

DEPARTMENT OF SOCIOLOGY



**SYLLABUS FOR
M.A. (5 YEAR INTEGRATED) SOCIOLOGY PROGRAMME
PRESENTED TO
THE BOARD OF STUDIES IN SOCIOLOGY,
HELD ON 24/08/2021**

**THE GANDHIGRAM RURAL INSTITUTE
(DEEMED TO BE UNIVERSITY)
MINISTRY OF EDUCATION, GOVT. OF INDIA
ACCREDITED BY NAAC WITH 'A' GRADE (3RD CYCLE)
GANDHIGRAM-624 302
DINDIGUL DISTRICT
TAMIL NADU
AUGUST 2021**

INTRODUCING THE DEPARTMENT OF SOCIOLOGY

Established in the year 1956, the Department of Sociology has been facilitating the students to study communities adopting instruction, research and extension modes from cultural anthropological and feminist perspectives and equip them with the necessary skills to tackle social issues and preserve native culture.

Teaching and research in Sociology at Gandhigram is also old as Gandhigram Rural Institute (GRI) itself. Teaching, research and extension activities by the faculty members specialized in the subject of Sociology had begun since the inception of the Institute in the year 1956. The present full-fledged Department of Sociology emerged after the conferment of the Deemed to be a University Status by UGC in the year 1976.

Since then, the Department of Sociology has been at the forefront of social science education in Gandhigram Rural Institute, offering in its early days inter-disciplinary Post Graduate Programmes of Rural Services, Rural Sociology and Panchayati Raj, Rural Sociology and currently offering M.A in Sociology and M.Phil. (Development Sociology). Besides these, the Department is also offering Sociology Courses in other Departments like Political Science and Development Administration, Rural Development, Rural Technology Centre, Faculty of Agriculture and Animal Husbandry, Faculty of English and Foreign Languages and M. Tech. (Renewable Energy) programme of Rural Energy Centre(REC).

The Department has been vigorously promoting sociological research through its Ph. D and PDF programmes, through its numerous research projects funded by national and international agencies and by organising several State, Regional and National Level Seminars, Workshops and Symposia focusing on marginalized communities and their empowerment.

The Department has a very active extension component and right from its genesis has been working with communities in the neighbouring villages, conducting a massive Campaign Against Female Infanticide in Tamil Nadu (CAFIT), sponsored by MHRD, GOI, and TNSAC-sponsored training programmes on Prevention and Control of HIV/AIDS for NGO Personnel.

In all these three aspects, namely, Teaching, Research and Extension, the Department's focus is on the rural communities and the most marginalized and deprived among them. This is reflected in the courses offered, curriculum design, focus areas for research, and in the nature of its extension works. In tune with the changing times and societal needs, the thrust areas of research and teaching have been centered around Sociology of Development, Inclusive Policy Studies, Gerontology, Poverty, Media Studies and Population Studies.

In keeping with the foundational principles of GRI, the Department aspires to instil social consciousness and service mentality in the wards of the department and groom them as leaders, innovators, social entrepreneurs and academics who would effectively contribute to the overall development of their communities and village and eventually to the whole nation.

THE GANDHIGRAM RURAL INSTITUTE
(Deemed to be University)
GANDHIGRAM – 624 302, DINDIGUL DISTRICT, TAMIL NADU
(Ministry of Education, Govt. of India)
Accredited by NAAC with 'A' Grade (3rd Cycle)

All communications should be addressed to the Registrar by designation and not by name



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Dr.V.P.R.Sivakumar
Registrar

Ref.:AS/BOS-Sociology/2021-22/

26.07.2021

Sir,

Sub: Reconstitution of Board of Studies in Sociology – reg.

Ref: Approval of the Vice-Chancellor dated 12.07.2021

I am to inform that the Board of Studies in Sociology, Gandhigram Rural Institute (Deemed to be University), Gandhigram is reconstituted with the following members with effect from 12.07.2021:

Dr.R.Kumaran Associate Professor and Director i/c Centre for Studies in Sociology GRI., Gandhigram. - Chairperson	Dr.S.Sampath Kumar Professor and Head Department of Sociology and Population Studies Bharathiyar University Coimbatore - Member
Dr.M.William Baskaran Dean, School of Social Sciences GRI., Gandhigram. - Member	Dr.P.Rajkuamar Professor Department of Sociology Madurai Kamaraj University Madurai - Member

Members other than Ex-officio will hold office for a period of three years.

TA to the External Experts will be given as per Institute rules.

V.P.R. Sivakumar
REGISTRAR 26/7/2021
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To

All the Members of the Board of Studies for the Centre for Studies in Sociology, GRI., Gandhigram.
Copy to: The Director i/c, Centre for Studies in Sociology / Vice-Chancellor's Office /File.

MINUTES OF THE MEETING OF BOARD OF STUDIES IN SOCIOLOGY

The Board of Studies in Sociology met at 11.00 am on 24.08.2021 in online mode

Members

1. Dr. S. Sampath Kumar
Prof. & Head,
Department of Sociology & Population Studies,
Bharathiyar University,
Coimbatore - 641 046. Member

2. Dr. P. Rajkumar
Professor
Department of Sociology
Madurai Kamaraj University
Madurai. Member

3. Dr. M. William Baskaran
Dean
School of Social Sciences
Gandhigram Rural Institute - DTBU,
Gandhigram. Member

4. Dr. R. Kumaran
Assistant Professor & Head i/c
Department of Sociology
Gandhigram Rural Institute - DTBU,
Gandhigram. Chairperson

Special Invitees:

Dr. Roopa Hari

Guest/Part time Teacher
Department of Sociology
Gandhigram Rural Institute - DTBU,
Gandhigram.

Dr. E. Arumugagandhi
Guest/Part time Teacher
Department of Sociology
Gandhigram Rural Institute - DTBU,
Gandhigram

Dr. K. Menaka
Guest/Part time Teacher
Department of Sociology
Gandhigram Rural Institute - DTBU,
Gandhigram.

The meeting began at 11.00 am with prayer.

Dr. R. Kumaran, Asst. Professor, Head i/c and Chairperson of the Board of Studies welcomed the members and briefed the achievements of this Department in teaching, research and extension activities as well as the contributions of the Faculty Members through their participation in National and International Seminars / Conferences and also publications in National, International journals. He also briefed the Members about the purpose of this BOS, which is restructuring the syllabus in line with the template prescribed by the Committee Constituted for revising Curricular Template for various programmes in GRI-DtbU as well as to modify and update the syllabi. Thereafter the deliberations as per agenda items were taken up and the following resolutions were adopted unanimously and presented below.

Agenda Item: 1

To consider and adopt the syllabi of all 10 Semesters of M. A. (5yr.Int.) Sociology programme to be offered during the academic year 2021-2022, in line with the template prescribed by the Committee Constituted for revising Curricular Template for various programmes in GRI-DtbU.

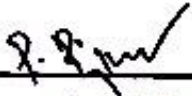
The Board carefully studied the curricular template meant for 5 Year Integrated Programme in GRI-DtbU and after thoroughly deliberating upon various aspects of the syllabus content and satisfying itself that the new syllabus is matching the template, approved the syllabi. The same is appended.

Agenda Item: 2


To consider and approve list and content of Non-Major electives and Allied courses to be offered to UG/PG programmes of other Departments/Centres in GRI-DtbU. The Board after discussing the various aspects of the same, approved the NME and allied courses. The same is appended.

Others:

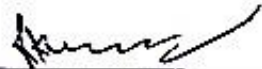
The Board has authorized the Chairperson, BOS to make appropriate amendments/corrections later, if necessary.




(Dr. P. Rajkumar)
(Member)



(Dr. S. Sampath Kumar)
(Member)



(Dr. R. Kumaran)
(Chairman)



(Dr. M. William Baskaran)
(Member)

LIST OF SPECIAL INVITEES

SIGNATURE

Dr. Roopa Hari
Guest/Part time Teacher
Department of Sociology
Gandhigram Rural Institute
Gandhigram.

Dr. E. Arumugagandhi
Guest/Part time Teacher
Department of Sociology
Gandhigram Rural Institute
Gandhigram.

Dr. K. Menaka
Guest/Part time Teacher
Department of Sociology
Gandhigram Rural Institute
Gandhigram.

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

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

PROGRAMME SPECIFIC OUTCOME (PSO)	
At the end of the Programme, the Graduates will be able to	
PSO -1	Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society.
PSO -2	Gain Analytical skills in the field/area of sociology with a strong rural thrust.
PSO -3	Develop professional ethics, community living and Nation Building initiatives.
PSO -4	Display Strong research aptitude and project management skills in the area of development of Sociology.
PSO -5	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation.
PSO -6	Undertake in rural extensions based micro level community-based development action.
PSO -7	Demonstrate commitment to the value based social system with specific reference to multicultural rural setting.
PSO -8	Apply knowledge and skills in policy formulations in micro and macro social development planning.

COURSE STRUCTURE FOR M. A. (FIVE YEAR INTEGRATED) SOCIOLOGY

Sl. No.	CATEGORY	CATEGORY	NO. OF CREDITS	TOTAL NO. OF CREDITS
1.	Part – I	Language: Tamil/Hindi/Malayalam/French (3 Courses)	09	018
2.	Part – II	Language: English (3 Courses)	09	
3.	Part – III Core Courses	i) Major Course: a) Department Course (26 Courses) b) Applied Research Course (2 Courses) ii) Allied Courses (4 Courses) iii) Electives: a) Discipline Centric (3 Courses) b) Generic (3 Courses) iv) Modular Course: (2 Courses) v) Project Work vi) Dissertation vii) Internship	104 08 16 09 09 04 04 06 06	166
4.	Part – IV	i) Environmental Studies ii) Skill Development Course: a) Computer Course (3 Courses) b) Communication and Soft skills (1 Course) iii) Language – III: Core Hindi/Tamil/Malayalam (2 Courses) iv) Gandhian Studies (1 Course) v) Extension Education (1 Course)	04 09 02 04 02 02	023
5.	Part – V	i) NSS/Sports/Fine Arts ii) Yoga iii) Shanti Sena iv) VPP v) Human Values and Professional Ethics vi) Extension/Field Visit (5 Courses)	01 01 01 02 02 05	012
		Total	219	219

SEMESTER-WISE SYLLABUS TEMPLATE

I – SEMESTER

Sl. No.	Type	Category	Course code	Courses	Credits	Hours	Evaluation		
							CFA	ESE	Total Marks
1.1	Language - I	Part I	21TAMI0101 21HIDI0101 21MALI0101 21FREI0101	Language I Tamil/Hindi/Malayalam/ French	03	03	40	60	100
1.2	Language - II	Part II	21ENGI0101	Language II (English)	03	03	40	60	100
1.3	Core Course 1	Part III	21SOCIO101	Principles of Sociology - I	04	04	40	60	100
1.4	Core Course 2	Part III	21SOCIO102	Indian Society	04	04	40	60	100
1.5	Allied Course 1	Part III	21DRDI01A1	Rural Development in India: Policies and Programmes	04	04	40	60	100
1.6	Language - III	Part IV	21CHAI0001 21CTAI0001 21CMLI0001	Language III Basic Language (Core Hindi, Core Tamil, Core Malayalam)	02	02	20	30	50
1.7	Gandhian Studies - 1	Part V	21GTPI0001	Gandhi's Life, Thought and Work	02	02	20	30	50
1.8	Extension Education	Part V	21EXNI0001	Extension Education	02	02	20	30	50
Total					24	24			

II – SEMESTER

Sl. No.	Type	Category	Course code	Courses	Credits	Hours	Evaluation		
							CFA	ESE	Total Marks
2.1	Language – I	Part I	21TAMI0201 21HIDI0201 21MALI0201 21FREI0201	Language I Tamil/Hindi/Malayalam/ French	03	03	40	60	100
2.2	Language - II	Part II	21ENGI02F2	Language II (English)	03	03	40	60	100
2.3	Core Course 3	Part III	21SOCIO203	Principles of Sociology - II	04	04	40	60	100
2.4	Allied Course 2	Part III	21ECOIO2A2	Indian Economy	04	04	40	60	100
2.5	Language - III	Part IV	21CHAI0002 21CTAI0002 21CMLI0002	Language III Basic Language (Core Hindi, Core Tamil, Core Malayalam)	02	02	20	30	50
2.6	Environmental Studies	Part IV	21EVSIO001	Environmental Studies	04	3+2	40	60	100
2.7	NSS/Sports/ Fine Arts	Part V	21NSSIO001 21SPOIO001 21FATIO001	NSS/Sports/Fine Arts	01	01	50		50
2.8	Yoga	Part V	21YOGIO001	Yoga	01	01	50		50
2.9	Extension - 1	Part V	21SOCIO2F1	Extension/Field Visit (Compulsory Non-Credit Course)	01	02	50		50
Total					23	24			

III – SEMESTER

Sl. No.	Type	Category	Course code	Courses	Credits	Hours	Evaluation		
							CFA	ESE	Total Marks
3.1	Language - I	Part I	21TAMU0301 21HIDI0301 21MALI0301 21FREI0301	Language I Tamil/Hindi/ Malayalam/French	03	03	40	60	100
3.2	Language – II	Part II	21ENGI03F3	Language II (English)	03	03	40	60	100
3.3	Core Course 4	Part III	21SOCIO304	Introduction to Social Anthropology	04	04	40	60	100
3.4	Core Course 5	Part III	21SOCIO305	Rural Sociology	04	04	40	60	100
3.5	Allied Course 3	Part III	21PSDI00A1	Human Rights: Concept and Principles	04	04	40	60	100
3.6	Communication and Soft Skills - 1	Part IV	21ENGI00C1	Communication and Soft Skills	02	02	20	30	50
3.7	VPP	Part V	21EXNIO3V1	VPP**	02	**	50		50
Total					22	20			

IV – SEMESTER

Sl. No.	Type	Category	Course code	Courses	Credits	Hours	Evaluation		
							CFA	ESE	Total Marks
4.1	Core Course 6	Part III	21SOCIO406	Perspectives of ageing and the aged	04	04	40	60	100
4.2	Core Course 7	Part III	21SOCIO407	Understanding Urban Sociology	04	04	40	60	100
4.3	Core Course 8	Part III	21SOCIO408	Social Problems	04	04	40	60	100
4.4	Allied Course 4	Part III	21PSDI00A2	Indian Constitution	04	04	40	60	100
4.6	Skill Development Course 1	Part IV	21CSAI0401	Web Designing	03	03	24+24	36+16	100
4.7	Shanti Sena	Part V		Shanti Sena	01	01	50		50
4.8	Extension - 5	Part V	21SOCIO40F2	Extension/Field Visit (Compulsory Non-Credit Course)	01	02	50		50
Total					21	22			

V – SEMESTER

Sl. No.	Type	Category	Course code	Courses	Credits	Hours	Evaluation		
							CFA	ESE	Total Marks
5.1	Core Course 9	Part III	21SOCIO509	Social change and Development	04	04	40	60	100
5.2	Core Course 10	Part III	21SOCIO510	Classical sociological Theories	04	04	40	60	100
5.3	Core Course 11	Part III	21SOCIO511	Media and Society	04	04	40	60	100
5.4	Core Course 12	Part III	21SOCIO512	Development Practices	04	04	40	60	100
5.5	Discipline Centric Elective	Part III	21SOCIO5D1	Sociology of Tribal Society	03	03	40	60	100
			21SOCIO5D2	Sociology of Family					
			21SOCIO5D3	Political Sociology					
			21SOCIO5D4	Agrarian Society					
5.6	Extension - 3	Part V	21SOCIO5F3	Extension/Field Visit (Compulsory Non-Credit Course)	01	02	50		50
Total					20	21			

VI – SEMESTER

Sl. No.	Type	Category	Course code	Courses	Credits	Hours	Evaluation		
							CFA	ESE	Total Marks
6.1	Project Work	Part III	21SOCIO6P1	Project Work (Group Project)	04	06	75	25*	100
6.2	Core Course 13	Part III	21SOCIO613	Sociology of Marginalized Communities	04	04	40	60	100
6.3	Core Course 14	Part III	21SOCIO614	Population and Society	04	04	40	60	100
6.4	Core Course 15	Part III	21SOCIO615	Social Psychology	04	04	40	60	100
6.5	Elective - Generic - 1	Part III		Non-Major Elective	03	03	40	60	100
6.6	Modular Course - 1	Part III	21SOCIO6M1	Enhancing Social Skills	02	02	50		50
			21SOCIO6M2	Social Ecology					
			21SOCIO6M3	Sociology of Kinship					
6.7	Skill Development Course -2	Part IV	21CSAI0602	Digital Marketing	03	03	40	60	100
Total					24	20			
* 75 for Project Report and 25 Viva-Voce Joint Valuation (Both Internal Valuation)									

VII – SEMESTER

Sl. No.	Type	Category	Course code	Courses	Credits	Hours	Evaluation		
							CFA	ESE	Total Marks
7.1	Core Course 16	Part III	21SOCIO716	Contemporary Sociological Theories	04	04	40	60	100
7.2	Core Course 17	Part III	21SOCIO717	Industrial Sociology	04	04	40	60	100
7.3	Core Course 18	Part III	21SOCIO718	Sociology of Health	04	04	40	60	100
7.4	Elective - Generic - 2	Part III		Elective: Generic	03	03	40	60	100
7.5	Applied Research Course- 1	Part III	21APRP0001	Research Methods	04	04	40	60	100
7.6	Skill Development Course - 3	Part IV	21CSAI0703	R. Programming for Data Analysis	03	03	40	60	100
Total					22	22			

VIII – SEMESTER

Sl. No.	Type	Category	Course code	Courses	Credits	Hours	Evaluation		
							CFA	ESE	Total Marks
8.1	Core Course 19	Part III	21SOCIO819	Social Dimensions of Globalization	04	04	40	60	100
8.2	Core Course 20	Part III	21SOCIO820	Sociology of Science and Knowledge	04	04	40	60	100
8.3	Core Course 21	Part III	21SOCIO821	Guidance and Counseling	04	04	40	60	100
8.4	Discipline Centric Elective - 2	Part III	21SOC108D1	Sociology of Tourism	03	03	40	60	100
			21SOC108D2	Sociology of Religion					
			21SOC108D3	Education and Society					
			21SOC108D4	Social Movements					
8.5	Applied Research Course - 2	Part III	21APRP0002	Applied Statistics	04	04	40	60	100
8.6	Extension - 2	Part V	21SOCIO8F4	Extension/Field Visit (Compulsory Non-Credit Course)	01	02	50		50
Total					20	21			

IX – SEMESTER

Sl. No.	Type	Category	Course code	Courses	Credits	Hours	Evaluation		
							CFA	ESE	Total Marks
9.1	Core Course 22	Part III	21SOCIO922	Introduction to Indian Sociological Thought	04	04	40	60	100
9.2	Core Course 23	Part III	21SOCIO923	Sociological Inquiry	04	04	40	60	100
9.3	Core Course 24	Part III	21SOCIO924	Visual Sociology	04	04	40	60	100
9.4	Elective - Generic - 3	Part III		Elective – Generic	03	03	40	60	100
9.5	Modular Course – 2	Part III	21SOCIO9M1	Communication for Social Development	02	02	50		50
			21SOCIO9M2	Enhancing Social Self					
			21SOCIO9M3	Sociology of Deviance					
9.6	Value Added Course	Part V		Human Values and Professional Ethics	02	02	50		50
9.7	Extension - 4	Part V	21SOCIO9F5	Extension/Field Visit (Compulsory Non-Credit Course)	01	02	50		50
Total					20	21			

X – SEMESTER

Sl. No.	Type	Category	Course code	Courses	Credits	Hours	Evaluation		
							CFA	ESE	Total Marks
10.1	Core Course 25	Part III	21SOCIO1025	Economic Sociology	04	04	40	60	100
10.2	Core Course 26	Part III	21SOCIO1026	Culture, Personality and Society	04	04	40	60	100
10.3	Dissertation	Part III	21SOCIO10D1	Dissertation	06	12	75	75+50*	200
10.4	Internship	Part III	21SOCIO10I1	Internship	06	@	100		100
10.5	Discipline Centric Elective- 3	Part III	21SOCIO10D1	Sociology of Identity	03	03	40	60	100
			21SOCIO10D2	Sociology of Work					
			21SOCIO10D3	Sociology of Food					
Total					23	23			

**** VPP – Duration: One Week**

*** External Evaluation – 75 Marks; Viva-Voce (Joint Sitting) – 50 Marks**

@ Internship – Duration: One Month

CORE COURSES

Sl. No.	Type	Sem.	Category	Course code	Courses	Credits
1	Core Course 1	I	Part III	21SOC10101	Principles of Sociology - I	04
2	Core Course 2	I	Part III	21SOC10102	Indian Society	04
3	Core Course 3	II	Part III	21SOC10203	Principles of Sociology - II	04
4	Core Course 4	III	Part III	21SOC10304	Introduction to Social Anthropology	04
5	Core Course 5	III	Part III	21SOC10305	Rural Sociology	04
6	Core Course 6	IV	Part III	21SOC10406	Perspectives of Ageing and the Aged	04
7	Core Course 7	IV	Part III	21SOC10407	Understanding Urban Sociology	04
8	Core Course 8	IV	Part III	21SOC10408	Social Problems	04
9	Core Course 9	V	Part III	21SOC10509	Social change and Development	04
10	Core Course 10	V	Part III	21SOC10510	Classical Sociological Theories	04
11	Core Course 11	V	Part III	21SOC10511	Media and Society	04
12	Core Course 12	V	Part III	21SOC10512	Development Practices	04
13	Core Course 13	VI	Part III	21SOC10613	Sociology of Marginalized Communities	04
14	Core Course 14	VI	Part III	21SOC10614	Population and Society	04
15	Core Course 15	VI	Part III	21SOC10615	Social Psychology	04
16	Core Course 16	VII	Part III	21SOC10716	Contemporary Sociological Theories	04
17	Core Course 17	VII	Part III	21SOC10717	Industrial Sociology	04
18	Core Course 18	VII	Part III	21SOC10718	Sociology of Health	04
19	Core Course 19	VIII	Part III	21SOC10819	Social Dimensions of Globalization	04
20	Core Course 20	VIII	Part III	21SOC10820	Sociology of Science and Knowledge	04
21	Core Course 21	VIII	Part III	21SOC10821	Guidance and Counseling	04
22	Core Course 22	IX	Part III	21SOC10922	Introduction to Indian Sociological Thought	04
23	Core Course 23	IX	Part III	21SOC10923	Sociological Inquiry	04
24	Core Course 24	IX	Part III	21SOC10924	Visual Sociology	04
25	Core Course 25	X	Part III	21SOC11025	Economic Sociology	04
26	Core Course 26	X	Part III	21SOC11026	Culture, Personality and Society	04
Total						104

ELECTIVES- DISCIPLINE-CENTRIC

Sl. No.	Category	Course code	Courses		Credits
1	Part III	21SOCI05D1	Sociology of Tribal Society	V	03
		21SOCI05D2	Sociology of Family		
		21SOCI05D3	Political Sociology		
		21SOCI05D4	Agrarian Society		
			MOOC/NPTEL		
2		21SOCI08D1	Sociology of Tourism	VIII	03
		21SOCI08D2	Sociology of Religion		
		21SOCI08D3	Education and Society		
		21SOCI08D4	Social Movements		
			MOOC/NPTEL		
3		21SOCI10D1	Sociology of Identity	X	03
		21SOCI10D2	Sociology of Work		
		21SOCI10D3	Sociology of Food		
		MOOC/NPTEL			
			TOTAL		09

ELECTIVES- GENERIC

Sl. No.	Type	Category	Course code	Courses	Credits
1	Elective: Generic	Part III		NME	03
2		Part III		NME	03
3		Part III		NME	03
				Total	06

MODULAR COURSES

Sl. No.	Category	Semester	Course code	Courses	Credits
1	Part III	VI	21SOCI06M1	Enhancing Social Skills	02
			21SOCI06M2	Social Ecology	
			21SOCI06M3	Sociology of Kinship	
2		IX	21SOCI09M1	Communication for Social Development	02
			21SOCI09M2	Enhancing Social Self	
			21SOCI09M3	Sociology of Deviance	
				Total	04

VALUE-ADDED CREDIT COURSES

Sl. No.	Type	Category	Course code	Courses	Credits
1	Value Added Course	Part V		Human Values and Professional Ethics	02
Total					02

ALLIED COURSES

Sl. No.	Type	Category	Course code	Courses	Credits
1	Allied Course 1	Part III	21DRDI01A1	Rural Development in India: Policies and Programmes	04
2	Allied Course 2	Part III	21ECOI02A2	Indian Economy	04
3	Allied Course 3	Part III	21PSDI00A1	Human Rights: Concept and Principles	04
4	Allied Course 4	Part III	21PSDI00A2	Indian Constitution	04
Total					16

VALUE-ADDED NON-CREDIT COURSES

S.No	Course Code	Name of the Course	Hours/Week
1.	21SOCI1VA1	Public Speaking Skills	1
2.	21SOCI2VA2	Managing Interpersonal Relationship	1
3.	21SOCI3VA3	Emotional Maturity	1
4.	21SOCI4VA4	Building and Working in Teams	1
5.	21SOCI5VA5	Documentation Skills	1
6.	21SOCI7VA7	Impression Management Strategies	1
7.	21SOCI8VA8	Presentation Skills	1
8.	21SOCI9VA9	Choosing and Shining in Career	1

COURSES OFFERED TO OTHER DEPARTMENTS

ALLIED COURSES

Sl. No.	Type	Category	Course code	Courses	Credits
1	Allied Course	Part III	21SOCIO6A1	Social Dimensions of Development	4
2			21SOCIO9A2	Development Practices	4

ELECTIVES- GENERIC

UG – PROGRAMMES

Sl. No.	Type	Category	Course code	Courses	Credits
1	Non – Major Elective	Part III	21SOCU04G1	Dynamics of Social Life	3
2			21SOCU04G2	Social Pathology	3
3			21SOCU04G3	Developing Effective Social Skills	3
4			21SOCU05G4	Social Psychology	3
5			21SOCU05G5	Improving Social Learning	3
6			21SOCU05G6	Sociology of Media and Communication	3

PG – PROGRAMMES

Sl. No.	Type	Category	Course code	Courses	Credits
1	Non – Major Elective	Part III	21SOCP02G1	Sociology of Tourism	4
2			21SOCP02G2	Guidance and Counseling	4
3			21SOCP02G3	Communication for Social Development	4
4			21SOCP02G4	Sociology of Science and Technology	4

DETAILED SYLLABUS
(Core, Electives- Discipline-Centric,
Modular Courses)

Course Code & Title	21SOCIO101 - PRINCIPLES OF SOCIOLOGY – I		
Class	M.A. (5yr. int.) Sociology	Semester	I
Cognitive Level	K-1: (REMEMBER) K-3: (APPLY) K-4: (ANALYZE)		
Course Objectives	The students will be able to 1. Define Sociology with its scope and significance. 2. Outline the perspectives of sociology. 3. Sketch the importance of society to the individual. 4. Illustrate the importance of culture in social life. 5. Analyse the indispensability of socialization and social groups in one's life.		
UNIT	Content	No. of Hours	
I	A Systematic Introduction to Sociology: Sociology: Meaning – Nature – Scope and Significance of Sociology –Sociology as a Science – Relationship with other Social Sciences; Perspectives in Sociology.	10 Hours	
II	Society: Society: Meaning – Characteristics – Theories of Origin of Society: The Theory of Divine Origin – The Force Theory – Social Contract Theory; Models of Society – Importance of Society for the Individual.	12 Hours	
III	Culture: Culture: Meaning – Attributes of Culture – Types of Culture: Material & Non-Material Culture; Growth of Culture: Invention – Diffusion; Variability of Culture: Specific Culture – Subculture – Counter-Culture.	8 Hours	
IV	Socialization: Socialization: Meaning – Elements of Socialisation – Stages of Socialisation – Adult Socialisation – Anticipatory Socialisation – Gender Socialisation – Agencies of Socialisation.	10 Hours	
V	Social Organisations: Social Groups: Meaning – Classification of Social Groups: Primary – Secondary – In-Group & Out-Group – Reference Group – Voluntary & Involuntary Groups; Groups and Individuals – importance of Group Identity.	10 Hours	
References	<ol style="list-style-type: none"> 1. Shankar Rao C.N Introduction to Sociology S. Chand 2008 2. Abigail Fuller “ Introduction to Sociology” Connections Rice University Jan 2014 3. Inkeles, Alex, “What is Sociology” An Introduction to the Discipline and Profession, Prentice Hall of India Private Limited New Delhi.2003 4. Gisbert, P. “Fundamentals of Sociology” Orient Lomgman, Bombay 1989. 5. Bottomore, T.B; 1971; Sociology: A Guide to Problems and Literature; Bombay; Blackie and son publication Pvt. ltd. 6. Jayaram, N; 1990; Introducing Sociology; New Delhi, Macmillan 		

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

Mapping

CO/PSO 21SOC10101		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Describe the nature and significance of Sociology as a science	2	3	2	3	3	3	2	2
CO2	Relate the sociological perspectives with the evolution of human society	3	3	2	2	2	2	3	2
CO3	Explain the concept of culture with suitable illustrations	2	2	3	3	2	2	3	3
CO4	Discuss the process of socialization with the help of theories	3	3	2	2	2	3	3	3
CO5	Analyse the need and importance of belonging to a social group	3	3	2	2	2	2	3	2

Mean Score: 2.7

Course Code & Title	21SOCIO102 INDIAN SOCIETY		
Class	M.A. (5yr. int.) Sociology	Semester	I
Cognitive Level	K-1: (REMEMBER) K-3: (APPLY) K-4: (ANALYZE)		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. Explore the roots of Indian civilization. 2. Describe economy, polity and society of ancient, medieval and modern India. 3. Analyze the key concepts of Hinduism, Jainism, Buddhism, Islam and impact of these religions on society. 4. Throw light on social, economic, political transformation of Indian society under colonial rule. 5. Examine the basic issues of Indian society like unity in diversity, problems of nationalism and principles of Indian Constitution and to Assess different issues affecting Indian Society 		
UNIT	Content		No. of Hours
I	Historical Mooring of the Indian Society: Traditional Hindu Social Organisation and Vedic Indian Society- Ashrama Dharma, Pursharthas - Emergence of Buddhism, Advent of Islam and Europe Colonization - Cultural Assimilation.		10 Hours
II	Salient features of the Indian Social Structure: - Unity in Diversity in India - Geo-political Unity - The Institution of Pilgrimage - Tradition of Accommodation - Tradition of Interdependence - -Constitutional Safeguards – Role of Constitution Framers		12 Hours
III	Social Structure: Rural and Agrarian Social Structure - Caste System: Perspectives on the study of caste systems, Features of caste system. - Untouchability - forms and perspectives. - Social Classes in India: Agrarian Class Structure - Middle classes in India. - Religious Compositions in India - Problems of Religious Minorities.		8 Hours
IV	Social Change in India: Vision of Social Change in India: Idea of Development Planning and Mixed Economy - Constitution, Law and Social Change - Green Revolution and Social Change - Industrialisation and Urbanisation - Social Movements in Modern India.		10 Hours
V	Challenges for Social Transformation: Crisis of Development: Displacement and Environmental Issues. Social Problems in India: Poverty, Patriarchy - Caste and Ethnic Conflicts - Illiteracy and Disparities in Education, Youth Unrest.		10 Hours

<p>References</p>	<ol style="list-style-type: none"> 1. Beteille Andre. (1992): Backward Classes in Contemporary India. New Delhi:OUP 2. Berreman G. D. (1979): Caste and Other Inequalities: Essays in Inequality. Meerut:Folklore Institute. 3. Inden Ronald. (1990): Imaging India. Oxford: Brasil Blackward 4. Kothari Rajani(Ed.) (1973):Caste in Indian Politics 5. Bose N K. (1967): Culture and Society in India. Bombay: Asia Publishing House 6. Karve Irawati. (1961): Hindu Society: An Interpretation. Poona: Deccan College. 7. Mandelbaum. (1970): Society in India. Bombay: Popular Prakashan 8. Mulgund I.C. (2008): Readings in Indian Sociology, Shruti Prakashan, Dharwad 9. Srinivas M. N. (1980) India: Social Structure. New Delhi: Hindustan Publishing Corporation.
<p>Course Outcomes</p>	<p>On completion of the course, Students should be able to</p> <ul style="list-style-type: none"> CO Appreciate the roots of Indian civilization. CO Describe economy, polity and society of ancient, medieval and modern India. CO Analyze the key concepts of Hinduism, Jainism, Buddhism, Islam and impact of these religions on society. CO Demonstrate social, economic, political transformation of Indian society under colonial rule. CO Examine the basic issues of Indian society like unity in diversity, problems of nationalism and principles of Indian Constitution. <p>Assess different issues affecting Indian Society</p>

Mapping

		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Explore the roots of Indian civilization.	2	3	2	3	3	3	2	2
CO2	Describe economy, polity and society of ancient, medieval and modern India.	3	3	2	2	2	2	3	2
CO3	Analyze the key concepts of Hinduism, Jainism, Buddhism, Islam and impact of these religions on society.	2	2	3	3	2	2	3	3
CO4	Throw light on social, economic, political transformation of Indian society under colonial rule.	3	3	2	2	2	3	3	3
CO5	Examine the basic issues of Indian society like unity in diversity, problems of nationalism and principles of Indian Constitution and to Assess different issues affecting Indian Society	3	3	2	2	2	2	3	2

Mean Score: 2.7

Course Code & Title	21SOCIO203 - PRINCIPLES OF SOCIOLOGY – II		
Class	M.A.(5yr. int.) Sociology	Semester	II
Cognitive Level	K-1: (REMEMBER) K-3: (APPLY) K-4: (ANALYZE)		
Course Objectives	The students will be able to 1. Define social interaction with respective forms. 2. Outline the importance of social institutions in one’s life. 3. Sketch the importance of various social processes in human life. 4. Interpret the causes and consequences of social stratification. 5. Discuss the nature of collective behaviours with importance.		
UNIT	Content	No. of Hours	
I	Social Interaction: Meaning – Forms of Social Interaction: Signs – Language – Concepts – Body Language – Exchange; Importance of Social Interaction - Interrelationship between Status and Role.	8 Hours	
II	Social Institutions: Meaning – Attributes; Types of Social Institutions: Primary – Marriage, Family, & Kinship; Secondary: Religion – Economy – Polity; Interrelationship between Social Institutions – Importance of Social Institutions on Social Life.	12 Hours	
III	Social Process: Meaning – Forms of Social Process: Associative Process (Cooperation, Accommodation, Assimilation) – Dissociative Process (Competition, Conflict) – Types – Advantages – Limitations.	10 Hours	
IV	Social Stratification & Social Mobility: Meaning – Characteristics – Perspective of Social Stratification: Functionalism – Conflict – Symbolic Interactionism; Forms of Stratification: Caste, Class, Gender, Race, Ethnicity and Social Exclusion; Stratification and Social Control – Social Mobility – Meaning – Types of Social Mobility: Vertical – Horizontal.	10 Hours	
V	Collective Behaviour: Concept – Attributes – Forms of Collective Behaviour: Crowd and Public – Mobs and Riots – Panic – Lynch – Mass Hysteria – Rumors – Public and Public Opinion – Collective Behaviour, Social Movements, and Social Change; Means of Social Control: Informal and Formal.	10 Hours	
References	<ol style="list-style-type: none"> 1. Shankar Rao C.N Introduction to Sociology S. Chand 2008 2. Abigail Fuller “ Introduction to Sociology” Connections Rice University Jan 2014 3. Inkeles, Alex, “What is Sociology” An Introduction to the Discipline and Profession, Prentice Hall of India Private Limited New Delhi.2003 4. Gisbert, P. “Fundamentals of Sociology” Orient Lomgman, Bombay 1989. 		

	<ol style="list-style-type: none"> 5. Bottomore, T.B; 1971; Sociology: A Guide to Problems and Literature; Bombay; Blackie and son publication Pvt. ltd. 6. Jayaram, N; 1990; Introducing Sociology; New Delhi, Macmillan India ltd. 7. Johnson, Harry M;1995; Sociology: A Systematic Introduction, New Delhi; Allied publishers. 8. R.M. MacIver and Charles H. Page, Society: An Introductory Analysis, London: MacMillan & Co. Ltd, 1962, 9. William F. Ogburn and Meyer F. Nimkoff, Sociology, Boston: Houghton Mifflin Company, 1988. 10. E.W. Stewart and J.a. Glynn, Introduction to Sociology, New Delhi: Tata McGraw-Hill Publishing Company Ltd., 1981.
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. State various forms of social interaction. 2. Discuss the need and necessity of social institutions in human life. 3. Relate the social process in every day's life. 4. Analyse the forms of social stratification and the means towards social mobility. 5. Explain the collective nature of human behavior in social life.

CO/PSO 21SOCIO203		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	State various forms of social interaction	2	3	3	2	2	3	3	3
CO2	Discuss the need and necessity of social institutions in human life	3	3	2	3	2	2	3	3
CO3	Relate the social process in every day's life	3	3	3	2	3	2	2	2
CO4	Analyse the forms of social stratification and the means towards social mobility	2	2	2	3	3	2	3	3
CO5	Explain the collective nature of human behavior in social life	3	2	3	3	3	3	2	3

Mean Score: 2.6

Course Code & Title	21SOCIO304- INTRODUCTION TO SOCIAL ANTHROPOLOGY		
Class	M.A.(5yr. int.) Sociology	Semester	III
Cognitive Level	K-1: (REMEMBER) K-2: (UNDERSTAND) K-3: (APPLY) K-6: (CREATE)		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To explain and clarify the basic concepts of culture and society. 2. To create basic knowledge and interest in the discipline of social anthropology. 3. To recognize the knowledge about the basic concepts of culture with anthropological perspective. 4. To demonstrate the implication of influence of economic, political and religious institutions in primitive society. 5. To create skills and abilities to evaluate place and role of the economy and political structure in primitive societies. 		
UNIT	Content	No. of Hours	
I	Introduction: Meaning and scope of Anthropology: historical background; its relationship with other disciplines; branches of anthropology: - Physical, Cultural and Social Anthropology, Applied Anthropology.	8 Hours	
II	Basic concepts: culture, clan, lineage, folkways, tribe, cultural change, cultural adaptation, acculturation, enculturation, diffusion, innovation, ethnocentrism and cultural relativism.	8 Hours	
III	Studying Primitive society: Functionalist and structuralist approaches; Fieldwork tradition in anthropology; ethnography and ethnology; cultural relativism; participant observation, holistic approach	10 Hours	
IV	Economy and political structure: Difference between modern and primitive economy; types of economy – hunting-gathering, shifting cultivation, pastoralism and agriculture; types of political system – centralized and segmentary systems- Primitive Laws.	12 Hours	
V	Religion and magic: definition and function; theories of religion; myth and legend; ritual – rites of passage – Victor Turner; religion, magic and science; types of magic; functionaries of religion – shaman, mystic and priest.	12 Hours	

References	<ol style="list-style-type: none"> 1. Andre Beteille, (2002) Caste, Class and power, Oxford University press. 2. Dhanagare, D.N(1993): Themes And perspectives In Indian Sociology, Jaipur Rawat,. 3. Dune, S.C)1967): The Indian Village, London: Routledge,. 4. Hutton, J.H(1983): Caste In India Bombay: Oxford University press, 5. Kapadia,K.M. (1966) Marriage and family in India ,Bombay oxford university press, 6. Mencher. Joan, p.(1978) Agriculture and Social Structure In Tamil Nadu. New Delhi. 7. Oommen, T.K And P.N. Mukharjee, ED (1986): Indian Sociology: Reflections And Introspections, popular prakashan, Bombay 8. Rao,(2004), Sociology of Indian Society, S.Chand And Company Ltd, New Delhi, 9. Sharma G.L(2003) Cast, Class & Social Inequality In India, MDP. 10. Srinivas, M.N(1962) Caste In India And Other Essays, Bombay: Asia publishing House
Course Outcomes CO CO CO CO CO	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Explain and clarify the scope of anthropology and its relationship with sociology. 2. Demonstrate awareness about the basics of the discipline of social anthropology. 3. Analyze basic concepts of culture with anthropological perspective. 4. Identify the role, place and influence of economic, political. And religious institutions in primitive societies. 5. Identify the functionaries of religion.

CO/PSO 21SOC10304		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Explain and clarify the scope of anthropology and its relationship with sociology.	3	3	3	3	2	2	2	2
CO2	Demonstrate awareness about the basics of the discipline of social anthropology.	3	3	3	2	2	2	3	2
CO3	Analyze basic concepts of culture with anthropological perspective	3	3	3	3	3	2	2	2
CO4	Identify on the role, place and influence of economic, political and religious institutions in primitive societies.	3	2	3	3	2	3	3	3
CO5	Identifying the functionaries of religion	3	3	2	3	3	2	2	2

Mean Score: 2.6

Course Code & Title	21SOCIO305 -RURAL SOCIOLOGY		
Class	M.A. (5yr. int.) Sociology	Semester	III
Cognitive Level	K-1: (REMEMBER) K-2: (UNDERSTAND) K-5: (EVALUATE)		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To acquaint with the concept of rural sociology 2. To make the students describe rural sociology, peasant economy, land issues. 3. To recognize the students towards social dynamics operating in the rural society with reference to social problems 4. To appraise the learners significance of rural social institutions, Panchayati Raj and rural development. 5. To appraise the role Panchayati Raj institutions in Rural Development. 		
UNIT	Content		No. of Hours
I	Introduction: Rural Sociology-Nature, Scope and Significance; Rural Society-Characteristics; Rural-Urban Difference/Relations-Rurbanism, Urbanism and Rurbanism.		8 Hours
II	Rural Social Institutions: Features of rural family; Family-Joint Family Institution; Rules and Forms of rural marriage; Dominant Caste in Rural India, Patriarchy and Gender- Status of rural women.		10 Hours
III	Rural Economy: Peasantry, Peasant Economy-decline of Jajmani system, Land Ownership and Land Reforms; Agrarian Relations; Agrarian Class Structure in Indian Context; Green Revolution; impact of globalization on rural economy.		12 Hours
IV	Issues Affecting Rural Society: Rural Problems-Unemployment-Indebtedness, Poverty and Migration; Health and Sanitation; Development and Displacement.		10 Hours
V	Rural Governance: Power Structure and Leadership – traditional and modern; Panchayat Raj and Rural Development: PRIs before and after 73 rd Amendments-Rural Development Programs, Wage Employment and Land Reforms		10 Hours

References	<ol style="list-style-type: none"> 1. Abigail Fuller “ Introduction to Sociology” Connections Rice University Jan 2014 2. Gisbert, P. “Fundamentals of Sociology” Orient Longman, Bombay 1989. 3. Ashish Nandy 1999, Ambiguous Journey to the City, New Delhi. 4. Chitambar J.P 2004, Introductory Rural Sociology, New Delhi, Tata andMcgraw Hills. 5. Desai A.R, 1977, Rural Sociology in India, Bombay, Popular Prakashan. 6. Dhanagare D.N, 1988, Peasant Movements in India, New Delhi, OUP. 7. Doshi.S.L.2003, Rural Sociology, New Delhi, Rawat Publishers. 8. Gurusamy S. 1994, Peasant Politics in South India-A Socio-Political Analysis Of A Pressure Group, Delhi, Kanishka Publishing Company Pvt., Ltd. 9. Mencher. J.P. 1982, Agriculture and Social Structure in Tamil Nadu, OUP. 10. Panandikar, V.A Pai 2000, “India’s Demography and Democracy”, in <i>Millennium Conference on Population, Development and Environment Nexus</i>, New Delhi: PHD Chamber of Commerce and Industry. 										
Course Outcomes	<p>On completion, the course, Students should be able to</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; vertical-align: top;">CO</td> <td>1.Describe the concepts of rural sociology.</td> </tr> <tr> <td style="vertical-align: top;">CO</td> <td>2.Demonstrate significance of land based peasant economy in rural India.</td> </tr> <tr> <td style="vertical-align: top;">CO</td> <td>3.Execute analytical skills on planning to solve social problems.</td> </tr> <tr> <td style="vertical-align: top;">CO</td> <td>4.Reconstruct the rural institutions.</td> </tr> <tr> <td style="vertical-align: top;">CO</td> <td>5.Analyze the impact of rural development programmes.</td> </tr> </table>	CO	1.Describe the concepts of rural sociology.	CO	2.Demonstrate significance of land based peasant economy in rural India.	CO	3.Execute analytical skills on planning to solve social problems.	CO	4.Reconstruct the rural institutions.	CO	5.Analyze the impact of rural development programmes.
CO	1.Describe the concepts of rural sociology.										
CO	2.Demonstrate significance of land based peasant economy in rural India.										
CO	3.Execute analytical skills on planning to solve social problems.										
CO	4.Reconstruct the rural institutions.										
CO	5.Analyze the impact of rural development programmes.										

CO/PSO 21SOCI0305		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Describe the concepts of rural sociology	3	3	3	3	2	2	3	2
CO2	Demonstrate significance of land based peasant economy in rural India	3	3	2	3	3	3	3	3
CO3	Execute analytical skills on planning to solve social problems.	3	3	3	3	2	3	3	3
CO4	Reconstruct of rural institutions	3	3	3	2	3	3	2	3
CO5	Analyze in the impact of rural development programmes	3	2	2	3	3	3	2	3

Mean Score: 2.8

Course Code & Title	21SOCIO406 - PERSPECTIVES OF AGEING AND THE AGED		
Class	M.A.(5yr. int.) Sociology	Semester	IV
Cognitive Level	K-1: (REMEMBER) K-2: (UNDERSTAND) K-3: (APPLY) K-6: (CREATE)		
Course Objectives	The students will be able to 1. State the nature and attributes of ageing as a process. 2. Explain the process of biological and sociological ageing. 3. Interpret the problems of the elders. 4. Relate the knowledge to create support systems for the aged. 5. To assess the programmes and policies for the elderly people.		
UNIT	Content		No. of Hours
I	Introduction: Ageing: Concept - Scope and Significance of Sociology of the Aged; Social Ageing & Biological Ageing; Ageism; Gerontology and Social Gerontology; Theoretical Perspectives of the Ageing: Functionalism – Conflict – Symbolic Interactionism – Feminist; Trends and Patterns of Ageing: Global and Indian Scenario.		12 Hours
II	Social Status of Ageing: Concept of age Grades and Set; Causes of Ageing; Social, Economic and Political Implications of the Aged Population. Differentiation in Social Status and Role of the Aged; Family and Ageing; Loneliness and Isolation; Socialisation of Aged People; Treatment of Aged People in Traditional and Modern Societies.		10 Hours
III	Problems of Aged & Adjustment: Ageing as a Social Problem; Problems of the Aged: Psychological – Social – Political – Economic – Health; Aged People in Organized and Unorganized Sectors; Adjustments in Later Life: Concept of Informal Support & its Relevance in Later Life – Ageing and Caregivers.		10 Hours
IV	Policies and Programmes for the Aged: International Declarations on Ageing; Role of State: Policies & Programmes for the Aged in India; Role of NGOs and NGOs Working for Elderly People, National Policy on Aged; Social Security for the Aged in Indian Context: Recreation, Social and Economic Security Measures for the Aged.		10 Hours
V	Rehabilitative Models and Strategies for the Aged: Means of Rehabilitation: Family & Community-based Rehabilitation; Institutionalized Living Arrangements & Care for the Aged: Old Age Homes – Hospice – Day Care Centre.		8 Hours

References	<ol style="list-style-type: none"> 1. Soodan K.S: Ageing in India; Calcutta: T.K. Mukherjee Minerva Association (Pvt.) Ltd., 1973 2. Choudary S.K.(ed.): Problems of the Aged and of old Age Homes: Aksharprathi Roop limited., Bombay, 1992 3. Irudayarajan.S. Problems of Aged in India, 2006 4. Husain M.G., Changing Indian Society and Status of Aged, Manak publication private ltd., New Delhi. 5. Dhillon P.K. Psycho- Social Aspects of Ageing in India,: Concept publishing company, New Delhi,1992 6. Phobebe. S Liebig, an Ageing India- Perspectives, Prospects and Policies, Rawat Publications, 2005 (B.T.B). 7. Rao, K.S.; Ageing, National Book Trust of India, New Delhi, 1994. 8. Sati P.N.: Needs and the Problems of the Aged; Himanshu Publishers, Udaipur, 1987 9. Vinodkumar(ed.): Ageing Indian Perspective and Global Scenario, All India Institute of Medical sciences, New Delhi,1996.
Course Outcomes	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> CO 1. Describe increasing aged population and problems of aged people. CO 2. Explain programmes for the aged people. CO 3. Relate welfare and social policies of the elderly people. CO 4. Justify the significance of sociology in the care of elderly people. CO 5. Evaluate approaches and strategies for care and support of the aged.

		PSO							
		1	2	3	4	5	6	7	8
CO/PSO 21SOC10406		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Describe increasing aged population and problems of aged people	3	3	3	3	3	3	2	2
CO2	Explain programmes for the aged people	2	3	3	3	3	3	3	2
CO3	Relate welfare and social policies of the elderly people	3	3	3	3	2	3	3	3
CO4	Justify the significance of sociology in the care of elderly people	3	3	3	3	3	2	2	3
CO5	Evaluate approaches and strategies for care and support of the aged	3	3	2	2	3	3	3	3

Mean Score: 2.8

Course Code & Title	21SOCIO407- UNDERSTANDING URBAN SOCIOLOGY		
Class	M.A.(5yr. int.) Sociology	Semester	IV
Cognitive Level	K-1: (REMEMBER) K-2: (UNDERSTAND) K-5: (EVALUATE)		
Course Objectives	<ol style="list-style-type: none"> 1. To identify the concepts urban sociology in India 2. To Explain the various theories of urban sociology 3. To demonstrate the intricacies of Urban life and develop skills in planning for urban management 4. To equip the learners with Sociological Skills to analyze the growth of cities. 5. To formulate solutions for various urban problem and societal development. 		
UNIT	Content	No. of Hours	
I	Urban Sociology In India – Meaning – nature and scope – Importance of Urban Sociology-- Characteristic features of Urban Society-approaches – Urbanism and urbanization-concept of urban, urban locality – urban agglomeration urbanism-Emerging Trends in urbanization, Sociological Dimensions of Urbanization and Social Consequences of Urbanization.	12 Hours	
II	Theories of Urban Sociology -Concentric zone theory – sector theory – Multiple Nuclei theory. Dichotomous perspectives- Emile Durkheim and Tonnies - Redfield Rural-Urban Continuum as Cultural Form. Louis Wirth Urbanism as a way of Life – Chicago School.	10 Hours	
III	Urban Life in India: Changing Occupational Structure and Its Impact- Urban Class System, Caste, Gender, Family-Family disorganization and divorce –Urban women’s role- Migration, displacement theories – Displacement-Suburbanization in India	10 Hours	
IV	Growth of Cities: Pre – industrial and industrial cities. City: -Definition – causes for the growth of cities. Types of cities – metropolis – megalopolis. Satellite Cities, Smart Cities. Urban Culture - Urban folk.	8 Hours	

V	Urban Problems and Solutions: Urban Poverty, juvenile delinquency, beggary, alcoholism and drug addiction, Crime, Housing, Slum, Trafficking, Drinking Water Pollution- Measures to Solve their Problems. Urban Planning and Urban Management in India – Urban Policy: emerging urban bias in social policy.	10 Hours										
References	<ol style="list-style-type: none"> 1. Bose, Ashish. <i>Urbanization in India</i>. New Delhi: Academic Books 2. Qullin worth, J.B. <i>Problems of Urban Society</i>. Vols.I& II. London: George Allen and unwin.1973. 3. Quinn, James A. <i>Urban Sociology</i>. Indian Reprinted. New Delhi: Euraha publishing House.1967 4. Abrahamson, Mark. 1978 <i>Urban Sociology</i>, London: prentice-Hall International, 1979. 5. Alfred de Souza 1979 <i>The Indian City; Poverty, Ecology and Urban Development</i>, Manohar, Delhi 6. Bharadwaj, 1974R.K. <i>Urban Development in India</i>: National publishing House. 7. Desai A R and Pillai SD(ed) 1970 <i>Slums and Urbanization</i>, Popular Prakashan, Bombay 8. Morries, 1973 R.S. <i>Urban Sociology</i>. London: George Allen an Unwin. 9. Ramachandran R, 1991 <i>Urbanization and Urban Systems in India</i>, OUP, Delhi. 10. Ronnan, Paddison, 2001 <i>Handbook of Urban Studies</i>. New Delhi: Sage. 											
Course Outcomes	<p>On completion of the course, Students should be able to</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; vertical-align: top;">CO</td> <td style="vertical-align: top;">1. Develop better understanding on the Urban Sociology in India as well as Dimensions of Urban and city, to understand urbanism as a way of life.</td> </tr> <tr> <td style="vertical-align: top;">CO</td> <td style="vertical-align: top;">2. Formulate analysis-based classifications of urban centres and urban life in India.</td> </tr> <tr> <td style="vertical-align: top;">CO</td> <td style="vertical-align: top;">3. Apply knowledge on the urban problems and solutions so as to pave the way for urban planning and urban management in India.</td> </tr> <tr> <td style="vertical-align: top;">CO</td> <td style="vertical-align: top;">4. Demonstrate knowledge about urban life in India.</td> </tr> <tr> <td style="vertical-align: top;">CO</td> <td style="vertical-align: top;">5. Gain the skills for analyzing and formulating long-lasting solution to urban problems</td> </tr> </table>		CO	1. Develop better understanding on the Urban Sociology in India as well as Dimensions of Urban and city, to understand urbanism as a way of life.	CO	2. Formulate analysis-based classifications of urban centres and urban life in India.	CO	3. Apply knowledge on the urban problems and solutions so as to pave the way for urban planning and urban management in India.	CO	4. Demonstrate knowledge about urban life in India.	CO	5. Gain the skills for analyzing and formulating long-lasting solution to urban problems
CO	1. Develop better understanding on the Urban Sociology in India as well as Dimensions of Urban and city, to understand urbanism as a way of life.											
CO	2. Formulate analysis-based classifications of urban centres and urban life in India.											
CO	3. Apply knowledge on the urban problems and solutions so as to pave the way for urban planning and urban management in India.											
CO	4. Demonstrate knowledge about urban life in India.											
CO	5. Gain the skills for analyzing and formulating long-lasting solution to urban problems											

CO/PSO 2010CI0407		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of ruralsetting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Develop better understanding on the Urban Sociology in India as well as Dimensions of Urban and city, to understand urbanism as a way of life	3	3	3	2	3	3	3	3
CO2	Formulate analysis based classifications of urban centres and urban life in India.	3	3	2	3	3	3	3	3
CO3	Apply knowledge on the urban problems and solutions so as to pave the way for urban planning and urban management in India	3	2	3	3	3	3	3	3
CO4	Knowledge about urban life in India.	2	3	2	3	3	2	3	1
CO5	Gain the skill of solving urban problems.	3	2	2	2	2	1	2	2

Mean Score: 2.6

Course Code & Title	21SOCIO408 - SOCIAL PROBLEMS		
Class	M.A.(5yr. int.) Sociology	Semester	IV
Cognitive Level	K-1: (REMEMBER) K-2: (UNDERSTAND) K-3: (APPLY)		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To demonstrate basic knowledge about the nature and types of social problem. 2. To analyze the nature and effects of different problems affecting contemporary society. 3. Gain the skills formulating ideas about solving social problems. 4. To explain the processes of social change and development and its attendant social problems. 5. To identify innovative solutions for resolving the social problems. 		
UNIT	Content	No. of Hours	
I	Social Problem- Meaning, concept, Meaning, nature, causes and type of social problems. Approaches to social problems – structural functional, conflict and interactionism; Theoretical approaches to Social Problems; Social Problems and Disorganization. Individual and social disorganization – Approaches to the study of social problems: Cultural lag approach, social disorganization and social deviance approaches.	12 Hours	
II	Structural Problems- Gender Inequality and Discrimination. Aspects of gender inequality and discrimination – economic, cultural, political, familial. Violence against women –Dowry and domestic violence, sexual violence, sex selective abortion and trafficking, Inequality and Discrimination, regionalism, fundamentalism, communalism, terrorism, extremism.	12 Hours	
III	Poverty and Unemployment- Poverty: Conceptual debate; Causes; Rural and urban Poverty; Effective Measures in Poverty Alleviation; Unemployment: concept and meaning, causes and types, Consequences, Unemployment in India, Remedies.	8 Hours	
IV	Child Abuse and Child Labour- Child Population and working children; Types of child abuse; Causes of child abuse; Effects of abuse on Children; The problem of child labour.	8 Hours	
V	Alcohol and Drug use Disorders- The concept, Extent of Alcohol use disorder, process of becoming an alcoholic, Causes, Social consequences, prohibition; women and anti- liquor movements and control of alcohol use disorder; Drug use disorder,	10 Hours	

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

CO/PSO 21SOC10408		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of ruralsetting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Demonstrate foundational understating on various social problems affecting Indian Society and gain knowledge.	3	2	3	2	3	3	3	3
CO2	Describe the causes for social problems.	3	2	2	3	3	3	3	3
CO3	Demonstrate deep knowledge of the approaches and theories to evolve social intervention strategies	3	2	3	3	3	3	2	2
CO4	Solve the social problems	3	2	3	3	2	3	3	2
CO5	Explain theoretical and practical aspects to the study of social problems	2	3	2	3	2	3	2	3

Mean Score: 2.7

Course Code & Title	21SOCIO509 - SOCIAL CHANGE AND DEVELOPMENT		
Class	M.A.(5yr. int.) Sociology	Semester	V
Cognitive Level	K-2: (UNDERSTAND) K-3: (APPLY) K-4: (ANALYZE)		
Course Objectives	The students will be able to 1. Define the basic concepts of social change and Development; 2. Analyse the factors of social change; 3. Discuss the perspectives of social change; 4. Explain the dynamics of change and development; 5. Assess the process of change and development in India		
UNIT	Content	No. of Hours	
I	Social Change: Social Change: Meaning – Concepts of Change: Progress – Growth – Modernisation – Development; Development Indices; Historical Understanding of Development: End of Colonialism – Rise of Nationalism in Third World Societies.	8 Hours	
II	Factors of Social Change: Factors of Social Change: Cultural – Demographic – Economic – Political – Religious – Technological; Theories of Social Change: Evolutionary – Functional – Linear – Cyclic – Bio-Tech and Info-Tech; Means of Development: Capitalist – Socialist – Mixed Economy.	10 Hours	
III	Perspectives of Social Change: Modernization Theory: Walt Whitman Rostow – Daniel Lerner; Dependency Theory: AG Frank – Samir Amin – Gandhi – Schumacher on Alternative Development; Frankfurt School: Habermas; Epistemological Critiques of Development; Evaluation of Perspectives.	10 Hours	
IV	Dynamics of Change and Development: Transition in Conceptions of Development: Economic-Human – Social – Sustainable Development; Agencies of Development: State – Market – NGOs – Planning; Changing Development Initiatives and State Policies of Protective Discrimination & Inclusive Growth; Liberalisation, Privatisation and Globalisation (LPG); Social Movements and Social Change.	12 Hours	
V	Change and Development in Contemporary India: Processes of Change: Sanskritization, Westernization, Modernization, Secularization; Indian Experience of Development: Food Crisis – Environmental Challenges – Economic and Debt Issues – Evils of Displacement; Development and Upsurge of Ethnicity; Disparities in Development; Development and the Marginalised; Sociological Appraisal of Five-Year Plans, Need for Social Auditing.	10 Hours	

References	<ol style="list-style-type: none"> 1. Ahuja Ram. <i>Society in India</i>. Jaipur: Rawat Publications,1999 2. Dereze, Jean and Amartya Sen. 1996.<i>India: Economic Development and Social Opportunity</i>. New Delhi: OUP. 3. Desai, A.R. 1985, <i>India's Path of Development: a Marxist Approach</i>. Bombay: Popular Parkashan.(Chapter 2). 4. Dube, S.C. 1988.<i>Modernization and Development: The Search for Alternative Paradigm</i>, Vistaar Publication, New Delhi. 5. Harrison, D. 1989. <i>The Sociology of Modernization and Development</i>. New Delhi: Sage. 6. Haq, MahbubUl. 1991. <i>Reflections on Human Development</i>. New Delhi, OUP 7. Moore, Wilbert and Robert Cook. 1967.<i>Social Change</i>. New Delhi: Prentice-Hall (India) 8. Sharma, K.L.1986.<i>Development: Socio-Cultural Dimensions</i>. Jaipur: Rawat.(Chapter1). 9. Singh Yogendra. <i>Modernization of Indian Tradition</i> Jaipur: Rawat Publications,1988 10. Srinivas, M.N. 1966.<i>Social Change in Modern India</i>. Berkley: University of Berkley.
Course Outcomes CO CO CO CO CO	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Discuss social change and Development 2. Indicate the factors responsible for social change 3. Explain the perspectives of social change and the dynamics of development; 4. Assess the transitions in conceptions of development 5. Interpret the process of change and development in contemporary India

CO/PSO 21SOCI0509		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Discuss social change and Development	3	2	2	3	2	2	3	3
CO2	Demonstrate awareness about the factors of social change	3	3	2	3	2	2	2	3
CO3	Explain the perspectives of social change; and the dynamics of change and development	3	3	2	3	3	2	2	3
CO4	Assess the transitions in conceptions of development	2	2	3	3	2	2	3	3
CO5	Critically analyse the process of change and development in contemporary India	3	2	3	3	2	3	3	3

Mean Score: 2.6

Course Code & Title	21SOCIO510 - CLASSICAL SOCIOLOGICAL THEORIES		
Class	M.A.(5yr. int.) Sociology	Semester	V
Cognitive Level	K-2: (UNDERSTAND) K-3: (APPLY) K-4: (ANALYZE) K-6: (CREATE)		
Course Objectives	The students will be able to 1. To create foundational knowledge in sociological theory. 2. To demonstrate August Comte Sociology and Social Sciences. 3. To appraise Marx’s Methodology. 4. To Formulate Emile Durkheim’s sociological theories 5. To discuss Max Weber Methodological Approach		
UNIT	Content	No. of Hours	
I	Origins of Sociological Theory -Social thought prior to the emergence of sociology - Socio-political, Economic, Intellectual and Philosophical forces in the rise of sociological theory: Enlightenment, Progress, Capitalism, modernism, evolutionism	10 Hours	
II	August Comte (1798-1857): Sociology and Social Sciences, hierarchy of sciences, Law of Three Stages, Social change, Industrial society, Positivism- Critical Evaluation: Eurocentrism	8 Hours	
III	Karl Marx (1818-1883): Marx’s Methodology: Dialectics, Principles and Laws - Historical Materialism: Mode of Production - Basic Structure and Superstructure; Stages of development of human society. Theory of Classes and Class Struggle - Theory of Surplus Value; Theory of Alienation - Critical Evaluation	10 Hours	
IV	Emile Durkheim (1858-1917): Concept of Social Fact; Methodological Rules - Division of Labour: Transition from Mechanical to Organic Solidarity - Explanation; Pathological Forms of Division of Labour. Theory of Suicide: Definition of suicide, Rate of suicide, Theoretical explanation of suicide. Theory of Religion: Definition - Totemism, Social Functions - Critical Evaluation.	12 Hours	
V	Max Weber (1864-1920) Weber’s Methodology: Sociology as an Interpretative science; ‘Verstehen’ and ‘Ideal Types’; Social Action: Concept and Types The Protestant Ethics and the Spirit of Capitalism - Theory of Authority: ‘Power’ and ‘Authority’ -Types of Authority – Bureaucracy - Critical Evaluation.	10 Hours	

References	<ol style="list-style-type: none"> 1. Robert.S.Nisbet, <i>Sociological Tradition</i>, University of Colombia Press, 1978. 2. Aron.R <i>Main currents in Sociological theories</i>. New York: Double Day (Volume2), 1990 3. Srivastava.. R.S, <i>Traditions in sociological theory</i>. Jaipur: Rawat Publications. 1998 4. Francis: <i>Sociological Theories</i>: Delhi, Oxford University Press, 2001 5. Turner. H: <i>The structure of Sociological Theory</i>: Illinois, Jonathan Dorsey Press Homewood, 2002 (B.T.B.). 6. Doshi.S.L.-<i>Modernity. Post modernity and neo sociological theories</i> – Rawat Publications, Jaipur and New Delhi, 2003 7. Coser.L. <i>Masters of sociological thought</i>: New York: Mac Millan, 2004 8. Parsons.T, <i>The structure of social action</i>, McGraw Hill, New York, 2004 9. Francis Abraham &J.H.Morgan - <i>Sociological Thought</i>- Mac Millan India, New Delhi, 2006.
Course Outcomes	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> CO 1. Apply knowledge to comprehend Origins of Sociological Theories CO 2. Describe the clear analyzing of August Comte Sociology and Social Sciences CO 3. Demonstrate the clear understanding on Karl Marx and his contributions. CO 4. Describe the clear understanding on Emile Durkheim and his perspectives CO 5. To analyze the contribution Max Weber and his Methodological Approach, Vilfredo Pareto as well as Simmel.

CO/PSO 21SOC10510		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	To create foundational knowledge in sociological theory.	3	2	2	3	2	2	3	3
CO2	To demonstrate August Comte Sociology and Social Sciences.	3	3	2	3	2	2	2	3
CO3	To appraise Marx's Methodology.	3	3	2	3	3	2	2	3
CO4	To Formulate Emile Durkheim's sociological theories	2	2	3	3	2	2	3	3
CO5	To discuss Max Weber Methodological Approach	3	2	3	3	2	3	3	3

Mean Score: 2.6

Course Code & Title	21SOCIO511 - MEDIA AND SOCIETY		
Class	M.A.(5yr. int.) Sociology	Semester	V
Cognitive Level	K-4: (ANALYZE) K-5: (EVALUATE) K-6: (CREATE)		
Course Objectives	<ol style="list-style-type: none"> 1. To analyze the key idea in media studies. 2. To develop demonstrable and clear understanding on key ideas in media studies. 3. To develop a basic understanding of the nature, structure and influence of media on individuals and society there by facilitating them to develop and in-depth analysis about the role of media. 4. To critically evaluate media related laws in India. 5. To evaluate the impact of media in the society. 		
UNIT	Content	No. of Hours	
I	Introduction and Review of Basic Concepts – Understanding Mass Media-Characteristics, Types and Functions of Mass Media; Power of mass media on Individual, Society and Culture –Media, Society and Technology changes and effects - Media in India-an overview - changing power structures, impact of politics on media.	12 Hours	
II	Key Ideas in Media Studies - Marxism, Ideology and the Media - Gramsci, Althusser, Frankfurt School - Media Technologies and Power - Marshall McLuhan, Brian Winston- Postmodernism and the Media - - Semiotic approach - Psychoanalytic Perspective – Feminist Perspective	10 Hours	
III	Mass Media and Social Structure – Media and audience – Role of Mass Media in promoting Nationalism, Regionalism, Secularism, democracy, Social Justice, Gender sensitivity –Information Technology-Impact of the internet – Regulation and Control of Media-Media Ethics.	10 Hours	
IV	Media laws in India – Media and the IPC and the CR PC Self-Regulation – Print media and the origins of the ‘ Press Laws’ – Broadcast media, evolution and the challenges to policy – Internet and the New Media Policy. –Media Law and Women	8 Hours	
V	Practical – Making a media content: Short film/documentary/Magazine/alternative newspaper/weblog/content – Developing critical media literacy – Media Appreciation	10 Hours	

References	<ol style="list-style-type: none"> 1. Campbell, Richar(Author), et al. (2011) <i>Media and Culture: An Introduction to Mass Communication</i>, Bedford/St. Martin's; Eighth Edition 2. Kim H Veltman (2006) <i>Understanding New Media: Augmented Knowledge and Culture</i>. University of Calgary Press. 3. Robert Hassan Julian Thomas(2006),<i>The New Media Theory Reader</i>, Open University Press, London 4. Sanjukta Dasgupta, et. al, (2012), <i>Media, Gender, and Popular Culture in India</i>, Sage Publication, New Delhi 5. Uwe Skoda & Birgit Lettmann (eds) (2017) <i>India and Its Visual Cultures</i>, Sage Publication, New Delhi 6. Berger, Asa Author 1998 <i>Media Analysis Techniques</i>. Sage Publication. 7. Downing, John, Mohammadi Ali and Srebemy 1992- Mohammadi <i>Questioning the Media: A Critical Introduction</i>, New Delhi, Sage. 8. Evans, Lewis and Hall, Stuart 2000 <i>Visual Culture: The Reader</i>. Sage Publications. 9. Grossberg, Lawrence et al 1998 <i>Media- Making: Mass Media and Popular Culture</i>, Sage Publications 10. Mackay, H. and O'Sullivan, T. 1999 <i>The Media Reader: Continuity and Transformation</i>, London Open University and Sage
Course Outcomes	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> CO 1. Explain the role of Media Society and Technology in creating new identities. CO 2. Deploy Key Ideas in Media Studies for evolving alternative media models. CO 3. Apply knowledge on Mass Media and Social Structure for developing new socially conscious media content. CO 4. Developing the skill in making short films. CO 5. Critique and Formulate effective media policies in India.

		PSO							
		1	2	3	4	5	6	7	8
CO/PSO 20SOCIO511		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Explain the role of Media Society and Technology in creating new identities.	3	2	2	3	2	2	3	3
CO2	Deploy Key Ideas in Media Studies for evolving alternative media models.	3	3	2	3	2	2	2	3
CO3	Apply knowledge on Mass Media and Social Structure for developing new socially conscious media content.	3	3	2	3	3	2	2	3
CO4	Developing the skill in making short films.	2	2	3	3	2	2	3	3
CO5	Improving media laws in India.	3	2	3	3	2	3	3	3

Mean Score: 2.32

Course Code & Title	21SOCIO512 - DEVELOPMENT PRACTICES		
Class	M.A.(5yr. int.) Sociology	Semester	V
Cognitive Level	K-2: (UNDERSTAND) K-3: (APPLY) K-4: (ANALYZE) K-5: (EVALUATE)		
Course Objectives	<p>The students will able to</p> <ol style="list-style-type: none"> 1. To understanding Methods and Strategies for Development practices 2. To analyze Stakeholders thorough stakeholder analysis 3. To evaluate Action Research and Activist Research, Planning and undertaking research projects. 4. To create knowledge about Documenting and reporting development outcomes 5. To understanding working women and their problems 		
UNIT	Content	No. of Hours	
I	Practicing development: Approaches and Issues – Methods and Strategies for participatory and people-centered identification of development issues – Conducting baseline survey – Understanding and undertaking project formulation and programme planning	12 Hours	
II	Identifying Problems and Stakeholders through stakeholder analysis – Resource mapping and mobilization for development – Social mobilization and Community organizing: Issues and Strategies	10 Hours	
III	Action Research and Activist Research – Planning and undertaking research projects with social groups and communities – Disseminating research results through campaign, networking and policy advocacy	10 Hours	
IV	Documenting and reporting development outcomes – Understanding methods and tools for process documentation – Learning about quantitative and qualitative reporting of development outcome and impacts – Use of video, social media and web resources for development documentation	10 Hours	
V	Working with women/gender issues – working with health hygiene and sanitation issues – working with issues relating to caste based inequality – working with excluded groups	8 Hours	

References	<ol style="list-style-type: none"> 1. Narayan, Deepa and Jennifer Rietbergen-McCracken, <i>Participation and Social Assessment: Tools and Techniques</i>, World Bank, 1998 2. Jouwert van Geene, <i>Participatory Capacity Building</i>, The Institute of Cultural Affairs – Zimbabwe, 2003 3. Desirée de Leeuw, J. J. Hox, Don A. Dillman (Eds), <i>International Handbook of Survey Methodology</i>, Taylor & Francis, 2008 4. William M. Babiuch and Barbara C. Farha, <i>Stakeholder Analysis: Methodologies Resource Book</i>, National Renewable Energy Laboratory, Colorado, 1994 5. Stringer, E. <i>Action Research</i> (3rd ed.). Sage Publication, Thousand Oaks, California: Sage Publications 2007 6. Greenwood, Davyd and Morten Levin. <i>Introduction to Action Research: Social Research for Social Change</i>, Sage Publication, 2007
Course Outcomes	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Analyze the Practicing development Approaches and Issues 2. Discuss a clear understanding on the Action Research and Activist Research 3. Demonstrate knowledge about research projects. 4. Discuss methods and tools for process documentation. 5. Analyze gender issues and health hygiene and sanitation issues

		PSO							
		1	2	3	4	5	6	7	8
CO/PSO 21SOC10512		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Analyze the Practicing development Approaches and Issues	3	3	3	3	2	2	3	2
CO2	Discuss a clear understanding on the Action Research and Activist Research	3	3	2	3	3	3	3	3
CO3	Demonstrate knowledge about research projects.	3	3	3	3	2	3	3	3
CO4	Discuss methods and tools for process documentation	3	3	3	2	3	3	2	3
CO5	Analyse gender issues and health hygiene and sanitation issues	3	2	2	3	3	3	2	3

Mean Score: 2.8

Course Code & Title	21SOCIO5D1 - SOCIOLOGY OF TRIBAL SOCIETY (ELECTIVES- DISCIPLINE-CENTRIC)		
Class	M.A.(5yr. int.) Sociology	Semester	V
Cognitive Level	K-1:(REMEMBER) K-4: (ANALYZE) K-5: (EVALUATE)		
Course Objectives	The Students will be able to 1. Define the concept of tribe in Indian context 2. Discuss the issues and challenges tribes are facing in present context 3. Analyse the policies, programs and tribal development structure 4. Explain the development structure and polices of ST 5. Describe past, present and future of Tribal in India		
UNIT	Content	No. of Hours	
I	Introduction Tribes in India: Concept and Definition; History of Nomenclature and Categorisation: Primitive, Tribe, Adivasi, Vanavasi, Girijan, Adimjati, Scheduled Tribe, De-notified Tribe, Indigenous People; Socio-Economic and Demographic Features of Indian Tribes; Classification of tribes in India; Tribe-Caste Continuum.	10 Hours	
II	Profile of Tribes Demographic Profile: Habitat - Tribal Zones – Sex Ratio – Status of Women; Occupational Classification: Food Gatherers& Hunters – Shifting Cultivators – Nomads – Pastoralists- Peasants and Settled Agriculturists – artisans; Socio-cultural Profile: Ethnic and Cultural Diversity; Tribal Social Institutions: Kinship, Marriage and Family; Tribal Languages; Religious Beliefs and Practices.	12 Hours	
III	Social Mobility and Change Impact of Colonial Rule on Tribal Society; Post-Independence Scenario; Hinduization and Sanskritization; Formation of Tribal States; Tribal Development; Tribal Movements: Colonial and Post-Independence Periods; Tribal Integration and Identity.	8 Hours	
IV	Issues and Challenges of Tribes in India Issues on Ethnicity, Discrimination and Social Exclusion; Marginalization of Tribal Communities; Poverty, Illiteracy, Land Alienation, Indebtedness, Forest Regulation and Policy, Mines and Tribal People, Displacement; Disparities in Access and Utilisation of Health Care Services; Challenges faced in Tribal Education	10 Hours	
V	Tribal development in India Development of Tribal Policies through Ages; Structure of Tribal development administration; Forest Rights Act and Tribal Development; Tribal Economic Development; Tribal	10 Hours	

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

		PSO							
		1	2	3	4	5	6	7	8
CO/PSO 21SOCI05D1		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Identify the Socio- economic and demographic features of Indian tribes	3	2	2	3	2	3	3	2
CO2	Discuss the issues and challenges tribes are facing in present context	2	3	2	2	2	3	3	3
CO3	Evaluate the policies, programs and tribal development structure	2	2	2	3	3	3	3	2
CO4	Create development structure and polices of ST	3	3	3	2	2	3	3	2
CO5	Compare past, present and future of Tribal in India	3	3	3	3	2	2	2	3

Mean Score: 2.6

Course Code & Title	21SOCIO5D2 - SOCIOLOGY OF FAMILY (ELECTIVES- DISCIPLINE-CENTRIC)		
Class	M.A.(5yr. int.) Sociology	Semester	V
Cognitive Level	K-1: (REMEMBER) K-2: (UNDERSTAND) K-3: (APPLY) K-4: (ANALYZE)		
Course Objectives	The students will be able to 1. State structure and functions of family as a social institution; 2. Explain socially approved means to form a family and the causes for its dissolution. 3. Predict transitions in the structure and functions of family. 4. Sketch factors responsible for crisis in the system of family; 5. Compute the interrelationship between family and other social institutions.		
UNIT	Content	No. of Hours	
I	Introduction Family: Concept – Features – Functions – Types – Alternate Arrangements to Family; Theoretical Approaches to Family: Functionalism – Conflict – Interactionism – Exchange; Family in Historical Context; Family, Marriage and Kinship.	10 Hours	
II	Family Formation and Dissolution Mate Selection: Incest Taboo – Homogamy; Premarital Interaction: Dating – Cohabitation; Marriage: Conceptions on Marriage – Social and Legal Requirements for Marriage – Legal Status of Spouse – Religious Views of Marriage – Marital Adjustment.	10 Hours	
III	Dynamics/Transitions in Family Family Expansion: Parental Mystique – Fertility – Family Planning /Fertility Limitation – Parenthood; Child Development and Socialisation: Conditions of Socialisation – Process of Socialisation – Socialisation and the Family; Families in Later Life: Husband and Wife – Older Couple and Family – Family Disorganisation.	10 Hours	
IV	Crisis and Change in Family Family Violence: Perspectives on Family Violence – Forms of Family Violence: Conjugal Violence – Child Abuse – Violence against Aged – Rape; Divorce: Prevalence – Causes – Consequences – Single Parenthood – Remarriage – Family Constitution and Adjustment in Remarried Families.	10 Hours	

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

		PSO							
		1	2	3	4	5	6	7	8
CO/PSO 21SOC105D2		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Outline the structure and functions of family	2	3	3	3	3	3	3	2
CO2	Show the means to form a family and causes for disorganisation	3	3	3	3	3	2	2	3
CO3	Interpret the dynamics in the functions of family	3	3	3	3	3	3	2	3
CO4	Analyse the factors responsible for crisis in the system of family	3	2	3	3	3	3	3	3
CO5	Relate family and other social institutions	2	3	3	3	3	3	3	3

Mean Score: 2.8

Course Code & Title	21SOCIO5D3 - POLITICAL SOCIOLOGY (ELECTIVES- DISCIPLINE-CENTRIC)		
Class	M.A.(5yr. int.) Sociology	Semester	V
Cognitive Level	K-1: (REMEMBER) K-2: (UNDERSTAND) K-3: (APPLY) K-4: (ANALYZE) K-5: (EVALUATE)		
Course Objectives	<p>The students will able to</p> <ol style="list-style-type: none"> 1. To understand the students with the nature and functioning of political system(s), and the political processes operating in social system. 2. To evaluate in the minds of students an awareness of their status and role as citizens of the state. 3. To understand the students aware of the prerequisites of sound democratic political system and its vulnerability in Indian society. 4. To articulate the knowledge about the political parties in India 5. To explain and clarify the concepts and ideas of political process in India 		
UNIT	Content	No. of Hours	
I	Definition and subject matter of Political Sociology, Nature and Scope, distinctive approach of Political Sociology. Interrelationship between political system and society- founding fathers.	8 Hours	
II	Political socialization – meaning, significance and agencies, Democratic and totalitarian systems – socio-economic conditions conducive for their emergence and stability-Bureaucracy, its characteristics, its types, its significance in political development with special reference to India. Political culture – meaning and significance.	12Hours	
III	Elite theories of distribution of power in society (with reference to Mosca, Pareto, R.Mitchels and C. W. Mills and others) Intellectuals – Political role of intellectuals – significance Pressure groups and interests groups – Nature, bases, political significance.	10 Hours	
IV	Political Parties : Characteristics, social composition of parties, recruitment, mass participation, political apathy, its causes and consequences (with special reference to India.)political participation: meaning and types - political apathy – social, psychological and political determinants of participation	10 Hours	
V	Political Process in India : Role of caste, Religion, Regionalism and language in Indian Politics Public opinion : Role of mass media, problems of communication in illiterate societies; its reference on parties and polity. Politicization of social life.	10 Hours	

References	<ol style="list-style-type: none"> 1. Dowse, R. E. & Hughes 1971 – Political Sociology, New York, Basic Book,. 2. Eisenstadt, S. N. (ED) 1971 – Political Sociology, New York, Basic Book, 3. Horowitz, Irving L., 1972 – Foundation of Political Sociology, New York, Harper and Row. 4. Kornhauser, W. 1971 – The Politics of Mass Society, Penguin. 5. Kothari R. 1979 – Politics in India, Orient Longmans Ltd. 6. Key V. O. 1964 – Politics, Parties and Pressure Groups, Crowell New York,. 7. Merton R. K. 1952 (ed) – Reader in Bureaucracy. Glenco The Free Press. 8. Mills C.W. & Hans Gerth, 1946 – Essays in Sociology. Oxford, New York 9. Runciman W. G. 1965 – Social Sciences and Political Theory, Cambridge University, Press, London. 10. Samuel P., Huntington, 1969 – Political Order in Changing Societies. Yale University, Press : New Haven.
Course Outcomes	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> CO 1. Acquire an understanding of recent social and political science explanations of political processes and events. CO 2. Be able to discuss theoretical understanding to empirical data and analyses for various states. CO 3. Apply sociological principles to make sense of current world events and to contribute to social debates. CO 4. Outline different opportunities to influence political decisions by average citizens. CO 5. Examining the nature of political power, the cultural dimension of politics, and the dynamics of political change.

		PSO							
		1	2	3	4	5	6	7	8
CO/PSO 21SOC105D3		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution / Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Develop interpretative skills on the Changing Conceptions of Development.	3	3	3	2	3	3	3	3
CO2	Highlight Social-Structural constraints of development and formulate ideas for mitigating the constraints.	3	3	3	3	3	3	3	3
CO3	Apply knowledge for Social Policy formulation and correlate Population and Development.	3	3	2	3	3	3	3	3
CO4	Knowing the aim and scope of sociology in development.	3	3	3	2	3	3	3	3
CO5	Improving innovative approaches of development planning.	3	3	2	3	3	2	3	3

Mean Score: 2.9

Course Code & Title	21SOCIO5D4 - AGRARIAN SOCIETY (ELECTIVES- DISCIPLINE-CENTRIC)		
Class	M.A.(5yr. int.) Sociology	Semester	V
Cognitive Level	K-1: (REMEMBER) K-4: (ANALYZE) K-6: (CREATE)		
Course Objectives	<ol style="list-style-type: none"> 1. To identify agrarian studies and its growth in Indian Sociology 2. To elaborate Conceptual Issues of peasant 3. To analyse the nature and trends of agricultural growth and agricultural change in India. 4. To evaluate knowledge about Globalization and its impact of Indian Agriculture. 5. To discuss policy and programmes for farmers 		
I	Concept of Agrarian Social Structure: Agrarian studies: Emergence of Agrarian studies as a subject - Agrarian- Approaches to the study of Indian Agrarian social structure studies in Indian Sociology -Basic Features of Agrarian Society- Types of Peasant Society – Theoretical Perspectives on Indian Agriculture -Marxian perspective on agriculture- Functional perspective on agriculture – Neo-liberal perspective.		12 Hours
II	Evolution of Peasant structure In India: The Concept of Peasant and Peasant society - Tribal and Peasant society; Caste, Tribe, Class, Peasantry and Peasant Differentiations - Feudalism – Asiatic Mode of production –Colonial Land settlement - Measures of Land Settlement (Permanent, Ryotwari and Mahalwari);- Commercialization of Agriculture; Commoditization of and de-peasantisation.		10 Hours
III	Agricultural growth- Land Reforms - Green Revolution, Food security and sustainability of the Indian agriculture- Class Differentiation in Agriculture – Peasant Revolts and Agrarian movements: Champaran satyagraha – Kheda Peasant Struggle – Telangana – Naxillpary- Kisansabha – Eke- Use of technology and modernization in agriculture.		10 Hours
IV	Globalization and its impact on Indian Agriculture: Super Market- Market inter mediators – Commission Agent - Contract farming – green-house – Modern Irrigation systems – Regional disparity – Farmers suicide - Land degradation – depletion – climate change - water crisis and sustainability of agriculture - privatization in agriculture - production for market and contemporary crises in farming sector.		10 Hours
V	Policy and Programmes for Farmers: The role of state in agricultural development- subsidies for the farmers- Agricultural Policies and Acts (Land Acquisition Act, 2013, Forest Act 2006, National Food Security Act,2013) – Agri Credit: Issues & Challenges) - Farmers’ Safety and Security: Insurance Schemes - Control measures on fertilizers and pesticides.		8 Hours

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

CO/PSO 21SOC105D4		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of ruralsetting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Identify the importance of agrarian studies.	3	3	3	3	2	2	2	2
CO2	Demonstrate knowledge on Land reforms and agrarian structure and change	3	3	3	2	2	2	3	2
CO3	Discuss the Conceptual Issues and evolution of peasant structure in India	3	3	3	3	3	2	2	2
CO4	Describe agricultural problems and the impact of Globalization	3	2	3	3	2	3	3	3
CO5	Evaluate the policy and programmes for farmers and their security	3	3	2	3	3	2	2	2

Mean Score: 2.7

Course Code & Title	21SOC106P1 PROJECT WORK (Based on field work)		
Class	M.A.(5yr. int.) Sociology	Semester	VI
<p>Students formed into groups (Not Exceeding 7 in each group) will have to do field work on a topic chosen consultatively, under the supervision of a teacher/Guru. For this purpose, each Group will submit a Project Report based on field work undertaken by the members of the group.</p>			
<p>Distribution of marks will be as follows: Total Marks = 100</p>			
Evaluation of Project Report	75 (Internal)		
Viva-Voce Exam	25 (Internal*)		
Total	100		
<p>For viva-voce exam of each group, besides the Group Project Guide, another Faculty member will be drawn from the Department of Sociology to form a two-member team of valuation.</p>			

Course Code & Title	21SOCIO613 - SOCIOLOGY OF MARGINALIZED COMMUNITIES		
Class	M.A.(5yr. int.) Sociology	Semester	VI
Cognitive Level	K-1:(REMEMBER) K-2: (UNDERSTAND) K-3: (APPLY) K-4: (ANALYZE) K-5: (EVALUATE)		
Course Objectives	<p>The students will able to</p> <ol style="list-style-type: none"> 1. To understanding Social Marginalization and its socio-economic roots and indices 2. To analyze Perspectives on Social Marginalization 3. To discuss excluded communities and their problems 4. To Identify Social movements among excluded and marginalized communities 5. To analyze social policy and welfare programmes of marginalized communities. 		
UNIT	Content	No. of Hours	
I	Social Marginalization: Roots and Indices: Poverty, Relative deprivation, exploitation, social discrimination, social inequality - Categories of excluded communities- agents and institutional forces of Marginalization – Processes of Exclusion and Marginalization	10 Hours	
II	Perspectives on Social Marginalization: Solidarity specialist and Monopoly Paradigms; Social Capital and Capability Approaches; Indian Perspectives: Periyar EVR, Babasaheb Ambedkar; M. K. Gandhi; Feminist Perspectives.	10 Hours	
III	Profile on Excluded Communities: Marginalizing Conditions and Inclusive Strategies – Dalits; Nomadic castes and Tribes and De-notified tribes - Homeless, People-in-Begging and People with Disability, Women & Children: Child Labour - Street Children, Sex Workers – Transgender.	12 Hours	
IV	Social movements among marginalized communities: Scope, Nature and Dynamics - Perspectives - Mobilization Strategies; Role of NGOs and CBOs	10 Hours	
V	Welfare of Marginalised Communities: social legislation; social welfare programmes; Social Policy Contexts: Globalization and Neoliberal regimes – Contemporary challenges	8 Hours	

References	<ol style="list-style-type: none"> 1. Betellie, Andre: Caste, Class and Power, Oxford university press, New Delhi, 1981 2. Chaudari. S. N.: Changing status of depressed castes in Contemporary India, Daya publishing House, New Delhi,1988. 3. Oommen, T. K,: Protest and change: studies in social movements, Sage Publication, New Delhi, 1990. 4. Jogdand. P. G.: Dalit movement in Maharashtra, Kanishka publications, New Delhi 1991. 5. Betellie, Andre: The Backward classes in contemporary India, Oxford university press, New Delhi, 1992. 6. Robb, Peter, eds: Dalit movements and the meeting of labour in India, Sage Publication, New Delhi,1993. 7. Omvedt, Gail: Dalits and the democratic revolution, New Delhi1999. 8. Harsh Mander and Vidya Rao: Agenda for Caring, Voluntary Health Association of India, 1996 9. Parasuraman, et al, Listening to People Living in Poverty, Books for Change, 2003 										
Course Outcomes	<p>On completion of the course, Students should be able to</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 10%;">CO</td> <td>1. Discuss Processes of Exclusion and Marginalization in Indian context</td> </tr> <tr> <td>CO</td> <td>2. Analyze a clear understanding on Perspectives of Social Capital and Capability Approaches</td> </tr> <tr> <td>CO</td> <td>3. Assess Marginalizing Conditions and Inclusive Strategies</td> </tr> <tr> <td>CO</td> <td>4. Discuss Mobilization Strategies of Social Movements and Role of NGOs and CBOs.</td> </tr> <tr> <td>CO</td> <td>5. Evaluate welfare programmes of marginalized communities</td> </tr> </table>	CO	1. Discuss Processes of Exclusion and Marginalization in Indian context	CO	2. Analyze a clear understanding on Perspectives of Social Capital and Capability Approaches	CO	3. Assess Marginalizing Conditions and Inclusive Strategies	CO	4. Discuss Mobilization Strategies of Social Movements and Role of NGOs and CBOs.	CO	5. Evaluate welfare programmes of marginalized communities
CO	1. Discuss Processes of Exclusion and Marginalization in Indian context										
CO	2. Analyze a clear understanding on Perspectives of Social Capital and Capability Approaches										
CO	3. Assess Marginalizing Conditions and Inclusive Strategies										
CO	4. Discuss Mobilization Strategies of Social Movements and Role of NGOs and CBOs.										
CO	5. Evaluate welfare programmes of marginalized communities										

		PSO							
		1	2	3	4	5	6	7	8
CO/PSO 21SOCIO613		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Discuss Processes of Exclusion and Marginalization in Indian context	2	3	3	3	3	3	2	3
CO2	Analyze a clear understanding on Perspectives of Social Capital and Capability Approaches	2	3	3	3	3	2	3	3
CO3	Assess Marginalizing Conditions and Inclusive Strategies	3	3	2	3	3	3	2	3
CO4	Discuss Mobilization Strategies of Social Movements and Role of NGOs and CBOs	3	3	3	2	3	3	3	2
CO5	Evaluate welfare programmes of marginalized communities	3	3	3	2	2	3	3	3

Mean Score: 2.9

Course Code & Title	21SOCIO614- POPULATION AND SOCIETY		
Class	M.A.(5yr. int.) Sociology	Semester	VI
Cognitive Level	K-1: (REMEMBER) K-3: (APPLY) K-4: (ANALYZE)		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. Identify the characteristics of population. 2. Predict the impact of population on the society. 3. Relate Census of India, theories of population, and population processes. 4. Illustrate the relationship between population and development. 5. Sketch the changes in the population policies in India. 		
UNIT	Content		No. of Hours
I	Introduction Population Studies: Nature – Scope – Importance – Demographic Process; Sources of Demographic Data: Census – Vital Statistics – Civil Registration –Sample Survey; Characteristics of Population: Size – Composition – Age – Sex – Literacy – Rural& Urban Areas – Religion – Age-Sex Pyramids; Interface between Population and Society.		12 Hours
II	Perspectives on Population Mercantilist Theory of Population; Malthusian Theory of Population; Neo-Malthusian Theory of Population; Demographic Transition Theory; Marx’s Theory of Surplus Population; An Overview of World Population – Population Profile of India – Trend of Population Growth and Distribution; Population Policy in India.		12 Hours
III	Fertility Fertility and Fecundity: Definitions - Measuring Fertility – Determinants – Theories of Fertility; Differentials in India: Rural-Urban – Age – Sex – Class – Caste - Region – Religion; Family Planning and Population Control: Concept – Means – Impact on Indian Society/Population.		8 Hours
IV	Mortality Mortality and Morbidity: Definitions – Measuring Mortality – Determinants – Differentials in India: Rural-Urban – Age – Sex – Class – Caste - Region – Religion; Longevity in India over the Century; Health and Ageing.		8 Hours
V	Migration Migration: Definition – Determinants– Types – Theories of Migration: Neo-Classical Theory – Human Capital Theory – World Systems Theory; Factors of Migration: Push & Pull Factors; Impact of Migration at the Place of Origin and Destination; Migration, Modernity and Social Transformation; Gender and Migration; The Process of Migration in/and from India.		10 Hours

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

CO/PSO 21SOI0614		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	State the Nature, scope and importance of population studies	3	3	3	2	3	3	2	3
CO2	Relate fertility and fecundity with special emphasis on India	3	2	3	2	3	3	3	2
CO3	Predict mortality determinants and differentials in India	2	3	3	2	3	3	2	3
CO4	Discover the factors responsible for migration	3	3	2	3	3	2	3	3
CO5	Compute growth of Indian population	3	3	3	2	3	2	3	3

Mean Score: 2.7

Course Code & Title	21SOCIO615 - SOCIAL PSYCHOLOGY		
Class	M.A.(5yr. int.) Sociology	Semester	VI
Cognitive Level	K-1: (REMEMBER) K-2: (UNDERSTAND) K-3: (APPLY) K-6: (CREATE)		
Course Objectives	<p>The students will able to</p> <ol style="list-style-type: none"> 1. To understand origin and relationship of social psychology with other disciplines. 2. To comprehend self knowledge and impression management. 3. To illustrate social cognition and role of schemas. 4. To discover attitude change and persuasion. 5. Discuss and apply knowledge about social psychology and human behaviour. 		
Unit	Content	No. of Hours	
I	Introduction: Definition, Origin and Development of Social Psychology, Nature, Goal and Scope of Social Psychology, Social Psychology and Related Disciplines.	8 Hours	
II	Social Perception: (a) Perceiving Self: Sources of self knowledge, Aspects of Self-knowledge: Self Schemas, Self discrepancies, Self-Regulation, Perceived Self-control, Self-esteem, Self presentation. (b) Perceiving Others: Forming impressions, theories of attribution, fundamental attribution error, Role of Non-Verbal Communication, the impact of impressions formed, using impressions to make judgement, Impression Management	12 Hours	
III	Social Cognition: Role of Schemas, Heuristics and Automatic Processing, Potential Sources of Error in Social Cognition, Affect and Cognition, Social Cognition and Problem Behaviours.	10 Hours	
IV	Attitudes and Prejudice: Definition, theories of attitude formation, Measurement of attitudes, Behaviour and attitude, Attitude Change- persuasion, Approaches to persuasion, Resistance to Persuasion, Cognitive Dissonance. Nature of Prejudice: Public opinion, Stereotypes and Stigma. Changing attitude and prejudice.	10 Hours	
V	Prosocial Behaviour And Aggression: Definition, Research in Prosocial Behaviour- Darley and Latane, Bystander Effect, Diffusion of Responsibility, Models to explain prosocial Behavior, Increasing Prosocial Behavior in the Society. Aggression:	10 Hours	

	Theories of Aggression, Determinants of Aggression, Effects of Aggression, Prevention and Control of Aggression.	
References	<ol style="list-style-type: none"> 1. Baron, R. A., & Byrne, D. (2003). Social Psychology, 10th ed. New Delhi: Prentice Hall. 2. Myers, D. G. (2002). Social Psychology, 7th ed. Int. Education: Mc Graw Hill. 3. Chaube, S. P., & Chaube, A. (2007). Ground Work for Social Psychology. New Delhi: Neelkamal. 4. Taj, H. (2007). An Introduction to Social Psychology, New Delhi: Neelkamal. 5. Bhatia Hansraj (1974) Elements of Social Psychology, Somaiya Publications, Bombay. 6. Kimball Young (1963) Handbook of Social Psychology, Routledge and Kegan Paul, London. 7. Liundgren, Henry Clay (1998), Social Psychology, Wiley Eastern Publishers, New Delhi 1990. 8. Adinarayanan, S.P. Social Psychology, Longman, India. 9. Aronson, Elliot, Wilson K. Timothy and Akery M. Robert (1997), Social Psychology, Longman Publishers. 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). 	
Course Outcomes	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> CO 1. Outline the nature and scope of social psychology. CO 2. Express social perception in the aspects of perceiving self and others. CO 3. Sketch the role of schemas and sources of error in social cognition. CO 4. Categorize behaviour and attitude change and approaches to persuasion. CO 5. Assess Pro-social behaviour in society and effects of aggression. 	

CO/PSO 21SOC10615		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Outline the nature and scope of social psychology.	3	3	3	2	2	2	3	2
CO2	Express social perception in the aspects of perceiving self and others..	3	3	2	3	2	2	2	3
CO3	Sketch the role of schemas and sources of error in social cognition.	3	3	2	3	3	2	2	3
CO4	Categorize behaviour and attitude change and approaches to persuasion.	2	2	3	3	2	2	3	3
CO5	Assess Prosocial behaviour in society and effects of aggression.	3	2	2	3	2	3	3	3

Mean Score: 2.5

Course Code & Title	21SOCIO6M1 - ENHANCING SOCIAL SKILLS (Modular Course)		
Class	M.A.(5yr. int.) Sociology	Semester	VI
Cognitive Level	K-1: (REMEMBER) K-2: (UNDERSTAND) K-4: (ANALYZE)		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. Explain the basics of and approaches to Social Skills 2. Illustrate the nature and significance of Non-Verbal Communication 3. Describe strategies for avoiding being Nervous. 4. Recognize the value of being an adult. 5. List steps for having high self-esteem and charisma 		
UNIT	Content	No. of Hours	
I	Introduction to Social Skills –Concept, Nature, Characteristics, and Types –Need and relevance of Social Skills – Approaches: Capability, Preventive and Therapeutic – Social Skills and Social Competences: Differences- Context and Assessment.	5 Hours	
II	Nonverbal Communication Skills - The Nature - Factors Moderating Nonverbal Skills - How to start a conversation with anyone as an adult - asking questions, stating opinions, sharing personal details, getting others involved in conversation, politely ending a conversation, and more - Providing a response - Eliciting a response	5 Hours	
III	Ways of being a Centred Person - “re-focusing” - The Growth Sign-technique – Building confidence to deal with nervousity -finding your “Comfort-zone sweet spot” - recalibration to stop feeling self-conscious when you’re the center of attention – Handling others’ judgement - getting accepted - becoming invincible using the “Flow” method- always know what to say when you feel nervous - Turning the Tables” method - Overcoming social anxiety	5 Hours	
IV	Learning to be an Adult – overcoming feeling nervous or shy around others - making conversation and know what to say - From being boring to interesting– overcoming the fear of rejection – Avoiding freeze up and feeling	5 Hours	

	awkward around new people – overcoming the feeling that “they won’t like me” - Daring to open up to form a connection - Overcoming your insecurities.	
V	Improving Self-esteem - Finding the source of your negative thoughts, and face it head-on - Self-acceptance – Stop comparing yourself to others – Measuring up to social consensus – Living with authenticity; Being charismatic and eliciting respect from others - Exert positive energy to those around you - in ways that make others feel special.- Offering assistance without seeming like a pushover. - Owning the situation without letting emotions get in the way.	5 Hours
References	<ol style="list-style-type: none"> 1. Dube, Leela (1974). Sociology of Kinship. Popular Prakashan: Bombay 2. Karve, Irawati (1953). Kinship Organisation in India. Deccan College Post-Graduate Research Institute: Poona 3. Johnson, H.M. (1995). Sociology. New Delhi: Allied Publishers. 4. Madan, T.N. (1965). Family and Kinship A Study of the Pandits of Rural Kashmir. Asia Publishing House: New Delhi 5. Mandelbaum, D.G. (1991). Society in India. Bombay: Popular Prakashan. 6. Ram Ahuja (2006), Indian Social System. Jaipur: Rawat Publications. 7. Singh Deo, S.K. (1992). Sociology. New Delhi: Dhillon Publications. 8. Uberoi, Patricia (ed.) (1994). Family, Kinship and Marriage in India. Oxford University Press: New Delhi 	
Course Outcomes	<p>On completion of the course, Students should be able</p> <ol style="list-style-type: none"> 1. Determine what social skills are and why they are necessary. 2. Recognise social skill goals. 3. Describe communication techniques one can use to strengthen social skills. 4. Demonstrate emotional integrity and intelligence skills 5. Exhibit common etiquette for social skills 	

		PSO							
		1	2	3	4	5	6	7	8
CO/PSO 21SOCIO6M1		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Determine what social skills are and why they are necessary.	2	3	3	3	3	3	2	3
CO2	Recognise social skill goals	2	3	3	3	3	2	3	3
CO3	Describe communication techniques you can use to strengthen social skills.	3	3	2	3	3	3	2	3
CO4	Demonstrate emotional integrity and intelligence skills	3	3	3	2	3	3	3	2
CO5	Exhibit common etiquette for social skills .	3	3	3	2	2	3	3	3

Mean Score: 2.8

Course Code & Title	21SOC106M2 - SOCIAL ECOLOGY (Modular Course)		
Class	M.A.(5yr. int.) Sociology	Semester	VI
Cognitive Level	K-1:(REMEMBER) K-4: (ANALYZE) K-5: (EVALUATE)		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To analyze students with the recently emerged filed of environmental sociology and theoretical perspective 2. To identify relation between environment and society and help them. 3. To appraise knowledge of contemporary environmental issues, problems, their causes and solutions. 4. To analyze Environmental Movements and Development of Marginalization. 5. To identify the role of state and non-state organization in the management of the natural resources 		
UNIT	Content	No. of Hours	
I	Environmental Sociology in India Early Interest in Ecological Issues in India: Patrick Geddes, RadhakamalMukerjee and Verrier Elwin Research in Social Ecology / Environmental Sociology in India:	5 Hours	
II	Natural Resources and their Utilization: Common Land: Land Use Patterns in India, Water Resources: Rivers, Well, Tank, Canal-Lift Irrigation - Social Structure and Water Distribution, Problem of Drinking Water	5 Hours	
III	Environmental Issues Industrial Pollution, Quality of Urban life, Rural Industrialization and Ecological balance, Problems of Soil Erosion, Deforestation and Salination.	5 Hours	
IV	Environmental Movements, Development and Marginalization Environmental Movements: Causes of environmental movements, Chipko Movement and Silent Valley Movement, Appiko Movement, Narmada Movement, State Power and Developmentalist Ideology, Politics of Environmental Movements.	5 Hours	
V	Initiatives of the State and International Agencies The role of state and non-state organization in the management of the natural resources - Role of NGOs in the protection of environment Stockholm, Environment and Sustainable Development, Rio Conference Mandates	5 Hours	

References	<ol style="list-style-type: none"> 1. Arnold, David and Guha, Ramchandra,(eds.), <i>Nature, Culture and Imperialism</i>, Oxford University Press,New Delhi,1955. 2. Baviskar, Amita, <i>In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley</i>,OUP,Delhi,1997Gadgil, Madhav and Rama Chandra Guha,' <i>Ecological Conflicts and Environmental Movements in India</i>', Development and Change, Vol.25,No.1.1999. 3. Gadgil, Madhav and Guha, Ramchandra, <i>Ecology and Equity: The use and Abuse of Nature in Contemporary India</i>, Oxford University Press,NewDelhi,1996,pp.9-191. 4. Gadgil Madhav and Guha, Ramchandra, <i>The Fissured Land: An Ecological History of India</i>, Oxford University Press, New Delhi,1992,pp.69-110. 5. Giddens Anthony, “<i>Global Problems and Ecological Crisis</i>”, in Introduction to Sociology,2nd Edition, W.W.Norton and Company, NewYork,1996,pp.384-389. 6. Guha Ramachandra, ‘<i>Forestry in British and Post-British India: A Historical Analysis</i>’ ,<i>Economic and Political Weekly</i>, 29 October and 5-12 November issues(in two parts),pp.1882-1896andpp.1940-47,1983. 7. Merchant Carolyn, <i>Ecology: Key Concepts in Critical Theory</i>, Humanities Press, New Jersey. 8. Macionis, John C, “<i>The Natural Environment and Society</i>”, in Sociology 5th(Ed. , New Jersey:Prentice-Hall,1995,pp.591-612. 9. Shiva, Vandana, <i>Staying Alive Women, Ecology and Survival in India</i>, New Delhi: KaliforWomenPress,1988,pp.1-37,218-228. 										
Course Outcomes	<p>On completion of the course, Students should be able</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; vertical-align: top;">CO</td> <td style="padding-left: 20px;">1. To analyze the environmental Sociology in India.</td> </tr> <tr> <td style="vertical-align: top;">CO</td> <td style="padding-left: 20px;">2. To assess as well as Natural resources and their utilization.</td> </tr> <tr> <td style="vertical-align: top;">CO</td> <td style="padding-left: 20px;">3. To identify the Environmental Issues.</td> </tr> <tr> <td style="vertical-align: top;">CO</td> <td style="padding-left: 20px;">4. To assess the Environmental movement, Development and Marginalization.</td> </tr> <tr> <td style="vertical-align: top;">CO</td> <td style="padding-left: 20px;">5. To explain the initiatives of the State and International Agencies.</td> </tr> </table>	CO	1. To analyze the environmental Sociology in India.	CO	2. To assess as well as Natural resources and their utilization.	CO	3. To identify the Environmental Issues.	CO	4. To assess the Environmental movement, Development and Marginalization.	CO	5. To explain the initiatives of the State and International Agencies.
CO	1. To analyze the environmental Sociology in India.										
CO	2. To assess as well as Natural resources and their utilization.										
CO	3. To identify the Environmental Issues.										
CO	4. To assess the Environmental movement, Development and Marginalization.										
CO	5. To explain the initiatives of the State and International Agencies.										

CO/PSO 21SOCI06M2		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	To analyze the environmental Sociology in India	2	3	3	3	3	2	3	3
CO2	To assess as well as Natural resources and their utilization.	2	3	3	3	3	2	3	3
CO3	To identify the Environmental Issues	3	2	3	2	2	3	3	3
CO4	To assess the Environmental movement, Development and Marginalization	3	3	2	3	2	3	3	3
CO5	To explain the initiatives of the State and International Agencies.	3	3	3	2	3	3	3	3

Mean Score: 2.8

Course Code & Title	21SOCIO6M3 - SOCIOLOGY OF KINSHIP (Modular Course)		
Class	M.A.(5yr. int.) Sociology	Semester	VI
Cognitive Level	K-1: (REMEMBER) K-3: (APPLY) K-4: (ANALYZE)		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. Outline the approaches to the study of kinship; 2. Explain kinship as a social system; 3. To review the interrelationship between family and kinship; 4. To relate the regional variations of kinship in India; 		
UNIT	Content		No. of Hours
I	Introduction Sociology of Kinship: Nature and Significance; Approaches to the Study of Kinship System: Historical – Evolutionary – Structural-Functional – Cultural – Gender Perspective; Dimensions of Kinship System; Kinship as an Organising Principle.		5 Hours
II	Basic Terms and Concepts Lineage – Clan – Kingroup – Totemism – Incest Taboo – Descent – Alliance - Inheritance – Succession - Consanguinity and Affinity.		5 Hours
III	Kinship System Kinship as a Social System: Kinds of Kinship; Kinship Terminologies: Mode of Use – Linguistic Structure – Range of Application; Kinship Categories or degree of Kinship: Primary – Secondary – Tertiary – Distant; Kin-Types: Sex – Generation – Affinity – Collatrality – Bifurcation – Linkage; Importance of Kinship: Lineage – Gotra		5 Hours
IV	Family and Kinship Relations Hierarchy in Family Roles; Differences in Family Roles: Boy and Man – Girl and Women; Family Cycle: Formation and Maintenance – Growth and Completion – Ties of Kinship.		5 Hours
V	Kinship in India Marriage, Family and Kinship in India; Regional Variations in Kinship: Kinship among Tribes; Kinship in North India; Kinship among Tamils; Kinship and Family Responsibilities and Problems		5 Hours

References	<ol style="list-style-type: none"> 1. Dube, Leela (1974). Sociology of Kinship. Popular Prakashan: Bombay 2. Karve, Irawati (1953). Kinship Organisation in India. Deccan College Post-Graduate Research Institute: Poona 3. Johnson, H.M. (1995). Sociology. New Delhi: Allied Publishers. 4. Madan, T.N. (1965). Family and Kinship A Study of the Pandits of Rural Kashmir. Asia Publishing House: New Delhi 5. Mandelbaum, D.G. (1991). Society in India. Bombay: Popular Prakashan. 6. Ram Ahuja (2006), Indian Social System. Jaipur: Rawat Publications. 7. Singh Deo, S.K. (1992). Sociology. New Delhi: Dhillon Publications. 8. Uberoi, Patricia (ed.) (1994). Family, Kinship and Marriage in India. Oxford University Press: New Delhi
Course Outcomes CO CO CO CO CO	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Recognize the study of kinship as a social entity; 2. Sketch the basic terms and concepts of kinship; 3. Interpret the importance of kinship in an individual's life; 4. Analyse the life course with the knowledge of kinship; 5. Explain the importance of kinship in perpetuation of social cohesion in India.

CO/PSO 21SOI06M3		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Recognize the study of kinship as a social entity	3	3	3	2	3	3	2	2
CO2	Sketch the basic terms and concepts of kinship	2	3	3	3	3	3	3	2
CO3	Interpret the importance of kinship in an individual's life	3	3	2	3	3	3	3	3
CO4	Analyse the life course with the knowledge of kinship	3	3	2	3	3	3	2	2
CO5	Explain the importance of kinship in perpetuation of social cohesion in India	3	3	2	2	3	3	3	3

Mean Score: 2.7

Course Code & Title	21SOCIO716- CONTEMPORARY SOCIOLOGICAL THEORIES		
Class	M.A.(5yr. int.) Sociology	Semester	VII
Cognitive Level	K-2: (UNDERSTAND) K-4: (ANALYZE) K-5: (EVALUATE)		
Course Objectives	<p>The students will able to</p> <ol style="list-style-type: none"> 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	Content	No. of Hours	
I	Functionalist Perspectives: Talcott Parsons: social action, social system, functional imperatives Robert .K. Merton: relationship between theory and research, reference group theory, relative deprivation and anomie – Neo-Functionalism of J. Alexander	10 Hours	
II	Critical Theory: Frankfurt School - Althusser: Ideological State Apparatus and Interpellation and Eric Fromm: Sane Society – Marcuse: One Dimensional Man –Jurgen Habermas: the theory of communicative action, Knowledge and Human Interest	10 Hours	
III	Post-Structuralist & Post- Modern Theories: Derrida: Deconstruction – Foucault: Theory of Subjectivity, Archaeology and Genealogy of Knowledge and Power/Truth – Giddens: Structuration - Jean Baudrillard: Extreme Post Modern Theory – Post-Modern feminist theories: Judith Butler and Kristeva	12 Hours	
IV	Interactionist perspectives: G.H Mead: Mind Self and Society; Alfred Shultz: Phenomenological Approach; Peter Berger and Luckmann: Social Construction of Social Reality; Garfinkel: Ethnomethodology; Goffman: Dramaturgical Approach; Exchange Perspective: Homans and Blau	10 Hours	
V	Indian Perspectives: Ashish Nandy: Socio Political Critique of Indian Society; Sudhir Kakar: Psycho-Cultural Understanding Indian Society; Andre Beittel: Weberian in India	8 Hours	

References	<ol style="list-style-type: none"> 1. Giddens, Anthony. <i>Central problems in social theory: Action, Structure and Contradiction in Social analysis</i>. London: MacMillan, 1983 2. Coser. L: <i>Sociological Theory</i>. New York Mac Millan Publishing Company, 1984Dhanagare.D.M: <i>Themes and Perspectives in Indian Sociology</i>, Jaipur: Rawat Publications, 1985. 3. Harlambas.M: <i>Sociology: Themes and Perspectives</i>, New Delhi: OUP, 1989. 4. AsishNandy: <i>Omnibus Reader</i>, OUP, 2003 5. Srivastava.R.S.: <i>Traditions in Sociological Theory</i>, Jaipur: Rawat Publications, 1990. 6. <u>Jonathan Turner, <i>The structure of sociological theory</i>, Rawat Publications, Jaipur, 2002.(B.T.B.)</u> 7. Sudhir Kakar: <i>Inner World: A Journey into Indian Mind</i>, OUP, 1991 8. George Ritzer, <i>Contemporary Sociological Theories</i>, Blackwell, 2003.
Course Outcomes	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Identify Functionalist Perspectives 2. Discuss Critical Theory 3. Discuss Post-Structuralist and Post- Modern Theories. 4. Evaluate the International Perspectives of contemporary theories. 5. Analyze Indian Perspectives of contemporary Sociological Theories.

CO/PSO 21SOCIO716		PSO								
		1	2	3		4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society		Gain Analytical skills in the field/area of sociology with a strong rural thrust		Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting
CO1	Identify Functionalist Perspectives	3	3	2	3	2	3	3	2	
CO2	Discuss Critical Theory	3	3	3	3	3	3	3	3	
CO3	Discuss Post-Structuralist and Post- Modern Theories	3	3	3	3	2	3	3	3	
CO4	Evaluate the International Perspectives of contemporary theories	3	3	2	3	3	3	3	3	
CO5	Analyse Indian Perspectives of contemporary Sociological Theories	3	3	3	2	2	3	2	2	

Mean Score: 2.8

Course Code & Title	21SOCIO717 - INDUSTRIAL SOCIOLOGY		
Class	M. A. (5 Yr. Int.) Sociology	Semester	VII
Cognitive Level	K-1: (REMEMBER) K-3: (APPLY) K-4: (ANALYZE) K-5: (EVALUATE)		
Course Objectives	<ol style="list-style-type: none"> 1. To describe industrial sociology and its application. 2. To outline the rise and development of industry. 3. To analyze the industries as social system. 4. To show an overview of industrial relations. To explain trade union and its functions. 		
UNIT	Content		No. of Hours
I	Introduction: Industrial Sociology: Definition-Scope and Importance; Origin, Development and Applications of Industrial Sociology; Significance of industrial sociology in India. Social -Industrial Thought: Adam Smith, Karl Marx, Max Weber, Durkheim and Mayo, Likert, Herzberg, Maslow and McClelland.		10 Hours
II	Rise and Development of Industry : The Industrial Revolution- Causes, Consequences and Key Innovations; Factory system-Characteristics and Types of Productive Systems - The Manorial/ Feudal - The Guild -The Domestic or Putting-out.		10 Hours
III	Industry as a Social System: Evolution of Working Class, Changing Nature of Work, Growth of Unorganized Informal Sector; Contribution of Family, Caste and Community and Attitude of Workers; Work Participation of Women in Work Force-Women in the Small Scale, Cottage industries and Corporate Sector- Issues and Challenges.		12 Hours
IV	Industrial Labour Relations and Disputes: Industrial Relations-Concepts, Types, Scope and Importance; Grievances Effects of Grievance; Grievance handling and Conflict- Types, Causes and types, Ways to deal with Conflict.		10 Hours
V	Industrial Disputes & Trade Union: Industrial Disputes-Concept, Features and Kinds of disputes - Settling disputes-Collective Bargaining, Arbitration, Conciliation, Adjudication. Strikes- Types and Lockouts; Trade Union-Concept, Features, Functions and Types; History of Trade Union Movement in India Decline of Trade Unions; -Social Policy and Labour Welfare issues and Legislations.		8 Hours

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

CO/PSO 21SOC10717		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Outline the origin, development and importance of industrial sociology.	3	2	2	2	2	2	3	3
CO2	Describe the industrial revolution and different modes of productive system.	3	3	3	2	3	2	2	3
CO3	Demonstrate the clear understanding of evolution of working class, factors determining attitudes of workers and participation of women in work force.	3	3	3	2	3	2	3	3
CO4	Paraphrase industrial relations and disputes.	3	3	3	2	2	3	3	3
CO5	Discuss Labour Welfare issues and Legislations	3	3	2	2	2	3	3	3

Mean Score: 2.6

Course Code & Title	21SOCIO718 - SOCIOLOGY OF HEALTH		
Class	M.A.(5yr. int.) Sociology	Semester	VII
Cognitive Level	K-1: (REMEMBER) K-3: (APPLY) K-4: (ANALYZE)		
Course Objectives	The students will be able to 1. Identify the interrelationship between society and health; 2. Predict the social roots of epidemiology; 3. Sketch the social determinants of health. 4. Analyse the health care delivery system in India; 5. Compute the problems in providing health care to all.		
UNIT	Content	No. of Hours	
I	Society and Health: Society: Definition – Importance of Society for Individual; Health: Concept – Dimensions of Health; Interrelationship between Society and Health; Relationship between Sociology and Health. Perspectives on Health & Illness: Functionalism - Labeling – Sickness and Illness – Sick Role and Patient Role.	12 Hours	
II	Social Epidemiology and Etiology Social Epidemiology: Concept – Aims - Vital and Public Health Concepts and Statistics –Epidemiology and Morbidity: CD & NCD – Social Etiology – Attitude, Belief and Health – Ethnomedicine; Public Health.	10 Hours	
III	Determinants of Health: Social Dimension of Health: Concept – Social Determinants of Health: Caste, Gender, Age, Ethnicity, Race, Class, Culture; Exploring Interrelationship: Environment and Health: Impact of Pollution, Plastics – Occupation and Health – Emotions and Health – Means to Restore Health.	10 Hours	
IV	Healthcare of the Community: Healthcare Delivery System in India: Integrated Health Service - PHC - Indigenous System of Medicine in India: AYUSH;GOS& NGOs Working on Health Issues.	8 Hours	
V	Health Care Delivery and Social Policy: Health Education - Hospitals– Health Insurance - Rehabilitation –Problems in Health Care Delivery: Rising Costs, Inequality in Availability of Health Care Services–Adulteration – Drug Abuse; Social	10 Hours	

	Legislation for Healthcare - Health Ministry in India -Medical Ethics - Health Policies in India.	
References	<ol style="list-style-type: none"> 1. Ajit K. Dalal&Subha Roy. Social Dimensions of Health, New Delhi: Rawat Publications, 2005. 2. Cockerham. Medical Sociology. New Jersey: Prentice Hall, 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. 	
Course Outcomes	On completion of the course, Students should be able to	
CO	1. Describe the interrelationship between society and health;	
CO	2. Outline the social roots and nature of epidemiology;	
CO	3. Illustrate health is one of the basic rights of every community;	
CO	4. Show the health care delivery system in India;	
CO	5. Analyse the problems in providing health care to all	

CO/PSO 21SOC10718		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution/Enterprise/Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Describe the interrelationship between society and health	3	3	2	3	3	3	3	2
CO2	Outline the social roots and nature of epidemiology	3	2	3	3	3	3	3	2
CO3	Illustrate health is one of the basic rights of every community	2	3	3	3	3	3	2	3
CO4	Show the health care delivery system in India	3	3	3	3	3	3	3	2
CO5	Analyse the problems in providing health care to all	2	3	3	3	3	2	2	3

Mean Score: 2.7

Course Code & Title	21SOCIO819 - SOCIAL DIMENSIONS OF GLOBALISATION		
Class	M.A.(5yr. int.) Sociology	Semester	VIII
Cognitive Level	K-1: (REMEMBER) K-3: (APPLY) K-4: (ANALYZE)		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To explain the historical and social context of globalization 2. To summarize the role and influence of global media and technological changes upon the quality of information 3. To understand the global tourism and diasporas communities 4. To differentiate the differential perception of globalization among nations and their populations. 5. To describe the characteristics and issues relating to globalization 		
UNIT	Content	No. of Hours	
I	Globalisation: Nature – Characteristics - Historical & Social context – Modernization and Globalization – Theories and Approaches – Benefits and disadvantages of Globalization. – End of Globalization Post-Globalization: Neo-liberalism.	10 Hours	
II	Agencies of Globalization: Political economy of globalization – Multinational corporations (MNCs), nation-state, media, market, international agencies (International Monetary Fund, World Bank, etc.,).	10 Hours	
III	Globalization and culture: Ethos of globalization (unbridled freedom, individualism, consumerism) – Diffusion and projection of American value system and cultural patterns through the media – cultural homogenization, hegemony and dominance – Globalization and the resurgence of ethnic consciousness: global tourism, diasporic communities.	12 Hours	
IV	Social consequences: Inequality within and among nation states – Differential perception among nations and their populations – socio-economic impact – Impact on individual and group identities.	10 Hours	

V	Indian experience: Globalization and public policy – Debate on globalization – Impact of Globalization in India: Trends and prospects	8 Hours										
References	<ol style="list-style-type: none"> 1. P.W.Preston, <i>Development theory – An introduction</i>. Oxford Blackwell Waters, Malcolm. 1996. <i>Globalization</i>. London: Routledge.1996 2. Ankie, Hoogvelt. <i>Globalization and the post – colonial world – The new political economy of development</i>. London: Macmillan, 1997 3. Arjun, Appadurai, <i>Modernity at large: Cultural dimensions of globalization</i>. New Delhi: Oxford University Press.1997 4. Ankie, Hoogvelt. <i>The sociology of development</i>: London: Macmillan, 1998 5. Kiely, Ray and Phil Marfleet (eds.), <i>Globalization and the third world</i>. London: Routledge. 1998. 6. <u>Joseph Stiglitz, <i>Globalization and its Discontents</i>, Harper and Collins,2005. (B.T.B.)</u> 7. Joseph Stiglitz, <i>Making Globalization work</i>, Harper and Collins, 2007.Titmus. H, <i>Social Policy</i>, sterling publishers (p) Ltd., ew Delhi,1980 											
Course Outcomes	<p>On completion of the course, Students should be able</p> <table border="0"> <tr> <td style="vertical-align: top; padding-right: 10px;">CO</td> <td>1. The Students will be able to understand the nature and dynamics of globalization</td> </tr> <tr> <td style="vertical-align: top; padding-right: 10px;">CO</td> <td>2. The Students will have a clear understanding on Agencies of Globalization and Globalization and culture</td> </tr> <tr> <td style="vertical-align: top; padding-right: 10px;">CO</td> <td>3. The Students will be able to understand the Social consequences of globalization and Impact of Globalization in India.</td> </tr> <tr> <td style="vertical-align: top; padding-right: 10px;">CO</td> <td>4. The students will be able to analyze the roles of global corporations international organization</td> </tr> <tr> <td style="vertical-align: top; padding-right: 10px;">CO</td> <td>5. The students will be able to demonstrate the social consequences of globalization in equality within and among states.</td> </tr> </table>		CO	1. The Students will be able to understand the nature and dynamics of globalization	CO	2. The Students will have a clear understanding on Agencies of Globalization and Globalization and culture	CO	3. The Students will be able to understand the Social consequences of globalization and Impact of Globalization in India.	CO	4. The students will be able to analyze the roles of global corporations international organization	CO	5. The students will be able to demonstrate the social consequences of globalization in equality within and among states.
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CO	2. The Students will have a clear understanding on Agencies of Globalization and Globalization and culture											
CO	3. The Students will be able to understand the Social consequences of globalization and Impact of Globalization in India.											
CO	4. The students will be able to analyze the roles of global corporations international organization											
CO	5. The students will be able to demonstrate the social consequences of globalization in equality within and among states.											

CO/PSO 21SOC10819		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	The Students will be able to understand the nature and dynamics of globalization	3	3	3	3	2	2	2	2
CO2	The Students will have a clear understanding on Agencies of Globalization and Globalization and culture	3	3	3	2	2	2	3	2
CO3	The Students will be able to understand the Social consequences of globalization and Impact of Globalization in India.	3	3	3	3	3	2	2	2
CO4	The students will be able to analyze the roles of global corporations international organization	3	2	3	3	2	3	3	3
CO5	The students will be able to demonstrate the social consequences of globalization in equality within and among states.	3	3	2	3	3	2	2	2

Mean Score: 2.6

Course Code & Title	21SOCIO820 - SOCIOLOGY OF SCIENCE AND KNOWLEDGE		
Class	M.A.(5yr. int.) Sociology	Semester	VIII
Cognitive Level	K-2: (UNDERSTAND) K-3: (APPLY) K-4: (ANALYZE)		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To explain the history and philosophy of science to locate sociology of science as a sub-discipline. 2. To undertake critical study of science by drawing upon such critiques from scientists themselves and classical sociologist. 3. To introduce the students to the discourse of science from the sociological point of view. 4. To illustrate the Indian tradition to illustrate the conflict between the traditional and the modern scientific practices. 5. To examine the role and place of science in Indian Society, by looking at the history, evolution and social movements of science. 		
UNIT	Content	No. of Hours	
I	Perspectives in the Philosophy, History and the Sociology of Science -Classical theory and The Sociology of Knowledge - Introduction to Problems of the Sociology of Science - Origin of Modern European Science: Society and the Relation of Man and Nature - Influential thoughts on the development of a Sociology of Knowledge – Mannheim	12 Hours	
II	Functionalist Theory of Science: Norms, Productivity and Rewards - Marxist Theory of Science and Society: A Case Study - Structuralist Theory of Science: Paradigm or Gestalt: Kuhn and-The Social Construction of Reality- Peter L Berger – Open Science – Feyerabend.	10 Hours	
III	The Social Construction of Scientific Knowledge; Science and the State in India, Colonial and Post-Colonial Science and Technology Policy; Programs and Institutions (CSIR, IIT) – Knowledge and Social Class – Knowledge and Human Interest &The Legitimization of Knowledge: Ideology and Knowledge: Habermas.	12 Hours	

IV	Establishing the boundaries of knowledge: academic, artistic, scientific and religious - Science, Society and Social Movements in India and the West (People Science Movements) Science, Ethics, Religion and Culture.	8 Hours
V	The Gatekeepers of Knowledge - Ethnography of the Laboratory - The Corporate Framework of Knowledge - The Information Highway -The Internet and Knowledge -A critical analysis of the Information Age	8 Hours
References	<ol style="list-style-type: none"> 1. Robert K. Merton, "The Normative Structure of Science [1942]" <i>The Sociology of Science: Theoretical and Empirical Investigations</i> (Chicago: University of Chicago Press, 1979), pp. 267–278. 2. Popper, Karl. 1959. <i>The Logic of Scientific Discovery</i>. London: Tavistock. 3. Merton, Robert. K. 1973. <i>The Sociology of Science: Theoretical and Empirical Investigations</i>. Chicago: The University of Chicago Press. Chapter 13 "The normative structure of science." Pp. 267-278 and chapter 20 "The Mathew Effect in Science" Pp. 439-459. 4. Bruno Latour and Steve Woolgar, <i>Laboratory Life: The Construction of Scientific Facts</i>. 2nd ed. (Princeton University Press, 1979/1986). (Excerpt) 5. Latour, Bruno. (1987). <i>Science in Action</i>. Cambridge: Harvard University Press. 6. Haraway, Donna J. 1998. "Situated knowledge: the science question in Feminism and the privilege of partial perspective." Pp. 172-188 in <i>The Science Studies Reader</i>, edited by Mario Biagioli. London: Routledge. 7. Bloor, David. 1976. <i>Knowledge and Social Imagery</i>. Chicago: University of Chicago Press. 8. Collins, Harry. 1985. <i>Changing Order: Replication and Induction in Scientific Practice</i>. London: Sage. (Chapters 2-4). 9. Kuhn, Thomas. 1962. <i>The Structure of Scientific Revolutions</i>. Chicago: Chicago University Press. 	
Course Outcomes	<p>On completion of the course, Students should be able</p> <ol style="list-style-type: none"> 1. To explain the history and philosophy of science to locate sociology of science as a sub-discipline. 2. To undertake critical study of science by drawing upon such critiques from scientists themselves and classical sociologist. 3. To 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. 	

CO/PSO 21SOI0820		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	To explain the history and philosophy of science to locate sociology of science as a sub-discipline.	3	2	2	3	2	2	3	3
CO2	To undertake critical study of science by drawing upon such critiques from scientists themselves and classical sociologist.	3	3	2	3	2	2	2	3
CO3	To elaborate on the discourse of science from the sociological point of view.	3	3	2	3	3	2	2	3
CO4	To illustrate the Indian tradition to illustrate the conflict between the traditional and the modern scientific practices.	2	2	3	3	2	2	3	3
CO5	To examine the role and place of science in Indian Society, by looking at the history, evolution and social movements of science	3	2	3	3	2	3	3	3

Mean Score: 3.0

Course Code & Title	21SOCI0821 - GUIDANCE AND COUNSELLING		
Class	M.A.(5yr. int.) Sociology	Semester	VIII
Cognitive Level	K-2: (UNDERSTAND) K-3: (APPLY) K-4: (ANALYZE)		
Course Objectives	<p>The students will able to</p> <ol style="list-style-type: none"> 1. Explain different approaches of guidance and counseling skill in social service practice. 2. Equip students with counseling skills relevant to and needed for the contemporary society. 3. Use the knowledge and skills gained from this course to become professional counselor. 4. Asses the psycho-social needs of different groups and categories of people. 5. Apply the knowledge to formulate models of counseling related to different categories of population 		
UNIT	Content	No. of Hours	
I	Concept of guidance and counselling – definition, elements, characteristics and goals; processes, stages and limitations of counselling - evolution of counselling: foundations of counseling - philosophical foundations – dignity of the human person - sociological foundations – influence of social system - psychological foundations –concept of personality, elements and types – sociological critique.	12 Hours	
II	The portrait of counsellor: desirable qualities - attitudes, values, beliefs, relationships, self-esteem, openness to others, accepting personal responsibility, realistic levels of aspiration, self-actualization.	8 Hours	
III	Personality theories- psychoanalytic: Freudian and neo-Freudian – behaviorist and transactional approaches– humanist and existentialist approaches: client centred approach of Rogers – anti-psychiatric perspectives of R.D Laing and T. Szas.	10 Hours	
IV	Models of counselling - group counselling– family counselling–psychological tests and diagnosis - genetic counselling - career counselling – educational counselling – Health counseling.	10 Hours	

V	Counselling women in distress, children in difficulties and with special needs, adolescents, disaster survivors, physically challenged, persons affected with HIV/AIDS and other vulnerable groups – transgender counselling - counselling cyber victims.	10 Hours										
References	<ol style="list-style-type: none"> 1. Kochhar.S.K-<i>Guidance in Indian Education</i>, Sterling Publishers Pvt Ltd., New Delhi, 1979. 2. Gerald.L. Stone-A cognitive behavioral approach to counseling psychology, Praeger Publishers, New York, 1980 3. Nandha.S.K. 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. Narayana Rao.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 											
Course Outcomes	<p>On completion of the course, Students should be able to</p> <table border="0"> <tr> <td style="vertical-align: top;">CO</td> <td>1. Explain the emergence and need for counseling</td> </tr> <tr> <td style="vertical-align: top;">CO</td> <td>2. Develop basic skills become deeply self-aware individuals</td> </tr> <tr> <td style="vertical-align: top;">CO</td> <td>3. Apply knowledge of counseling to deal professionally with persons in distress.</td> </tr> <tr> <td style="vertical-align: top;">CO</td> <td>4. Evaluate the personality theories and suggest alternatives.</td> </tr> <tr> <td style="vertical-align: top;">CO</td> <td>5. Identify the psycho-social needs of marginalized and vulnerable groups</td> </tr> </table>		CO	1. Explain the emergence and need for counseling	CO	2. Develop basic skills become deeply self-aware individuals	CO	3. Apply knowledge of counseling to deal professionally with persons in distress.	CO	4. Evaluate the personality theories and suggest alternatives.	CO	5. Identify the psycho-social needs of marginalized and vulnerable groups
CO	1. Explain the emergence and need for counseling											
CO	2. Develop basic skills become deeply self-aware individuals											
CO	3. Apply knowledge of counseling to deal professionally with persons in distress.											
CO	4. Evaluate the personality theories and suggest alternatives.											
CO	5. Identify the psycho-social needs of marginalized and vulnerable groups											

CO/PSO 21SOC10821		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Acquire a historical and theoretical understanding on emergence and need for counseling	3	3	2	3	2	3	3	2
CO2	Develop basic skills become deeply self-aware individuals	2	3	3	3	3	3	2	2
CO3	Apply knowledge of counseling to deal professionally with persons in distress.	3	3	2	3	2	3	3	2
CO4	Understanding the personality theories	3	3	2	2	2	3	3	3
CO5	Identifying person with HIV/AIDS and other vulnerable groups.	3	3	2	3	3	3	3	2

Mean Score: 2.7

Course Code & Title	21SOCIO8D1 - SOCIOLOGY OF TOURISM (ELECTIVES- DISCIPLINE-CENTRIC)		
Class	M.A.(5yr. int.) Sociology	Semester	VIII
Cognitive Level	K-1: (REMEMBER) K-2: (UNDERSTAND) K-3: (APPLY) K-6: (CREATE)		
Course Objectives	The students will able to 1.To recognize tourism as a social phenomenon and give theoretical insights. 2.To list out development and typology of tourism. 3.To explain different perspectives of tourism. 4.To demonstrate social institutions and their roles in tourism. 5.To evaluate the effects of tourism on society.		
UNIT	Content	No. of Hours	
I	Introduction to Sociology of Tourism: Understanding Tourism; Introduction to Tourism- concepts of Travel, Tourism, Leisure, Hospitality-Industry; Meaning and Definition of Sociology of Tourism; Sociological Perspective on Tourism; Significance of Sociology of Tourism; Theories- Eric Cohen, Doxey's Irritation Index Theory, Motivational Theory- John Urry.	12 Hours	
II	Trends and Nature of Tourism: Growth of tourism through various periods- Medieval, Modern and Post modern; Types of tourism-Cultural tourism, Eco tourism, Medical tourism, Sex tourism, Recreational tourism, Monsoon tourism, Adventure tourism, Pilgrim tourism, Educational Tourism, Virtual Tourism, International and Domestic tourism, Mass tourism; Sustainable Tourism.	12 Hours	
III	Sociological Approach to Tourism: Perspectives of Tourism-Social, Economic, Environmental and Geographic; Sociological factor in Tourist motivation, Attitude and Perception, Culture towards host Community; Social dimension of host-tourist relationship; Impacts of Tourism -Socio-economic and socio-cultural and Environmental.	8 Hours	
IV	Tourism and Social Institutions: Social Institutions and their Roles; Factors Influencing the Roles and Status of Social Institutions; Influence of Tourism on Social Institutions; Tourism system and the Individual - Socialization through Interaction and Exchange of Values, Norms, Social Laws and Usages; Factors Influencing Individual's Role, Behaviour, Attitudes and Experiences at the Destination.	10 Hours	
V	Tourism and Social Change: Effects of Tourism on Society, Tourism as an agent of social change; Tourism and Cultural Exchange; Motivating Locals for Tourism; Tourism and the Digital Revolution-Internet and Mobile Technologies' impact on Tourist Behaviour and Tourist Experience; Technological Advancements and its Impact on Tourism Development; Measures taken by the Govt. and Non-governmental Agencies.	8 Hours	

References	<ol style="list-style-type: none"> 1. Richard Sharpley, 2018, Tourism, Tourist and Society (5th edition), Routledge, U.K 2. Richard Sharpley, David J. Telfer, 2008, Tourism and Development in Developing World, Routledge, U.K 3. Apostolopoulos, Y., Leivadi, S & Yiannakis, A., (eds.) 2000, The Sociology of Tourism: Theoretical and Empirical Investigations, London: Routledge. Archer, B.H., 1973. 4. Claude Alvares, (ed) (2002) Fish, Curry and Rice, The Goa Foundation, Goa. 5. Holden Andrew, (2000), Environment and Tourism, London, Routledge. 6. Pritchard Annette and Nigel J. Morgan, (2000), 'Privileging the Male Gaze', Annals of Tourism Research, Vol 27, No.4. 7. Sharpley, Richard and David J. Telfer (ed), (2002), Tourism and Development: Concepts and Issues, Toronto, Channel View Publications. 8. Wahab S. and Pigram, J (ed), (1997), Tourism Development and Growth: the challenge of sustainability, London, Routledge. 										
Course Outcomes	<p>On completion of the course, Students should be able to</p> <table border="0"> <tr> <td style="vertical-align: top;">CO</td> <td>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.</td> </tr> <tr> <td style="vertical-align: top;">CO</td> <td>2. Explain the growth of tourism through various periods.</td> </tr> <tr> <td style="vertical-align: top;">CO</td> <td>3. Analyze sociological factor in tourist motivation.</td> </tr> <tr> <td style="vertical-align: top;">CO</td> <td>4. Discuss the Influence of tourism on social institutions and factors influencing individual's role, behaviour and attitudes towards tourism.</td> </tr> <tr> <td style="vertical-align: top;">CO</td> <td>5. Demonstrate the digital revolution and its impact on tourist behaviour and tourist experience.</td> </tr> </table>	CO	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.	CO	2. Explain the growth of tourism through various periods.	CO	3. Analyze sociological factor in tourist motivation.	CO	4. Discuss the Influence of tourism on social institutions and factors influencing individual's role, behaviour and attitudes towards tourism.	CO	5. Demonstrate the digital revolution and its impact on tourist behaviour and tourist experience.
CO	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.										
CO	2. Explain the growth of tourism through various periods.										
CO	3. Analyze sociological factor in tourist motivation.										
CO	4. Discuss the Influence of tourism on social institutions and factors influencing individual's role, behaviour and attitudes towards tourism.										
CO	5. Demonstrate the digital revolution and its impact on tourist behaviour and tourist experience.										

CO/PSO 21SOI08D1		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Use the sociological perspective as a lens through which to understand travel and tourism, and tourism as a lens through which to understand modern social life.	3	3	3	2	2	2	1	2
CO2	Explain the growth of tourism through various periods.	3	3	2	3	2	2	2	3
CO3	Analyze sociological factor in tourist motivation.	3	3	2	3	3	2	2	3
CO4	Discuss the Influence of tourism on social institutions and factors influencing individual's role, behaviour and attitudes towards tourism	2	2	3	3	2	2	3	3
CO5	Demonstrate the digital revolution and its impact on tourist behaviour and tourist experience.	3	2	3	3	2	3	3	3

Mean Score: 2.5

Course Code & Title	21SOCIO8D2 - SOCIOLOGY OF RELIGION (ELECTIVES- DISCIPLINE-CENTRIC)		
Class	M. A. (5 Yr. Int.) Sociology	Semester	VIII
Cognitive Level	K-1: (REMEMBER) K-2: (UNDERSTAND) K-4: (ANALYZE)		
UNIT	Content	No. of Hours	
I	Introduction: Definitions of Religion- Nature and scope of a sociology of religion-Sociological Perspectives of Religion- Sociological Methods of Studying Religion-Functions of Religion-Importance of Religion- Difference between Religion and Magic-Conceptual clarifications: Belief system vs ritual system vs way of life— Elements of religious experience — Typology of religions (Church – sect Typology, Cult Typology, Antony F.C.Wallace’s Typology).	12 Hours	
II	Sociological theories of religion: Types of religious practices- Animism, monism, pluralism, -Auguste Comte- Durkheim and sociological functionalism — Weber Max Weber: Peter L. Berger- Marx and dialectical materialism — Levi-Strauss and structuralism.	8 Hours	
III	Religions of India: Buddhism, Christianity, Hinduism, Islam, Jainism, and SikhismA social historical perspective — Demographic profile — Contemporary trends. Religious Groups- Meaning- Characteristics of Religious Groups- Cults- Sects-Denominations,— Elements of Religious Groups- Relevance and Importance of Religious Groups- Aspects of religion in India -Sacred knowledge — Sacred space — Sacred time — Sacred persona.	12 Hours	
IV	Religion and Society – Relation between Religion and other Social Institutions –Religious Values and Issues- Religion and Social Stratification-Secularism and society –Communalism-Fundamentalism - Religious Conversion- Proselytism-Religious Revivalism - Religion and Science -Minorities, Dalits and Women .	8 Hours	
V	Religious Movements –Origin and growth of Social Movements- Meaning and Social Movements of Religion-Nature of Social Movements-Characteristics – Functions of Religious Movements –Impact of Religious Movements-Merits and Demerits of Religious Movements –Socio- Religious Movements –Prarthana Samaj- Aligarh Movement-Shuddhi Movement- Young Bengal Movement- Dev Samaj-Akali Movement-Ahamadiyya Movement- Wahabi Movement.	10 Hours	

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

CO/PSO 21SOC108D2		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of ruralsetting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Explain the basic concepts, methods and functions of sociology of religion.	2	3	3	3	3	3	2	3
CO2	Describe the clear analyzing of sociological theories of religion	2	3	3	3	3	2	3	3
CO3	Demonstrate the clear understanding of religions and religious groups in India and their sanctity.	3	3	2	3	3	3	2	3
CO4	Demonstrate knowledge about the relationship between religion and social institutions, religious differences, religious change, and scientific nature of religion	3	3	3	2	3	3	3	2
CO5	Discuss the religious movements and their functions	3	3	3	2	2	3	3	3

Mean Score: 2.6

Course Code & Title	21SOCIO8D3 - EDUCATION AND SOCIETY (ELECTIVES- DISCIPLINE-CENTRIC)		
Class	M. A. (5yr. int.) Sociology	Semester	VIII
Cognitive Level	K-1: (REMEMBER) K-3: (APPLY) K-4: (ANALYZE) K-6: (CREATE)		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To outline the concept of education with types and functions; 2. To relate the scope and subject matter of sociology in the field of education with sociological approaches; 3. To review the philosophical and social foundations of education; 4. To relate the development of education from pre-colonial period and contributions of various social movements; 5. To critique the problems in education and contemporary trends. 		
UNIT	Content		No. of Hours
I	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.		8 Hours
II	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.		10 Hours
III	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.		12 Hours
IV	Education in India: Historical Background of Education in India:Pre-Colonial Education – Colonial Education – Downward		10 Hours

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

CO/PSO 21SOCIO8D3		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Recognize the concept, meaning and types of education	2	3	3	3	2	3	2	3
CO2	Sketch the Philosophical and social foundations of Education	3	3	3	2	3	3	3	2
CO3	Interpret the Indian Tradition of Education;	3	3	3	3	2	3	3	3
CO4	Explain the social agents and agencies of education	2	3	3	3	2	3	3	2
CO5	Summarise the Policies and Programmes of education in Indian; society	3	3	2	3	2	3	3	3

Mean Score: 2.7

Course Code & Title	21SOCIO8D4 - SOCIAL MOVEMENTS (ELECTIVES- DISCIPLINE-CENTRIC)		
Class	M.A.(5yr. int.) Sociology	Semester	VIII
Cognitive Level	K-2: (UNDERSTAND) K-3: (APPLY) K-4: (ANALYZE)		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. State the concept social movements 2. Explain the life cycle of social movements and importance. 3. Assess social movements with the help of theoretical perspectives. 4. Relate the relationship between social movements and social change 5. To describe the role of traditional and modern social movements that fostered social change. 		
UNIT	Content		No. of Hours
I	Introduction: Social Movement: Meaning – Attributes – Types – Scope and Importance; Genesis/Life Cycle of Social Movements, Social Movements and Social Change.		8
II	Perspectives on Social Movements: Deprivation Theory; Resource Mobilisation Theory; Political Process Theory; Structural Strain Theory; New Social Movement Theories.		10
III	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.		10
IV	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.		10
V	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.		12

References	<ol style="list-style-type: none"> 1. A.R. Desai, Ed.: Peasant Struggles in India (Bombay: Oxford University Press) 1979 2. Baviskar, A. 1995. <i>In the belly of the river: Tribal conflicts over development in the Narmada Valley</i>. Delhi: Oxford University press. 3. Brass, Tom. 1995. 'Introduction: The New Farmers' Movement in India' in Tom Brass (ed.), <i>New Farmers' Movement in India</i>. Essex: Frank Cass. pp. 3-26. 4. Buechler, S. 1995. New Social Movement Theories. <i>The Sociological Quarterly</i>, 36(3):441-464. 5. Dhanagare, D.N. 1991. <i>Peasant movement in India: 1920-1950</i>. Delhi: Oxford University Press. 6. T.K.Oommen (ed.) <i>Social Movements II: Concerns of Equity and Security</i>. New Delhi: Oxford University Press. 7. Mullick, S. Bosu. 1993. 'The Jharkand Movement: A Historical Analysis' in Mrinal Miri (ed.) <i>Continuity and Change in Tribal Society</i>. Simla: Indian Institute of Advanced Studies. Pp. 447-465. 8. Pandian, M.S.S. 2007. <i>Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present</i>. Delhi: Permanent Black. 9. Rao, M.S.A. (ed). 2004. <i>Social Movements in India</i>. New Delhi: Manohar Publishers and Distributors, pp: 1-16. 10. Ruggiero, V. and Nicola Montagna, 2008 "Social Movements: A Reader", Routledge Publications.
Course Outcomes	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Explain the concepts of social movements 2. Analyze the dynamics of social movements and their role in social transformation 3. Apply theoretical perspectives in understanding life cycle of social movements. 4. Describe social movements as one amongst the agents of social change. 5. Assess the impact of traditional and modern social movements social change.

CO/PSO 21SOC108D4		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Explain the concepts of social movements	2	3	3	2	2	2	3	3
CO2	Analyze the variety and dynamics of social movements and their role in social transformation	3	3	3	2	2	2	2	3
CO3	Apply the social movements in a sociological and comparative perspective	3	2	3	3	2	2	2	2
CO4	Describe various Theories of social movements	3	3	3	2	2	2	2	2
CO5	Classify the Traditional and modern Social Movements in India	3	3	2	3	3	3	3	3

Mean Score: 2.5

Course Code & Title	21SOCIO922 - INTRODUCTION TO INDIAN SOCIOLOGICAL THOUGHT		
Class	M.A.(5yr. int.) Sociology	Semester	IX
Cognitive Level	K-1: (REMEMBER) K-2: (UNDERSTAND) K-3: (APPLY) K-4: (ANALYZE)		
Course Objectives	The students will be able to 1. Recognize the structure of Indian Society 2. Recall the historical development of Sociology in India 3. Infer Indological perspectives of society 4. Interpret Structural/functional perspectives 5. Analyse contemporary changes in Indian social structure		
UNIT	Content	No. of Hours	
I	Introduction: Indian Social Structure: Conceptualization – Elements; Unity in Diversity; Religious Pluralism; Regional, Linguistic, Religious, Tribal Identity; Development of Sociology in India: Past and Present.	8 Hours	
II	Indological/Textual Perspective: R.K. Mukerjee: Methodology –Theory of Society – Personality, Society and Values – Community – Social Ecology – Critical Evaluation. G.S.Ghurye: Methodology – Caste& Kinship – Culture& Civilization –Sociology of Religion – National Unity & Integration – Critical Evaluation.	10 Hours	
III	Structural Functional Perspective: M.N. Srinivas: Methodology – Religion and Society – Concept of Village – Sanskritization – Dominant Caste – Critical Evaluation. S.C.Dube: Methodology – Continuity and Change of Society – Caste Ranking – Dominant Caste & Leadership – Development – Critical Evaluation.	10 Hours	
IV	Cultural & Civilizational Perspective: YogendraK.Singh: Methodology –Social Stratification – Social Change – Modernisation– Indian Sociology – CultureChange in India – Critical Evaluation. N.K. Bose: Methodology – Ethnography – Indology – The Structure of Hindu Society: Study of Architecture – Indian Civilization – Caste System – Tribals – Critical Evaluation	10 Hours	
V	Marxist Perspective: D.P. Mukerji: Methodology – Personality – Modern Indian Culture and Traditions – Modernisation – Critical Evaluation. A.R. Desai: Methodology – Village Structure – Transformation of Indian Society – Indian Nationalism – Peasant Struggles – State and Society – Critical Evaluation. Ramkrishna Mukherjee: Methodology – Agrarian Social Structure – Indian Sociology – CriticalEvaluation.	12 Hours	

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

		PSO							
		1	2	3	4	5	6	7	8
CO/PSO 21SOCI0922		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution / Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Outline the social structure of Indian Society	3	2	3	3	3	2	2	3
CO2	Review the structural functional perspectives	3	3	3	2	3	3	3	2
CO3	Analyse the structural theories on Indian society	3	2	3	3	3	2	2	3
CO4	Sketch the impact and solutions of caste based exclusions	2	2	3	3	2	2	3	3
CO5	Use in nation building and social integration	3	2	2	3	3	3	3	2

Mean Score: 2.6

Course Code & Title	21SOCIO923 - SOCIOLOGICAL INQUIRY		
Class	M.A. (5yr. int.) Sociology	Semester	IX
Cognitive Level	K-2: (UNDERSTAND) K-3: (APPLY) K-5: (EVALUATE)		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To trace the philosophical roots of sociological methodologies and research cultures 2. To elaborate on the different models and logic of methodologies specific to sociological research. 3. To discuss the nature of original methodological contribution made by classical sociologists. 4. To evolve a critique of positivist and scientism inspired sociological methodologies. 5. To illustrate specific qualitative research methods deployed in sociological and anthropological research. 		
UNIT	Content	No. of Hours	
I	Philosophical Roots of Social Research: Classical View of Science (Comte's, Vienna Circle's), Reason -- Rationality and Standard View of Scientific Knowledge - Social Science as Science -- Objectivity- Subjectivity-Ideology and Value-Neutrality, Professional Ethics and Plagiarisms.- The Position of Researcher and Problem of Adequacy	12 Hours	
II	Logical Methods: Karl Popper's Logic of Discovery and Demonstration - Inquiry of logics, Inductive process and Deductive process, Empirical, Comparative, Analytical, Explorative- Qualitative turn: Nisbet and Gouldner	8 Hours	
III	Contributions to Methodology and Methods: Comte Positivism and Evolutionism Emile Durkheim: Comparative Methods –Karl Marx: Historical and Dialectical Methods, Pareto: Derivative Method – Max Weber: Interpretivism	10 Hours	
IV	Critiques of Positivism & scientism: Phenomenology and Ethnomethodology, Hermeneutics, Critical theory, Feminist Critiques – Critiques of Science: Thomas Kuhn and Feyerabend – Relativism: Peter Winch – Genealogy and Archeology of Foucault.	10 Hours	
V	Sociological-Anthropological Methods of Inquiry: Ethnography, Oral History, Interviews, Case Studies Content Analysis, Participatory observation, Narratives, Biographical Approach – Writing Research.	10 Hours	
References	<ol style="list-style-type: none"> 1. Burawoy Mand Joseph Blum(ed), <i>Global Ethnography: Forces, Connections and maginations</i>, University of California Press, Berkeley and Los Angeles, 2000. 2. Devine and Heath, <i>Sociological Research Methods in Context</i>, Palgrave, 1999. 3. Denzin Norman, Lincoln Yvonna(ed), <i>Hand book of Qualitative Research</i>, Sage, Thousand Oaks, 2000. 4. Feyerabend Paul, <i>Farewell to Reason</i>, Verso, London, 1987. 		

	<ol style="list-style-type: none"> 5. Feyerabend Paul, <i>Against Method</i>, Humanities Press, 1975. 6. Giddens Anthony, <i>New Rules of Sociological Research</i>, Hutchinson, 1976. 7. Mulkey Michael, <i>Science and the Sociology of Knowledge</i>, George Allen and Unwin Ltd London, 1979. 8. Silverman David, <i>Qualitative Methodology and sociology</i>, Gower, Vermont, 1985. 9. Williams Malcolm, <i>Science and Social Science</i>, Routledge, New York, 2004.
<p>Course Outcomes</p>	<p>On completion of the course, Students should be able</p> <ol style="list-style-type: none"> 1. To trace the philosophical roots of sociological methodologies and research cultures 2. To elaborate on the different models and logic of methodologies specific to sociological research. 3. To discuss the nature of original methodological contribution made by classical sociologists. 4. To evolve a critique of positivist and scientism inspired sociological methodologies. 5. To illustrate specific qualitative research methods deployed in sociological and anthropological research.

CO/PSO 21SOC10923		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	To trace the philosophical roots of sociological methodologies and research cultures	3	3	2	3	2	3	3	2
CO2	To elaborate on the different models and logic of methodologies specific to sociological research.	3	3	3	3	3	3	3	3
CO3	To discuss the nature of original methodological contribution made by classical sociologists.	3	3	3	3	2	3	3	3
CO4	To evolve a critique of positivist and scientism inspired sociological methodologies.	3	3	2	3	3	3	3	3
CO5	To illustrate specific qualitative research methods deployed in sociological and anthropological research.	3	3	3	2	2	3	2	2

Mean Score: 2.8

Course Code & Title	21SOCIO924 - VISUAL SOCIOLOGY		
Class	M.A.(5yr. int.) Sociology	Semester	IX
Cognitive Level	K-2: (UNDERSTAND) K-3: (APPLY) K-4: (ANALYZE)		
Course Objectives	<ol style="list-style-type: none"> 1. To Gain an introduction to visual sociology. 2. To use visual technologies to learn about the social world. 3. To practice observational skills, with or without a camera, and thus become knowledgeable observers of society. 4. To develop visual literacy to understand the sociological importance of depictions of different groups of people and their social environments. 5. To Enhance sociological imaginations to critically analyze images orally and in writing. 		
UNIT	Content	No. of Hours	
I	Introduction to Visual Sociology: Concepts – Career of Visual Sociology – Visual Anthropology to Visual Sociology – Ethics: Role of Researcher - Practicing Visual Sociology: Visual Media and Professional Practice – Performance and expressive practices in India.	8 Hours	
II	Theories and Approaches: The practice of seeing and interpreting visual world - Approaches to Analysis of Images - <i>The Power of the Visual</i> – <i>Video: Visual Narrative</i> – <i>Photography</i> – <i>Sound</i> – <i>Semiology of visual</i> – <i>Performative Analysis: Victor Turner, Schechner</i> -Visual Ethnography	10 Hours	
III	Popular Visual Culture: Normalization of violence – Caste, Class, and Gender in Visual Media – Visual World and Social norms and Social Construction – Public Visual Cultures: Posters, flex boards, written words and images in quotidian life.	8 Hours	
IV	Visual Sociology of Images: Images, graphic display or photographs - Photos and Photovoices – Drawing and Paintings - Analysing Advertisements – Subjectivity Photograph and Photographer – Culture, identity body and anthropology of image – Studying films – Politics, aesthetics and culture of Cinema.	12 Hours	
V	Sociology of Digital and Multimedia: The Infrastructure of the Internet - Sociological analyses of digital media use - Digital data analysis: capturing and analysing data from web sites, social media and video platforms: memes and trolls – Social Media: Visualising Self, selfies: digital social relations,	12 Hours	

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

CO/PSO 21SOCI0924		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	To Gain an introduction to visual sociology.	2	3	3	3	3	3	2	3
CO2	To use visual technologies to learn about the social world.	2	3	3	3	3	2	3	3
CO3	To practice observational skills, with or without a camera, and thus become knowledgeable observers of society.	3	3	2	3	3	3	2	3
CO4	To develop visual literacy to understand the sociological importance of depictions of different groups of people and their social environment.	3	3	3	2	3	3	3	2
CO5	To Enhance sociological imaginations to critically analyze images orally and in writing	3	3	3	2	2	3	3	3

Mean Score: 2.8

Course Code & Title	21SOCIO9M1 - COMMUNICATION FOR SOCIAL DEVELOPMENT (Modular Course)		
Class	M.A.(5yr. int.) Sociology	Semester	IX
Cognitive Level	K-1: (REMEMBER) K-3: (APPLY) K-4: (ANALYZE)		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To discuss the fundamental concepts, indicators and strategies of development communication. 2. To develop critical awareness on the specific issues and cases of communication for development. 3. To study the role of communication in the context of development of a society by applying techniques of making media content. 4. To introduce and evaluate development communication theories and framework 5. To demonstrate the nuances of traditional and mass media and their relationship with development communication. 		
UNIT	Content		No. of Hours
I	Fundamental concepts of communication for Development- Development- concept, processes and models of development – Indicators of development Characteristics of developing and developed societies – Gap between developed and developing societies – Development Communication- concept, strategies and barriers.		10 Hours
II	Issues & Case Studies: Development communication issues- health, education, poverty and hunger, agriculture, environment, sustainable development, gender equality, Millennium Development Goals (MDG) – Development Support Communication – Information Education Communication (IEC) and Behavioral Change Communication (BCC) – Case studies.		12 Hours
III	Process of research and participatory approach in development communication: Research for development communication – Identifying stakeholders – Field techniques for data collection – Participatory development – Participatory Rural Appraisal (PRA) techniques – Computer- assisted reporting and research.		8 Hours
IV	Traditional Media forms- Human communication and traditional media – Inter-personal and group communication – Origin, concept and characteristics of traditional media- relevance in contemporary society – Case studies of traditional media forms in India- folk songs, folk dances, folk theatre, folk tales, puppetry, folk games and street theatre.		10 Hours
V	MassMedia, development and communication: Mass communication and modern media- internet, radio, TV, films and animation Development journalism and communication through grassroots comics, cartoons and posters – Choosing appropriate media, planning and producing communication for developing societies.		10 Hours

References	<ol style="list-style-type: none"> 1. Arvind Singhal & James W. Dearing, eds. <i>Communication of Innovations– A Journey with Everett Rogers</i>: Sage, 2006. 2. Ghosh, Avik, <i>Communication Technology and Human Development– Recent Experiences in the Indian Social Sector</i>: Sage, 2006. 3. Gupta V.S., <i>Communications Development and Civil Society</i>: Concept, 2004. 4. Menon, Mridula, <i>Development Communications and Media Debate</i>: Kanishka, 2007. 5. Murthy, D.V.R., <i>Development Journalism– What Next?:An Agendafor the Press</i>: Kanishka,2007 6. Srinivas R, <i>Communication for Development in the Third World</i>: Melkote& H. Leslie Steeves, Sage, 2008.
Course Outcomes	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> CO 1. Discuss the fundamental concepts, indicators and strategies of development communication CO 2. Describe the role of communication in the context of development of a society by applying techniques of making media content. CO 3. List and detail the development communication theories and framework CO 4. Show aptitude for deep participatory research in communication. CO 5. To demonstrate the nuances of traditional and mass media and their relationship with development communication.

CO/PSO 21SOCI09M1		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community-based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Discuss the fundamental concepts, indicators and strategies of development communication	2	3	3	3	3	3	2	3
CO2	Describe the role of communication in the context of development of a society by applying techniques of making media content.	2	3	3	3	3	2	3	3
CO3	List and detail the development communication theories and framework	3	3	2	3	3	3	2	3
CO4	Show aptitude for deep participatory research in communication.	3	3	3	2	3	3	3	2
CO5	To demonstrate the nuances of traditional and mass media and their relationship with development communication	3	3	3	2	2	3	3	3

Mean Score: 2.8

Course Code & Title	21SOCIO9M2 - ENHANCING SOCIAL SELF (Modular Course)		
Class	M.A. (5yr. int.) Sociology	Semester	IX
Cognitive Level	K-1: (REMEMBER) K-3: (APPLY) K-4: (ANALYZE)		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. Learn to be empathetic with others 2. Know tools for active listening 3. Effectively communicate interpersonally 4. Recognize various social cues 5. Know various forms of body language 		
UNIT	Content	No. of Hours	
I	Getting Started - Increase Your Self Awareness - Remove or Limit Self-Deception - Ask for Feedback - Be Open to Change - Reflect on Your Actions - The Keys to Empathy.	5 Hours	
II	Insight on Behaviour – Perception - Facts vs. Emotions- Online Communication - Listen and Watch More - Insight on Behaviour	5 Hours	
III	Social Cues - Recognize Social -Situations -The Eyes Have It -Non-Verbal -Cues -Verbal Cues - Spectrum of Cues- Review and Reflect- Being Adaptable and Flexible- Personal Space - Conversation Skills - Current Events- Conversation Topics- Cues to Watch For- Give People Your Attention.	5 Hours	
IV	Listening and Paying Attention - Being non-judgmental - Shift Your View- Resisting Fake Emotions - Active Listening - Don't Jump to Conclusions - Shift Your Focus - Don't Discount Feelings.	5 Hours	
V	Body Language - Be Aware of Your Movements- It's Not What You Say – It's How You Say It- Open vs. Closed Body Language - Communicate with Power - Building Rapport - Forget About Yourself- Remembering People - Ask Good Questions.	5 Hours	

References	<ol style="list-style-type: none"> 1. Cantor, N., &Kihlstrom, J.F. (1987). <i>Personality and social intelligence</i>. Englewood Cliffs, N.J.: Prentice-Hall. 2. Gardner, H. (1983). <i>Frames of mind: The theory of multiple intelligences</i>. New York: Basic Books. 3. Goffman, E. (1959). <i>The presentation of self in everyday life</i>. Garden City, N.Y.: Doubleday Anchor. 4. Goleman, Daniel. (2007) <i>Social intelligence: the new science of human relationships</i>, New York: Bantam Books. 5. Guilford, J.P. (1967). <i>The nature of intelligence</i>. New York: McGraw-Hill. 6. Sternberg, R.J. (1988). <i>The triarchic mind: A new theory of intelligence</i>. New York: Viking.
Course Outcomes	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Learn to be empathetic with others 2. Appreciate tools for active listening 3. Demonstrate effective interpersonal communication skills 4. Recognize various social cues 5. Identify various forms of body language

		PSO							
		1	2	3	4	5	6	7	8
CO/PSO 21SOC109M2		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Learn to be empathetic with others	2	3	3	3	3	3	2	3
CO2	Appreciate tools for active listening	2	3	3	3	3	2	3	3
CO3	Demonstrate effective interpersonal communication skills	3	3	2	3	3	3	2	3
CO4	Recognize various social cues	3	3	3	2	3	3	3	2
CO5	Identify various forms of body language	3	3	3	2	2	3	3	3

Mean Score: 2.8

Course Code & Title	21SOCIO9M3 - SOCIOLOGY OF DEVIANCE (Modular Course)		
Class	M. A. (5yr. int.) Sociology	Semester	IX
Cognitive Level	K-1: (REMEMBER) K-3: (APPLY) K-4: (ANALYZE) K-6: (CREATE)		
Course Objectives	The students will be able to 1. Define deviance as a form of social behavior; 2. Apply theoretical contributions to explain deviant behavior; 3. Relate discrimination, prejudice and deviance; 4. Analyse the causes and consequences of crime as deviant behavior. 5. Assess correctional and rehabilitative means to control deviant behaviour.		
UNIT	Content	No. of Hours	
I	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.	10 Hours	
II	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.	10 Hours	
III	Crime as a Deviance: Crime: Meaning – Patterns of Crime; Property Crime: Meaning – Types: Robbery – Burglary – Shoplifting; Organised Crime: Meaning – Organised Crime Activities – Development of Organised Crime; White-Collar Crime: Meaning – Characteristics – Causes – Criminal Corporate Behaviour – Crimes in White-Collar Occupations; Slum and Deviant Behaviour.	10 Hours	
IV	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.	10 Hours	

V	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.	10 Hours
References	<ol style="list-style-type: none"> 1. Ahuja Ram, 1992. Social Problems in India, New Delhi: Rawat Publications 2. Bates AP. And Julian J. 1997. Sociology: Understanding Social Behaviour. Boston: Allyn and Bacon 3. Brophy, Jere E. 1977. Child Development and Socialization, 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. 	
Course Outcomes	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Identify the social deviance as a form of deviant behaviour; 2. Interpret different perspectives on social deviance; 3. Relate society, prejudice and social deviance; 4. Show the causes and consequences of crime as deviant behavior; 5. Justify correctional and rehabilitative means to control social deviance. 	

		PSO							
		1	2	3	4	5	6	7	8
CO/PSO 21SOI09M3		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Identify the social deviance as a form of deviant behaviour	3	3	3	3	2	3	3	3
CO2	Interpret different perspectives on social deviance	2	3	3	3	2	3	3	3
CO3	Relate society, prejudice and social deviance	3	3	3	3	3	3	2	2
CO4	Show the causes and consequences of crime as deviant behavior	3	3	3	2	3	3	3	3
CO5	Justify correctional and rehabilitative means to control social deviance	3	3	3	3	3	3	2	2

Mean Score: 2.8

Course Code & Title	21SOC11025 - ECONOMIC SOCIOLOGY		
Class	M.A.(5yr. int.) Sociology	Semester	X
Cognitive Level	K-2: (UNDERSTAND) K-3: (APPLY) K-4: (ANALYZE)		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To orient the students to the field of economic sociology by critiquing the excessive economism. 2. To detail the theoretical approaches to the sociological foundations of economic transactions. 3. To trace the specifics of emerging economic sociology by detailing the important sociological contributions. 4. To illustrate the relationship between economic action and social life and structure. 5. To locate economic development in the socio-cultural context of Indian society. 		
UNIT	Content	No. of Hours	
I	Introduction and Orientation to the Field: Emergence of economic sociology: The Economic Approach - Critiques of the Economic Approach - Moral Views.	10 Hours	
II	Theoretical Approaches: Classical sociological Perspectives: Marx: critique of political economy; Durkheim: division of labour; Weber: sociology of capitalism; Veblen: Conspicuous consumption. Recent sociological interpretation of economy: Polanyi (economy as instituted process), Granovetter (Problem of embeddedness).	10 Hours	
III	Rise of new economic sociology: Approaches of new economic sociology, new economic sociology and classical economic sociology – Social life of things: Arjun Appadurai – Consumptive Behaviour.	10 Hours	
IV	Economic action and social structure: Varieties of embeddedness, social networks in economic behaviour Culture and Values– Social Capital – Gender- Labour Market and networks – Corporations - Household Economy and Care Work – Consumption	10 Hours	
V	Socio-cultural context of economic development: Culture and development with special reference to India, Social background of business groups – Growth Vs Development : Globalisation & Rise of neoliberalism.	10 Hours	

References	<ol style="list-style-type: none"> 1. Swedberg, Richard. 2003. Principles of Economic Sociology. Princeton: Princeton University Press. 2. Trigilia, Carlo, 2002. Economic Sociology: State, Market, and Society in Modern Capitalism. Oxford: Blackwell. 3. Granovetter, Mark, 1985. Economic Action and Social Structure. American Journal of Sociology. Vol. 91, No.3. 4. Kapp, William. 1963. Hindu Culture, Economic Development, and Economic Planning in India: A Collection of Essays. Bombay: Asia Publishing House. 5. Karl Polanyi, Conrad M. Arensberg, and Harry W. Pearson, eds., 1957. Trade and Market in the Early Empires. New York: The Free Press. 6. Rao, Vijayendra and Michael Walton (eds.) Culture and Public Action. Delhi: Permanent Black. 7. Smelser Neil. J. (ed.) Readings in Economic Sociology. Berkeley: University of California Press. 8. Smelser, Neil J. & Swedberg, Richard (eds.) Handbook of Economic Sociology. Princeton: Princeton University Press. 9. Veblen, T. 1899. The Theory of the Leisure Class. Penguin Classics. 										
Course Outcomes	<p>On completion of the course, Students should be able</p> <table border="0"> <tr> <td style="vertical-align: top; padding-right: 10px;">CO</td> <td>1. To critically analyse the excessive economism prevailing in the sociological understanding of economic life.</td> </tr> <tr> <td style="vertical-align: top; padding-right: 10px;">CO</td> <td>2. To detail the theoretical approaches to the sociological foundations of economic transactions.</td> </tr> <tr> <td style="vertical-align: top; padding-right: 10px;">CO</td> <td>3. To trace the specifics of emerging economic sociology by detailing the important sociological contributions.</td> </tr> <tr> <td style="vertical-align: top; padding-right: 10px;">CO</td> <td>4. To illustrate the relationship between economic action and social life and structure.</td> </tr> <tr> <td style="vertical-align: top; padding-right: 10px;">CO</td> <td>5. To contextually explain the economic development of Indian society.</td> </tr> </table>	CO	1. To critically analyse the excessive economism prevailing in the sociological understanding of economic life.	CO	2. To detail the theoretical approaches to the sociological foundations of economic transactions.	CO	3. To trace the specifics of emerging economic sociology by detailing the important sociological contributions.	CO	4. To illustrate the relationship between economic action and social life and structure.	CO	5. To contextually explain the economic development of Indian society.
CO	1. To critically analyse the excessive economism prevailing in the sociological understanding of economic life.										
CO	2. To detail the theoretical approaches to the sociological foundations of economic transactions.										
CO	3. To trace the specifics of emerging economic sociology by detailing the important sociological contributions.										
CO	4. To illustrate the relationship between economic action and social life and structure.										
CO	5. To contextually explain the economic development of Indian society.										

		PSO							
		1	2	3	4	5	6	7	8
CO/PSO 21SOCI1025		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of ruralsetting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	To critically analyse the excessive economism prevailing in the sociological understanding of economic life.	3	3	2	3	3	3	3	3
CO2	To detail the theoretical approaches to the sociological foundations of economic transactions.	3	2	3	3	3	2	3	3
CO3	To trace the specifics of emerging economic sociology by detailing the important sociological contributions.	3	3	3	3	3	2	3	3
CO4	To illustrate the relationship between economic action and social life and structure.	3	3	3	3	2	3	3	3
CO5	To contextually explain the economic development of Indian society	2	3	2	3	3	3	2	2

Mean Score: 2.8

Course Code & Title	21SOCI1026 - CULTURE, PERSONALITY AND SOCIETY		
Class	M.A.(5yr. int.) Sociology	Semester	X
Cognitive Level	K-1: (REMEMBER) K-2: (UNDERSTAND) K-4: (ANALYZE)		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 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	Content		No. of Hours
I	History, Theory, Paradigms: Personality: Neo-Psychoanalysis 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.		10 Hours
II	Personality, Society and Culture: The cultural Background of Personality (R. Linton); Childhood and Society (EricErickson);Cultural Symbols and the identity formation (C. Geertz); The National Character (M. Mead)		10 Hours
III	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.		10 Hours
IV	Mind, Culture and Society: Mental Wellness and Illness; Aggression, Anthropological Debates, and Models; Trauma and Memory in Cultural Perspective; Altered States.		10 Hours
V	Personality and Social Structure: the Indian Context Radhakamal Mukerjee: Personality, Society, Values Indian Childhood (Sudhir Kakar) Ashis Nandy (The Intimate Enemy)		10 Hours

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

CO/PSO 21SOCI1026		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	To describe the history, theories and paradigms related to sociological foundations of personality.	2	3	3	3	3	3	2	3
CO2	To assess the relationship between personality, society and culture.	2	3	3	3	3	2	3	3
CO3	To list and elaborate on the constructed nature and cultural foundation of personality.	3	3	2	3	3	3	2	3
CO4	To diagnose the linkages the mental health of societal members has with culture, and society.	3	3	3	2	3	3	3	2
CO5	To demonstrate deep understanding of personality by locating it in the culture and ethos of Indian Society	3	3	3	2	2	3	3	3

Mean Score: 2.8

Course Code & Title	21SOCI10D1 DISSERTATION (Based on field work)		
Class	M.A.(5yr. int.) Sociology	Semester	X
Each student will have to do field work on a topic assigned, under the supervision of a teacher/Guru. For this purpose, he/she will submit a dissertation based on field work undertaken by him/her.			
Distribution of marks will be as follows: Total Marks = 200			
Evaluation of Dissertation	150 [75 (Internal) + 75 (External*)]		
Viva-Voce Exam	50 (Joint valuation by Internal and External*)		
Total	200		
One External Member will be drawn from the same panel of Examiners listed below.			

Course Code & Title	21SOCH10D1-SOCIOLOGY OF IDENTITY (ELECTIVES- DISCIPLINE-CENTRIC)		
Class	M.A.(5yr. int.) Sociology	Semester	X
Cognitive Level	K-1: (REMEMBER) K-2: (UNDERSTAND) K-3: (APPLY) K-5: (EVALUATE)		
Course Objectives	<ol style="list-style-type: none"> 1. To identify biological determinism relating to gender and to provide logical understanding of gender roles. 2. To present various perspective of body and discourse on power relationship. 3. To conscientise the students on cultural construction of masculinity and femininity. 4. To interpret social organization of masculinity and privileged position of masculinity 5. To list out interrogating masculinity-issues and trends. 		
UNIT	Content	No. of Hours	
I	Introduction: Biological Determinism: Physical difference, attributes and behavioral dispositions ; Cultural Determinism of Gender Roles-Gender roles and gendered division of labour -Gender Stereotyping and Gender Discrimination ; Doing gender, playing gender, working of gender and gender performativity; From Women's Studies to Gender Studies: A ParadigmShift; Women's Studies vs Gender Studies.	12 Hours	
II	Gender Perspectives of Body: Biological, Phenomenological and Socio-Cultural Perspectives of body; Body as a Site and Articulation of Power Relations; Cultural Meaning of Female Body and Women's Lived Experiences; Gender and Sexual Culture –Richard Freiherr von Krafft-Ebing , Henry Havelock Ellis and Sigmund Freud.	8 Hours	
III	Social Construction of Femininity Bio-Social Perspective of Gender; Gender as AttributionalFact; Essentialism in the Construction of Femininity; Challenging Cultural Notions of Femininity –Butler, Douglas, Foucault and Haraway; Images of Women in Sports, Arts, Entertainment and Fashion IndustryMedia and Feminine Identities.	12 Hours	
IV	Social Construction of Masculinity Definition and Understanding of Masculinities; Sociology of Masculinity; Social Organization of Masculinity and Privileged Position of Masculinity;masculine expectations and behaviors in society-physiological, psychological and social being; Politics of Masculinity and Power; Media and Masculine Identities, Male Gaze and Objectivity.	10 Hours	

V	Interrogating Masculinity: Trends and Issues: Masculinisation of culture and polity; the crisis of masculinity in contemporary India: Fitness culture as a sign of over masculinisation: A general and feminine critique of masculinity; toxic masculinity: Media and contestation of masculinity.	8 Hours										
References	<ol style="list-style-type: none"> 1. Cornell R W (1995) <i>Gender</i>. Cambridge, Polity Press. Gatens M (1991) <i>A Critique of the Sex/Gender Distinction in S. Gunew (ed.) A Reader in Feminist Knowledge</i>. London: Routledge. 2. Holmes M (2007) <i>What is Gender</i>. New Delhi, Sage Publications. 3. Jackson S and Scott S (2002) <i>Gender: A Sociological Reader</i>. New York: Routledge. 4. Kessler S J And McKenna W (1978) <i>Gender: An Ethnomethodological Approach</i>. Chicago: University of Chicago Press. 5. Kimmel S Michael (2004) <i>The Gendered Society; Reader</i>. Oxford: Oxford University Press. 6. Lipman-Blumen J (1984) <i>Gender Roles and Power</i>. New Jersey: Prentice Hall. 7. Oakley A (1985) <i>Sex, Gender and Society</i>. London: Temple Smith. 8. Stanley L and Wise S. (1983) <i>Breaking out Again: Feminist Methodology and Epistemology</i>. London: Routledge. 											
Course Outcomes	<p>On completion of the course, Students should be able to</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 10%; vertical-align: top; padding-right: 10px;">CO</td> <td style="padding-left: 10px;">1. Review the evolution of gender studies from women's studies.</td> </tr> <tr> <td style="vertical-align: top; padding-right: 10px;">CO</td> <td style="padding-left: 10px;">2. Summarize theoretical understanding of body and women lived experiences</td> </tr> <tr> <td style="vertical-align: top; padding-right: 10px;">CO</td> <td style="padding-left: 10px;">3. Explain Challenging Cultural Notions of Femininity</td> </tr> <tr> <td style="vertical-align: top; padding-right: 10px;">CO</td> <td style="padding-left: 10px;">4. Categorize masculine expectations and behaviors in society.</td> </tr> <tr> <td style="vertical-align: top; padding-right: 10px;">CO</td> <td style="padding-left: 10px;">5. Criticize the crisis of masculinity in contemporary India</td> </tr> </table>		CO	1. Review the evolution of gender studies from women's studies.	CO	2. Summarize theoretical understanding of body and women lived experiences	CO	3. Explain Challenging Cultural Notions of Femininity	CO	4. Categorize masculine expectations and behaviors in society.	CO	5. Criticize the crisis of masculinity in contemporary India
CO	1. Review the evolution of gender studies from women's studies.											
CO	2. Summarize theoretical understanding of body and women lived experiences											
CO	3. Explain Challenging Cultural Notions of Femininity											
CO	4. Categorize masculine expectations and behaviors in society.											
CO	5. Criticize the crisis of masculinity in contemporary India											

CO/PSO 21SOC110D1		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Review the evolution of gender studies from women's studies	3	3	3	3	2	2	3	3
CO2	Summarize theoretical understanding of body and women lived experiences	3	3	3	3	2	2	3	3
CO3	Explain Challenging Cultural Notions of Femininity	3	3	2	3	3	2	2	3
CO4	Categorize masculine expectations and behaviors in society.	3	3	3	3	2	2	3	3
CO5	Criticize the crisis of maculitnity in contemporary India	3	2	3	3	2	3	3	3

Mean Score: 2.7

Course Code & Title	21SOCI10D2- SOCIOLOGY OF WORK (ELECTIVES- DISCIPLINE-CENTRIC)		
Class	M.A.(5yr. int.) Sociology	Semester	X
Cognitive Level	K-2: (UNDERSTAND) K-3: (APPLY) K-4: (ANALYZE)		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To provide a sociological perspective in the understanding of work. 2. To narrate the history of work in pre-industrial, Industrial and Post-Industrial Eras 3. To analyze the relationship among Gender, Class and Work 4. To assess the nature of work in Globalization and Digital Eras 5. To explore the future of Work 		
UNIT	Content	No. of Hours	
I	The Disciplinary Career of the Sociology of Work: Understanding work: Conceptual problems, Work & Social Theory: Approaches to Work: Marx, Weber, Durkheim, Wright Mills: 'Organisation Man'	10 Hours	
II	Transformation of Work: Work in Pre-industrialist Societies, Work in Industrial Capitalist Societies – Bureaucracy & Work – Technology & Work -Work in post-industrial and digital economies - Alienation and the workplace.	12 Hours	
III	Women and Work: Theoretical Viewpoints on Women and Work, Women and Paid Work, Domestic Labour and Violence - Identities and work: intersectionality between gender, caste, class and race.	10 Hours	
IV	Work in the Era of Globalization: Labour Migration, Call Centres - Flexible working : flexible-working, work-life balance, family and care responsibilities vis-à-vis work & the technologically enabled workplace.	10 Hours	
V	Future of Work: Technology, Work, and Occupations -Demographic Change -The Fate of the Professions - Organizations for the 21st Century -Workers and Jobs for the Future	8 Hours	
References	<ol style="list-style-type: none"> 1. Caplow, Theodore. 1964. <i>The Sociology of Work</i>. Mc Graw Hill, Pp: 9-29. 2. Edgell, Stephen. 2006. <i>The Sociology of Work: Continuity and Change in Paid and Unpaid Work</i>, London: Sage Publications Ltd, Pp: 1-27. 		

	<p>3. Friedman, T. 2007. <i>World is flat: A Brief History of Globalised World in 21st Century</i>. London: Penguin, Pp: 3-37.</p> <p>4. Grint, Keith. 2005. <i>The Sociology of Work</i>. Cambridge: Polity Press, New York: McGraw Hill Book Company, 1969, Pp: 32-53.</p> <p>5. Nina, Bandlej (ed). <i>Economic Sociology of Work</i>. 2009. Bingley: Emerald Group Publishing Ltd.</p> <p>6. Ritzer, George. 2010. <i>McDonaldization: The Reader</i>. New Delhi: Sage Publications India Pvt. Ltd, Pp: 3-25.</p> <p>7. Statham, Anne and Elaenor M. Miller (ed.). 1998. <i>The Worth of Women's work: A Qualitative Synthesis</i>, Albany: State University of New York Press. Watson, Tony. 2008. <i>Sociology, Work and Industry</i>(5th edition), Oxon: Routledge.</p>
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Explain the basic concepts of sociology of work and the seminal contributions of classical sociologists. 2. Describe the nature of work and its transformation across different eras. 3. Recognise the gendered nature of work and the linkages between gender and work. 4. Demonstrate awareness about the changing forms of work in globalization era. 5. Examine the way work will evolve in the times to come.

CO/PSO 21SOCI10D2		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community-based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Explain the basic concepts of sociology of work and the seminal contributions of classical sociologists.	2	3	3	3	3	3	2	3
CO2	Describe the nature of work and its transformation across different eras.	2	3	3	3	3	2	3	3
CO3	Recognise the gendered nature of work and the linkages between gender and work.	3	3	2	3	3	3	2	3
CO4	Demonstrate awareness about the changing forms of work in globalization era.	3	3	3	2	3	3	3	2
CO5	Examine the way work will evolve in the times to come.	3	3	3	2	2	3	3	3

Mean Score: 2.8

Course Code & Title	21SOCH10D3 - SOCIOLOGY OF FOOD (ELECTIVES- DISCIPLINE-CENTRIC)		
Class	M.A.(5yr. int.) Sociology	Semester	X
Cognitive Level	K-2: (UNDERSTAND) K-3: (APPLY) K-5: (EVALUATE)		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1.To provide an overview of sociological approaches to issues concerning food consumption 2.To develop critical awareness of taken-for-granted everyday issues surrounding food negotiation and consumption 3.To link Gender with food and explore its implications. 4.To consider the relationship between food and quality of life. 5.To identify the food production, distribution and consumption in the Indian context 		
UNIT	Content	No. of Hours	
I	Food as an area of anthropological/sociological study - Food in the sociological and anthropological classics: Sociological Interest in Food to Sociologies of Food of Food Patterns - Theoretical approaches to the study of food and eating - Food as symbol, sustenance and socialisation - Food culture and professional or personal development- The Evolution of Eating Practices.	12 Hours	
II	Food and Gender: Why Study Food & Gender? - Gender & Food: Introducing Intersectionality Theory - Food & Identity: Thinking through Auto ethnography as Method - Reading Cookbooks Through a Critical Socio-historical and Intersectional Lens - Women, caste and Food: Historical Perspectives.	10 Hours	
III	Culinary cultures - Between the Domestic and the Economic Spheres: The Ebb and Flow of Culinary Activity - The development of culinary cultures - The impact of colonialism and migration on food - Food in oriental history – Constructing Femininity & Masculinity through Food Practices - Food in Modern times – The place of food in contemporary India.	10 Hours	
IV	Food and quality of life - Food and health - Food rationing -Poverty, famine, and food - From Food Risks and Food Safety to Anxiety Management- Moral dimensions of food - Food System Localization - Global Food Systems The Globalization of the Food Supply: De-localization and Re-localization - Food Culture and Diet Reformism Obesity and the Medicalization of Everyday Food Consumption -	10 Hours	

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

		PSO							
		1	2	3	4	5	6	7	8
CO/PSO 21SOCH10D3		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Explain the basic concepts and sociological perspectives on food.	3	2	2	3	2	2	3	3
CO2	Identify the interconnectedness between food and gender	3	3	2	3	2	2	2	3
CO3	Demonstrate knowledge about the nature of and transformation in the culinary cultures and culture of eating.	3	3	2	3	3	2	2	3
CO4	Appreciate the deep connection between food and quality of life.	2	2	3	3	2	2	3	3
CO5	Develop analytical skills to interpret Indian and local ethos and realities concerning food production, consumption and distribution.	3	2	3	3	2	3	3	3

Mean Score: 2.6

**ALLIED COURSES
OFFERED TO OTHER DEPARTMENTS**

Course Code & Title	21SOCIO6A1 - SOCIAL DIMENSIONS OF DEVELOPMENT		
Class	M. A. (5yr. int.) DA	Semester	VI
Cognitive Level	K-2: (UNDERSTAND) K-3: (APPLY) K-4✓(ANALYZE) K-5: (EVALUATE)		
Course Objectives	<p>The students will able to</p> <ol style="list-style-type: none"> 1. To enable the students to understand the dimensions of development. 2. To acquaint the students with the social and structural constraints in social development. 3. It evolves a critical understanding about development. 4. To make students to understand the indispensable role of sociology in the process of development with special reference to weaker and marginalized segments. 5. It exposes the students the models of development and effective alternative development strategy in the Indian context. 		
UNIT	Content	No. of Hours	
I	Aims and Scope: Understanding the aims and scope of development Sociology- Inquiring into the changing conceptions of Development- Philosophical and Sociological foundations of Development- Debating the relevance and significance of indicators of development – Evolving a Gendered understanding of Development-Sociological critique of the idea of Development- Eastern and Western Perspectives: Gandhi, Wallerstein, Frank and Samir Amin.	12 Hours	
II	Social Dimensions of Development in India The enabling and constraining social-cultural determinants of development in India-Institutional and structural factors that influence development in India- The uneven and unequal development- Disparities in development along caste, class, gender and regional lines- Understanding development in the Globalization era-Critical evaluation of development- Induced social problems: Displacement, Environmental crisis and impoverishment.	10 Hours	
III	Development Discourse in India The centrality of village in the development discourse in India-The arrival of increasing urban bias in development- Role of sociologists in socializing development- Imperatives of Sociology in Development planning- Making Micro and Micro linkages through Sociological Imagination- Planning Development in India: Challenges and Opportunities contextualizing Social Planning in India.	10 Hours	

IV	various instrument of development Critical analysis of various instruments of development: Social policies, social legislations and social welfare programmes for weaker sections- An evolution of institutional and organizational mechanisms of development: NITI Aayog and NGO's- Moving from top-down and centralized development planning to participatory and inclusive social development.	10 Hours
V	Population and Development Understanding and reversing the link between population and Development- A critical analysis of population policies of pre-independent and post-independent India- The role of mass media in development- The history and evolution of Development communication strategies in India – The place of Digital technologies and ICTs in development: Threats and Opportunities.	8 Hours
References	<ol style="list-style-type: none"> 1. Gupta, Dipankar) Development without Growth, Oxford University Press, Delhi, 2010. 2. Ankie, Hoogvelt. The Sociology of development: London: Macmillan, 1998. 3. Deb, Debel. Beyond Developmentality: Constructing inclusive freedom and sustainability, Earthscan, 2009 4. Fernandes. W. Development with people, Indian Social Institute, New Delhi, 1991. 5. Ravi Shankar Kumar Singh: Role of NGOs in Developing countries (Potentials, Constraints and Policies), Deep & Deep Publications (P) Ltd., New Delhi. 2003. (B. T.B). 6. Handbook for NGOs: Nabhi Publications, New Delhi. 2003. 7. Madan. G. R. village Development in India: A Sociological Approaches, Allied Publishers Pvt., Ltd., New Delhi, 1992. 8. Sharma. S. L. Development-Socio-Cultural Dimensions, Rawat Publications, Jaipur. 	
Course Outcomes	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 6. Sociological critique of the idea of Development 7. Institutional and structural factors that influence development in India 8. Demonstrate Role of sociologists in socializing development. 9. Discuss methods and tools for participatory and inclusive social development. 10. Analyze Digital technologies and ICTs in development 	

CO/PSO 21SOCI06A1		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Sociological critique of the idea of Development	3	3	3	3	2	2	3	2
CO2	Institutional and structural factors that influence development in India	3	3	2	3	3	3	3	3
CO3	Demonstrate Role of sociologists in socializing development.	3	3	3	3	2	3	3	3
CO4	Discuss methods and tools for participatory and inclusive social development.	3	3	3	2	3	3	2	3
CO5	Analyze Digital technologies and ICTs in development	3	2	2	3	3	3	2	3

Mean Score: 2.8

Course Code & Title	21SOCIO9A2 - DEVELOPMENT PRACTICES		
Class	M.A. (5yr. int.) DA	Semester	IX
Cognitive Level	K-2: (UNDERSTAND) K-3: (APPLY) K-4: (ANALYZE) K-5: (EVALUATE)		
Course Objectives	<p>The students will able to</p> <ol style="list-style-type: none"> 1. To understanding Methods and Strategies for Development practices 2. To analyze Stakeholders thorough stakeholder analysis 3. To evaluate Action Research and Activist Research, Planning and undertaking research projects. 4. To create knowledge about Documenting and reporting development outcomes 5. To understanding working women and their problems 		
UNIT	Content	No. of Hours	
I	Practicing development: Approaches and Issues – Methods and Strategies for participatory and people-centered identification of development issues – Conducting baseline survey – Understanding and undertaking project formulation and programme planning	12 Hours	
II	Identifying Problems and Stakeholders through stakeholder analysis – Resource mapping and mobilization for development – Social mobilization and Community organizing: Issues and Strategies	10 Hours	
III	Action Research and Activist Research – Planning and undertaking research projects with social groups and communities – Disseminating research results through campaign, networking and policy advocacy	10 Hours	
IV	Documenting and reporting development outcomes – Understanding methods and tools for process documentation – Learning about quantitative and qualitative reporting of development outcome and impacts – Use of video, social media and web resources for development documentation	10 Hours	
V	Working with women/gender issues – working with health hygiene and sanitation issues – working with issues relating to caste based inequality – working with excluded groups	8 Hours	

References	<ol style="list-style-type: none"> 7. Narayan, Deepa and Jennifer Rietbergen-McCracken, <i>Participation and Social Assessment: Tools and Techniques</i>, World Bank, 1998 8. Jouwert van Geene, <i>Participatory Capacity Building</i>, The Institute of Cultural Affairs – Zimbabwe, 2003 9. Desirée de Leeuw, J. J. Hox, Don A. Dillman (Eds), <i>International Handbook of Survey Methodology</i>, Taylor & Francis, 2008 10. William M. Babiuch and Barbara C. Farha, <i>Stakeholder Analysis: Methodologies Resource Book</i>, National Renewable Energy Laboratory, Colorado, 1994 11. Stringer, E. <i>Action Research</i> (3rd ed.). Sage Publication, Thousand Oaks, California: Sage Publications 2007 12. Greenwood, Davyd and Morten Levin. <i>Introduction to Action Research: Social Research for Social Change</i>, Sage Publication, 2007
Course Outcomes	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Analyze the Practicing development Approaches and Issues 2. Discuss a clear understanding on the Action Research and Activist Research 3. Demonstrate knowledge about research projects. 4. Discuss methods and tools for process documentation. 5. Analyze gender issuesand health hygiene and sanitation issues

CO/PSO 21SOCI09A2		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Analyze the Practicing development Approaches and Issues	3	3	3	3	2	2	3	2
CO2	Discuss a clear understanding on the Action Research and Activist Research	3	3	2	3	3	3	3	3
CO3	Demonstrate knowledge about research projects.	3	3	3	3	2	3	3	3
CO4	Discuss methods and tools for process documentation	3	3	3	2	3	3	2	3
CO5	Analyse gender issues and health hygiene and sanitation issues	3	2	2	3	3	3	2	3

Mean Score: 2.8

**LIST OF ELECTIVE: GENERIC
(UG LEVEL)**

Course Code & Title	21SOCU04G1 - DYNAMICS OF SOCIAL LIFE		
Class	UG	Semester	IV
Cognitive Level	K-1: (REMEMBER) K-3: (APPLY) K-4: (ANALYZE) K-6: (CREATE)		
Course Objectives	The students will be able to 1. State the dynamics of social life. 2. Recognize the structure and functions of social organisations. 3. Relate various forms social processes in daily life; 4. Analyse social system and means of social mobility; 5. Judge the impact of collective efforts on social life.		
UNIT	Content		No. of Hours
I	Social Organisations: Social Groups: Meaning – Classification of Social Groups: Primary – Secondary – In-Group & Out-Group – Reference Group – Voluntary & Involuntary Groups; Groups and Individuals – Importance of Group Identity.		5 Hours
II	Social Process: Meaning – Forms of Social Process: Associative Process (Cooperation, Accommodation, Assimilation) – Dissociative Process (Competition, Conflict) – Types – Advantages – Limitations.		5 Hours
III	Social Stratification& Social Mobility: Meaning – Characteristics –Perspective of Social Stratification: Functionalism – Conflict – Symbolic Interactionism; Forms of Stratification: Caste, Class, Gender, Race, Ethnicity and Social Exclusion; Stratification and Social Control – Social Mobility– Meaning – Types of Social Mobility: Vertical – Horizontal.		5 Hours
IV	Collective Behaviour& Social Control Concept – Attributes – Forms of Collective Behaviour: Crowd and Public – Mobs and Riots – Panic – Lynch – Mass Hysteria – Rumors – Public and Public Opinion – Collective Behaviour, Social Movements, and Social Change. Means of Social Control: Informal – Folkways, Norms, Mores, Morals, Religion; Formal: Law, Jurisprudence, Education.		5 Hours
V	Social Movements: Meaning – Attributes of Social Movements – Types of Social Movements: Reformatory – Revolutionary – Resistance – Expressive – Alternative; Life Cycle of Social Movements; Social Movements and Social Change.		5 Hours

References	<ol style="list-style-type: none"> 1. Shankar Rao C.N Introduction to Sociology S. Chand 2008 2. Abigail Fuller “ Introduction to Sociology” Connections Rice University Jan 2014 3. Inkeles, Alex, “What is Sociology” An Introduction to the Discipline and Profession, Prentice Hall of India Private Limited New Delhi.2003 4. Gisbert, P. “Fundamentals of Sociology” Orient Longman, Bombay 1989. 5. Bottomore, T.B; 1971; Sociology: A Guide to Problems and Literature; Bombay; Blackie and son publication Pvt. ltd. 6. Jayaram, N; 1990; Introducing Sociology; New Delhi, Macmillan India ltd. 7. Johnson, Harry M;1995; Sociology: A Systematic Introduction, New Delhi; Allied publishers. 8. R.M. MacIver and Charles H. Page, Society: An Introductory 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.
Course Outcomes CO CO CO CO CO	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Describe the dynamics of life and societal values; 2. Interpret the structure and functions of social organisations; 3. Analyse the importance of social processes in their social life; 4. Show the collective nature of human behavior. 5. Sketch the nature, significance and impact of collective efforts.

CO/PSO 21SOCU04G1		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	State the dynamics of social life.	3	3	3	3	2	2	3	2
CO2	Recognize the structure and functions of social organisations.	3	3	2	3	3	3	3	3
CO3	Analyse social system and means of social mobility;	3	3	3	3	2	3	3	3
CO4	Relate various forms social processes in daily life;	3	3	3	2	3	3	2	3
CO5	Judge the impact of collective efforts on social life.	3	2	2	3	3	3	2	3

MEAN SCORE: 2.6

Course Code & Title	21SOCU04G2 – SOCIAL PATHOLOGY		
Class	UG	Semester	IV
Cognitive Level	K-1: (REMEMBER) K-3: (APPLY) K-4: (ANALYZE) K-6: (CREATE)		
Course Objectives	The students will be able to 6. Define deviance as a form of social behavior; 7. Apply theoretical contributions to explain deviant behavior; 8. Relate discrimination, prejudice and deviance; 9. Analyse the causes and consequences of crime as deviant behavior. 10. Assess correctional and rehabilitative means to control deviant behaviour.		
UNIT	Content	No. of Hours	
I	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.	10 Hours	
II	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.	10 Hours	
III	Crime as a Deviance: Crime: Meaning – Patterns of Crime; Property Crime: Meaning – Types: Robbery – Burglary – Shoplifting; Organised Crime: Meaning – Organised Crime Activities – Development of Organised Crime; White-Collar Crime: Meaning – Characteristics – Causes – Criminal Corporate Behaviour – Crimes in White-Collar Occupations; Slum and Deviant Behaviour.	10 Hours	
IV	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.	10 Hours	
V	Deviant Behaviour and Social Control: Prevention of Deviant Behaviour: Moral and Ameliorative Problems – General Public Education –	10 Hours	

	Community-based Programmes – Urban Community Development – Correctional and Rehabilitative Centres – Group Approach to Social Reintegration.	
References	<ol style="list-style-type: none"> 11. Ahuja Ram, 1992. Social Problems in India, New Delhi: Rawat Publications 12. Bates AP. And Julian J. 1997. Sociology: Understanding Social Behaviour. Boston: Allyn and Bacon 13. Brophy, Jere E. 1977. Child Development and Socialization, Science Research Associates 14. Burchard, John D. & Sarah N. Burchard (eds.), 1987. Prevention of Delinquent Behaviour, New Delhi: Sage 15. Clinard MB. Sociology of Deviant Behaviour. New York: Holt, Rinehart and Winston, Inc. 16. Edgerton, Robert B. 1985. Rules, Exceptions and Social Order. University of California Press 17. Hawkins, David J (ed.), 1996. Delinquency and Crime: Current Theories, Cambridge University Press 18. Kroger, Jane, 2004. Identity in Adolescence: Balance between Self and Other, Routledge, 19. Thio, Alex, 2000. Deviant Behavior. 10th Edition. Boston, MA: Allyn& Bacon 20. Tumin, MM. 1973. Patterns of Society, Boston: Little, Brown and Company, 1973. 	
Course Outcomes	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Identify the social deviance as a form of deviant behaviour; 2. Interpret different perspectives on social deviance; 3. Relate society, prejudice and social deviance; 4. Show the causes and consequences of crime as deviant behavior; 5. Justify correctional and rehabilitative means to control social deviance. 	

CO/PSO 21SOCU04G2		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Socology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Identify the social deviance as a form of deviant behaviour	3	3	3	3	2	3	3	3
CO2	Interpret different perspectives on social deviance	2	3	3	3	2	3	3	3
CO3	Relate society, prejudice and social deviance	3	3	3	3	3	3	2	2
CO4	Show the causes and consequences of crime as deviant behavior	3	3	3	2	3	3	3	3
CO5	Justify correctional and rehabilitative means to control social deviance	3	3	3	3	3	3	2	2

Mean Score: 2.8

Course Code & Title	21SOCU04G3 – DEVELOPING EFFECTIVE SOCIAL SKILLS		
Class	UG	Semester	IV
Cognitive Level	K-1: (REMEMBER) K-3: (APPLY) K-4: (ANALYZE) K-6: (CREATE)		
Course Objectives	<p>The</p> <ol style="list-style-type: none"> 1. Explain the basics of and approaches to Social Skills 2. Illustrate the nature and significance of Non-Verbal Communication 3. Describe strategies for avoiding being Nervous. 4. Recognize the value of being an adult. 5. List steps for having high self-esteem and charisma 		
UNIT	Content	No. of Hours	
I	Introduction to Social Skills –Concept, Nature, Characteristics, and Types –Need and relevance of Social Skills – Approaches: Capability, Preventive and Therapeutic – Social Skills and Social Competences: Differences- Context and Assessment.	10 Hours	
II	Nonverbal Communication Skills - The Nature - Factors Moderating Nonverbal Skills - How to start a conversation with anyone as an adult - asking questions, stating opinions, sharing personal details, getting others involved in conversation, politely ending a conversation, and more - Providing a response - Eliciting a response	10 Hours	
III	Ways of being a Centred Person - “re-focusing” - The Growth Sign-technique – Building confidence to deal with nervousity -finding your “Comfort-zone sweet spot” - recalibration to stop feeling self-conscious when you’re the center of attention – Handling others’ judgement getting accepted - becoming invincible using the “Flow” method-always know what to say when you feel nervous - Turning the Tables” method - Overcoming social anxiety	10 Hours	
IV	Learning to be an Adult – overcoming feeling nervous or shy around others - making conversation and know what to say - From being boring to	10 Hours	

	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.	
V	Improving Self-esteem - Finding the source of your negative thoughts, and face it head-on - Self-acceptance – Stop comparing yourself to others – Measuring up to social consensus – Living with authenticity; Being charismatic and eliciting respect from others - Exert positive energy to those around you - in ways that make others feel special.- Offering assistance without seeming like a pushover. - Owning the situation without letting emotions get in the way.	10 Hours
References	<ol style="list-style-type: none"> 1. Dube, Leela (1974). Sociology of Kinship. Popular Prakashan: Bombay 2. Karve, Irawati (1953). Kinship Organisation in India. Deccan College Post-Graduate Research Institute: Poona 3. Johnson, H.M. (1995). Sociology. New Delhi: Allied Publishers. 4. Madan, T.N. (1965). Family and Kinship A Study of the Pandits of Rural Kashmir. Asia Publishing House: New Delhi 5. Mandelbaum, D.G. (1991). Society in India. Bombay: Popular Prakashan. 6. Ram Ahuja (2006), Indian Social System. Jaipur: Rawat Publications. 7. Singh Deo, S.K. (1992). Sociology. New Delhi: Dhillon Publications. 8. Uberoi, Patricia (ed.) (1994). Family, Kinship and Marriage in India. Oxford University Press: New Delhi 	
Course Outcomes	On completion of the course, Students should be able to	
CO	1. Determine what social skills are and why they are necessary.	
CO	2. Recognise social skill goals.	
CO	3. Describe communication techniques one can use to strengthen social skills.	
CO	4. Demonstrate emotional integrity and intelligence skills	
CO	5. Exhibit common etiquette for social skills	

		PSO							
		1	2	3	4	5	6	7	8
CO/PSO 21SOCU04G3		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Explain the basics of and approaches to Social Skills	3	3	3	3	2	3	3	3
CO2	Illustrate the nature and significance of Non-Verbal Communication	2	3	3	3	2	3	3	3
CO3	Describe strategies for avoiding being Nervous.	3	3	3	3	3	3	2	2
CO4	Recognize the value of being an adult.	3	3	3	2	3	3	3	3
CO5	List steps for having high self-esteem and charisma	3	3	3	3	3	3	2	2

MEAN SCORE: 2.6

Course Code & Title	21SOCU05G4 - SOCIAL PSYCHOLOGY		
Class	M.A.(5yr. int.) Sociology	Semester	V
Cognitive Level	K-1: (REMEMBER) K-2: (UNDERSTAND) K-3: (APPLY) K-6: (CREATE)		
Course Objectives	<p>The students will able to</p> <p>6. To understand origin and relationship of social psychology with other disciplines.</p> <p>7. To comprehend self knowledge and impression management.</p> <p>8. To illustrate social cognition and role of schemas.</p> <p>9. To discover attitude change and persuasion.</p> <p>10. Discuss and apply knowledge about social psychology and human behaviour.</p>		
Unit	Content	No. of Hours	
I	Introduction: Definition, Origin and Development of Social Psychology, Nature, Goal and Scope of Social Psychology, Social Psychology and Related Disciplines.	8 Hours	
II	Social Perception: (a) Perceiving Self: Sources of self knowledge, Aspects of Self-knowledge: Self Schemas, Self discrepancies, Self-Regulation, Perceived Self-control, Self-esteem, Self presentation. (b) Perceiving Others: Forming impressions, theories of attribution, fundamental attribution error, Role of Non-Verbal Communication, the impact of impressions formed, using impressions to make judgement, Impression Management	12 Hours	
III	Social Cognition: Role of Schemas, Heuristics and Automatic Processing, Potential Sources of Error in Social Cognition, Affect and Cognition, Social Cognition and Problem Behaviours.	10 Hours	
IV	Attitudes and Prejudice: Definition, theories of attitude formation, Measurement of attitudes, Behaviour and attitude, Attitude Change- persuasion, Approaches to persuasion, Resistance to Persuasion, Cognitive Dissonance. Nature of Prejudice: Public opinion, Stereotypes and Stigma. Changing attitude and prejudice.	10 Hours	

V	Prosocial Behaviour And Aggression: Definition, Research in Prosocial Behaviour- Darley and Latane, Bystander Effect, Diffusion of Responsibility, Models to explain prosocial Behavior, Increasing Prosocial Behavior in the Society. Aggression: Theories of Aggression, Determinants of Aggression, Effects of Aggression, Prevention and Control of Aggression.	10 Hours
References	<ol style="list-style-type: none"> 12. Baron, R. A., & Byrne, D. (2003). Social Psychology, 10th ed. New Delhi: Prentice Hall. 13. Myers, D. G. (2002). Social Psychology, 7th ed. Int. Education: Mc Graw Hill. 14. Chaube, S. P., & Chaube, A. (2007). Ground Work for Social Psychology. New Delhi: Neelkamal. 15. Taj, H. (2007). An Introduction to Social Psychology, New Delhi: Neelkamal. 16. Bhatia Hansraj (1974) Elements of Social Psychology, Somaiya Publications, Bombay. 17. Kimball Young (1963) Handbook of Social Psychology, Routledge and Kegan Paul, London. 18. Liundgren, Henry Clay (1998), Social Psychology, Wiley Eastern Publishers, New Delhi 1990. 19. Adinarayanan, S.P. Social Psychology, Longman, India. 20. Aronson, Elliot, Wilson K. Timothy and Akery M. Robert (1997), Social Psychology, Longman Publishers. 21. Baron A. Robert Boon Byrne (1998), Social Psychology, Prentice Hall of India, India. 22. Taylor, S.E., Peplan, L.A., & Sears, D.O. (1997). Social Psychology. Prentice Hall: New Nersey (USA). 	
Course Outcomes	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> CO 1. Outline the nature and scope of social psychology. CO 2. Express social perception in the aspects of perceiving self and others. CO 3. Sketch the role of schemas and sources of error in social cognition. CO 4. Categorize behaviour and attitude change and approaches to persuasion. CO 5. Assess Prosocial behaviour in society and effects of aggression. 	

<p style="text-align: center;">CO/PSO 21SOCU05G4</p>		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Outline the nature and scope of social psychology.	3	3	3	2	2	2	3	2
CO2	Express social perception in the aspects of perceiving self and others..	3	3	2	3	2	2	2	3
CO3	Sketch the role of schemas and sources of error in social cognition.	3	3	2	3	3	2	2	3
CO4	Categorize behaviour and attitude change and approaches to persuasion.	2	2	3	3	2	2	3	3
CO5	Assess Prosocial behaviour in society and effects of aggression.	3	2	2	3	2	3	3	3

Mean Score: 2.5

Course Code & Title	21SOCU05G5 - IMPROVING SOCIAL LEARNING		
Class	M.A.(5yr. int.) Sociology	Semester	V
Cognitive Level	K-1: (REMEMBER) K-3: (APPLY) K-4: (ANALYZE) K-6: (CREATE)		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To outline the concept of Learning with types and functions; 2. To relate the scope and subject matter of sociology in the field of Learning with sociological approaches; 3. To review the philosophical and social foundations of learning and education; 4. To relate the development of Learning from pre-colonial period and contributions of various social movements; 5. To critique the problems in Learning and contemporary trends. 		
UNIT	Content		No. of Hours
I	Introduction: Learning: Meaning – Aims –Types – Functions; Theoretical Approaches to Learning: Functionalist – Conflict – Symbolic Interactionism; Importance of Studying Sociology of Learning and Education.		8 Hours
II	Learning as a Process: Learning and Socialization; Alternatives in Education: Adult Learning – Socially Productive – Continuing and Distance Learning– Lifelong Learning; Agencies of Education: Family – Peer Group – School/College – Teacher – Religion – Mass Media; Learning and Social Control.		10 Hours
III	Philosophical and Social Foundations of Learning and 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.		12 Hours
IV	Learning Contexts in India: Historical Background of Learning in India:Pre-Colonial Learning– Colonial Learning– Downward Filtration Theory; Learning in Post-Independent India:		10 Hours

	Committees & Commissions Constituted for Revamping of Learning– Structure of Learning– Tracking - Streaming; Problems in Indian Education: Truancy, Wastage – Stagnation – Drop Out – Brain Drain; Educational Status of Women, SC/ST.	
V	Contemporary Trends in Learning and Education: Trends in Education: Privatization – Vocationalization– Commercialization – Technicalization of Education; Financing of Education; Self-Supporting Education; Status of Professional Education; New Educational Policy; Alternative Learning Programmes – Global and Indian Models: Mirambika and Rishi Valley experiments.	10 Hours
References	<ol style="list-style-type: none"> 11. Banks. Olive. Sociology of Education, (2nd Ed.) London: Batsford. 1971. 12. Blackledge, D and Hunt, B. Sociological Interpretations of Education. London :CromHelm. 1985 13. Chandra, S.S. and Sharma R.K. Sociology of Education. New Delhi: Atlantic Publishers and Distributors. 2008. 14. Channa, Karuna: Interrogating Women’s Education, Jaipur and New Delhi, Rawat Publications, 2001. 15. Ghosh, S.C. The History of Education in Modern India. New Delhi: Orient Longman. 2000. 16. Gore, M.S. et. all(ed.):Papers on Sociology of Education in India, New Delhi, NCERT, 1975. 17. Jerome Karabeland H. Halsey. Power and Ideology in Education. Oxford University, 1997 18. Kabeer, Nambissan & Subrahmaniam(eds.) Child Labour and Right to Education in South Asia. Sage Publication, New Delhi. 2000 19. Mohanty, J. Indian Education in the Emerging Society. New Delhi: Sterling Publishers Private Limited, 1994. 20. Pathak, A vijit, Education and Moral Quest, Rainbow Publishers, New Delhi 2010 	
Course Outcomes CO CO CO CO CO	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Recognize the concept, meaning and types of Learning; 2. Sketch the Philosophical and social foundations of Learning; 3. Interpret the Indian Tradition of Learning; 4. Explain the social agents and agencies of Learning; 5. Summarise the Policies and Programmes of education in Indian; society. 	

CO/PSO 21SOCU05G5		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution/Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Recognize the concept, meaning and types of education	2	3	3	3	2	3	2	3
CO2	Sketch the Philosophical and social foundations of Education	3	3	3	2	3	3	3	2
CO3	Interpret the Indian Tradition of Education;	3	3	3	3	2	3	3	3
CO4	Explain the social agents and agencies of education	2	3	3	3	2	3	3	2
CO5	Summarise the Policies and Programmes of education in Indian; society	3	3	2	3	2	3	3	3

Mean Score: 2.7

Course Code & Title	21SOCU05G6 – SOCIOLOGY OF MEDIA AND COMMUNICATION		
Class	M.A.(5yr. int.) Sociology	Semester	V
Cognitive Level	K-4: (ANALYZE) K-5: (EVALUATE) K-6: (CREATE)		
Course Objectives	6. To analyze the key idea in media studies. 7. To develop demonstrable and clear understanding on key ideas in media studies. 8. To develop a basic understanding of the nature, structure and influence of media on individuals and society there by facilitating them to develop and in-depth analysis about the role of media. 9. To critically evaluate media related laws in India. 10. To evaluate the impact of media in the society.		
UNIT	Content	No. of Hours	
I	Introduction and Review of Basic Concepts – Understanding Mass Media-Characteristics, Types and Functions of Mass Media; Power of mass media on Individual, Society and Culture –Media, Society and Technology changes and effects - Media in India-an overview - changing power structures, impact of politics on media.	12 Hours	
II	Key Ideas in Media Studies - Marxism, Ideology and the Media - Gramsci, Althusser, Frankfurt School - Media Technologies and Power -Marshall McLuhan, - Postmodernism and the Media - Semiotic approach - - Psychoanalytic Perspective – Feminist Perspective	10 Hours	
III	Mass Media and Social Structure – Media and audience – Role of Mass Media in promoting Nationalism, Regionalism, Secularism, democracy, Social Justice, Gender sensitivity –Information Technology-Impact of the internet – Regulation and Control of Media-Media Ethics.	10 Hours	
IV	Media laws in India – Media and the IPC and the CR PC Self-Regulation – Print media and the origins of the ‘ Press Laws’ – Broadcast media, evolution and the challenges to policy – Internet and the New Media Policy. –Media Law and Women	8 Hours	
V	Practical – Making a media content: Short film/documentary/Magazine/alternative newspaper/weblog/content – Developing critical media literacy – Media Appreciation	10 Hours	
References	11. Campbell, Richar(Author), et al. (2011) <i>Media and Culture: An Introduction to Mass Communication</i> , Bedford/St. Martin's; Eighth Edition 12. Kim H Veltman (2006) <i>Understanding New Media: Augmented Knowledge and Culture</i> . University of Calgary Press. 13. Robert Hassan Julian Thomas(2006), <i>The New Media Theory Reader</i> , Open		

	<p>University Press, London</p> <p>14. Sanjukta Dasgupta, et. al, (2012), <i>Media, Gender, and Popular Culture in India</i>, Sage Publication, New Delhi</p> <p>15. Uwe Skoda & Birgit Lettmann (eds) (2017) <i>India and Its Visual Cultures</i>, Sage Publication, New Delhi</p> <p>16. Berger, AsaAuthur1998 <i>Media Analysis Techniques</i>. Sage Publication.</p> <p>17. Downing, John, Mohammadi Ali and Srebemy1992- Mohammadi <i>Questioning the Media: A Critical Introduction</i>, New Delhi, Sage.</p> <p>18. Evans, Lewisandhall, Staurt 2000 <i>Visual Culture: The Reader</i>. Sage Publications.</p> <p>19. Grossberg, Lawrenceetal 1998 <i>Media- Making: Mass Media and Popular Culture</i>, Sage .1Publications</p> <p>20. Mackay, H. and O’Sullivan, T. 1999 <i>The Media Reader: Continuity and Transformation</i>, London Open University and Sage</p>
<p>Course Outcomes</p>	<p>On completion of the course, Students should be able to</p> <p>CO 6. Explain the role of Media Society and Technology in creating new identities.</p> <p>CO 7. Deploy Key Ideas in Media Studies for evolving alternative media models.</p> <p>CO 8. Apply knowledge on Mass Media and Social Structure for developing new socially conscious media content.</p> <p>CO 9. Developing the skill in making short films.</p> <p>CO 10. Critique and Formulate effective media polices in India.</p>

CO/PSO 20SOC05G6		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Explain the role of Media Society and Technology in creating new identities.	3	2	2	3	2	2	3	3
CO2	Deploy Key Ideas in Media Studies for evolving alternative media models.	3	3	2	3	2	2	2	3
CO3	Apply knowledge on Mass Media and Social Structure for developing new socially conscious media content.	3	3	2	3	3	2	2	3
CO4	Developing the skill in making short films.	2	2	3	3	2	2	3	3
CO5	Improving media laws in India.	3	2	3	3	2	3	3	3

Mean Score: 2.32

**ELECTIVE: GENERIC
PG LEVEL**

Course Code & Title	21SOCP02GI - SOCIOLOGY OF TOURISM		
Class	M.A.(5yr. int.) Sociology	Semester	II
Cognitive Level	K-4: (ANALYZE) K-5: (EVALUATE) K-6: (CREATE)		
Course 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. .To evaluate the effects of tourism on society.		
UNIT	Content	No. of Hours	
I	Introduction to Sociology of Tourism: Understanding Tourism; Introduction to Tourism- concepts of Travel, Tourism, Leisure, Hospitality-Industry; Meaning and Definition of Sociology of Tourism; Sociological Perspective on Tourism; Significance of Sociology of Tourism; Theories- Eric Cohen, Doxey's Irritation Index Theory, Motivational Theory- John Urry.	12 Hours	
II	Trends and Nature of Tourism: Growth of tourism through various periods- Medieval, Modern and Post modern; Types of tourism-Cultural tourism, Eco tourism, Medical tourism, Sex tourism, Recreational tourism, Monsoon tourism, Adventure tourism, Pilgrim tourism, Educational Tourism, Virtual Tourism, International and Domestic tourism, Mass tourism; Sustainable Tourism.	10 Hours	
III	Sociological Approach to Tourism: Perspectives of Tourism-Social, Economic, Environmental and Geographic; Sociological factor in Tourist motivation, Attitude and Perception, Culture towards host Community; Social dimension of host-tourist relationship; Impacts of Tourism -Socio-economic and socio-cultural and Environmental.	10 Hours	
IV	Tourism and Social Institutions: Social Institutions and their Roles; Factors Influencing the Roles and Status of Social Institutions; Influence of Tourism on Social Institutions; Tourism system and the Individual - Socialization through Interaction and Exchange of Values, Norms, Social Laws and Usages; Factors Influencing Individual's Role, Behaviour, Attitudes and Experiences at the Destination.	8 Hours	
V	Tourism and Social Change: Effects of Tourism on Society, Tourism as an agent of social change; Tourism	10 Hours	

	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	<ol style="list-style-type: none"> 1. Richard Sharpley, 2018, Tourism, Tourist and Society(5th edition), Routledge,U.K 2. Richard sharpley,David J.Tefler,2008, Tourism and Development in 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. 	
Course Outcomes	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Use the sociological perspective as a lens through which to understand travel and tourism, and tourism as a lens through which to understand modern social life. 2. Explain the growth of tourism through various periods. 3. Analyze sociological factor in tourist motivation. 4. Discuss the Influence of tourism on social institutions and factors influencing individual’s role, behaviour and attitudes towards tourism. 5. Demonstrate the digital revolution and its impact on tourist behaviour and tourist experience. 	<p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>

CO/PSO 21SOCP02GI		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	To recognize tourism as a social phenomenon and give theoretical insights.	3	2	2	3	2	2	3	3
CO2	To list out development and typology of tourism.	3	3	2	3	2	2	2	3
CO3	To explain different perspectives of tourism.	3	3	2	3	3	2	2	3
CO4	To demonstrate social institutions and their roles in tourism.	2	2	3	3	2	2	3	3
CO5	To evaluate the effects of tourism on society.	3	2	3	3	2	3	3	3

Mean Score: 2.5

Course Code & Title	21SOCP02G2 - GUIDANCE AND COUNSELLING		
Class	(PG)	Semester	II
Cognitive Level	K-2: (UNDERSTAND) K-3: (APPLY) K-4: (ANALYZE)		
Course Objectives	<p>The students will able to</p> <ol style="list-style-type: none"> 6. Explain different approaches of guidance and counseling skill in social service practice. 7. Equip students with counseling skills relevant to and needed for the contemporary society. 8. Use the knowledge and skills gained from this course to become professional counselor. 9. Asses the psycho-social needs of different groups and categories of people. 10. Apply the knowledge to formulate models of counseling related to different categories of population 		
UNIT	Content	No. of Hours	
I	Concept of guidance and counselling – definition, elements, characteristics and goals; processes, stages and limitations of counselling - evolution of counselling: foundations of counseling - philosophical foundations – dignity of the human person - sociological foundations – influence of social system - psychological foundations –concept of personality, elements and types – sociological critique.	12 Hours	
II	The portrait of counsellor: desirable qualities - attitudes, values, beliefs, relationships, self-esteem, openness to others, accepting personal responsibility, realistic levels of aspiration, self-actualization.	8 Hours	
III	Personality theories- psychoanalytic: Freudian and neo-Freudian – behaviorist and transactional approaches– humanist and existentialist approaches: client centred approach of Rogers – anti-psychiatric perspectives of R.D Laing and T. Szas.	10 Hours	
IV	Models of counselling - group counselling– family counselling–psychological tests and diagnosis -	10 Hours	

	genetic counselling - career counselling –educational counselling – Health counseling.	
V	Counselling women in distress, children in difficulties and with special needs, adolescents, disaster survivors, physically challenged, persons affected with HIV/AIDS and other vulnerable groups – transgender counselling - counselling cyber victims.	10 Hours
References	<ol style="list-style-type: none"> 1. Kochhar.S.K-<i>Guidance in Indian Education</i>, Sterling Publishers Pvt Ltd., New Delhi, 1979. 2. Gerald.L. Stone-A cognitive behavioral approach to counseling psychology, Praeger Publishers, New York, 1980 3. Nandha.S.K. 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. Narayana Rao.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 	
Course Outcomes	On completion of the course, Students should be able to	
CO	1.Explain the emergence and need for counseling	
CO	2.Develop basic skills become deeply self-aware individuals	
CO	3.Apply knowledge of counseling to deal professionally with persons in distress.	
CO	4. Evaluate the personality theories and suggest alternatives.	
CO	5. Identify the psycho-social needs of marginalized and vulnerable groups	

CO/PSO 21SOCP02G2		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Explain different approaches of guidance and counseling skill in social service practice.	3	2	2	3	2	2	3	3
CO2	Equip students with counseling skills relevant to and needed for the contemporary society.	3	3	2	3	2	2	2	3
CO3	Use the knowledge and skills gained from this course to become professional counselor.	3	3	2	3	3	2	2	3
CO4	Asses the psycho-social needs of different groups and categories of people.	2	2	3	3	2	2	3	3
CO5	Apply the knowledge to formulate models of counseling related to different categories of population	3	2	3	3	2	3	3	3

Mean Score: 2.6

Course Code & Title	21SOCP02G3 - COMMUNICATION FOR SOCIAL DEVELOPMENT		
Class	(PG)	Semester	II
Cognitive Level	K-1: (REMEMBER) K-3: (APPLY) K-4: (ANALYZE)		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To discuss the fundamental concepts, indicators and strategies of development communication. 2. To develop critical awareness on the specific issues and cases of communication for development. 3. To study the role of communication in the context of development of a society by applying techniques of making media content. 4. To introduce and evaluate development communication theories and framework 5. To demonstrate the nuances of traditional and mass media and their relationship with development communication. 		
UNIT	Content		No. of Hours
I	Fundamental concepts of communication for Development –Development- concept, processes and models of development – Indicators of development Characteristics of developing and developed societies – Gap between developed and developing societies – Development Communication- concept, strategies and barriers.		10 Hours
II	Issues & Case Studies: Development communication issues- health, education, poverty and hunger, agriculture, environment, sustainable development, gender equality, Millennium Development Goals (MDG) – Development Support Communication – Information Education Communication (IEC) and Behavioral Change Communication (BCC) – Case studies.		12 Hours
III	Process of research and participatory approach in development communication: Research for development communication – Identifying stakeholders – Field techniques for data collection – Participatory development – Participatory Rural Appraisal (PRA) techniques – Computer- assisted reporting and research.		8 Hours
IV	Traditional Media forms – Human communication and traditional media – Inter-personal and group communication – Origin, concept and characteristics of traditional media- relevance in contemporary society – Case studies of traditional media forms in India- folk songs, folk dances, folk theatre, folk tales, puppetry, folk games and street theatre.		10 Hours

<p style="text-align: center;">V</p>	<p>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.</p>	<p style="text-align: center;">10 Hours</p>
<p>References</p>	<ol style="list-style-type: none"> 7. Arvind Singhal & James W. Dearing, eds. <i>Communication of Innovations– A Journey with Everett Rogers</i>: Sage, 2006. 8. Ghosh, Avik, <i>Communication Technology and Human Development– Recent Experiences in the Indian Social Sector</i>: Sage, 2006. 9. Gupta V.S., <i>Communications Development and Civil Society</i>: Concept, 2004. 10. Menon, Mridula, <i>Development Communications and Media Debate</i>: Kanishka, 2007. 11. Murthy, D.V.R., <i>Development Journalism– What Next?:An Agendafor the Press</i>: Kanishka,2007 12. Srinivas R, <i>Communication for Development in the Third World</i>: Melkote& H. Leslie Steeves, Sage, 2008. 	
<p>Course Outcomes</p>	<p>On completion of the course, Students should be able to</p> <p style="padding-left: 40px;">CO 1.Discuss the fundamental concepts, indicators and strategies of development communication</p> <p style="padding-left: 40px;">CO 2.Describe the role of communication in the context of development of a society by applying techniques of making media content.</p> <p style="padding-left: 40px;">CO 3.List and detail the development communication theories and framework</p> <p style="padding-left: 40px;">CO 4.Show aptitude for deep participatory research in communication.</p> <p style="padding-left: 40px;">CO 5.To demonstrate the nuances of traditional and mass media and their relationship with development communication.</p>	

		PSO							
		1	2	3	4	5	6	7	8
CO/PSO 21SOCP02G3		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	To discuss the fundamental concepts, indicators and strategies of development communication.	3	2	2	3	2	2	3	3
CO2	To develop critical awareness on the specific issues and cases of communication for development.	3	3	2	3	2	2	2	3
CO3	To study the role of communication in the context of development of a society by applying techniques of making media content.	3	3	2	3	3	2	2	3
CO4	To introduce and evaluate development communication theories and framework	2	2	3	3	2	2	3	3
CO5	To demonstrate the nuances of traditional and mass media and their relationship with development communication.	3	2	3	3	2	3	3	3

Mean Score: 2.5

Course Code & Title	21SOCP02G4 - SOCIOLOGY OF SCIENCE AND TECHNOLOGY		
Class	M.A.(5yr. int.) Sociology	Semester	II
Cognitive Level	K-2: (UNDERSTAND) K-3: (APPLY) K-4: (ANALYZE)		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To explain the history and philosophy of science to locate sociology of science as a sub-discipline. 2. To undertake critical study of science by drawing upon such critiques from scientists themselves and classical sociologist. 3. To introduce the students to the discourse of science from the sociological point of view. 4. To illustrate the Indian tradition to illustrate the conflict between the traditional and the modern scientific practices. 5. To examine the role and place of science in Indian Society, by looking at the history, evolution and social movements of science. 		
UNIT	Content	No. of Hours	
I	Perspectives in the Philosophy, History and the Sociology of Science -Classical theory and The Sociology of Knowledge - Introduction to Problems of the Sociology of Science - Origin of Modern European Science: Society and the Relation of Man and Nature - Influential thoughts on the development of a Sociology of Knowledge – Mannheim	12 Hours	
II	Functionalist Theory of Science: Norms, Productivity and Rewards - Marxist Theory of Science and Society: A Case Study - Structuralist Theory of Science: Paradigm or Gestalt: Kuhn and-The Social Construction of Reality- Peter L Berger – Open Science – Feyerabend.	10 Hours	
III	The Social Construction of Scientific Knowledge; Science and the State in India, Colonial and Post-Colonial Science and Technology Policy; Programs and Institutions (CSIR, IIT) – Knowledge and Social Class – Knowledge and Human Interest &The Legitimization of Knowledge: Ideology and Knowledge: Habermas.	12 Hours	
IV	Establishing the boundaries of knowledge: academic, artistic, scientific and religious - Science, Society and Social Movements in India and the West (People Science Movements) Science, Ethics, Religion and Culture.	8 Hours	

V	The Gatekeepers of Knowledge - Ethnography of the Laboratory - The Corporate Framework of Knowledge - The Information Highway -The Internet and Knowledge -A critical analysis of the Information Age	8 Hours
References	<p>10. Robert K. Merton, "The Normative Structure of Science [1942]" <i>The Sociology of Science: Theoretical and Empirical Investigations</i> (Chicago: University of Chicago Press, 1979), pp. 267–278.</p> <p>11. Popper, Karl. 1959. <i>The Logic of Scientific Discovery</i>. London: Tavistock.</p> <p>12. Merton, Robert. K. 1973. <i>The Sociology of Science: Theoretical and Empirical Investigations</i>. Chicago: The University of Chicago Press. Chapter 13 "The normative structure of science." Pp. 267-278 and chapter 20 "The Mathew Effect in Science" Pp. 439-459.</p> <p>13. Bruno Latour and Steve Woolgar, <i>Laboratory Life: The Construction of Scientific Facts</i>. 2nd ed. (Princeton University Press, 1979/1986). (Excerpt)</p> <p>14. Latour, Bruno. (1987). <i>Science in Action</i>. Cambridge: Harvard University Press.</p> <p>15. Haraway, Donna J. 1998. "Situated knowledge: the science question in Feminism and the privilege of partial perspective." Pp. 172-188 in <i>The Science Studies Reader</i>, edited by Mario Biagioli. London: Routledge.</p> <p>16. Bloor, David. 1976. <i>Knowledge and Social Imagery</i>. Chicago: University of Chicago Press.</p> <p>17. Collins, Harry. 1985. <i>Changing Order: Replication and Induction in Scientific Practice</i>. London: Sage. (Chapters 2-4).</p> <p>18. Kuhn, Thomas. 1962. <i>The Structure of Scientific Revolutions</i>. Chicago: Chicago University Press.</p>	
Course Outcomes	<p>On completion of the course, Students should be able</p> <p>CO 1. To explain the history and philosophy of science to locate sociology of science as a sub-discipline.</p> <p>CO 2. To undertake critical study of science by drawing upon such critiques from scientists themselves and classical sociologist.</p> <p>CO 3. To elaborate on the discourse of science from the sociological point of view.</p> <p>CO 4. To illustrate the Indian tradition to illustrate the conflict between the traditional and the modern scientific practices.</p> <p>CO 5. To examine the role and place of science in Indian Society, by looking at the history, evolution and social movements of science.</p>	

CO/PSO 21SOCP02G4		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	To explain the history and philosophy of science to locate sociology of science as a sub-discipline.	3	2	2	3	2	2	3	3
CO2	To undertake critical study of science by drawing upon such critiques from scientists themselves and classical sociologist.	3	3	2	3	2	2	2	3
CO3	To elaborate on the discourse of science from the sociological point of view.	3	3	2	3	3	2	2	3
CO4	To illustrate the Indian tradition to illustrate the conflict between the traditional and the modern scientific practices.	2	2	3	3	2	2	3	3
CO5	To examine the role and place of science in Indian Society, by looking at the history, evolution and social movements of science	3	2	3	3	2	3	3	3

Mean Score: 3.0

PANEL OF EXAMINERS

Core courses/Electives- Discipline-Centric/Allied/Non-Major Elective Courses

Sl. No	Name of the Examiners	Email ID and Telephone Numbers
1.	Dr.S.Sampath Kumar Prof. &Head Dept. of Sociology Bharathiyar University Coimbatore	09994281232 drsampathsrinivasan@gmail.com
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12	Dr. P. Sethurajakumar, Asst. Prof. Dept. of Sociology Periyar University Salem.	<u>8883890955</u> <u>sethusocio@periyaruniversity.ac</u>