lived Experiences; Gender and Sexual Culture –Richard Freiherr von Krafft-Ebing , Henry Havelock Ellis and Sigmund Freud.	8 Hours
III	Social Construction of Femininity Bio-Social Perspective of Gender; Gender as AttributionalFact; Essentialism in the Construction of Femininity; Challenging Cultural Notions of Femininity –Butler, Douglas, Foucault and Haraway; Images of Women in Sports, Arts, Entertainment and Fashion IndustryMedia and Feminine Identities.	12 Hours
IV	Social Construction of Masculinity Definition and Understanding of Masculinities; Sociology of Masculinity; Social Organization of Masculinity and Privileged Position of Masculinity;masculine expectations and behaviors in society-physiological, psychological and social being; Politics of Masculinity and Power; Media and Masculine Identities, Male Gaze and Objectivity.	10 Hours
V	Interrogating Masculinity: Trends and Issues: Masculinisation of culture and polity; the crisis of masculinity in contemporary India: Fitness culture as a sign of over masculinisation: A general and feminine critique of masculinity; toxic masculinity: Media and contestation of masculinity.	8 Hours
References	<ol style="list-style-type: none"> 1. Cornell R W (1995) <i>Gender</i>. Cambridge, Polity Press.Gatens M (1991) <i>A Critique of the Sex/Gender Distinction in S. Gunew (ed.) A Reader in Feminist Knowledge</i>. London: Routledge. 2. Holmes M (2007) <i>What is Gender</i>. New Delhi, Sage Publications. 	

	<ol style="list-style-type: none"> 3. Jackson S and Scott S (2002) <i>Gender: A Sociological Reader</i>. New York: Routledge. 4. Kessler S J And McKenna W (1978) <i>Gender: An Ethnomethodological Approach</i>. Chicago: University of Chicago Press. 5. Kimmel S Michael (2004) <i>The Gendered Society; Reader</i>. Oxford: Oxford University Press. 6. Lipman-Blumen J (1984) <i>Gender Roles and Power</i>. New Jersey: Prentice Hall. 7. Oakley A (1985) <i>Sex, Gender and Society</i>. London: Temple Smith. 8. Stanley L and Wise S. (1983) <i>Breaking out Again: Feminist Methodology and Epistemology</i>. London: Routledge.
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Review the evolution of gender studies from women's studies. 2. Summarize theoretical understanding of body and women lived experiences 3. Explain Challenging Cultural Notions of Femininity 4. Categorize masculine expectations and behaviors in society. 5. Criticize the crisis of masculinity in contemporary India

	PSO							
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CO/PSO 20SOCIO8E1		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Review the evolution of gender studies from women's studies	3	3	3	3	2	2	3	3
CO2	Summarize theoretical understanding of body and women lived experiences	3	3	3	3	2	2	3	3
CO3	Explain Challenging Cultural Notions of Femininity	3	3	2	3	3	2	2	3
CO4	Categorize masculine expectations and behaviors in society.	3	3	3	3	2	2	3	3
CO5	Criticize the crisis of masculinity in contemporary India	3	2	3	3	2	3	3	3

Mean Score: 2.7

Course Code & Title	20SOCIO8E2- SOCIOLOGY OF WORK		
Class	M.A.(5yr. int.) Sociology	Semester	VIII
Cognitive Level	K-2: ✓ K-3: ✓ K-4: ✓		

Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To provide a sociological perspective in the understanding of work. 2. To narrate the history of work in pre-industrial, Industrial and Post-Industrial Eras 3. To analyze the relationship among Gender, Class and Work 4. To assess the nature of work in Globalization and Digital Eras 5. To explore the future of Work 	
UNIT	Content	No. of Hours
I	The Disciplinary Career of the Sociology of Work: Understanding work: Conceptual problems, Work & Social Theory: Approaches to Work: Marx, Weber, Durkheim, Wright Mills: 'Organisation Man'	10 Hours
II	Transformation of Work: Work in Pre-industrialist Societies, Work in Industrial Capitalist Societies – Bureaucracy & Work – Technology & Work -Work in post-industrial and digital economies - Alienation and the workplace.	12 Hours
III	Women and Work: Theoretical Viewpoints on Women and Work, Women and Paid Work, Domestic Labour and Violence - Identities and work: intersectionality between gender, caste, class and race.	10 Hours
IV	Work in the Era of Globalization: Labour Migration, Call Centres - Flexible working : flexible-working, work-life balance, family and care responsibilities vis-à-vis work & the technologically enabled workplace.	10 Hours
V	Future of Work: Technology, Work, and Occupations -Demographic Change -The Fate of the Professions - Organizations for the 21st Century -Workers and Jobs for the Future	8 Hours
References	<ol style="list-style-type: none"> 1. Caplow, Theodore. 1964. <i>The Sociology of Work</i>. Mc Graw Hill, Pp: 9-29. 2. Edgell, Stephen. 2006. <i>The Sociology of Work: Continuity and Change in Paid and Unpaid Work</i>, London: Sage Publications Ltd, Pp: 1-27. 3. Friedman, T. 2007. <i>World is flat: A Brief History of Globalised World in 21st Century</i>. London: Penguin, Pp: 3-37. 4. Grint, Keith. 2005. <i>The Sociology of Work</i>. Cambridge: Polity Press, New York: McGraw Hill Book Company, 1969, Pp: 32-53. 	

	<p>5. Nina, Bandlej (ed). <i>Economic Sociology of Work</i>. 2009. Bingley: Emerald Group Publishing Ltd.</p> <p>6. Ritzer, George. 2010. <i>McDonaldization: The Reader</i>. New Delhi: Sage Publications India Pvt. Ltd, Pp: 3-25.</p> <p>7. Statham, Anne and Elaenor M. Miller (ed.). 1998. <i>The Worth of Women's work: A Qualitative Synthesis</i>, Albany: State University of New York Press. Watson, Tony. 2008. <i>Sociology, Work and Industry</i>(5th edition), Oxon: Routledge.</p>
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Explain the basic concepts of sociology of work and the seminal contributions of classical sociologists. 2. Describe the nature of work and its transformation across different eras. 3. Recognise the gendered nature of work and the linkages between gender and work. 4. Demonstrate awareness about the changing forms of work in globalization era. 5. Examine the way work will evolve in the times to come.

	PSO							
	1	2	3	4	5	6	7	8

CO/PSO 20SOC108E2		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community-based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Explain the basic concepts of sociology of work and the seminal contributions of classical sociologists.	2	3	3	3	3	3	2	3
CO2	Describe the nature of work and its transformation across different eras.	2	3	3	3	3	2	3	3
CO3	Recognise the gendered nature of work and the linkages between gender and work.	3	3	2	3	3	3	2	3
CO4	Demonstrate awareness about the changing forms of work in globalization era.	3	3	3	2	3	3	3	2
CO5	Examine the way work will evolve in the times to come.	3	3	3	2	2	3	3	3

Mean Score: 2.8

Course Code & Title	20SOC108E3 - COMMUNICATION FOR SOCIAL DEVELOPMENT		
Class	M.A.(5yr. int.) Sociology	Semester	VIII
Cognitive Level	K-1: ✓ K-3: ✓ K-4: ✓		

Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To discuss the fundamental concepts, indicators and strategies of development communication. 2. To develop critical awareness on the specific issues and cases of communication for development. 3. To study the role of communication in the context of development of a society by applying techniques of making media content. 4. To introduce and evaluate development communication theories and framework 5. To demonstrate the nuances of traditional and mass media and their relationship with development communication. 	
UNIT	Content	No. of Hours
I	Fundamental concepts of communication for Development- Development- concept, processes and models of development – Indicators of development Characteristics of developing and developed societies – Gap between developed and developing societies – Development Communication- concept, strategies and barriers.	10 Hours
II	Issues & Case Studies: Development communication issues- health, education, poverty and hunger, agriculture, environment, sustainable development, gender equality, Millennium Development Goals (MDG) – Development Support Communication – Information Education Communication (IEC) and Behavioral Change Communication (BCC) – Case studies.	12 Hours
III	Process of research and participatory approach in development communication: Research for development communication – Identifying stakeholders – Field techniques for data collection – Participatory development – Participatory Rural Appraisal (PRA) techniques – Computer- assisted reporting and research.	8 Hours
IV	Traditional Media forms- Human communication and traditional media – Inter-personal and group communication – Origin, concept and characteristics of traditional media- relevance in contemporary society – Case studies of traditional media forms in India- folk songs, folk dances, folk theatre, folk tales, puppetry, folk games and street theatre.	10 Hours
V	MassMedia, development and communication: Mass communication and modern media- internet, radio, TV, films and animation Development journalism and communication through grassroots comics, cartoons and posters – Choosing appropriate media, planning and producing communication for developing societies.	10 Hours
References	<ol style="list-style-type: none"> 1. Arvind Singhal & James W. Dearing, eds. <i>Communication of Innovations– A Journey with Everett Rogers</i>: Sage, 2006. 2. Ghosh, Avik, <i>Communication Technology and Human Development– Recent Experiences in the Indian Social Sector</i>: Sage, 2006. 3. Gupta V.S., <i>Communications Development and Civil Society</i>: Concept, 2004. 4. Menon, Mridula, <i>Development Communications and Media Debate</i>: 	

	<p>Kanishka, 2007.</p> <p>5. Murthy, D.V.R., <i>Development Journalism– What Next?:An Agendafor the Press</i>: Kanishka,2007</p> <p>6. Srinivas R, <i>Communication for Development in the Third World</i>: Melkote& H. Leslie Steeves, Sage, 2008.</p>
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion of the course, Students should be able to</p> <p>1.Discuss the fundamental concepts, indicators and strategies of development communication</p> <p>2.Describe the role of communication in the context of development of a society by applying techniques of making media content.</p> <p>3.List and detail the development communication theories and framework</p> <p>4.Show aptitude for deep participatory research in communication.</p> <p>5.To demonstrate the nuances of traditional and mass media and their relationship with development communication.</p>

	PSO							
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CO/PSO 20SOCIO8E3		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community-based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Discuss the fundamental concepts, indicators and strategies of development communication	2	3	3	3	3	3	2	3
CO2	Describe the role of communication in the context of development of a society by applying techniques of making media content.	2	3	3	3	3	2	3	3
CO3	List and detail the development communication theories and framework	3	3	2	3	3	3	2	3
CO4	Show aptitude for deep participatory research in communication.	3	3	3	2	3	3	3	2
CO5	To demonstrate the nuances of traditional and mass media and their relationship with development communication	3	3	3	2	2	3	3	3

Mean Score: 2.8

Course Code & Title	20SOCIO8E4 - SOCIOLOGY OF FOOD		
Class	M.A.(5yr. int.) Sociology	Semester	VIII
Cognitive Level	K-2: ✓ K-3: ✓ K-5: ✓		

Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1.To provide an overview of sociological approaches to issues concerning food consumption 2.To develop critical awareness of taken-for-granted everyday issues surrounding food negotiation and consumption 3.To link Gender with food and explore its implications. 4.To consider the relationship between food and quality of life. 5.To identify the food production, distribution and consumption in the Indian context 	
UNIT	Content	No. of Hours
I	Food as an area of anthropological/sociological study - Food in the sociological and anthropological classics: Sociological Interest in Food to Sociologies of Food of Food Patterns - Theoretical approaches to the study of food and eating - Food as symbol, sustenance and socialisation - Food culture and professional or personal development- The Evolution of Eating Practices.	12 Hours
II	Food and Gender: Why Study Food & Gender? - Gender & Food: Introducing Intersectionality Theory - Food & Identity: Thinking through Auto ethnography as Method - Reading Cookbooks Through a Critical Socio-historical and Intersectional Lens - Women, caste and Food: Historical Perspectives.	10 Hours
III	Culinary cultures - Between the Domestic and the Economic Spheres: The Ebb and Flow of Culinary Activity - The development of culinary cultures - The impact of colonialism and migration on food - Food in oriental history – Constructing Femininity & Masculinity through Food Practices - Food in Modern times – The place of food in contemporary India.	10 Hours
IV	Food and quality of life - Food and health - Food rationing -Poverty, famine, and food - From Food Risks and Food Safety to Anxiety Management- Moral dimensions of food - Food System Localization - Global Food Systems The Globalization of the Food Supply: De-localization and Re-localization - Food Culture and Diet Reformism Obesity and the Medicalization of Everyday Food Consumption -	10 Hours
V	Food production, preparation, distribution, and consumption - Food production in India - Food preparation and consumption at home: Gender implications - Professional cooks and eating outside the home - Sociology of <i>annadana</i> - Gastronomy and social organization in India.	8 Hours

References	<ol style="list-style-type: none"> 1. Khare, R.S.: Aspects of south Asian food systems. Durham: Carolina, 1986. 2. Mennel, Stephen; et al.: The sociology of food. New Delhi: Sage, 1992. 3. Beardsworth, Alan, and Teresa Keil. 1997. Sociology on the menu: An invitation to the study of food and society. London: Routledge 4. Breckenridge, Carol A.: <i>Consuming modernity: public culture in contemporary India</i>. New Delhi: Oxford University Press, 1996. 5. Caplan, Pat, ed. 1997. Food, health, and identity. London: Routledge. 6. Coveney, John. 2006. Food, morals, and meaning: The pleasure and anxiety of eating. 2d ed. London: Routledge. 7. Maurer, Donna, and Jeffery Sobal, eds. 1995. Eating agendas: Food and nutrition as social problems. Social Problems and Social Issues. New York: Aldine de Gruyter. 8. Murcott, Anne, ed. 1983. The sociology of food and eating: Essays on the sociological significance of food. Gower International Library of Research and Practice. Aldershot, UK: Gower. 9. Poulain, Jean-Pierre (2017), <i>The Sociology of Food: Eating and the Place of Food in Society</i>, Bloomsbury Academic. <p style="margin-left: 40px;">Sillespie, Stuart and Geraldin McNeill: <i>Food, health and survival in India and developing countries</i>. New Delhi: Oxford University Press, 1992.</p>										
Course Outcomes	<p>On completion of the course, Students should be able to</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center; vertical-align: top;">CO</td> <td style="padding-left: 20px;">1. Explain the basic concepts and sociological perspectives on food.</td> </tr> <tr> <td style="text-align: center; vertical-align: top;">CO</td> <td style="padding-left: 20px;">2. Identify the interconnectedness between food and gender</td> </tr> <tr> <td style="text-align: center; vertical-align: top;">CO</td> <td style="padding-left: 20px;">3. Demonstrate knowledge about the nature of and transformation in the culinary cultures and culture of eating.</td> </tr> <tr> <td style="text-align: center; vertical-align: top;">CO</td> <td style="padding-left: 20px;">4. Appreciate the deep connection between food and quality of life.</td> </tr> <tr> <td style="text-align: center; vertical-align: top;">CO</td> <td style="padding-left: 20px;">5. Develop analytical skills to interpret Indian and local ethos and realities concerning food production, consumption and distribution.</td> </tr> </table>	CO	1. Explain the basic concepts and sociological perspectives on food.	CO	2. Identify the interconnectedness between food and gender	CO	3. Demonstrate knowledge about the nature of and transformation in the culinary cultures and culture of eating.	CO	4. Appreciate the deep connection between food and quality of life.	CO	5. Develop analytical skills to interpret Indian and local ethos and realities concerning food production, consumption and distribution.
CO	1. Explain the basic concepts and sociological perspectives on food.										
CO	2. Identify the interconnectedness between food and gender										
CO	3. Demonstrate knowledge about the nature of and transformation in the culinary cultures and culture of eating.										
CO	4. Appreciate the deep connection between food and quality of life.										
CO	5. Develop analytical skills to interpret Indian and local ethos and realities concerning food production, consumption and distribution.										

	PSO							
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CO/PSO 20SOC108E4		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Explain the basic concepts and sociological perspectives on food.	3	2	2	3	2	2	3	3
CO2	Identify the interconnectedness between food and gender	3	3	2	3	2	2	2	3
CO3	Demonstrate knowledge about the nature of and transformation in the culinary cultures and culture of eating.	3	3	2	3	3	2	2	3
CO4	Appreciate the deep connection between food and quality of life.	2	2	3	3	2	2	3	3
CO5	Develop analytical skills to interpret Indian and local ethos and realities concerning food production, consumption and distribution.	3	2	3	3	2	3	3	3

Mean Score: 2.6

Course Code & Title	20SOC10821 - SOCIAL DIMENSIONS OF GLOBALISATION		
Class	M.A.(5yr. int.) Sociology	Semester	VIII
Cognitive Level			
Course			

Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To explain the historical and social context of globalization 2. To summarize the role and influence of global media and technological changes upon the quality of information 3. To understand the global tourism and diasporas communities 4. To differentiate the differential perception of globalization among nations and their populations. 5. To describe the characteristics and issues relating to globalization 	
UNIT	Content	No. of Hours
I	Globalisation: Nature – Characteristics - Historical & Social context – Modernization and Globalization – Theories and Approaches – Benefits and disadvantages of Globalization. – End of Globalization Post-Globalization: Neo-liberalism.	10 Hours
II	Agencies of Globalization: Political economy of globalization – Multinational corporations (MNCs), nation-state, media, market, international agencies (International Monetary Fund, World Bank, etc.).	10 Hours
III	Globalization and culture: Ethos of globalization (unbridled freedom, individualism, consumerism) – Diffusion and projection of American value system and cultural patterns through the media – cultural homogenization, hegemony and dominance – Globalization and the resurgence of ethnic consciousness: global tourism, diasporic communities.	12 Hours
IV	Social consequences: Inequality within and among nation states – Differential perception among nations and their populations – socio-economic impact – Impact on individual and group identities.	10 Hours
V	Indian experience: Globalization and public policy – Debate on globalization – Impact of Globalization in India: Trends and prospects	8 Hours
References	<ol style="list-style-type: none"> 1. P.W.Preston, <i>Development theory – An introduction</i>. Oxford Blackwell Waters, Malcolm. 1996. <i>Globalization</i>. London: Routledge.1996 2. Ankie, Hoogvelt. <i>Globalization and the post – colonial world – The new political economy of development</i>. London: Macmillan, 1997 3. Arjun, Appadurai, <i>Modernity at large: Cultural dimensions of globalization</i>. New Delhi: Oxford University Press.1997 	

	<p>4. Ankie, Hoogvelt. <i>The sociology of development</i>: London: Macmillan, 1998</p> <p>5. Kiely, Ray and Phil Marfleet (eds.), <i>Globalization and the third world</i>. London: Routledge. 1998.</p> <p>6. <u>Joseph Stiglitz, <i>Globalization and its Discontents</i>, Harper and Collins, 2005. (B.T.B.).</u></p> <p>7. Joseph Stiglitz, <i>Making Globalization work</i>, Harper and Collins, 2007. Titmus. H, <i>Social Policy</i>, sterling publishers (p) ltd., ew Delhi, 1980</p>
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion of the course, Students should be able</p> <p>1. The Students will be able to understand the nature and dynamics of globalization</p> <p>2. The Students will have a clear understanding on Agencies of Globalization and Globalization and culture</p> <p>3. The Students will be able to understand the Social consequences of globalization and Impact of Globalization in India.</p> <p>4. The students will be able to analyze the roles of global corporations international organization</p> <p>5. The students will be able to demonstrate the social consequences of globalization in equality within and among states.</p>

	PSO							
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CO/PSO 20SOCIO821		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	The Students will be able to understand the nature and dynamics of globalization	3	3	3	3	2	2	2	2
CO2	The Students will have a clear understanding on Agencies of Globalization and Globalization and culture	3	3	3	2	2	2	3	2
CO3	The Students will be able to understand the Social consequences of globalization and Impact of Globalization in India.	3	3	3	3	3	2	2	2
CO4	The students will be able to analyze the roles of global corporations international organization	3	2	3	3	2	3	3	3
CO5	The students will be able to demonstrate the social consequences of globalization in equality within and among states.	3	3	2	3	3	2	2	2

Mean Score: 2.6

Course Code & Title	20SOCIO822 - SOCIOLOGY OF SCIENCE AND KNOWLEDGE		
Class	M.A.(5yr. int.) Sociology	Semester	VIII
Cognitive Level	K-2: ✓ K-3: ✓ K-4: ✓		

Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To explain the history and philosophy of science to locate sociology of science as a sub-discipline. 2. To undertake critical study of science by drawing upon such critiques from scientists themselves and classical sociologist. 3. To introduce the students to the discourse of science from the sociological point of view. 4. To illustrate the Indian tradition to illustrate the conflict between the traditional and the modern scientific practices. 5. To examine the role and place of science in Indian Society, by looking at the history, evolution and social movements of science. 	
UNIT	Content	No. of Hours
I	Perspectives in the Philosophy, History and the Sociology of Science -Classical theory and The Sociology of Knowledge - Introduction to Problems of the Sociology of Science - Origin of Modern European Science: Society and the Relation of Man and Nature - Influential thoughts on the development of a Sociology of Knowledge – Mannheim	12 Hours
II	Functionalist Theory of Science: Norms, Productivity and Rewards - Marxist Theory of Science and Society: A Case Study - Structuralist Theory of Science: Paradigm or Gestalt: Kuhn and-The Social Construction of Reality- Peter L Berger – Open Science – Feyerabend.	10 Hours
III	The Social Construction of Scientific Knowledge; Science and the State in India, Colonial and Post-Colonial Science and Technology Policy; Programs and Institutions (CSIR, IIT) – Knowledge and Social Class – Knowledge and Human Interest &The Legitimization of Knowledge: Ideology and Knowledge: Habermas.	12 Hours
IV	Establishing the boundaries of knowledge: academic, artistic, scientific and religious - Science, Society and Social Movements in India and the West (People Science Movements) Science, Ethics, Religion and Culture.	8 Hours
V	The Gatekeepers of Knowledge - Ethnography of the Laboratory - The Corporate Framework of Knowledge - The Information Highway -The Internet and Knowledge -A critical analysis of the Information Age	8 Hours

References	<ol style="list-style-type: none"> 1. Robert K. Merton, "The Normative Structure of Science [1942]" <i>The Sociology of Science: Theoretical and Empirical Investigations</i> (Chicago: University of Chicago Press, 1979), pp. 267–278. 2. Popper, Karl. 1959. <i>The Logic of Scientific Discovery</i>. London: Tavistock. 3. Merton, Robert. K. 1973. <i>The Sociology of Science: Theoretical and Empirical Investigations</i>. Chicago: The University of Chicago Press. Chapter 13 "The normative structure of science." Pp. 267-278 and chapter 20 "The Mathew Effect in Science" Pp. 439-459. 4. Bruno Latour and Steve Woolgar, <i>Laboratory Life: The Construction of Scientific Facts</i>. 2nd ed. (Princeton University Press, 1979/1986). (Excerpt) 5. Latour, Bruno. (1987). <i>Science in Action</i>. Cambridge: Harvard University Press. 6. Haraway, Donna J. 1998. "Situated knowledge: the science question in Feminism and the privilege of partial perspective." Pp. 172-188 in <i>The Science Studies Reader</i>, edited by Mario Biagioli. London: Routledge. 7. Bloor, David. 1976. <i>Knowledge and Social Imagery</i>. Chicago: University of Chicago Press. 8. Collins, Harry. 1985. <i>Changing Order: Replication and Induction in Scientific Practice</i>. London: Sage. (Chapters 2-4). 9. Kuhn, Thomas. 1962. <i>The Structure of Scientific Revolutions</i>. Chicago: Chicago University Press. 										
Course Outcomes	<p>On completion of the course, Students should be able</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 10%; text-align: right; vertical-align: top;">CO</td> <td style="vertical-align: top;">1. To explain the history and philosophy of science to locate sociology of science as a sub-discipline.</td> </tr> <tr> <td style="text-align: right; vertical-align: top;">CO</td> <td style="vertical-align: top;">2. To undertake critical study of science by drawing upon such critiques from scientists themselves and classical sociologist.</td> </tr> <tr> <td style="text-align: right; vertical-align: top;">CO</td> <td style="vertical-align: top;">3. To elaborate on the discourse of science from the sociological point of view.</td> </tr> <tr> <td style="text-align: right; vertical-align: top;">CO</td> <td style="vertical-align: top;">4. To illustrate the Indian tradition to illustrate the conflict between the traditional and the modern scientific practices.</td> </tr> <tr> <td style="text-align: right; vertical-align: top;">CO</td> <td style="vertical-align: top;">5. To examine the role and place of science in Indian Society, by looking at the history, evolution and social movements of science.</td> </tr> </table>	CO	1. To explain the history and philosophy of science to locate sociology of science as a sub-discipline.	CO	2. To undertake critical study of science by drawing upon such critiques from scientists themselves and classical sociologist.	CO	3. To elaborate on the discourse of science from the sociological point of view.	CO	4. To illustrate the Indian tradition to illustrate the conflict between the traditional and the modern scientific practices.	CO	5. To examine the role and place of science in Indian Society, by looking at the history, evolution and social movements of science.
CO	1. To explain the history and philosophy of science to locate sociology of science as a sub-discipline.										
CO	2. To undertake critical study of science by drawing upon such critiques from scientists themselves and classical sociologist.										
CO	3. To elaborate on the discourse of science from the sociological point of view.										
CO	4. To illustrate the Indian tradition to illustrate the conflict between the traditional and the modern scientific practices.										
CO	5. To examine the role and place of science in Indian Society, by looking at the history, evolution and social movements of science.										

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CO/PSO 20SOCIO822		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	To explain the history and philosophy of science to locate sociology of science as a sub-discipline.	3	2	2	3	2	2	3	3
CO2	To undertake critical study of science by drawing upon such critiques from scientists themselves and classical sociologist.	3	3	2	3	2	2	2	3
CO3	To elaborate on the discourse of science from the sociological point of view.	3	3	2	3	3	2	2	3
CO4	To illustrate the Indian tradition to illustrate the conflict between the traditional and the modern scientific practices.	2	2	3	3	2	2	3	3
CO5	To examine the role and place of science in Indian Society, by looking at the history, evolution and social movements of science	3	2	3	3	2	3	3	3

Mean Score: 3.0

Course Code & Title	20SOCIO9M1 - SOCIAL ECOLOGY (Modular Course)		
Class	M.A.(5yr. int.) Sociology	Semester	IX
Cognitive Level	K-1:✓		

	K-4:✓ K-5:✓	
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To analyze students with the recently emerged filed of environmental sociology and theoretical perspective 2. To identify relation between environment and society and help them. 3. To appraise knowledge of contemporary environmental issues, problems, their causes and solutions. 4. To analyze Environmental Movements and Development of Marginalization. 5. To identify the role of state and non-state organization in the management of the natural resources 	
UNIT	Content	No. of Hours
I	Environmental Sociology in India Early Interest in Ecological Issues in India: Patrick Geddes, Radhakamal Mukerjee and Verrier Elwin Research in Social Ecology / Environmental Sociology in India:	5 Hours
II	Natural Resources and their Utilization: Common Land: Land Use Patterns in India, Water Resources: Rivers, Well, Tank, Canal-Lift Irrigation - Social Structure and Water Distribution, Problem of Drinking Water	5 Hours
III	Environmental Issues Industrial Pollution, Quality of Urban life, Rural Industrialization and Ecological balance, Problems of Soil Erosion, Deforestation and Salination.	5 Hours
IV	Environmental Movements, Development and Marginalization Environmental Movements: Causes of environmental movements, Chipko Movement and Silent Valley Movement, Appiko Movement, Narmada Movement, State Power and Developmentalist Ideology, Politics of Environmental Movements.	5 Hours
V	Initiatives of the State and International Agencies The role of state and non-state organization in the management of the natural resources - Role of NGOs in the protection of environment Stockholm, Environment and Sustainable Development, Rio Conference Mandates	5 Hours
References	<ol style="list-style-type: none"> 1. Arnold, David and Guha, Ramchandra,(eds.), <i>Nature, Culture and Imperialism</i>, Oxford University Press,New Delhi,1955. 2. Baviskar, Amita, <i>In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley</i>,OUP,Delhi,1997Gadgil, Madhav and Rama Chandra Guha,' <i>Ecological Conflicts and Environmental Movements in India</i>', Development and Change,Vol.25,No.1.1999. 3. Gadgil, Madhav and Guha, Ramchandra, <i>Ecology and Equity: The use and Abuse of Nature in Contemporary India</i>, Oxford University Press,NewDelhi,1996,pp.9-191. 4. Gadgil Madhav and Guha, Ramchandra, <i>The Fissured Land: An</i> 	

	<p><i>Ecological History of India</i>, Oxford University Press, New Delhi, 1992, pp.69-110.</p> <p>5. Giddens Anthony, “<i>Global Problems and Ecological Crisis</i>”, in Introduction to Sociology, 2nd Edition, W.W.Norton and Company, New York, 1996, pp.384-389.</p> <p>6. Guha Ramachandra, ‘<i>Forestry in British and Post-British India: A Historical Analysis</i>’, <i>Economic and Political Weekly</i>, 29 October and 5-12 November issues (in two parts), pp.1882-1896 and pp.1940-47, 1983.</p> <p>7. Merchant Carolyn, <i>Ecology: Key Concepts in Critical Theory</i>, Humanities Press, New Jersey.</p> <p>8. Macionis, John C, “<i>The Natural Environment and Society</i>”, in Sociology 5th (Ed.), New Jersey: Prentice-Hall, 1995, pp.591-612.</p> <p>9. Shiva, Vandana, <i>Staying Alive Women, Ecology and Survival in India</i>, New Delhi: Kalifor Women Press, 1988, pp.1-37, 218-228.</p>
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion of the course, Students should be able</p> <ol style="list-style-type: none"> 1. To analyze the environmental Sociology in India. 2. To assess as well as Natural resources and their utilization. 3. To identify the Environmental Issues. 4. To assess the Environmental movement, Development and Marginalization. 5. To explain the initiatives of the State and International Agencies.

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CO/PSO 20SOCI09M1		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	To analyze the environmental Sociology in India	2	3	3	3	3	2	3	3
CO2	To assess as well as Natural resources and their utilization.	2	3	3	3	3	2	3	3
CO3	To identify the Environmental Issues	3	2	3	2	2	3	3	3
CO4	To assess the Environmental movement, Development and Marginalization	3	3	2	3	2	3	3	3
CO5	To explain the initiatives of the State and International Agencies.	3	3	3	2	3	3	3	3

Mean Score: 2.8

Course Code & Title	20SOCI09M2 - ENHANCING SOCIAL SELF (Modular Course)		
Class	M.A.(5yr. int.) Sociology	Semester	IX
Cognitive Level	K-1: ✓ K-3: ✓ K-4: ✓		

Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. Learn to be empathetic with others 2. Know tools for active listening 3. Effectively communicate interpersonally 4. Recognize various social cues 5. Know various forms of body language 	
UNIT	Content	No. of Hours
I	Getting Started - Increase Your Self Awareness - Remove or Limit Self-Deception - Ask for Feedback - Be Open to Change - Reflect on Your Actions - The Keys to Empathy.	5 Hours
II	Insight on Behaviour – Perception - Facts vs. Emotions- Online Communication - Listen and Watch More - Insight on Behaviour	5 Hours
III	Social Cues - Recognize Social -Situations -The Eyes Have It -Non-Verbal -Cues -Verbal Cues - Spectrum of Cues- Review and Reflect- Being Adaptable and Flexible- Personal Space - Conversation Skills - Current Events- Conversation Topics- Cues to Watch For- Give People Your Attention.	5 Hours
IV	Listening and Paying Attention - Being non-judgmental - Shift Your View- Resisting Fake Emotions - Active Listening - Don't Jump to Conclusions - Shift Your Focus - Don't Discount Feelings.	5 Hours
V	Body Language - Be Aware of Your Movements- It's Not What You Say – It's How You Say It- Open vs. Closed Body Language - Communicate with Power - Building Rapport - Forget About Yourself- Remembering People - Ask Good Questions.	5 Hours
References	<ol style="list-style-type: none"> 1. Cantor, N., &Kihlstrom, J.F. (1987). <i>Personality and social intelligence</i>. Englewood Cliffs, N.J.: Prentice-Hall. 2. Gardner, H. (1983). <i>Frames of mind: The theory of multiple intelligences</i>. New York: Basic Books. 3. Goffman, E. (1959). <i>The presentation of self in everyday life</i>. Garden City, N.Y.: Doubleday Anchor. 4. Goleman, Daniel. (2007) <i>Social intelligence: the new science of human relationships</i>, New York: Bantam Books. 5. Guilford, J.P. (1967). <i>The nature of intelligence</i>. New York: McGraw-Hill. 6. Sternberg, R.J. (1988). <i>The triarchic mind: A new theory of intelligence</i>. New York: Viking. 	
Course Outcomes	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Learn to be empathetic with others 2. Appreciate tools for active listening 3. Demonstrate effective interpersonal communication skills 	

	4. Recognize various social cues 5. Identify various forms of body language
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	PSO							
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CO/PSO 20SOC109M2		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Learn to be empathetic with others	2	3	3	3	3	3	2	3
CO2	Appreciate tools for active listening	2	3	3	3	3	2	3	3
CO3	Demonstrate effective interpersonal communication skills	3	3	2	3	3	3	2	3
CO4	Recognize various social cues	3	3	3	2	3	3	3	2
CO5	Identify various forms of body language	3	3	3	2	2	3	3	3

Mean Score: 2.8

Course Code & Title	20SOC109M3 - DYNAMICS OF SOCIAL LIFE (Modular Course)		
Class	M.A.(5yr. int.) Sociology	Semester	IX
Cognitive Level	K-1: ✓ K-3: ✓		

	K-4:✓ K-6:✓	
Course Objectives	The students will be able to 1. State the dynamics of social life. 2. Recognize the structure and functions of social organisations. 3. Relate various forms social processes in daily life; 4. Analyse social system and means of social mobility; 5. Judge the impact of collective efforts on social life.	
UNIT	Content	No. of Hours
I	Social Organisations: Social Groups: Meaning – Classification of Social Groups: Primary – Secondary – In-Group & Out-Group – Reference Group – Voluntary & Involuntary Groups; Groups and Individuals – Importance of Group Identity.	5 Hours
II	Social Process: Meaning – Forms of Social Process: Associative Process (Cooperation, Accommodation, Assimilation) – Dissociative Process (Competition, Conflict) – Types – Advantages – Limitations.	5 Hours
III	Social Stratification & Social Mobility: Meaning – Characteristics – Perspective of Social Stratification: Functionalism – Conflict – Symbolic Interactionism; Forms of Stratification: Caste, Class, Gender, Race, Ethnicity and Social Exclusion; Stratification and Social Control – Social Mobility – Meaning – Types of Social Mobility: Vertical – Horizontal.	5 Hours
IV	Collective Behaviour & Social Control Concept – Attributes – Forms of Collective Behaviour: Crowd and Public – Mobs and Riots – Panic – Lynch – Mass Hysteria – Rumors – Public and Public Opinion – Collective Behaviour, Social Movements, and Social Change. Means of Social Control: Informal – Folkways, Norms, Mores, Morals, Religion; Formal: Law, Jurisprudence, Education.	5 Hours
V	Social Movements: Meaning – Attributes of Social Movements – Types of Social Movements: Reformatory – Revolutionary – Resistance – Expressive – Alternative; Life Cycle of Social Movements; Social Movements and Social Change.	5 Hours
References	1. Shankar Rao C.N Introduction to Sociology S. Chand 2008 2. Abigail Fuller “ Introduction to Sociology” Connections Rice	

	<p>University Jan 2014</p> <ol style="list-style-type: none"> 3. Inkeles, Alex, “What is Sociology” An Introduction to the Discipline and Profession, Prentice Hall of India Private Limited New Delhi.2003 4. Gisbert, P. “Fundamentals of Sociology” Orient Lomgman, Bombay 1989. 5. Bottomore, T.B; 1971; Sociology: A Guide to Problems and Literature; Bombay; Blackie and son publication Pvt. ltd. 6. Jayaram, N; 1990; Introducing Sociology; New Delhi, Macmillan India ltd. 7. Johnson, Harry M;1995; Sociology: A Systematic Introduction, New Delhi; Allied publishers. 8. R.M. MacIver and Charles H. Page, Society: An Introductory Analysis, London: MacMillan & Co. Ltd, 1962, 9. William F. Ogburn and Meyer F. Nimkoff, Sociology, Boston: Houghton Mifflin Company, 1988. 10. E.W. Stewart and J.a. Glynn, Introduction to Sociology, New Delhi: Tata McGraw-Hill Publishing Company Ltd., 1981.
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Describe the dynamics of life and societal values; 2. Interpret the structure and functions of social organisations; 3. Analyse the importance of social processes in their social life; 4. Show the collective nature of human behavior. 5. Sketch the nature, significance and impact of collective efforts.

CO/PSO 20SOCIO9M3		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Describe the dynamics of life and societal values	2	3	3	2	3	3	3	3
CO2	Interpret the structure and functions of social organisations	3	3	3	2	2	3	3	2
CO3	Analyse the importance of social processes in their social life	2	2	3	3	3	2	3	3
CO4	Show the collective nature of human behavior	3	2	3	2	2	2	3	3
CO5	Sketch the nature, significance and impact of collective efforts	2	3	3	3	2	3	3	3

Mean Score: 2.7

Course Code & Title	20SOCIO9M4 - SOCIOLOGY OF DELINQUENCY		
	(Modular Course)		
Class	M.A.(5yr. int.) Sociology	Semester	IX
Cognitive Level	K-1: ✓ K-3: ✓ K-4: ✓ K-6: ✓		

Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. Define nature and characteristics of delinquency and as a form social fact. 2. Relate various perspectives with the delinquent behavior. 3. Analyse the causes and consequences of delinquency. 4. Explain the environment's influence on delinquency. 5. Support the correctional and rehabilitative means for delinquency. 	
UNIT	Content	No. of Hours
I	<p>Introduction Delinquency: Concept – Nature – Characteristics – Causes– Measurement of Delinquency: Crime Reports – Court Statistics – Cohort Studies – Victimization Surveys; Dimensions of Delinquent Behaviour; Importance of Sociology in studying Delinquency.</p>	5 Hours
II	<p>Theories on Delinquency Social Structure Theories: Social Disorganisation Theory – Cultural Deviance Theory – Strain Theory; Social Process Theory: Differential Association Theory – Control Theory; Feminist Perspectives.</p>	5 Hours
III	<p>Delinquency and Criminal Behaviour Delinquency as a form of Deviant Behaviour; Delinquency and Crime; Delinquency and Criminal Attitudes; Cultural Patterns, Mass Media, Family, Neighbourhoods.</p>	5 Hours
IV	<p>Environment and Delinquency Family and Delinquency; Child Abuse and Neglect; School, Delinquency; Gang Delinquency; Drugs and Delinquency; Habitat and Delinquency.</p>	5 Hours
V	<p>Social Control of Delinquency Social Control of Delinquency: Prevention – Diversion – Correction; The Police and the Juvenile; The Juvenile Court; Community-based Corrections; Institutions for Juveniles; Interventions Strategies in School</p>	5 Hours
References	<ol style="list-style-type: none"> 1. Ahuja, Ram, 2008. Criminology, New Delhi: Rawat Publications 2. Ahuja Ram, 1992. Social Problems in India, New Delhi: Rawat Publications 3. Burchard, John D. & Sarah N. Burchard (eds.), 1987. Prevention of Delinquent Behaviour, New Delhi: Sage 4. Clinard MB. Sociology of Deviant Behaviour. New York: Holt, Rinehart and Winston, Inc. 5. Edgerton, Robert B. 1985. Rules, Exceptions and Social Order. University of California Press 6. Hawkins, David J (ed.), 1996. Delinquency and Crime: Current 	

	<p>Theories, Cambridge University Press</p> <ol style="list-style-type: none"> 7. Howell, James C. 1997. Juvenile Justice and Youth Violence, New Delhi: Sage 8. Regoli, Robert M. 1991 Delinquency in Society: A Child Centred Approach, New York: McGraw Hill 9. Thio, Alex, 2000. Deviant Behavior. 10th Edition. Boston, MA: Allyn& Bacon 10. Tumin, MM. 1973. Patterns of Society, Boston: Little, Brown and Company, 1973.
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Outline the importance of Sociology in studying delinquency. 2. State the social roots of delinquent behavior. 3. Relate the interrelationship between delinquency and crime. 4. Analyse the impact of social institutions on delinquent behavior. 5. Recommend the appropriate means of prevention and correction of delinquency.

	PSO							
	1	2	3	4	5	6	7	8

CO/PSO 20SOCIO9M4		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Outline the importance of Sociology in studying delinquency	3	3	3	2	3	3	2	2
CO2	State the social roots of delinquent behavior	2	3	3	3	3	3	3	3
CO3	Relate the interrelationship between delinquency and crime	3	3	3	2	2	2	3	3
CO4	Analyse the impact of social institutions on delinquent behavior	3	2	3	3	3	2	3	3
CO5	Recommend the appropriate means of prevention and correction of delinquency	2	2	2	3	3	3	2	3

Mean Score: 2.7

Course Code & Title	20SOCIO923 - CULTURE, PERSONALITY AND SOCIETY		
Class	M.A.(5yr. int.) Sociology	Semester	VIII
Cognitive Level	K-1: ✓ K-2: ✓ K-4: ✓		

Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> To introduce the history, theories and paradigms related to sociological foundations of personality To assess the relationship between personality, society and culture To list and elaborate on the constructed nature and cultural foundation of personality To diagnose the linkages the mental health of societal members has with culture, and society To contextualize the understanding of personality in the culture and ethos of Indian Society. 	
UNIT	Content	No. of Hours
I	<p>History, Theory, Paradigms: Personality Freud and the development of self; Erich From and the crisis of Psychoanalysis - Interactionist Perspective on Personality G. H Mead and the Individual Self Goffman and Theself-presentation; George C Homans and the Social Self.</p>	10 Hours
II	<p>Personality, Society and Culture: The cultural Background of Personality (R. Linton); Childhood and Society(EricErickson);Cultural Symbols and the identity formation (C. Geertz); The National Character (M. Mead)</p>	10 Hours
III	<p>Cultural Construction of Personality: Cultural Pattern and Personality - Enculturation and Psychoanalytic Approaches - Social Structure and Enculturation - Actors, Social Structure, and Affect - Cognitive Schemas and Cultural Mediation - Stereotypes & Bias Emotions and Culture -The Self and Culture Change, Culture and Personality in a World of Change.</p>	10 Hours
IV	<p>Mind, Culture and Society: Mental Wellness and Illness; Aggression, Anthropological Debates, and Models; Trauma and Memory in Cultural Perspective; Altered States.</p>	10 Hours
V	<p>Personality and Social Structure: the Indian Context RadhakamalMukerjee: Personality, Society, Values Indian Childhood (Sudhir Kakar) AshisNandy (The Intimate Enemy)</p>	10 Hours

References	<ol style="list-style-type: none"> Erickson, Eric H. 1950. <i>Childhood and Society</i>. New York: W. W. Norton & Co., Inc. Patricia M. Greenfield, (Sept. 2000), "What Psychology can do for Anthropology, or Why Anthropology Took Postmodernism on the Chin," <i>American Anthropologist</i> Vol. 102, No. 3 Pp. 564-576. Geertz, C. 1973. <i>Interpretation of Culture</i>. New York: Basic Books. Goffman, E. 1959. <i>The Presentation of Self in Everyday Life</i>. New York: Anchor Books. Hall Calvin S & Gardner Lindzey. 1985. 'The Relevance of Freudian
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	<p>Psychology and Related Viewpoints for the social sciences' in <i>Handbook of Social Psychology vol. I</i>. New York: Academic Press.</p> <p>6. Homans, George, C. 1961. <i>Social Behaviour: Its Elementary Forms</i>. London: Routledge & Kegan Paul.</p> <p>7. Kakar, S.1979. <i>Indian Childhood: Cultural Ideas and Social Reality</i>. New Delhi: Oxford University Press.</p> <p>8. Linton, R. 1949. <i>The Cultural Background of Personality</i>. London: Routledge & Kegan Paul.</p> <p>9. Mead, G.H. 1938. <i>Mind, Self and Society</i>. Chicago: University of Chicago Press.</p> <p>Parsons, T. 1964. 'Psychoanalysis and Social Structure' in <i>Essays in Sociological Theory</i>. New York: Free Press.</p>
Course Outcomes	On completion of the course, Students should be able
CO	1. To describe the history, theories and paradigms related to sociological foundations of personality.
CO	2. To assess the relationship between personality, society and culture
CO	3. To list and elaborate on the constructed nature and cultural foundation of personality.
CO	4. To diagnose the linkages the mental health of societal members has with culture, and society.
CO	5. To demonstrate deep understanding of personality by locating it in the culture and ethos of Indian Society.

	PSO							
	1	2	3	4	5	6	7	8

CO/PSO 20SOC10823		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	To describe the history, theories and paradigms related to sociological foundations of personality.	2	3	3	3	3	3	2	3
CO2	To assess the relationship between personality, society and culture.	2	3	3	3	3	2	3	3
CO3	To list and elaborate on the constructed nature and cultural foundation of personality.	3	3	2	3	3	3	2	3
CO4	To diagnose the linkages the mental health of societal members has with culture, and society.	3	3	3	2	3	3	3	2
CO5	To demonstrate deep understanding of personality by locating it in the culture and ethos of Indian Society	3	3	3	2	2	3	3	3

Mean Score: 2.8

Course Code & Title	20SOC10924 - EDUCATION AND SOCIETY		
Class	M.A.(5yr. int.) Sociology	Semester	IX
Cognitive Level	K-1: ✓ K-3: ✓ K-4: ✓ K-6: ✓		

Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To outline the concept of education with types and functions; 2. To relate the scope and subject matter of sociology in the field of education with sociological approaches; 3. To review the philosophical and social foundations of education; 4. To relate the development of education from pre-colonial period and contributions of various social movements; 5. To critique the problems in education and contemporary trends. 	
UNIT	Content	No. of Hours
I	<p>Introduction: Education: Meaning – Aims –Types – Functions; Theoretical Approaches to Education: Functionalist – Conflict – Symbolic Interactionism; Nature and Scope of Sociology of Education; Importance of Studying Sociology of Education.</p>	8 Hours
II	<p>Education as a Process: Education and Socialization; Alternatives in Education: Adult Education – Socially Productive – Continuing and Distance Education – Lifelong Learning; Agencies of Education: Family – Peer Group – School/College – Teacher – Religion – Mass Media; Education and Social Control.</p>	10 Hours
III	<p>Philosophical and Social Foundations of Education Philosophical Foundation: Francis Bacon – J. Dewey, Vivekanandar – Tagore – Gandhi – Hindu, Islamic and Christian Philosophy of Education; Social Context of Education: Industrial Revolution – Modernisation – Nationalism – Social Reform Movements; Factors Affecting Educational Attainment: Sex, Caste, Class, Religion, Race, Place of Residence.</p>	12 Hours
IV	<p>Education in India: Historical Background of Education in India:Pre-Colonial Education – Colonial Education – Downward Filtration Theory; Education in Post-Independent India: Committees & Commissions Constituted for Revamping of Education – Structure of Education – Tracking - Streaming; Problems in Indian Education: Truancy, Wastage – Stagnation – Drop Out – Brain Drain; Educational Status of Women, SC/ST.</p>	10 Hours
V	<p>Contemporary Trends in Education: Trends in Education: Privatization – Vocationalization– Commercialization – Technicalization of Education; Financing of</p>	10 Hours

	Education; Self-Supporting Education; Status of Professional Education; New Educational Policy; Alternative Education Programmes – Global and Indian Models: Mirambika and Rishi Valley experiments.	
References	<ol style="list-style-type: none"> 1. Banks. Olive. Sociology of Education, (2nd Ed.) London: Batsford. 1971. 2. Blackledge, D and Hunt, B. Sociological Interpretations of Education. London :CromHelm. 1985 3. Chandra, S.S. and Sharma R.K. Sociology of Education. New Delhi: Atlantic Publishers and Distributors. 2008. 4. Channa, Karuna: Interrogating Women’s Education, Jaipur and New Delhi, Rawat Publications, 2001. 5. Ghosh, S.C. The History of Education in Modern India. New Delhi: Orient Longman. 2000. 6. Gore, M.S. et. all(ed.):Papers on Sociology of Education in India, New Delhi, NCERT, 1975. 7. Jerome Karabeland H. Halsey. Power and Ideology in Education. Oxford University, 1997 8. Kabeer, Nambissan & Subrahmaniam(eds.) Child Labour and Right to Education in South Asia. Sage Publication, New Delhi. 2000 9. Mohanty, J. Indian Education in the Emerging Society. New Delhi: Sterling Publishers Private Limited, 1994. 10. Pathak, A vijit, Education and Moral Quest, Rainbow Publishers, New Delhi 2010 	
Course Outcomes	On completion of the course, Students should be able to	
CO	1. Recognize the concept, meaning and types of education;	
CO	2. Sketch the Philosophical and social foundations of Education;	
CO	3. Interpret the Indian Tradition of Education;	
CO	4. Explain the social agents and agencies of education;	
CO	5. Summarise the Policies and Programmes of education in Indian; society.	

	PSO							
	1	2	3	4	5	6	7	8

CO/PSO 20SOCI0924		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Recognize the concept, meaning and types of education	2	3	3	3	2	3	2	3
CO2	Sketch the Philosophical and social foundations of Education	3	3	3	2	3	3	3	2
CO3	Interpret the Indian Tradition of Education;	3	3	3	3	2	3	3	3
CO4	Explain the social agents and agencies of education	2	3	3	3	2	3	3	2
CO5	Summarise the Policies and Programmes of education in Indian; society	3	3	2	3	2	3	3	3

Mean Score: 2.7

Course Code & Title	20SOCI0925 - ECONOMIC SOCIOLOGY		
Class	M.A.(5yr. int.) Sociology	Semester	IX
Cognitive Level	K-2: ✓ K-3: ✓ K-4: ✓		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To orient the students to the field of economic sociology by critiquing the excessive economism. 2. To detail the theoretical approaches to the sociological foundations of economic transactions. 3. To trace the specifics of emerging economic sociology by detailing the important sociological contributions. 4. To illustrate the relationship between economic action and social life and structure. 		

	5. To locate economic development in the socio-cultural context of Indian society.	
UNIT	Content	No. of Hours
I	Introduction and Orientation to the Field: Emergence of economic sociology: The Economic Approach - Critiques of the Economic Approach - Moral Views.	10 Hours
II	Theoretical Approaches: Classical sociological Perspectives: Marx: critique of political economy; Durkheim: division of labour; Weber: sociology of capitalism; Veblen: Conspicuous consumption. Recent sociological interpretation of economy: Polanyi (economy as instituted process), Granovetter (Problem of embeddedness).	10 Hours
III	Rise of new economic sociology: Approaches of new economic sociology, new economic sociology and classical economic sociology – Social life of things: Arjun Appadurai – Consumptive Behaviour.	10 Hours
IV	Economic action and social structure: Varieties of embeddedness, social networks in economic behaviour Culture and Values– Social Capital – Gender- Labour Market and networks – Corporations - Household Economy and Care Work – Consumption	10 Hours
V	Socio-cultural context of economic development: Culture and development with special reference to India, Social background of business groups – Growth Vs Development : Globalisation & Rise of neoliberalism.	10 Hours

References	<ol style="list-style-type: none"> 1. Swedberg, Richard. 2003. Principles of Economic Sociology. Princeton: Princeton University Press. 2. Trigilia, Carlo, 2002. Economic Sociology: State, Market, and Society in Modern Capitalism. Oxford: Blackwell. 3. Granovetter, Mark, 1985. Economic Action and Social Structure. American Journal of Sociology. Vol. 91, No.3. 4. Kapp, William. 1963. Hindu Culture, Economic Development, and Economic Planning in India: A Collection of Essays. Bombay: Asia Publishing House. 5. Karl Polanyi, Conrad M. Arensberg, and Harry W. Pearson, eds., 1957. Trade and Market in the Early Empires. New York: The Free Press. 6. Rao, Vijayendra and Michael Walton (eds.) Culture and Public Action. Delhi: Permanent Black. 7. Smelser Neil. J. (ed.) Readings in Economic Sociology. Berkeley: University of California Press.
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	8. Smelser, Neil J. & Swedberg, Richard (eds.) Handbook of Economic Sociology. Princeton: Princeton University Press. 9. Veblen, T. 1899. The Theory of the Leisure Class. Penguin Classics.
Course Outcomes	On completion of the course, Students should be able
CO	1. To critically analyse the excessive economism prevailing in the sociological understanding of economic life.
CO	2. To detail the theoretical approaches to the sociological foundations of economic transactions.
CO	3. To trace the specifics of emerging economic sociology by detailing the important sociological contributions.
CO	4. To illustrate the relationship between economic action and social life and structure.
CO	5. To contextually explain the economic development of Indian society.

	PSO							
	1	2	3	4	5	6	7	8

CO/PSO 20SOC10925		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer /	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of ruralsetting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	To critically analyse the excessive economism prevailing in the sociological understanding of economic life.	3	3	2	3	3	3	3	3
CO2	To detail the theoretical approaches to the sociological foundations of economic transactions.	3	2	3	3	3	2	3	3
CO3	To trace the specifics of emerging economic sociology by detailing the important sociological contributions.	3	3	3	3	3	2	3	3
CO4	To illustrate the relationship between economic action and social life and structure.	3	3	3	3	2	3	3	3
CO5	To contextually explain the economic development of Indian society	2	3	2	3	3	3	2	2

Mean Score: 2.8

Course Code & Title	20SOC10926 - SOCIOLOGY OF FAMILY		
Class	M.A.(5yr. int.) Sociology	Semester	IX
Cognitive Level	K-1: ✓ K-2: ✓ K-3: ✓ K-4: ✓		

Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. State structure and functions of family as a social institution; 2. Explain socially approved means to form a family and the causes for its dissolution. 3. Predict transitions in the structure and functions of family. 4. Sketch factors responsible for crisis in the system of family; 5. Compute the interrelationship between family and other social institutions. 	
UNIT	Content	No. of Hours
I	Introduction Family: Concept – Features – Functions – Types – Alternate Arrangements to Family; Theoretical Approaches to Family: Functionalism – Conflict – Interactionism – Exchange; Family in Historical Context; Family, Marriage and Kinship.	10 Hours
II	Family Formation and Dissolution Mate Selection: Incest Taboo – Homogamy; Premarital Interaction: Dating – Cohabitation; Marriage: Conceptions on Marriage – Social and Legal Requirements for Marriage – Legal Status of Spouse – Religious Views of Marriage – Marital Adjustment.	10 Hours
III	Dynamics/Transitions in Family Family Expansion: Parental Mystique – Fertility – Family Planning /Fertility Limitation – Parenthood; Child Development and Socialisation: Conditions of Socialisation – Process of Socialisation – Socialisation and the Family; Families in Later Life: Husband and Wife – Older Couple and Family – Family Disorganisation.	10 Hours
IV	Crisis and Change in Family Family Violence: Perspectives on Family Violence – Forms of Family Violence: Conjugal Violence – Child Abuse – Violence against Aged – Rape; Divorce: Prevalence – Causes – Consequences – Single Parenthood – Remarriage – Family Constitution and Adjustment in Remarried Families.	10 Hours
V	Family and Other Social Institutions Family and Education: Formal Education and Age – Schooling and Social Values – Family and Academic Success; Family and Economy: Family, Work and Income – Family and Social Standing; Family and State: Laws Governing Marriage and Divorce – Marital Relations – Children in the Family – Support	10 Hours

	of Families for Elderly, Survivors and Disabled; Family and Religion: Religion and Family through the Life Cycle – Hindu, Christian and Islamic Families.	
References	<ol style="list-style-type: none"> 1. Carsten, Janet. 2000. Cultures of Relatedness: New Approaches to the Study of Kinship. Cambridge: Cambridge University Press. 2. Dube, Leela 1974. Sociology of Kinship: An Analytical Survey of Literature. Bombay: Popular Prakashan. 3. Dumont, L. 1966. Marriage in India: The Present State of the Question, III North India in relation to South India. Contributions to Indian Sociology 9: 90-114. 4. Engels, F. 1948. The Origin of the Family, Private Property and the State. Moscow: Progress Publishers. 5. Goody, Jack (ed.) 1958. The Developmental Cycle in Domestic Groups. Cambridge: Cambridge University Press. 6. Hutter, Mark. (2008) The Changing Family, Boston: Allyn and Bacon. 7. Keesing, R.M. 1975. Kingroups and Social Structure New York: Holt Rinehart and Winston. 8. Leslie, G.R, and Korman (1999), S.K. The Family in Social Context. New York: Oxford University Press. 9. Nock, S.L. (1992). Sociology of the Family. New Jersey: Prentice Hall. 10. Royal Anthropological Institute of Great Britain and Ireland, 1951. Notes and Queries on Anthropology. 6th rev. ed., London: Routledge and Kegan 	
Course Outcomes	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Outline the structure and functions of family; 2. Show the means to form a family and causes for disorganisation; 3. Interpret the dynamics in the functions of family; 	

	<p>4. Analyse the factors responsible for crisis in the system of family;</p> <p>5. Relate family and other social institutions.</p>
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		PSO							
		1	2	3	4	5	6	7	8
CO/PSO 20SOC10926		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Outline the structure and functions of family	2	3	3	3	3	3	3	2
CO2	Show the means to form a family and causes for disorganisation	3	3	3	3	3	2	2	3
CO3	Interpret the dynamics in the functions of family	3	3	3	3	3	3	2	3
CO4	Analyse the factors responsible for crisis in the system of family	3	2	3	3	3	3	3	3
CO5	Relate family and other social institutions	2	3	3	3	3	3	3	3

Mean Score: 2.8

Course Code & Title	20SOCIO927 - VISUAL SOCIOLOGY		
Class	M.A.(5yr. int.) Sociology	Semester	IX
Cognitive Level	K-2: ✓ K-3: ✓ K-4: ✓		
Course Objectives	<ol style="list-style-type: none"> 1. To Gain an introduction to visual sociology. 2. To use visual technologies to learn about the social world. 3. To practice observational skills, with or without a camera, and thus become knowledgeable observers of society. 4. To develop visual literacy to understand the sociological importance of depictions of different groups of people and their social environments. 5. To Enhance sociological imaginations to critically analyze images orally and in writing. 		
UNIT	Content	No. of Hours	
I	Introduction to Visual Sociology: Concepts – Career of Visual Sociology – Visual Anthropology to Visual Sociology – Ethics: Role of Researcher - Practicing Visual Sociology: Visual Media and Professional Practice – Performance and expressive practices in India.	8 Hours	
II	Theories and Approaches: The practice of seeing and interpreting visual world - Approaches to Analysis of Images - <i>The Power of the Visual – Video: Visual Narrative – Photography – Sound – Semiology of visual – Performative Analysis: Victor Turner, Schechner</i> -Visual Ethnography	10 Hours	
III	Popular Visual Culture: Normalization of violence – Caste, Class, and Gender in Visual Media – Visual World and Social norms and Social Construction – Public Visual Cultures: Posters, flex boards, written words and images in quotidian life.	8 Hours	
IV	Visual Sociology of Images: Images, graphic display or photographs - Photos and Photovoices – Drawing and Paintings - Analysing Advertisements – Subjectivity Photograph and Photographer – Culture, identity body and anthropology of image – Studying films – Politics, aesthetics and culture of Cinema.	12 Hours	
V	Sociology of Digital and Multimedia: The Infrastructure of the Internet - Sociological analyses of digital media use - Digital data analysis: capturing and analysing data from web sites, social media and video platforms: memes and trolls – Social Media: Visualising Self, selfies: digital social relations,	12 Hours	

	people's sense of self, and meaning-making practices. Trends and Future of Visuality.	
References	<ol style="list-style-type: none"> 1. Bateson, G. & Mead, M. (1942) <i>The Balinese Character: A Photographic Analysis</i>. New York Academy of Sciences, New York. 2. Becker, H. (1974) Photography and Sociology. <i>Studies in the Anthropology of Visual Communication</i> (1) : 3–26. 3. Bourdieu, P., Boltanski, L., Castel, R., & Chamboredon, J.-D. (1990) <i>Photography: A Middle-Brow Art</i>. Polity Press, Cambridge. 4. Emmison, M. & Smith, P. (2007) <i>Researching the Visual</i>. Sage, London. 5. Goffman, E. (1974) <i>Frame Analysis: An Essay on the Organization of Experience</i>. Northwestern University Press, Boston. 6. Goffman, E. (1987) <i>Gender Advertisements</i>. Harper & Row, New York. 7. Habeck, J. O. (2008) <i>Conditions and Limitations of Lifestyle Plurality in Siberia: A Research Programme</i>. MPI Working Papers, No. 104. 8. Harper, D. (1997) Visualizing Structure: Reading Surfaces of Social Life. <i>Qualitative Sociology</i> (20) (1): 57–77. 9. Harper, Douglas. 2012. <i>Visual Sociology</i>. New York: Routledge. 10. Milne, E.-J., Mitchell, C., & De Lange, N. (2012) <i>Handbook of Participatory Video</i>. AltaMira Press, Lanham, MD. 11. Nathansohn R. & Zuev D. (eds.) (2012) <i>Sociology of the Visual Sphere</i>. Routledge, New York. 12. Pauwels L. (2010) Visual Sociology Reframed: An Analytical Synthesis and Discussion of Visual methods in Social and Cultural Research. <i>Sociological Methods & Research</i> (38) (4): 545–81. 13. Schwartz D. (1989) Visual Ethnography: Using Photography in Qualitative Research. <i>Qualitative Sociology</i> (12) (2): 119–54. 	
Course Outcomes	On completion of the course, Students should be able	
CO	1. To Gain an introduction to visual sociology.	
CO	2. To use visual technologies to learn about the social world.	
CO	3. To practice observational skills, with or without a camera, and thus become knowledgeable observers of society.	
CO	4. To develop visual literacy to understand the sociological importance of depictions of different groups of people and their social environments.	
CO	5. To enhance sociological imaginations to critically analyze images orally and in writing.	

	PSO							
	1	2	3	4	5	6	7	8

CO/PSO 20SOC10927		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	To Gain an introduction to visual sociology.	2	3	3	3	3	3	2	3
CO2	To use visual technologies to learn about the social world.	2	3	3	3	3	2	3	3
CO3	To practice observational skills, with or without a camera, and thus become knowledgeable observers of society.	3	3	2	3	3	3	2	3
CO4	To develop visual literacy to understand the sociological importance of depictions of different groups of people and their social environment.	3	3	3	2	3	3	3	2
CO5	To Enhance sociological imaginations to critically analyze images orally and in writing	3	3	3	2	2	3	3	3

Mean Score: 2.8

Course Code & Title	20SOC11028 - SOCIOLOGY OF DEVIANCE		
Class	M.A.(5yr. int.) Sociology	Semester	X
Cognitive Level	K-1: ✓ K-3: ✓ K-4: ✓ K-6: ✓		

Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. Define deviance as a form of social behavior; 2. Apply theoretical contributions to explain deviant behavior; 3. Relate discrimination, prejudice and deviance; 4. Analyse the causes and consequences of crime as deviant behavior. 5. Assess correctional and rehabilitative means to control deviant behaviour. 	
UNIT	Content	No. of Hours
I	<p>Introduction: Social Deviance: Meaning – Types – Measuring the Extent and Characteristics of Deviants – Functions of Deviance; Perspectives on Deviance: Strain Theory – Differential Association Theory – Labeling Theory – Phenomenological Theory – Conflict Theory.</p>	10 Hours
II	<p>Discrimination and Prejudice: Prejudice: Meaning – Nature of Prejudice – Forms of Discrimination – Cultural and Social Factors and Prejudice; Prejudice and Minority Groups: Concept of Minority Group – Discrimination against Racial, Ethnic and Religious Minorities; Remedial Measures.</p>	10 Hours
III	<p>Crime as a Deviance: Crime: Meaning – Patterns of Crime; Property Crime: Meaning – Types: Robbery – Burglary – Shoplifting; Organised Crime: Meaning – Organised Crime Activities – Development of Organised Crime; White-Collar Crime: Meaning – Characteristics – Causes – Criminal Corporate Behaviour – Crimes in White-Collar Occupations; Slum and Deviant Behaviour.</p>	10 Hours
IV	<p>Power and Deviance: Power as Differentiator of Deviance – Power as Cause of Deviance – Deviance within Same Class; Power Abuse: Meaning – Objectives – Patterns – Neutralisation of Power Abuse.</p>	10 Hours
V	<p>Deviant Behaviour and Social Control: Prevention of Deviant Behaviour: Moral and Ameliorative Problems – General Public Education – Community-based Programmes – Urban Community Development – Correctional and Rehabilitative Centres – Group Approach to Social Reintegration.</p>	10 Hours
References	<ol style="list-style-type: none"> 1. Ahuja Ram, 1992. Social Problems in India, New Delhi: Rawat Publications 2. Bates AP. And Julian J. 1997. Sociology: Understanding Social Behaviour. Boston: Allyn and Bacon 3. Brophy, Jere E. 1977. Child Development and Socialization, 	

	<p>Science Research Associates</p> <ol style="list-style-type: none"> 4. Burchard, John D. & Sarah N. Burchard (eds.), 1987. Prevention of Delinquent Behaviour, New Delhi: Sage 5. Clinard MB. Sociology of Deviant Behaviour. New York: Holt, Rinehart and Winston, Inc. 6. Edgerton, Robert B. 1985. Rules, Exceptions and Social Order. University of California Press 7. Hawkins, David J (ed.), 1996. Delinquency and Crime: Current Theories, Cambridge University Press 8. Kroger, Jane, 2004. Identity in Adolescence: Balance between Self and Other, Routledge, 9. Thio, Alex, 2000. Deviant Behavior. 10th Edition. Boston, MA: Allyn& Bacon 10. Tumin, MM. 1973. Patterns of Society, Boston: Little, Brown and Company, 1973.
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Identify the social deviance as a form of deviant behaviour; 2. Interpret different perspectives on social deviance; 3. Relate society, prejudice and social deviance; 4. Show the causes and consequences of crime as deviant behavior; 5. Justify correctional and rehabilitative means to control social deviance.

CO/PSO 20SOCI1028		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Identify the social deviance as a form of deviant behaviour	3	3	3	3	2	3	3	3
CO2	Interpret different perspectives on social deviance	2	3	3	3	2	3	3	3
CO3	Relate society, prejudice and social deviance	3	3	3	3	3	3	2	2
CO4	Show the causes and consequences of crime as deviant behavior	3	3	3	2	3	3	3	3
CO5	Justify correctional and rehabilitative means to control social deviance	3	3	3	3	3	3	2	2

Mean Score: 2.8

Course Code & Title	20SOCI1029 - SOCIOLOGY OF SOCIAL STRATIFICATION AND MOBILITY		
Class	M.A.(5yr. int.) Sociology	Semester	X
Cognitive Level	K-1: ✓ K-3: ✓ K-4: ✓		

Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. Describe social stratification and social inequality. 2. Analyse theory of class stratification; 3. Relate knowledge of stratification, inequality, and class to one's own life experiences and society 4. Infer changes in social stratification and social class; 5. Sketch ways in which inequalities might be reduced. 	
UNIT	Content	No. of Hours
I	<p>Introduction Social Stratification: Concept – Characteristics - Functions and Dysfunctions; Basic concepts relating to Stratification: Inequality – Hierarchy –Differentiation – SocialExclusion – Social Mobility and Social Stratification; Consequences of Inequality: Health and Mental Health - Status and Power.</p>	8 Hours
II	<p>Perspectives on Stratification Karl Marx: Class and Social Change; Max Weber: Class, Status and Party, Kingsley Davis & Wilbert E. Moore: Functionalist Perspective; WC Mills: Power Elite; Parsons: Value Consensus, Social Action and Social Control: Social Constructionist Approaches: Pierre Bourdieu idea of class distinction - Post-modern approaches -Paluski and Waters:The death of class; Baudrillard's Social Class in the age of simulacrum.</p>	10 Hours
III	<p>Forms of Stratification Caste, Class and Estate: Concept – Features – Merits and Demerits; Racial and Ethnic Inequality; Social Stratification in Urban and Industrial Settings; Social Stratification in Social Institutions: Family structures, Resources and Processes – Education in Inequality and Inequalities in Education – Structural Inequalities in Labor Markets and Occupational attainment and Inequalities in the Workplace; Ascription Vs. Achievement- Health Inequalities - Disability and Stigmatized Inequalities – Income and wealth inequalities: Causes and consequences; Poverty and Access.</p>	12 Hours
IV	<p>Gender and Social Stratification Sex Segregation; Gender bias and Stratification; Patriarchy, Gender and Subordination of Women; Factors perpetuating Gender Stratification; Ideological Systems – Family Structure – Sex Ratio – Economic – Political - Globalization and Gender Inequality; Gender and Inequality of Opportunity; Women's Empowerment.</p>	10 Hours
V	<p>Social Mobility Social Mobility: Concept – Determinants/Conditions – Consequences – Types: Horizontal – Vertical – Intergenerational – Intragenerational; Patterns of Mobility in Caste and Class; Mobility in closed and open systems of stratification; Social Change and Social Mobility; Social Mobility in India.</p>	10 Hours
References	<ol style="list-style-type: none"> 1. Beteille, A. 1977. Inequality among Men, Basil Blackwell, Oxford. 2. Bourdieu, Pierre (1984). Distinction. Routledge. pp. 5 & 41 	

	<ol style="list-style-type: none"> 3. Chris Rojek and Brian Turner, (1993) Forget Baudrillard?,Routledge, London, pp.124-145 4. Dumont, Louis. 1970. Homo Hierarchicus: The Caste System and its Implications, Paladin, London. 5. Franklin, J.H (ed). 1968. Color and Race, Houghton Mifflin, Boston. 6. Giddens, A 1973. The Class Structure of Advanced Societies, Hutchinson, London. 7. Goldthrope, J.H. 1980. Social Mobility and Caste Structure in Modern Britain, Clarendon Press, Oxford. 8. Gupta, Dipankar (ed).1991. Social Stratification, Oxford University Press, New Delhi. 9. Haralambous, M. 1980. Sociology: Themes and Perspective, OUP, New Delhi. 10. Madan, T.N. 1970. ‘On the Nature of Caste in India: A Review Symposium on Homo Hierarchicus: Introduction’, Contributions to Indian Sociology, vol. 5, 1-13.
Course Outcomes CO CO CO CO CO	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. State social inequality and its related means. 2. Interpret the existence and limitations of inequality. 3. Analyse the forms of inequality perpetuated in social life. 4. Sketch the causes and consequences of gender inequality. 5. Relate social mobility, social change and development.

	PSO							
	1	2	3	4	5	6	7	8

CO/PSO 20SOCI1029		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	State social inequality and its related means	3	3	3	3	2	3	3	3
CO2	Interpret the existence and limitations of inequality	2	2	3	3	3	3	2	3
CO3	Analyse the forms of inequality perpetuated in social life	3	3	2	3	2	2	3	3
CO4	Sketch the causes and consequences of gender inequality	3	3	2	2	3	3	3	3
CO5	Relate social mobility, social change and development	2	3	3	3	3	3	2	2

Mean Score: 2.7

Course Code & Title	20SOCI1030 - SOCIOLOGICAL INQUIRY		
Class	M.A.(5yr. int.) Sociology	Semester	X
Cognitive Level	K-2: ✓ K-3: ✓ K-5: ✓		

Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To trace the philosophical roots of sociological methodologies and research cultures 2. To elaborate on the different models and logic of methodologies specific to sociological research. 3. To discuss the nature of original methodological contribution made by classical sociologists. 4. To evolve a critique of positivist and scientism inspired sociological methodologies. 5. To illustrate specific qualitative research methods deployed in sociological and anthropological research. 	
UNIT	Content	No. of Hours
I	Philosophical Roots of Social Research: Classical View of Science (Comte's, Vienna Circle's), Reason -- Rationality and Standard View of Scientific Knowledge - Social Science as Science -- Objectivity- Subjectivity-Ideology and Value-Neutrality, Professional Ethics and Plagiarisms.- The Position of Researcher and Problem of Adequacy	12 Hours
II	Logical Methods: Karl Popper's Logic of Discovery and Demonstration - Inquiry of logics, Inductive process and Deductive process, Empirical, Comparative, Analytical, Explorative- Qualitative turn: Nisbet and Gouldner	8 Hours
III	Contributions to Methodology and Methods: Comte Positivism and Evolutionism Emile Durkheim: Comparative Methods –Karl Marx: Historical and Dialectical Methods, Pareto: Derivative Method – Max Weber: Interpretivism	10 Hours
IV	Critiques of Positivism & scientism: Phenomenology and Ethnomethodology, Hermeneutics, Critical theory, Feminist Critiques – Critiques of Science: Thomas Kuhn and Feyerabend – Relativism: Peter Winch – Genealogy and Archeology of Foucault.	10 Hours
V	Sociological-Anthropological Methods of Inquiry: Ethnography, Oral History, Interviews, Case Studies Content Analysis, Participatory observation, Narratives, Biographical Approach – Writing Research.	10 Hours
References	<ol style="list-style-type: none"> 1. Burawoy Mand Joseph Blum(ed), <i>Global Ethnography: Forces, Connections and imaginations</i>, University of California Press, Berkeley and Los Angeles, 2000. 2. Devine and Heath, <i>Sociological Research Methods in Context</i>, Palgrave, 1999. 3. Denzin Norman, Lincoln Yvonna(ed), <i>Hand book of Qualitative Research</i>, Sage, Thousand Oaks, 2000. 4. Feyerabend Paul, <i>Farewell to Reason</i>, Verso, London, 1987. 5. Feyerabend Paul, <i>Against Method</i>, Humanities Press, 1975. 6. Giddens Anthony, <i>New Rules of Sociological Research</i>, Hutchinson, 1976. 7. Mulkay Michael, <i>Science and the Sociology of Knowledge</i>, George Allen and Unwin Ltd London, 1979. 8. Silverman David, <i>Qualitative Methodology and sociology</i>, Gower, 	

	Vermont, 1985. 9. Williams Malcolm, <i>Science and Social Science</i> , Routledge, New York, 2004.
Course Outcomes	On completion of the course, Students should be able
CO	1. To trace the philosophical roots of sociological methodologies and research cultures
CO	2. To elaborate on the different models and logic of methodologies specific to sociological research.
CO	3. To discuss the nature of original methodological contribution made by classical sociologists.
CO	4. To evolve a critique of positivist and scientism inspired sociological methodologies.
CO	5. To illustrate specific qualitative research methods deployed in sociological and anthropological research.

CO/PSO 20SOC11030		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	To trace the philosophical roots of sociological methodologies and research cultures	3	3	2	3	2	3	3	2
CO2	To elaborate on the different models and logic of methodologies specific to sociological research.	3	3	3	3	3	3	3	3
CO3	To discuss the nature of original methodological contribution made by classical sociologists.	3	3	3	3	2	3	3	3
CO4	To evolve a critique of positivist and scientism inspired sociological methodologies.	3	3	2	3	3	3	3	3
CO5	To illustrate specific qualitative research methods deployed in sociological and anthropological research.	3	3	3	2	2	3	2	2

Mean Score: 2.8

List of Non-Major Electives

UG - Level

Course Code & Title	20SOCU00N1 - DYNAMICS OF SOCIAL LIFE		
Class	Semester	II or III	
Cognitive Level	K-1: ✓ K-3: ✓ K-4: ✓ K-6: ✓		
Course Objectives	The students will be able to 6. State the dynamics of social life. 7. Recognize the structure and functions of social organisations. 8. Relate various forms social processes in daily life; 9. Analyse social system and means of social mobility; 10. Judge the impact of collective efforts on social life.		
UNIT	Content	No. of Hours	
I	Social Organisations: Social Groups: Meaning – Classification of Social Groups: Primary – Secondary – In-Group & Out-Group – Reference Group – Voluntary & Involuntary Groups; Groups and Individuals – Importance of Group Identity.	5 Hours	
II	Social Process: Meaning – Forms of Social Process: Associative Process (Cooperation, Accommodation, Assimilation) – Dissociative Process (Competition, Conflict) – Types – Advantages – Limitations.	5 Hours	
III	Social Stratification& Social Mobility: Meaning – Characteristics –Perspective of Social Stratification: Functionalism – Conflict – Symbolic Interactionism; Forms of Stratification: Caste, Class, Gender, Race, Ethnicity and Social Exclusion; Stratification and Social Control – Social Mobility– Meaning – Types of Social Mobility: Vertical – Horizontal.	5 Hours	
IV	Collective Behaviour& Social Control Concept – Attributes – Forms of Collective Behaviour: Crowd and Public – Mobs and Riots – Panic – Lynch – Mass Hysteria – Rumors – Public and Public Opinion – Collective Behaviour, Social Movements, and Social Change. Means of Social Control: Informal – Folkways, Norms, Mores, Morals, Religion; Formal: Law, Jurisprudence, Education.	5 Hours	

<p style="text-align: center;">V</p>	<p>Social Movements: Meaning – Attributes of Social Movements – Types of Social Movements: Reformatory – Revolutionary – Resistance – Expressive – Alternative; Life Cycle of Social Movements; Social Movements and Social Change.</p>	<p style="text-align: center;">5 Hours</p>
<p>References</p>	<ol style="list-style-type: none"> 11. Shankar Rao C.N Introduction to Sociology S. Chand 2008 12. Abigail Fuller “ Introduction to Sociology” Connections Rice University Jan 2014 13. Inkeles, Alex, “What is Sociology” An Introduction to the Discipline and Profession, Prentice Hall of India Private Limited New Delhi.2003 14. Gisbert, P. “Fundamentals of Sociology” Orient Lomgman, Bombay 1989. 15. Bottomore, T.B; 1971; Sociology: A Guide to Problems and Literature; Bombay; Blackie and son publication Pvt. ltd. 16. Jayaram, N; 1990; Introducing Sociology; New Delhi, Macmillan India ltd. 17. Johnson, Harry M;1995; Sociology: A Systematic Introduction, New Delhi; Allied publishers. 18. R.M. MacIver and Charles H. Page, Society: An Introductory Analysis, London: MacMillan & Co. Ltd, 1962, 19. William F. Ogburn and Meyer F. Nimkoff, Sociology, Boston: Houghton Mifflin Company, 1988. 20. E.W. Stewart and J.a. Glynn, Introduction to Sociology, New Delhi: Tata McGraw-Hill Publishing Company Ltd., 1981. 	
<p>Course Outcomes</p> <p style="text-align: center;">CO CO CO CO CO</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 6. Describe the dynamics of life and societal values; 7. Interpret the structure and functions of social organisations; 8. Analyse the importance of social processes in their social life; 9. Show the collective nature of human behavior. 10. Sketch the nature, significance and impact of collective efforts. 	

17SOCU00N2 - ENHANCING SOCIAL SKILLS

Objectives:

1. Explain the basics of and approaches to Social Skills
2. Illustrate the nature and significance of Non-Verbal Communication
3. Describe strategies for avoiding being Nervous.
4. Recognize the value of being an adult.
5. List steps for having high self-esteem and charisma

Unit –I

5 Hours

Introduction to Social Skills –Concept, Nature, Characteristics, and Types –Need and relevance of Social Skills – Approaches: Capability, Preventive and Therapeutic – Social Skills and Social Competences: Differences- Context and Assessment.

Unit –II

5 Hours

Nonverbal Communication Skills - The Nature - Factors Moderating Nonverbal Skills - How to start a conversation with anyone as an adult - asking questions, stating opinions, sharing personal details, getting others involved in conversation, politely ending a conversation, and more - Providing a response - Eliciting a response

Unit – III

5 Hours

Ways of being a Centred Person - “re-focusing” - The Growth Sign-technique – Building confidence to deal with nervousity -finding your “Comfort-zone sweet spot” - recalibration to stop feeling self-conscious when you’re the center of attention – Handling others’ judgement getting accepted using the “Dog Technique” - becoming invincible using the “Flaw” method- always know what to say when you feel nervous - Turning the Tables” method - Overcoming social anxiety

Unit – IV

5 Hours

Learning to be an Adult – overcoming feeling nervous or shy around others - making conversation and know what to say - From being boring to interesting– overcoming the fear of rejection – Avoiding freeze up and feeling awkward around new people – overcoming the feeling that “they won’t like me” - Daring to open up to form a connection - Overcoming your insecurities.

Unit –V

5 Hours

Improving Self-esteem - Finding the source of your negative thoughts, and face it head-on - Self-acceptance – Stop comparing yourself to others – Measuring up to social consensus – Living with authenticity; **Being charismatic and eliciting respect from others - Exert positive energy to those around you - in ways that make others feel special.- Offering assistance without seeming like a pushover. - Owning the situation without letting emotions get in the way.**

References:

1. Dube, Leela (1974). Sociology of Kinship. Popular Prakashan: Bombay
2. Karve, Irawati (1953). Kinship Organisation in India. Deccan College Post-Graduate Research Institute: Poona
3. Johnson, H.M. (1995). Sociology. New Delhi: Allied Publishers.
4. Madan, T.N. (1965). Family and Kinship A Study of the Pandits of Rural Kashmir. Asia Publishing House: New Delhi
5. Mandelbaum, D.G. (1991). Society in India. Bombay: Popular Prakashan.
6. Ram Ahuja (2006), Indian Social System. Jaipur: Rawat Publications.
7. Singh Deo, S.K. (1992). Sociology. New Delhi: Dhillon Publications.
8. Uberoi, Patricia (ed.) (1994). Family, Kinship and Marriage in India. Oxford University Press: New Delhi

Learning Outcomes:

1. Determine what social skills are and why they are necessary.
2. Recognise social skill goals.
3. Describe communication techniques one can use to strengthen social skills.
4. Demonstrate emotional integrity and intelligence skills
5. Exhibit common etiquette for social skills

20SOCU00N3 - ENHANCING SOCIAL SELF

Objectives:

1. Learn to be empathetic with others
2. Know tools for active listening
3. Effectively communicate interpersonally
4. Recognize various social cues
5. Know various forms of body language

Unit –I

5 Hours

Getting Started - Increase Your Self Awareness - Remove or Limit Self-Deception - Ask for Feedback - Be Open to Change - Reflect on Your Actions - The Keys to Empathy.

Unit –II

5 Hours

Insight on Behaviour – Perception - Facts vs. Emotions- Online Communication - Listen and Watch More - Insight on Behaviour.

Unit –III

5 Hours

Social Cues - Recognize Social -Situations -The Eyes Have It -Non-Verbal -Cues -Verbal Cues - Spectrum of Cues- Review and Reflect- Being Adaptable and Flexible- Personal Space - Conversation Skills - Current Events- Conversation Topics- Cues to Watch For- Give People Your Attention.

Unit –IV

5 Hours

Listening and Paying Attention - Being non-judgmental - Shift Your View- Resisting Fake Emotions - Active Listening - Don't Jump to Conclusions - Shift Your Focus - Don't Discount Feelings.

Unit –V

5 Hours

Body Language - Be Aware of Your Movements- It's Not What You Say – It's How You Say It- Open vs. Closed Body Language - Communicate with Power - Building Rapport - Forget About Yourself- Remembering People - Ask Good Questions.

References:

1. Cantor, N., & Kihlstrom, J.F. (1987). *Personality and social intelligence*. Englewood Cliffs, N.J.: Prentice-Hall.
2. Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
3. Goffman, E. (1959). *The presentation of self in everyday life*. Garden City, N.Y.: Doubleday Anchor.
4. Goleman, Daniel. (2007) *Social intelligence: the new science of human relationships*, New York: Bantam Books.
5. Guilford, J.P. (1967). *The nature of intelligence*. New York: McGraw-Hill.
6. Sternberg, R.J. (1988). *The triarchic mind: A new theory of intelligence*. New York: Viking.

Learning Outcomes:

1. Learn to be empathetic with others
2. Appreciate tools for active listening
3. Demonstrate effective interpersonal communication skills
4. Recognize various social cues
5. Identify various forms of body language

Course Code & Title	20SOCU00N4 -RURAL SOCIOLOGY		
Class		Semester	II or III
Cognitive Level	K-1: ✓ K-2: ✓ K-5: ✓		
Course Objectives	<p>The students will be able to</p> <p>6. To acquaint with the concept of rural sociology</p> <p>7. To make the students describe rural sociology, peasant economy, land issues.</p> <p>8. To recognize the students towards social dynamics operating in the rural society with reference to social problems</p> <p>9. To appraise the learners significance of rural social institutions, Panchayati Raj and rural development.</p> <p>10. To appraise the role Panchayati Raj institutions in Rural Development.</p>		
UNIT	Content		No. of Hours
I	Introduction: Rural Sociology-Nature, Scope and Significance; Rural Society-Characteristics; Rural-Urban Difference/Relations-Rurbanism, Urbanism and Rurbanism.		8 Hours
II	Rural Social Institutions: Features of rural family; Family-Joint Family Institution; Rules and Forms of rural marriage; Dominant Caste in Rural India, Patriarchy and Gender- Status of rural women.		10 Hours
III	Rural Economy: Peasantry, Peasant Economy-decline of Jajmani system, Land Ownership and Land Reforms; Agrarian Relations; Agrarian Class Structure in Indian Context; Green Revolution; impact of globalization on rural economy.		12 Hours
IV	Issues Affecting Rural Society: Rural Problems-Unemployment-Indebtedness, Poverty and Migration; Health and Sanitation; Development and Displacement.		10 Hours
V	Rural Governance: Power Structure and Leadership – traditional and modern; Panchayat Raj and Rural Development: PRIs before and after 73 rd Amendments-Rural Development Programs, Wage Employment and Land Reforms		10 Hours
References	<p>10. Abigail Fuller “ Introduction to Sociology” Connections Rice University Jan 2014</p> <p>11. Gisbert, P. “Fundamentals of Sociology” Orient Longman, Bombay 1989.</p> <p>12. Ashish Nandy 1999, Ambiguous Journey to the City, New Delhi.</p> <p>13. Chitambar J.P 2004, Introductory Rural Sociology, New Delhi, Tata andMcgraw Hills.</p> <p>14. Desai A.R, 1977, Rural Sociology in India, Bombay, Popular Prakashan.</p>		

	<p>15. Dhanagare D.N, 1988, Peasant Movements in India, New Delhi, OUP.</p> <p>16. Doshi.S.L.2003, Rural Sociology, New Delhi, Rawat Publishers.</p> <p>17. Gurusamy S. 1994, Peasant Politics in South India-A Socio-Political Analysis Of A Pressure Group, Delhi, Kanishka Publishing Company Pvt., Ltd.</p> <p>18. Mencher. J.P. 1982, Agriculture and Social Structure in Tamil Nadu, OUP.</p> <p>Panandikar, V.A Pai 2000, “India’s Demography and Democracy”, in <i>Millennium Conference on Population, Development and Environment Nexus</i>, New Delhi: PHD Chamber of Commerce and Industry.</p>
<p>Course Outcomes</p>	<p>On completion, the course, Students should be able to</p> <p>CO 6.Describe the concepts of rural sociology.</p> <p>CO 7.Demonstrate significance of land based peasant economy in rural India.</p> <p>8.Execute analytical skills on planning to solve social problems.</p> <p>CO 9.Reconstruct the rural institutions.</p> <p>CO 10. Analyze the impact of rural development programmes.</p> <p>CO</p>

Non-Major Electives

PG Level

20SOCP02NI - SOCIOLOGY OF TOURISM

Objectives:

- 1.To recognize tourism as a social phenomenon and give theoretical insights.
- 2.To list out development and typology of tourism.
- 3.To explain different perspectives of tourism.
- 4.To demonstrate social institutions and their roles in tourism.
- 5.To evaluate the effects of tourism on society.

Unit – I

12 Hours

Introduction to Sociology of Tourism: Understanding Tourism; Introduction to Tourism- concepts of Travel, Tourism, Leisure, Hospitality-Industry; Meaning and Definition of Sociology of Tourism; Sociological Perspective on Tourism; Significance of Sociology of Tourism; Theories- Eric Cohen, Doxey's Irritation Index Theory, Motivational Theory- John Urry.

Unit –II

12 Hours

Trends and Nature of Tourism: Growth of tourism through various periods- Medieval, Modern and Post modern; Types of tourism-Cultural tourism, Eco tourism, Medical tourism, Sex tourism, Recreational tourism, Monsoon tourism, Adventure tourism, Pilgrim tourism, Educational Tourism, Virtual Tourism, International and Domestic tourism, Mass tourism; Sustainable Tourism.

Unit – III

8 Hours

Sociological Approach to Tourism: Perspectives of Tourism-Social, Economic, Environmental and Geographic; Sociological factor in Tourist motivation, Attitude and Perception, Culture towards host Community; Social dimension of host-tourist relationship; Impacts of Tourism -Socio-economic and socio-cultural and Environmental.

Unit – IV

10 Hours

Tourism and Social Institutions: Social Institutions and their Roles; Factors Influencing the Roles and Status of Social Institutions; Influence of Tourism on Social Institutions; Tourism

system and the Individual - Socialization through Interaction and Exchange of Values, Norms, Social Laws and Usages; Factors Influencing Individual's Role, Behaviour, Attitudes and Experiences at the Destination.

Unit – V

8 Hours

Tourism and Social Change: Effects of Tourism on Society, Tourism as an agent of social change; Tourism and Cultural Exchange; Motivating Locals for Tourism; Tourism and the Digital Revolution-Internet and Mobile Technologies' impact on Tourist Behaviour and Tourist Experience; Technological Advancements and its Impact on Tourism Development; Measures taken by the Govt. and Non-governmental Agencies.

References:

1. Richard Sharpley, 2018, Tourism, Tourist and Society (5th edition), Routledge, U.K
2. Richard Sharpley, David J. Telfer, 2008, Tourism and Development in Developing World, Routledge, U.K
3. Apostolopoulos, Y., Leivadi, S & Yiannakis, A., (eds.) 2000, The Sociology of Tourism: Theoretical and Empirical Investigations, London: Routledge. Archer, B.H., 1973.
4. Claude Alvares, (ed) (2002) Fish, Curry and Rice, The Goa Foundation, Goa,.
5. Holden Andrew, (2000), Environment and Tourism, London, Routledge.
6. Pritchard Annette and Nigel J. Morgan, (2000), 'Privileging the Male Gaze', Annals of Tourism Research, Vol 27, No.4.
7. Sharpley, Richard and David J. Telfer (ed), (2002), Tourism and Development: Concepts and Issues, Toronto, Channel View Publications.
8. Wahab S. and Pigram, J (ed), (1997), Tourism Development and Growth: the challenge of sustainability, London, Routledge.

Learning Outcomes:

1. Use the sociological perspective as a lens through which to understand travel and tourism, and tourism as a lens through which to understand modern social life.
2. Explain the growth of tourism through various periods.
3. Analyze sociological factor in tourist motivation.
4. Discuss the Influence of tourism on social institutions and factors influencing individual's role, behaviour and attitudes towards tourism.
5. Demonstrate the digital revolution and its impact on tourist behaviour and tourist experience.

Course Code & Title	20SOCP02N2 - GUIDANCE AND COUNSELLING		
Class		Semester	II(PG)
Cognitive Level	K-2:✓ K-3:✓ K-4✓		
Course Objectives	<p>The students will able to</p> <ol style="list-style-type: none"> 6. Explain different approaches of guidance and counseling skill in social service practice. 7. Equip students with counseling skills relevant to and needed for the contemporary society. 8. Use the knowledge and skills gained from this course to become professional counselor. 9. Asses the psycho-social needs of different groups and categories of people. 10. Apply the knowledge to formulate models of counseling related to different categories of population 		
UNIT	Content	No. of Hours	
I	Concept of guidance and counselling – definition, elements, characteristics and goals; processes, stages and limitations of counselling - evolution of counselling: foundations of counseling - philosophical foundations – dignity of the human person - sociological foundations – influence of social system - psychological foundations –concept of personality, elements and types – sociological critique.	12 Hours	
II	The portrait of counsellor: desirable qualities - attitudes, values, beliefs, relationships, self-esteem, openness to others, accepting personal responsibility, realistic levels of aspiration, self-actualization.	8 Hours	
III	Personality theories- psychoanalytic: Freudian and neo-Freudian – behaviorist and transactional approaches– humanist and existentialist approaches: client centred approach of Rogers – anti-psychiatric	10 Hours	

	perspectives of R.D Laing and T. Szas.	
IV	Models of counselling - group counselling– family counselling–psychological tests and diagnosis - genetic counselling - career counselling –educational counselling – Health counseling.	10 Hours
V	Counselling women in distress, children in difficulties and with special needs, adolescents, disaster survivors, physically challenged, persons affected with HIV/AIDS and other vulnerable groups – transgender counselling - counselling cyber victims.	10 Hours
References	8. Kochhar.S.K- <i>Guidance in Indian Education</i> , Sterling Publishers Pvt Ltd., New Delhi, 1979. 9. Gerald.L. Stone-A cognitive behavioral approach to counseling psychology, Praeger Publishers, New York, 1980 10. Nandha.S.K. Educational and Vocational Guidance, Parkash Brothers, Ludhiana, 1982. 11. Indu Dave, The Basic Essentials of Counselling-Sterling Publishers Pvt. Ltd, New Delhi, 1983 12. Sharma.R.N.Guidance and Counselling, Surjeet Publication, New Delhi, 2001. 13. Narayana Rao.S – Counselling and Guidance, Tata McGraw-Hill Publishing Company Ltd., 2002.(B.T.B.). 14. Nayak.A.K-Guidance and Counselling, APH Publishing Corporation, New Delhi, 2002	
Course Outcomes	On completion of the course, Students should be able to CO 6. Explain the emergence and need for counseling CO 7. Develop basic skills become deeply self-aware individuals CO 8. Apply knowledge of counseling to deal professionally with persons in distress. CO 9. Evaluate the personality theories and suggest alternatives. CO 10. Identify the psycho-social needs of marginalized and vulnerable groups	

Course Code & Title	20SOCP02N3 - COMMUNICATION FOR SOCIAL DEVELOPMENT		
Class		Semester	II (PG)
Cognitive Level	K-1: ✓ K-3: ✓ K-4: ✓		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 6. To discuss the fundamental concepts, indicators and strategies of development communication. 7. To develop critical awareness on the specific issues and cases of communication for development. 8. To study the role of communication in the context of development of a society by applying techniques of making media content. 9. To introduce and evaluate development communication theories and framework 10. To demonstrate the nuances of traditional and mass media and their relationship with development communication. 		
UNIT	Content	No. of Hours	
I	Fundamental concepts of communication for Development- Development- concept, processes and models of development – Indicators of development Characteristics of developing and developed societies – Gap between developed and developing societies – Development Communication- concept, strategies and barriers.	10 Hours	
II	Issues & Case Studies: Development communication issues- health, education, poverty and hunger, agriculture, environment, sustainable development, gender equality, Millennium Development Goals (MDG) – Development Support Communication – Information Education Communication (IEC) and Behavioral Change Communication (BCC) – Case studies.	12 Hours	
III	Process of research and participatory approach in development communication: Research for development communication – Identifying stakeholders – Field techniques for data collection – Participatory development – Participatory Rural Appraisal (PRA) techniques – Computer- assisted reporting and research.	8 Hours	
IV	Traditional Media forms- Human communication and traditional media – Inter-personal and group communication – Origin, concept and characteristics of traditional media- relevance in contemporary society – Case studies of traditional media forms in India- folk songs, folk dances, folk theatre, folk	10 Hours	

	tales, puppetry, folk games and street theatre.	
V	MassMedia, development and communication: Mass communication and modern media- internet, radio, TV, films and animation Development journalism and communication through grassroots comics, cartoons and posters – Choosing appropriate media, planning and producing communication for developing societies.	10 Hours
References	<ol style="list-style-type: none"> 7. Arvind Singhal & James W. Dearing, eds. <i>Communication of Innovations– A Journey with Everett Rogers</i>: Sage, 2006. 8. Ghosh, Avik, <i>Communication Technology and Human Development– Recent Experiences in the Indian Social Sector</i>: Sage, 2006. 9. Gupta V.S., <i>Communications Development and Civil Society</i>: Concept, 2004. 10. Menon, Mridula, <i>Development Communications and Media Debate</i>: Kanishka, 2007. 11. Murthy, D.V.R., <i>Development Journalism– What Next?:An Agendafor the Press</i>: Kanishka,2007 12. Srinivas R, <i>Communication for Development in the Third World</i>: Melkote& H. Leslie Steeves, Sage, 2008. 	
Course Outcomes	On completion of the course, Students should be able to	
CO	1.Discuss the fundamental concepts, indicators and strategies of development communication	
CO	2.Describe the role of communication in the context of development of a society by applying techniques of making media content.	
CO	3.List and detail the development communication theories and framework	
CO	4.Show aptitude for deep participatory research in communication.	
CO	5.To demonstrate the nuances of traditional and mass media and their relationship with development communication.	
