

NON-OBE MODE

**M. A. (5 yr. Int.)SOCIOLOGY PROGRAMME I to X SEMESTERS SYLLABI
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	17SOCIO101	Principles of Sociology	4	4	40	60	100
1.7	Core Course	17SOCIO102	Rural Sociology	4	4	40	60	100
1.8	Compulsory Non-Credit course	17SOCIO1F1	Extension/ Field visit	2	4	50	-	50
			Total	22	24	270	330	600

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	Core Course	17SOCIO203	Social Institutions of India	4	4	40	60	100
2.8	Allied Course	17DRDI02B1	Rural Development in India: Policies and Programmes	3	3	40	60	100
2.9	Compulsory Non-Credit course	17SOCIO2F2	Extension/ Field visit	2	4	50	-	50
			Total	22+1	25	370	330	700

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 Non-Credit course	17EXNI03V1	VPP	2	-	50	-	50

3.5	Core Course	17SOCIO304	Introduction to Social Anthropology	4	4	40	60	100
3.6	Core Course	17SOCIO305	Social Problems	4	4	40	60	100
3.7	Allied Course	17PSDIO3A1	Human Rights: Concept and Principles	4	4	40	60	100
3.8	Compulsory Non-Credit course	17SOCIO3F3	Extension/ Field visit	2	4	50	-	50
			Total	24	24	400	300	700

IV Semester

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
4.1	Skill based	17CSAI04A1	Computer Fundamentals and Office Automation	3+1	3+1	40	60	100
4.2	Core Course	17SOCIO406	Perspectives of ageing and aged	4	4	40	60	100
4.3	Core Course	17SOCIO407	Media and Society	4	4	40	60	100
4.4	Core Course	17SOCIO408	Understanding Urban Sociology	4	4	40	60	100
4.5	Allied Course	17SOCIO402	Corporate Social Responsibility	4	4	40	60	100
4.6	Compulsory Course	17SHSIO001	Shanti Sena	1	1	25	25	50
4.7	Compulsory Non-Credit course	17SOCIO4F4	Extension/ Field visit	2	4	50	-	50
			Total	23	25	275	325	600

V Semester

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
5.1	Skill based	17CSAI05A2	Basic Research Methods	2	2	40	60	100
5.2	Core Course	17SOCIO509	Social Change and Modernization	4	4	40	60	100
5.3	Core Course	17SOCIO510	Classical Sociological Theories	4	4	40	60	100
5.4	Core Course	17CWS05A4	Gender and Society	4	4	40	60	100
5.5	Sill Based	17SOCIO5A2	Fundamentals of Statistics and SPSS	4	4	40	60	100
5.6	Major Electives		*Major Electives listed below	4	4	40	60	100
5.7	Compulsory Non-Credit course	17SOCIO5F5	Extension/ Field visit	2	4	50	-	50
Total				24	22	250	300	550

***Any one**

Social Dimensions of Development
 Medical Sociology
 Social Psychology

VI Semester

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	

6.1	Core Course	17SOC10612	Project Work	4	4	40	60	100
6.2	Core Course	17SOC10613	Indian Social Structure	4	4	40	60	100
6.3	Core Course	17SOC10614	Sociology of Marginalized Communities	4	4	40	60	100
6.4	Non Major Electives		Non-Major Elective	4	4	40	60	100
6.5	Core Course	17SOC10615	Development Practices	4	4	40	60	100
6.6	Compulsory Non-Credit course	17SOC106F6	Extension/ Field visit	2	4	50	-	50
Total				22	24	250	300	550

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	2	50	-	50
		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 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	20			

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
9.7	Core Course	17SOC10923	Culture, Personality And Society	4	4	40	60	100
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
			Total	24	25			

X Semester

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
10.1	Core Course	17SOC1028	Sociology of Deviance	4	4	40	60	100
10.2	Core Course	17SOC1029	Sociology of Social Stratification and Mobility	4	4	40	60	100
10.3	Core Course	17SOC1030	Sociological Inquiry	4	4	40	60	100
10.4	Core Course	17SOC1031	Dissertation	6	--	75**	75** + 50**	200
10.5	Part III	17SOC10F5	Field Placement Programme (FPP)***	4	--	100	--	100
			Total	22	12			

17SOC10101- PRINCIPLES OF SOCIOLOGY

Objective:

- To familiarize students with fundamentals of sociology including structure and functions of society.
- The Students will be equipped with necessary knowledge to develop sociological perspectives.

UNIT-I

(10 Hours)

Sociology: Meaning, definition, nature, scope and significance of sociology, Sociology as a science, relationship with other social sciences

Basic concepts: society, community, association, social groups, social change, culture and civilization, status and role

UNIT-II

(10 Hours)

Social Institutions and Social Structure: Marriage, Family types, Kinship-pattern, meaning, structure and functions, role of kinship in social life

UNIT-III

(10 Hours)

Social Stratification: Characteristics and Forms of Stratification- Caste, Class, Gender, Race, Ethnicity, Social Mobility, Social Exclusion

UNIT-IV

(10 Hours)

Socialization- Meaning, Stages, Theories, Agencies and Types; Social Process and its various forms- Associative and Dis-associative

UNIT-V

(10 Hours)

Social Control and Social Change: Informal and Formal Means of Social Control- Folkways, Norms, Mores, Morals, Religion and Law -Nature, Theories and Factors of Social Change

References:

1. Mitchell, Duncan- 1959 *Sociology*, Bombay oxford university press.
2. Bottomore, T.B; 1971; *sociology: A Guide to Problems and Literature*; Bombay; Blackie and son publication Pvt.ltd.
3. Sharma, R.N; 1982; *Principles of Sociology*; London; J.K. publishers
4. Gisbert,P; 1989; *Fundamentals of Sociology*: Bombay Orient longman..
5. Jayaram, N; 1990; *Introducing Sociology*; New Delhi; Macmillan India ltd.
6. Johnson, Harry M;1995; *Sociology: A Systematic Introduction*; New Delhi; Allied publishers
7. Turner, Jonathan H; 1994; *Sociology: Concepts and Uses*: New York; McGraw Hill Inc.
8. Shankar Rao-1995 *Sociology*, New Delhi, S.chand and co.,
9. Schaefer, Richard T. and Robert P. Lamm; 1999; *Sociology*; New Delhi; Tata McGraw Hill.
10. Inkeles, Alex; 2003; *what is Sociology? An Introduction to the Discipline and Profession*; New Delhi; Prentice Hall of India private limited.

Learning outcome:

1. The students will be able to understand roles and functions of Social Institutions
2. The students will have clear understanding on the various bases of Social Stratification
3. The students will be able to understand the role of formal and informal institutions in the social change and control.

Lecture Schedule
17SOC10101 – PRINCIPLES OF SOCIOLOGY

Particulars	Hours	Particulars	Hours
Unit I: Sociology		Unit II: Social Institutions and Social Structure	
Meaning, Definition, Nature ,Scope and Significance of Sociology	2	Marriage	2
Sociology as a Science	2	Family Types	2
Relationship with other Social Sciences	2	Kinship – Pattern, Meaning, Structure and Functions	4
Society, Community	1	Role of Kinship in Social Life	2
Association, Social Groups	1		
Social Change, Culture	1		
Civilization, Status and Role	1		
Unit III: Social Stratification		Unit IV: Socialization	
Characteristics of Social Stratification	2	Meaning, Stages	2
Forms of Social Stratification	2	Theories	3
Caste, Class	2	Agency	1
Gender, Race	1	Types	1
Ethnicity, Social Mobility	2	Social Process, Various Forms	3
Social Exclusion	1		
Unit V: Social Control and Social Change			
Social Control-Meaning, Definition, Characteristics	2		
Types of Social Control	2		
Nature of Social Change	1		
Factors of Social Change	2		
Theories of Social Change	3		

17SOC10102: RURAL SOCIOLOGY

Objective:

- To sensitize the students to the social dynamics operating in the rural society

UNIT-I

(10 Hours)

Rural sociology-nature, scope, significance-characteristics of rural society-rural, urban difference/relations-rurbanism

UNIT-II

(10 Hours)

Peasant economy-land ownership and its types-mode of production-agrarian relations-agrarian class structure in Indian context -peasant movements.

UNIT-III

(10 Hours)

Land Issues: Development and displacement-modernization of agriculture- rural problems-unemployment-indebtedness, poverty, migration

UNIT-IV

(10 Hours)

Rural Social Institutions: Family-joint family-structure-functions-change-caste-rural religion, beliefs and rituals. Meaning- definition and characteristics of caste.

UNIT-V

(10 Hours)

Panchayati Raj and Rural Development: PRIs before and after 73rd amendments-rural development programs, wage employment and income generation programmes.

References:

1. Ashish Nandy (1999), *Ambiguous Journey to The City*, New Delhi.
2. Chitambar J.P (2004), *Introductory Rural Sociology*, Tata And Mcgraw Hills, New Delhi, (B.T.B)
3. Desai A.R, (1977), *Rual Sociology In India*, Popular Prakashan, Bombay.
4. Dhanagare D.N, (1988), *Peasant Movements in India*, OUP, New Delhi.
5. Doshi.S.L.(2003), *Rural Sociology*, Rawat Publishers, New Delhi.
6. Gurusamy S. (1994), *Peasant Politics In South India-A Socio-Political Analysis Of A Pressure Group-Kanishka Publishing Company Pvt., Ltd., Delhi.*
7. Mencher. J.P.(1982), *Agriculture And Social Structure In Tamil Nadu*, OUP.
8. Panandikar, V.A Pai (2000), "India's Demography and Democracy", in *Millennium Conference on Population, Development and Environment Nexus*, New Delhi: PHD Chamber of Commerce and Industry.
9. Rajendran T, 2002, *Evaluation of Rural Development Programmes*, Classical Publishing Company, New Delhi.

Learning Outcome

1. Students will be enabled to understand the structure, change and development in the rural areas of India.
2. Students will be motivated to get acquainted with agrarian structure and development in India
3. Students will be enskilled to reconstruct rural institutions and analyze rural development programmes.

Lecture Schedule
17SOC10102: RURAL SOCIOLOGY

Particulars	Hours	Particulars	Hours
Unit I: Rural Sociology		Unit II: Peasant Economy	
Rural Sociology, Scope, Significance	2	Peasant Economy	2
Characteristics of Rural Society	2	Land Ownership and its types	2
Rural Urban differences/relations	2	Mode of Production	2
Rurbanism-Peasant Society	2	Agrarian Relations and Agrarian Class structure	2
Class differences within peasantry in Indian Context	2	Peasant Movements	2
Unit III: Land Issues		Unit IV: Rural Social Institutions	
Land Issues Development and Displacement	2	Rural Social Institutions	2
Modernization of Agriculture and Technological transformation in Agriculture	3	Family-Joint, Family-structure-functions- change	2
Pauperization and proletarianization-de-peasantization	2	Caste-rural religion	2
Rural Problems-unemployment – indebtedness, poverty, migration	3	Briefs and rituals-religions conversions	2
		Rural Urban Conium	2
Unit V: Panchayat Raj			
Panchayat Raj and Rural Development	2		
PRIs before and after 73 rd amendments	2		
Rural Development Programmes, Wage employment and income generation Programmes	3		
Trends and change in rural Society	3		

17SOC10203- SOCIAL INSTITUTIONS OF INDIA

Objectives:

1. To enable the students to understand the basic foundations of Indian Society
2. To familiarize the students with the characteristics of the social institutions and their linkages with development process
3. To acquaint the students with the linkages of development process of society in all aspects.

UNIT- I: (10 Hours)

Historical moorings of Indian Society: Traditional Hindu Social organizations- life through the ages - an overview- foreign invasion and cultural conflicts and assimilation in Indian culture.

UNIT II: (10 Hours)

Caste and Economy: caste system, caste hierarchy, occupational identity-Jajmani system- features and demerits, caste dominance and conflicts- Untouchability.

UNIT III: (10 Hours)

Family, marriage and kinship: joint family, marriage as a sacrament, changing trends in family, role of kinship in social life, status of women changing trends – feminism.

UNIT IV: (10 Hours)

Religion – influences in social life-impact of Buddhism, Islam and Christianity- religion tolerance – conversion – communalism: secularism – education for all.

UNIT V: (10 Hours)

Political Organization and leadership: Structure of village administration: tradition and modern - PRIs-changing trends in leadership – aspect at loggerheads.

References

1. Chhaya Shukla, Women, *Family and Social Problem in India*, New Delhi, Mohit Publications, 2002.
2. Katchroo and Kachroo, *Society in India*, New Delhi, Bookhive Publications, 1982.
3. S.I Doshi and P. C. Jain *Rural Sociology*, New Delhi, Rawat Publications, 1999.
4. G.R. Madhan, *Indian Social Problem*, New Delhi, Radha Publications, 2002.
5. P.K.Kar, *Conflict and Society*, New Delhi: Dominant Publication and Distributors, 1997
6. Ram Ahuja, *Social Problem in India*, New Delhi, Rawat Publication, 2005 (FP)
7. Vidha Bhusan, D.R. Suchdeva, *Introduction to Sociology*, New Delhi: Kithab Mahal Agencies, 2003.
8. H.S. Dhillon, *Leadership and Group in South Indian Village*, New Delhi: Planning Commission, 1995.
9. Pandharinath, H. Prabhu, *Hindu Social Organisation*, Bombay: Popular Prakasam, 1991
10. S. Rementa, *Emerging Patterns of Rural Leadership*, New Delhi: Willey, Easter Pvt. Ltd, 1973.
11. Shankar Rao *Introduction to Sociology*.

Learning Outcomes

- The students will be able to understand the basic foundations of Indian Society
- They will be familiarize with the characteristics of the social institutions and their linkages with development process

Lecture Schedule

17SOC10203- SOCIAL INSTITUTIONS OF INDIA

Particulars	Hours	Particulars	Hours
Unit I: Historical moorings of Indian Society		Unit II: Caste and Economy	
Historical moorings of Indian Society	2	Caste and Economy	2
Traditional Hindu Social organizations	3	caste system, caste hierarchy	2
life through the ages	3	occupational identity-	2
An overview- foreign invasion and cultural conflicts and assimilation in Indian culture.	1	Jajmani system-features and demerits,	2
assimilation in Indian culture	1	caste dominance and conflicts-Untouchability, feminism	2
Unit III: Family, marriage and kinship		Unit IV: Religion	
Family, marriage and kinship	3	Religion – influences in social life	2
joint family, marriage as a sacrament	3	Impact of Buddhism,	2
trends in family,	2	Islam and Christianity-	2
role of kinship in social life	2	religious tolerance	2
status of women changing trends – feminism	2	conversion	2
Unit V: Political Organization and leadership		communalism:	2
Political Organization and leadership:	3	secularism	2
Structure of village administration, tradition and modern,	3	education for all	2
PRIs-changing trends in leadership – aspect at loggerheads	4		

17SOC10304: INTRODUCTION TO SOCIAL ANTHROPOLOGY

Objectives:

- To introduce the students to the discipline of social anthropology
- To expose the students to the basic concept of culture with anthropological perspective
- To enable the students to understand the role of economics, politics and religion in the society

Unit I: Anthropology (10 Hours)

Meaning and scope of Anthropology; historical background; its relationship with other disciplines; branches of anthropology

Unit II: Basic Concepts (10 Hours)

Basic concepts: culture, society, caste, tribe, culture change, cultural adaptation, acculturation, enculturation, diffusion, innovation, ethno-centricism

Unit III: Distinctive of Anthropology (10 Hours)

Primitive society; fieldwork tradition in anthropology; ethnography and ethnology; cultural relativism; participant observation, holistic approach

Unit IV: Economy and political structure (10 Hours)

Economy and political structure: difference between modern and primitive economy; types of economy – hunter gatherers, shifting cultivators, pastoralists and agriculturalists; ownership and inheritance; types of political system – centralised and segmentary systems; leadership, ascribed and achieved status.

Unit V: Religion and Magic (10 Hours)

Religion and magic: definition and function; theories of religion; myth; ritual – rites of passage; religion, magic and science; types of magic; functionaries of religion – shaman and priest.

References:

1. Bierstedt, Robert. 1970. *The Social Order*. Bombay Tata-Mc Craw Hill.
2. Deliege, Robert. 2011 (2ndEdn.) *Anthropology of the Family and Kinship*. New Delhi: PHI Learning Private Ltd.
3. Evans-Pritchard, Edward E. 1962 *Essays in Social Anthropology*, London: Faber and Faber
4. Evans-Pritchard, Edward E. 1966 *Social Anthropology and other Essays*. New York: Free Press
5. Erikson, Thomas. H. 2008. *What is Anthropology?* Jaipur: Rawat Publication
6. Hendry, Joy. 2008 (2ndEdn.). *An Introduction to Social Anthropology: Sharing our Worlds* Hampshire: Palgrave MacMillan.
7. Kuper, Adam. 1983. *Anthropology and Anthropologists: The Modern British School*. London: Routledge.
8. Kuper, Adam. 1988. *The Invention of Primitive Society: Transformation of an Illusion*. London. Routledge.
9. Lewis, I.M. 1985. *Social Anthropology in perspective*. Cambridge University Press.
10. Sarana Gopal. 1983. *Sociology and anthropology and other Essays*. Mumbai: Indian Publicity Society.

Learning Outcome:

1. The students will understand the discipline of social anthropology
2. To expose the students to the basic concept of culture with anthropological perspective
3. To enable the students to understand the role of economics, politics and religion in the society

Lecture Schedule
17SOC10304: INTRODUCTION TO SOCIAL ANTHROPOLOGY

Particulars	Hours	Particulars	Hours
Unit I: Anthropology		Unit II: Basic concepts	
Meaning and scope of Anthropology	3	culture, society, caste, tribe	3
historical background	2	culture change, cultural adaptation,	2
its relationship with other disciplines	3	acculturation, enculturation, diffusion,	3
branches of anthropology	2	innovation, ethno-centricism	2
Unit III: Distinctive of anthropology		Unit IV: Economy and political structure	
Primitive society; fieldwork tradition in anthropology	3	Difference between modern and primitive economy	3
ethnography and ethnology	2	types of economy – hunter gatherers, shifting cultivators, pastoralists and agriculturalists	2
cultural relativism	2	ownership and inheritance; types of political system – centralised and segmentary systems;	3
participant observation, holistic approach	3	leadership, ascribed and achieved status	2
Unit V: Religion and magic			
definition and function	2		
theories of religion	3		
myth; ritual – rites of passage; religion, magic and science;	3		
types of magic; functionaries of religion – shaman and priest	2		

17SOC10305- SOCIAL PROBLEMS

Objective:

- To familiarize the students with the problems affecting entire society
- Thereby, enabling them to find solutions for solving the social problems amicably.

UNIT I: (10 Hours)

Social problem: concept, nature, and type of social problems in India, individual and social disorganization

UNIT II: (10 Hours)

Problems generalizable to entire community- untouchability-castism- regionalism, dowry, the aged, role of help age India, national commission for SC/ST

UNIT III: (10 Hours)

Women and children: female infanticide- sex selective abortion-domestic violence-gender discrimination, commercial sex work, status of women, situational and analysis of children, existing welfare programmes for women & children.

UNIT IV: (10 Hours)

Problems related to change and development: regional disparity, slums, displacement, ecological degradation and environmental pollution; white collar crime, social legislation related to these problems.

UNIT V: (10 Hours)

Problems due to forces outside the community: fundamentalism- communalism – terrorism, drug trafficking, drug addiction, mafia, HIV/ AIDS, GO and NGO intervention.

References:

1. Letnert Edwin: *Social Pathology*- Mcgrow Hill, New York, 1972.
2. Varma P. .; *Pathology of Crime and Delinquency*-SathityaBhavan, Agra, 1982
3. Madan G.R. : *Indian Social Problems*. Allied Publishers, Bombay, 1986, (B.T.B.).
4. Madan G.R. *Indian Rural Social Problems*. Allied Publishers, Bombay,
5. Hortan Paul S.and Gerald P Leslie: *The Sociology of Social Problems*Appietar, New York, 1987.
6. Madan.G.R.*Indian Rural Problems*, Radha Publications, 2002.

Learning outcome:

1. The students will be exposed to the rural problems affecting Indian Society and gain knowledge.
2. Students will be enabled to understand the causes for social problems.
3. The students will get the opportunity to get acquainted with social Interventions.

Lecture Schedule
17SOC10305- SOCIAL PROBLEMS

Particulars	Hours	Particulars	Hours
Unit I: Social Problems		Unit II: General Community Problems	
Social problem: concept, nature	3	Problems generalizable to entire community-	3
Type of social problems in India	3	Untouchability- castism- regionalism,	3
Individual and social disorganization.	4	Dowry, the aged, role of help age India	2
		National commission for SC/ST.	2
Unit III: Women and children		Unit IV: Problems related to change and development	
Women and children: female infanticide-sex selective abortion	2	Problems related to change and development:	2
Domestic violence- gender discrimination, commercial sex work,	2	regional disparity, slums, displacement,	2
Status of women, situational and analysis of children,	3	ecological degradation and environmental pollution	3
Existing welfare programs for women & children,	3	White collar crime, social legislation related to these problems.	3
Unit V: Problems due to forces from outside community			
Problems due to forces outside the community	3		
Fundamentalism-communalism – terrorism, drug trafficking ,	3		
Drug addiction, mafia, HIV/ AIDS, GO and NGO intervention.	4		

17SOC10406- PERSPECTIVES OF AGEING AND THE AGED

Objective

- To familiarize the students with biological and sociological ageing as well as the problems and prospects of the elders living in families and old age homes thereby suggesting the support systems for the aged.

UNIT-I

(10 Hours)

Scope and Significance of Sociology of the Aged: Trends of Increasing Aged Population in Different Societies- Factors responsible for social, economic and political implications of aged population. Theoretical and Social Perspectives of the Aged.

UNIT-II

(10 Hours)

Concept of age Grades and set: The aged- definition- Differentiation of Social Role and Their Status and the Treatment in Traditional and Modern Societies

UNIT-III

(10 Hours)

Problems of the Aged- Socio-Economic, Psychological and Physical Problems- Coping with old Age, aged people in organized and unorganized sectors –Need and Functions of Old Age Homes- Role of GO and NGOs

UNIT-IV

(10 Hours)

Policies and programmes for the Aged- National Policy on Older Persons, Support Systems needed for the Aged at Community, Family and State Levels.

UNIT-V

(10 Hours)

Measures: Need, Historical Background of Social Security in Indian Context, Recreation and Social and Economic Security Measures for the Aged.

References:

1. Soodan K.S: *Ageing in India*; Calcutta: T.K. Mukherjee Minerva Association (Pvt.) Ltd., 1973
2. Sati P.N.: *Needs and the Problems of the Aged*; Himanshu Publishers, Udaipur, 1987
3. Dhillon P.K. *Psycho- Social Aspects of Ageing in India*,: *Concept* publishing company, New Delhi,1992
4. Choudary S.K.(ed.): *Problems of the Aged and of old Age Homes*: AksharprathiRoop limited., Bombay, 1992
5. Rao, K.S.; *Ageing*, National Book Trust of India, New Delhi, 1994.
6. Vinodkumar(ed.): *Ageing Indian Perspective and Global Scenario*, All India Institute of Medical sciences, New Delhi,1996.
7. Phobebe. S Liebig, *an Ageing India- Perspectives, Prospects and Policies*, Rawat Publications, 2005 (B.T.B).
8. Irudayarajan.S. *Problems of Aged in India*, 2006
9. Husain M.G., *Changing Indian Society and Status of Aged*,Manak publication private ltd., New Delhi.

Learning outcome

1. The students will be enabled to understand the problems created by increasing aged population as well as the problems of aged people in the society.
2. The students will be exposed to various programmes undertaken in Modern Indian Society towards the Aged.
3. The students will be made to understand the National policies and programmes for the welfare and development of the old persons.

Lecture Schedule
17SOC10406–PERSPECTIVES OF AGEING AND AGED

Particulars	Hours	Particulars	Hours
Unit I: Scope and significance		Unit II: Concept of Age Grades and set	
Scope and significance of Sociology of the Aged	2	Meaning, Definition and concept of Age grade ,age set	3
Trends of increasing Aged Population in Different Societies	2	Differentiation of Social role and status of the aged	3
Economic and Political Implications of Aged Populations	2	Treatment meted out to the aged in Traditional society	2
Theoretical Perspectives of Aged	2	Treatment meted out to the aged in Modern Society	2
Unit III: Problems of Aged		Unit IV: Policies and Programmes for the Aged	
Socio-Economic, Psychological and Physical Problems of the Aged	3	National Policy on older persons	3
Coping with old age	1	Support Systems- at Community level	2
Aged People in organized and unorganized sector	2	Support Systems leded for the Aged at Family level	2
Need and functions of old age homes	2	Support Systems leded for the Aged at state level	3
Role of GOs and NGOs	2		
Unit V: Measures			
Definition and Need of the social security for the aged in India	4		
Historical background of Social Security in Indian Context. Recreation	4		
Recreation for the aged	2		

17SOC10407-MEDIA AND SOCIETY

Objective:

- To enable students to develop a basic understanding of the nature, structure and influence of media on individuals and society there by facilitating them to develop an in-depth analysis about the role of media

Unit I: (10Hours)

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 – Role of Press in an emerging country or a country like India – Social construction of reality by media-Rhetoric of the image, Narrative etc. Media myths - Media, Society and Technology changes and effects - Media in India-are view, contributions to creating new identities(Indian Independence), changing power structures, impact of politics on media.

Unit -II: (10Hours)

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

Unit-III: (10Hours)

Mass Media and Social Structure – Media impact and their effectiveness in the context of different audience – Mass Media preference and use among diverse audience – Role of Mass Media in Nationalism, Regionalism, Citizen's Rights, Secularism, promoting democracy, Social Justice, Gender - ContemporaryIssues-InformationTechnology-KnowledgeWorld-Impactoftheinternet – Regulation and Control of Media-Media Ethics.

Unit IV: (10Hours)

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

Unit- V: (10Hours)

Practical – Making a media content: Short film/documentary/Magazine/alternative newspaper/weblog/content – Developing critical media literacy – Media Appreciation

References

1. Silverstone, Rogers. *Why Study Media?* Sage Publications 1999
2. Potter, James W *Media Literacy*. Sage Publications 1998.
3. Grossberg, Lawrence et al *Media-Making: Mass Media in a Popular Culture*, Sage Publications 1998.
4. Evans, Lewis and Hall, Stuart *Visual Culture: The Reader*. Sage Publications 2000.
5. Berger, Asa *Author Media Analysis Techniques*. Sage Publication 1998.
6. Pradip N. Thomas (eds.) *Who Owns the Media?* Zed Books, London. 2004
7. Downing, John, Mohammadi Ali and Srebemy- Mohammadi *Questioning the Media: A Critical Introduction*, New Delhi, Sage. 1992
8. Mackay, H. and O'Sullivan, T. *The Media Reader: Continuity and Transformation*, London Open University and Sage 1999

Learning Outcomes:

1. The Students will be able to understand the role of Media Society and Technology in creating new identities.
2. The Students will have a clear understanding on Key Ideas in Media Studies
3. The Students will be able to understand about Mass Media and Social Structure as well as Media laws in India.

Lecture Schedule
17SOC10407-MEDIA AND SOCIETY

Particulars	Hours	Particulars	Hours
Unit-I: Basics		Unit III: Media and Social Life	
Introduction and Review of Basic Concepts	1	Mass Media and Social Structure	1
Understanding Mass Media	1	Media impact and Their effectiveness in the context of different audience -	1
Characteristics, Types and Functions of Mass Media.	1	Mass Media preference and use among diverse audience	1
Power of mass media on Individual	1	Role of Mass Media in Nationalism, Regionalism, Citizen's Rights, Secularism, promoting democracy, Social Justice, Gender	1
Society and Culture	1	Contemporary Issues-Information Technology- Knowledge World	2
Role of Press in an emerging country like India	1	Impact of the internet	2
Rhetoric of the image, Narrative etc. Media myths	1	Regulation and Control of Media-Media Ethics.	2
Media, Society and Technology changes and effects -	1	Unit IV: Media and Legal Framework	
Media in India-are view, contributions to creating new identities	1	Media laws in India	1
Changing power structures	1	Media and the IPC and the CrPC	1
Impact of politics on media	1	Self Regulation – Print media and the origins of the ‘ Press Laws’	2
Unit – II: Key Thinking on Media		Broadcast media, evolution and the challenges to policy	2
Key Ideas in Media Studies	1	Internet and the New Media Policy.	2
Marxism, Ideology and the Media	1	Media Law and Women	2
Gramsci, Althusser, Frankfurt School	1	Unit- V: Practical	
Media Technologies and Power	1	Making a media content: Short film/documentary/Magazine/alternative newspaper/weblog/content	5
Marshall McLuhan, Brian Winston	1	Developing critical media literacy	3
Postmodernism and the Media -Baudrillard, Angela McRobbie	2	Media Appreciation	2
Semiotic approach - Discourse analysis - Feminist Perspective	2		
Psychoanalytic Perspective			

17SOC10408 - UNDERSTANDING URBAN SOCIOLOGY

Objective

- To impart Sociological Skills to analyse the urban problems in India
- To sensitize the Students to Urban Dimensions of Society and develop skills in planning and seeking for solutions for various urban problem and development.

UNIT-I

(10 Hours)

Urban Sociology in India: Emerging Trends in urbanization, Sociological Dimensions of Urbanization, and Social Consequences of Urbanization

UNIT-II

(10 Hours)

Urban and City dimensions – Dichotomous perspectives- Emile Durkheim and Tonnie's-Redfield Rural-Urban Continuum as Cultural Form. Louis-wirth Urbanism as a way of Life

UNIT-III

(10 Hours)

Classification of Urban Center's: Cities and Towns, City Industrial Urban-base, its Growth and Special Features- Industry Centered Developments.

UNIT-IV

(10 Hours)

Urban Life in India: Changing Occupational Structure and Its Impact-Class, Caste, Gender, Family, Indian City and Its Growth, Migration

UNIT-V

(10 Hours)

Urban Problems and Solutions: Poverty, Crime, Housing, Slum, Trafficking, Drinking Water Pollution- Measures to Solve their Problems. Urban Planning and Urban Management in India

References

1. Quinn, James A. *Urban Sociology*. Indian Reprinted. New Delhi: Euraha publishing House, 1967.
2. Desai A R and Pillai SD(ed) 1970 *Slums and Urbanization*, Popular Prakashan, Bombay
3. Morries, R.S. *Urban Sociology*. London: George Allen an Unwin, 1973.
4. Qullin worth, J.B. *Problems of Urban Society*. Vols.I& II. London: George Allen and unwin, 1973.
5. Bharadwaj, R.K. *Urban Development in India*: National publishing House, 1974.
6. Bose, Ashish. *Urbanization in India*. New Delhi: Academic Books,1978
7. Abrahamson, Mark. *Urban Sociology*, London: prentice- Hall International, 1979.
8. Alfred de Souza 1979 *The Indian City; Poverty, Ecology and Urban Development*,Manohar, Delhi
9. Ramachandran R, 1991 *Urbanization and Urban Systems in India*, OUP, Delhi.
10. Ronnan, Paddison, *Handbook of Urban Studies*. New Delhi: Sage,2001

Learning outcome

1. The Students will be able to understand the Urban Sociology in India as well as Dimensions of Urban and city, to understand urbanism as a way of life.
2. The Students will have a clear understanding about classifications of urban centres and urban life in India.
3. The Students will be able to understand the urban problems and solutions so as to pave the way for urban planning and urban management in India.

Lecture Schedule
17SOC10408– UNDERSTANDING URBAN SOCIOLOGY

Particulars	Hours	Particulars	Hours
Unit I:		Unit II: Urban City Dimensions	
Meaning, Definition, Urbanization	2	Dichotomous perspectives	2
Scope of Urban Sociology	2	Emile Durkheim and Tonnie's Red Field	2
Emerging Trends in Urbanization	2	Rural-Urban continuum as cultural form	2
Sociological Dimensions of Urbanization	2	Louis Wirth – Urbanism as a way of Life	2
Social Consequences of Urbanization	2		2
Unit III: Classification of Urban Centers		Unit IV: Urban Life in India	
Cities and Towns	3	Changing Occupational Structure	2
City Industrial Urban – base	2	Impact of changing occupation in class, Caste, Gender and Family	3
Industrial growth and Special features	3	Indian City and Its Growth	3
Industry Centered developments	2	Migration	2
Unit V: Urban Problems and Solutions			
Poverty, Crime	2		
Housing, Slum	2		
Trafficking, Drinking water Pollution	2		
Measures of So living Problem	2		
Urban Management in India	2		

17SOCIO509 -SOCIAL CHANGE AND MODERNIZATION

Objectives

1. To enlighten the Students on precise conceptualization of social change and Modernization
2. To sensitize the Students aspects of social change and Modernization in Rural Indian Context.
3. To develop skills to analyse the problems and challenges of social change in India.

Unit I

(10 Hours)

Concepts of social change

- | | |
|----------------------|--------------------------------|
| a) Sanskritization | e) Social Transformation |
| b) Westernization | f) Social Development |
| c) Modernization | g) Social Structure and Change |
| d) Industrialization | |

Unit II

(10 Hours)

Women in India: Tradition to Contemporary

- a. Women in ancient, medieval, modern, post-modern era.
- b. Women empowerment, feminism, women and law

Unit III

(10 Hours)

Social Structure and Caste in India

- a. Concept of Social Structure
- b. Change and Continuity
- c. Inter-caste and Intra-caste relations- organizations
- d. Caste and Politics
- e. Honourkilling

Unit IV

(10 Hours)

Modernization in Rural India

- a. Social mobility and social change
- b. Rural economy – Indebtedness, Migration. Farmers' Suicide
- c. Occupational mobility
- d. Personality and change

Unit V

(10 Hours)

Problems of social change- culture, tradition, values- conformities-modernization of Indian Tradition-social change in India- challenges in 21st century

References:

1. Ahuja Ram. *Society in India*. Jaipur: Rawat Publications,1999
2. Badi R.V and Badi N.V. *Indian society*. Mumbai : Himalaya publishing Home,2002
3. Saxena D.R. *Law, Justice and Social Change*. New Delhi: Deep and Deep publication,1996
4. Shah A.M. Baviskar B.S. and Ramaswamy E.A. *Social Structure and Change*. New Delhi: sage publications. Vol. 1 to 4,1996
5. Singh Paramjit and BalGurpreet. *Strategies of Social Change in India*. New Delhi: Sage Publications, 1996.
6. Singh Yogendra. *Modernization of Indian Tradition* Jaipur: Rawat Publications,1988
7. Kupuswammy.B Social Change in India
8. Srinivas.M.N
9. Gurusamy.S. *Development Sociology*, Sterling Publishers Pvt.Ltd. New Delhi
10. Gurusamy.S. *Inclusive Growth In India*, M.J.P.Publishers , Chennai, 2013

Learning Outcome:

1. The students will be able to understand the Concepts of social change in Indian context.
2. The students will develop an analytical skill about Social Structure and caste in India.
3. The students will be able to imbibe about Social Mobility and Social change.

Lecture Schedule
17SOCIO509 -SOCIAL CHANGE AND MODERINIZATION

Particulars	Hours	Particulars	Hours
Unit I: Concepts of Social Change in Indian Context		Unit II: Women in India	
Sanskritization	2	Women in India: Tradition to Contemporary	2
Westernization	2	Women in Ancient,Medieval,Pre-Independence India	2
Modernization	2	Post – Independent India	2
Industrialization	1	Women Empowerment, Feminism, Women and Law	4
Social Transformation	1		
Social Development	1		
Social Structure and Change	1		
Unit III: Social Structure: Caste in India		Unit IV: Modernization in Rural India	
Concept of Social Structure	2	Modernization in Rural Society	2
Change and Continuity	1	Social Mobility and Social Change	3
Inter Caste and Intra – Caste Realism – Organizations	3	Rural Economy	1
Caste and Politics	2	Occupational Mobility	2
Honour Killing	2	Personality and Change	2
Unit V: Problems of social change			
Problems of Social Change – Culture, Tradition, Values, Conformities	4		
Modernization of Indian Tradition	3		
Social Change in India – Challenges in 21 st Century	3		

17SOCIO510-CLASSICAL SOCIOLOGICAL THEORIES

Objective:

1. To acquaint the students with the classical sociological writings by thinkers to develop basic theoretical insights and to analyse theories from a conceptual perspective and its application in society.

Unit –I

(10 Hours)

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 –

Unit – II

(10 Hours)

August Comte Sociology and Social Sciences, hierarchy of sciences, Law of Three Stages, Social change, Industrial society, Positivism- Critical Evaluation: Eurocentrism

Unit – III

(10 Hours)

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 -Marx's theory of Surplus Value; Theory of Alienation - Critical Evaluation

Unit – IV

(10 Hours)

Emile Durkheim (1858-1917): Concept of Social Fact; Methodological Rules - Division of Labour: Transition from Mechanical to Organic Solidarity - Explanation of Division of Labour in terms of its causes and functions; Pathological Forms of Division of Labour. Theory of Suicide: Durkheim's definition of suicide, Rate of suicide, Theoretical explanation of suicide. Theory of Religion: Definition of religion, Analysis of Totemism, Social functions of religion - Critical Evaluation.

Unit – V

(10 Hours)

Max Weber (1864-1920) Weber's Methodological Approach: Sociology as an Interpretative science; 'Verstehen' and 'Ideal Types' Social Action: Concept and Types The Protestant Ethics and the Spirit of Capitalism -Weber's Theory of Authority: 'Power' and 'Authority' -Types of Authority – Critical Evaluation.

References:

1. Robert.S.Nisbet, *Sociological Tradition*, University of Columbia Press, 1978.
2. Aron.R *Main currents in Sociological theories*. New York: Double Day (Volume2), 1990
3. Srivastava.. R.S, *Traditions in sociological theory*. Jaipur: Rawat Publications. 1998
4. Francis: *Sociological Theories*: Delhi, Oxford University Press, 2001
5. Turner. H: *The structure of Sociological Theory*: Illinois, Jonathan Dorsey Press Homewood, 2002 (B.T.B.).
6. Doshi.S.L.-*Modernity. Post modernity and neo sociological theories* – Rawat Publications, Jaipur and New Delhi, 2003
7. Coser.L. *Masters of sociological thought*: New York: Mac Millan, 2004
8. Parsons.T, *The structure of social action*, McGraw Hill, New York, 2004
9. Francis Abraham &J.H.Morgan - *Sociological Thought*- Mac Millan India, New Delhi, 2006.

Learning Outcome:

1. The Students will be able to comprehend Origins of Sociological Theories
2. The Students will have a clear understanding on Karl Marx and his contributions.
3. The Students will be able to appreciate the contribution of Emile Durkheim, Max Weber, Vilfredo Pareto as well as Simmel.

Lecture Schedule
17SOCIO510- CLASSICAL SOCIOLOGICAL THEORIES

Particulars	Hours	Particulars	Hours
Unit-I: Foundations of Sociological Theory		Theoretical explanation of suicide	1
Origins of Sociological Theory	1		
Social thought prior to the emergence of sociology	2	Theory of Religion: Definition of religion, Analysis of Totemism	1
Enlightenment, Progress, Capitalism, modernism, evolutionism –	2	Social functions of religion - Critical Evaluation	1
August Comte–Sociology and Social Sciences	1	Unit – IV: Max Weber	
Hierarchy of sciences	1	Max Weber (1864-1920) Weber’s Methodological Approach	2
Law of Three Stages	1	Sociology as an Interpretative science; ‘Verstehen’ and ‘Ideal Types’	2
Social change, Industrial society, Positivism	1	Social Action: Concept and Types	1
Critical Evaluation: Eurocentrism	1	The Protestant Ethics and the Spirit of Capitalism	2
Unit – II: Karl Marx		Weber’s Theory of Authority: ‘Power’ and ‘Authority’ -Types of Authority	2
Karl Marx (1818-1883): Marx’s Methodology:	2		
Dialectics, Principles and Laws -	1	Critical Evaluation	1
Historical Materialism: Mode of Production -	1	Unit –V: Pareto and Simmel	
Basic Structure and Superstructure;	2	Vilfredo Pareto (1848-1920): Introduction	1
Theory of Classes and Class Struggle	2	Distinction between Logical and Non-Logical Action	1
Marx’s theory of Surplus Value	1	Residues and Derivations	2
Theory of Alienation - Critical Evaluation.	1	Theory of Circulation of Elites -	1
Unit – III: Emile Durkheim		George Simmel (1858- 1918): Simmel’s Views on Dialectical thinking	2
Emile Durkheim (1858-1917): Concept of Social Fact	1		
Methodological Rules	2	Social Interaction – Forms of Social Interaction	1
Division of Labour: Transition from Mechanical to Organic Solidarity -	1	Individual Culture and Objective Culture	1
Explanation of Division of Labour in terms of its causes and functions;	1	Philosophy on Money	1
Pathological Forms of Division of Labour.	1		
Theory of Suicide: Durkheim’s definition of suicide, Rate of suicide	1		

17CWS05A4-GENDER AND SOCIETY

Objectives:

1. To expose the students on the emergence of women's movements and Women's studies in the context of feminist thought and critiques of sociological theories.
2. To trace the evolution of gender as a category of social analysis in the late twentieth century.
3. To make the learner to have a better understanding of the social phenomena.

UNIT I: (10 Hours)

Social structure and Gender in India – Women in the family – Socialization in Indian Context – Status gender role – Division of labour and sexual dichotomy, Patriarchy Ideology and practice

UNIT II: (10 Hours)

Women's movements – socio – historical perspectives – Feminism and Feminist theories – Liberal, Socialist, Radical, Policy approaches of the Government towards women's development.

UNIT III: (10 Hours)

Gender based division of labour, Production Vs Reproduction, Household work-exploitation and drudgery, indivisible works – Impact of Science and technology in Women's works.

UNIT IV: (10 Hours)

Women in India – status of women – pre-colonial, Colonial, Post colonial – Demographic profile – Fertility, mortality and migration and women in India.

UNIT V: (10 Hours)

Gender and society in India: Economy and marginalization of Women- Religion and culture, women's nature socio-cultural tradition.-Women and development – Empowerment issues.

References:

1. A.S.Altekar.1983, *The Position of Women in Hindu Civilization*. Delhi:Motilal bana residass, Second Edition.
2. Chanamana Karuna, 1988.*Socialisation, Women and Education*
3. *Exploitation on Gender Identity*, New Delhi: Orient Longman
4. Desai, Neera and M.Krishnaraj, 1987. Women and Society in India, Delhi: Ajanta
5. Rehana, Ghadially (ed) 1988, *Women in Indian Society*, New Delhi, SAGE
6. Kumari, Jayawadane, 1991- *Feminism and Nationalism in the Third World*, New Delhi: Kali for women
7. Gail, Om Vedt, 1975, 'Caste Class and Women's Liberation in India', Bulletin of Concerned Asian Scholars, 7.

Learning Outcomes:

1. This course will expose the students on the emergence of women's movements and Women's studies in the context of feminist thought and critiques of sociological theories.
2. It will also help them to trace the evolution of gender as a category of social analysis in the late twentieth century.
3. It will make the learner to have a better understanding of the social phenomena

Lecture Schedule
17CWS05A4- GENDER AND SOCIETY

Particulars	Hours	Particulars	Hours
Unit I: Social structure and gender in India		Unit II: Women's movements	
Women in the family – Socialization in Indian Context	3	Socio – historical perspectives	4
Status gender role – Division of labour and sexual dichotomy	3	Feminism and Feminist theories – Liberal, Socialist, Radical	3
Partriarchy Ideology and practice	4	Policy approaches of the Government towards women's development	3
Unit III: Gender based division of labor		Unit IV: Women in India	
Production Vs Reproduction, Household work- exploitation and drudgery	4	Status of women – pre-colonial, Colonial, Post colonial	5
indivisible works	3	Demographic profile – Fertility, mortality and migration and women in India	5
Impact of Science and technology in Women's works	3		3
Unit V: Gender and society			
Economy and marginalization of Women	3		
Religion and culture, women's nature socio-cultural tradition	3		
Women and development – Empowerment issues	4		

15SOCIO5EX- SOCIAL DIMENSIONS OF DEVELOPMENT

Objectives:

- 1.To enable the students to understand the dimensions of development and acquaint them with the social and structural constraints in social development

UNIT I (10 Hours)

Aims and Scope of Sociology of Development – Changing Conceptions of Development – Socio-cultural Dimensions – Indications of Development –Gendered Development – Sociological Critique – Easter and Western Perspectives: Gandhi, Wallerstein, Gunter Frank and Samir Amin

UNIT II (10 Hours)

Social – Structural constraints in development – Development Disparities – caste, class, power and its influence. Globalization and Development – Displacement and Development- Induced Social Problems.

UNIT III (10 Hours)

Village Development in India – Role of Sociologists in National Development – Micro and Macro Linkages – Development Planning and Socio-cultural context – Social Planning – Imperatives of Sociology in Development Planning.

UNIT IV (10 Hours)

Social Policy – Social context of development, Social legislations for weaker segments – Social welfare programmes for SC/ST, women & children, small farmers, marginal farmers, agricultural labour, rural artisans – Social organizations – role of GOs and NGOs – bottlenecks of development programmes – Participatory social development.

UNIT V (10Hours)

Population and Development – Relationship of Population with development – Mass Media and Development – Development Communication – ICT and Development

References:

1. Deb, Debal. *Beyond Developmentality: Constructing inclusive freedom and sustainability*. Earthscan, 2009
2. Fernandes.W. *Development with people*, Indian Social Institute, New Delhi, 1991.
3. Gupta, Dipankar) *Development Without Growth*, Oxford University Press. Delhi, 2010
4. Gurusamy.S., *Development Sociology, A Reader*, Sterling Publishers Pvt., Ltd., New Delhi, 1996.
5. Khandwalla.P.N., *Social Development*, Sage Publications, New Delhi, 1993
6. Madan.G.R., *Village Development in India: A Sociological Approaches*, Allied Publishers Pvt., Ltd., New Delhi, 1992.
7. Oommen.T.K. *Social Transformation in Rural India*, Vikas Publishing House Private Ltd., New Delhi, 1989.
8. Panikar.V., *Society in Transition*, Printwell Publishers, Jaipur, 1987.
9. Sharma.S.L. *Development-Socio-Cultural Dimension*, Rawat Publications, Jaipur, 1988.

Learning Outcome:

1. The Students will be able to understand the Changing Conceptions of Development
2. The Students will have a clear understanding on the Social – Structural constraints in development
3. The Students will be able to understand the Social Policy and Population and Development.

15SOCIO5EX - SOCIAL DIMENSIONS OF DEVELOPMENT

LECTURE	HOURS	LECTURE	HOURS
UNIT-I:Dimensions of Development	10	Social Planning	2
Aims and Scope of Sociology of Development	1	Imperatives of Sociology in Development Planning	1
Changing Conceptions of Development	1	UNIT IV: Policy and Programmes	12
Socio-cultural Dimensions	1	Social Policy	1
Indications of Development	1	Social context of development,	1
Gendered Development	1	Social legislations for weaker segments	1
Sociological Critique	1	Social welfare programmes for SC/ST	2
Eastern visions: Gandhi, and Samir Amin	2	Social welfare programmes for women & children	2
Western Perspectives Wallerstein and Gunter Frank	2	Social welfare programmes for small farmers, marginal farmers, agricultural labour and rural artisans	2
UNIT-II: Issues	10	Role of GOs and NGOs	1
Social – Structural constraints in development	2	Bottlenecks of development programmes	1
Development Disparities – caste, class, power and its influence.	4	Participatory social development	1
Globalization and Development	2	UNIT- V: Population and development communication	8
Displacement and Development-Induced Social Problems	2	Population and Development	1
UNIT III: Social Context	10	Relationship of Population with development	2
Village Development in India	2	Mass Media and Development	2
Role of Sociologists in National Development	2	Development Communication	1
Micro and Macro Linkages	1	ICT and Development	2
Development Planning and Socio-cultural context	2		

15SOCIO5EX - MEDICAL SOCIOLOGY

Objectives:

1. To make the students articulate current trends in medical sociology
2. To make the students to understand the contribution of sociology medicine
3. To instill analytical skill in students in the spread of diseases
4. To make the students appreciate hospital as a social organization
5. To make the students to apply preventive and protective health care in social life

UNIT - I : Introduction

(10 Hours)

Definition, objectives, principles, scope and its relevance to patient care - difference between sociology of medicine and sociology in medicine, Current trends in medical sociology in the Indian Health Scene. The emerging relationship between medicine and sociology.

UNIT - II : Sociological perspectives on health

(10 Hours)

The sick role illness as lived experience – social structure, health and disease - social and psychological factors in health and illness Parsons' role theory and health interaction. the contribution of sociology and social policy.

UNIT - III : Social Epidemiology

(10 Hours)

Meaning socio cultural factors bearing on health in India - Common occupational diseases and prevention of occupational diseases - Infectious and Physical Deficient Diseases –
a) Tuberculosis, Malaria, b) Heart diseases, diabetes, obesity.

UNIT - IV : Health profession and health organization

(10 Hours)

Professional qualities of physician – professionalization of physician - Doctor - nurse relationship, Doctor – patient relationship - Hospital as a social organization – Structure and function of a hospital - Cost of hospitalization – Medical social service in a hospital.

UNIT - V : Health Education

(10 Hours)

Preventive and protective hygienic habits sociology of health policy in India population and health in India. Relevance of sex education - Aids and HIV.

Reference:

1. Cockerham, William, C. Medical Sociology Englewood Cliffs, Prentice Hall, 1978.
2. Park K. Text Book of Preventive and Social Medicine, M/s. Banarsidas Bhanot Publishers, Jabalpur, 2000.
3. Anne, Marie Barry and Chris Yuill, Understanding health - A sociological introduction, Sage Publications, New Delhi, 2002.
4. DAK T.M. Sociology of health in India, Kaveri Printers Private Ltd., New Delhi, 1991.
5. Eugene B. Gallagher and Janardan Subedi, Global Perspectives on Health Care, Prentice Hall, Jersey, 1995.
6. Graham Scombler Sociological theory and Medical Sociology, Tavistock Publications : London and New York, 1987.
7. Kevin White, An Introduction to the Sociology of Health and Illness, Sage Publications, New Delhi, 2002.
8. Rajiv Mista et. al., India Health Report, Oxford University Press, New Delhi, 2003.

Learning Outcome:

1. The Students will be able to understand the Changing Conceptions of Development
2. The Students will have a clear understanding on the Social – Structural constraints in development
3. The Students will be able to understand the Social Policy and Population and Development.

15SOCIO5EX - SOCIAL PSYCHOLOGY

Objectives

1. To generate knowledge among students to appreciate the Socio Cultural factors in Individual behavior.
2. To make the students to understand the various theories of Social Psychology.
3. To create analytical skills in students the socio cultural context of Individual behavior
4. To make students analyze interpersonal relationships in social psychological context
5. To evaluate the effects of relationship failures in social context

UNIT – I- Introduction

(10 Hours)

Origin and Development of Social Psychology, Definition, Nature, Goal and Scope of Social Psychology, Social Psychology and Related Disciplines

UNIT –II - Social Perception

(10 Hours)

(a) **Perceiving Self:** Self-concept, Perceived Self-control, Self-serving Bias, Self-presentation, Self-esteem, Self and Gender

(b) **Perceiving Others:** Non-Verbal Communication, Attribution, Impression Formation, Impression Management

UNIT -III - Social Cognition

(10 Hours)

Schemas, Heuristics and Automatic Processing, Potential Sources of Error in Social Cognition, Affect and Cognition, Social Cognition and Problem Behaviours.

UNIT –IV- Attitudes

(10 Hours)

Attitude Formation, Attitude Behaviour Link, Attitude Change, The Fine Art of Persuasion, Thinking - Resistance to Persuasion, Cognitive Dissonance

UNIT – V- Interpersonal Relationship

(10 Hours)

(a) **Interpersonal Attraction:** Proximity, Affective Basis of Attraction, Immediate Determinants of Likes and Dislikes.

(b) **Interdependent relationship:** Family, Relationship beyond the Family, Adult Relationship and Attachment Style, Romance, Marriage, Relationship problems, Reaction to the Problems, Effect of Relationship Failure.

References:

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.
10. Baron A. Robert Boon Byrne (1998), *Social Psychology*, Prentice Hall of India, India.

17SOCIO5E3 – INDIAN SOCIAL STRUCTURE

Objectives:

1.To Familiarize students with conceptualize of the structure and functioning of Indian society in order to sensitize thereby developing insight into the various facets of nation building in India society.

UNIT-I

(10 Hours)

Indian Society- Conceptualization- Sociology in India, past and present, regional, linguistic, religious, tribal- Unity in diversity, religious pluralism.

UNIT-II

(10 Hours)

Indological-Textual perspective: G.S.Ghurye, Louis Dumont-Caste in India, Varna, Jati-characteristics of caste system.

UNIT-III

(10 Hours)

Structural function perspectives-M.N.Srinivas; S.C.Dube: Marriage and family, changing trends, Religion and festivals, change in religious life-Islam, Christianity, Buddhism-factors in continuity and change.

UNIT-IV

(10 Hours)

Marxist perspectives: D.P.Mukarjee, A.R.Desai-Agriculture allied activities-kadi and village activities-land, modernization-real estate.

UNIT-V

(10 Hours)

Subaltern perspectives-B.R.Ambedkar, Ranajit Guja-Modernization of Indian Tradition: Yugendra Singh-National building and social integration: issues-Indian society in 21st century.

References:

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: Roulledge,.
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 Tamilnadu. 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 Eassys, Bombay: Asia publishing House

Web Resources:

1. Jstor -<https://www.jstor.org>
2. Project Muse - <http://muse.jhu.edu>

Learning outcome:

1. Students will be able to understand Indian Society and indological textual perspectives
2. Students will have a clear understanding on the structural functional perspectives
3. Students will be able to understand Marxist perspectives as well as subaltern perspectives

17SOCIO5E3 – INDIAN SOCIAL STRUCTURE

Particulars	Hours	Particulars	Hours
Unit-I: Indian Society		UNIT-IV: Marxist perspectives	
Conceptualization Sociology in India	2	D.P.Mukarjee, A.R.Desai- Agriculture allied activities	4
Past and present, regional, linguistic, religious	4	Kadi and village activities	3
Tribal-Unity in diversity,	2	Land, modernization-real estate	3
Religious pluralism	2		
UNIT-II: Indological		UNIT-V: Subaltern perspective	
Textual perspective G.S.Ghurye	2	B.R.Ambedkar, Ranajit Guja	3
Louis Dumont-Caste in India	4	Modernization of Indian Tradition	2
Varna, Jati-characteristics of caste system	4	Yugendra singh-National building and social integration	3
UNIT-III: Structural function perspectives		Issues-Indian society in 21 st century	2
M.N.Srinivas; S.C.Dube: Marriage and family	2		
changing trends, Religion and festivals	3		
change in religious life-Islam, Christianity, Buddhism	3		
Factors in continuity and change.	2		

17SOCIO613-SOCIOLOGY OF MARGINALIZED COMMUNITIES

Objective:

1. To inform the students of the conditions of marginalized communities with reference to the historical roots of Marginalization

Unit-I

(10Hours)

Social Marginalization and its socio-economic 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.

Unit-II

(10Hours)

Perspectives on Social Marginalization- Social Capital and Capability Approaches – JyothiRao Phulaa, Periyar EVR, Babasaheb Ambedkar; M. K. Gandhi– Feminist Perspectives

Unit-III

(10Hours)

Excluded Communities: Profile, Marginalizing Conditions and Inclusive Strategies – Dalits: Caste system a social critique, untouchability - Nomadic castes and Tribes and De-notified tribes - Homeless, People-in-Beging and People with Disability, Women and Children in Difficult Circumstances- Child Labour, Street Children, Sex Workers – Transgender.

Unit-IV

(10 Hours)

Social movements among excluded and marginalized communities: The Scope, Nature and Dynamics - Perspectives on social movement, - Mobilization Strategies of Social Movements, Role of NGOs and CBOs.

Unit-V

(10Hours)

Social Marginalization and affirmative action- social legislation, social welfare programmes for the excluded communities- Social Policy Contexts: Globalization and Neoliberal regimes – Contemporary challenges.

References:

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 Delhi 1999.
8. Harsh Mander and VidyaRao: Agenda for Caring, Voluntary Health Association of India, 1996
9. Parasuraman, et al, Listening to People Living in Poverty, Books for Change, 2003

Learning Outcomes:

1. The Students will be able to understand the Social Marginalization and its socio-economic roots and indices
2. The Students will have a clear understanding on Perspectives on Social Marginalization
3. The Students will be able to understand the Excluded Communities and Social movement excluded and marginalized communities.

Lecture Schedule
17SOCIO613 - SOCIOLOGY OF MARGINALIZED COMMUNITIES

Particulars	Hours	Particulars	Hours
Unit-I:Introduction		Nomadic castes and Tribes and De-notified tribes	1
Social Marginalisation and its socio-economic roots and indices	2	Homeless, Beggars and People with Disability	1
Poverty, Relative deprivation	2	Women and Children in Difficult Circumstances-	1
Exploitation, social discrimination, social inequality	2	Sex Workers and Transgender	1
Categories of excluded communities	2	Child Labour and Street Children	2
Agents and institutional forces of Marginalisation.	1	Unit IV: Social Movements by and for Marginalized	
Processes of Exclusion and Marginalisation	1	Social movements among excluded and marginalized communities	2
Unit-II: Perspectives		The Scope, Nature and Dynamics	2
Perspectives on Social Marginalisation	2	Perspectives on social movement	2
Social Capital and Capability Approaches	2	Mobilization Strategies of Social Movements	2
JyothiRaoPhulae,	1	Role of NGOs and CBOs	2
Periyar EVR	1	Unit- V: Policy Instruments and Welfare Programmes	
BabasahebAmbedkar		Social Marginalisation and affirmative action	2
M.K.Gandhi	2	Social legislation, social welfare programmes for the excluded communities	2
Feminist Perspectives	2	Social Policy Contexts	2
Unit III: Profiling Marginalized Groups		Globalization and Neoliberal regimes	2
Excluded Communities: Profile,	1	Contemporary challenges	2
Marginalizing Conditions and Inclusive Strategies	1		
Dalits: Caste system a social critique, untouchability	2		

17SOCIO614 -DEVELOPMENT PRACTICES

Objective:

1. To equip students with the practical skills and theoretical foundations for addressing the challenges and complexities of the field of Social Development

Unit-I: (10 Hours)

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

Unit-II: (10 Hours)

Identifying Stakeholders through stakeholder analysis – Resource mapping and mobilization for development – Social mobilization and Community organizing: Issues and Strategies

Unit-III: (10 Hours)

Action Research and Activist Research – Planning and undertaking research projects with social groups and communities – Disseminating research results through campaign, networking and policy advocacy

Unit-IV: (10 Hours)

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

Unit-V: (10 Hours)

Working with women/gender issues – working with health hygiene and sanitation issues – working with issues relating to caste based inequality – working with excluded groups

References:

1. Narayan, Deepa and Jennifer Rietbergen-McCracken, *Participation and Social Assessment: Tools and Techniques*, World Bank, 1998
2. Jouwert van Geene, *Participatory Capacity Building*, The Institute of Cultural Affairs – Zimbabwe, 2003
3. Desirée de Leeuw, J. J. Hox, Don A. Dillman (Eds), *International Handbook of Survey Methodology*, Taylor & Francis, 2008
4. William M. Babiuch and Barbara C. Farha, *Stakeholder Analysis: Methodologies Resource Book*, National Renewable Energy Laboratory, Colorado, 1994
5. Stringer, E. *Action Research* (3rd ed.). Sage Publication, Thousand Oaks, California: Sage Publications 2007

6. Greenwood, Davyd and Morten Levin. *Introduction to Action Research: Social Research for Social Change*, Sage Publication, 2007

Learning Outcomes:

1. The Students will be able to understand the Practicing development Approaches and Issues
2. The Students will have a clear understanding on the Action Research and Activist Research
3. The Students will be able to understand the Documenting and reporting development outcomes.

Lecture schedule
17SOCIO614-DEVELOPMENT PRACTICES

Particulars	Hours	Particulars	Hours
Unit-I: Practicing Development		Disseminating research results through campaign, networking and policy advocacy	4
Approaches and Issues	2	Unit IV: Documenting Development	
Methods and Strategies for participatory and people-centered identification of development issues	2	Documenting and reporting development outcomes	2
Conducting baseline survey	3	Understanding methods and tools for process documentation	2
Understanding and undertaking project formulation and programme planning	3	Learning about qualitative reporting of development outcome and impacts	3
Unit-II: Stakeholder Identification		Use of video, social media and web resources for development documentation	3
Identifying Stakeholders thorough stakeholder analysis	3	Unit -V: Working with People	
Resource mapping and mobilization for development	3	Working with women/gender issues	3
Social mobilization and Community organizing: Issues and Strategies	4	Working with health and sanitation issues	2
Unit III: Development Research		Working with issues relating to caste based inequality	2
Action Research and Activist Research	3	Working with excluded groups	3
Planning and undertaking research projects with social groups and communities	3		

17SOCIO7E1 - GUIDANCE AND COUNSELLING (Major Elective)

Objectives:

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.

#Students will choose a course from the list

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

**Internal Valuation 75 marks + External Valuation 75 marks + Viva-voce (joint Sitting) 50 Marks =200marks

*** One-month duration with marks allotted by the Field Placement Agency on the Format supplied by the Centre for Studies in Sociology

Unit –I

12 Hours

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.

Unit – II

8 Hours

The portrait of counsellor: desirable qualities - attitudes, values, beliefs, relationships, self-esteem, openness to others, accepting personal responsibility, realistic levels of aspiration, self-actualization.

Unit –III

10 Hours

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.

Unit – IV

10 Hours

Models of counselling - group counselling– family counselling–psychological tests and diagnosis - genetic counselling - career counselling –educational counselling – Health counseling.

Unit – V

10 Hours

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.

References:

1. Kochhar.S.K-*Guidance in Indian Education*, 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. Educational and Vocational Guidance, Parkash Brothers, Ludhiana, 1982.
4. Indu Dave, *The Basic Essentials of Counselling*-Sterling Publishers Pvt. Ltd, New Delhi, 1983
5. Sharma.R.N.*Guidance and Counselling*,Surjeet Publication, New Delhi, 2001.
6. NarayanaRao.S – *Counselling and Guidance*, Tata McGraw-Hill Publishing Company Ltd., 2002.(B.T.B.).
7. Nayak.A.K-*Guidance and Counselling*, APH Publishing Corporation, New Delhi, 2002.

Learning Outcomes:

1. Explain the emergence and need for counseling
2. Develop basic skills become deeply self-aware individuals
3. Apply knowledge of counseling to deal professionally with persons in distress.
4. Evaluate the personality theories and suggest alternatives.
5. Identify the psycho-social needs of marginalized and vulnerable groups.

Lecture Plan
17SOCIO7E1 - GUIDANCE AND COUNSELLING

Particulars	Hours	Particulars	Hours
Unit I: Concept of guidance and counselling		Unit IV: Models of counselling	
Definition, elements, characteristics and goals	2	Group counselling	2
Processes, stages and limitations of counselling	2	Family counselling	1
evolution of counselling: foundations of counseling - philosophical foundations– dignity of the human person -	2	Psychological tests and diagnosis	1
sociological foundations – influence of social system	1	Genetic counselling	2
- psychological foundations – concept of personality, elements and types	2	Career counselling	2
sociological critique.	1	Educational counselling, Health counseling.	2
Unit II: The portrait of counsellor		Unit V:	
Desirable qualities - attitudes, values, beliefs, relationships,	3	Counselling women in distress	2
Self-esteem, openness to others,	3	children in difficulties and with special needs,	2
Accepting personal responsibility, realistic levels of aspiration,	2	Counselling adolescents, disaster survivors, physically challenged	2
Self-actualization.	2	Counselling persons affected with HIV/AIDS and other vulnerable groups	1
		Transgender counselling	1
		Counselling cyber victims	2
Unit III: Personality theories			
Freudian theories	2		
Neo-Freudian theories	2		
behaviorist and transactional approaches,	2		
humanist and existentialist approaches: client centred approach of Rogers	2		

17SOCIO7E2 - SOCIAL PSYCHOLOGY (Major Elective)

Objectives:

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 – I

8 Hours

Introduction: Definition, Origin and Development of Social Psychology, Nature, Goal and Scope of Social Psychology, Social Psychology and Related Disciplines.

Unit –II

12 Hours

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

Unit – III

10 Hours

Social Cognition: Role of Schemas, Heuristics and Automatic Processing, Potential Sources of Error in Social Cognition, Affect and Cognition, Social Cognition and Problem Behaviours.

Unit – IV

10 Hours

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.

Unit – V

10 Hours

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.

References:

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.
10. Baron A. Robert Boon Byrne (1998), Social Psychology, Prentice Hall of India, India.
11. Taylor, S.E., Peplan, L.A., & Sears, D.O. (1997). Social Psychology. Prentice Hall: New Nersey (USA)

Learning Outcomes:

1. Outline the nature and scope of social psychology.
2. Express social perception in the aspects of perceiving self and others.
3. Sketch the role of schemas and sources of error in social cognition.
4. Categorize behaviour and attitude change and approaches to persuasion.
5. Assess Prosocial behaviour in society and effects of aggression.

**Lecture Plan
17SOCIO7E2 - SOCIAL PSYCHOLOGY**

Particulars	Hrs.	Particulars	Hrs.
Unit I: Introduction to Social Psychology		Unit IV: Attitudes and Prejudice	
Definition, Origin of Social Psychology	2	Definition, theories of attitude formation	3
Development of Social Psychology	2	Measurement of attitudes, Behaviour and attitude,	1
Nature and Scope of Social Psychology	2	Attitude Change- persuasion, Approaches to persuasion,	2
Goal of Social Psychology	2	Resistance to Persuasion, Cognitive Dissonance.	1
Social Psychology and Related Disciplines	2	Nature of Prejudice: Public opinion, Stereotypes and Stigma. Changing attitude and prejudice	3
Unit II: Social Perception		Unit V: Prosocial Behaviour And Aggression	
Perceiving Self: Sources of self knowledge, Aspects of Self-knowledge: Self Schemas, Self discrepancies,	2	Definition, Research in Prosocial Behaviour- Darley and Latane, Bystander Effect	3
Perceiving Self: Self-Regulation, Perceived Self-control, Self-esteem, Self presentation.	2	Diffusion of Responsibility, Models to explain Prosocial Behavior, Increasing Prosocial Behavior in the Society.	2

Perceiving Others: Forming impressions, theories of attribution,	2	Aggression: Theories of Aggression	3
Fundamental attribution error, Role of Non-Verbal Communication,	2	Determinants of Aggression, Effects of Aggression, Prevention and Control of Aggression	2
The impact of impressions formed, using impressions to make judgement, Impression Management	2		
Unit III: Social Cognition			
Role of Schemas, Heuristics and Automatic Processing	3		
Potential Sources of Error in Social Cognition,	2		
Affect and Cognition,	2		
Social Cognition and Problem Behaviours.	3		

17SOCIO7E3 - SOCIOLOGY OF TOURISM (Major Elective)

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.Tefler,2008, Tourism and Development in DevelopingWorld,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.

Lecture Plan
17SOCIO7E3 - SOCIOLOGY OF TOURISM

Particulars	Hours	Particulars	Hours
Unit I: Introduction to Sociology of Tourism		Unit IV: Tourism and Social Institutions	
Understanding Tourism; Tourism-concepts of Travel, Tourism, Leisure, Hospitality-Industry	2	Social Institutions and their Roles; Factors Influencing the Roles and Status of Social Institutions;	3
Meaning and Definition of Sociology of Tourism; Sociological Perspective on Tourism;	2	Influence of Tourism on Social Institutions	2
Significance of Sociology of Tourism	3	Tourism system and the Individual - Socialization through Interaction and Exchange of Values, Norms, Social Laws and Usages;	3
Theories- Eric Cohen, Doxey's Irritation Index Theory,	3	Factors Influencing Individual's Role, Behaviour, Attitudes and Experiences at the Destination.	2
Theories- Motivational Theory- John Urry.	2		
Unit II: Trends and Nature of Tourism		Unit V: Tourism and Social Change	
Growth of tourism through various periods- Medieval, Modern and Post modern;	3	Effects of Tourism on Society, Tourism as an agent of social change;	2
Types of tourism- Cultural tourism, Eco tourism, Medical tourism, Sex tourism	3	Tourism and Cultural Exchange; Motivating Locals for Tourism	2
Recreational tourism, Monsoon	2	Tourism and the Digital Revolution-	2

tourism, Adventure tourism, Pilgrim tourism		Internet and Mobile Technologies' impact on Tourist Behaviour and Tourist Experience;	
Educational Tourism , Virtual Tourism, International and	2	Technological Advancements and its Impact on Tourism Development;	2
Domestic tourism, Mass tourism; Sustainable Tourism	2	Measures taken by the Govt. and Non-governmental Agencies.	2
Unit III: Sociological Approach to Tourism			
Perspectives of Tourism- Social, Economic, Environmental and Geographic	3		
Sociological factor in Tourist motivation, Attitude and Perception, Culture towards host Community;	1		
Social dimension of host-tourist relationship;	1		
Impacts of Tourism -Socio-economic and socio-cultural and Environmental.	3		

17SOCIO7E4 - SOCIAL MOVEMENTS (Major Elective)

Objectives:

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 – I

8 Hours

Introduction:

Social Movement: Meaning – Attributes – Types – Scope and Importance; Genesis/Life Cycle of Social Movements, Social Movements and Social Change.

Unit – II

10 Hours

Perspectives on Social Movements:

Deprivation Theory; Resource Mobilisation Theory; Political Process Theory; Structural Strain Theory; New Social Movement Theories.

Unit – III

10 Hours

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.

Unit – IV

10 Hours

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.

Unit – V

12 Hours

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.

References:

1. A.R. Desai, Ed.: Peasant Struggles in India (Bombay: Oxford University Press) 1979
2. Baviskar, A. 1995. *In the belly of the river: Tribal conflicts over development in the Narmada Valley*. Delhi: Oxford University press.
3. Brass, Tom. 1995. 'Introduction: The New Farmers' Movement in India' in Tom Brass (ed.), *New Farmers' Movement in India*. Essex: Frank Cass. pp. 3-26.
4. Buechler, S. 1995. New Social Movement Theories. *The Sociological Quarterly*, 36(3):441-464.
5. Dhanagare, D.N. 1991. *Peasant movement in India: 1920-1950*. Delhi: Oxford University Press.
6. T.K.Oommen (ed.) *Social Movements II: Concerns of Equity and Security*. New Delhi: Oxford University Press.

7. Mullick, S. Bosu. 1993. 'The Jharkand Movement: A Historical Analysis' in Mrinal Miri (ed.) *Continuity and Change in Tribal Society*. Simla: Indian Institute of Advanced Studies. Pp. 447-465.
8. Pandian, M.S.S. 2007. *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*. Delhi: Permanent Black.
9. Rao, M.S.A. (ed). 2004. *Social Movements in India*. New Delhi: Manohar Publishers and Distributors, pp: 1-16.
10. Ruggiero, V. and Nicola Montagna, 2008 "Social Movements: A Reader", Routledge Publications.

Learning Outcomes:

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.

Lecture Plan
17SOCIO7E4 - SOCIAL MOVEMENTS

Particulars	Hrs.	Particulars	Hrs.
Unit – I: Introduction		Unit – IV: Social Movements and Social Change:	
Social Movement: Meaning – Attributes – Types –	4	Brahma Samaj;	1
Scope and Importance;	1	AryaSamaj;	1
Genesis/Life Cycle of Social Movements,	2	Self-Respect Movement;	1
Social Movements and Social Change.	1	Backward Class Mobilization in India;	2
Unit – II: Perspectives on Social Movements		Sarvodaya; Depressed Class;	2
Deprivation Theory;	2	Students' Movements;	1
Resource Mobilisation Theory;	2	SreeNarayana Dharma Paripalana (SNDP) Movement.	2
Political Process Theory;	2	Unit – V: Traditional and Modern Movements	
Structural Strain Theory;	2	Tribal & Peasant Movements:	1
New Social Movement Theories.	2	Santhal – Jharkand- Bodo;	2
Unit – III: Social Change and Social Movements		Labour & Trade Union Movements;	1
Social Structure, Political Cleavages, and Collective Action;	3	Nationalist Movement; Indian Independence;	1
States, Markets, and Social Movements;	3	Women and Dalit Movements;	2
Knowledge, Culture, and Conflicts;	2	Environmental/Ecological Movements: Chipko, Narmada BachoAndolan;	3
Structural Transformations, New Conflicts, New Classes.	2	Anti-Corruption Movements;	1
		New Farmer's Movement.	1

17SOCIO718 - CONTEMPORARY SOCIOLOGICAL THEORIES

Objectives:

1. To discuss functionalist perspectives sociology
2. To analyze critical theory of contemporary sociology
3. To understand post modern theories of sociology
4. To discuss Integrationist perspectives
5. To understand Indian perspectives of sociology

Unit – I

10 Hours

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

Unit – II

10 hours

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

Unit – III

10 Hours

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

Unit IV

12Hours

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

Unit –V

8 Hours

Indian Perspectives: Ashish Nandy: Socio Political Critique of Indian Society; Sudhir Kakar: Psycho-Cultural Understanding Indian Society; Andre Beitel: Weberian in India

References:

1. Giddens, Anthony. *Central problems in social theory: Action, Structure and Contradiction in Social analysis*. London: MacMillan, 1983
2. Coser. L: *Sociological Theory*. New York Mac Millan Publishing Company, 1984Dhanagare.D.M: *Themes and Perspectives in Indian Sociology*, Jaipur: Rawat Publications, 1985.
3. Harlambas.M: *Sociology: Themes and Perspectives*, New Delhi: OUP, 1989.
4. AsishNandy: *Omnibus Reader*, OUP, 2003
5. Srivastava.R.S.: *Traditions in Sociological Theory*, Jaipur: Rawat Publications, 1990.
6. Jonathan Turner, *The structure of sociological theory*, Rawat Publications, Jaipur, 2002.(B.T.B.).
7. Sudhir Kakar: *Inner World: A Journey into Indian Mind*, OUP, 1991
8. George Ritzer, *Contemporary Sociological Theories*, Blackwell, 2003.

Learning Outcomes:

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.
- 6.

Lecture Plan
17SOCIO718- CONTEMPORARY SOCIOLOGICAL THEORIES

Particulars	Hours	Particulars	Hours
Unit I: Functionalist Perspectives		Unit IV: Interactionist Perspectives	
Talcott Parsons: social action, social system,	2	G.H Mead: Mind Self and Society;	2
Functional imperatives	2	Alfred Shultz: Phenomenological Approach	2
Robert .K. Merton: relationship between theory and research,	2	Peter Berger and Luckmann: Social Construction of Social Reality;	2
Reference group theory	1	Garfinkel: Ethnomethodology;	2
, relative deprivation and anomie	1	Goffman: Dramaturgical Approach;	2
Neo-Functionalism of J. Alexander	2	Exchange Perspective: Homans and Blau	2
Unit II: Critical Theory		Unit V: Indian Perspectives:	
Frankfurt School	2	Ashish Nandy: Socio Political Critique of Indian Society;	3
Althusser: Ideological State Apparatus and Interpellation	2	Sudhir Kakar: Psycho-Cultural Understanding Indian Society;	3
Eric Fromm: Sane Society –	1	Andre Beitelte: Weberian in India	2
Marcuse: One Dimensional Man –	2		
Jurgen Habermas: the theory of communicative action	2		
Knowledge and Human Interest	1		
Unit III: Post-Structuralist & Post- Modern Theories			
Derrida: Deconstruction	1		
Foucault: Theory of Subjectivity,	1		
Archaeology and Genealogy of Knowledge	2		
Power/Truth	1		
Giddens: Structuration -	1		
Baudrillard: Extreme Post Modern Theory	2		
Post-Modern feminist theories: Judith Butler and Kristeva	2		

17SOCIO719 - INDUSTRIAL SOCIOLOGY

Objectives:

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 – I

10 Hours

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.

Unit – II

10 Hours

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.

Unit –III

12 Hours

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.

Unit –IV

10 Hours

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.

Unit –V

8 Hours

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.

References:

- 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.

Learning Outcomes:

1. Outline the origin, development and importance of industrial sociology.
2. Describe the industrial revolution and different modes of productive system.
3. Demonstrate the clear understanding of evolution of working class, factors determining attitudes of workers and participation of women in work force.
4. Paraphrase industrial relations and disputes.
5. Discuss industrial tribunals, social policy and labour issues.

Lecture Plan
17SOCIO719 - INDUSTRIAL SOCIOLOGY

Particulars	Hours	Particulars	Hours
Unit I: Introduction to Industrial Sociology		Unit IV: Industrial Labour Relations and Disputes	
Definition-Scope and Importance; Origin	1	Industrial Relations; -Concepts, Types, Scope and Importance	2
Development and Applications of Industrial Sociology	1	Industrial Disputes-Concept, Features and Kinds of disputes	1
Significance of industrial sociology in India; Social-Industrial Thought: Adam Smith	2	Settling disputes-Collective Bargaining, Grievance procedure, Arbitration, Conciliation, Adjudication, Code of discipline	1
Social-Industrial Thought: Karl Marx, Max Weber	2	Strikes- Types and Lockouts	1
Social-Industrial Thought: Durkheim and Mayo, Likert, Herzberg	2	Grievances and Conflict- Types, Causes and Effects of Grievance	1
Social-Industrial Thought: Maslow and McClelland		Grievance handling Procedure and Redressal Policy	2
		Conflict- Phases and Types; Ways to deal with Conflict	2
Unit II: Rise and Development of Industry		Unit V: Trade Union	
The Industrial Revolution- Causes	3	Trade Union- Concept, Features, Functions and Types	2
Consequences and Key Innovations	2	History of Trade Union Movement in India; Trade Unions and LPG; ILO	2
Factory system-Characteristics	2	Decline of Trade Unions	1

Types of Productive Systems - The Manorial/ Feudal - The Guild -The Domestic or Putting-out.	3	Labour Courts & Industrial Tribunals	1
		Social Policy and Labour Welfare issues and Legislations.	1
Unit III: Industry as a Social System			
Evolution of Working Class, Changing Nature of Work,	3		
Growth of Unorganized Informal Sector; Contribution of Family, Caste and Community and Attitude of Workers	3		
Work Participation of Women in Work Force-Women in the Small Scale	3		
Cottage industries and Corporate Sector- Issues and Challenges.	3		

17SOCIO720 - SOCIOLOGY OF HEALTH

Objectives:

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 –I

10 Hours

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.

Unit – II

10 Hours

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.

Unit – III

10 Hours

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.

Unit – IV

10 Hours

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.

Unit – V

10 Hours

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.

References:

1. Ajit K. Dalal&Subha Roy. Social Dimensions of Health, New Delhi: Rawat Publications, 2005.
2. Cockerham. Medical Sociology. New Jersey: Prentice Hall, 1998.
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.

Learning Outcomes:

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

Lecture Plan

17SOCIO720 - SOCIOLOGY OF HEALTH

Particulars	Hrs.	Particulars	Hrs.
Unit – I: Society and Health		Unit – IV: Healthcare of the Community	
Society: Definition – Importance of Society for Individual;	3	Healthcare Delivery System in India:	1
Health: Concept – Dimensions of Health;	1	Integrated Health Service - PHC -	3
Interrelationship between Society and Health;	1	Indigenous System of Medicine in India: AYUSH;	3
Relationship between Sociology and Health.	1	GOs & NGOs Working on Health Issues.	3
Perspectives on Health & Illness: Functionalism - Labeling – Sickness and Illness	3		
Sick Role and Patient Role.	1		
Unit – II: Social Epidemiology and Etiology		Unit – V: Health Care Delivery and Social Policy	
Social Epidemiology: Concept – Aims -	2	Health Education	1
Vital and Public Health Concepts and Statistics –	2	Hospitals– Health Insurance - Rehabilitation	1
Epidemiology and Morbidity: CD & NCD – Social Etiology – Attitude, Belief and Health –	4	Problems in Health Care Delivery: Rising Costs, Inequality in Availability of Health Care Services– Adulteration – Drug Abuse;	4
Ethnomedicine;	1	Social Legislation for Healthcare	1
Public Health.	1	Health Ministry in India	1
Unit – III: Determinants of Health		Medical Ethics	1
Social Dimension of Health: Concept	1	Health Policies in India	1
Social Determinants of Health: Caste, Gender, Age, Ethnicity, Race, Class, Culture; Exploring Interrelationship:	4		
Environment and Health: Impact of Pollution, Plastics	2		
Occupation and Health	1		
Emotions and Health	1		
Means to Restore Health	1		

17SOCIO8M1 - SOCIOLOGY OF KINSHIP (Modular Course)

Objectives:

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 – I

5 Hours

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.

Unit –II

5 Hours

Basic Terms and Concepts

Lineage – Clan – Kingroup – Totemism – Incest Taboo – Descent – Alliance - Inheritance – Succession - Consanguinity and Affinity.

Unit –III

5 Hours

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 – Collaterality – Bifurcation – Linkage; Importance of Kinship: Lineage – Gotra

Unit –IV

5 Hours

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.

Unit –V

5 Hours

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

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. 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.

Lecture Plan

17SOCIO8M1 - SOCIOLOGY OF KINSHIP (Modular Course)

Particulars	Hours	Particulars	Hours
Unit – I: Introduction		Unit – IV: Family and Kinship Relations	
Sociology of Kinship: Nature and Significance;	1	Hierarchy in Family Roles;	1
		Differences in Family Roles: Boy and Man – Girl and Women	2
Approaches to the Study of Kinship System: Historical – Evolutionary – Structural-Functional – Cultural –	2	Family Cycle: Formation and Maintenance – Growth and Completion – Ties of Kinship.	2
Gender Perspective;	1		
Dimensions of Kinship System;	1		
Kinship as an Organising Principle	1		
Unit – II: Basic Terms and Concepts		Unit – V: Kinship in India	
Lineage – Clan –	1	Marriage, Family and Kinship in India;	1
Kingroup – Totemism – Incest Taboo	1	Regional Variations in Kinship:	1
Descent – Alliance -	1	Kinship among Tribes;	1
Inheritance – Succession -	1	Kinship in North India; Kinship among Tamils;	1
Consanguinity and Affinity.	1	Kinship and Family Responsibilities and Problems	1
Unit – III: Kinship System			
Kinship as a Social System: Kinds of Kinship;	1		
Kinship Terminologies: Mode of Use – Linguistic Structure – Range of Application;	1		
Kinship Categories or degree of Kinship: Primary – Secondary – Tertiary – Distant;	1		
Kin-Types: Sex – Generation – Affinity – Collaterality – Bifurcation – Linkage;	1		
Importance of Kinship: Lineage – Gotra	1		

17SOCIO8M2 - ENHANCING SOCIAL SKILLS (Modular Course)

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 centre 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

Lecture Plan
17SOCIO8M2 - ENHANCING SOCIAL SKILLS (MC)

Particulars	Hours	Particulars	Hours
Unit I: Introduction to Social Skills		Unit IV: Learning to be an Adult	
Nature, Characteristics of social Skills	1	– overcoming feeling nervous or shy around others -	1
Types of Social Skills	1	making conversation and know what to say	
Need and relevance of Social Skills		From being boring to interesting	1
Approaches: Capability, Preventive and Therapeutic	1	overcoming the fear of rejection	1
Social Skills and Social Competences	1	Avoiding freeze up and feeling awkward around new people;	1
Differences- Context and Assessment	1	overcoming the feeling that “they won’t like me” Daring to open up to form a connection - Overcoming your insecurities.	1
Unit II: Nonverbal Communication Skills		Unit V: Improving Self-esteem	
The Nature of Nonverbal Skills- Factors Moderating Nonverbal Skills	2	- Finding the source of your negative thoughts, and face it head-on - - Self-acceptance – Stop comparing yourself to others Measuring up to social consensus	1
How to start a conversation with anyone as an adult	1	Living with authenticity; Being charismatic and eliciting respect from others	1
Providing a response	1		
Eliciting a response	1	Exert positive energy to those around you - in ways that make others feel special.-	1
		Offering assistance without seeming like a pushover.	1
		Owning the situation without letting emotions get in the way.	1
Unit III: Ways of being a Centred Person			
“re-focusing” - The Growth Sign-technique – Building confidence to deal with nervousity	1		
finding your “Comfort-zone sweet spot” - recalibration to stop feeling self-	1		

conscious when you're the center of attention			
Handling others' judgement getting accepted using the "Dog Technique" -	1		
Becoming invincible using the "Flaw" method- always know what to say when you feel nervous	1		
Turning the Tables"method - Overcoming social anxiety	1		

17SOCI08E1 -SOCIOLOGY OF IDENTITY

Objectives:

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 –I

12 Hours

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.

Unit –II

8 Hours

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.

Unit –III

12 Hours

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.

Unit – IV

10 Hours

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.

Unit – V

8 Hours

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.

References:

1. Cornell R W (1995) *Gender*. Cambridge, Polity Press. Gatens M (1991) *A Critique of the Sex/Gender Distinction in S. Gunew (ed.) A Reader in Feminist Knowledge*. London: Routledge.
2. Holmes M (2007) *What is Gender*. New Delhi, Sage Publications.
3. Jackson S and Scott S (2002) *Gender: A Sociological Reader*. New York: Routledge.
4. Kessler S J And McKenna W (1978) *Gender: An Ethnomethodological Approach*. Chicago: University of Chicago Press.
5. Kimmel S Michael (2004) *The Gendered Society; Reader*. Oxford: Oxford University Press.
6. Lipman-Blumen J (1984) *Gender Roles and Power*. New Jersey: Prentice Hall.
7. Oakley A (1985) *Sex, Gender and Society*. London: Temple Smith.
8. Stanley L and Wise S. (1983) *Breaking out Again: Feminist Methodology and Epistemology*. London: Routledge.

Learning Outcomes:

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

Lecture Plan
17SOCIO8E1 -SOCIOLOGY OF IDENTITY

Particulars	Hours	Particulars	Hours
Unit I: Introduction to Sociology of Identity		Unit IV: Social Construction of Masculinity	
Biological Determinism: Physical difference, attributes and behavioral dispositions ;	2	Definition and Understanding of Masculinities; Sociology of Masculinity	2
Cultural Determinism of Gender Roles-Gender roles and gendered division of labour -Gender Stereotyping and Gender Discrimination ;	4	Social Organization of Masculinity and Privileged Position of Masculinity	2
Doing gender, playing gender, working of gender and gender performativity;	3	Masculine expectations and behaviors in society-physiological, psychological and social being	3
From Women's Studies to Gender Studies: A Paradigm Shift; Women's Studies vs Gender Studies.	3	Politics of Masculinity and Power; Media and Masculine Identities, Male Gaze and Objectivity	3
Unit II: Gender Perspectives of Body		Unit V: Interrogating Masculinity-Trends and Issues:	
Biological, Phenomenological and Socio-Cultural Perspectives of body;	3	Masculinisation of culture and polity	3
Body as a Site and Articulation of Power Relations; Cultural Meaning of Female Body and Women's Lived Experiences;	2	the crisis of masculinity in contemporary India: Fitness culture as a sign of over masculinisation:	3
Gender and Sexual Culture –Richard Freiherr von Krafft-Ebing	2	A general and feminine critique of masculinity;	3
Gender and Sexual Culture - Henry Havelock Ellis and Sigmund Freud.	3	Toxic masculinity: Media and contestation of masculinity.	3
Unit III: Social Construction of Femininity			
Bio-Social Perspective of Gender; Gender as Attributional Fact	2		
Essentialism in the Construction of Femininity	2		
Challenging Cultural Notions of Femininity –Butler, Douglas,	2		
Challenging Cultural Notions of Femininity- Foucault and Haraway	3		
Images of Women in Sports, Arts, Entertainment and Fashion Industry Media and Feminine Identities.	3		

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17SOCIO8E2- SOCIOLOGY OF WORK

Objectives:

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 – I 10 Hours

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’

Unit – II 12 Hours

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.

Unit – III 10 Hours

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

Unit – IV 10 Hours

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.

Unit – V 8 Hours

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

References:

1. Caplow, Theodore. 1964. *The Sociology of Work*. Mc Graw Hill, Pp: 9-29.
2. Edgell, Stephen. 2006. *The Sociology of Work: Continuity and Change in Paid and Unpaid Work*, London: Sage Publications Ltd, Pp: 1-27.
3. Friedman, T. 2007. *World is flat: A Brief History of Globalised World in 21st Century*. London: Penguin, Pp: 3-37.
4. Grint, Keith. 2005. *The Sociology of Work*. Cambridge: Polity Press, New York: McGraw Hill Book Company, 1969, Pp: 32-53.
5. Nina, Bandlej (ed). *Economic Sociology of Work*. 2009. Bingley: Emerald Group Publishing Ltd.
6. Ritzer, George. 2010. *McDonaldization: The Reader*. New Delhi: Sage Publications India Pvt. Ltd, Pp: 3-25.
7. Statham, Anne and Elaenor M. Miller (ed.). 1998. *The Worth of Women's work: A Qualitative Synthesis*, Albany: State University of New York Press. Watson, Tony. 2008. *Sociology, Work and Industry*(5thedition), Oxon: Routledge.

Learning Outcomes:

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.

Lecture Plan
17SOCIO8E2 - SOCIOLOGY OF WORK

Particulars	Hours	Particulars	Hours
Unit I: The Disciplinary Career of the Sociology of Work:		Unit IV: Work in the Era of Globalization	
Understanding work: Conceptual problems,;, ,	2	Labour Migration,	2
Work & Social Theory	2	Call Centres	1
Approaches to Work: Marx,	2	flexible-working	1
Approaches to Work :Weber	1	work-life balance	2
Approaches to Work :Durkheim	1	family and care responsibilities	2
Wright Mills: 'Organisation Man'	2	work & the technologically enabled workplace.	2
Unit II: Transformation of Work:		Unit V: Future of Work:	
Work in Pre-industrialist Societies,	2	Technology, Work, and Occupations -	1
Work in Industrial Capitalist Societies	2	Demographic Change	2
Bureaucracy & Work	2	The Fate of the Professions	2
Technology & Work	2	Organizations for the 21st Century	2
Work in post-industrial and digital economies	2		
Alienation and the workplace.	2	Workers and Jobs for the Future	1
Unit III: Women and Work:			
Theoretical Viewpoints on Women and Work, -:	2		
Women and Paid Work,	2		
Domestic Labour and Violence	2		
Identities and work	1		
Intersectionality between gender, caste, class and race.	3		

17SOCIO8E3 - COMMUNICATION FOR SOCIAL DEVELOPMENT

Objectives:

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 – I

10 Hours

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.

Unit – II

12 Hours

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.

Unit –III

8 Hours

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.

Unit –IV

10 Hours

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.

Unit – V

10 Hours

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.

References:

1. Arvind Singhal & James W. Dearing, eds. *Communication of Innovations– A Journey with Everett Rogers*: Sage, 2006.
2. Ghosh, Avik, *Communication Technology and Human Development– Recent Experiences in the Indian Social Sector*: Sage, 2006.
3. Gupta V.S., *Communications Development and Civil Society*: Concept, 2004.
4. Menon, Mridula, *Development Communications and Media Debate*: Kanishka, 2007.
5. Murthy, D.V.R., *Development Journalism– What Next?:An Agendafor the Press*: Kanishka,2007
6. Srinivas R, *Communication for Development in the Third World*: Melkote& H. Leslie Steeves, Sage, 2008.

Outcomes:

1. Discuss the fundamental concepts, indicators and strategies of development communication
2. Describe the role of communication in the context of development of a society by applying techniques of making media content.
3. List and detail the development communication theories and framework
4. Show aptitude for deep participatory research in communication.
5. To demonstrate the nuances of traditional and mass media and their relationship with development communication.

Lecture Plan
17SOCIO8E3 - COMMUNICATION FOR SOCIAL DEVELOPMENT

Particulars	Hours	Particulars	Hours
Unit I: Fundamental concepts of communication for Development-		Unit IV: Traditional Media forms	
Development- concept, processes and models of development —	2	- Human communication and traditional media —	2
Indicators of development	2	Inter-personal and group communication	1
Characteristics of developing and developed societies	2	Origin, concept and characteristics of traditional media-	1
Gap between developed and developing societies	1	relevance in contemporary society	2
Development Communication	1	Case studies of traditional media forms in India- folk songs, folk dances, folk theatre, folk tales, puppetry, folk games and street theatre.	2
concept, strategies and barriers.	2	Case studies of traditional media forms in India- puppetry, folk games and street theatre.	2
Unit II: Issues & Case Studies		Unit V: MassMedia, development and communication:	
Development communication issues	2	Mass communication	2
health, education, poverty and hunger, agriculture, environment, sustainable development, gender equality,	2	modern media- internet, radio, TV, films and animation	2
Millennium Development Goals (MDG)	2	Development journalism and communication through grassroots comics, cartoons and posters	2
Development Support Communication	2	Choosing appropriate media,	2
Information Education Communication (IEC) and Behavioral Change Communication (BCC)	2	Planning and producing communication for developing societies.	2
Case studies.	2		
Unit III: Process of research and participatory approach in development			

communication:			
Research for development communication ———	2		
Identifying stakeholders	1		
Field techniques for data collection	2		
Participatory development	1		
Participatory Rural Appraisal (PRA) techniques -	1		
Computer- assisted reporting and research.	1		

17SOCIO8E3 - SOCIOLOGY OF FOOD

Objectives:

- 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 – I

12 Hours

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.

Unit – II

10 Hours

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.

Unit –III

10 Hours

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.

Unit –IV

10 Hours

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

Unit – V

8 Hours

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 *annadana* - Gastronomy and social organization in India.

References:

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.: *Consuming modernity: public culture in contemporary India*. 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), *The Sociology of Food: Eating and the Place of Food in Society*, Bloomsbury Academic.
Sillespie, Stuart and Geraldine McNeill: *Food, health and survival in India and developing countries*. New Delhi: Oxford University Press, 1992.

Learning Outcomes:

1. Explain the basic concepts and sociological perspectives on food.
2. Identify the interconnectedness between food and gender
3. Demonstrate knowledge about the nature of and transformation in the culinary cultures and culture of eating.
4. Appreciate the deep connection between food and quality of life.
5. Develop analytical skills to interpret Indian and local ethos and realities concerning food production, consumption and distribution.

Lecture Plan
17SOCIO8E3 - SOCIOLOGY OF FOOD

Particulars	Hours	Particulars	Hours
Unit I: Food as an area of anthropological/sociological study		Unit IV: Food and quality of life	
- Food in the sociological and anthropological classics: -	2	- Food and health - - -	2
Sociological Interest in Food to Sociologies of Food of Food Patterns -	2	Food rationing	1
Theoretical approaches to the study of food and eating	2	Poverty, famine, and food;	1
- Food as symbol, sustenance and socialisation	2	From Food Risks and Food Safety to Anxiety Management	1
Food culture and professional or personal development-	2	Moral dimensions of food;	1
The Evolution of Eating Practices.,	2	Food System Localization	1
		Global Food Systems	1
		The Globalization of the Food Supply: De-localization and Re-localization	1
		Food Culture and Diet Reformism Obesity and the Medicalization of Everyday Food Consumption -	1
Unit II: Food and Gender		Unit V: Food production, preparation, distribution, and consumption:	
: Why Study Food & Gender? - Gender & Food	2	- Food production in India -: - - -	1
Introducing Intersectionality Theory	2	Food preparation and consumption at home;	2
Food & Identity	1	Gender implications	2
Thinking through Auto ethnography as Method– Reading Cookbooks	2	Professional cooks and eating outside the home	1
Through a Critical Socio-historical and Intersectional Lens -	2		
Women, caste and Food: Historical Perspectives.	1	Sociology of <i>annadana</i>	1
		Gastronomy and social organization in India.	1
Unit III: Culinary cultures			
- Between the Domestic and the Economic Spheres: - - --	1		
The Ebb and Flow of Culinary	1		

Activity			
The development of culinary cultures	2		
The impact of colonialism and migration on food	1		
Food in oriental history	1		
Constructing Femininity & Masculinity through Food Practices	2		
Food in Modern times Post-Modern feminist theories:	1		
The place of food in contemporary India.	1		

17SOCIO821 - SOCIAL DIMENSIONS OF GLOBALISATION

Objectives:

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 –I Hours

10

Globalisation: Nature – Characteristics - Historical & Social context – Modernization and Globalization – Theories and Approaches – Benefits and disadvantages of Globalization. – End of Globalization Post-Globalization: Neo-liberalism.

Unit –II

10 Hours

Agencies of Globalization: Political economy of globalization – Multinational corporations (MNCs), nation-state, media, market, international agencies (International Monetary Fund, World Bank, etc.,).

Unit –III

12 Hours

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.

Unit –IV

10 Hours

Social consequences: Inequality within and among nation states – Differential perception among nations and their populations – socio-economic impact – Impact on individual and group identities.

Unit –V

8 Hours

Indian experience: Globalization and public policy – Debate on globalization – Impact of Globalization in India: Trends and prospects

References:

1. P.W.Preston, *Development theory – An introduction*. Oxford Blackwell Waters, Malcolm. 1996. *Globalization*. London: Routledge.1996
2. Ankie, Hoogvelt. *Globalization and the post – colonial world – The new political economy of development*. London: Macmillan, 1997

3. Arjun, Appadurai, *Modernity at large: Cultural dimensions of globalization*. New Delhi: Oxford University Press.1997
4. Ankie, Hoogvelt. *The sociology of development*: London: Macmillan, 1998
5. Kiely, Ray and Phil Marfleet (eds.), *Globalization and the third world*. London: Routledge. 1998.
6. Joseph Stiglitz, *Globalization and its Discontents*, Harper and Collins,2005. (B.T.B.).
7. Joseph Stiglitz, *Making Globalization work*, Harper and Collins, 2007. Titmus. H, *Social Policy*, sterling publishers (p) ltd., ew Delhi,1980

Learning Outcomes:

1. The Students will be able to understand the nature and dynamics of globalization
2. The Students will have a clear understanding on Agencies of Globalization and Globalization and culture
3. The Students will be able to understand the Social consequences of globalization and Impact of Globalization in India.
4. The students will be able to analyze the roles of global corporations international organization
5. The students will be able to demonstrate the social consequences of globalization in equality within and among states.

Lecture Plan 17SOCIO822 - SOCIAL DIMENSIONS OF GLOBALISATION

Particulars	Hours	Particulars	Hours
Unit I: Globalization:		Unit IV: Social consequences	
Nature – Characteristics	2	Inequality within and among nation states —	2
Historical & Social context	2	Differential perception among nations and their populations	2
Modernization and Globalization	2	socio-economic impact	2
Theories and Approaches	1	Impact on individual identities.	2
Benefits and disadvantages of Globalization.	1	Impact on group identities.	2
End of Globalization Post-Globalization: Neo-liberalism.	2		
Unit II: Agencies of Globalization		Unit V: Indian experience	
	2	Globalization and public policy —	2
Political economy of globalization		Debate on globalization	2
Multinational corporations (MNCs)–	2	Impact of Globalization in India:	2
Nation-state	2	Trends and prospects	2
Media	2		
Market, international agencies	2		

(International Monetary Fund, World Bank, etc.).			
Unit III: Globalization and culture			
Ethos of globalization (unbridled freedom, individualism, consumerism)	2		
Diffusion and projection of American value system and cultural patterns through the media	2		
cultural homogenization, hegemony and dominance	2		
Globalization and the resurgence of ethnic consciousness	2		
Global tourism,	2		
Diasporic communities	2		

17SOCIO822 - SOCIOLOGY OF SCIENCE AND KNOWLEDGE

Objectives:

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 –I
Hours

12

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

Unit –II

10 Hours

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.

Unit –III

12 Hours

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.

Unit –IV

8 Hours

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.

Unit –V

8 Hours

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

References:

1. Robert K. Merton, “The Normative Structure of Science [1942]” *The Sociology of Science: Theoretical and Empirical Investigations* (Chicago: University of Chicago Press, 1979), pp. 267–278.
2. Popper, Karl. 1959. *The Logic of Scientific Discovery*. London: Tavistock.
3. Merton, Robert. K. 1973. *The Sociology of Science: Theoretical and Empirical Investigations*. 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, *Laboratory Life: The Construction of Scientific Facts*. 2nd ed. (Princeton University Press, 1979/1986). (Excerpt)
5. Latour, Bruno. (1987). *Science in Action*. 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 *The Science Studies Reader*, edited by Mario Biagioli. London: Routledge.
7. Bloor, David. 1976. *Knowledge and Social Imagery*. Chicago: University of Chicago Press.
8. Collins, Harry. 1985. *Changing Order: Replication and Induction in Scientific Practice*. London: Sage. (Chapters 2-4).
9. Kuhn, Thomas. 1962. *The Structure of Scientific Revolutions*. Chicago: Chicago University Press.

Learning Outcomes:

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 sociologists.
3. To elaborate on 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.

Lecture Plan
17SOCIO823 - SOCIOLOGY OF SCIENCE AND KNOWLEDGE

Particulars	Hours	Particulars	Hours
Unit I: Perspectives in the Philosophy, History and the Sociology of Science-		Unit IV: Establishing the boundaries of knowledge:	
Classical theory and The Sociology of Knowledge	2	Academic, artistic, scientific and religious	2
Introduction to Problems of the Sociology of Science	2	Science, Society and Social Movements in India and the West	2
Origin of Modern European Science	2	People Science Movements	2
Society and the Relation of Man and Nature	2	Science, Ethics, Religion and Culture	2
Influential thoughts on the development of a Sociology of Knowledge – Mannheim	2		
Unit II: Functionalist Theory of Science:		Unit V: The Gatekeepers of Knowledge	
Norms, Productivity and Rewards	2	Ethnography of the Laboratory	2
Marxist Theory of Science and Society: A Case Study	2	The Corporate Framework of Knowledge -	2
Structuralist Theory of Science	2	The Information Highway	1
Paradigm or Gestalt: Kuhn -	1	The Internet and Knowledge	1
The Social Construction of Reality- Peter L Berger	2	-A critical analysis of the Information Age	2
Open Science – Feyerabend	1		
Unit III: The Social Construction of Scientific Knowledge			
Science and the State in India	2		
Colonial and Post-Colonial Science and Technology Policy	2		
Programs and Institutions (CSIR, IIT)	2		
Knowledge and Social Class	2		
Knowledge and Human Interest	2		
The Legitimization of Knowledge: Ideology and Knowledge: Habermas	2		

17SOCIO9M1 - SOCIAL ECOLOGY (Modular Course)

Objectives:

1. To analyze students with the recently emerged field 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.
To identify the role of state and non-state organization in the management of the natural resources

Unit –I

5 Hours

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

Unit –II

5 Hours

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,

Unit –III

5 hours

Environmental Issues

Industrial Pollution, Quality of Urban life, Rural Industrialization and Ecological balance, Problems of Soil Erosion, Deforestation and Salination.

Unit – IV

5 Hours

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.

Unit –V

5 Hours

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.

References:

1. Arnold, David and Guha, Ramchandra, (eds.), *Nature, Culture and Imperialism*, Oxford University Press, New Delhi, 1955.

2. Baviskar, Amita, *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*, OUP, Delhi, 1997
Gadgil, Madhav and Rama Chandra Guha, 'Ecological Conflicts and Environmental Movements in India', *Development and Change*, Vol.25, No.1. 1999.
3. Gadgil, Madhav and Guha, Ramchandra, *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*, Oxford University Press, New Delhi, 1996, pp.9-191.
4. Gadgil Madhav and Guha, Ramchandra, *The Fissured Land: An Ecological History of India*, Oxford University Press, New Delhi, 1992, pp.69-110.
5. Giddens Anthony, "Global Problems and Ecological Crisis", in *Introduction to Sociology*, 2nd Edition, W.W. Norton and Company, New York, 1996, pp.384-389.
6. Guha Ramachandra, 'Forestry in British and Post-British India: A Historical Analysis', *Economic and Political Weekly*, 29 October and 5-12 November issues (in two parts), pp.1882-1896 and pp.1940-47, 1983.
7. Merchant Carolyn, *Ecology: Key Concepts in Critical Theory*, Humanities Press, New Jersey.
8. Macionis, John C, "The Natural Environment and Society", in *Sociology* 5th (Ed., New Jersey: Prentice-Hall, 1995, pp.591-612.
9. Shiva, Vandana, *Staying Alive Women, Ecology and Survival in India*, New Delhi: Kalika Women Press, 1988, pp.1-37, 218-228.

Learning Outcomes:

1. To analyze the environmental Sociology in India.
1. To assess as well as Natural resources and their utilization.
2. To identify the Environmental Issues.
3. To assess the Environmental movement, Development and Marginalization.
4. To explain the initiatives of the State and International Agencies.

Lecture Plan 17SOCIO9M1 - SOCIAL ECOLOGY (Modular Course)

Lecture	Hour	Lecture	Hour
UNIT– I: Environmental Sociology in India	5	Development, Displacement and Rehabilitation	1

Early Interest in Ecological Issues in India: Patrick Geddes	1		
Early Interest in Ecological Issues in India: Radhakamal Mukerjee	1	UNIT-IV:Environmental Movements, Development and Marginalization	5
Early Interest in Ecological Issues in India: Verrier Elwin	1	Environmental Movements: Causes of environmental movements	1
Research in Social Ecology in India: An Overview	2	Chipko Movement and Silent Valley Movement, Appiko Movement and Narmada Movement	2
		State Power and Developmentalist Ideology	1
		Politics of Environmental Movements.	1
UNIT-II: Natural Resources and their Utilization:	5	UNIT – V: Initiatives of the State and International Age	5
Common Land: Land Use Patterns in India, Water Resources: Rivers, Well, Tank, Canal-Lift Irrigation	1	The role of state and non-state organization in the management of the natural resource	2
Social Structure and Water Distribution, Problem of Drinking Water, Utilization of Water for Commercial Crops and Industrial Use	1	Role of NGOs in the protection of environment	1
Privatization of Ground-Water Resources	1	Stockholm, Environment and Sustainable Development	1
Forestry in British and Post-British India: A Historical Analysis	1	Rio Conference Mandates	1
Forest Resources: Use and over-exploitation, Timber Extraction	1		
UNIT-III: Environmental Issues	5		
Industrial Pollution, Quality of Urban life	1		
Rural Industrialization and Ecological balance	1		
Problems of Soil Erosion, Deforestation and Salination	1		
Mega-Irrigation Projects and their Environmental Impact	1		

17SOCIO9M2 - ENHANCING SOCIAL SELF (Modular Course)

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

Lecture Plan
17SOCIO9M2- ENHANCING SOCIAL SELF(MC)

Particulars	Hours	Particulars	Hours
Unit I: Getting Started		Unit IV: Listening and Paying Attention	
- Increase Your Self Awareness - - - -	1	- Being non-judgmental - - - - -	1
Remove or Limit Self-Deception	1	Shift Your View	1
- Ask for Feedback Be Open to Change	1	Resisting Fake Emotions	1
Reflect on Your Actions	1	Active Listening	1
The Keys to Empathy.,	1	Don't Jump to Conclusions - Shift Your Focus Don't Discount Feelings.	1
Unit II: Insight on Behaviour		Unit V: Body Language	
- Perception - - - -.	1	- Be Aware of Your Movements- - - - -	1
Facts vs. Emotions-	1	It's Not What You Say – It's How You Say It-	1
Online Communication	1	Open vs. Closed Body Language	1

Listen and watch more	2	Communicate with Power-Building Rapport-Forget About Yourself	1
		Remembering People - Ask Good Questions.	1
Unit III: Social Cues			
- Recognize Social -Situations -The Eyes Have It - - - - - Non-Verbal -Cues Verbal Cues Spectrum of Cues	1		
Review and Reflect Being Adaptable and Flexible-	1		
Personal Space Conversation Skills- Current Events- Conversation Topics-	1		
Cues to Watch For- Give People Your Attention	1		

17SOCI09M3 - DYNAMICS OF SOCIAL LIFE (Modular Course)

Objectives:

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 –I

5Hours

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.

Unit –II

5Hours

Social Process:

Meaning – Forms of Social Process: Associative Process (Cooperation, Accommodation, Assimilation) – Dissociative Process (Competition, Conflict) – Types – Advantages – Limitations.

Unit –III

5Hours

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.

Unit – IV

5Hours

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.

Unit – V

5Hours

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.

References:

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 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.

Learning Outcomes:

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

Lecture Plan
17SOCIO9M3 - DYNAMICS OF SOCIAL LIFE(Modular Course)

Particulars	Hours	Particulars	Hours
Unit I: Social Organisations:		Unit IV: Social Stratification & Social Mobility:	
Social Groups: Meaning – Classification	1	Meaning – Characteristics – Perspective of Social Stratification:	1
Social Groups: Primary – Secondary	1	Functionalism – Conflict – Symbolic Interactionism;.	1
In-Group & Out-Group – Reference Group –;	1	Forms of Stratification: Caste, Class, Gender, Race, Ethnicity	1
		Social Exclusion; Stratification and Social Control –	1
Voluntary & Involuntary Groups	1	Social Mobility– Meaning – Types of Social Mobility: Vertical – Horizontal	1
Groups and Individuals – Importance of Group Identity.	1		
Unit II: Social Process:		Unit V: Social Movements:	
Meaning – Forms of Social Process:	1	Meaning – Attributes of Social Movements	1
Associative Process (Cooperation, Accommodation, Assimilation)	1	Types of Social Movements: Reformatory – Revolutionary – Resistance – Expressive – Alternative;	2
Dissociative Process (Competition, Conflict) – Types	2		
Advantages – Limitations.	1	Life Cycle of Social Movements;	1
		Social Movements and Social Change.	1
Unit III: Social Cues			
- Recognize Social -Situations -The Eyes Have It - - - - - Non-Verbal -Cues	1		

Verbal Cues Spectrum of Cues			
Review and Reflect Being Adaptable and Flexible-	1		
Personal Space Conversation Skills- Current Events- Conversation Topics-	1		
Cues to Watch For- Give People Your Attention	1		

17SOCIO9M4 - SOCIOLOGY OF DELINQUENCY (Modular Course)

Objectives:

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 –I Hours

5

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.

Unit –II

5 Hours

Theories on Delinquency

Social Structure Theories: Social Disorganisation Theory – Cultural Deviance Theory – Strain Theory; Social Process Theory: Differential Association Theory –; Feminist Perspectives.

Unit –III

5 Hours

Delinquency and Criminal Behaviour

Delinquency as a form of Deviant Behaviour; Delinquency and Crime; Delinquency and Criminal Attitudes; Cultural Patterns, Mass Media, Family, Neighbourhoods,

Unit –IV

5 Hours

Environment and Delinquency

Family and Delinquency; Child Abuse and Neglect; School, Delinquency; Gang Delinquency; Drugs and Delinquency; Habitat and Delinquency.

Unit –V

5 Hours

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.

References:

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 Theories, Cambridge University Press
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.

Learning Outcomes:

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.

Lecture Plan
17SOCIO9M4 - SOCIOLOGY OF DELINQUENCY (Modular Course)

Particulars	Hours	Particulars	Hours
Unit I: Delinquency		Unit IV: Environment and Delinquency	
Concept – Nature – Characteristics –	1	Family and Delinquency; Child Abuse and Neglect;	1
Causes– Measurement of Delinquency:	1	School, Delinquency;	1
Crime Reports – Court Statistics – Cohort Studies – Victimization	1	Gender, Race, Class, Social Group and Delinquency;	1
Dimensions of Delinquent Behaviour;	1	Gang Delinquency; Drugs and Delinquency;	1
Importance of Sociology in studying Delinquency	1	Habitat and Delinquency.	1
Unit II: Theoretical Approaches:		Unit V: Social Control of Delinquency	
Social Structure Theories: Social Disorganisation Theory – Cultural Deviance Theory – Strain Theory;	1	Prevention – Diversion – Correction	1
Social Process Theory: Differential Association Theory – Control Theory;	1	The Police and the Juvenile; The Juvenile Court;	1
Social Reaction Theories: Labeling Perspective – Interactionist Theory –	1	Community-based Corrections; Institutions for Juveniles; Interventions Strategies in School;	2
Conflict Theory; Evaluation of Theories;	1	Delinquency in the Contemporary Society.	1
Feminist Perspectives	1		
Unit III: Delinquency and Criminal Behaviour			
Delinquency as a form of Deviant Behaviour;	1		
Delinquency and Crime; Delinquency and Criminal Attitudes;	1		
Cultural Patterns, Mass Media,	1		
Family, Neighbourhoods, and Associates	1		
Delinquent Gangs and Delinquency and Crime;	1		

17SOCIO923 - CULTURE, PERSONALITY AND SOCIETY

Objectives:

1. To introduce the history, theories and paradigms related to sociological foundations of personality
2. To assess the relationship between personality, society and culture
3. To list and elaborate on the constructed nature and cultural foundation of personality
4. To diagnose the linkages the mental health of societal members has with culture, and society
5. To contextualize the understanding of personality in the culture and ethos of Indian Society.

Unit –I

10 Hours

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 The self-presentation; George C Homans and the Social Self.

Unit –II

10 Hours

Personality, Society and Culture: The cultural Background of Personality (R. Linton); Childhood and Society(Eric Erickson);Cultural Symbols and the identity formation (C. Geertz); The National Character (M. Mead)

Unit –III

10 Hours

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.

Unit – IV

10 Hours

Mind, Culture and Society: Mental Wellness and Illness; Aggression, Anthropological Debates, and Models; Trauma and Memory in Cultural Perspective; Altered States.

Unit –V

10 Hours

Personality and Social Structure: the Indian Context Radhakamal Mukerjee: Personality, Society, Values Indian Childhood (Sudhir Kakar) Ashis Nandy (The Intimate Enemy)

References:

1. Erickson, Eric H. 1950. *Childhood and Society*. New York: W. W. Norton & Co., Inc.
1. Patricia M. Greenfield, (Sept. 2000), "What Psychology can do for Anthropology, or Why Anthropology Took Postmodernism on the Chin," *American Anthropologist* Vol. 102, No. 3 Pp. 564-576.
2. Geertz, C. 1973. *Interpretation of Culture*. New York: Basic Books.
3. Goffman, E. 1959. *The Presentation of Self in Everyday Life*. New York: Anchor Books.
4. Hall Calvin S & Gardner Lindzey. 1985. 'The Relevance of Freudian Psychology and Related Viewpoints for the social sciences' in *Handbook of Social Psychology vol. I*. New York: Academic Press.
5. Homans, George, C. 1961. *Social Behaviour: Its Elementary Forms*. London: Routledge & Kegan Paul.
6. Kakar, S.1979. *Indian Childhood: Cultural Ideas and Social Reality*. New Delhi: Oxford University Press.
7. Linton, R. 1949. *The Cultural Background of Personality*. London: Routledge & Kegan Paul.
8. Mead, G.H. 1938. *Mind, Self and Society*. Chicago: University of Chicago Press. Parsons, T. 1964. 'Psychoanalysis and Social Structure' in *Essays in Sociological Theory*. New York: Free Press.

Learning Outcomes:

1. To describe the history, theories and paradigms related to sociological foundations of personality.
1. To assess the relationship between personality, society and culture
2. To list and elaborate on the constructed nature and cultural foundation of personality.
3. To diagnose the linkages the mental health of societal members has with culture, and society.
4. To demonstrate deep understanding of personality by locating it in the culture and ethos of Indian Society.

Lecture Plan
17SOCIO923- CULTURE, PERSONALITY AND SOCIETY

Particulars	Hours	Particulars	Hours
Unit I: History, Theory, Paradigms:		Unit IV: Mind, Culture and Society	
Personality Freud and the development of self;	2	:Mental Wellness and Illness;;	2
Erich From and the crisis of Psychoanalysis	2	Aggression	2
Interactionist Perspective on Personality	2	Anthropological Debates, and Models	2
G. H Mead and the Individual Self	1	Trauma and Memory in Cultural Perspective;;	2
- Goffman and The self-presentation;	1	Altered States.	2
George C Homans and the Social Self.,	2		
Unit II: Personality, Society and Culture		Unit V: Personality and Social Structure: the Indian Context	
: The cultural Background of Personality (R. Linton);;	2	Radhakamal Mukerjee:	3
Childhood and Society(Eric Erickson)	3	Personality, Society, Values	3
Cultural Symbols and the identity formation (C. Geertz);	3	Indian Childhood (Sudhir Kakar)	2
The National Character (M. Mead)–	2	Ashis Nandy (The Intimate Enemy)	2
Unit III: Cultural Construction of Personality			
Cultural Pattern and Personality	1		
Enculturation and Psychoanalytic Approaches	1		
Social Structure and Enculturation	2		
Actors, Social Structure, and Affect	1		
Cognitive Schemas and Cultural Mediation-	1		
Stereotypes & Bias Emotions and Culture	2		
The Self and Culture Change Culture and Personality in a World of Change.	2		

17SOCIO924 - EDUCATION AND SOCIETY

Objectives:

1. To outline the concept of education with types and functions;
 1. To relate the scope and subject matter of sociology in the field of education with sociological approaches;
2. To review the philosophical and social foundations of education;
3. To relate the development of education from pre-colonial period and contributions of various social movements;
4. To critique the problems in education and contemporary trends.

Unit –I

8 Hours

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.

Unit –II

10 Hours

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.

Unit –III

12 Hours

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.

Unit –IV

10 Hours

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.

Unit –V

10 Hours

Contemporary Trends in Education:

Trends in Education: Privatization –Vocationalization– Commercialization – Technicalization of Education; Financing of Education; Self-Supporting Education; Status of Professional Education; New Educational Policy; Alternative Education Programmes – Global and Indian Models: Mirambika and Rishi Valley experiments.

References:

1. Banks. Olive. Sociology of Education, (2nd Ed.) London: Batsford. 1971.

1. Blackledge, D and Hunt, B. Sociological Interpretations of Education. London :CromHelm. 1985
 2. Chandra, S.S. and Sharma R.K. Sociology of Education. New Delhi: Atlantic Publishers and Distributors. 2008.
 3. Channa, Karuna: Interrogating Women's Education, Jaipur and New Delhi, Rawat Publications, 2001.
 4. Ghosh, S.C. The History of Education in Modern India. New Delhi: Orient Longman. 2000.
 5. Gore, M.S. et. al.(ed.): Paper on Sociology of Education in India, New Delhi, NCERT, 1975.
 6. Jerome Karabel and H. Halsey. Power and Ideology in Education. Oxford University, 1997
 7. Kabeer, Nambissan & Subrahmaniam (eds.) Child Labour and Right to Education in South Asia. Sage Publication, New Delhi. 2000
 8. Mohanty, J. Indian Education in the Emerging Society. New Delhi: Sterling Publishers Private Limited, 1994.
- Pathak, A vijit, Education and Moral Quest, Rainbow Publishers, New Delhi 2010

Learning Outcomes:

1. Recognize the concept, meaning and types of education;
2. Sketch the Philosophical and social foundations of Education;
3. Interpret the Indian Tradition of Education;
4. Explain the social agents and agencies of education;
5. Summarise the Policies and Programmes of education in Indian; society.

Lecture Plan
17SOCIO924 - EDUCATION AND SOCIETY

Particulars	Hours	Particulars	Hours
Unit – I: Introduction		Factors Affecting Educational Attainment: Sex, Caste, Class, Religion, Race, Place of Residence.	3
Education: Meaning – Aims –Types – Functions;	3	Unit – IV: Education in India	
		Historical Background of Education in India: Pre-Colonial Education – Colonial Education – Downward Filtration Theory;	3
Theoretical Approaches to Education: Functionalist – Conflict – Symbolic Interactionism;.	3	Problems in Indian Education: Truancy, Wastage – Stagnation – Drop Out – Brain Drain;	3
Nature and Scope of Sociology of Education;	1	Educational Status of Women, SC/ST.	3
Importance of Studying Sociology of Education	1		
Unit – II: Education as Process		Unit – V: Contemporary Trends in Education	
Education and Socialization;	2	Trends in Education: Privatization –Vocationalization– Commercialization – Technicalization of Education;	4
Alternatives in Education: Adult Education – Socially Productive – Continuing and Distance Education – Lifelong Learning;	3	Financing of Education;	1
Agencies of Education: Family – Peer Group – School/College – Teacher – Religion – Mass Media;	4	Self-Supporting Education;	1
Education and Social Control.	1	Status of Professional Education;	1
Unit – III: Philosophical and Social Foundations of Education		New Educational Policy;	1
Philosophical Foundation: Francis Bacon – J. Dewey, Vivekanandar – Tagore – Gandhi –	4	Alternative Education Programmes – Global and Indian Models: Mirambika and Rishi Valley experiments.	2
Hindu, Islamic and Christian Philosophy of Education;	2		
Social Context of Education: Industrial Revolution –Modernisation – Nationalism – Social Reform Movements;	3		

17SOCIO925 - ECONOMIC SOCIOLOGY

Objectives:

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 – I

10 Hours

Introduction and Orientation to the Field: Emergence of economic sociology: The Economic Approach - Critiques of the Economic Approach - Moral Views.

Unit –II

10 Hours

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).

Unit – III

10 Hours

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.

Unit –IV

10 Hours

Economic action and social structure: Varieties of embeddedness, social networks in economic behavior Culture and Values– Social Capital – Gender- Labour Market and networks – Corporations - Household Economy and Care Work – Consumption

Unit –V

10 Hours

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.

References:

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.
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.

Learning Outcomes:

1. To critically analyse the excessive economism prevailing in the sociological understanding of economic life.
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 contextually explain the economic development of Indian society.

Lecture Plan
17SOCIO925- ECONOMIC SOCIOLOGY

Particulars	Hours	Particulars	Hours
Unit I: Introduction and Orientation to the Field		Unit IV: Economic action and social structure:	
Emergence of economic sociology -	3	Varieties of embeddedness, - ----	2
The Economic Approach	3	social networks in economic behaviour	1
Critiques of the Economic Approach -	2	Social Capital –	1
Moral Views	2	Gender-Labour Market and networks; Corporations	2
		Household Economy and Care Work	2
		Consumption	2
Unit II: Theoretical Approaches:		Unit V: Socio-cultural context of economic development	
Classical sociological Perspectives: Marx: critique of political economy	2	: Culture and development with special reference to India,–:	3
Durkheim: division of labour	2	Social background of business groups	3
Weber: sociology of capitalism	1	Growth Vs Development	2
Veblen: Conspicuous consumption. –	2	Globalisation & Rise of neoliberalism.	2
Recent sociological interpretation of economy: Polanyi (economy as instituted process)	2		
Granovetter (Problem of embeddedness).	1		
Unit III: Rise of new economic sociology:			
Approaches of new economic sociology,–:–	2		
new economic sociology and classical economic sociology	2		
Social life of things	2		
Arjun Appadurai	2		
Consumptive Behaviour.	2		

17SOCIO926 - SOCIOLOGY OF FAMILY

Objectives:

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 –I

10 Hours

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.

Unit –II

10 Hours

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.

Unit – III

10 Hours

Dynamics/Transitions in Family

Family Expansion: Parental Mystique – Fertility – Family Planning /Fertility Limitation – Parenthood; Child Development and Socialisation: Conditions of Sociolisation – Process of Socialisation – Socialisation and the Family; Families in Later Life: Husband and Wife – Older Couple and Family – Family Disorganisation.

Unit –IV

10 Hours

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.

Unit –V

10 Hours

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 of Families for Elderly, Survivors and Disabled; Family and Religion: Religion and Family through the Life Cycle – Hindu, Christian and Islamic Families.

References:

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

Learning Outcomes:

1. Outline the structure and functions of family;
1. Show the means to form a family and causes for disorganisation;
2. Interpret the dynamics in the functions of family;
3. Analyse the factors responsible for crisis in the system of family;
4. Relate family and other social institutions.

Lecture Plan
17SOCIO926 - SOCIOLOGY OF FAMILY

Particulars	Hours	Particulars	Hours
Unit – I: Introduction		Unit – IV: Crisis and Change in Family	
Family: Concept – Features – Functions – Types – Alternate Arrangements to Family;	3	Family Violence: Perspectives on Family Violence	2
Theoretical Approaches to Family: Functionalism – Conflict – Interactionism – Exchange;	4	Forms of Family Violence: Conjugal Violence – Child Abuse – Violence against Aged – Rape;	3
Family in Historical Context;.	1	Divorce: Prevalence – Causes – Consequences –	2
Family, Marriage and Kinship	2	Single Parenthood – Remarriage – Family Constitution and Adjustment in Remarried Families	3
Unit – II: Family Formation & Dissolution		Unit – V: Family and Other Social Institutions	
Mate Selection: Incest Taboo – Homogamy;	2	Family and Education: Formal Education and Age – Schooling and Social Values – Family and Academic Success;	3
Premarital Interaction: Dating – Cohabitation;	2	Family and Economy: Family, Work and Income – Family and Social Standing;	2
Marriage: Conceptions on Marriage – Social and Legal Requirements for Marriage – Legal Status of Spouse –	4	Family and State: Laws Governing Marriage and Divorce – Marital Relations – Children in the Family – Support of Families for Elderly, Survivors and Disabled;	3
Religious Views of Marriage –	1	Family and Religion: Religion and Family through the Life Cycle –	1
Marital Adjustment.	1	Hindu, Christian and Islamic Families.	1
Unit – III: Dynamics in Family			
Family Expansion: Parental Mystique – Fertility – Family Planning /Fertility Limitation –	3		
Parenthood; Child Development and Socialisation:	1		
Conditions of Sociolisation – Process of Socialisation – Socialisation and the Family;	2		
Families in Later Life: Husband and Wife – Older Couple and Family – Family Disorganisation.	4		

17SOCIO927 - VISUAL SOCIOLOGY

Objectives:

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 – I

8 Hours

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.

Unit –II

10 Hours

Theories and Approaches: The practice of seeing and interpreting visual world - Approaches to Analysis of Images - *The Power of the Visual* – *Video: Visual Narrative* – *Photography – Sound – Semiology of visual* – *Performative Analysis: Victor Turner, Schechner* -Visual Ethnography

Unit – III

8 Hours

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.

Unit –IV

12 Hours

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.

Unit –V

12 Hours

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, people's sense of self, and meaning-making practices. Trends and Future of Visuality.

References:

1. Bateson, G. & Mead, M. (1942) *The Balinese Character: A Photographic Analysis*. New York Academy of Sciences, New York.
2. Becker, H. (1974) Photography and Sociology. *Studies in the Anthropology of Visual Communication* (1) : 3–26.
3. Bourdieu, P., Boltanski, L., Castel, R., & Chamboredon, J.-D. (1990) *Photography: A Middle-Brow Art*. Polity Press, Cambridge.
4. Emmison, M. & Smith, P. (2007) *Researching the Visual*. Sage, London.
5. Goffman, E. (1974) *Frame Analysis: An Essay on the Organization of Experience*. Northwestern University Press, Boston.
6. Goffman, E. (1987) *Gender Advertisements*. Harper & Row, New York.
7. Habeck, J. O. (2008) *Conditions and Limitations of Lifestyle Plurality in Siberia: A Research Programme*. MPI Working Papers, No. 104.
8. Harper, D. (1997) Visualizing Structure: Reading Surfaces of Social Life. *Qualitative Sociology* (20) (1): 57–77.
9. Harper, Douglas. 2012. *Visual Sociology*. New York: Routledge.
10. Milne, E.-J., Mitchell, C., & De Lange, N. (2012) *Handbook of Participatory Video*. AltaMira Press, Lanham, MD.
11. Nathansohn R. & Zuev D. (eds.) (2012) *Sociology of the Visual Sphere*. Routledge, New York.
12. Pauwels L. (2010) Visual Sociology Reframed: An Analytical Synthesis and Discussion of Visual methods in Social and Cultural Research. *Sociological Methods & Research* (38) (4): 545–81.
13. Schwartz D. (1989) Visual Ethnography: Using Photography in Qualitative Research. *Qualitative Sociology* (12) (2): 119–54.

Learning Outcomes:

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.

Lecture Plan
17SOCIO927- VISUAL SOCIOLOGY

Particulars	Hours	Particulars	Hours
Unit I: Introduction to Visual Sociology:		Unit IV: Visual Sociology of Images	
Concepts	1	Images, graphic display or photographs -	1
Career of Visual Sociology: Visual Anthropology to Visual Sociology –	1	Photos and Photo voices	1
Ethics: Role of Researcher -	2	Drawing and Paintings	2
Practicing Visual Sociology:	2	Analysing Advertisements culture of Cinema.	2
Visual Media and Professional Practice	1	Subjectivity Photograph and Photographer –	2
Performance and expressive practices in India.	1	Culture, identity body and anthropology of image –	2
		Studying films – Politics, aesthetics and culture of cinema	2
Unit II: Theories and Approaches		Unit V: Sociology of Digital and Multimedia	
The practice of seeing and interpreting visual world -	2	The Infrastructure of the Internet	1
Approaches to Analysis of Images -	2	Sociological analyses of digital media use - Digital data analysis:	1
<i>The Power of the Visual – Photography – Sound</i>	2	Capturing and analysing data from web sites, social media and video platforms: memes and trolls .	2
<i>Video: Visual Narrative - Semiology of visual</i>	1	Social Media: Visualising Self, selfies:	2
<i>Performative Analysis: Victor Turner, Schechner -</i>	2	Digital social relations, people’s sense of self, and meaning-making practices.	2
Visual Ethnography	1	Writing Research Trends and Future of Visuality	2
Unit III: Popular Visual Culture			
Normalization of violence	1		
Caste, Class, and Gender in Visual Media	2		
Visual World and Social norms and Social Construction –	2		
Public Visual Cultures: Posters, flex boards,	2		
Written words and images in quotidian life.	1		

17SOC1028 - SOCIOLOGY OF DEVIANCE

Objectives:

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 – I

10 Hours

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.

Unit –II

10 Hours

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.

Unit –III

10 Hours

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.

Unit –IV

10 Hours

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.

Unit –V

10 Hours

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.

References:

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, Science Research Associates
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.

Learning Outcomes:

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.

Lecture Plan
17SOC1028 - SOCIOLOGY OF DEVIANCE

Particulars	Hours	Particulars	Hours
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Unit I: Introduction:		Unit IV: Power and Deviance:	
Meaning – Types – Measuring the Extent and Characteristics	2	Power as Differentiator of Deviance	2
Functions of Deviance	2	Deviance within Same Class	2
Perspectives on Deviance: Strain Theory	2	Power Abuse: Meaning – Objectives – Patterns	2
Differential Association Theory – Labeling Theory –	2	Neutralisation of Power Abuse	2
Phenomenological Theory - Conflict Theory	2	Power as Cause of Deviance	2
Unit II: Discrimination and Prejudice:		Unit V: Deviant Behaviour and Social Control:	
Prejudice: Meaning – Nature of Prejudice –	2	Prevention of Deviant Behaviour:	2
Forms of Discrimination – Cultural and Social	2	Moral and Ameliorative Problems – General Public	2
Factors and Prejudice; Prejudice and.	2	Education – Community-based Programmes	2
Minority Groups: Concept of Minority Group –	2	Urban Community Development – Correctional and Rehabilitative	2
Discrimination against Racial, Ethnic and Religious Minorities; Remedial Measures	2	Centres – Group Approach to Social Reintegration.	2
Unit III: Crime as a Deviance:			
Crime: Meaning – Patterns of Crime; Property Crime: Meaning – Types	2		
Robbery – Burglary – Shoplifting; Organised Crime: Meaning	2		
Organised Crime Activities – Development of Organised Crime	2		
White-Collar Crime: Meaning – Characteristics – Causes	2		
Criminal Corporate Behaviour – Crimes in	2		

White-Collar Occupations			
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17SOCI1029 - SOCIOLOGY OF SOCIAL STRATIFICATION AND MOBILITY

Objectives:

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 –I

8 Hours

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.

Unit –II

10 Hours

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.

Unit – III

12 Hours

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.

Unit –IV

10 Hours

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.

Unit – V

10 Hours

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.

References:

1. Beteille, A. 1977. Inequality among Men, Basil Blackwell, Oxford.
 1. Bourdieu, Pierre (1984). Distinction. Routledge. pp. 5 & 41
 2. Chris Rojek and Brian Turner, (1993) Forget Baudrillard?,Routledge, London, pp.124-145
 3. Dumont, Louis. 1970. Homo Hierarchicus: The Caste System and its Implications, Paladin, London.
 4. Franklin, J.H (ed). 1968. Color and Race, Houghton Mifflin, Boston.
 5. Giddens, A 1973. The Class Structure of Advanced Societies, Hutchinson, London.
 6. Goldthrope, J.H. 1980. Social Mobility and Caste Structure in Modern Britain, Clarendon Press, Oxford.
 7. Gupta, Dipankar (ed).1991. Social Stratification, Oxford University Press, New Delhi.
 8. Haralambous, M. 1980. Sociology: Themes and Perspective, OUP, New Delhi.
 9. 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.

Learning Outcomes:

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.

Lecture Plan
17SOC1029 - SOCIOLOGY OF SOCIAL STRATIFICATION AND MOBILITY

Particulars	Hours	Particulars	Hours
Unit – I: Introduction		Unit – III: cont...	
Social Stratification: Concept – Characteristics - Functions and Dysfunctions;	2	Education in Inequality and Inequalities in Education	1
Basic concepts relating to Stratification: Inequality – Hierarchy –Differentiation – Social Exclusion – Social Mobility and Social Stratification;	4	Structural Inequalities in Labor Markets and Occupational attainment and Inequalities in the Workplace; Ascription Vs. Achievement-	1
Consequences of Inequality:	1	Health Inequalities - Disability and Stigmatized Inequalities	1
: Health and Mental Health	1	– Income and wealth inequalities: Causes and consequences; Poverty and Access	2
Status and Power	1		
Unit – II: Perspectives on Stratification		Unit – IV: Gender and Stratification	
Karl Marx: Class and Social Change;	2	Sex Segregation; Gender bias and Stratification;	2
Max Weber: Class, Status and Party,	1	Patriarchy, Gender and Subordination of Women;	1
Kingsley Davis & Wilbert E. Moore: Functionalist Perspective;	1	Factors perpetuating Gender Stratification;	1
WC Mills: Power Elite;	1	Ideological Systems – Family Structure – Sex Ratio – Economic – Political	2
Parsons: Value Consensus, Social Action and Social Control:	1		
Social Constructionist Approaches: Pierre Bourdieu idea of class distinction	2	Globalization and Gender Inequality;	1
Post-modern approaches -Paluski and Waters:	1	Gender and Inequality of Opportunity;	2
The death of class; Baudrillard’s Social Class in the age of simulacrum.	1	Women’s Empowerment.	1
Unit – III: Forms of Stratification		Unit – V: Social Mobility	
Caste, Class and Estate: Concept – Features – Merits and Demerits;	2	Social Mobility: Concept – Determinants/Conditions – Consequences	3
Racial and Ethnic Inequality;	2	Types: Horizontal – Vertical –	3

		Intergenerational – Intragenerational;	
Social Stratification in Urban and Industrial Settings;	2	Patterns of Mobility in Caste and Class;	1
Social Stratification in Social Institutions: Family structures, Resources and Processes –	1	Mobility in closed and open systems of stratification;.	1
		Social Change and Social Mobility;	1
		Social Mobility in India	1

17SOCHI1030 - SOCIOLOGICAL INQUIRY

Objectives:

1. To trace the philosophical roots of sociological methodologies and research cultures
1. To elaborate on the different models and logic of methodologies specific to sociological research.
2. To discuss the nature of original methodological contribution made by classical sociologists.
3. To evolve a critique of positivist and scientism inspired sociological methodologies.
4. To illustrate specific qualitative research methods deployed in sociological and anthropological research.

Unit –I

12 Hours

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

Unit –II

8 Hours

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

Unit –III

10 Hours

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

Unit –IV

10 Hours

Critiques of Positivism & scientism: Phenomenology and Ethnomethodology, Hermeneutics, Criticaltheory,Feminist Critiques – Critiques of Science: Thomas Kuhn

and Feyerabend – Relativism: Peter Winch – Genealogy and Archeology of Foucault.

Unit –V

10 Hours

Sociological-Anthropological Methods of Inquiry: Ethnography, Oral History, Interviews, Case Studies Content Analysis, Participatory observation, Narratives, Biographical Approach – Writing Research.

References:

1. Burawoy Mand Joseph Blum(ed), *Global Ethnography: Forces, Connections and imaginations*, University of California Press, Berkeley and Los Angeles, 2000.
2. Devine and Heath, *Sociological Research Methods in Context*, Palgrave, 1999.
3. Denzin Norman, Lincoln Yvonna(ed), *Handbook of Qualitative Research*, Sage, Thousand Oaks, 2000.
4. Feyerabend Paul, *Farewell to Reason*, Verso, London, 1987.
5. Feyerabend Paul, *Against Method*, Humanities Press, 1975.
6. Giddens Anthony, *New Rules of Sociological Research*, Hutchinson, 1976.
7. Mulkay Michael, *Science and the Sociology of Knowledge*, George Allen and Unwin Ltd London, 1979.
8. Silverman David, *Qualitative Methodology and sociology*, Gower, Vermont, 1985.
9. Williams Malcolm, *Science and Social Science*, Routledge, New York, 2004.

Learning Outcomes:

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.

Lecture Plan
17SOCI1030 - SOCIOLOGICAL INQUIRY

Particulars	Hours	Particulars	Hours
Unit I: Philosophical Roots of Social Research		Unit IV: Critiques of Positivism & scientism	
Classical View of Science (Comte's, Vienna Circle's)	2	Phenomenology and Ethnomethodology, and Archeology of Foucault	2
Reason -- Rationality and Standard View of Scientific Knowledge - Social Science as Science --	3	Hermeneutics,	2
Objectivity- Subjectivity-Ideology and Value-Neutrality,	3	Critical theory,	2
Professional Ethics and Plagiarism	2	Feminist Critiques	2
The Position of Researcher and Problem of Adequacy	2	Critiques of Science: Thomas Kuhn and Feyerabend –	2
		Relativism: Peter Winch – Genealogy	2
Unit II: Logical Methods		Unit V: Sociological- Anthropological Methods of Inquiry	
Karl Popper's Logic of Discovery and Demonstration	2	Ethnography,	1
Inquiry of logics,	1	Oral History,	1
Inductive process and Deductive process,	1	Interviews, Case Studies	2
Empirical, Comparative, Analytical, Explorative approaches	1	Content Analysis,	1
Qualitative turn	2	Participatory observation,	2
Nisbet and Gouldner	1	Narratives and Biographical Approach.	
		Writing Research	1
Unit III: Contributionsto Methodology and Methods			
Comte Positivism and Evolutionism	2		
Emile Durkheim: Comparative Methods	2		
Karl Marx: Historical and Dialectical Methods,	2		

Pareto: Derivative Method	2		
Max Weber: Interpretivism	2		