

OBE

MODE

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

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

II Semester

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

III Semester

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

IV Semester

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

V Semester

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

VI Semester

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

VII Semester

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

VIII Semester

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

IX Semester

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
9.1	Modular Course	20SOC109M1	Social Ecology	2	2	50	-	50
		20SOC109M2	Enhancing Social Self					
		20SOC109M3	Dynamics of Social Life					
		20SOC109M4	Sociology of Delinquency					

9.2	Part -III	20SOCIO7F2	Extension/ Field visit	2	3	50	--	50
9.3	Core Course	20SOCIO923	Culture, Personality And Society	4	4	40	60	100
9.4	Core Course	20SOCIO924	Education and Society	4	4	40	60	100
9.5	Core Course	20SOCIO925	Economic Sociology	4	4	40	60	100
9.6	Core Course	20SOCIO926	Sociology of Family	4	4	40	60	100
9.7	Core Course	20SOCIO927	Visual Sociology	4	4	40	60	100
Total				24	25			

X Semester

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
10.1	Core Course	20SOCIO1028	Sociology of Deviance	4	4	40	60	100
10.2	Core Course	20SOCIO1029	Sociology of Social Stratification and Mobility	4	4	40	60	100
10.3	Core Course	20SOCIO1030	Sociological Inquiry	4	4	40	60	100
10.4	Core Course	20SOCIO1031	Dissertation	6	--	75*	75** + 50***	200
10.5	PART III	20SOCIO10F3	Field Placement Programme (FPP)	4	--	100	--	100
Total				22	12			
Grand Total				233	226			

* Internal 75 (for valuation of Dissertation)

** External 75 (for valuation of Dissertation)

*** Joint valuation of Viva-Voce Exam

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

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

V Semester

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

VI Semester (2018-2019 onwards)

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

VII Semester

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

VIII Semester

Sl. No.	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
8.1	Modular Course	17SOCIO8M1	Sociology of Kinship	2	4	40	60	100
		17SOCIO8M2	Enhancing Social Skills					
8.2	Major Elective	17SOC108E1	Sociology of Identity	4	4	40	60	100
		17SOC108E2	Sociology of Work					
		17SOC108E3	Communication for Social Development					
		17SOC108E4	Sociology of Food					
8.3	Non-Major Electives		Non-Major Elective*	4	4	40	60	100
8.4	Compulsory Non-Credit	19GTPP0001	Gandhi in Everyday Life	2	2	50	-	50

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

IX Semester

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
9.1	Modular Course	17SOCIO9M1	Social Ecology	2	2	50	-	50
		17SOCIO9M2	Enhancing Social Self					
		17SOCIO9M3	Dynamics of Social Life					
		17SOCIO9M4	Sociology of Delinquency					
9.2	Part -III	17SOCIO7F4	Extension/ Field visit	2	3	50	--	50
9.3	Core Course	17SOCIO924	Education and Society	4	4	40	60	100
9.4	Core Course	17SOCIO925	Economic Sociology	4	4	40	60	100
9.5	Core Course	17SOCIO926	Sociology of Family	4	4	40	60	100
9.6	Core Course	17SOCIO927	Visual Sociology	4	4	40	60	100
9.7	Core Course	17SOCIO923	Culture, Personality And Society	4	4	40	60	100
			Total	24	23			

X Semester

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
10.1	Core Course	17SOCIO1028	Sociology of Deviance	4	4	40	60	100
10.2	Core Course	17SOCIO1029	Sociology of Social Stratification and Mobility	4	4	40	60	100
10.3	Core Course	17SOCIO1030	Sociological Inquiry	4	4	40	60	100
10.4	Core Course	17SOCIO1031	Dissertation	6	--	75i	75ii + 50iii	200
10.5	Core Course	17SOCIO10F1	Field Placement Programme (FPP)	4	--	100	--	100
			Total	22	12			

NON-OBE
Template for Non-OBE
VII Semester

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

VIII Semester

Sl. No.	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
8.1	Modular Course	17SOC108M1	Sociology of Kinship	2	4	40	60	100
		17SOC108M2	Enhancing Social Skills					
8.2	Major Elective	17SOC108E1	Sociology of Identity	4	4	40	60	100
		17SOC108E2	Sociology of Work					
		17SOC108E3	Communication for Social Development					
		17SOC108E4	Sociology of Food					
8.3	Non-Major Electives		Non-Major Elective*	4	4	40	60	100
8.4	Compulsory Non-Credit Course	19GTPP0001	Gandhi in Everyday Life	2	2	50	-	50
8.5	Core Course	17SOC10821	Social Dimensions of Globalization	4	4	40	60	100
8.6	Core Course	17SOC10822	Sociology of Science and Knowledge	4	4	40	60	100
Total				20	24			

IX Semester

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

X Semester

Sl. No	Category	Course Code	Courses	Credits	Hours	Evaluation		Total Marks
						CFA	ESE	
10.1	Core Course	17SOCII028	Sociology of Deviance	4	4	40	60	100
10.2	Core Course	17SOCII029	Sociology of Social Stratification and Mobility	4	4	40	60	100
10.3	Core Course	17SOCII030	Sociological Inquiry	4	4	40	60	100
10.4	Core Course	17SOCII031	Dissertation	6	--	75iv	75v + 50vi	200
10.5	Core Course	17SOCII0F1	Field Placement Programme (FPP)	4	--	100	--	100
			Total	22	12			

List of Non-Major Electives

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

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

ii Internal Valuation - 75 marks

iⁱⁱ External Valuation - 75 marks

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

v One month duration

THEGANDHIGRAM RURAL INSTITUTE-DEEMED TO BE UNIVERSITY

GANDHIGRAM-624 302

OBE ELEMENTS

Name : Centre for Studies in Sociology

Designation & Department/Centre : Centre for Studies in Sociology

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

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

Programme Educational Objective (PEO)

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

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

Programme Specific Outcome (PSO)

- PSO 1:** Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society.
- PSO 2:** Gain Analytical skills in the field/area of sociology with a strong rural thrust.
- PSO 3:** Develop professional ethics, community living and Nation Building initiatives.
- PSO 4:** Display Strong research aptitude and project management skills in the area of development
Sociology.
- PSO 5:** Acquire adequate knowledge and skills to possess environmental consciousness with value orientation.
- PSO 6:** Undertake in rural extensions based micro level community-based development action.
- PSO7:** Demonstrate commitment to the value based social system with specific reference to multicultural rural setting.
- PSO8:** Apply knowledge and skills in policy formulations in micro and macro social development planning.

OBE

MODE

Course Code & Title	20SOCIO101 - PRINCIPLES OF SOCIOLOGY – I		
Class	M.A.(5yr. int.) Sociology	Semester	I
Cognitive Level	K-1: ✓ K-3: ✓ K-4: ✓		
Course Objectives	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: Functionalism – Conflict – Symbolic Interactionism.	10 Hours	
II	Society: Society: Meaning – Characteristics – Theories of Origin of Society: The Theory of Divine Origin – The Force Theory – Social Contract Theory; Models of Society: Evolutionary Model – Functional Model – Conflict Model – Interactionist Model; Importance of Society for the Individual.	12 Hours	
III	Culture: Culture: Meaning – Attributes of Culture – Types of Culture: Material & Non-Material Culture; Growth of Culture: Invention – Diffusion; Variability of Culture: Specific Culture – Subculture – Counter-Culture – Cultural Relativism – Ethnocentrism.	8 Hours	
IV	Socialization: Socialization: Meaning – Elements of Socialisation – Theories of Socialisation –Looking Glass Self (Cooley) – Generalised Others (G.H. Mead) – Id, Ego & Super Ego (S. Freud) – Social Learning (Albert Bandura); Stages of Socialisation – Adult Socialisation – Anticipatory Socialisation – Gender Socialisation – Agencies of Socialisation.	10 Hours	
V	Social Organisations: Social Groups: Meaning – Classification of Social Groups: Primary – Secondary – In-Group & Out-Group – Reference Group – Voluntary & Involuntary Groups; Groups and Individuals – importance of Group Identity.	10 Hours	
References	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		

	<p>Literature; Bombay; Blackie and son publication Pvt. Ltd.</p> <ol style="list-style-type: none"> 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>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Describe the nature and significance of Sociology as a science. 2. Relate the sociological perspectives with the evolution of human society. 3. Explain the concept of culture with suitable illustrations. 4. Discuss the process of socialization with the help of theories. 5. Analyse the need and importance of belonging to a social group.

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

Mean Score: 2.7

Course Code & Title	20SOCIO102 -INTRODUCTION TO INDIAN SOCIOLOGICAL THOUGHT		
Class	M.A.(5yr. int.) Sociology	Semester	I
Cognitive Level	K-1: ✓ K-2: ✓ K-3: ✓ K-4: ✓		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. Recognize the structure of Indian Society 2. Recall the historical development of Sociology in India 3. Infer Indological perspectives of society 4. Interpret Structural/functional perspectives 5. Analyse contemporary changes in Indian social structure 		
UNIT	Content	No. of Hours	
I	Introduction: Indian Social Structure: Conceptualization – Elements; Unity in Diversity; Religious Pluralism; Regional, Linguistic, Religious, Tribal Identity; Development of Sociology in India: Past and Present.	8 Hours	
II	Indological/Textual Perspective: R.K. Mukerjee: Methodology – Theory of Society – Personality, Society and Values – Community – Social Ecology – Critical Evaluation. G.S.Ghurye: Methodology – Caste & Kinship – Culture & Civilization – Sociology of Religion – National Unity & Integration – Critical Evaluation.	10 Hours	
III	Structural Functional Perspective: M.N. Srinivas: Methodology – Religion and Society – Concept of Village – Sanskritization – Dominant Caste – Critical Evaluation. S.C.Dube: Methodology – Continuity and Change of Society – Caste Ranking – Dominant Caste & Leadership – Development – Critical Evaluation.	10 Hours	
IV	Cultural & Civilizational Perspective: Yogendra K. Singh: Methodology – Social Stratification – Social Change – Modernisation – Indian Sociology – Culture Change in India – Critical Evaluation. N.K. Bose: Methodology – Ethnography – Indology – The Structure of Hindu Society: Study of Architecture – Indian Civilization – Caste System – Tribals – Critical Evaluation	10 Hours	
V	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 – Critical Evaluation.	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: Roulledge,. 4. Hutton, J.H(1983): Caste In India Bombay: Oxford University press, 5. Kapadia,K.M. (1966) Marriage and family in India ,Bombay oxford university press, 6. Mencher. Joan, p.(1978) Agriculture and Social Structure In 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 20SOC10102		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Outline the social structure of Indian Society	3	2	3	3	3	2	2	3
CO2	Review the structural functional perspectives	3	3	3	2	3	3	3	2
CO3	Analyse the structural theories on Indian society	3	2	3	3	3	2	2	3
CO4	Sketch the impact and solutions of caste based exclusions	2	2	3	3	2	2	3	3
CO5	Use in nation building and social integration	3	2	2	3	3	3	3	2

Mean Score: 2.6

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

	<p>8. R.M. MacIver and Charles H. Page, Society: An Introductory Analysis, London: MacMillan & Co. Ltd, 1962,</p> <p>9. William F. Ogburn and Meyer F. Nimkoff, Sociology, Boston: Houghton Mifflin Company, 1988.</p> <p>10. E.W. Stewart and J.a. Glynn, Introduction to Sociology, New Delhi: Tata McGraw-Hill Publishing Company Ltd., 1981.</p>
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion of the course, Students should be able to</p> <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.

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

Mean Score: 2.6

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

	<p>Delhi, Tata and Mcgraw Hills.</p> <ol style="list-style-type: none"> 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. <p>Panandikar, V.A Pai 2000, "India's Demography and Democracy", in <i>Millennium Conference on Population, Development and Environment Nexus</i>, New Delhi: PHD Chamber of Commerce and Industry.</p>
<p>Course Outcomes</p>	<p>On completion, the course, Students should be able to</p> <ol style="list-style-type: none"> 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.

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

Mean Score: 2.8

Course Code & Title	20SOCIO305- INTRODUCTION TO SOCIAL ANTHROPOLOGY		
Class	M.A.(5yr. int.) Sociology	Semester	III
Cognitive Level	K-1: ✓ K-2: ✓ K-3: ✓ K-6: ✓		
Course Objectives	<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	On completion of the course, Students should be able to 1. Explain and clarify the scope of anthropology and its relationship with sociology. 2. Demonstrate awareness about the basics of the discipline of social anthropology. 3. Analyze basic concepts of culture with anthropological perspective. 4. Identify the role, place and influence of economic, political. And religious institutions in primitive societies. 5. Identify the functionaries of religion.

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

Mean Score: 2.6

Course Code & Title	20SOCIO306- SOCIAL PROBLEMS		
Class	M.A.(5yr. int.) Sociology	Semester	III
Cognitive Level	K-1: ✓ K-2: ✓ K-3: ✓		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To demonstrate basic knowledge about the nature and types of social problem. 2. To analyze the nature and effects of different problems affecting contemporary society. 3. Gain the skills formulating ideas about solving social problems. 4. To explain the processes of social change and development and its attendant social problems. 5. To identify innovative solutions for resolving the social problems. 		
UNIT	Content	No. of Hours	
I	Social Problem -Meaning,concept, Meaning, nature, causes and type of social problems. Approaches to social problems – structural functional, conflict and interactionism; Theoretical approaches to Social Problems; Social Problems and Disorganization. Individual and social disorganization – Approaches to the study of social problems: Cultural lag approach, social disorganization and social deviance approaches.	12 Hours	
II	Structural Problems -Gender Inequality and Discrimination. Aspects of gender inequality and discrimination – economic, cultural, political, familial. Violence against women –Dowry and domestic violence, sexual violence, sex selective abortion and trafficking, Inequality and Discrimination, regionalism, fundamentalism, communalism, terrorism, extremism.	12 Hours	
III	Poverty and Unemployment - Poverty: Conceptual debate; Causes; Rural and urban Poverty; Effective Measures in Poverty Alleviation; Unemployment: concept and meaning, causes and types, Consequences, Unemployment in India, Remedies.	8 Hours	
IV	Child Abuse and Child Labour - Child Population and working children; Types of child abuse; Causes of child abuse; Effects of abuse on Children; The problem of child labour.	8 Hours	
V	Alcohol and Drug use Disorders -The concept, Extent of Alcohol use disorder, process of becoming an alcoholic, Causes, Social consequences, prohibition; women and anti- liquor movements and control of alcohol use disorder; Drug use disorder, Causes, Role of family, Community, peer groups and State, Preventing drug abuse and combating drug addicts.	10 Hours	
References	<ol style="list-style-type: none"> 1. Madan GR, “Indian Social Problems” Allied Publishers, 1986 2. Shankar Rao C.N Introduction to Sociology Schand 2008 3. Ram Ahuja”Social Problems in India” 1992 4. Madan GR “ Indian Social Problems” Radha Publications, 2002 5. Hortan Paul S.and Gerald P Leslie: <i>The Sociology of Social Problems</i> Appietar, New York, 1987. 		

	<p>6. Letnert Edwin: <i>Social Pathology</i>- Mcgrow Hill, New York, 1972.</p> <p>7. Madan.G.R.<i>Indian Rural Problems</i>, Radha Publications, 2002.</p> <p>8. Varma P. <i>Pathology of Crime and Delinquency</i>-Sathitya Bhavan, Agra, 1982</p>
<p>Course Outcomes</p>	<p>On completion of the course, Students should be able to</p> <p>CO 1. Demonstrate foundational understating on various social problems affecting Indian Society and gain knowledge.</p> <p>CO 2. Describe the causes for social problems.</p> <p>CO 3. Demonstrate deep knowledge of the approaches and theories to evolve social intervention strategies.</p> <p>CO 4. Solve the social problems.</p> <p>CO 5. Explain theoretical and practical aspects to the study of social problems</p>

		PSO							
		1	2	3	4	5	6	7	8
CO/PSO 20SOCIO306		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of ruralsetting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Demonstrate foundational understating on various social problems affecting Indian Society and gain knowledge.	3	2	3	2	3	3	3	3
CO2	Describe the causes for social problems.	3	2	2	3	3	3	3	3
CO3	Demonstrate deep knowledge of the approaches and theories to evolve social intervention strategies	3	2	3	3	3	3	2	2
CO4	Solve the social problems	3	2	3	3	2	3	3	2
CO5	Explain theoretical and practical aspects to the study of social problems	2	3	2	3	2	3	2	3

Mean Score: 2.7

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

	<p>India: Himalaya Publishing House, 1978/97.</p> <ol style="list-style-type: none"> 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.
<p>Course Outcomes</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> CO 1. State the Nature, scope and importance of population studies. CO 2. Relate fertility and fecundity with special emphasis on India. CO 3. Predict mortality determinants and differentials in India CO 4. Discover the factors responsible for migration. CO 5. Compute growth of Indian population.

CO/PSO 20SOCI0307		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	20SOCIO410- URBAN SOCIOLOGY		
Class	M.A.(5yr. int.) Sociology	Semester	IV
Cognitive Level	K-1: ✓ K-2: ✓ K-5: ✓		
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 Tonnie's-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. 	

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

Mean Score: 2.32

CO/PSO 20SOCIO410		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	20SOCIO5E1 - SOCIOLOGY OF TRIBAL SOCIETY (Major Elective)		
Class	M.A.(5yr. int.) Sociology	Semester	V
Cognitive Level	K-1:✓ K-4✓ K-5:✓		
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	
IV	Tribal development in India Development of Tribal Policies through Ages; Structure of Tribal development administration; Forest Rights Act and Tribal Development; Tribal Economic Development; Tribal Welfare Programs; Constitutional Safeguards, Reservation Policies, National Commission for ST, National Policy on Tribal& Tribal Rights; Role of NGOs in Tribal Development.	10 Hours	

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

		PSO							
		1	2	3	4	5	6	7	8
CO/PSO 20SOCIO5E1		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Identify the Socio- economic and demographic features of Indian tribes	3	2	2	3	2	3	3	2
CO2	Discuss the issues and challenges tribes are facing in present context	2	3	2	2	2	3	3	3
CO3	Evaluate the policies, programs and tribal development structure	2	2	2	3	3	3	3	2
CO4	Create development structure and polices of ST	3	3	3	2	2	3	3	2
CO5	Compare past, present and future of Tribal in India	3	3	3	3	2	2	2	3

Mean Score: 2.6

Course Code & Title	20SOCIO5E2- UNDERSTANDING SOCIAL POLICY (Major Elective)		
Class	M.A.(5yr. int.) Sociology	Semester	V
Cognitive Level	K-1: ✓ K-3: ✓ K-4: ✓ K-6: ✓		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To outline the concept of social policy with the methods and practice; 2. To relate the scope and matter of social policy with welfare state; 3. To review the process and delivery of social policy; 4. To relate social policy issues with development; 5. To critique social policy processes in India. 		
UNIT	Content	No. of Hours	
I	Introduction Social Policy: Concept – Meaning – Nature – Aims – Functions; Methods of Studying Social Policy: Theory and Practice – The Process of Classification; Approaches of Social Policy: Normative Approach – Comparative Approach – Empirical Approach.	8 Hours	
II	Policy and Welfare Welfare: Concept – Nature; Welfare Strategies: Production – Redistribution – Social Security and Solidarity; Models of Welfare: Residual Model – Institutional-Redistributive Model – Industrial-Achievement Model; Ideology and Social Welfare; Principles of Social Welfare; Welfare State.	12 Hours	
III	Process and Delivery of Social Policy The Policy Process: Power Structure and Policy – Law and the State – Policy Formation; Delivering Welfare and Social Division: Public Sector – Private Sector – Voluntary Sector – Informal Sector; Welfare Pluralism; The Role of State in Welfare Provision	10 Hours	
IV	Social Policy Issues and Evaluation Scope for Social Policy: Poverty – Gender Wage Gap – Housing and Homelessness – Education – Health – Infrastructure; Globalisation and Social Policy; Social Policy and Sustainable Development; Research for Policy; Evaluating Social Policy; Means of Identifying Effects of Social Policy: Evaluation Research –Beneficiaries’ Evaluation.	10 Hours	
V	Social Policy Processes in India Nature of State and Policy Making in India; Directive Principles of State Policy; Policy Processes: Policy Cycles – Policy Implementation in India - Issues in Service Deliveries; Accountability& Decentralization; Public Policy Actors: Domestic – International; Interests and Pressure Groups: Bureaucracy; Media & Judicial Activism	10 Hours	
References	<ol style="list-style-type: none"> 1. Balarajan, Y., Selvaraj, S. and Subramanian, S.V., 2011. Health care and equity in India. <i>The Lancet</i>, 377(9764), pp.505-515. 2. Barr, N (1993). <i>The Economics of Welfare State</i>, London: Weidenfeld& Nicolson. 		

	<ol style="list-style-type: none"> 3. Birkland, T., (2005), <i>An Introduction to the Policy Process: Theories, Concepts, and Models of Policy Making</i>, M E Sharpe 4. Briggs, A, 'The Welfare State in Historical Perspective', <i>European Journal of Sociology</i>, 1961. 5. Bulmer, M., Lewis, J., Piachaud, D. (1989). <i>The Goals of Social Policy</i>, London: Unwin& Hyman. 6. Corbridge, S. and Harris, J., (2000), <i>Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy</i>, Cambridge University Press. 7. Delmon, Jeffrey. (2011) <i>Public Private Partnership projects in Infrastructure: An essential guide for policy makers</i>, Cambridge University Press 8. Dye, T.R., (2002), <i>Understanding Public Policy</i>, Pearson Education, England 9. Fay, Marianne and Toman, Michael (2010). <i>Infrastructure and Sustainable development</i>, World Bank 10. Godbole, M., (2003), <i>Public Accountability and Transparency-The imperatives of Good Governance</i>, Orient Longman, 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 concept, meaning and approaches of social policy; 2. Sketch the interrelationship between social policy and welfare; 3. Interpret the role of stakeholders in delivering social policy; 4. Analyse the social issues that needs policy attention and the effects of social policy; 5. Explain the role of State and the process of policy making in India.

CO/PSO 20SOCIO5E2		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 approaches of social policy	3	3	3	2	3	3	2	2
CO2	Sketch the interrelationship between social policy and welfare	2	3	3	3	3	3	3	2
CO3	Interpret the role of stakeholders in delivering social policy	3	3	2	3	3	3	3	3
CO4	Analyse the social issues that needs policy attention and the effects of social policy	3	3	2	3	3	3	2	2
CO5	Explain the role of State and the process of policy making in India	3	3	2	2	3	3	3	3

Mean Score: 2.7

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

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

CO/PSO 20CWS05A4		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 gender in sociological aspects.	3	2	2	3	2	2	3	3
CO2	Identify the role of patriarchy in popular culture.	3	3	2	3	2	2	2	3
CO3	Interpret the different feminism movements and its significance.	3	3	2	3	3	2	2	3
CO4	Criticize the representations of gender in media, literature and art.	2	2	3	3	2	2	3	3
CO5	Evaluate different dimensions of empowerment and its importance.	3	2	3	3	2	3	3	3

Mean Score: 2.6

Course Code & Title	20SOCIO511- SOCIAL CHANGE AND DEVELOPMENT		
Class	M.A.(5yr. int.) Sociology	Semester	V
Cognitive Level	K-2: ✓ K-3: ✓ K-4: ✓		
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. 		

	<p>5. Harrison, D. 1989. <i>The Sociology of Modernization and Development</i>. New Delhi: Sage.</p> <p>6. Haq, MahbubUl. 1991. <i>Reflections on Human Development</i>. New Delhi, OUP</p> <p>7. Moore, Wilbert and Robert Cook. 1967.<i>Social Change</i>. New Delhi: Prentice-Hall (India)</p> <p>8. Sharma, K.L.1986.<i>Development: Socio-Cultural Dimensions</i>. Jaipur: Rawat.(Chapter1).</p> <p>9. Singh Yogendra. <i>Modernization of Indian Tradition</i> Jaipur: Rawat Publications,1988</p> <p>10. Srinivas, M.N. 1966.<i>Social Change in Modern India</i>. Berkley: University of Berkley.</p>
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion of the course, Students should be able to</p> <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

		PSO							
		1	2	3	4	5	6	7	8
CO/PSO 20SOCIO511		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Discuss social change and Development	3	2	2	3	2	2	3	3
CO2	Demonstrate awareness about the factors of social change	3	3	2	3	2	2	2	3
CO3	Explain the perspectives of social change; and the dynamics of change and development	3	3	2	3	3	2	2	3
CO4	Assess the transitions in conceptions of development	2	2	3	3	2	2	3	3
CO5	Critically analyse the process of change and development in contemporary India	3	2	3	3	2	3	3	3

Mean Score: 2.6

Course Code & Title	20SOCIO614 - AGRARIAN SOCIETY		
Class	M.A.(5yr. int.) Sociology	Semester	VI
Cognitive Level	K-1: ✓ K-4: ✓ K-6: ✓		
Course Objectives	<ol style="list-style-type: none"> 1. To identify agrarian studies and its growth in Indian Sociology 2. To elaborate Conceptual Issues of peasant 3. To analyse to 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 		

UNIT	Content	No. of Hours
I	Concept of Agrarian Social Structure: Agrarian studies: Emergence of Agrarian studies as a subject - Agrarian- Approaches to the study of Indian Agrarian social structure studies in Indian Sociology -Basic Features of Agrarian Society- Types of Peasant Society – Theoretical Perspectives on Indian Agriculture -Marxian perspective on agriculture- Functional perspective on agriculture – Neo-liberal perspective.	12 Hours
II	Evolution of Peasant structure In India: The Concept of Peasant and Peasant society - Tribal and Peasant society; Caste, Tribe, Class, Peasantry and Peasant Differentiations - Feudalism – Asiatic Mode of production –Colonial Land settlement - Measures of Land Settlement (Permanent, Royatwari and Mahalwari);- Commercialization of Agriculture; Commoditization of and de-peasantisation.	10 Hours
III	Agricultural growth- Land Reforms - Green Revolution, Food security and sustainability of the Indian agriculture- Class Differentiation in Agriculture – Peasant Revolts and Agrarian movements: Champaran satyagraha – Kheda Peasant Struggle – Telangana – Naxillpary- Kisansabha – Eke- Use of technology and modernization in agriculture.	10 Hours
IV	Globalization and its impact on Indian Agriculture: Super Market- Market inter mediators – Commission Agent - Contract farming – green-house – Modern Irrigation systems – Regional disparity – Farmers suicide - Land degradation – depletion – climate change - water crisis and sustainability of agriculture - privatization in agriculture - production for market and contemporary crises in farming sector.	10 Hours
V	Policy and Programmes for Farmers: The role of state in agricultural development- subsidies for the farmers- Agricultural Policies and Acts (Land Acquisition Act, 2013, Forest Act 2006, National Food Security Act,2013) – Agri Credit: Issues & Challenges) - Farmers’ Safety and Security: Insurance Schemes - Control measures on fertilizers and pesticides.	8 Hours
References	<ol style="list-style-type: none"> 1. Appu, P.S. Land Reforms in India New Delhi Vikas 2. Beteille, Andre, 1974 Six Essays in Comparative Sociology, New Delhi; OUP 3. Beteille, Andre 1974 Studies in Agrarian Social Structure , New 	

	<p>Delhi, OUP</p> <ol style="list-style-type: none"> 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) 2-13. 6. Desai, A.R (ed) 1979 Peasant struggles in india Bombay OUP 7. Frankel F.R 1971 India's Green Revolution: Economic gains and political costs. Bombay OUP.
<p>Course Outcomes</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> CO 1. Identify the importance of agrarian studies. CO 2. Demonstrate knowledge on Land reforms and agrarian structure and change. CO 3. Discuss the Conceptual Issues and evolution of peasant structure in India CO 4. Describe agricultural problems and the impact of Globalization. CO 5. Evaluate the policy and programmes for farmers and their security

CO/PSO 20SOCIO614		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	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	20SOCIO617 - SOCIOLOGY OF RELIGION		
Class	M.A.(5yr. int.) Sociology	Semester	VI
Cognitive Level	K-1: ✓ K-2: ✓ K-4: ✓		
Course Objectives	1.ToCultivate in students an understanding of the distinctively sociological approach to studying religion. 2. To Identify major issues, problems, and findings in the sociology of religion. 3. To create foundational knowledge in sociological theories of Religion. 4. To analyze Relation between Religion and other Social Institutions. 5. To examine their sociological knowledge of such things as religious conversion, religiously inspired political activism, the emergence of new religions, and secularization.		
UNIT	Content	No. of Hours	
I	Introduction: Definitions of Religion- Nature and scope of a sociology of religion-Sociological Perspectives of Religion- Sociological Methods of Studying Religion-Functions of Religion-Importance of Religion- Difference between Religion and Magic-Conceptual clarifications: Belief system vs ritual system vs way of life— Elements of religious experience — Typology of religions (Church – sect Typology, Cult Typology, Antonoy F.C.Wallace’s Typology).	12 Hours	
II	Sociological theories of religion: Types of religious practices- Animism, monism, pluralism, -Auguste Comte- Durkheim and sociological functionalism — Weber Max Weber: Peter L. Berger- Marx and dialectical materialism — Levi-Strauss and structuralism.	8 Hours	
III	Religions of India: Buddhism, Christianity, Hinduism, Islam, Jainism, and SikhismA social historical perspective — Demographic profile — Contemporary trends. Religious Groups- Meaning- Characteristics of Religious Groups- Cults- Sects- Denominations,–Elements of Religious Groups- Relevance and Importance of Religious Groups- Aspects of religion in India -Sacred knowledge — Sacred space — Sacred time — Sacred persona.	12 Hours	
IV	Religion and Society – Relation between Religion and other Social Institutions –Religious Values and Issues- Religion and Social Stratification-Secularism and society –Communalism-Fundamentalism - Religious Conversion- Proselytism-Religious Revivalism - Religion and Science -Minorities, Dalits and Women .	8 Hours	
V	Religious Movements –Origin and growth of Social Movements- Meaning and Social Movements of Religion-Nature of Social Movements- Characteristics –Functions of Religious Movements –Impact of Religious Movements-Merits and Demerits of Religious Movements –Socio- Religious Movements –Prarthana Samaj- Aligarh Movement- Shuddhi Movement- Young Bengal Movement- Dev	10 Hours	

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

CO/PSO 20SOC10617		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: 2.8

Course Code & Title	20SOCIO7E1 - GUIDANCE AND COUNSELLING (Major Elective)		
Class	M.A.(5yr. int.) Sociology	Semester	VII
Cognitive Level	K-2:✓ K-3:✓ K-4✓		
Course Objectives	<p>The students will able to</p> <ol style="list-style-type: none"> 1. Explain different approaches of guidance and counseling skill in social service practice. 2. Equip students with counseling skills relevant to and needed for the contemporary society. 3. Use the knowledge and skills gained from this course to become professional counselor. 4. Asses the psycho-social needs of different groups and categories of people. 5. Apply the knowledge to formulate models of counseling related to different categories of population 		
UNIT	Content	No. of Hours	
I	Concept of guidance and counselling – definition, elements, characteristics and goals; processes, stages and limitations of counselling - evolution of counselling: foundations of counseling - philosophical foundations – dignity of the human person - sociological foundations – influence of social system - psychological foundations –concept of personality, elements and types – sociological critique.	12 Hours	
II	The portrait of counsellor: desirable qualities - attitudes, values, beliefs, relationships, self-esteem, openness to others, accepting personal responsibility, realistic levels of aspiration, self-actualization.	8 Hours	
III	Personality theories- psychoanalytic: Freudian and neo-Freudian – behaviorist and transactional approaches– humanist and existentialist approaches: client centred approach of Rogers – anti-psychiatric perspectives of R.D Laing and T. Szas.	10 Hours	
IV	Models of counselling - group counselling– family counselling–psychological tests and diagnosis - genetic counselling - career counselling –educational counselling – Health counseling.	10 Hours	
V	Counselling women in distress, children in difficulties and with special needs, adolescents, disaster survivors, physically challenged, persons affected with HIV/AIDS and other vulnerable groups – transgender counselling - counselling cyber victims.	10 Hours	
References	<ol style="list-style-type: none"> 1. Kochhar.S.K-<i>Guidance in Indian Education</i>, Sterling Publishers Pvt Ltd., New Delhi, 1979. 2. Gerald.L. Stone-A cognitive behavioral approach to counseling psychology, Praeger Publishers, New York, 1980 		

	<ol style="list-style-type: none"> 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> <ol style="list-style-type: none"> 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

		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	20SOCIO720 - SOCIOLOGY OF HEALTH		
Class	M.A.(5yr. int.) Sociology	Semester	VII
Cognitive Level	K-1: ✓ K-3: ✓ K-4: ✓		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. Identify the interrelationship between society and health; 2. Predict the social roots of epidemiology; 3. Sketch the social determinants of health. 4. Analyse the health care delivery system in India; 5. Compute the problems in providing health care to all. 		
UNIT	Content	No. of Hours	
I	Society and Health: Society: Definition – Importance of Society for Individual; Health: Concept – Dimensions of Health; Interrelationship between Society and Health; Relationship between Sociology and Health. Perspectives on Health & Illness: Functionalism - Labeling – Sickness and Illness – Sick Role and Patient Role.	12 Hours	
II	Social Epidemiology and Etiology Social Epidemiology: Concept – Aims - Vital and Public Health Concepts and Statistics – Epidemiology and Morbidity: CD & NCD – Social Etiology – Attitude, Belief and Health – Ethnomedicine; Public Health.	10 Hours	
III	Determinants of Health: Social Dimension of Health: Concept – Social Determinants of Health: Caste, Gender, Age, Ethnicity, Race, Class, Culture; Exploring Interrelationship: Environment and Health: Impact of Pollution, Plastics – Occupation and Health – Emotions and Health – Means to Restore Health.	10 Hours	
IV	Healthcare of the Community: Healthcare Delivery System in India: Integrated Health Service - PHC - Indigenous System of Medicine in India: AYUSH;GOs& NGOs Working on Health Issues.	8 Hours	
V	Health Care Delivery and Social Policy: Health Education - Hospitals– Health Insurance - Rehabilitation –Problems in Health Care Delivery: Rising Costs, Inequality in Availability of Health Care Services–Adulteration – Drug Abuse; Social Legislation for Healthcare - Health Ministry in India –Medical Ethics - Health Policies in India.	10 Hours	
References	<ol style="list-style-type: none"> 1. Ajit K. Dalal&Subha Roy. Social Dimensions of Health, New Delhi: Rawat Publications, 2005. 2. Cockerham. Medical Sociology. New Jersey: Prentice Hall, 		

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

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

Mean Score: 2.7

Course Code & Title	20SOCIO8M1 - SOCIOLOGY OF KINSHIP (Modular Course)		
Class	M.A.(5yr. int.) Sociology	Semester	VIII
Cognitive Level	K-1: ✓ K-3: ✓ K-4: ✓		
Course Objectives	The students will be able to 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	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		

	<ol style="list-style-type: none"> 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
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Recognize the study of kinship as a social entity; 2. Sketch the basic terms and concepts of kinship; 3. Interpret the importance of kinship in an individual's life; 4. Analyse the life course with the knowledge of kinship; 5. Explain the importance of kinship in perpetuation of social cohesion in India.

CO/PSO 20SOC108M1		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	20SOCIO8M2 - ENHANCING SOCIAL SKILLS (Modular Course)		
Class	M.A.(5yr. int.) Sociology	Semester	IX
Cognitive Level	K-1: ✓ K-2: ✓ K-4: ✓		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. Explain the basics of and approaches to Social Skills 2. Illustrate the nature and significance of Non-Verbal Communication 3. Describe strategies for avoiding being Nervous. 4. Recognize the value of being an adult. 5. List steps for having high self-esteem and charisma 		
UNIT	Content	No. of Hours	
I	Introduction to Social Skills –Concept, Nature, Characteristics, and Types –Need and relevance of Social Skills – Approaches: Capability, Preventive and Therapeutic – Social Skills and Social Competences: Differences- Context and Assessment.	5 Hours	
II	Nonverbal Communication Skills - The Nature - Factors Moderating Nonverbal Skills - How to start a conversation with anyone as an adult - asking questions, stating opinions, sharing personal details, getting others involved in conversation, politely ending a conversation, and more - Providing a response - Eliciting a response	5 Hours	
III	Ways of being a Centred Person - “re-focusing” - The Growth Sign-technique – Building confidence to deal with nervousity - finding your “Comfort-zone sweet spot” - recalibration to stop feeling self-conscious when you’re the center of attention – Handling others’ judgement getting accepted using the “Dog Technique” - becoming invincible using the “Flaw” method- always know what to say when you feel nervous - Turning the Tables” method - Overcoming social anxiety	5 Hours	
IV	Learning to be an Adult – overcoming feeling nervous or shy around others - making conversation and know what to say - From being boring to interesting– overcoming the fear of rejection – Avoiding freeze up and feeling awkward around new people – overcoming the feeling that “they won’t like me” - Daring to open up to form a connection - Overcoming your insecurities.	5 Hours	
V	Improving Self-esteem - Finding the source of your negative thoughts, and face it head-on - Self-acceptance – Stop comparing yourself to others – Measuring up to social consensus – Living with authenticity; Being charismatic	5 Hours	

	<p>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.</p>	
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 	

CO/PSO 20SOCI08M2		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	Determine what social skills are and why they are necessary.	2	3	3	3	3	3	2	3
CO2	Recognise social skill goals	2	3	3	3	3	2	3	3
CO3	Describe communication techniques you can use to strengthen social skills.	3	3	2	3	3	3	2	3
CO4	Demonstrate emotional integrity and intelligence skills	3	3	3	2	3	3	3	2
CO5	Exhibit common etiquette for social skills .	3	3	3	2	2	3	3	3

Mean Score: 2.8

Course Code & Title	20SOCIO8E1-SOCIOLOGY OF IDENTITY		
Class	M.A.(5yr. int.) Sociology	Semester	VIII
Cognitive Level	K-1: ✓ K-2: ✓ K-3: ✓ K-5: ✓		
Course Objectives	<ol style="list-style-type: none"> 1. To identify biological determinism relating to gender and to provide logical understanding of gender roles. 2. To present various perspective of body and discourse on power relationship. 3. To conscientise the students on cultural construction of masculinity and femininity. 4. To interpret social organization of masculinity and privileged position of masculinity 5. To list out interrogating masculinity-issues and trends. 		
UNIT	Content	No. of Hours	
I	Introduction: Biological Determinism: Physical difference, attributes and behavioral dispositions ; Cultural Determinism of Gender Roles-Gender roles and gendered division of labour -Gender Stereotyping and Gender Discrimination ; Doing gender, playing gender, working of gender and gender performativity; From Women's Studies to Gender Studies: A ParadigmShift; Women's Studies vs Gender Studies.	12 Hours	
II	Gender Perspectives of Body: Biological, Phenomenological and Socio-Cultural Perspectives of body; Body as a Site and Articulation of Power Relations; Cultural Meaning of Female Body and Women's Lived Experiences; Gender and Sexual Culture –Richard Freiherr von Krafft-Ebing , Henry Havelock Ellis and Sigmund Freud.	8 Hours	
III	Social Construction of Femininity Bio-Social Perspective of Gender; Gender as AttributionalFact; Essentialism in the Construction of Femininity; Challenging Cultural Notions of Femininity –Butler, Douglas, Foucault and Haraway; Images of Women in Sports, Arts, Entertainment and Fashion IndustryMedia and Feminine Identities.	12 Hours	
IV	Social Construction of Masculinity Definition and Understanding of Masculinities; Sociology of Masculinity; Social Organization of Masculinity and Privileged Position of Masculinity;masculine expectations and behaviors in society-physiological, psychological and social being; Politics of Masculinity and Power; Media and Masculine Identities, Male Gaze and Objectivity.	10 Hours	
V	Interrogating Masculinity: Trends and Issues: Masculinisation of culture and polity; the crisis of masculinity in contemporary India: Fitness culture as a sign of over masculinisation: A general and feminine critique of masculinity; toxic masculinity:	8 Hours	

	Media and contestation of masculinity.	
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	On completion of the course, Students should be able to	
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 20SOCIO8E1		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 masculinity in contemporary India	3	2	3	3	2	3	3	3

Mean Score: 2.7

Course Code & Title	20SOCIO8E2- SOCIOLOGY OF WORK		
Class	M.A.(5yr. int.) Sociology	Semester	VIII
Cognitive Level	K-2: ✓ K-3: ✓ K-4: ✓		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To provide a sociological perspective in the understanding of work. 2. To narrate the history of work in pre-industrial, Industrial and Post-Industrial Eras 3. To analyze the relationship among Gender, Class and Work 4. To assess the nature of work in Globalization and Digital Eras 5. To explore the future of Work 		
UNIT	Content	No. of Hours	
I	The Disciplinary Career of the Sociology of Work: Understanding work: Conceptual problems, Work & Social Theory: Approaches to Work: Marx, Weber, Durkheim, Wright Mills: 'Organisation Man'	10 Hours	
II	Transformation of Work: Work in Pre-industrialist Societies, Work in Industrial Capitalist Societies – Bureaucracy & Work – Technology & Work -Work in post-industrial and digital economies - Alienation and the workplace.	12 Hours	
III	Women and Work: Theoretical Viewpoints on Women and Work, Women and Paid Work, Domestic Labour and Violence - Identities and work: intersectionality between gender, caste, class and race.	10 Hours	
IV	Work in the Era of Globalization: Labour Migration, Call Centres - Flexible working : flexible-working, work-life balance, family and care responsibilities vis-à-vis work & the technologically enabled workplace.	10 Hours	
V	Future of Work: Technology, Work, and Occupations -Demographic Change -The Fate of the Professions - Organizations for the 21st Century -Workers and Jobs for the Future	8 Hours	
References	<ol style="list-style-type: none"> 1. Caplow, Theodore. 1964. <i>The Sociology of Work</i>. Mc Graw Hill, Pp: 9-29. 2. Edgell, Stephen. 2006. <i>The Sociology of Work: Continuity and Change in Paid and Unpaid Work</i>, London: Sage Publications Ltd, Pp: 1-27. 		

	<ol style="list-style-type: none"> 3. Friedman, T. 2007. <i>World is flat: A Brief History of Globalised World in 21st Century</i>. London: Penguin, Pp: 3-37. 4. Grint, Keith. 2005. <i>The Sociology of Work</i>. Cambridge: Polity Press, New York: McGraw Hill Book Company, 1969, Pp: 32-53. 5. Nina, Bandlej (ed). <i>Economic Sociology of Work</i>. 2009. Bingley: Emerald Group Publishing Ltd. 6. Ritzer, George. 2010. <i>McDonaldization: The Reader</i>. New Delhi: Sage Publications India Pvt. Ltd, Pp: 3-25. 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>Course Outcomes</p> <p style="text-align: right;">CO</p> <p style="text-align: right;">CO</p> <p style="text-align: right;">CO</p> <p style="text-align: right;">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 20SOC108E2		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	20SOCIO8E3 - COMMUNICATION FOR SOCIAL DEVELOPMENT		
Class	M.A.(5yr. int.) Sociology	Semester	VIII
Cognitive Level	K-1: ✓ K-3: ✓ K-4: ✓		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To discuss the fundamental concepts, indicators and strategies of development communication. 2. To develop critical awareness on the specific issues and cases of communication for development. 3. To study the role of communication in the context of development of a society by applying techniques of making media content. 4. To introduce and evaluate development communication theories and framework 5. To demonstrate the nuances of traditional and mass media and their relationship with development communication. 		
UNIT	Content	No. of Hours	
I	Fundamental concepts of communication for Development- Development- concept, processes and models of development – Indicators of development Characteristics of developing and developed societies – Gap between developed and developing societies – Development Communication- concept, strategies and barriers.	10 Hours	
II	Issues & Case Studies: Development communication issues- health, education, poverty and hunger, agriculture, environment, sustainable development, gender equality, Millennium Development Goals (MDG) – Development Support Communication – Information Education Communication (IEC) and Behavioral Change Communication (BCC) – Case studies.	12 Hours	
III	Process of research and participatory approach in development communication: Research for development communication – Identifying stakeholders – Field techniques for data collection – Participatory development – Participatory Rural Appraisal (PRA) techniques – Computer- assisted reporting and research.	8 Hours	
IV	Traditional Media forms- Human communication and traditional media – Inter-personal and group communication – Origin, concept and characteristics of traditional media- relevance in contemporary society – Case studies of traditional media forms in India- folk songs, folk dances, folk theatre, folk tales, puppetry, folk games and street theatre.	10 Hours	
V	MassMedia, development and communication: Mass communication and modern media- internet, radio, TV, films and animation Development journalism and communication through grassroots comics, cartoons and posters – Choosing appropriate media, planning and producing communication for developing societies.	10 Hours	
References	<ol style="list-style-type: none"> 1. Arvind Singhal & James W. Dearing, eds. <i>Communication of Innovations– A Journey with Everett Rogers</i>: Sage, 2006. 2. Ghosh, Avik, <i>Communication Technology and Human Development– Recent</i> 		

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

		PSO							
		1	2	3	4	5	6	7	8
CO/PSO 20SOCIO8E3		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community-based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Discuss the fundamental concepts, indicators and strategies of development communication	2	3	3	3	3	3	2	3
CO2	Describe the role of communication in the context of development of a society by applying techniques of making media content.	2	3	3	3	3	2	3	3
CO3	List and detail the development communication theories and framework	3	3	2	3	3	3	2	3
CO4	Show aptitude for deep participatory research in communication.	3	3	3	2	3	3	3	2
CO5	To demonstrate the nuances of traditional and mass media and their relationship with development communication	3	3	3	2	2	3	3	3

Mean Score: 2.8

Course Code & Title	20SOCIO8E4 - SOCIOLOGY OF FOOD		
Class	M.A.(5yr. int.) Sociology	Semester	VIII
Cognitive Level	K-2: ✓ K-3: ✓ K-5: ✓		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1.To provide an overview of sociological approaches to issues concerning food consumption 2.To develop critical awareness of taken-for-granted everyday issues surrounding food negotiation and consumption 3.To link Gender with food and explore its implications. 4.To consider the relationship between food and quality of life. 5.To identify the food production, distribution and consumption in the Indian context 		
UNIT	Content	No. of Hours	
I	Food as an area of anthropological/sociological study - Food in the sociological and anthropological classics: Sociological Interest in Food to Sociologies of Food of Food Patterns - Theoretical approaches to the study of food and eating - Food as symbol, sustenance and socialisation - Food culture and professional or personal development- The Evolution of Eating Practices.	12 Hours	
II	Food and Gender: Why Study Food & Gender? - Gender & Food: Introducing Intersectionality Theory - Food & Identity: Thinking through Auto ethnography as Method - Reading Cookbooks Through a Critical Socio-historical and Intersectional Lens - Women, caste and Food: Historical Perspectives.	10 Hours	
III	Culinary cultures - Between the Domestic and the Economic Spheres: The Ebb and Flow of Culinary Activity - The development of culinary cultures - The impact of colonialism and migration on food - Food in oriental history – Constructing Femininity & Masculinity through Food Practices - Food in Modern times – The place of food in contemporary India.	10 Hours	
IV	Food and quality of life - Food and health - Food rationing -Poverty, famine, and food - From Food Risks and Food Safety to Anxiety Management- Moral dimensions of food - Food System Localization - Global Food Systems The Globalization of the Food Supply: De-localization and Re-localization - Food Culture and Diet Reformism Obesity and the Medicalization of Everyday Food Consumption -	10 Hours	
V	Food production, preparation, distribution, and consumption - Food production in India - Food preparation and consumption at home: Gender implications - Professional cooks and eating outside the home - Sociology of <i>annadana</i> - Gastronomy and social organization in India.	8 Hours	

<p>References</p>	<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>
<p>Course Outcomes</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Explain the basic concepts and sociological perspectives on food. 2. Identify the interconnectedness between food and gender 3. Demonstrate knowledge about the nature of and transformation in the culinary cultures and culture of eating. 4. Appreciate the deep connection between food and quality of life. 5. Develop analytical skills to interpret Indian and local ethos and realities concerning food production, consumption and distribution.

CO/PSO 20SOCI08E4		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 and sociological perspectives on food.	3	2	2	3	2	2	3	3
CO2	Identify the interconnectedness between food and gender	3	3	2	3	2	2	2	3
CO3	Demonstrate knowledge about the nature of and transformation in the culinary cultures and culture of eating.	3	3	2	3	3	2	2	3
CO4	Appreciate the deep connection between food and quality of life.	2	2	3	3	2	2	3	3
CO5	Develop analytical skills to interpret Indian and local ethos and realities concerning food production, consumption and distribution.	3	2	3	3	2	3	3	3

Mean Score: 2.6

Course Code & Title	20SOCIO822 - SOCIOLOGY OF SCIENCE AND KNOWLEDGE		
Class	M.A.(5yr. int.) Sociology	Semester	VIII
Cognitive Level	K-2: ✓ K-3: ✓ K-4: ✓		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To explain the history and philosophy of science to locate sociology of science as a sub-discipline. 2. To undertake critical study of science by drawing upon such critiques from scientists themselves and classical sociologist. 3. To introduce the students to the discourse of science from the sociological point of view. 4. To illustrate the Indian tradition to illustrate the conflict between the traditional and the modern scientific practices. 5. To examine the role and place of science in Indian Society, by looking at the history, evolution and social movements of science. 		
UNIT	Content	No. of Hours	
I	Perspectives in the Philosophy, History and the Sociology of Science -Classical theory and The Sociology of Knowledge - Introduction to Problems of the Sociology of Science - Origin of Modern European Science: Society and the Relation of Man and Nature - Influential thoughts on the development of a Sociology of Knowledge – Mannheim	12 Hours	
II	Functionalist Theory of Science: Norms, Productivity and Rewards - Marxist Theory of Science and Society: A Case Study - Structuralist Theory of Science: Paradigm or Gestalt: Kuhn and- The Social Construction of Reality- Peter L Berger – Open Science – Feyerabend.	10 Hours	
III	The Social Construction of Scientific Knowledge; Science and the State in India, Colonial and Post-Colonial Science and Technology Policy; Programs and Institutions (CSIR, IIT) – Knowledge and Social Class – Knowledge and Human Interest & The Legitimization of Knowledge: Ideology and Knowledge: Habermas.	12 Hours	
IV	Establishing the boundaries of knowledge: academic, artistic, scientific and religious - Science, Society and Social Movements in India and the West (People Science Movements) Science, Ethics, Religion and Culture.	8 Hours	
V	The Gatekeepers of Knowledge - Ethnography of the Laboratory - The Corporate Framework of Knowledge - The Information Highway -The Internet and Knowledge -A critical analysis of the Information Age	8 Hours	

References	<ol style="list-style-type: none"> 1. Robert K. Merton, "The Normative Structure of Science [1942]" <i>The Sociology of Science: Theoretical and Empirical Investigations</i> (Chicago: University of Chicago Press, 1979), pp. 267–278. 2. Popper, Karl. 1959. <i>The Logic of Scientific Discovery</i>. London: Tavistock. 3. Merton, Robert. K. 1973. <i>The Sociology of Science: Theoretical and Empirical Investigations</i>. Chicago: The University of Chicago Press. Chapter 13 "The normative structure of science." Pp. 267-278 and chapter 20 "The Mathew Effect in Science" Pp. 439-459. 4. Bruno Latour and Steve Woolgar, <i>Laboratory Life: The Construction of Scientific Facts</i>. 2nd ed. (Princeton University Press, 1979/1986). (Excerpt) 5. Latour, Bruno. (1987). <i>Science in Action</i>. Cambridge: Harvard University Press. 6. Haraway, Donna J. 1998. "Situated knowledge: the science question in Feminism and the privilege of partial perspective." Pp. 172-188 in <i>The Science Studies Reader</i>, edited by Mario Biagioli. London: Routledge. 7. Bloor, David. 1976. <i>Knowledge and Social Imagery</i>. Chicago: University of Chicago Press. 8. Collins, Harry. 1985. <i>Changing Order: Replication and Induction in Scientific Practice</i>. London: Sage. (Chapters 2-4). 9. Kuhn, Thomas. 1962. <i>The Structure of Scientific Revolutions</i>. Chicago: Chicago University Press.
Course Outcomes	<p>On completion of the course, Students should be able</p> <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 20SOCIO822		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	20SOCIO9M2 - ENHANCING SOCIAL SELF (Modular Course)		
Class	M.A.(5yr. int.) Sociology	Semester	IX
Cognitive Level	K-1: ✓ K-3: ✓ K-4: ✓		
Course Objectives	The students will be able to 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	On completion of the course, Students should be able to 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 20SOC109M2		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Learn to be empathetic with others	2	3	3	3	3	3	2	3
CO2	Appreciate tools for active listening	2	3	3	3	3	2	3	3
CO3	Demonstrate effective interpersonal communication skills	3	3	2	3	3	3	2	3
CO4	Recognize various social cues	3	3	3	2	3	3	3	2
CO5	Identify various forms of body language	3	3	3	2	2	3	3	3

Mean Score: 2.8

Course Code & Title	20SOCIO9M3 - DYNAMICS OF SOCIAL LIFE (Modular Course)		
Class	M.A.(5yr. int.) Sociology	Semester	IX
Cognitive Level	K-1: ✓ K-3: ✓ K-4: ✓ K-6: ✓		
Course Objectives	The students will be able to 1. State the dynamics of social life. 2. Recognize the structure and functions of social organisations. 3. Relate various forms social processes in daily life; 4. Analyse social system and means of social mobility; 5. Judge the impact of collective efforts on social life.		
UNIT	Content	No. of Hours	
I	Social Organisations: Social Groups: Meaning – Classification of Social Groups: Primary – Secondary – In-Group & Out-Group – Reference Group – Voluntary & Involuntary Groups; Groups and Individuals – Importance of Group Identity.	5 Hours	
II	Social Process: Meaning – Forms of Social Process: Associative Process (Cooperation, Accommodation, Assimilation) – Dissociative Process (Competition, Conflict) – Types – Advantages – Limitations.	5 Hours	
III	Social Stratification & Social Mobility: Meaning – Characteristics – Perspective of Social Stratification: Functionalism – Conflict – Symbolic Interactionism; Forms of Stratification: Caste, Class, Gender, Race, Ethnicity and Social Exclusion; Stratification and Social Control – Social Mobility – Meaning – Types of Social Mobility: Vertical – Horizontal.	5 Hours	
IV	Collective Behaviour & Social Control Concept – Attributes – Forms of Collective Behaviour: Crowd and Public – Mobs and Riots – Panic – Lynch – Mass Hysteria – Rumors – Public and Public Opinion – Collective Behaviour, Social Movements, and Social Change. Means of Social Control: Informal – Folkways, Norms, Mores, Morals, Religion; Formal: Law, Jurisprudence, Education.	5 Hours	
V	Social Movements: Meaning – Attributes of Social Movements – Types of Social Movements: Reformatory – Revolutionary – Resistance – Expressive – Alternative; Life Cycle of Social Movements; Social Movements and Social Change.	5 Hours	

<p>References</p>	<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 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 CO CO CO CO</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Describe the 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 20SOC109M3		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Describe the dynamics of life and societal values	2	3	3	2	3	3	3	3
CO2	Interpret the structure and functions of social organisations	3	3	3	2	2	3	3	2
CO3	Analyse the importance of social processes in their social life	2	2	3	3	3	2	3	3
CO4	Show the collective nature of human behavior	3	2	3	2	2	2	3	3
CO5	Sketch the nature, significance and impact of collective efforts	2	3	3	3	2	3	3	3

Mean Score: 2.7

Course Code & Title	20SOCIO9M4 - SOCIOLOGY OF DELINQUENCY (Modular Course)		
Class	M.A.(5yr. int.) Sociology	Semester	IX
Cognitive Level	K-1: ✓ K-3: ✓ K-4: ✓ K-6: ✓		
Course Objectives	The students will be able to 1. Define nature and characteristics of delinquency and as a form social fact. 2. Relate various perspectives with the delinquent behavior. 3. Analyse the causes and consequences of delinquency. 4. Explain the environment's influence on delinquency. 5. Support the correctional and rehabilitative means for delinquency.		
UNIT	Content	No. of Hours	
I	Introduction Delinquency: Concept – Nature – Characteristics – Causes– Measurement of Delinquency: Crime Reports – Court Statistics – Cohort Studies – Victimization Surveys; Dimensions of Delinquent Behaviour; Importance of Sociology in studying Delinquency.	5 Hours	
II	Theories on Delinquency Social Structure Theories: Social Disorganisation Theory – Cultural Deviance Theory – Strain Theory; Social Process Theory: Differential Association Theory – Control Theory; Feminist Perspectives.	5 Hours	
III	Delinquency and Criminal Behaviour Delinquency as a form of Deviant Behaviour; Delinquency and Crime; Delinquency and Criminal Attitudes; Cultural Patterns, Mass Media, Family, Neighbourhoods.	5 Hours	
IV	Environment and Delinquency Family and Delinquency; Child Abuse and Neglect; School, Delinquency; Gang Delinquency; Drugs and Delinquency; Habitat and Delinquency.	5 Hours	
V	Social Control of Delinquency Social Control of Delinquency: Prevention – Diversion – Correction; The Police and the Juvenile; The Juvenile Court; Community-based Corrections; Institutions for Juveniles; Interventions Strategies in School	5 Hours	
References	1. Ahuja, Ram, 2008. Criminology, New Delhi: Rawat Publications 2. Ahuja Ram, 1992. Social Problems in India, New Delhi: Rawat Publications 3. Burchard, John D. & Sarah N. Burchard (eds.), 1987. Prevention of Delinquent Behaviour, New Delhi: Sage		

	<ol style="list-style-type: none"> 4. Clinard MB. Sociology of Deviant Behaviour. New York: Holt, Rinehart and Winston, Inc. 5. Edgerton, Robert B. 1985. Rules, Exceptions and Social Order. University of California Press 6. Hawkins, David J (ed.), 1996. Delinquency and Crime: Current Theories, Cambridge University Press 7. Howell, James C. 1997. Juvenile Justice and Youth Violence, New Delhi: Sage 8. Regoli, Robert M. 1991 Delinquency in Society: A Child Centred Approach, New York: McGraw Hill 9. Thio, Alex, 2000. Deviant Behavior. 10th Edition. Boston, MA: Allyn& Bacon 10. Tumin, MM. 1973. Patterns of Society, Boston: Little, Brown and Company, 1973.
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Outline the importance of Sociology in studying delinquency. 2. State the social roots of delinquent behavior. 3. Relate the interrelationship between delinquency and crime. 4. Analyse the impact of social institutions on delinquent behavior. 5. Recommend the appropriate means of prevention and correction of delinquency.

		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Outline the importance of Sociology in studying delinquency	3	3	3	2	3	3	2	2
CO2	State the social roots of delinquent behavior	2	3	3	3	3	3	3	3
CO3	Relate the interrelationship between delinquency and crime	3	3	3	2	2	2	3	3
CO4	Analyse the impact of social institutions on delinquent behavior	3	2	3	3	3	2	3	3
CO5	Recommend the appropriate means of prevention and correction of delinquency	2	2	2	3	3	3	2	3

Mean Score: 2.7

Course Code & Title	20SOCIO923 - CULTURE, PERSONALITY AND SOCIETY		
Class	M.A.(5yr. int.) Sociology	Semester	VIII
Cognitive Level	K-1: ✓ K-2: ✓ K-4: ✓		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 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 Freud and the development of self; Erich From and the crisis of Psychoanalysis - Interactionist Perspective on Personality G. H Mead and the Individual Self Goffman and Theself-presentation; George C Homans and the Social Self.		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 RadhakamalMukerjee: Personality, Society, Values Indian Childhood (Sudhir Kakar) AshisNandy (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	<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.

		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	20SOCIO925 - ECONOMIC SOCIOLOGY		
Class	M.A.(5yr. int.) Sociology	Semester	IX
Cognitive Level	K-2: ✓ K-3: ✓ K-4: ✓		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To orient the students to the field of economic sociology by critiquing the excessive economism. 2. To detail the theoretical approaches to the sociological foundations of economic transactions. 3. To trace the specifics of emerging economic sociology by detailing the important sociological contributions. 4. To illustrate the relationship between economic action and social life and structure. 5. To locate economic development in the socio-cultural context of Indian society. 		
UNIT	Content	No. of Hours	
I	Introduction and Orientation to the Field: Emergence of economic sociology: The Economic Approach - Critiques of the Economic Approach - Moral Views.	10 Hours	
II	Theoretical Approaches: Classical sociological Perspectives: Marx: critique of political economy; Durkheim: division of labour; Weber: sociology of capitalism; Veblen: Conspicuous consumption. Recent sociological interpretation of economy: Polanyi (economy as instituted process), Granovetter (Problem of embeddedness).	10 Hours	
III	Rise of new economic sociology: Approaches of new economic sociology, new economic sociology and classical economic sociology – Social life of things: Arjun Appadurai – Consumptive Behaviour.	10 Hours	
IV	Economic action and social structure: Varieties of embeddedness, social networks in economic behaviour Culture and Values– Social Capital – Gender- Labour Market and networks – Corporations - Household Economy and Care Work – Consumption	10 Hours	
V	Socio-cultural context of economic development: Culture and development with special reference to India, Social background of business groups – Growth Vs Development : Globalisation & Rise of neoliberalism.	10 Hours	

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

		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 /	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	20SOCIO926 - SOCIOLOGY OF FAMILY		
Class	M.A.(5yr. int.) Sociology	Semester	IX
Cognitive Level	K-1: ✓ K-2: ✓ K-3: ✓ K-4: ✓		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. State structure and functions of family as a social institution; 2. Explain socially approved means to form a family and the causes for its dissolution. 3. Predict transitions in the structure and functions of family. 4. Sketch factors responsible for crisis in the system of family; 5. Compute the interrelationship between family and other social institutions. 		
UNIT	Content	No. of Hours	
I	Introduction Family: Concept – Features – Functions – Types – Alternate Arrangements to Family; Theoretical Approaches to Family: Functionalism – Conflict – Interactionism – Exchange; Family in Historical Context; Family, Marriage and Kinship.	10 Hours	
II	Family Formation and Dissolution Mate Selection: Incest Taboo – Homogamy; Premarital Interaction: Dating – Cohabitation; Marriage: Conceptions on Marriage – Social and Legal Requirements for Marriage – Legal Status of Spouse – Religious Views of Marriage – Marital Adjustment.	10 Hours	
III	Dynamics/Transitions in Family Family Expansion: Parental Mystique – Fertility – Family Planning /Fertility Limitation – Parenthood; Child Development and Socialisation: Conditions of Socialisation – Process of Socialisation – Socialisation and the Family; Families in Later Life: Husband and Wife – Older Couple and Family – Family Disorganisation.	10 Hours	
IV	Crisis and Change in Family Family Violence: Perspectives on Family Violence – Forms of Family Violence: Conjugal Violence – Child Abuse – Violence against Aged – Rape; Divorce: Prevalence – Causes – Consequences – Single Parenthood – Remarriage – Family Constitution and Adjustment in Remarried Families.	10 Hours	
V	Family and Other Social Institutions Family and Education: Formal Education and Age – Schooling and Social Values – Family and Academic Success; Family and Economy: Family,	10 Hours	

	<p>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>	
<p>References</p>	<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 	
<p>Course Outcomes</p> <p>CO CO CO CO CO</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. 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 20SOCIO926		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	Outline the structure and functions of family	2	3	3	3	3	3	3	2
CO2	Show the means to form a family and causes for disorganisation	3	3	3	3	3	2	2	3
CO3	Interpret the dynamics in the functions of family	3	3	3	3	3	3	2	3
CO4	Analyse the factors responsible for crisis in the system of family	3	2	3	3	3	3	3	3
CO5	Relate family and other social institutions	2	3	3	3	3	3	3	3

Mean Score: 2.8

Course Code & Title	20SOCIO927 - VISUAL SOCIOLOGY		
Class	M.A.(5yr. int.) Sociology	Semester	IX
Cognitive Level	K-2: ✓ K-3: ✓ K-4: ✓		
Course Objectives	<ol style="list-style-type: none"> 1. To Gain an introduction to visual sociology. 2. To use visual technologies to learn about the social world. 3. To practice observational skills, with or without a camera, and thus become knowledgeable observers of society. 4. To develop visual literacy to understand the sociological importance of depictions of different groups of people and their social environments. 5. To Enhance sociological imaginations to critically analyze images orally and in writing. 		
UNIT	Content	No. of Hours	
I	Introduction to Visual Sociology: Concepts – Career of Visual Sociology – Visual Anthropology to Visual Sociology – Ethics: Role of Researcher - Practicing Visual Sociology: Visual Media and Professional Practice – Performance and expressive practices in India.	8 Hours	
II	Theories and Approaches: The practice of seeing and interpreting visual world - Approaches to Analysis of Images - <i>The Power of the Visual</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, people’s sense of self, and meaning-making practices. Trends and Future of Visuality.	12 Hours	
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) <i>Photography and Sociology. Studies in</i> 		

	<p><i>the Anthropology of Visual Communication</i> (1) : 3–26.</p> <ol style="list-style-type: none"> 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.
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion of the course, Students should be able</p> <ol style="list-style-type: none"> 1. To 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.

		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	20SOC11028 - SOCIOLOGY OF DEVIANCE		
Class	M.A.(5yr. int.) Sociology	Semester	X
Cognitive Level	K-1: ✓ K-3: ✓ K-4: ✓ K-6: ✓		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. Define deviance as a form of social behavior; 2. Apply theoretical contributions to explain deviant behavior; 3. Relate discrimination, prejudice and deviance; 4. Analyse the causes and consequences of crime as deviant behavior. 5. Assess correctional and rehabilitative means to control deviant behaviour. 		
UNIT	Content	No. of Hours	
I	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	1. Ahuja Ram, 1992. Social Problems in India, New Delhi: Rawat Publications		

	<ol style="list-style-type: none"> 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.
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Identify the social deviance as a form of deviant behaviour; 2. Interpret different perspectives on social deviance; 3. Relate society, prejudice and social deviance; 4. Show the causes and consequences of crime as deviant behavior; 5. Justify correctional and rehabilitative means to control social deviance.

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

Mean Score: 2.8

Course Code & Title	20SOCI1030 - SOCIOLOGICAL INQUIRY		
Class	M.A.(5yr. int.) Sociology	Semester	X
Cognitive Level	K-2: ✓ K-3: ✓ K-5: ✓		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> 1. To trace the philosophical roots of sociological methodologies and research cultures 2. To elaborate on the different models and logic of methodologies specific to sociological research. 3. To discuss the nature of original methodological contribution made by classical sociologists. 4. To evolve a critique of positivist and scientism inspired sociological methodologies. 5. To illustrate specific qualitative research methods deployed in sociological and anthropological research. 		
UNIT	Content	No. of Hours	
I	Philosophical Roots of Social Research: Classical View of Science (Comte's, Vienna Circle's), Reason -- Rationality and Standard View of Scientific Knowledge - Social Science as Science -- Objectivity- Subjectivity-Ideology and Value-Neutrality, Professional Ethics and Plagiarisms.- The Position of Researcher and Problem of Adequacy	12 Hours	
II	Logical Methods: Karl Popper's Logic of Discovery and Demonstration - Inquiry of logics, Inductive process and Deductive process, Empirical, Comparative, Analytical, Explorative- Qualitative turn: Nisbet and Gouldner	8 Hours	
III	Contributions to Methodology and Methods: Comte Positivism and Evolutionism Emile Durkheim: Comparative Methods –Karl Marx: Historical and Dialectical Methods, Pareto: Derivative Method – Max Weber: Interpretivism	10 Hours	
IV	Critiques of Positivism & scientism: Phenomenology and Ethnomethodology, Hermeneutics, Critical theory, Feminist Critiques – Critiques of Science: Thomas Kuhn and Feyerabend – Relativism: Peter Winch – Genealogy and Archeology of Foucault.	10 Hours	
V	Sociological-Anthropological Methods of Inquiry: Ethnography, Oral History, Interviews, Case Studies Content Analysis, Participatory observation, Narratives, Biographical Approach – Writing Research.	10 Hours	
References	<ol style="list-style-type: none"> 1. Burawoy Mand Joseph Blum(ed), <i>Global Ethnography: Forces, Connections and 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. 5. Feyerabend Paul, <i>Against Method</i>, Humanities Press, 1975. 6. Giddens Anthony, <i>New Rules of Sociological Research</i>, Hutchinson, 1976. 		

	<ol style="list-style-type: none"> 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, NewYork,2004.
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion of the course, Students should be able</p> <ol style="list-style-type: none"> 1. To 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 20SOC11030		PSO							
		1	2	3	4	5	6	7	8
		Demonstrate the knowledge in the subject of sociology and apply the principles of the same to the needs of the Employer / Institution /Enterprise/ Society	Gain Analytical skills in the field/area of sociology with a strong rural thrust	Develop professional ethics, community living and Nation Building initiatives	Display Strong research aptitude and project management skills in the area of development Sociology	Acquire adequate knowledge and skills to possess environmental consciousness with value orientation	Undertake in rural extensions based micro level community based development action.	Demonstrate commitment to the value based social system with specific reference to multicultural of rural setting	Apply knowledge and skills in policy formulations in micro and macro social development planning
CO1	To trace the philosophical roots of sociological methodologies and research cultures	3	3	2	3	2	3	3	2
CO2	To elaborate on the different models and logic of methodologies specific to sociological research.	3	3	3	3	3	3	3	3
CO3	To discuss the nature of original methodological contribution made by classical sociologists.	3	3	3	3	2	3	3	3
CO4	To evolve a critique of positivist and scientism inspired sociological methodologies.	3	3	2	3	3	3	3	3
CO5	To illustrate specific qualitative research methods deployed in sociological and anthropological research.	3	3	3	2	2	3	2	2

Mean Score: 2.8

List of Non-Major Electives

UG - Level

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

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

20SOCU00N3 - ENHANCING SOCIAL SELF

Objectives:

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

Unit –I

5 Hours

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

Unit –II

5 Hours

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

Unit –III

5 Hours

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

Unit –IV

5 Hours

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

Unit –V

5 Hours

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

References:

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

Learning Outcomes:

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