



**BHARATHIDASAN UNIVERSITY
TIRUCHIRAPPALLI - 62024.**

**M.A. (SOCIOLOGY)
CHOICE BASED CREDIT SYSTEM (CBCS)**

LEARNINIG OUTCOMES BASED CURRICULUM FRAMEWORK

(Applicable to the candidates admitted from the academic year 2022-2023 onwards)

Sem.	Category	Course Code	Name of the Course	Teaching Hours	Credits	Maximum Marks		
						CIA	ESE	Total
I	Core Course	22SOCC01	Principles of Sociology	5	5	25	75	100
		22SOCC02	Sociological Thoughts	5	5	25	75	100
		22SOCC03	Research Methodology	5	5			100
	Core Choice Course	22SOCCC1	Rural Sociology (or)	5	4	25	75	100
		22SOCCC2	Urban Sociology (or)					
		22SOCCC3	Sociology of Tribe					
	Elective Course	22SOCEC1	Sociology of Human Rights (or)	5	3	25	75	100
		22SOCEC2	Sociology of Marginalized (or)					
		22SOCEC3	Introduction to Social Exclusion and Inclusion in India					
			Total	25	22	100	300	500
II	Core Course	22SOCC04	Fundamentals of Sociology	5	5	25	75	100
		22SOCC05	Contemporary Sociological Theories	5	5	25	75	100
		22SOCC06	Social Legislation for Marginalized	5	5	25	75	100
	Core Choice Course	22SOCCC4	Sociology Of Tourism (Or)	5	4	25	75	100
		22SOCCC5	Social Welfare Administration (Or)					
		22SOCCC6	Environmental Sociology					
	Elective Course	22SOCEC4	Non-Governmental Organization (or)	5	3	25	75	100
		22SOCEC5	Sociology of Education (or)					
		22SOCEC6	Social Policy					
	Non Major Elective Course	22SOCNM1	Society in India (or)	3	2	25	75	100
		22SOCNM2	Sociology of Marginalized					
			Total	28	24	150	450	600
III	Core Course	22SOCC07	Indian sociological theories	5	5	25	75	100
		22SOCC08	Social anthropology	5	5	25	75	100
		22SOCC09	Political sociology	5	5	25	75	100
	Core Choice Course	22SOCCC7	Sociology of youth (or)	5	4	25	75	100
		22SOCCC8	Sociology of ageing (or)					
		22SOCCC9	Sociology of differently able					
	Elective Course	22SOCEC7	Medical sociology (or)	5	3	25	75	100
		22SOCEC8	Social problems in India (or)					
		22SOCEC9	Introduction to criminology					
	Non Major Elective Course	22SOCNM3	Social policy (or)	3	2	25	75	100
		22SOCNM4	Social welfare administration					
	Value Added Course	22SOCVE1	Social Interaction	-	2*	25	75	100*
			Total	28	24	175	525	700
IV	Core Course	22SOCC10	Social demography	5	5	25	75	100
		22SOCC11	Industrial sociology	5	5	25	75	100
	Field Internship Programme	22SOCP1	Field internship (Entrepreneurship or industry based)	5	5	25	75	100
	Research Project	22SOCRP1	Research Project	4	5	25	75	100
	Value Added Course	22SOCVE2	Sociology of Entrepreneurship	-	2*	25	75	100
			Total	19	20	125	375	500
			Grand Total	100	90	550	1650	2300

First Year

**CORE COURSE-I
PRINCIPLES OF SOCIOLOGY**

Semester-I

Code: 22SOCC01

Credit: 5

Course Objective:

The course is meant to be a formal introduction to the discipline of sociology. It introduces the student to the basic concepts in sociology in order to show how sociology is premised on society as an object of study.

UNIT –I

Origin and Development of Sociology: Definition Meaning of Sociology – Genesis of sociology, Sociology and common sense.

Nature and Scope: Sociology as a Science – Queen of all Sciences – Relationship with Other Social Sciences: Anthropology, Economics, History, Political Science, Psychology

Social Structure: Status and role, multiple roles, Role set, Status set, role conflict.

Basic Concept: Society, Community, Association Institution, Norms and Values, culture, culture change, diffusion, Cultural-lag, Cultural relativism, ethnocentrism.

UNIT –II

Social Processes: Accommodation, Assimilation, Acculturation, Co-operation, Competition, Conflict and Adaptation.

Socialization: Agencies of socialization, Anticipatory socialization.

Social Groups: Meaning, Types of Groups – Primary, Secondary, In- Group, Out-Group, and Reference Group.

Social Control: Factors and Agencies of Social Control.

UNIT –III

Social Institutions: Marriage as a contract and sacrament – Monogamy, Polygamy, Polygyny, Polyandry, Hyper gamy, Hypo gamy, Endogamy, Exogamy, Levirate, Sororate.

Rules of Residence: Patrilocal, Matrilocal, Avunculocal, Neo-local, Descent, Inheritance.

Family: Joint Family, Nuclear Family, Extended Family, Types and Functions, Kinship – Terms of usages, Paternal, Maternal, Affinal, Consanguinal.

Economy:– Division of Labor, private property, Economy and Society.

Religion: Monotheism, Polytheism, Animism, Totemism.

UNIT –IV

Social Stratification: Forms and Functions.

‘Dominant Caste’ and Sanskritisation and Social Mobility.

Race –Determinants of race

Caste- Varnasrama system, Purity and Pollution.

Class- Difference of Caste and class, Class consciousness, Hierarchy and Inequality.

Gender –Factors of improvement in the condition of women.

UNIT – V

Social Change — Factors of Social Change – Biological, Physical and Cultural, Theories of social change- Cyclic theory- Linear Theory.

Polity: Government, authority, Legitimacy, Political socialization, Caste and Politics.

Unit VI: Current Contours (only for discussion not for exam) : Apply the Principles of Sociology in the Socialization Process, Family, School and College

TEXT BOOKS

1. Roshini Jain, An Introduction to Sociology, AITBS Publishers, 2012.
2. Shankar Rao, C.N., Principles of Sociology with an introduction to Social Thought, Chand & Company, New Delhi, 2009.
3. Rajendra K. Sharma, **Social change and social control**, Atlantic publishers, 2007.
4. Jayaraman, **Introductory Sociology**, Macmillan Publishers, 2000.
5. Sharma, Ram Nath, **Principles of Sociology**, Media promoters and Publication Pvt. Ltd., Bombay 1993.

References:

1. Horton and Hunt, **Sociology**, Tata Mc. Graw – Hill, 2006.
2. Ett. Giddings, **The Principles of Sociology**, cosmo publications, New Delhi, 2004.
3. Gelles J. Richard, Ann Levine, **Sociology- An Introduction**, Mc Graw Hill
4. Company, 1995.
5. Leonard Broom, **Principles of Sociology**, Media Promoters and Publication Pvt. Ltd.,
6. Bombay, 1993.
7. Ogburn and Nimkff, **A Handbook of Sociology**, Eurasia Publication House (Pvt) Ltd., New Delhi, 1966.
8. Haralambos, **Sociology: Themes and Perspectives** Oxford University, Bombay, 1980.
9. Shanthi, K., **Empowerment of Women**, Anmol Publications, New Delhi, 1998.
10. Franklin Henry, **The Principles of Sociology**, Print Well Publishers, Jaipur, 1990.
11. Gisbert, Pauscal **Fondamentals of Sociology**, Orient Longman, Bombay, 1973.
12. Goldthore J.K., **An Introduction to Sociology**, Cambrige, University Press, 1985.

13. Ritger, Kammuger and Zefmam, **Sociology- Experiencing a Changing Society**, Allyn & Buan Boston, 1979.
14. Sharma. K.L., **Reconceptualising Caste, Class & Tribe**, Rawat Publications, Jaipur, 2001.

Course outcome:

1. The Sociology Department seeks to develop our students the sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues. The Sociology Department seeks to develop in students the sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues.
2. Through field study, internships, independent studies and collaborative research with faculty, the Department encourages a commitment to social justice based on an appreciation of social and intellectual diversity and an awareness of social inequality.

First Year

**CORE COURSE-II
SOCIOLOGICAL THOUGHTS**

Semester-I

Code: 22SOCC02

Credit: 5

Course Objective:

To understand the origin and development of Sociology as a subject. To learn the classical theories propounded by various thinkers. To learn how the various aspects of social life are analysed by early sociological thinkers.

Unit-I

Functionalist Thought : August Comte - Positivism, Hierarchy of sciences, Evolution of Three stages. Tonnies - Gemeinschaft and Gesselchaft. Durkheim - Division of labour - Mechanical solidarity and Organic solidarity.

Unit-II

Conflict Thought: Hegel and Marx - Hegels' Thesis, Anti Thesis and Synthesis. Marx – Historical Materialism and Theory of Class struggle. Dahrendorf - Imperatively Co-ordinated Association.

Unit-III

Symbolic Interactionism: Blumer – Interactionism. G. H. Mead – Mind, Self and Society. C. H. Cooley - Looking Glass Self, Primary Group and Secondary Group.

Unit-IV

Structural Functionalism: Pareto- Power Elites, Circulation of Elites. Spencer – Social Evolution and Survival of the Fittest, Organic Analogy. Radcliffe Brown – Social Structure, Social Personality, Different between Structure and Form.

Unit-V

Post Modernism: Giddens- Structuration and modernisation, Derrida- De-Construction.

Unit VI: Current Contours (only for discussion not for exam) not for final examination: Take a cement Social Issue, Farmers Problems and the various perspectives separately. Establish the suitable perspective, Functionalism – Conflict – Internationalism and Ethnomethodology and Phenomenology

Text book :

1. Doshi.S.L. **Modernity, Post modernity and Neo Sociological Theories**, Rawat Publications, Jaipur, 2003.
2. Martindale, Don, **The Nature and Types of Sociological Theory**, Rawat Publications, 1990.
3. A.R.Desai, Social Background of Indian Nationalism, Popular prakasam Pvt ltd. 2000.
4. Haralambos, **Sociology : Themes and Perspectives**, Oxford University Press, 1984.
5. Turner, Jonathan, H. **The Structure of Sociological Theories**, Rawat Publications, Jaipur, 1987

References:

1. Turner, Bryan.S (Ed.), **The Black Well Companion to Social Theory**, Oxford & Cambrdige, USA.
2. Jesser Joyce Clinton, **Social Theory Revisited**, The Drycen Press, Hinscale, Illinois, 1975.
3. Mann, Michael, Macmillar **Student Encyclopedia of Sociology**, Macmillan Press, London, 1987.
4. D.K. Dhanagare, Themes and Perspectives in Indian Sociology, Rawat Publications Jaipur 1993.
5. S.K.Pramanick, **Sociology of G.S.Ghurye**, Rawat Publications, New Delhi. 2001.

6. Francis Abraham, Modern Sociological Theory, Oxford University Press, 1983.
7. Lewis Coser, Masters of Sociological Thought, Rawat Publication, Jaipur&New Delhi, 2001.
8. Wallace and Wolf, **Contemporary Sociological Theory**, Prentice Hall, 1980.

Course outcome:

- The student places human society under various stages of development following the thoughts of founding fathers of sociology. He is introduced to the characteristics of society and community, mechanic and organic solidarity. Origin of Sociology is taught and the student gets into the sociological imagination and understanding. He learns observing the society, applying positivism as a concept.
- The student places human society under various stages of development following the thoughts of founding fathers of sociology. He is introduced to the characteristics of society and community, mechanic and organic solidarity.
- The ongoing process in modern society is the process of conflict. The early thinkers of conflict viewed on dialectics, materialism and struggle. Hegel, Marx and Dahrendorf are discussed.

First Year

**CORE COURSE-III
RESEARCH METHODOLOGY**

Semester-I

Code: 22SOCC03

Credit: 5

Course Objective:

On completion of this course students will be able to understand the general principles and methods involved in doing social research and provides philosophical underpinnings of the social research and familiarizes the students with methodological tools and statistical techniques, explaining quantitative and qualitative methods, which will help them to undertake empirical research independently.

UNIT –I

Aims of Social Research: Characteristics of Scientific Research: Verifiability, Accuracy, Objectivity, Subjectivity, Systematization Types of Research:– Quantitative, Qualitative, Comparative and Longitudinal

UNIT –II

Theory, Fact and Hypothesis: Characteristics of Theory – Set of Interdependent – Proposition, Relationship between Propositions, Empirically testable, Logical Consistency.

Role of Theory: Narrowing the range of Facts, Making the reliance of Facts, Conceptualization in the Process, Classifying the Facts, Summarizing, Generalizing and Systematizing the Relationship between the Facts, Prediction of Facts – Points Out Gap in Knowledge

Hypothesis: Empirically testable Abstract Proposition. Types of Hypothesis, Working Hypothesis, Abstract Hypothesis, Research hypothesis and Null Hypothesis – Characteristics of Hypothesis – Clear Conception, Specificity, Relationship with Available Techniques, Relationship with Theory

UNIT – III

Research Process: Research Design – Types of Research – Descriptive, Diagnostic and experimental, Explorative. Sampling: Types of Sampling, Probability Sampling – Simple random, Stratified Random, Systematic Cluster, Multi Stage and Multi Faceted Non – Probability Sampling – Convenient, Purposive, Quota, Snow Ball, Judgement

Methods of Data Collection: Case Study Tools of Data Collection: Questionnaire, mailed Questionnaire, Interview Schedule

UNIT –IV

Data Analysis: Classification, Coding, Editing, Tabulation, Diagrammatic and Graphic Representation, Interpretation and Report Writing

UNIT –V

Statistics: Introduction, Importance, Scope, Function and Limitations

Measures of Central tendency:– Mean, Median, Mode

Measures of Dispersion: – Range, Quartile Deviation, Mean Deviation and Standard Deviation

Correlation Analysis: Karl Pearsons Coefficient of Correlation, Rank Correlation and Association of Attributes, Reliability and Validity, Test of Significance.

Unit VI: Current Contours (only for discussion not for exam) : Application of social research methodology for media research

Text book :

1. Kothari CR. **Research Methodology – Methods and Techniques**, wiley eastern limited, Madras, 1985.
2. Michael S. Lewis-Beck, (Ed) **Experimental Design & Methods**, Sage Publications, Toppan, Publishing United Kingdom, 1990.
3. M.N.Srinivas, *The Fieldworker and the Field*, Oxford University press, 1979.
4. Vinay Srivastava, *Methodology and Fieldwork*, Oxford University Press, 2004.

References :

1. P. Saravanel, **Research Methodology**, Kilab Mahal, Allahabad, 2007.
2. John Adams, et al., **Research methods for graduate Business, and social science students**, Response books, New Delhi, 2007.
3. Paul Oliver, **Writing your thesis**, 2nd Edition, sage publications.
4. Earl Babbie, **Social Research**, Wadworth, united states, 2002.
5. S.P. Gupta, **Statistical Methods**, Sultan chand & sons, New Delhi, 2006.
6. Young Pauline V : **Scientific Social Surveys and Research**, PHI.
7. Mitchall, Mark and Jamina Jolley, **Research Design Explainer**, Holt, Rinehart and Winston inc., New york, 1988.
8. Gane, Mike : **On Durkheim's Rules of Sociological Method**, Routledge, London, 1988.
9. Goode, Williams and Hatt Paul K : **Methods in Social Research**, McGraw-Hill Book Company, London, 1981.
10. Boalt, Gunnar : **The Sociology of Research**, Southern Illinois University Press, London, 1969.
11. Blalock, J.R., Hubert, M. **Social Statistics**, Mc Graw Hill. International Editions, Washington, 1981

12. Hunt, Morton : **Profiles of Social Research**, Russell Sage Foundation, New York, 1920.

13. Kothari, C.R., **Quantitative Techniques**, Vikas Publishing House (Pvt) Ltd. New Delhi – 1978.

Course outcome:

- This course explored systematic enquiry to understanding the cause and consequences of events and use to improve research technique in that field. This course explored systematic enquiry to understanding the cause and consequences of events and use to improve research technique in that field.
- Research Design indicates the entire process of planning and carryout a research study and with proper procedure to investigate the research problem and directing knowledge and main functions are discussed.
- Theoretical explanations of various methodology and Statistics concepts are taught.

First Year

**CORE CHOICE COURSE-I
RURAL SOCIOLOGY**

Semester-I

Code: 22SOCCC1

Credit: 4

Course Objective:

The objective of this course is to orient students with sociological approach to the study of rural society. It attempts to provide a comprehensive understanding of the socio-economic and political structure of rural society in India. This course also offers a synoptic overview of rural governance and development in India.

UNIT I:

Introduction to Rural Sociology- Meaning and definition -origin and scope – Importance of study of Rural Sociology - Patterns of village settlements - Rural Urban contrast- approaches to Study of Rural Society, Rural sociology a guide to rural reconstructions.

UNIT II:

Rural Social Stratification - Meaning of stratification. caste: difference between caste and class - origin of caste -dominant caste – merits and demerits of caste system - modern trends in caste system. Class - meaning and development of class- the criteria of class distinctions- the functions of class-jajmani system.

UNIT III:

Rural Social Institutions- Social: Marriage and family in Rural Society. **Rural Economy:** Agriculture- Landownership- small scale industries - occupational groups-occupational mobility. **Rural Politics** - caste and politics- New PRIs - political behavior. **Rural Education:** Role of education - advancement of education in rural areas - reasons for illiteracy in rural areas. **Rural Religion:** Faith and religious practices in India - religion as social control agencies.

UNIT IV:

Peasant Movements and Rural Social Problems- Champaran Movement, Moplah Rebellion in Malabar, Telengana Movement, Bhodhan, Gramdhan and Sarvodaya, Land for Tillers' Freedom (LAFTI) and peasant movement in Tamil Nadu. **Land reforms:** Land Ceiling Act -Abolition of Intermediaries – Ryotwari, Mahalwari, and Jamindari system- impacts of land reforms. **Rural Social Problems:** Lack of basic amenities in the villages (Drinking water, housing and hygiene, transport) – Illiteracy – Poverty - Untouchability - caste conflict - Unemployed youth –problems of farmers- Bonded labour- Migrants- Aged and physically challenged persons.

UNIT V:

Rural Development Programmes - Sponsored by central, state and local self government - for basic amenities, agriculture, industries, education, employment, health, Village road, electricity, women and children,aged,etc.,

Unit VI: Current Contours (only for discussion not for exam): To select a village near the University and study the social stratification with the village and compose with other studies.

Text book :

1. Desai AR . **Rural Sociology in India**, Popular Prakashan, Bombay, 1969
2. Chitambar JB. **Introductory Rural Sociology**, New Age International (p) limited publishers, 1993.
3. Doshi SL and PC Jain, **Rural Sociology**, Rawat Publications, Jaipur, 1999.
4. Bhatia, B.S & G.S.Batra, **Rural Development Management**, Deep & Deep Publications, New Delhi, 2000.

References:

1. Nahar, UR and Ambika Chandani, (Ed) **Sociology of Rural Development**, Rawat Publications, Jaipur. 1995.
2. Singh, Katar, Rural Development – **Principles, Policies and Management**, Sage Publications, New Delhi, 1999.
3. Erence Guijt & Meena Kaul Shah, **The Myth of community – Gender Issues in Participatory Developmeent**, Vistaar Publications, New Delhi, 1998.
4. Lakshmanan, T.K and B.K. Narayanan, (Ed) Himalaya Publishing House, Bombay, 1987.
5. Vidyarathi, L.R. (Ed) **Rural Development in South India**, Concept Publishing company, New Delhi, 1982.
6. Rajendra Kumar Sharma, Rural Sociology Attartic publishers, 2007.
7. Bhaskar majumder Rural Housing: policies & practices, Rawat Publicatons Jaipur 2007.
8. Verma and Powar, Rural empowerment, Deep & Deep publications, 2005

Course outcome:

- The students have become familiar with the basic understanding of distinguished characters of Rural Sociology where types of village settlements Rural Urban differences.
- The students have become familiar with the basic understanding of distinguished characters of Rural Sociology where types of village settlements Rural Urban differences.
- The important areas of development like changing rural social life and Urbanism are taught to the students.

First Year

**CORE CHOICE COURSE-II
URBAN SOCIOLOGY**

Semester-I

Code: 22SOCCC2

Credit: 4

Course Objective:

This course will pay special attention to the emergence and growth of Urban Sociology, the consequences of urbanization, social structure in Urban Society and challenges in urban governance.

Unit-I:

Urban sociology: City-definition: origin, scope of urban sociology, Value of urban sociology, methods of urban study.

Unit-II:

Genesis of cities: Definition of urban locality, urban place, Urban agglomeration and other related terms.

Measuring Urbanization - Trends of world Urbanization- Growth of urban population in India.

Location of cities-nature, culture, function, migration.

Unit-III:

Urban and Human Ecology Elements of ecological system -The social-psychological Elements-Problems of rapid urban growth- Feature of Urbanization. Human ecology: Strategy for human survival, Man and his environment, Destruction of forest.

Unit-IV:

Urban social Problems: Causes of urban problems, Poverty, Urban unemployment, over crowding, Transport and traffic, Housing and slums, Prostitution

Unit-V:

Urban sociological approaches & theories: Tonnies, George Simmel, Louis wirth, Max Weber, Red field, Sector theory of Urban growth, Central place location theory, concentric zone theory, Multiple nuclei theory.

Unit VI: Current Contours (only for discussion not for exam): Discuss urban development and environmental degradation.

Text book :

1. Rajendra Kumar sharma, **Urban Sociology**, Atlantic publishers, & Distributors, 2007.
2. N.A. Adinarayanappa **Urbanisation slums & Environmental Health** Anmol publications PVT. Ltd,
3. Ranvinder singh sandhu **Urbanization in India sociological Contributions**, sage publications, New Delhi 2003.
4. Jayapalan.N , **Urban Sociology**, Atlantic Publishers and Distributors (B.No:2798)

References

1. Subbarao.S, **Human Ecology**, Rajat Publications (B.No: 2520)
2. Dube k k,Alok kumar Singh, **Urban Environment in India: Problems and Prospects**, Inter-India Publications (B.No:808)
3. Rajendra .K, Sharm, **Urban Sociology**, Atlantic Publishers and Distributors.(B.No:2389)
4. MSA Rao, **Urban Sociology in India**, Orient Longman.(B.No:2411)
5. Rajendra, A,**Urban Land Policy: Study of Metropolitan city**, Concept Publishing company. (B.No:2418)
6. Arup Mitra, **Urbanization, slums, informal sector employment and Poverty**, B.R Publishing Corporation. (B.No:1522)
7. M.S.A, Rao, CBHAT, LW Kadckar, **A reader in Urban Sociology**, Orient Longman Ltd.(B.No:1197).

Course outcome:

- This course will explore three essential components of the city: its formation, its geographical and physical structure and composition, and social organization among its residents.
- This course will explore three essential components of the city: its formation, its geographical and physical structure and composition, and social organization among its residents.
- Emphasis on the interaction between the urban environment & the development of human personality in urban society.

First Year

**CORE CHOICE COURSE-III
SOCIOLOGY OF TRIBE**

Semester-I

Code: 22SOCCC3

Credit: 4

Course Objective:

The Course aims to introduce the students to the key concepts and the terms in the studies of Society and Culture. The course is also envisaged to provide a solid foundation in understanding the important institutions and organizations of Society and Culture.

UNIT I:

Defining Tribes: Concepts and Approaches-Marriage: Rules of Marriage, Mate Selection, Exchange, Divorce Kinship System: Clan, Lineage, Consanguinity and affinity,

Unit II:

Family: Organizations and Functions, Patriarchy, Male-Female relations, Division of labour among the Indian Tribes.

UNIT III:

Tribal Economy: Agriculture, Forest labour, Market, Poverty and Indebtedness- Tribal Religion: Rites de passage, festivals, fares and magic.

UNIT IV:

Approaches to the Study of Tribal Society in India: Assimilationist and isolationist approaches.

UNIT V:

Social Change: Education, Reservations, Movements, Migration and Mobility-Policies and Programmes for the Welfare of Tribal People.

UNIT VI: Current Contours (only for discussion not for exam) Discuss the issue of tribal autonomy versus inclusion and preferential consideration versus equal citizenship of tribals in democratic India.

TEXT BOOK:

1. Dube, S.C. ,India's Changing Villages.
2. Doshi S.L.: Tribal society in india
3. Singh, K.S., Tribal Situation in India (Indian Institute of Advanced Study)
4. Beteille, A. 'The Concept of Tribe with Special Reference to India'

REFERENCES:

1. Singh, K.S. , Economies of the Tribes and Their Transformation
2. Bose, N.K. : Culture and Society in India
3. Sharma, K.L. Social Stratification and Mobility.
4. Singh, Yogendra, Modernization of Indian Tradition.
5. Singh, K.S, Tribal Movements in India, Vol.I and II.
6. Haimendorf, Christoph von, Tribes of India

COURSE OUTCOME:

It makes familiar with the concept of tribe and helps to develop an understanding about classification and understanding of tribal society. It defines the socio culture profile based on the Ethic and cultural diversity.

First Year

**ELECTIVE COURSE-I
SOCIOLOGY OF HUMAN RIGHTS**

Semester-I

Code: 22SOCEC1

Credit: 3

Course Objective:

To make aware of the students to know the moral concepts and judgements. To make the students aware of the knowledge of human rights and duties. To make the students aware of the current social evils and its impact on society.

UNIT I:

Human Rights- Meaning – Definition - Origin - Growth of Human Rights in the World - Need and Types of Human Rights - UNHRC (United Nations Human Rights Commission).

UNIT II:

Sociological Perspective- Comte - Positivism. Marx - Class Struggle. Foucault - Madness and Civilisation. Gramsci – Hegemony - Rights of Prisons. Derrida-Deconstruction.

UNIT III:

India and Human Rights- Constitutional Provisions - Evolution of Fundamental Rights during Freedom Struggle - Nature of Fundamental Rights - Directive Principles of State Policy - National Human Rights Commission.

UNIT IV:

Contemporary Human Rights Issues- Women's Rights - Children's Rights - Bonded labor - Refugees - Capital Punishments - National Commission for Women - National Commission for SC and ST - National Commission for Minorities.

UNIT V:

Violation of Human Rights- Women - Children - Aged Workers - Prisoners - Scheduled Casts and Tribes.

Main Recommendation of National Human Rights Commission – State Human Rights Commission.

Unit VI: Current Contours (only for discussion not for exam) : Hold Discussion with classmates on the recent incidents human rights violation. Specifically on the women and children rights.

Text book:

1. Desai, A.R. ed. (1986): **Violations of Democratic Rights in India, Bombay:** Popular Prakashan.
2. Roy A.N (2005): **Human Rights Achievements and Challenges:** Vista International publishing house, New Delhi.
3. Velan, G. (2008): **Human Rights and Development Issues:** The Associated Publishers, Ambala Cantt

References:

1. Ashish Kumar Das and Prashant Kumar Mohanty (2007): **Human Rights in India:** Sarup and Sons. New Delhi.
2. Bani Borgohain, (2007): **Human Rights Social Justice and Political Challenge,** Kanishka Publishers and Distributors, New Delhi.
3. Baradat Wergio and Swaronjah (2009): **Teaching of Human Rights:** Dominant Publishers and Distributors, New Delhi.

Course outcome:

- The student understands human rights as social fact. Accepts the values and theoretical starting points of the sociology of human rights. Student is open for making own arguments and opinions on problems of human rights.
- Students are getting opportunity to learn what are human rights? Where do they come from? And how do we study them? Are there other important values aside from human rights.
- Students will obtain theoretical approach to understanding human rights and global justice.

First Year

**ELECTIVE COURSE-II
SOCIOLOGY OF MARGINALIZED**

Semester-I

Code: 22SOCEC2

Credit: 3

Course Objective:

The primary objective is to study the definition, nature and scope of marginalization and to gain insights into the sociological understanding of marginalization. To understand the contribution of Mahatma Jyotiba Phule, Periyar and Ambedkar to the social reform movements. To explore the Provisions laid down by the Government of India for the upliftment of weaker section.

UNIT – I:

Introduction: Meaning and Process of Marginalization- Scope and Importance of the Study of Marginalization. Marginalization and its Socio-Economic Indices: Poverty, Relative deprivation, Exploitation, Discrimination, Backwardness, and Inequality.

UNIT – II:

Perspectives on Marginalization: Role of Ideology in Marginalization - Subaltern perspective - Views of Phule, Periyar and Ambedkar - Human rights perspective

UNIT – III:

Marginalized Groups and emerging marginalized groups: Schedule Castes and Scheduled Tribes - Minorities: Muslims, Christians, Parsees Women and Aged - Gay, Lesbians and Transgender- Displaced by development projects -. Refugees.

UNIT – IV:

Marginalization and Affirmative Actions: Constitutional Provisions - Governmental Policies and Programmes - Role of N.G.Os.

UNIT – V:

Social movements of Marginalized Groups: Backward class Movements – Dalit Movements – Tribal Movements

Unit VI: Current Contours (only for discussion not for exam):

To sensitize students to the significance of the sociological study of Dalits, tribal communities and nomadic castes and tribes.

Text book :

1. Ghurye, G.S. 1969. Caste, Race and Occupation in India, New Delhi.

2. Kamble, M.D. Deprived Caste and Their Struggle for Equality New Delhi, Ashish Publishing House.
3. Kananakel, Joshi. 1963. Scheduled Caste and The Struggle Against Inequality, New Delhi, Indian Social Institute.
4. Khan , Mumtaz Ali 1980. Scheduled Caste and Their Status in India, New Delhi, Uppal Publishing House.

Reference Books:

1. Ambedkar, B.R. 1946. Who Were the Shudras? Thacker and Co.Ltd., Bombay.
2. Ambedkar, B.R. 1948. The Untouchables : Who are They and Why They Became Untouchables, Amrit Book, New Delhi.
3. David E. Newton, (II ed.): Gay and Lesbian Rights: A Reference hand book, Green wood publishing group.
4. Elwin, Verier. 1963. A New Deal for Tribal India.
5. Paisley Currah (ed.): Transgender Rights, The University of Minnesota Press.
6. Patnaik, N. 1972. Tribes and Their Development, Hyderabad, Hyderabad Institute of CommUnity Development.
7. Praksh, Nirupama. 1989. Scheduled Castes and Socio-Economic Changes, Allahabad : Chugh Publications.
8. Ranjeet, Guha. Subaltern's Studies 2 Vols, Oxford, OUP.
9. Richard Peddicord, O.P. Sheed and Ward. Gay and Lesbian Rights: A Question Sexual Ethics or Social Justice.
10. Vasant, Moon. Dr. Babasaheb Ambedkar, Writings and Speeches Vol. 1-14, Government of Maharastra Publication.

Course Outcome:

Students will be sensitized to the significance of the sociological study of marginalized groups and be exposed with the different concepts like Scheduled Castes, Scheduled Tribes and Other Backward Classes as well as weaker sections of the society. Better knowledge on problems of the neglected segments of the population and the nature of social exclusion in India could be provided.

First Year

**ELECTIVE COURSE-III
INTRODUCTION TO SOCIAL EXCLUSION AND
INCLUSIVE POLICY IN INDIA**

Semester-I

Code: 22SOCEC3

Credit: 3

Course Objectives:

The course provides an insight into the historical background of modes of social exclusion and its various theoretical dimensions. It lists different forms of social exclusion covering each with appropriate case studies focusing on the concept of social exclusion and analysis of poverty, discrimination, deprivation and inequality and also provides knowledge on the inclusive process.

Unit I:

Understanding Social Exclusion: - Origin and development - Definition and concept - Types and Dimensions - Social Exclusion of Social Groups.

Unit II:

Caste and Exclusion: Caste-meaning and characteristics- Endogamy-Occupation-Educational characteristics- Caste in contemporary India-Political Economy of caste-Reforming the caste system – views of Mahatma Gandhi, Narayana Guru, E.V.R. Periyar, Jyothirao Phule and Dr. B.R. Ambedkar .

Unit III:

Gender, Scheduled caste/ Scheduled Tribes and Minorities: Scheduled caste/ Scheduled Tribes -Definition-Distribution of Tribes-Problems-Geographical separation-Social, Economic and Cultural Dimensions- movements of Scheduled caste/ Scheduled Tribes – Approaches to and measures for the upliftment of SC/ STs, The Tribal 'Panchasheela'- Minorities:- meaning-concept- forms –religious, ethnic and linguistic-National commission for minorities- Gender and Social Exclusion:-Gender-Patriarchy-Gender role-Violence against women – Caste and Gender- National commission for women

Unit IV:

Inclusive Development :-origin, meaning and definition - inclusive growth vs Inclusive development - problems of marginalized and excluded communities in India – need for Inclusive Development- Inclusive Development of Scheduled Castes/ Scheduled Tribes/Minorities Religion/ Women – Differently abled - Transgender- Elderly- PLWHA-unorganized workers.

Unit V:

Approach to Social Inclusion - Rights based Approach, Institutional Approach, Corporate approach, Constitutional provisions, contemporary policies, important

legislations and programmes to protect rights of SC/ST/OBC/ DNT/NT, Minorities and women for inclusion.

Unit VI: Current Contours (only for discussion not for exam):

To sensitize students to the significance of the sociological study of social exclusion and inclusive process in India.

Text book:

1. Hills, John, *Inequality and the State*, New York: Oxford University Press, 2004.
2. Hills, John, J. Le Grand and D. Piachaud, eds., *Understanding Social Exclusion*, Oxford: Oxford University Press, 2002.
3. Jackson, C., 'Social Exclusion and Gender: Does One Size Fit All?', *The European Journal of Development Research*, 11(1), 1999.
4. Sen, Amartya, *Social Exclusion: Concept, Application and Scrutiny*, New Delhi: Critical Quest, 2007.
5. Thorat, Sukhadeo (2007), *Economic Exclusion and Poverty in Asia: The Example of Castes in India*, 2020 Focus Brief on The World's Poor and Hungry People

Reference Books:

1. Caste Discrimination: A Global Concern, A Report by Human Rights Watch for the United Nations World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance, New York: Human Rights Watch, September 2001.
2. Furer-Haimendorf C.V. 'Tribes of India – the struggle for survival', OUP, N.Delhi, 1991.
3. Fernadese, Walter, *The Emerging Dalit Identity*, Delhi: Indian Social Institute, 1996.
4. Thorat, Sukhadeo and Newman, Katherine. S: Caste and Economic Discrimination: Causes, Consequences and Remedies, *Economic and Political Weekly*, October 13, 2007, Pp 4121- 4124
5. India Exclusion Report 2013-14 (2014): A Comprehensive, Annually Updated Analysis on the Exclusion of Disadvantaged Groups in India, Books for Change, New Delhi
6. Thorat, Sukhadeo and Dubey, Amaresh: Has Growth Been Socially Inclusive during 1993-94 – 2009-10. *Economic and Political Weekly*, March 10, 2012, Vol. XLVII, No. 10 43
7. Justice Ranganath Misra Report of the National Commission for Religious and Linguistic Minorities (2007), Ministry of Minority Affairs, Government of India.

Course Outcomes:

1. The course provides an insight into the historical background of the concept social exclusion

2. The students will see how the concept is related to various theoretical concepts of inequality, poverty and discrimination
3. It discusses different modes of social exclusion with case studies from India and elsewhere
4. It discusses case studies relating to social exclusion with a specific focus on poverty, discrimination, deprivation and inequality
5. Students will gain knowledge on the inclusive process towards eradication of social exclusion.

First Year

**CORE COURSE-IV
FUNDAMENTALS OF SOCIOLOGY**

Semester-II

Code: 22SOCC04

Credit: 5

Course Objective:

To offer the Students know about the field of Sociology, to develop in them a Sociological perspective and to interpret life experience in terms of social facts.

UNIT –I: Sociology as a discipline

The origin and Development of Sociology, Definition, Scope and Nature and emerging of sociology on the industrial revolution and French Revolution –Sociology Today

UNIT –II: Sociology as a Science

Data, concepts and theory - The Comparative method: Sociology and other Social Sciences - Sociology and History - Sociology and Law - Sociology and Psychology – Sociology and Anthropology

UNIT –III Basic Concepts:

Society and Community, Associations, Institutions, Norms and Values, culture, culture change, diffusion, Cultural-lag, Cultural relativism, ethnocentrism.

UNIT -IV Social Institutions:

Marriage, Family and Kinship, Caste, Economy, Politics and religion

UNIT –V Social Stratification:

Definition, Forms of stratification- Functions of stratification. Social Change: Definition- Dimensions- Factors of Social Change- theories of Social Change

UNIT – VI Current Contours (For Continuous Internal Assessment Only):

Social groups: (only for discussion not for exam) Nature- Characteristics of group life- Primary Group, secondary group, tertiary group, in group, out group- Reference group.

Text book:

1. Vidhya Bushan, D. R, 1988, Sachdeva. An introduction to Sociology, 31st (ed.), Allagabad, 369.
2. Ritzer, G. 2017, Introduction to sociology. SAGE publications.
3. MacIver, R. M., & Page, C. H. 1962, Society: An introductory analysis. Macmillan.
4. Bottomore, T. B, 2010, Sociology: A guide to problems and literature. Rutledge.

Reference

1. Johnson, H. M., 1960, Sociology: a systematic introduction. Allied Publishers.
2. Abraham. Francis, Modern Sociological Theory: An Introduction, New Delhi: Oxford University Press, 1982
3. Haralambos, 2014, Sociology: Themes and Perspectives, 8th Edition, Harper Collins,
4. Rao, C. S. 1990, Sociology: Primary Principles of Sociology. S. Chand.
5. Bottomore, T.B., Sociology, A Guide to problems and literature, New Delhi: Blackie & Son (India) Ltd., 1971.

Course Outcome:

Having knowledge on sociological concepts and principles, fundamental theoretical interrelations, interrelationships, and demonstrate the relevance of Culture, Social change, Socialization, Stratification, Social structure, Institutions, Social differentiation by race/ethnicity, gender, sexuality, age, and class.

First Year

**CORE COURSE-V
CONTEMPORARY SOCIOLOGICAL THEORIES**

Semester-II

Code: 22SOCC05

Credit: 5

Course Objective:

The objectives of this course are to offer a historical background within which sociological theories have emerged; to accustom students with contemporary sociological theorists and their work; and to develop critical thoughts and assessment of sociological theory.

Unit-I

Functionalism: R.K Merton- Three Postulates of Functional Analysis- Five modes of individual adaptation. Durkheim- Social facts, Collective Conscience – August Comte- Social Statics and Dynamics. **Neo- Functionalism:** Alexander.

-

Unit II

Conflict Theory: Marx's Social Relations of Production and Class – Alienation. Coser - Causes of Conflict, Functions of Conflict. **Neo-Marxism:** Habermas & Althusser.

-

Unit-III

Critical Theory: Frankfurt school Horkheimer and Adorno – Habermas - Public Sphere, Communicative Action, Views on Evolution

Unit-IV

Social Exchange Theory : Homans Six Proposition. James Fraser – Economic Motives. Malinowski - Non-material Exchange.

Unit-V

Ethnomethodology and Phenomenology: Phenomenology – Problem of Inter Subjectivity, Problem of Rationality. Ethnomethodology – Conversation Analysis. Alfred Schutz, Peter Berger & Luckmann, Garfinkle & Goffman.

Unit VI: Current Contours (only for discussion not for exam) : Debate on theories and approaches in sociology

Text book

1. Lemert Social Theory, Rawat Publications, New Delhi, 2004.
2. S.L Doshi, Modernity Post Modernity and New-Sociological Theories, Rawat Publications, 2006.
3. Turner, Jonathan, H. The Structure of Sociological Theories, Rawat Publications, Jaipur, 1987.
4. Harlambos, Sociology: Themes and Perspectives, Oxford University Press, 1984.
5. Lewis Coser, Masters of Sociological Thought, Rawat Publications, New Delhi, 2001.

REFERENCES

1. Collins, Randall, Theoretical Sociology, Rawat Publications, 1997.
2. Pip Jones, Introducing Social Theory, Atlantic Publishers, New Delhi, 2005.
3. Don Martindale, The Nature and Types of Sociological Theory, Rawat Publications, Jaipur, 1990.
4. Jessor Joyce Clinton, Social Theory Revisited, Dryden Press, Hinsdale, Illinois, 1975.
5. Turner Bryan, S The Black Wall Companion to Social Theory, Oxford and Cambridge, USA, 1997.
6. Wallace and Wolf, Contemporary Sociological Theory, Prentice Hall, 1980.
7. Apter David, E, Charles F. Andrin, Contemporary Analytical Theory, Prentice Inc, Engel Wood, Cliffs, 1972.

Course outcome:

Merton's postulate of functional analysis is learned by the student to apply it for his study. Five modes of individual adaptation namely conformity, innovation, ritualism, retreatism and rebellion are discussed.

- Durkheim's social facts are applied for current social issues. Alexander's neo functionalism concept is taught. The development of functionalism is explored.
- Conflict theory of Marx is extended with cosers and functions of conflict. It is further extended with Neo Marxism – Habermas and Althusser are taught.

- A comparison of issues discussed in Neo Functionalism and Neo Marxism is made. The commissions and omissions are discussed. They are applied for modern social problems such as environment, terrorism, cyber crime etc.

First Year

**CORE COURSE-VI
SOCIAL LEGISLATION FOR MARGINALIZED**

Semester-II

Code: 22SOCC06

Credit: 5

Course objectives:

To provide understanding on the nature of social legislation and the various legislations for family, women, children and other marginalized groups. Students could acquire a basic understanding of the Indian Legal System and its functioning. Learn the skills of using legal procedures to defend the human rights of various marginalized groups.

Unit I

Meaning and scope of legislation: Kinds of Law-substantive, procedural, civil and criminal law; Indian Legal system, Process of legislation, judicial review, Indian constitution and Social legislation interconnections– Fundamental Rights, writs, Fundamental duties, Directive Principles of State policy.

Unit II

Legislations related to Women and Family: The Immoral Traffic (Prevention) Act, 1956, The Dowry Prohibition Act, 1961 (Amended in 1986), The Commission of Sati (Prevention) Act, 1987, Protection of Women from Domestic Violence Act, 2005, The Sexual Harassment of Women at Workplace (prevention, prohibition and redressal) Act, 2013, The Criminal Law (Amendment) Act, 2013, The Indecent Representation of Women (Prohibition) Act, 1986 Family courts – objectives and Functioning

Unit III

Children Related Policies and Acts: Supporting articles of Indian constitution, National Policy for Children (1974 and 2013); Current policies and trends – Child Welfare; Children Acts – JJ Act, Protection of Children, from Sexual Offences Act (POCSO), 2012, Child Labor (Abolition and Prohibition) Act 1986 , The Prohibition of Child Marriage Act 2006 – Bonded Labor (Abolition) Act 1976, child labor abolition and regulation act 1986, Tamil Nadu rehabilitation of eve teasing act 1988, Tamil Nadu rehabilitation of ragging act 1997, Hindu marriage act 1955

Unit IV

Policies for differently able in India : Supporting articles of Indian constitution Person with Disability Act -1995, The National Trust Act-1999, The Rehabilitation Council of India 1999.

Unit V

Legal provisions for minority communities in India: Articles related to minorities in Indian constitution The Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989

National Commission for Minorities Act, Wakf(Amendment) Act, 2013, The Haj Committee Act, 2002, Scheduled Tribes (Prevention of Atrocities) Act, 1989

Unit VI: Current Contours (only for discussion not for exam): Discussion on the current social legislation as an instrumentation for development.

Text book

1. Alcock, P., A. Erskine and M. May (eds.). (1998). **The Student's Companion to Social Policy**. Oxford: Blackwell/ Social Policy Association
2. Hill, M. (2003). **Understanding Social Policy**. Oxford. Blackwell Publishing
3. Denny, David. (1998). **Social Policy and Social Work**. Oxford: Clarendon Press
4. Hughes, G. and G. Lewis (eds). (1998). **Unsettling Welfare: The Reconstruction of Social Policy**. London: Routledge

Reference

1. Hungama For Change. (2012). **The Hungama Survey Report– 2011**. Hyderabad:Naandi Foundation(web source: <http://hungamaforchange.org/HungamaBKDec11LR.pdf>)
2. Mahajan, G. (ed.). (1998). **Democracy, Difference and Social Justice**. New Delhi: Cambridge University Press
3. Meena Acharya and PuspaGhimre., (2005). **Gender Indicators of Equality, Inclusion and Poverty Reduction: Measuring Programme/Project Effectiveness**.Economic and Political Weekly. Vol 40 No. 44 and 45 October 29 – November 04
4. Mishra, R. (1999). **Globalization and the Welfare State**. Chentham Press.Northampton:
5. Edward Elgar Watson, S. And L. Doyal. (1999). **Engendering Social Policy**. MiltonKeynes Open University Press.
6. Gail, L., G. Sharon and J. Clarke (ed). (2000). **Rethinking Social Policy**. London:Open University Press in association with Sage Publications.
7. Jayati Ghosh., (2002). **Globalisation, Export Oriented Employment for Women and Social Policy: A Case Study of India**. Social

Scientist. Vol. 30, No. 11/12.

8. Kennet, P. (1999). **Comparative Social Policy**. London: Open University Press.
9. Khadria B (ed.). (2009). **India Migration Report 2009**. New Delhi: International Migration and Diaspora Studies Project.

Course Outcome:

Through the completion of course students could gain proper understanding on discrimination, on the grounds of sex, religion, caste, class, etc., and promotion of equality to all. Students will be stimulated towards the thoughts of safeguarding the rights of the weaker section such as women, children, elderly, widows, destitute, and the backward classes. Knowledge on eradication of traditional malpractices and social evils such as untouchability, dowry, child marriage, female infanticide etc., will be provided.

First Year

**CORE CHOICE COURSE-IV
SOCIOLOGY OF TOURISM**

Semester-II

Code: 22SOCCC4

Credit: 4

Course Objectives:

To create understanding of Tourism from a sociological perspectives . To create understanding of Tourism Industry for skill development and economic opportunities . To know the impact and importance of Tourism . To explore the structure and policy of Tourism of India.

UNIT I:

INTRODUCTION - Nature and Scope of Sociology of Tourism - Objectives and Importance of Tourism - International, National, Regional and Local Development Frame Work - Tourism Development Goals - Classification of Tourism - Difficulties in Tourism.

UNIT II:

Transportation and Accommodation- Types of Transportation: Road, Rail and Air services - Types of Accommodation: Hotels, Motels, Travelers Bungalow, Lodges, Youth Hostel, Cottages, Circuit Houses, Camping Sites, Holiday Camps, Guest Houses, Railway Retiring Rooms, Dormitories and Dharma Salas.

UNIT III:

Guidelines for The Tourist Guide- Definition - Scope of Work - Qualities and Duties of Guides - Mannerism - Historical Settings, Monuments - Natural Settings: Hill, River, Water Falls, and Sea Shores, Islands Pilgrim Centre. Duties of a Guide - Training of Guides - Hospitality Management - Guiding in Monuments - Guiding in Wild Life Parks.

UNIT IV:

Tourism and Marketing- Vacation Tourist - Business Tourist and Common Interest Tourist - Definition: Products of Tourism. Segmentation of Market - Basic Concepts of Marketing - Marketing Communication - Advertising - Sales Support - Public Relation.

UNIT V:

Sociological Approaches to Tourism- Socio-Economic and Socio-Cultural Impacts of Tourism - Tourism in Modernity and Post Modernity - Sociological Factor in Tourist Motivation - Attitude and Perception - Social Dimension of Host Tourist Relationship.

Unit VI: Current Contours (only for discussion not for exam): Discussion on the current situation of tourism sector of India in the perspective of social theories to provide better understanding.

Text book :

1. Khan M.A., **Introduction to Tourism**, Anmol Publications Pvt. Ltd, New Delhi, 2005.
2. Khan M.A., **Principles of Tourism Development**, Anmol Publications, Pvt. Ltd, New Delhi, 2005
3. Meena Thakur, **Modern Trends of Tourism**, Omega Publications, New Delhi, 2008.
4. Meeta Nihalani, **Management of International Tourism**, RBSA Publishers, Jaipur, 2005

REFERENCES:

1. Batra. G.S & A.S. Chawla, **Tourism Management A Global Perspective**, Deep & Deep Publication Pvt. Ltd, New Delhi, 2001.
2. Batra. G.S. & R.C Dangwal, **Tourism Promotion and Development New Advances**, Deep & Deep Publication Pvt. Ltd, New Delhi, 2001
3. Dileep Makan, **Strategies and planning in Tourism industry**, Adhyayan Publishers & Distributors, New Delhi, 2004.
4. George B.P, Sampad Kumar Swain, **Advancements in Tourism Theory and Practice, Perspectives from India**, Abhijeet Publication, New Delhi, 2005
5. Ravee Chauhan, **Tourism Policy and Planning**, Vista International Publishing House, New Delhi, 2009.
6. Ravee Chauhan, **Tourism Concept and Practices**, Vista International Publishing House, New Delhi, 2009.
7. Romila Chawla, **Tourism Marketing and Development**, Sonali Publications, New Delhi, 2004.
8. Shaloo Sharma, **Indian Tourism Today Policies and Programmes**, ABD Publishers, Jaipur (India) 2002.
9. Singh S.P., **International Tourism Development**, ABD Publishers, Jaipur, 2005.
10. Sunil Gupta. S.P. Bansal. **Tourism towards 21st Century**, Deep & Deep Publication Pvt. Ltd, New Delhi, 2001.
11. Tsartas, P **Tourists, Travels, Places: Sociological Approaches in Tourism**. Exandras, Athens, 1996.

Course Outcomes:

1. Student will be able to gain the knowledge of Sociology of Tourism and Sociological theories.
2. Student will be aware of the impact of Tourism.
3. Student will get information regarding job opportunity in Tourism.
4. Student will develop their skills for Tourism Development.

First Year

**CORE CHOICE COURSE-V
SOCIAL WELFARE ADMINISTRATION**

Semester-II

Code: 22SOCCC5

Credit: 4

Course Objectives:

To introduce the students to concepts of social welfare, policy and development. To define the boundaries of social welfare policy and their relationship to social service delivery and social work practice.

Unit I

Social Welfare Administration - Concept, Nature and Scope of Social Welfare administration – Features of social welfare administration- History of Social Welfare Administration In India-Types of Social Welfare Organizations-Governmental organizations-non- governmental organizations- Bilateral and International organizations.

Unit II

Principles of Social Welfare Administration - Principles-Community and Client needs- cultural setting- purpose. Functions of social welfare administration-Planning, Organizing, Staffing-participation-Directing, Coordination- Recording and Budgeting.

Unit III

Registration and Management of Social Welfare Agencies - Establishing and managing- Finances-Registration of Social Welfare Agencies- Organizational accountability-Organization design and structure-Decision Making-Communication-Grants -In-Aid and Fund Raising.

Unit IV

Administrative Arrangement for Social Welfare : Children-Integrated nutrition project- Children in need of care and protection-Women- programs for economic development of women-vocational training programs and other schemes for women. Government Rehabilitation Programmes for elderly- Rehabilitation of the disabled- Social Defense- Juvenile welfare boards

Unit V

Personnel Administration: Manpower planning, induction, training, supervision, staff welfare, service condition and staff moral, problems faced by
s.

Unit VI: Current Contours (only for discussion not for exam):

Discussion on current socio-cultural issues that must be recognized and addressed in every community.

Text book:

1. Naidu, S.P. (1996) Public Administration Concept and Theories, New Age International Publishers, New Delhi.
2. Sachdeva, D.R. (1993) Social Welfare Administration in India, Allahabad, Kitab Mahal.
3. Siddiqui, H.Y (1990) Social Welfare in India, Harnam Publications, New Delhi.

READINGS:

1. Chowdhary, D.P. (1992) Social Welfare Administration in India, Deep and Deep Publication, New Delhi
2. Goel & Kumar (2004) Administration and Management of NGOs, Deep and Deep publication, New Delhi.
3. Goel, S.L. and Jain, R.K (1988) Social Welfare Administration, Vol. I and II, Deep Publication, New Delhi.
4. Kaushik, A (2012) Welfare and Development Administration in India, Global Vision Publishing House, New Delhi.

Course Outcomes:

1. Understand the fundamental dynamics of Social Welfare administration especially from the context of Indian system.
2. Ability to analyze and elucidate various policies by the government of India. Critical evaluate the social planning systems and structures in India.
3. Understanding the dynamics of Development and Sustainable development indices and procedures.
4. Critical thinking towards various welfare measures & policies drafted towards developmental perspective.

First Year

**CORE CHOICE COURSE-VI
ENVIRONMENTAL SOCIOLOGY**

Semester-II

Code: 22SOCCC6

Credit: 4

Course Objective:

The course tracing the emergence of environmentalism and the establishment of environment sociology as an academic discipline. The course also discusses significant theories and concepts related to the subject linking them through appropriate case studies to environmental problems ,regulation/policy and movements.

UNIT I:

Environmental Sociology- Meaning definition rise and need for study of environmental sociology Ecosystem and biodiversity- Meaning, Need For Maintenance Interrelationship between people and environment

UNIT II:

Environmental Pollution and Effects-Meaning and types of pollution :Solid Waste Pollution -Pesticidal Pollution - Nuclear Pollution - Water Pollution – Air Pollution - Marine Pollution - Noise Pollution -River Pollution. **Global Issues:** green house effect ,global warming, Acid rain and Desertification, Deforestation

UNIT III:

Classical Sociological Traditions: Social Analysis In the Perspective of Karl Marx, Emile Durkhiem, Max Weber On Environment Concerns.

UNIT IV:

Environmental Policies:-Forest Conservation Act1980- Wild Life Act1980- Water Act1974.Mining and Mineral Development Regulation Act 1957, Tiwari Committee of 1980 ,Food Adulteration Act1954- MinimumNationalStandard(MINAS), Damodar Valley Corporation Regulation Act 1948 . Atomic Energy Act 1962 , Environmental Protection Act1986.

UNIT V:

Technology Development and Environment- Environmental Degradation.Impact of Industrial Development And Urbanization On Environment.
Criticism Of Modern Technology - Environmentally sound and appropriate technology - relationship between sustainable development and environmental conservation .

Unit VI: Current Contours (only for discussion not for exam): discuss various environmental issues in rural and urban areas.

Text book:

1. H.Msaxena, Environmental studies, Rawat publications, Jaipur, 2006.
2. Veema and sings, Environmental protection and Development, Deep & Publication ,New Delhi, 2005.
3. Tiwari ,Global Environmental policies, ABD publishers, 2007.
4. Purohit Agarwal, Environmental pollution, Agaotrios, 2004.
5. Mahendra pandey, Environment pollutants and Women's health, Dominant Publishers, New Delhi, 2003.

References

1. Ram Kumar Gurjar ,Environmental studies, Ritu Publication Jaipur, 2005
2. Thankur, Environmental studies, ABD publishers, Jaipur, 2007
3. R.R.Das, Environmental studies, Paragon Internation Publishers, New Delhi, 2006
4. V.K.Sinha, Global change and Environmental Management Vital Publications, Jaipur, 2007.
5. Pawar and etal ,Environmental Movements in India, Rawat publications, Jaipur, 2005
6. Saxena: **Environmental Geography**, Rawat Publications, Jaipur, 1999
7. Sankaran S :**Environmental Economics**, Margham Publication, Chennai, 1998.
8. Karpagam, M., **Environmental Economics**, Sterling Publishing Private Limited, NewDelhi, 1990.
9. Shekhar Mehta, **Sudipto Mundle, U.Sekar, Controlling Pollution**, sage Publications, New Delhi, 1997.
10. Guha, Ramachandra: **Social Ecology**, Oxford University Press, Calcutta, 1998.
11. Ramkumar Gurjar and Lakshmi Shukk, **Water Resources Environment and the People**, Pointer Publishers ,Jaipur, 1998.
12. Paras Diwan, **Environment Administration ,Law and Judicial Attitude**

,Deep&Deep Publications, New Delhi, 1992.

13. Raja Seokhara, C.V, **Global Environment Series**, Discovery Publishing gHouse, New Delhi, 1992.

14. Rathore ,M.S.(E.d) **Environment and Development** ,Rawat publications ,Jaipur, 1996.

15. Bandyopadhyay : **India's Environment**, Natraj Publishers, Dehra Dun, 1985.

Course outcome:

- This programme comprehensive by focuses on environment pollution faced by human societies in the twenty-first century.
- This programme will enable to address Environmental Pollution and Effects the environment issues such as Deforestation ,River Pollution,etc.,
- This course is concerned with development of knowledge of the students related to various Environmental Policies Forest Conservation Act 1980 , Wild Life Act 1980 , Water Act 1974, Atomic Energy Act 1972,and Environmental Protection Act1986.
- This course explored systematic enquiry to understanding the cause and consequences of Modern Technology and its impact on the Environment.

ELECTIVE COURSE – IV
FIRST YEAR NON-GOVERNMENT ORGANIZATIONAL MANAGEMENT SEMESTER II

Code: 22SOCEC4

Credit: 3

Course Objective:

This course provides conceptual and theoretical understanding of Non-Government Organisation and development. It addresses in particular the Indian experience of social change and development.

Unit-1:

An Introduction to NGOs Management: NGOs-Meaning - Types of NGO- Range of NGO activities-Setting up NGOs by-law- An NGO approach in solving community problems-Capacity building – Financial management for NGOs.

Unit- II:

Voluntary organization and its contribution: Definition – classification of voluntary organization – characteristics: contributions – health and medical services - Education and Training services – Social welfare- Women welfare- Child welfare- Youth development- Welfare of the Handicapped —Rural development.

Unit- III:

Role of NGO's in society: Community based action — Links with existing community based organization —Creating community based organization- Implications for NGO managements.

Unit IV:

Dimensions of NGO sustainability: Legal environment- Organization capacity-Financial viability- Advocacy- service provision- Infrastructure – Public image

Unit V:

Promoting good governance In the management of Ngo's : Accountability of NGO's — Improving NGOs governance & operations — Management- Human resource development and training – Revising – Monitoring and evaluating – Information - Net working and alliance building.

Unit VI: Current Contours (only for discussion not for exam) : Debate on the role of NGO on social development and CSR.

Text book:

1. Sushil Mahajan, **NGO Management and Training**, Pearl Books, New Delhi, 2008.
2. V.Chandra Mowli, **Role Of Voluntary Organisations In Social Development**, Sterling Publishers Pvt Ltd, New Delhi, 1990.
3. T.Ramasamy, V.Sureha , S.Firdouse Jahan, **Principles of Management**, Himalaya Publishing House, Mumbai, 2006.
4. Snehlata Chandra, **Guide For NGOs Management In India**, Kanishka Publishers New Delhi, 2003.

References

1. Srinivas Shirur and Shirwani, **Creativity In Management, Effective Decision-Making By Thinking Differently** Deepand Deep Publications Pvt Ltd, New Delhi, 2004
2. Nikuj Kumar, **Disaster Management**, Alfo Publications, New Delhi, 2006.
3. Sushil Mahajan, **NGO management**, Pearl Books, New Dehli, 2008.
4. C.P.Khokhar, **Stress Coping and Management**, Shalabh Publishing New Delhi, 2004.
5. B.T.Lawani, **NGOs In Development**, Rawat Publications, New Delhi, 1999.
6. Dr.Parmanand , **A Hand Book Of Mnagement**, ABD Publishers, New Delhi, 2005.
7. P.N.Reddy, H.R.Appanaiah, H.R.Hundekar, **Principles Of Management**, Himalaya Publishing House, Mumbai, 2000.
8. Srinivas Shirur, N.U.K.Sherwani, **Creativity In Management**, Deep and Deep Publications, Pvt Lt, New Delhi, 2004.
9. K.K.Jacob, **Personnel Management In India** Himanshu Publications, Udaipur, 1987.
- 15 Rev.Dr.Jose Murickan, R.Mohanraj, **Paradigm Shifts In Development, Cooperation, NGO Dilemmas And Options**, Rawat Publications, New Delhi, 2000.

Course outcome:

- Motivating the students for understanding of the concepts of NGOs/Civil Society management and sustainable development.
- It empowers students with the analytical skills and tools such as writing proposal, financial management, book keeping, organizing NGO works, communication skills etc. to effectively initiate monitor and evaluate development projects
- The Students acquire knowledge in management strategies, project design and evaluation, and other in-depth perspectives on such topics as alleviating hunger, advocating for human rights.

First Year

**ELECTIVE COURSE-V
SOCIOLOGY OF EDUCATION**

Semester-II

Code: 22SOCEC5

Credit: 3

Course objective:

The course introduces the student to sociology of education in India. It maps the development of education in India and familiarizes the student to the meaning, social functions, and alternative forms of education. It also seeks to understand the recent developments and the problems in the education system today.

UNIT I:

Introduction of Education - Meaning, need, scope and functions of education. Sociology of education in India. Types: formal and non formal. child education, adult education, technical education, education in the humanities and social science, education in the arts and crafts, health and physical education.

UNIT II:

Educational level of specific section & curriculum

Education in rural in areas, education and scheduled caste, education and scheduled tribes, education and women, pedagogy, curriculum, hidden curriculum.

UNIT III:

Contribution of educational thinkers - Indian Thinkers: Jyothibhai Phule , Mahathma Gandhi, Sri Aurobindo, Dr.Radhakrishnan.

Western Thinkers: Socrates, Aristotle, Rousseau and Dewey.

UNIT IV:

Sociological Perspectives in Education- Functionalists: Emile Durkheim, Robert King Merton. Marxists: Ivan Illich, Samuel bowler.

UNIT V:

Indian Scenario of Education- New Education Policy, Commissions and Committees on Education, Globalization and Privatization of Education.

UNIT VI: Current Contours (only for discussion not for exam): Modern trends of education: Impacts of virtual education; on time education.

Text book:

1. Biranchi Narayan Dash., **Teacher and education in the emerging Indian society**, Neelakamal Publications Pvt. Ltd., Hyderabad, 2007.
2. Bhatnagar & Dahama **Education And Communication For Development**, Oxford & Ibh Publishing Co. Pvt Ltd, New Delhi, 2009.
3. Gupta. N.L., **Women Education Through The Ages**, Concept Publishing Co., New Delhi, 2000.

References:

1. Dash, B.N, **Teacher and Education in the Emerging Indian society**, Neelakamal Publications Pvt. Ltd., Hyderabad, 2002.
2. Dikshit, S.S., **Teachers Education in Modern Democracies**, Sterling Publishers, New Delhi.
3. Ebel, R.L., **Encyclopedia of Educational Research**, The Macmillan and Co., New York, 1969.
4. Haralambos and Holborn, **Sociology – Themes and Perspectives**, Harper Collins Publishers Limited, London, 2014.
5. Jayaram N., **Sociology of Education in India**, Rawat Publication, Jaipur, 1990.
6. Ministry of Education, **Report of the University Education Commission (1964-66)**, Government of India press, New Delhi.
7. Mohanthy J., **Indian Education in the Emerging Society**, 1994.
8. Naik J.P., **Planning in India**, Allied Publishers, New York., 1976.
9. Nurulla & Naik., **History of Education in India**, Allied Publishers, New York, 1971.
10. Talawar M. S., **Philosophical and Sociological Perspectives in Education**, Centrum Press, New Delhi, 2009.

Course outcome:

- Students to understand public institutions and individual experiences affect education and its outcomes.
- This course first explores a various function of education and Importance of education in modern Indian society.

- This paper gives comprehensive knowledge about Types and Agencies of Education and how social institutions and individual experiences affects education and its outcome.

First Year

**ELECTIVE COURSE-VI
SOCIAL POLICY**

Semester-II

Code: 22SOCEC6

Credit: 3

Course Objective:

The main objective of the course is to provide analytical knowledge on how public policy affects social concerns such as poverty and diversity. To explain the historical impact of social welfare policy and its growth and development into current policy. To compare the application of policy in various practice settings.

Unit I:

Concepts- Policy, Public policy, Public Welfare, Social Policy, Economic Policy, Social welfare Policy, Affirmative Actions, Protective Discrimination, Distributive and Redistributive Justice

Unit II:

Social Policy in India: Processes and Actors Sources of Policy: Indian Constitution- Fundamental Rights and Directive principles of State Policy, Overview of the basic structure of the Indian Political System- Legislature, Judiciary and executive Policy Formulation Process, Role of Various actors in policy formulation:- International Organizations (UN, W.T.O, World Bank)

Unit III:

Legal Provisions for Special Groups- Rights of the disadvantaged and the Constitution-Legal provisions for women- Legal provisions for persons with Disability-Legal Provisions for Children

Unit IV:

Legal Aid, Social Advocacy and Role of Social Worker- Legal Aid and Government Initiatives-Social Advocacy and Public Interest Litigation.Law and Social Activism:

Consumer Protection and Right to Information-Rights of the Disadvantaged:
Impediments and Role of Professional Social Workers in Legal Aid and Legal Assistance

Unit V:

Social Welfare Administration - Development and Progress: Economic and Social Dimensions-Social Welfare Administration: Concept, Need and Objectives-Principles of Social Welfare Administration

How to establish an NGO: Rules and Procedures.

Unit VI: Current Contours (only for discussion not for exam):

Discussion on current socio-cultural issues that must be recognized and addressed in every community.

TEXT BOOK :

1. Kennet, P. (1999). **Comparative Social Policy**. London: Open University Press.
2. Hill, M. (2003). **Understanding Social Policy**. Oxford. Blackwell Publishing
3. Edward Elgar Watson, S. And L. Doyal. (1999). **Engendering Social Policy**. Milton Keynes Open University Press.

REFERENCES:

1. Alcock, P., A. Erskine and M. May (eds.). (1998). **The Student's Companion to Social Policy**. Oxford: Blackwell/ Social Policy Association
2. Hughes, G. and G. Lewis (eds). (1998). **Unsettling Welfare: The Reconstruction of Social Policy**. London: Routledge
3. Hungama For Change. (2012). **The Hungama Survey Report– 2011**. Hyderabad: Naandi Foundation (web source: <http://hungamaforchange.org/HungamaBKDec11LR.pdf>)
4. Mahajan, G. (ed.). (1998). **Democracy, Difference and Social Justice**. New Delhi: Cambridge University Press
5. Meena Acharya and Puspa Ghimre., (2005). **Gender Indicators of Equality, Inclusion and Poverty Reduction: Measuring Programme/Project Effectiveness**. Economic and Political Weekly. Vol 40 No. 44 and 45 October 29 – November 04
6. Mishra, R. (1999). **Globalization and the Welfare State**. Chentham Press. Northampton:
7. Denny, David. (1998). **Social Policy and Social Work**. Oxford: Clarendon Press

8. Gail, L., G. Sharon and J. Clarke (ed). (2000). **Rethinking Social Policy**. London:Open University Press in association with Sage Publications.
9. Jayati Ghosh., (2002). **Globalisation, Export Oriented Employment for Women and Social Policy: A Case Study of India**. **Social Scientist**. Vol. 30, No. 11/12.
10. Khadria B (ed.). (2009). **India Migration Report 2009**. New Delhi: InternationalMigration and Diaspora Studies Project.

Course Outcome:

Students will be able to identify social policy at the local, state, and federal levels that impacts well-being, service delivery, and access to social services; Assess how social welfare and economic policies impact the delivery of and access to social services; Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights, and social, economic, and environmental justice.

First Year

**NON MAJOR ELECTIVE COURSE-I
SOCIETY IN INDIA**

Semester-II

Code: 22SOCNM1

Credit: 2

Course Objectives:

To explore to understand the structure, basic institutions and functions of Indian Society in the past and present.

Unit-I

Society: Meaning – Definition- Characteristics of Indian Society -Indian Society and its significance – Evolution of Indian Society- Ancient – Medieval and Modern

Unit-II

The Structure and composition of Indian Society: Rural Community- Characteristics- Jajmani system-Panchayat Raj system-Rural problems- Urban Community- Characteristics- Urbanism – Urbanization and smart cities – Urban problems- rural Urban differences, Continuum.

Unit-III

Diversity: Cultural and ethnic diversity: historically embedded diversities in respect of language, caste, religious beliefs and practices and cultural patterns.

Unit-IV

Social institutions of Indian Society: marriage, family, caste, religion, kinship. State, Judiciary. - Changing dimensions of class and caste.

Unit-V

Convergence and integration: Cultural space, language and regional ethos; the evolution of composite cultural legacy – Nation Building and National identity.

Unit VI: Current Contours (only for discussion not for exam):

Field study on village social structure and problems of rural society and preparation of report.
Project preparation on various diversities in India.

COURSE OUTCOME

Understand the Indian social structure, types Institutions, pattern of institutions and their distinctive features various institutional patterns, classification and distinctive features of rural and urban societies, , composition of problems of unity and diversity.

TEXT BOOK:

1. Ram Ahuja : Indian Social System(1993) Rawat Publications, New Delhi
2. Ram Ahuja : Social Problems in India(1992). Rawat Publications, New Delhi.
3. Dube, S.C.(1990) Society in India,; National Book Trust New Delhi.
4. Bose, N.K.(1967) Culture and Society in India: Asia Publishing House, Bombay,
5. Srinivas,M.N.(1980) India Social Structure,; Hindustan Publishing Corporation,. New Delhi.

REFERENCES

1. Prabhu, P.N.(1954) Hindu Social Organisation,; Popular Book Depot, Bombay.
2. Dube, Sc(1995) . Indian Village: Routledge, , London
3. Karve Irawati.(1965) Hindu Society: An Interpretation: Deccan College, , Poona
4. Uberoi, Petricia.(1993) Family, Kinship and Marriage in India: Oxford University Press, New Delhi.
5. David Mandlebaum : Society in India(1970), Popular Prakasan, Bombay.
6. Victor S D' Souza : Inequality and its Perpetuation (1981)Manohar Publications, New Delhi.

First Year

**NON MAJOR ELECTIVE COURSE-II
SOCIOLOGY OF MARGINALISED**

Semester-II

Code: 22SOCNM2

Credit: 2

Course Objective:

The main objective of this course is to provide basic understanding of marginalized Communities who have not received adequate attention. It looks into the deprivation and discrimination over a long period.

UNIT – I:

Introduction: Meaning and Process of Marginalization- Scope and Importance of the Study of Marginalization. Marginalization and its Socio-Economic Indices: Poverty, Relative deprivation, Exploitation, Discrimination, Backwardness, and Inequality

UNIT – II:

Perspectives on Marginalization: Role of Ideology in Marginalization - Subaltern perspective - Views of Phule, Periyar and Ambedkar - Human rights perspective

UNIT – III:

Marginalized Groups and emerging marginalized groups: Schedule Castes and Scheduled Tribes - Minorities: Muslims, Christians, Parsees
Women and Aged - Gay, Lesbians and Transgender- Displaced by development projects
-. Refugees

UNIT – IV:

Marginalization and Affirmative Actions Constitutional Provisions – Governmental Policies and Programmes - Role of N.G.Os .

UNIT – V:

Social movements of Marginalized Groups: Backward class Movements – Dalit N
Movements – Tribal Movements

Unit VI: Current Contours (only for discussion not for exam):

To sensitize students to the significance of the sociological study of Dalits, tribal communities and nomadic castes and tribes.

Text book:

1. Ghurye, G.S. 1969. Caste, Race and Occupation in India, New Delhi.
2. Kamble, M.D. Deprived Caste and Their Struggle for Equality New Delhi, Ashish Publishing House.
3. Ambedkar, B.R. 1946. Who Were the Shudras? Thacker and Co.Ltd., Bombay.
4. Ambedkar, B.R. 1948. The Untouchables : Who are They and Why They Became Untouchables, Amrit Book, New Delhi.

Reference Books:

1. David E. Newton, (II ed.): Gay and Lesbian Rights: A Reference hand book, Greenwood publishing group.
2. Elwin, Verier. 1963. A New Deal for Tribal India
3. Kananakel, Joshi. 1963. Scheduled Caste and The Struggle Against Inequality, New Delhi, Indian Social Institute.
4. Khan , Mumtaz Ali 1980. Scheduled Caste and Their Status in India, New Delhi, Uppal Publishing House.
5. Patnaik, N. 1972. Tribes and Their Development, Hyderabad, Hyderabad Institute of Community Development.
6. Praksh, Nirupama. 1989. Scheduled Castes and Socio-Economic Changes, Allahabad : Chugh Publications.
7. Ranjeet, Guha. Subaltern's Studies 2 Vols, Oxford, OUP
8. Richard Peddicord, O.P. Sheed and Ward. Gay and Lesbian Rights: A Question Sexual Ethics or Social Justice.
9. Vasant, Moon. Dr. Babasaheb Ambedkar, Writings and Speeches Vol. 1-14, Government of Maharashtra Publication.

Course Outcome:

- Focus on the neglected segments of the population

- Focus communities in extreme poverty, deprivation and discrimination.
- Nature of social exclusion in India.
- Positive discrimination and reservation policy.

INDIAN SOCIOLOGICAL THOUGHTS**Course Code: 22SOCC07****Credit: 5****Course Objective:**

The sociological imagination allows us to stand apart mentally from our limited experience and see the link between private concerns and social issues. It permits us to trace the connection between the patterns and events of our own and the patterns and events of our society.

UNIT I:

History and development of Indian Sociological thoughts in India – Sociology in pre-independence period-Sociology in post independence period.

UNIT II:

D.P.Mukerjee: Cultural diversities, Modernization - Andre Bettle: Social Stratification, Peasant Society and Folk Culture.

UNIT III:

G.S.Ghurye: Caste, Rural Urban Community-Irawati Karve : Kinship organization in India.
B.R.Ambedkar- caste alienation

UNIT IV:

M.N.Srinivas: Sanskritization, Secularization, and Dominant Caste - S.C.Dube: Indian Village, Tradition, Modernization and Development

UNIT V:

Louis Dumont: Caste and its implications - Yogendra Singh: Modernization of Indian Tradition - Social change in India. Ambedkar - Social Thoughts.

UNIT VI: Current Contours (only for discussion not for exam): we discuss in what way social thought was influenced in Pre-British and British periods, and how socio-religious, political and other movements influenced sociological tradition in the country.

Course Outcome:

- Social thought provides general theories to explain actions and behavior of society as a whole, encompassing sociological, political, and philosophical ideas.
- It is important because it gives an idea about contemporary social science, environments and circumstances of a particular society.

- Thinking is an important mental process. It helps us to define and organize experiences, plan, learn, reflect and create.

-

TEXT BOOK :

1. Atal, Yogesh (1976), " Sociology in the Indian Campus", in Giri Raj Gupta (ed), Main contents in Indian Sociology (Vol. 1), New Delhi; Vikas pp.117-31
2. Becker and Barnes (1961), Social thought from Lore to Science (Vo. III), New York: Dover Publications inc.
3. Bottomore, T.B (1962), "Sociology in India", the British Journal of Sociology, 13 (2): 98-106
4. Clinard, M. B. and Elder J. W. (1965), "Sociology in India: A Study in the Sociology of Knowledge", American Sociological Review, 30 (4): 581-57
5. Das, Veena (1993), "Sociological Research in India: The State of Crisis", Economic and Political Weekly, XXVIII (23), June: 1159-61.
6. Deshpande, Satish (1994), "Crisis in Sociology: A Tired Discipline?" Economic and Political Weekly XXIX (10), March 5:575-76

REFERENCES:

1. Dhanagare, D. (1993), "Sociology: Teaching and Research in University in Maharashtra and Goa" (A Regional Profile Status Report submitted to UGC)
2. Dube, Leela (1986), "Introduction" in Leela Dube, Eleanor Lea Cock and Shirley Ardener (eds), Essays on Women in Society and Development, Delhi: Oxford University Press.
3. Dube, S. C. (1962), "Social Anthropology in India", in T. N. Madan and Gopal Saran (eds), Indian Anthropology: Essays in Memory of D. N. Majumdar, Bombay: Asia Publishing House, pp. 237-53.
4. Ghurye, G. S. (1968), "The Teaching of Sociology, Social Psychology and Social Anthropology", in The Teaching of Social Sciences in India Delhi; Universal, pp. 152-64, seminar organised UNESCO in 1954.
5. ICSSR (1971), Report on social Sciences in India: Retrospective and Perspective (Volume 1 & 2), Indian Council of Social Science Research, New Delhi.
- Lakshman, C. (1974), "Teaching and Research in Sociology in India", Sociological bulletin, 23(1): 1-13.
6. Madan, T. N. (1974), "The Teaching of Sociology in India: Some Comments", Sociological Bulltein, 23(1): 113-18.

Third Year

CORE COURSE-VIII

Semester-III

SOCIAL ANTHROPOLOGY

Course Code: 22SOCC08

Credit: 5

Course Objective:

The primary goal of anthropology is to understand human diversity and cultural difference, while sociology is more solution-oriented with the goal of fixing social problems through policy.

UNIT – I

Introduction to Social Anthropology: Definition, Meaning, Nature and Scope of Social Anthropology; Social Anthropology and its relationship with Sociology, History, Economics, Psychology and Humanities; Development of Social Anthropology in India.

UNIT – II

Evolution of the Indian Culture and Civilization: Prehistoric (Palaeolithic, Mesolithic, Neolithic and Neolithic - Chalcolithic), Proto-historic (Indus Civilization), pre-harappan, Harappan and post-harappan cultures; contributions of the tribal cultures to Indian civilization.

UNIT – III

Theoretical Orientation: Functionalism (Radcliffe-Brown and B.Malinowski), Structuralism (Claude Levi-Strauss and E.Leach), Classical Evolutionism (Tylor, Morgan and Frazer)

UNIT – IV

Concepts and Social Institutions: concept of culture, enculturation, ethnocentrism, culture shock and cultural relativism; clan, caste, ethnicity and race, family, kinship, marriage and religious institutions, economic and political organization.

UNIT – V

Human Growth And Development: Stages of growth – prenatal, natal, infant, childhood, adolescence, maturity, senescence; factors affecting growth and development genetic, environmental, bio-chemical, nutritional, cultural and socio-economic; biological and socio-ecological factors influencing fecundity, fertility, natality and mortality.

UNIT VI: Current Contours (only for discussion not for exam) Discussion on Why do people do what they do? How are societies organised?

Course Outcome:

An understanding of multiple ways in which power, hierarchy and identity shape social interactions and

outcomes. An understanding that ideas, theories and methods were shaped and changed over time in particular historical contexts. Familiarity with historical works of theory by anthropologists of diverse backgrounds.

TEXT BOOK ;

1. Deliege, Robert.2011.(2ndEdn.).Anthropology of the Family and Kinship. New Delhi: PHIL earning Private Ltd.
2. Erikson, Thomas H. 1995. Small Places, Large Issues: An Introduction to Social and Cultural Anthropology. London: Pluto Press.
3. Erikson, Thomas. H .2008. What is Anthropology? Jaipur: Rawat Publications.
4. .Haviland, William, Harald E.L. Prins ,Dana Walrathand Bunny McBride. 2011(13thEdn.). Cultural Anthropology: The Human Challenge. California: Wadsworth.
5. .Hendry, Joy. 2008 (2ndEdn.). An Introduction to Social Anthropology: Sharing Our Worlds Hampshire: Palgrave Mac Millan.

References:

1. Kuper, Adam. 1988. The Invention of Primitive Society: Transformations of an Illusion London: Routledge.
2. Lavenda, Robert and Emily Schultz. 2003. Core Concepts in Cultural Anthropology. New York: McGrawHill.
3. Lewis, I.M. 1985. Social anthropology in perspective. Cambridge University Press
4. Manners, Robert and David Kaplan. 1968. Anthropological Theory. Chicago: AldinePub.
5. Monaghan, John and Peter Just. 2000. Social and Cultural Anthropology: A Very Short Introduction. Oxford: Oxford University Press.
6. Peacock, James. 1986. The Anthropological Lens: Harsh Light, Soft Focus. Cambridge: Cambridge University Press.
7. Sarana Gopal.1983.Sociology and anthropology and Other Essays. Mumbai: Indian Publicity Society.

Third Year

CORE COURSE-IX

Semester-III

POLITICAL SOCIOLOGY

Course Code: 22SOCC09

Credit: 5

Course Objective:

The main focus of the discipline has been on the political processes which take place within human societies. Political sociology deals with the relationship between state and society on the basis of mutual interaction and with power as the ultimate aim of all political processes.

Unit – I

Definition and Subject Matter of Political Sociology, Distinctive Approach and characteristics of Political Sociology. Interrelationship between Political System and Society.

Unit–II

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

Unit–III

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

Unit–IV

Political Parties - Characteristics, Social Composition of Parties, Recruitment, Political Apathy: Causes and Consequences in India. Political process in India; Role of caste and Religion. Religion and Language in Indian Politics.

Unit–V

Leadership – Types and Traits, Qualities of Leaders, Functions of Leaders, Changing Scenario. Politics and Media; Role of Mass media problems of communication in illiterates society and politicization of social life.

UNIT VI: Current Contours (only for discussion not for exam) Discuss the issues

instrumental in outlining the many contours of power in a variety of social spaces and social contexts.

Course Outcome:

Political sociology deals with the study of the social basis of political competition (including social cleavages and identities), of social and political attitudes (including political culture), of processes of political engagement and competition (including elections and protest politics)

TEXT BOOK:

1. Marris Joones, W.H (1982). Government and Politics in India: Harward Business School,. Cambridge.
2. Rajani Kothari.(1973)Caste in Indian Politics.:Orient Longmans Ltd., New Delhi.
3. Samuel,P.Huntington.(1969)Political Order in Changing Societies: Yale University Press. New Haven,

REFERENCES

1. Dowse,R.E. & Hughes. (1971) Political Sociology. Basic Book New York,.
2. Dipti Kumar Biswas (1989). Political Sociology . Firma KLM Private, Calcutta:
3. Horowitz, Irvnig, L(1972). Foundations of Political Sociology: Harper and Row, . NewYork
4. Jangam,R.T (1980) Text Book of Political Sociology: Oxford and IBH Publishing Company, . New Delhi.

Third Year CORE CHOICE COURSE-VII Semester-III
SOCIOLOGY OF YOUTH

Course Code: 22SOCCC7

Credit: 4

Course Objective:

Demonstrate a sociological understanding of the nature of social relationships and institutions, patterns of social diversity and inequality, and processes that enhances the development of youth.

Unit- I:

Introduction to the study of Youth: Theories of Youth - Youth Culture and Subculture, Agents of Socialization – Social Groups – Characteristics, Importance and Classification of Groups – Social Process

Unit- II:

Institutions and Youth: Family, Community, Demographic profile of Youth in the Asian and Pacific region, Definition- types of youth. Youth in India, Youth welfare- need and importance.

Unit- III:

Ethnicity, Identity and Youth: Social, Emotional and Personality Development, the Self and Identity, Gender, Sexuality, Moral Development, Values and Religion, Achievement, Careers and Work

Unit -IV:

Inter and Intra group Behaviors: Peer Groups, Mass Behavior, and Delinquency and Remoteness, and Resilience, Problems of urban and rural youth. Alcoholism and drug dependency among youth –youth and crime – Exploitation of youth for communalism and terrorism –

Unit- V:

Youth and Globalization: Understanding globalization, Debates against and for Globalization among youth - Formal and Informal Social Control – Folkways – Mores – Customs and Sanctions – Social Norms and Social Values – Social Conformity and Deviance.

UNIT VI: Current Contours (only for discussion not for exam) Discusses on the special issue of youth studies.

Course Outcome:

It locates young people's experience in a context of social change, investigating the ways in which employment, education, family, gender, social class, youth culture and geographic location shape the meaning of youth in different ways in the early 21st Century.

Text book:

1. Bourdieu, Pierre. 2000. "Cultural Reproduction and Social Reproduction." In The Structure of Schooling: Readings in the Sociology of Education, edited by Richard Arum and Irene R. Beattie, 55-68. Mountain View, CA: Mayfield Publishing.
2. Brown, B. B., S. A. Eicher, and S. Petrie. 1986. "The Importance of Peer Group("Crowd") Affiliation in Adolescence." J Adolescence 9, no. 1 73-96.
3. Channeling Youth Power, 2007. A Vedanta Kesari Publication, Chennai: SriRamakrishna Math.

References:

1. Tterell, John, 2007. Social Networks in Youth and Adolescence, London and NewYork: Routledge. Pp. 1-22, 183-202
2. Daiute, Colette, ZeynepBeykont et al (eds.), 2006. International Perspectives on YouthConflict and Development, New York: Oxford University Press. Pp. 3-22, 86-106, 173- 176, 267-268
3. Erikson, E. H. 1994. Identity: Youth and Crisis: WW Norton & Company, Pp. 128-141,232-260 93

Third Year

CORE CHOICE COURSE-VIII

Semester-III

SOCIOLOGY OF AGEING

Course Code: 22SOCCC8

Credit: 4

Course Objective:

This process of aging over the life course is affected by biological and psychological factors, but a sociological perspective makes an important contribution to our understanding of aging by explicating how social, economic, and political forces shape the aging experience.

UNIT- I

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

UNIT- II

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

UNIT- III

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

UNIT- IV

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

UNIT- V

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

UNIT VI: Current Contours (only for discussion not for exam) Discussion on the Present understanding of the sociology of aging on based on the unique experiences of the students.

Course Outcome:

Students will be able to gain knowledge and can develop an idea on old age, ageing and various concepts associated with ageing and its helps us to understand the Trends and patterns of ageing in Global as well as Indian context.

TEXT BOOK

1. P.K. Dhillon, (1973) psycho Social Aspects of Ageing in India, New Delhi:
2. Kasschar P.L. (1978) Aging and Social Policy, Publishers New Delhi: Prege Kumar S. Vijaya,(1991) Family life and Socio – Economic Problems of the Aged, Ashish Publishing House, New Delhi.
3. Rao K.S(1994) . Aging: National Book Trust of India, New Delhi.

REFERENCES:

1. Sati P.N.(1994) Needs and Problems of the Aged, Himanshu Publishers Udaipur.
2. Sodan K.S,(1975) Aging in India, T.K. Mukherjee Mirerva Association (Pvt) Ltd, Calcutta.
3. Daiute, Colette, ZeynepBeykont et al (eds.), 2006. International Perspectives on YouthConflict and Development, New York: Oxford University Press. Pp. 3-22, 86-106, 173- 176, 267-268
4. Erikson, E. H. 1994. Identity: Youth and Crisis: WW Norton & Company, Pp. 128-141,232-260 93

SOCIOLOGY OF DIFFERENTLY ABLE**Course Code: 22SOCCC9****Credit: 4****Course Objective:**

To make the students understand the problems of weaker sections in Indian society and the social welfare programmes initiated by Government for their welfare.

UNIT I:

Introduction- Concept, Classification and Definition of Impairment, Disability, and Handicap - Causes and Types of Disability - Attitudinal and Behavioral Change of the Society Towards the Differently Abled, Differently Abled Woman.

UNIT II:

Social Life of Differently Able - Disability and Education - Disability and Health - Disability and employment - Family Support of Disability.

UNIT III:

Models and Theories of Disabilities- Models of Disability: Social Model, Medical Model, Expert/Professional Model of Disability, Tragedy/Charity Model of Disability. Theories of Disabilities: Marxist Theory, Feminist Theory.

UNIT IV:

Constitutional Provisions for Differently Abled - Policies for Disability in India - The Mental Health Act, 1987, The Person with Disability Act -1995, The National Trust Act-1999, The Rehabilitation Council of India 1999.

Unit V:

Issues Affecting Differently Abled - Violence, Isolation, Poverty, Inequality, Dependency and Social Participation. Role of Government and NGOs for differently abled.

Unit VI: Current Contours (only for discussion not for exam): Conduct a case study on differently abled person and conduct a group discussion

Course Outcome:

- This course also explores key aspects disability and relationship between disability and poverty, inequality and violence. To know constitutional provisions for differently abled.
- This paper gives knowledge about Legislation and Disability policy of central and state government.
- This paper explain about social position of disable people like work participation, political participation etc.

Text Book:

1. Miller, N.B& Sammons, C.C, **Everybody's Different: Understanding and Changing Our Reactions to Disabilities**. Baltimore, MD: Paul H. Brookes Publishing Co. (1-55766-359-9), 1999.
2. Renav Abdullah et. all., **Disability and Society a Reader**, Orient Black Swan Publication, New Delhi, 2009.
3. Schwartz, S.E. & Conley, C.A, **Human Diversity: A Guide for Understanding** (4th edition). McGraw Hill Custom Publishing. New York, (0-07-242831-7), 2000. Shapiro, Joseph P, **No Pity: People with Disabilities Forging a New Civil Rights Movement**, New York: Random House, Inc., 1993.

References:

1. Awdesh Kumar Sing, **Rights of the Disables, Perspectives, Legal Protection and Issues**, Serial Publication, New Delhi, 2008.
2. Falvo, D. R. (2008). **Medical and Psychosocial Aspects of Chronic Illness and Disability** (4th edition). Gaithersburg, MD: Aspen, 2008.
3. HMO (HMO definitions, www.tdi.state.tx.us/hmo/profiles/defintns.html)
4. Holbrook, C.M., & Koenig, A. J. (Eds.), **Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments**. (2nd edition): New York: AFB Press, 2000.
5. Kelley, P., & Gale, G., **Towards Excellence: Effective Education for Students With Vision Impairments**, Sydney: North Rocks Press, 1998.
6. Lowenfeld, B., **Visually Handicapped Child in School and Society**; American Foundation for the Blind; New York, 1973.

Third Year

ELECTIVE COURSE-VII

Semester-III

MEDICAL SOCIOLOGY

Course Code: 22SOCEC7

Credit: 3

Course Objective:

Medical sociology is concerned with the relationship between social factors and health, and with the application of sociological theory and research techniques to questions related to health and the health care system.

UNIT - I:

Introduction to Medical Sociology: Definition, Objectives, Principles, Scope and its relevance to patient care-difference between sociology of medicine and sociology in medicine-historical development of medical sociology. Sociological Perspectives on Health and Illness-The Sick role-Illness

UNIT-II:

Theoretical perspectives of Health: Parson – Sick role theory, Role of Doctor and Patient – Reciprocal, Consensual and functional Deviant illness behavior. Durkheim – Anomie. Marx - alienated workers, normal and deviant health. Blaxter – Conflict theory. Political economy approach - ill health. Feminist and Medical sociology analysis.

UNIT - III:

Social Epidemiology: Meaning and Definition of social Epidemiology-Vital Statistics: Uses and sources of vital and health statistics, Components of Epidemiology, Natural history of diseases, Social Etiology, ecology of health and diseases. Socio-Cultural factors bearing on health in India.

UNIT - IV:

Disease, Health and Rehabilitation: Concepts of health and disease, Attitudes and beliefs associated with diseases, preventive and curative medicine. Types of Rehabilitation, systems of medical beliefs and practices

UNIT - V:

Hospital and Health Profession in Society: Hospital as a Social Institution. Structure and function of a hospital. Cost of hospitalization. Medical social service in a hospital. Professional qualities of physician- Professionalization of physician. Doctor-Nurse relationship, Doctor-Patient relationship and Nurse-Patient relationship.

UNIT VI: Current Contours (only for discussion not for exam) Discussion on insights on

medicine, health and illness in the light of contemporary debates in medical sociology.

Course Outcome:

Medical sociologists study **the physical, mental, and social components of health and illness**. Major topics for medical sociologists include the doctor-patient relationship, the structure and socioeconomics of health care, and how culture impacts attitudes toward disease and wellness.

Text book:

1. Cockerham, W. C. (2014). Medical sociology. John Wiley & Sons, Ltd.
2. Park J.E. and K.Park (1983). Text book of Preventive and Social Medicine:Banarasidas Bharat Publishers, Jabalpur.
3. White, K (2002). An Introduction to the Sociology of Health and Illness. Sage Publication, New Delhi.
4. Coe, R.M (1970). Sociology of Medicine. McGraw Hill, New York.
5. Freeman, H. E and Sol L (1989). Handbook of Medical Sociology. Englewood Cliffs,Prentice Hall.
6. Dak T.M (1991). Sociology of Health in India. Kaveri Printers Private Ltd, New Delhi.

References:

1. Barry, A. M., & Yuill, C. (2002). Understanding health: a sociological introduction.Sage Publication, New Delh.
2. Annandale, E. (2014). The sociology of health and medicine: a critical introduction.Wiley (2nd Edition, Revised), US.
3. Wainwright, D (2008). A sociology of health. SAGE Publications Ltd, UK,
4. Collyer, F (2012). Mapping the Sociology of Health and Medicine. PalgraveMacmillan UK.

Third Year

ELECTIVE COURSE-VIII

Semester-III

SOCIAL PROBLEMS IN INDIA

Course Code: 22SOCEC8

Credit: 3

Course Objective:

The objective element of a social problem refers to the existence of a social condition. We become aware of social conditions through our own life experience, through the media, and through education.

UNIT I:

Introduction: Concept of Social problem, Characteristics of Social Problems, Causes of Social Problems. Deviation: Personal Deviation, Anomie Approach, Discrimination, Inequality.

UNIT II:

Types of Social Problems: Rural Social Problems - Farmers Problems - Urban Social Problems - Problems of Youth - Terrorism.

UNIT III:

Economy Based Social Problems: Poverty, Poverty Alleviation Measures, Unemployment, Under Employment, Corruption, Beggary, Housing Problems, Population Explosion and Population Policy.

UNIT IV:

Personality Based Social Problems: Alcoholism, Drug Abuse and Drug Addiction and Health Problems.

UNIT V

Child and Women Related Social Problems: Child Abuse, Child labour, Juvenile Delinquency, Crime and Criminal, Cyber Crime, Violence Against Women, Bonded Labour, Solving Social Problems.

UNIT VI: Current Contours (only for discussion not for exam): An attempt to present the main trends and deliberations in *social* life and to identify 'noble savages' who should be protected from the ills of civilization.

Course Outcome:

Students will be able to identify, describe, and analyze important social issues from multiple cultural perspectives. Students will be able to engage with diverse groups of people while recognizing cultural and individual differences in interaction and communication.

Text book:

1. Bhadra, **Girl Child in Indian Society**, Rawat Publications, New Delhi, 1999.
2. Bhattacharyya, S.K., **Social Problems in India**, Regency Publications, New Delhi, 1994.
3. Chakrabarti, **Juvenile Justice**, Deep & Deep Publications Pvt. Ltd, New Delhi, 1999.
4. Jessica Kuper, **Social Problems and Mental Health**, Routledge & Kegan Paul, London, 1987.
5. Joshva O Miluwi, **Social Problems in India**. Mangalam Publication, New Delhi. (4863),2014.
6. Kattakayam and Vadackumchery, **Crime and Society**, A.P.H. Publishing corporation, New Delhi, 1999.
7. Kohli and Sharma, **Poverty Alleviation and Housing Problem**, Anmol Publications Pvt. Ltd, New Delhi, 1997.

References:

1. Lal Singh, **Anatomy of Social Problems**, Cyber Tech Publication, New Delhi. (4117), 2007.
2. Lavinia, **Juvenile Delinquency**, Rawat Publications, New Delhi, 1993.
3. Madan. G.R. **Indian Social Problems Volume-2**, Allied Publisher Pvt. Ltd., New Delhi 2002.
4. Prasad, **Population Growth and Child Labour**, Kanishka Publishers Distributors, New Delhi, 2001.
5. Ram Ahuja, **Social Problems in India**, Rawat Publication, New Delhi. (4416), 2004.
6. Reddy S.N, **Social Problems Community policy and Society action**, Navyug books International, New Delhi (4381), 2010.
7. Ronald Akers & et al, **Criminological Theories**, Rawat Publications, Jaipur and New Delhi 2004.
8. Sibnath Deb, **Contemporary Social Problems in India**, Anmol Publications Pvt. LTD. New Delhi, 2006.
9. Sudhir, M.A., **Ageing in rural India**, Indian Publishers Distributors, Delhi, 2000.
10. Unely Chandra Sahoo, **Child Labour in Urban Informal Sectors**, Classical Publishing company, New Delhi, 1999.

Third Year

ELECTIVE COURSE-IX

Semester-III

INTRODUCTION TO CRIMINOLOGY

Course Code: 22SOCEC9

Credit: 3

Course Objective:

To make the students conversant with the causes and consequences of crime. Promoting a critical understanding of crime and concomitant issues by engaging in research that contributes to the body of knowledge in a vital area of concern to society and that enhances learning opportunities for students, faculty, practitioners, and citizens.

UNIT I:

Criminology: Definition and Scope; Criminology and other Social Sciences; Traditional Crimes: Crimes against Property and Person (Children, Women, Lesbian, Transgender, Marginalised, Men). Victimless crime: Alcoholism, Drug Addiction, Beggary, Commercial Sex, Suicide; Family centred Crimes: Dowry, Domestic Violence, Child Abuse; Modern Crimes: Organized Crimes, Cyber Crimes.

UNIT II:

Social Control Theories: Drift and Neutralization theory, Containment theory, Social bond theory. Social conflict theory: Labelling Theory and Radical Criminology.

UNIT III:

Legal Approaches: Accusatorial and Inquisitorial; Substantive and Procedural Laws, criminal liability, strict liability, Indian penal code- general exceptions, Criminal Procedure Code, Cognizable and Non-Cognizable offences, Investigation of Crimes; Complaint, F. I. R. Arrest, Search, Seizure, Police Custody, judicial remand and bail.

UNIT IV:

Penology: Definition, nature and scope. Punishment-in ancient, medieval and modern times, Punishment: Significance, Concept, Aims and Types. Recent approaches to punishment- Restorative justice, Restitution and victim offender mediation.

UNITV:

Juvenile and Youth Justice: Definition and concept-Delinquency- children in conflict with law, children and vulnerability, truancy and vagrancy. Main features of juvenile justice act. Institutions: Juvenile justice Board, child welfare committee, observation homes, juvenile homes, special homes.

UNIT VI: Current Contours (only for discussion not for exam): Discussion on the changing contours of criminal justice.

Course Outcome:

Criminology studies topics such as understanding the reasons people commit crime, how to predict crime, and how it can be controlled. Criminal justice is mainly practiced in institutions such as courts, while criminology can be practiced in laboratories, research centers, and social settings.

Text book:

1. Andrew Von Hirsch, (1987) Past or future crimes: Deservedness and Dangerousness in the Sentencing of Criminals, Rutgers University Press.
2. Ahmed Siddique, (1993). Criminology, Problems and Perspectives, III Edn., Eastern Book Company, Lucknow.
3. Bhattacharya S.K., (1986). Probation system in India, Manas Publications, New Delhi.
4. Brodie, S.R., (1976). Effectiveness of sentencing, Home office, London.
5. Chockalingam K., (1993). Issues in Probation in India, Madras University Publications, Madras.

References:

1. Christopher J. Emmins, (1985). A practical approach to sentencing, Financial Training Publications Ltd. London.
2. Devasia, V.D & Leelamma Devasia, (1992). Criminology, Victimology and Corrections,
3. S.B. Mangia for Ashish Publishing House, New Delhi.
4. Goswami, B.K. (1980). Critical Study of Criminology and Penology, Allahabad Agency, Allahabad

SOCIAL POLICY**Course Code: 22SOCNM3****Credit: 2****Course Objective:**

The main objective of the course is to provide analytical knowledge on how public policy affects social concerns such as poverty and diversity. To explain the historical impact of social welfare policy and its growth and development into current policy. To compare the application of policy in various practice settings.

Unit I:

Concepts: Policy, Public policy, Public Welfare, Social Policy, Economic Policy, Social welfare Policy, Affirmative Actions, Protective Discrimination, Distributive and Redistributive Justice

Unit II:

Social Policy in India: Processes and Actors Sources of Policy: Indian Constitution-Fundamental Rights and Directive principles of State Policy, Overview of the basic structure of the Indian Political System- Legislature, Judiciary and executive Policy Formulation Process, Role of Various actors in policy formulation:- International Organizations (UN, W.T.O, World Bank)

Unit III:

Legal Provisions for Special Groups: Rights of the disadvantaged and the Constitution-Legal provisions for women- Legal provisions for persons with Disability-Legal Provisions for Children

Unit IV:

Legal Aid, Social Advocacy and Role of Social Worker: Legal Aid and Government Initiatives-Social Advocacy and Public Interest Litigation.Law and Social Activism: Consumer Protection and Right to Information-Rights of the Disadvantaged: Impediments and Role of Professional SocialWorkers in Legal Aid and Legal Assistance

Unit V:

Social Welfare Administration: Development and Progress: Economic and Social Dimensions-Social Welfare Administration: Concept, Need and Objectives-Principles of Social Welfare Administration. How to establish an NGO: Rules and Procedures.

Unit VI: Current Contours (only for discussion not for exam):

Discussion on current socio-cultural issues that must be recognized and addressed in every community.

Course Outcome:

Students will be able to identify social policy at the local, state, and federal levels that impacts well-being, service delivery, and access to social services; Assess how social welfare and economic policies impact the delivery of and access to social services; Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights, and social, economic, and environmental justice.

Text book :

1. Alcock, P., A. Erskine and M. May (eds.). (1998). **The Student's Companion to Social Policy**. Oxford: Blackwell/ Social Policy Association
2. Hill, M. (2003). **Understanding Social Policy**. Oxford. Blackwell Publishing
3. Hughes, G. and G. Lewis (eds). (1998). **Unsettling Welfare: The Reconstruction of Social Policy**. London: Routledge
4. Hungama For Change. (2012). **The Hungama Survey Report– 2011**. Hyderabad: Naandi Foundation (web source: <http://hungamaforchange.org/HungamaBKDec11LR.pdf>)
5. Mahajan, G. (ed.). (1998). **Democracy, Difference and Social Justice**. New Delhi: Cambridge University Press

References:

1. Meena Acharya and Puspa Ghimre., (2005). **Gender Indicators of Equality, Inclusion and Poverty Reduction: Measuring Programme/Project Effectiveness**. Economic and Political Weekly. Vol 40 No. 44 and 45 October 29 – November 04
2. Mishra, R. (1999). **Globalization and the Welfare State**. Chentham Press. Northampton:
3. Edward Elgar Watson, S. And L. Doyal. (1999). **Engendering Social Policy**. Milton Keynes Open University Press.
4. Denny, David. (1998). **Social Policy and Social Work**. Oxford: Clarendon Press
5. Gail, L., G. Sharon and J. Clarke (ed). (2000). **Rethinking Social Policy**. London: Open University Press in association with Sage Publications.
6. Jayati Ghosh., (2002). **Globalisation, Export Oriented Employment for Women and Social Policy: A Case Study of India**. *Social Scientist*. Vol. 30, No. 11/12.
7. Kennet, P. (1999). **Comparative Social Policy**. London: Open University Press.

SOCIAL WELFARE ADMINISTRATION**Course Code: 22SOCNM4****Credit: 2****Course Objective:**

To understand concept, principles and components of social welfare administration and to develop understanding of social welfare administration and to acquire competence in social welfare and development services.

Unit I

Social Welfare Administration: Concept, Nature and Scope of Social Welfare administration – Features of social welfare administration- History of Social Welfare Administration In India-Types of Social Welfare Organizations-Governmental organizations-non- governmental organizations-Bilateral and International organizations.

Unit II

Principles of Social Welfare Administration: Principles-Community and Client needs- cultural setting- purpose. Functions of social welfare administration- Planning, Organizing, Staffing-participation-Directing, Coordination- Recording and Budgeting.

Unit III

Registration and Management of Social Welfare Agencies: Establishing and managing- Finances-Registration of Social Welfare Agencies- Organizational accountability-Organization design and structure-Decision Making-Communication-Grants -In-Aid and Fund Raising.

Unit IV

Administrative Arrangement for Social Welfare: Children-Integrated nutrition project-Children in need of care and protection-Women- programs for economic development of women-vocational training programs and other schemes for women. Government Rehabilitation Programmes for elderly- Rehabilitation of the disabled- Social Defense- Juvenile welfare boards

Unit V

Personnel Administration: Manpower planning, induction, training, supervision, staff welfare, service condition and staff moral, problems faced by NGOs.

Course Outcome:

Social Welfare Administration is the process of efficiently providing resources and services to meet the needs of the individuals, families, groups and communities to facilitate social relationship and adjustment necessary to social functioning.

Text book:

1. Chowdhary, D.P. (1992) Social Welfare Administration in India, Deep and Deep Publication, New Delhi
2. Goel & Kumar (2004) Administration and Management of NGOs, Deep and Deep publication, New Delhi.
3. Goel, S.L. and Jain, R.K (1988) Social Welfare Administration, Vol. I and II, Deep Publication, New Delhi.
4. Kaushik, A (2012) Welfare and Development Administration in India, Global Vision Publishing House, New Delhi.
5. Naidu, S.P. (1996) Public Administration Concept and Theories, New Age International Publishers, New Delhi.

References:

1. Sachdeva, D.R. (1993) Social Welfare Administration in India, Allahabad, Kitab Mahal.
2. Siddiqui, H.Y (1990) Social Welfare in India, Harnam Publications, New Delhi.
3. Friedlander W. A. (1955). Introduction to Social Welfare, New Delhi, Prentice Hall of India Private Ltd.
4. Goel, S.L. & Jain, R.K. Social welfare administration Volume II. Deep & Deep Publications. New Delhi.
5. KK Jacob (1961). Methods and Fields of Social Work in India Bombay, Asia Publishing House.
6. Warham J. (1967). An introduction to Administration for Social Workers, and Kegan Paul The Humanities Press, London

Fourth Year

CORE COURSE - X

Semester-IV

SOCIAL DEMOGRAPHY

Course Code: 22SOCC10

Credit: 5

Course Objective:

The course introduces the student to understand population as a social phenomenon. It acquaints the students to the demographic features and trends of Indian society vis-à-vis world population. It also reviews population control measures and their implementation.

UNIT – I

Introduction to Social Demography: Definition, Meaning, Origin, Scope and Significance of social demography, difference between Population Studies and Demography, relationship between social demography and Anthropology, Sociology, Economics, Psychology and importance of demographic study.

UNIT – II

Theories of Population: Malthusian theory, optimum population theory, theory of demographic transition, social theories of population

UNIT – III

History of Population growth and Population composition: Primitive society, Pre-industrial society, developing and developed societies, world population; age, sex, religion, caste, education, language and income

UNIT –IV

Components of Population change: Fertility, Mortality and Migration, difference between mortality and morbidity. **Migration and Urbanization:** Types of migration, factors affecting migration, causes and consequences of urbanization

UNIT – V

Population growth and Population policy: Population growth in India: determinants and impact; population policy in India, Fertility influencing policy, Anti-Nat list policy and population education.

UNIT- VI - Current Contours (only for discussion not for exam) : Discussion on current trends and patterns on demography.

Course Outcome:

- Students are getting opportunity to learn the theoretical approaches of population: Malthusian theory, optimum population theory, Theory of demographic transition, Social theories of population.
- Durkheim's social facts are applied for current social issues. Alexander's neo functionalism concept is taught. The development of functionalism is explored.
- Conflict theory of Marx is extended with cosers and functions of conflict. It is further extended with Neo Marxism – Haber max and Althusser are taught.
- A comparison of issues discussed in Neo Functionalism and Neo Marxism is made. The commissions and omissions are discussed. They are applied for modern social problems such as environment, terrorism, cyber crime etc.

Text book :

1. Rajendra kumar sharma, Demography and population problems, Atlantic publishers, 2007.
2. Srivastava, S.C. studies in Demography, Anmol publications Pvt. Ltd, New Delhi, 2004.
3. Francis Abraham, contemporary sociology, Oxford University Prepss, new Delhi, 2008.
4. Srivastara, S.C , Studies in Demography Anmol publications Pvt.Ltd , (New Book)
5. Rajendra Kumar Sharma, Demography and Population Problems, Atlantic Publishers (New Book)

References:

1. Tripathi.S.M , Human Ecology and Social Consciousness, Global vision Publishing House (B.No:2957)
2. Dhirendra Nath Konar , The Scenario of Population Growth in India , Akansha Publishing house , (B.No:3044)
3. Narendra Prasad , Population Growth and Child Labour , Kanishka Publishers, (B.No: 2676)
4. Badri N Saxna , Charan Dwadhva , Op Sharma , Population Policy of India, Sterling Publishers (B.No: 2948)
5. Rathindra P.Sen, Demographic Change and level of living =, Daya Publishing House (B.No :812)
6. J.G. Valan Arasu, Globalization and infrastructural Development in India, Atlantic Publishers (New Book)
7. Vidyat-Joshi, Migrant labour and Related Issues, Oxford & IBH Publishing Co. Pvt. Ltd (1557).

INDUSTRIAL SOCIOLOGY**Course Code: 22SOCC11****Credit: 5****Course Objective:**

This course gives a scientific understanding of Industrial Society. It helps the students to understand the nature of Industrial problems. It also equips the students to prevent and to settle the Industrial problems.

UNIT – I

Introduction: Meaning, nature and scope of industrial sociology – the rise of industrial sociology – importance of industrial sociology – sociological, economic and psychological approaches.

UNIT – II

Concept of work, problems of industry and welfare activities: Meaning and importance of work – work in industrial society, white collar and blue collar workers, labor and grievances, interpersonal relationship, problem for morale, leadership and productivity, labor turnover, absenteeism, alcoholism, sickness, lay off, strike-go slow, ghearo and lock out; issues of labour welfare activities – promotion and transfer, health and safety needs, grievance procedure, standing committees.

UNIT – III

Classical sociological tradition on industrial dimensions of society: Division of labour, anomie, bureaucracy, rationality, production relations, surplus value and alienation (Durkheim, marx, weber)

UNIT – IV

Trade Union: Industrial relations, conflicts, causes and types of resolution of conflict, conciliation, arbitration, adjudication, collective bargaining, types of collective bargaining,

trade union, their growth, functions and their role in industrial organization. (Industrial Dispute Act 1947, Trade Union Act 1926)

UNIT – V

Industry and Social change in India: Impact on social institutions – family, education, caste and religion, obstacles and limitations of industrialization, industry as agent of development, labour legislation: industry and safety measures.

Unit VI: Current Contours (only for discussion not for exam): Impact of Globalisation on Industrial Development: Involving workers participations.

Course Outcome:

- This course also explores key aspects of Division of Labor, interrelationship between different sets of workers, workers and management and Industry as a social system.
- This course first explores a Sociological Approach, Economic Approach & Psychological approach to study the Industry.
- Examine the implications of Concept of work - Work and recreation, Work and Leisure, Idea of work, Bureaucracy, Rationality, Industry and Society, Impact of Social Structure on Industry

Text book:

1. Gisbert Pauscal, **Industrial sociology**, Tata McGraw Hill, 1972.
2. Burns, Tar (Ed)., **Industrial Man**, Penguin, 1969.
3. Etzioni, Armitai, **Modern Organisation**, , EEE series, 1965.
4. Schreider, Eugene, **Industrial sociology**, Tata McGraw Hill ,1980.

References:

1. Miller and Form, **Industrial sociology**, Harper and Row, 1964,.
2. Ramasway and Uma Ramaswamy, **Industry and Labour**, Oxford,1981.
3. Ramaswamy E.A., **Worker and his union**, , Oxford, 1979
4. Sharma G.K., **Labour Movement in India**.
5. Singh V.B., **Industrial Laobur in India**
6. Mamoria C.M., **Industrial Labour and Industrial relations**, Vol.II
7. Saxena. R.C.Labour problems and Social Welfare, K. Nath & Co., Meerut,1981.

FIELD INTERNSHIP PROGRAMME

Fourth Year

Semester-IV

Course Code: 22SOCIP1

Credit: 5

Unit I

Students to be given proper orientation and training for social survey with regard to urban settings, industries, voluntary sector, hospital organizations etc.

Unit II

Students must visit the industrial organization for preparing preliminary survey, Drafting, observing on the basis of their pilot study.

Unit III

Study tour programme is to be arranged to help the students to learn and understand the various settings as mentioned for an in-depth comprehending and the relationships between various groups and individuals

Unit IV

Students are expected to write, follow up and submit the reports of their activities during the visit with the consultation of the guide.

Guidance for Campus Placement;

1. Regularity in field visit	10
2. Interaction & rapport formation with the different settings	10
3. Observations regarding the Structure and understanding of the settings selected by the Students.	5
4. Regularity in submitting reports	5
5. Report Writing	20
6. Interview	10
7. Viva voce	40

Total	<u>100</u>

Course Outcome :

- Students become familiar and acquire information about various illnesses being dealt with by the agency: Etiological agent, mode of transmission of the diseases, prognosis, course of the disease process, symptomatological manifestations, chemotherapy. Other social/psychological/behaviour

therapies being used, immunization, preventive measures at the primary, secondary and tertiary levels.

- Students participate in other routine activities of the agency such as attending case conferences, conducting surveys, diagnostic camps, maintenance of records, follow-up activities concerning discharged patients specialized programmes for the spouses and family members of the beneficiaries etc.
- Students also participate in out- reach activities/ extension programmes of the placement agency. It gives leadership and programme organizing skills to the students.
- Students are getting the optimum knowledge and idea about the functioning of NGO, organizations rules and regulations, leadership quality, capacity building and the method to conduct training programme and field work.
- The placement programme student's looks into the factors such as deviance, social stratification, social class, culture, social mobility, law in the NGOs and Private organizations.
- The placement programme students understand aspects of human social behavior, including the behavior of individuals as well as the social dynamics of small groups, large organizations, communities, and institutions.
- The programme train the M.A., Students to improve the writing skill, observation skill and documentation skill.

F O U R T H Y E A R**P R O J E C T W O R K****S E M E S T E R - I V****Course Code: 22SOCRP1****Credit: 5****PW Project Work out come**

- Project work is done by the students under the guidance of a faculty member. The student selects a research problem from the existing social problems in and around his society.
- The student visits the field, collects the universe, gets the organizational structure and prepares a plan for sampling.
- The student constructs a tool (Questionnaire/Interview Schedule/ FGD/Case study) for collecting the data.
- After getting the data the student classifies and applies various techniques for analysis of the data.
- The students infer various insights from the available data and interpret the reasons and process from the existing data.
- During the data collections students interact with officials and people and identify the sources of the job opportunity available in the field.
- The students are trained to write report on any social issue they come across in their project. This is evaluated by an external expert as in the case of other papers.
- This project work is a stepping stone for students, who would further pursue for research work like M.Phil and Ph.D.
- Moreover this project copy is also submitted to the stake holders such as Panchayath, Health office, Hospitals and School depending upon the research work. This is useful for the further developments.

Course Code: 22SOCVE2

Credit: 2

Course Objective:

Develop and strengthen the quality of entrepreneurship. It helps in removing unemployment. It enhances industrial development and helps in developing industrially backward region. It helps in understand the process and procedure involved in setting up small units.

UNIT I:

Entrepreneur and Entrepreneurship: Meaning, Definition: Entrepreneur, Entrepreneurship. Types of Entrepreneurs- Social Entrepreneur, Serial Entrepreneur, Life style Entrepreneur. Types of Entrepreneurship- creative Entrepreneurship, inclusive Entrepreneurship, Knowledge Entrepreneurship. Entrepreneurial characteristics: Inspiration, creativity, direct action, and courage. Characteristics of entrepreneur: innovate, introduces new technologies, catalyst, creative, generating opportunity

UNIT II:

Social Entrepreneur, Social Entrepreneurship and Social Enterprises: Meaning, Definition: Social Entrepreneur, Social Entrepreneurship - Characteristics of Social Entrepreneur. Social Entrepreneurship in developing countries and in India.

UNIT III:

The Social Entrepreneurship Process: The Timmons Model of the Entrepreneurship Process, The PCDO(People, Context, Deal and opportunity), Sources of Social Entrepreneurship -Public Sector, Private Sector, Voluntary Sector - Qualities and skills of social Entrepreneur.

UNIT IV:

Social Entrepreneurship in Practice: Bangladesh Rural Advancement Committee (BRAC), The Grameen Bank (GB), SELF Employment Women's Association (SEWA), Technology Informatics Design Endeavour (TIDE).

UNIT V:

Ethical Entrepreneurship Challenges in Social Entrepreneurship: Ethical entrepreneurship, Meaning. Empirical ethics, eternal ethics. Entrepreneur and customer, Entrepreneur and employee, Entrepreneur and government challenges in social entrepreneurship.

UNIT VI: Current Contours (only for discussion not for exam)

Discuss and explores the relationship between entrepreneurship and well-being.

Course Outcome:

- Entrepreneurship and Innovation minors will be able to sell themselves and their ideas. Students master oral and visual presentation skills and establish a foundation of confidence in the skills necessary to cause others to act.
- Entrepreneurship and Innovation minors will be able to find problems worth solving. Students advance their skills in customer development, customer validation, competitive analysis, and iteration while utilizing design thinking and process tools to evaluate in real-world problems and projects.
- Entrepreneurship and Innovation minors will be able to **mobilize people and resources**. Students identify and secure customers, stakeholders, and team members through networks, primary customer research, and competitive and industry analyses in order to prioritize and pursue an initial target market in real-world projects.

Text book

1. Robert A. Philips Margret Bonefiel Ritesh Sharma, Social entrepreneurship, the next big business opportunity Global Vision Publishing House, New Delhi, 2011
2. S.S.Khanka, Entrepreneurship in India, perspective and practice, 2009, Akansha publishing house.
3. Jill Kickul and Thomas S.Lyons, Routledge, Understanding social entrepreneurship, the relentless pursuit of mission in an ever changing world, New York, 2012

References:

1. Vasanth Desai, Entrepreneurial development, Himalaya Publishing House, 2008, web resources
2. Bornstein, David, how to change the world: social entrepreneurs and the power of new ideas New York, Ny: oxford university press, 2004
3. Dees, j. Gregory, "the meaning of social entrepreneurship" center for the advancement of social entrepreneurship duke university http://www.caseatduke.org/documents/dees_sedef.pdf