



Department of Sociology
BHARATHIDASAN UNIVERSITY

Tiruchirappalli- 620 024

M.A. Sociology – 5 Year Integrated (2022-2023 onwards)

Sem	Category	Course Code	Course Title	Inst Hrs/ Week	Credit	Exam Hours	Marks		
							Int	Ext.	Total
I			Tamil	6	3	3	25	75	100
			English	6	3	3	25	75	100
	Core Courses	22SOCC01	Fundamentals of Sociology	5	5	3	25	75	100
		22SOCC02	Society in India	5	5	3	25	75	100
	First Allied Course - I	22SOAC01	Indian Economic Development	3	3	3	25	75	100
	Value Education	22SOVE01	Understanding Inter Personal Relationship	2	2	3	25	75	100
			Total	27	21		150	450	600
II			Tamil	6	3	3	25	75	100
			English	6	3	3	25	75	100
	Core Courses	22SOCC03	Principles of Sociology	5	5	3	25	75	100
		22SOCC04	Classical Sociological Theories	5	5	3	25	75	100
	First Allied Course - II	22SOAC02	Geography of India and Tamil Nadu	2	3	3	25	75	100
		22SOES01	Environmental Studies	1	3	3	25	75	100
			Total	25	22		150	450	600
III			Tamil	6	3	3	25	75	100
			English	6	3	3	25	75	100
	Core Courses	22SOCC05	Modern Sociological Theories	5	5	3	25	75	100
		22SOCC06	Social Problems	5	5	3	25	75	100
	Second Allied Course - I	22SOAC03	Rain Water Harvesting and Water Resource Management	2	3	3	25	75	100
	Non Major Elective - I	22SONME1	Sociology of Wellness	1	2	3	25	75	100
			Total	25	21		150	450	600
IV			Tamil	6	3	3	25	75	100
			English	6	3	3	25	75	100
	Core Courses	22SOCC07	Sociology of Modernization and Development	5	5	3	25	75	100
		22SOCC08	Political Sociology	5	5	3	25	75	100
		22SOCC09	Research Methodology	5	5	3	25	75	100
	Second Allied Course - II	22SOAC04	Sociological of Land and Habitat	4	5	3	25	75	100
	Non Major Elective - II	22SONME2	An Introduction to Disaster Management	1	2	3	25	75	100
		Total	30	28		175	525	700	
V	Core Courses	22SOCC10	Globalization and Development	5	5	3	25	75	100
		22SOCC11	Social Movement in India	5	5	3	25	75	100
		22SOCC12	Human Rights : An International Perspectives	5	5	3	25	75	100
	Major Based Elective - I	22SOMBE1	Sociology of Tourism/Social Psychology	5	4	3	25	75	100
	Skill Based Elective - I	22SOSBE1	Sociology of Crime	3	4	3	25	75	100
	Soft Skills Development	22SOSSD1	Social Survey Computation	2	4	3	25	75	100
			Total	25	27		150	450	600
VI	Core Courses	22SOCC13	Sociology of Health and wellness	5	5	3	25	75	100
		22SOCC14	Media and Society	5	5	3	25	75	100
		22SOCC15	Sociology of Marginalized	5	5	3	25	75	100
	Major Based Elective - II	22SOMBE2	Sociology of Ageing/Sociology of Youth/Environmental Sociology	5	4	3	25	75	100
	Skill Based Elective - II	22SOSBE2	Understanding of Science Technology and Society	3	4	3	25	75	100
	Gender Studies	22SOGS01	Gender Studies	1	2	3	25	75	100
	Project	22SOPRO1	Project	4	4		25	75	100
		Total	28	29	-	175	525	700	

(P.T.O)

VII	Core Courses	22SOCC16	Introduction to sociology (rural and urban)	5	5	3	25	75	100
		22SOCC17	Journalism and mass communication	5	5	3	25	75	100
		22SOCC18	Sociology of Education	5	5	3	25	75	100
		22SOCC19	Industrial Sociology	5	5	3	25	75	100
	Elective course - I	22SOEC01	Introduction to social exclusion and inclusive policy in India	1	4	3	25	75	100
	Value Education	22SOVE01	Public speaking and Effective Communication	1	2	3	25	75	100
	Practical Paper	22SOPP01	Practical paper (rural setup)	2	3	-	25	75	100
		Total	24	29		175	525	700	
VIII	Core Courses	22SOCC20	Sociological thoughts	5	5	3	25	75	100
		22SOCC21	NGO management	5	5	3	25	75	100
		22SOCC22	Social Legislation for marginalized	5	5	3	25	75	100
	Elective course - II	22SOEC02	Social Anthropology	2	5	3	25	75	100
	Non-Major Elective	22SONME1	Society in India	3	2	3	25	75	100
	Practical Paper	22SOPP02	Practical Paper (tribe)	2	3	-	25	75	100
		Total	22	25		150	450	600	
IX	Core Courses	22SOCC23	Medical sociology	5	5	3	25	75	100
		22SOCC24	Contemporary Sociological Thoughts	5	5	3	25	75	100
		22SOCC25	Social policy and social welfare	5	5	3	25	75	100
	Non-Major Elective	22SONME2	Principles of Sociology	3	2	3	25	75	100
	Practical	22SOPP03	Hospital Setting	2	3	3	25	75	100
	Minor Project	22SOMP01	Minor Project	-	3		25	75	100
		Total	20	23		150	450	600	
X	Core Courses	22SOCC26	Sociology of human rights	5	5	3	25	75	100
		22SOCC27	Youth and Development	5	5	3	25	75	100
		22SOCC28	Sociology of Disabled	5	5	3	25	75	100
	Field Internship	22SOFIP1	Field Internship	5	4	-	25	75	100
	Research Project	22SORP01	Research project	-	4	-	25	75	100
		Total	20	23	-	125	375	500	
		Grand Total		248		1550	4650	6200	

M.A SOCIOLOGY (5 - year Integrated)

(Syllabi)

22SOCC01: Fundamentals of Sociology (5 Credit)

Objectives

- 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.

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.

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 in Sociology

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

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 Books

1. Haralambos, 2014, Sociology: Themes and Perspectives, 8th Edition, Harper Collins,
2. Rao, C. S. 1990, *Sociology: Primary Principles of Sociology*. S. Chand.
3. Bottomore, T.B., Sociology, A Guide to problems and literature, New Delhi: Blackie & Son (India) Ltd.,1971.
4. Ogburn,W.F. & Nimcoff., A Hand Book of Sociology, Boston: Houghton Mifflin Company,1958.

Reference

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.
5. Johnson, H. M., 1960, *Sociology: a systematic introduction*. Allied Publishers.

22SOCC 02 - Society in India (5 Credit)

Objectives

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

Course Outcome (CO)

- ✓ 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.

Unit I

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

UnitII

The Structure and composition of Indian Society - Rural Community: Characteristics – Jajmani System &Rurbanism – Panchayati Raj System – Rural Problems-Community Development Programmes.-Urban Community: Characteristics – Urbanism, Urbanization and Smart Cities – Urban Problems – Rural-Urban Differences, Migration and Continuum - Tribes; dalits and women.

UnitIII

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: types, changing trends – family: types and changing trends and factors responsible for the changes – caste: origin, development, changing pattern and the reasons for the changes – religion: types, functions and dysfunctions - kinship. State, Judiciary - Changing dimensions of class and caste.

UnitV

Convergence and integration - 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.

Text Books

1. Dube, S.C.(1990) Society in India,,: National Book Trust New Delhi..
- 2.Prabhu, P.N.(1954) Hindu Social Organisation,,: Popular Book Depot, Bombay.

References

1. Bose, N.K.(1967) Culture and Society in India: Asia Publishing House, Bombay,
2. Dube, Sc(1995) . Indian Village: Routledge, , London
3. Karve Irawati.(1965) Hindu Society: An Interpretation: Deccan College, , Poona
4. Srinivas,M.N.(1980) India Social Structure,,: Hindustan Publishing Corporation,., New Delhi
5. Uberoi, Petricia.(1993) Family, Kinship and Marriage in India: Oxford University Press, New Delhi.

E-BOOK

Indian Society by S.C. Dube -<https://www.arvindguptatoys.com/arvindgupta/sociology-dube.pdf>

22SOAC01: Indian Economic Development (3 Credits)
(ELECTIVE COURSE III)

Course Objectives

- Understand the concept of natural resources and Indian population.
- Study about the nature, causes and remedial measures for poverty and unemployment.
- Gain knowledge about foreign trade and WTO.
- Examine the new policies for industrial and agriculture sectors.
- Explore the objectives and shortcomings of planning in India.
- Give students an exposure to the recent development in the Indian Economic Development.

Course Outcomes (CO):

- ✓ Identify the various types of natural resources and environmental degradation.
- ✓ Explain the measures to redress inequalities
- ✓ Analyse the impact of the New Economic Policies upon the foreign trade of the country.
- ✓ Distinguish the issues and policies of agriculture and industrial sectors.
- ✓ Assess the role of planning in India.
- ✓ Understand the recent developments in Indian Economic Development.

Unit I

Natural Resources and Population - Natural Resources – Meaning and Importance – Forest resources – Energy resources – Mineral resources – Water resources – Environmental degradation – Indian population size, density and distribution – Problem of Urbanization – (Smart Cities) - National population policy – The concept of Human capital and its development.

Unit II

Poverty and Unemployment - Poverty – Its dimensions, nature and causes – Poverty Alleviation Programmes – Unemployment and its Types – New Employment Policy in XII Plan – Inequalities in Distribution Programmes and Measures – Causes of Income Inequalities – Suggested Measures to Redress Inequalities – Parallel economy: Meaning, Magnitude and Consequences – Causes and Remedies.

Unit III

Foreign Trade and WTO - Direction of foreign Trade – Balance of payments – The New Economic Reforms – India's foreign Trade Policy – WTO – Features and assessment – Globalization: Features and problems.

Unit IV

Agricultural and Industrial Sectors - Technological change in Agriculture – Pricing of Agricultural Inputs and Outputs – Agricultural Marketing – New Agricultural Policy – Issues in food security – Policies for Sustainable Irrigation – New Industrial Policy – Problem of Sick Units – Privatization and Disinvestments – Labour Market Reforms.

Unit V

Planning in India - Objectives – Achievements and Shortcomings (NITI AYOGE)– Agriculture, Industry and Social Sectors – Plan performance to tackle poverty, Inequality and Unemployment.

Unit VI

Recent development in the Indian Economic Development

References

1. Agrawal, A.N. (2004) Indian Economy, Wishwa Prakashan, New Delhi
2. Ahluwalia, I.J. and I.M.D. Little (Eds.) (1999), India's Economic Reforms and Development (Essays in honour of Manmohan Singh), Oxford University Press, New Delhi.
3. Bardhan, P.K. (9th Edition) (1999), The Political Economy of Development in India, Oxford University Press, New Delhi.
4. Bawa, R.S. and P.S. Raikhy (Ed.) (1997), Structural Changes in India Economy, Guru Nanak Dev University Press, Amritsar.
5. Brahmananda, P.R. and V.R. Panchmukhi (Eds.) (2001), Development Experience in the Indian Economy :Inter-State Perspectives, Bookwell, Delhi.
6. Chakravarty, S. (1987), Development Planning : The Indian Experience, Oxford University Press, New Delhi.
7. Dantwala, M.L. (1996), Dilemmas of Growth : The Indian Experience, Saga Publications, New Delhi.
8. Datt and Sundaram (2002), Indian Economy, S. Chand & Co., New Delhi.
9. Dhigra C. (2003), The Indian Economy, Sultan Chand & Sons, New Delhi
10. Government of India, Economic Survey, (Annual), Ministry of Finance, New Delhi.
11. Jalan, B. (1992), The Indian Economy – Problems and Prospects, Viking, New Delhi.
12. Parkh, K.S. (1999), India Development Report (Annual), Oxford University Press, New Delhi.
13. Reserve Bank of India, Report of Currency and Finance, (Annual).
14. Dreze, Jean and Amarta Sen (1999), India : Economic Development and Social Opportunity, OUP, New Delhi.
15. Datt Ruddan and K.P.M. Sundaram (2001), Indian Economy, S. Chand & Co., New Delhi.
16. Alagh, Y.K. (1995), Indian Development Planning and Policy, Vikas, New Delhi.

22SOVE01: Understanding Interpersonal Relationship (2 Credits)

(Value Education)

Course Objectives

- Make the students to understand the concept of interpersonal relationship and needs of relationships, interpersonal attraction, love, attachment, communication, relationship maintenance, relationship trajectories, relationship dissolution, jealousy, and infidelity.

Course Outcome

- ✓ Having feeling of togetherness and developing of tendency to help each other without expectation for the survival everybody with peace of mind and good health.

Unit I

Introduction - Define Relationships- Early relationships- Basic processes interrelationship: Attraction and Social Cognition-Communication-Interdependency. Friendship and Intimacy – Friendships - Love-Sexuality.

UnitII

Types and stages of Relationships: Functions and expectations of various types of relationship - Personal needs and characteristics and their effects on interpersonal relationships Family relationships, Friendships, Acquaintanceships and Romantic relationships. Stages of Relationships-George Levinger. Dating –Marriage.

UnitIII

Communication: Contribution to positive relationships in their family, community and career- Teamwork and leadership skills in the family, workplace and community. Importance of Effective Communication. Effective communication is essential to a healthy relationship in family, work and community settings-Decision making and problem-solving skills help to manage and reduce conflict.

Unit IV

Relationship Issues: Causes of Relationship Issues: loss of trust- poor communication-lack of respect- a difference in priorities- little intimacy Stress and Strains and Conflict-Power and Violence- Dissolution and Loss-Maintaining Relationships.

UNITV

Common Relationship Challenges: **Infidelity-Intimacy-Conflict-Communication-Sexual Problems-Substance Abuse-Divorce and Breaking Up.** Nurture Love -& Overcome Relationship Challenges.

References

1. Nyla R.Branscombe and Robert A.Baron , Social Psychology
2. Devito and J.Pearson, Interpersonal Communication Book, Pearson India, 2015.
3. Effective Communication Skills, Michael Cooper, Pearson India, 2019.
4. Divorce And Separation by George Levinger, 1979.
5. PamelaJ.Kalbfleisch, Interpersonal Communication, Taylor and Francis.
6. Nathan DeWall, Social Psychology101: How to understand people and social situations.
7. Elliot Aronson, Tomithy D.William, Social Psychology, Pearson Publications.

22SOCC03: Principles of Sociology (5 Credits)

Objectives

- To provide basic understanding of structure of society.
- To understand various social processes.
- To know the sociological perspective of understanding the social phenomena.

Course Outcome: (CO)

- ✓ Understanding on types of society, basis of structure of society, social processes and factors of social change in the past and present.

Unit I

Social Structure - Meaning, Elements: Status and role, multiple roles, Role set, Status set, role conflict – Types - **Social Groups**: Meaning, Types of Groups: – Primary, Secondary, In- Group, Out- Group, and Reference Group.

Unit II

Social Processes- Adaptation, Accommodation, Acculturation, Assimilation, , Co-operation, Competition, Conflict - **Socialization**: Meaning, Agencies of socialization, Anticipatory socialization - **Social Control**: Factors and Agencies of Social Control.

Unit III

Social Change- Meaning, Factors of Social Change – Biological, Physical, Demographic, Technological and Cultural factors - Theories of social change- Cyclic theory- Linear Theory - **Polity**: Government, authority, Legitimacy, Political socialization, Caste and Politics.

Unit IV

Types of Society - The primitive Society: Hunters and gatherers; Pastoral and agrarian societies; non-industrial civilizations and traditional states; Industrial societies - The newly industrializing countries – Rural and urban societies – Patriarchal and matriarchal societies – Tribal societies.

Unit V

Sociological Perspectives - Structural perspectives, Functional perspectives, Conflict perspectives, Interactionist perspectives.

Unit VI

Current Contours (only for discussion not for exam) - Apply the Principles of Sociology in the Socialization Process, Family, School and College. Trace the technological inventions that change the social life.

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.

References

1. Horton and Hunt, **Sociology**, Tata Mc. Graw – Hill, 2006.
2. E. Giddings, **The Principles of Sociology**, cosmo publications, New Delhi, 2004.
3. Gelles J. Richard, Ann Levine, **Sociology- An Introduction**, Mc Graw Hill Company, 1995.
4. Ogburn and Nimkff, **A Handbook of Sociology**, Eurasia Publication House (Pvt) Ltd., New Delhi, 1966.
5. Haralambos, **Sociology: Themes and Perspectives** Oxford University, Bombay, 1980.

E-Book

Sociology – Principles of Sociology with and Introduction to Sociological Thought

<https://books.google.co.in/books?id=jDscEAAAQBAJ&printsec=frontcover&dq=books+for+sociology+free+download&hl=en&sa=X&ved=2ahUKEwjx3KPWwqXwAhVOwTgGHRKXCUw4ChDoATACegQIChAD#v=onepage&q&f=false>

22SOCC04: Classical Sociological Theories (5 Credits)

Course Objectives

- To create foundational knowledge in sociological theory.
- To demonstrate August Comte Sociology and Social Sciences.
- To appraise Marx's Methodology.
- To Formulate Emile Durkheim's sociological theories
- To discuss Max Weber Methodological Approach

Course Outcomes

On completion of the course, Students should be able to

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

Unit I

Origins of Sociological Theory -Social thought prior to the emergence of sociology - Socio-political, Economic, Intellectual and Philosophical forces in the rise of sociological theory: Enlightenment, Progress, Capitalism, modernism, evolutionism.

Unit II

August Comte(1798-1857): Sociology and Social Sciences, hierarchy of sciences, Law of Three Stages, Social change, Industrial society, Positivism- Critical Evaluation: Eurocentrism.

Unit III

Karl Marx (1818-1883): Marx's Methodology: Dialectics, Principles and Laws - Historical Materialism: Mode of Production - Basic Structure and Superstructure; Stages of development of human society. Theory of Classes and Class Struggle - Theory of Surplus Value; Theory of Alienation - Critical Evaluation.

Unit IV

Emile Durkheim (1858-1917): Concept of Social Fact; Methodological Rules - Division of Labour: Transition from Mechanical to Organic Solidarity - Explanation; Pathological Forms of Division of Labour. Theory of Suicide: Definition of suicide, Rate of suicide, Theoretical explanation of suicide. Theory of Religion: Definition - Totemism, Social Functions - Critical Evaluation.

Unit V

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

Unit VI

Self-Study:Collect Newspaper articles on any social issue and interpret the issue using any one of the theories above.

References

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

22SOAC02: Geography of India (3 Credits)

Course objectives

- To acquire knowledge on the relief, climate, and drainage of India.
- To be able to assess the soil, forest, agriculture, minerals, and industrial resources of India.
- To study the population distribution, the nature of trade and different modes of transport of India.

Course Outcome

- ✓ Understand the locational extent, major relief features, the drainage system and climatic characteristics, types and distribution of soil and natural vegetation, agriculture, cropping seasons and the distribution of major crops in India.
- ✓ Evaluate the human resource, status of transport and the volume of international trade of India.

Unit I

India: Geographical location and extent- India as a Sub- Continent – Major Physical divisions – Drainage Systems, major Multipurpose River valley projects, Climate: Controlling factors – seasons.

Unit II

Soil: Types and Distribution – Soil erosion and conservation – Natural Vegetation: Forest types and distribution – Forest products and uses.

Unit III

Agriculture: Problems – Cropping seasons – Farming types – Green Revolution- Food crops – Rice, Wheat; Commercial crops: Sugarcane, Cotton, Jute; Plantation crops; Tea, Coffee and Rubber.

Unit IV

Mineral resources- Iron ore, Manganese, Bauxite, Coal and Oil, power resources – Hydel, Thermal and Atomic; Industries – Cotton textiles, Iron and Steel, Shipbuilding and Automobiles.

Unit V

Population – Distribution and Density, Population Policy, Transport: Roadways – Railways – Waterways- Airways – Trade: Products items and Volume.

Unit VI

Current Contours (For continuous internal assessment only) Make in India

References

1. Gopal Sign (1970) – Geography of India, At marani, New Delhi 1970.
2. Aranachalam.B Economic Geography of India – Bombay.
3. TC. Sharma. O. Coutinho,(1990), Economic & Commercial Geography of India, Vikas, New Delhi.
4. Singh. R.L.(ed) (1971), India a Regional Geography, NGSI, Varanasi -5

22SOES01: Environmental Studies (2 Credits)

Course Objectives

- Make the students to understand the issues of environment and its importance

Course Outcome

- ✓ Gain knowledge on importance of protection of environment and ethical utility of natural resources

Unit I

The Multidisciplinary nature of environmental studies - Definition, scope and importance, Need for Public awareness,

Natural Resources: Renewable and non-renewable resources, Natural resources and associated problems.

Role of an individual in conservation of natural resources and Equitable use of resources for sustainable lifestyles

Unit II

Ecosystems – Concept, Structure and function of an ecosystem, Producers, consumers and decomposers, Energy flow in the ecosystem, Ecological succession, Food chains, food webs and ecological pyramids, Introduction, types, characteristic features, structure and function of ecosystem.

Unit III

Biodiversity and its conservation - Introduction –Definition: genetic, species and ecosystem diversity, biogeographically classification of India.

Value of biodiversity - consumptive use, productive use, social, ethical aesthetic and option values, Biodiversity at global national and local levels, India as a mega- diversity nation.

Unit IV

Environmental pollution - Causes, effects and control measures of Pollutions

Solid waste management: Causes, effects and control measures of urban and industrial wastes.

Disaster management

: floods, earthquake, cyclone and landslides

Role in Prevention and Protection: Individuals, GO and NGOs in prevention and protection

Unit V

Social Issues and the Environment - Unsustainable to sustainable development, problems related to energy, water conservation, rain water harvesting, watershed management, Resettlement and rehabilitation of people.

Wasteland reclamations - Environmental Protection Act, Air (Prevention and control of Pollution) Act, Water (Prevention and control of Pollution, Wildlife Protection Act, Forest Conservation Act.

Unit VI

Case studies, Focus Group Discussion on Environmental ethics.

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. H.M saxena, Environmental studies, Rawat publications, Jaipur, 2006.
7. Veema and sings, Environmental protection and Development, Deep & Publicationsm, New Delhi, 2005.
8. Tiwari, Global Environmental policies, ABD publishers, 2007.
9. Purohit Agarwal, Environmental pollution, Agaotrios, 2004.
10. Mahendra pandey, Environment pollutants and Women's health, Dominant Publishers, New Delhi, 2003.

22SOCC05: Modern Sociological Theories (5 Credits)

Course Objectives:

The students will able to

- To discuss functionalist perspectives sociology
- To analyze critical theory of contemporary sociology
- To understand postmodern theories of sociology
- To discuss Integrationist perspectives
- To understand Indian perspectives of sociology

Course Outcomes

On completion of the course, Students should be able to

- ✓ Identify Functionalist Perspectives

- ✓ Discuss Critical Theory
- ✓ Discuss Post-Structuralist and Post- Modern Theories.
- ✓ Evaluate the International Perspectives of contemporary theories.
- ✓ Analyze Indian Perspectives of contemporary Sociological Theories.

UNIT I

Functionalist Perspectives: Talcott Parsons: social action, social system, functional imperatives Robert .K. Merton: relationship between theory and research, reference group theory, relative deprivation and anomie – Neo-Functionalism of J. Alexander.

UNIT II

Critical Theory: Frankfurt School - Althusser: Ideological State Apparatus and Interpellation and Eric Fromm: Sane Society – Marcuse: One Dimensional Man –Jurgen Habermas: the theory of communicative action, Knowledge and Human Interest

UNIT III

Post-Structuralist & Post- Modern Theories: Derrida: Deconstruction – Foucault: Theory of Subjectivity, Archaeology and Genealogy of Knowledge and Power/Truth – Giddens: Structuration - Jean Baudrillard: Extreme Post-Modern Theory – Post-Modern feminist theories: Judith Butler and Kristeva

UNIT IV

Interactionist perspectives: G.H Mead: Mind Self and Society; Alfred Shultz: Phenomenological Approach; Peter Berger and Luckmann: Social Construction of Social Reality; Garfinkel: Ethnomethodology; Goffman: Dramaturgical Approach; Exchange Perspective: Homans and Blau

UNIT V

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

UNIT VI

Self-Study: Apply any one of the theories and prepare a research project on the social issues affecting the society immediate society.

References

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

22SOCC06: Social Problems (5 Credits)

Course Objectives

- To make the students to understand the concept and theories of social problems in the Indian perspectives
- To understand the magnitude of the problems and its impact in the social order

Course Outcome

- ✓ By the end of the semester the students would get to know the social organisations and its role in the emergence various social problems in the Indian society.
- ✓ Students would be equipped with the various theories available on social problems
- ✓ Students would be familiar with the consequence of different problems in the social life of people in India
- ✓ The students would gain the skills formulating ideas about solving social problems.

Unit I

Social Problems: Meaning -Definition – Characteristics – Social factors of social disorganizations, Deviant behavior- Meaning- Types- Theories of deviant behavior.

Unit II

Poverty: meaning -Definition, Types of poverty, Factors responsible for Poverty, Measures to eradicate poverty, Unemployment: meaning -Definition, Types, Factors of unemployment. Measures to eradicate unemployment

Unit III

Juvenile Delinquency: Definition, Causes prevention and rehabilitation, Child labour- street children: meaning- definition- causes –consequences –remedial measures .

Unit IV

Cybercrime: Meaning - Definition, Causes, Types, Preventive and corrective Measures of Crime, Honour killing: meaning – causes – preventive and corrective measures of honour killing

Unit V

Corruption: meaning – definition – forms of corruption-causes – consequences – remedial measures Farmer suicide: meaning – definition-causes – consequences- remedial measures

Unit VI

Discussion on the Role of govt. and NGOs in solving the social problems.

Text book

1. G.R. Madan Indian Social Problems Allied Publishers Pvt. Ltd New Delhi 2010 (Vol: 1) (7th edition)
2. Dr.Sunil, Social Problems in India – Issues & Perspectives, Regency Publications House, New Delhi, 1990.
3. Kuper Jessica , Social Problems and Mental Health Routledge and Kegan paul, New York, 1992.

References

1. Altayachand, poverty and unemployment, New Challenge Union publication House, Delhi
2. Ram Ahuja Social Problems in India Rawat Publications New Delhi 2011 (2th edition)
3. Merton, Robert and Nisbet Robert Lemert, Contemporary Social Problems Ny: Hard Course Brace 1965.
4. Williams Kornblum, Joseph Julian, Social Problems, 8th Edition, Prentice Hall Inc.,1975.
5. Dr. Sunil, Social Problems in India – Issues & Perspectives, Regency Publications House, New Delhi, 1990.
6. S.K. Bhattacharya, Social Problems in India – Issues and Perspectives, published by Regency Publications, New Delhi.

22SOAC03: Rain Water Harvesting and Water Resource Management (3 Credits)

Course Objectives

- Explore the knowledge and importance of rain water harvesting and optimum utilization of Water resources

Course Outcome

- ✓ Having knowledge on ways and means of rain water harvesting and natural resource utility management code.

UnitI

Rainwater Harvesting- methods, Classes, Benefits, Approach, water saving Technologies, Rainwater–Draught–Mitigation–crop productivity and Water security.

UnitII

Construction and designs of ponds and reservoirs – Use of rainwater harvested water for life – Rainwater harvesting Technique and water recharging into the substance and downward for drinking irrigation purposes – Runoff collections – Recycling of harvested water – Reuse –Methods and evaporation control

UnitIII

Groundwater basin investigation – Data collection – Field work – Salt balance – Basinmanagementbyconjunctiveuse–Artificialrechargeofgroundwaterandrechargemethods

UnitIV

Groundwatermanagementissuesincludingwatersupply/Demand–Capacity–contamination – Techniques for groundwater (well head) production. Largely unseen and less understood – Primary drinking water source

UnitV

Surface storage _Purpose of surface storage –Tanks–Types–Tankweirs–Tankoutlets–Reservoirs–types–Storagecapacityofreservoir–reservoirLosses–Dams–Classification of dams – Selection of dam sites – Types – methods of construction – causes of failure of earth dam– Remedial measure.

Text Books

1. SinghGurmel,C.Venkataraman,G.SastryandB.P.Joshi.2004,6thed.ManualofSoilandWater ConservationPractices.Oxfordand IBHPublishingCo.Pvt.Ltd.,NewDelhi.
2. Murthy,V.V.N.2002. LandandWaterManagementEngineering.3rdEdition, KalyaniPublishers,NewDelhi.
3. Schwab,G.O.,D.D.Fangmeier,W.J.Elliot,R.K.Frevert.1993, SoilandWaterConservationEngineering.4thEdition,JohnWileyandSonsInc.New York.
4. Suresh,R.2014.SoilandWaterConservationEngineering.StandardPublisherDistributors,New Delhi.
5. Samra,J.S.,V.N.Shardaand A.K.Sikka.2002.WaterHarvestingandRecycling:IndianExperiences.CSWCR&TI,Dehradun,Al liedPrinters,Dehradun.

22SONME1: Sociology of Wellness (2 Credits)

Course Objective

- This course provides general understanding of sociological aspects of health and health care. It also familiarize the students the health policy and planning in India.

Course outcome

- ✓ Understand the systems of Indigenous systems of medicine others like Ayurveda, Siddha, Unani, Allopathy and homeopathy are introduced with their history and principles. Students have comparative picture of systems of medicine and dimensions of people's understanding of health as peace in the mind, characters like smiling, angry, arrogance, nature of sleep etc. are explained. Orientation of health in terms of fatalism and rationalism which together opposing each other are discussed.

Unit I

System of medicine- Ayurvedic system, Siddha medicine, Unani system, Folk medicine, Home remedies, Yogic medicine, Tantric medicine, Allopathy, Homeopathy, Naturopathy.

Unit II

Culture and Health Care - Concepts of Health, Orientation and Health, fatalism and health, rationalism and health, food habits and health, eating habits and health, food and nutrition, food and gender, medical beliefs and practices.

Unit III

Professionals in health care organization – hospital – Doctor-patient relationship – communication, cooperation and accessibility, Doctor and his profession, role of nurse in health care, patients-nurse relationship, Dimensions of patients satisfaction.

Unit IV

Health Planning in India – Health policy and five year plans, Health expenditure, health sector, health goals, health for all programme – Maternal and child health, Family welfare aspects, Health infrastructure.

Unit V

Epidemiological and communicable diseases : Aims of epidemiological approach, Epidemiological methods, Descriptive Epidemiology, Analytical Epidemiology, Experimental Epidemiology, Epidemiology of communicable diseases, Small pox, Chicken pox, measles, Rubella, Mumps, influenza, diphtheria, whooping cough, Tuberculosis.

Unit VI

Current Contours (only for discussion not for exam) : Hold Discussion on feasible medical system for villages, slum dwellers and tribes in Tamil Nadu.

References

1. Chandani, Ambika, The Medical Profession : A Sociological Exploration, Jainone publications, New delhi, 1985.
2. Nagla, Madhu, Medical Sociology, Printwell publishers, Jaipur, 1988.

3. Lal, sheo kumar and Ambika chandani, Medical Case, Readings In Medical Sociology, Jaineone publications, New delhi, 1987.
4. Reddy, R.S, Medical Education, commonwealth publishers, 1997.
5. Kumar R, Social And Preventive Health Administration, Ashish publishing house, Delhi, 1992.
6. Mahajan, B.K and Gupta, M.C, Text Book of Preventive and Social Medicine,(2rd Edition), Jaypee Brothers, New Delhi,1995.
7. Lal, Sheo Kumar and Chandani, Medical case : Readings in Medical sociology, Jainsons Publications, New Delhi, 1987.
8. Ramachandrudu G, Health Planning in India, APH publishing corporation, New delhi, 1997.
9. Park K, Text Book of Preventive and Social Medicine, Banarsidas Bharot publishers, Jabalpur, 1995.
10. Dak, T.M. (Ed). Sociology of Health, Rawat Publications, New Delhi, 1991.
11. David F. Marks, etc., Health psychology, Theory, Research & practice, Sage publication, 2008.
12. Neena Rosey Kahlon, Sociology of Health, Rasat publication, New Delhi. 2004.
13. Kumar. R. Dr & etal, Guide to wellness and well-being, dep & Deep publications PVT.LTD. New Delhi – 2005
14. Kalla.A.K & etal, Tribal health and Medicines. Concept publishing company, new Delhi 2004.
15. Satpathy G.C prevention of HIV/AIDS and Drug abuse, ISHA Books, Delhi 2003.

22SOCC07: Sociology of Modernization and Development (5 Credits)

Course Objectives

- To explain, summarize, differentiate and describe the historical and social context, role and influence of global media and technological changes upon the quality of information, global tourism and diasporas communities, differential perception among nations and their populations and characteristics and issues relating to modernization

Course Outcomes

On completion of the course, Students should be able

- ✓ Able to understand the nature and dynamics, understanding on modernization, different meanings and measurements of development, main theories adopted to promote modernization.

UNIT.I : Modernisation : Meaning- concepts- characteristics –pattern of modernisation-sources of modernisation-colonialism and imperialism- measurement of modernisation.

Unit I: Conceptual Perspectives on Development

Changing conception of Development: Economic growth, Human Development, Social Development, Sustainable development.

Unit II: Theories of Development

Theories of Development and Underdevelopment: Modernization theories, Centre periphery, world systems and uneven development.

Unit III:Development models

Selected models :Capitalist, socialist, mixed economy,Gandhian, State, NGO's.

Unit IV: Socio-Culture and Development

Social- Cultural Factors in Economic Development: Impact of development on Caste, Religion, Population, Traditions and Values

UNIT V : Development in India: Concerns and Challenges

Failure of Modernization Model-Food crisis, Environmental crisis, Economic and Debt crisis
Issues of Displacement, Development and Upsurge of Ethnicity -Disparities in Development:
Regional and Religious -Development of the Marginalized: Class, Caste, Tribe and Gender.

REFERENCES:

1. Appadurai, Arjun. (1997). Modernity at Large: Cultural Dimensions of Globalization. NewDelhi: OUP,
2. Amin, Samir. (1979).Unequal Development. New Delhi: OUP,
3. Dereze, Jean and Amartya Sen. (1996). India: Economic Development and Social
4. Opportunity. New Delhi:OUP,
5. Harrison, D. (1989).The Sociology of Modernization and Development. New Delhiage,

6. Haq, Mahbub Ul. (1991). Reflections on Human Development. New Delhi: OUP,
7. Peet, Richard. (2005). Theories of Development. Jaipur: Rawat,
8. Pieterse, Jan Nederveen. , (2010). Development Theory, Newbury Park, CA: PineForge Press
9. Sharma S.L. (1986).Development: Socio-cultural Dimensions. Jaipur: Rawat,
10. UNDP. (1997).Human Development Report. New York: OUP,
11. Wallerstein I, ,(1974). The Modern World System. New York:OUP, 1974.
12. World Commission on Environment and Development (1987).–Our Common Future;Brundtland Report : New Delhi, OUP,
13. Sharma, S.L. (1994). “Salience of Ethnicity in Modernization: Evidence from India”,
14. Sociological Bulletin. Vol.39, Nos. 1&2. Pp.33-51.

22SOCC08: Political Sociology (5 Credits)

Course Objective

Political Sociology is a thriving subfield of sociology with important theoretical and practical consequences. The endeavor in this course is to render compact, contemporaneous and make it contextual for the students, while familiarizing them with enduring conceptual and theoretical concerns and rigorously theoretical yet relatable.

Course Outcome

- ✓ An ability to comprehend understanding on the embedded the familiarity with different theoretical and conceptual issues in political sociology, political phenomena in a cross-cultural and comparative perspective relationship between state and society in shaping

politics in India and appreciate the diversity.

Unit I

Introduction: Meaning, definition, Nature and Scope of Political Sociology, Evolution of Political Sociology as a Discipline, Distinctive Approach and characteristics of Political Sociology. Interrelationship between Political System and Society, Stratification and Power, Social Stratification and Politics; Caste and Class, Conceptualization of Power, Authority and Legitimacy

Unit-II

Political Socialization and Culture: Political Socialization, Political Participation and Communication, Democratic and Totalitarian Systems - Socio-economic Conditions Conducive for their emergence and Stability; Political Culture, Political socialization, Significance and Agencies Cultural bases of Politics: From Modernism to Post-modernism, Media and Politics, Gender and Politics – Women Empowerment

Unit-III

Some Basic Concepts, Elitism: Definition, Rise of Elitism, Elite Theories, Bureaucracy: Marx, Weber and Merton, Social Ethics and Politics: The Domain of Social Ethics, Social Discrimination - Poverty and Hunger, Values of Secularism and Fundamentalism, Distribution of Power in Society - Intellectuals, Pressure Groups and Interest Groups, Bureaucracy its Significance, Political Development of India.

Unit -IV

State and Society in India:

State and Society under Capitalism; Citizenship and Welfare State and Society under Socialism; State Control and Institutional Autonomy, Contemporary Trends in Political Sociology in India, Ethnic Conflicts in India, Social Inequality and Exclusion, Political Participation. Political Parties and Leadership - Characteristics, Social Composition of Parties, Recruitment, Political Apathy: Causes and Consequences in India.

Unit V

Political process in India: Role of caste and Religion. Religion and Language in Indian Politics. 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

Meeting with Political Leaders and Interaction towards Political arena.

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, New York
4. **Jangam, R.T (1980),** Text Book of Political Sociology: Oxford and IBH Publishing Company, New Delhi.
5. **Marris Joones, W.H (1982),** Government and Politics in India: Harward Business School, Cambridge.
6. **Rajani Kothari. (1973),** Caste in Indian Politics.: Orient Longmans Ltd., New Delhi.
7. Samuel, P. Huntington. (1969) Political Order in Changing Societies: Yale University Press,

New Haven.

8. **Weber, Max. 1919.**, Politics as a Vocation. Available in the public domain, for instance.
9. **Mann, Michael. 2012.**, The Sources of Social Power: A History of Power from the Beginning to AD 1760 (Vol. 1). Cambridge: Cambridge University Press.
10. **Tilly, Charles. 1985.**, “War Making and State Making as Organized Crime.” Pp. 169-191 in Bringing the State Back In, edited by P. Evans, D. Rueschemeyer, & T. Skocpol. Cambridge: Cambridge University Press.
11. **Skocpol, Theda. 1985.** “Bringing the State Back In: Strategies of Analysis in Current Research.” Pp. 3-37 in Bringing the State Back In, edited by P. Evans, D. Rueschemeyer, & T. Skocpol. Cambridge, UK: Cambridge University Press.
12. **Ritter, Daniel P. 2015.**,The Iron Cage of Liberalism: International Politics and Unarmed Revolutions in the Middle East and North Africa. Oxford: Oxford University Press

22SOCC12: Research Methodology (5 Credits)

Course Objectives

- Understand the research methods as a means of understanding the nature of social phenomena, social reality, the issues involved in social research, fundamentals of various research techniques and methods and Acquaintance with the quantitative and qualitative strategies of research the ways and means of studying social reality.

Course Outcomes

- ✓ Grasp better knowledge to carry out the advance research on social sciences and understand the fundamentals of research for conducting policy researches so as to give input for the policy formulation of appraisals and having an analytical approach at their jobs wherever to go and work

Unit I

Introduction to Research—Meaning, Definition and Characteristics of Scientific Research: verifiability, accuracy, objectivity, subjectivity, systematization types of research – Quantitative, Qualitative, Comparative and Longitudinal.

Social Research: Definition, Nature and Objectives, Paradigms of research: positivist, interpretive and critical. Relation between Sociological Theory and Research-Deductive and Inductive.

Unit II

Classifications of Social Research: Based on purpose: Exploratory, Descriptive and Explanatory Based on methodology/strategy: Quantitative and Qualitative, Mixed Based on outcome/result: Basic, Applied, Action and Participatory.

An Overview of the Research Process: Basic steps in research, Statement of the Research Problem, Review of Literature, Pilot Study, Objectives\ Research Questions, Hypotheses , Concept, Variables, Research Design Universe and Unit, Sampling-Probability and Non probability Methods, Data Collection, Tools of Data Collection, Pretest, Data Analysis and Interpretation, Reporting the Findings and Conclusions.

Unit III

Data Collection: Major Methods Survey – Sample survey and Census, Document based research (Secondary data research), Case Study, Ethnography-Visual Ethnography, Experimental Research, Participatory Research and Action (PRA), Content analysis, Life History.

Data Analysis: Scaling technique, types of scales – attitude scale, Differential (Thurstone) scale, Summated (Likert) scale, Socio-metric and socio-gram scale.

Unit IV

Statistical Methods – Tabulation, diagrammatic and graphic presentation,

Central Tendency – Mean median and mode, Correlation, deviation, standard deviation, regression chi-square test.

Unit V

Report Writing & Referencing: Steps in Report Writing, Components of a Research Report, Citation styles - In text reference and end notes – APA Chicago Manual, Reference/Bibliography, A practical orientation to a primary research based article in a journal.

Unit VI Social survey in different fields of sociology

References

1. Bailey, Kenneth. 1988. *Methods of Social Research*, John Willey & Sons, New York.
2. Black, James A. and Champion, Dean J. 1976. *Methods and Issues in Social Research*, John Willey & Sons, New York.
3. David, Dooley. 1997. *Social Research Methods*, Prentice Hall, New Delhi.
4. Davis, G.B. 1981. *Introduction to Computers*, Mc Graw Hill, New Delhi.
5. Goode, William J. & Hatt, Paul K. 1952. *Methods in Social Research*, McGraw Hill, New Delhi.
6. Kerlinger, Fred N. 1964. *Foundations of Behavioural Research*, Surgeet, Delhi.
7. Krishnaswami, O.R. 1983. *Methodology of Research in Social Sciences*, Himalaya, Bombay.
8. Marie Jahoda, et al., 1958. *Research Methods in Social Research*, The Dryden Press, New York.
9. Moser, C.A. & Kalton G. 1971. *Survey Methods in Social Investigations* E.L.B.S. & Heinemann, London.
10. Narayan, Deepa 1997. *Toward Participatory Research*, The World Bank, Washington.
11. Tim May. 2001. *Social Research: Issues methods and process*, Rawat, Jaipur.
12. Young, Pauline V. 1982. *Scientific Social Surveys & Research*, Prentice Hall, New Delhi.

22SOAC04: Sociology of Land and Habitat(3 Credits)

Course Objective

- To analyze the emerged field of sociology of nature, land and habitat and theoretical perspectives, relation between land, habitat and society and evolve sociological perspective in the contemporary land related issues, problems, their causes and solutions, social Movements that attempt to preserve nature and land and the importance of role of state and non-state organization in the management of the natural resources

Course Outcomes

- ✓ Able to identify, analyze and assess the environmental Sociology, Natural resources and their utilization, Environmental Issues, Environmental movement, Development and Marginalization, and the initiatives of the State and International Agencies.

Unit I

Environmental Sociology in India - Early Interest in Ecological Issues in India: Patrick Geddes, Radhakamal Mukerjee and Verrier Elwin Research in Social Ecology / Sociology of Land and Habitat in India:

Unit II

Natural Resources and their Utilization - Common Land: Land Use Patterns in India, Water Resources: Rivers, Well, Tank, Canal-Lift Irrigation - Social Structure and Water Distribution, Problem of Drinking Water .

Unit III

Habitat Issues - Components of human habitat, Evolution of cities and towns in India, Socio economic and Historic determinants of urban growth and urban form. Reading the city.Social structure, cognition, experience and urban form.Dimensions of urban design.Socio spatial schema.Urban design vocabulary.

Unit IV

Social Movements, Development and Marginalization relating to land and nature- Environmental Movements: Causes of environmental movements, Chipko Movement and Silent Valley Movement, Appiko Movement, Narmada Movement, State Power and Developmentalist Ideology, Politics of Environmental Movements.

Unit V

Initiatives of the State and International Agencies - The role of state and non-state organization in the management of the natural resources - Role of NGOs in the protection of environment Stockholm, Environment and Sustainable Development, Rio Conference Mandates

Unit VI

Self-Study - Visit any nearby villages and document and analyze the land and habitat issues affecting the inhabitants of the village.

References

1. Arnold, David and Guha, Ramchandra, (eds.), *Nature, Culture and Imperialism*, Oxford University Press, New Delhi, 1955.
2. Baviskar, Amita, *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*, OUP, Delhi, 1997
3. Madhav and Rama Chandra Guha, ' *Ecological Conflicts and Environmental Movements in India*', *Development and Change*, Vol.25, No.1. 1999.
4. Gadgil, Madhav and Guha, Ramchandra, *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*, Oxford University Press, New Delhi, 1996, pp.9-191.
5. Gadgil, Madhav and Guha, Ramchandra, *The Fissured Land: An Ecological History of India*, Oxford University Press, New Delhi, 1992, pp.69-110.
6. Giddens Anthony, " *Global Problems and Ecological Crisis*", in *Introduction to Sociology*, 2nd Edition, W.W. Norton and Company, New York, 1996, pp.384-389.
7. Guha Ramachandra, ' *Forestry in British and Post-British India: A Historical Analysis*' , *Economic and Political Weekly*, 29 October and 5-12 November issues (in two parts), pp.1882-1896 and pp.1940-7, 1983.
8. Merchant Carolyn, *Ecology: Key Concepts in Critical Theory*, Humanities Press, New Jersey.
9. Macdonald, John C, " *The Natural Environment and Society*", in *Sociology* 5th (Ed., New Jersey: Prentice-Hall, 1995, pp.591-612.
10. Shiva, Vandana, *Staying Alive Women, Ecology and Survival in India*, New Delhi: Kalika Women Press, 1988, pp.1-37, 218-228.

22SONME02:An Introduction to Disaster Management(2 Credits)

Course Objectives

- The course is intended to provide a general concept in the dimensions of disasters caused by nature beyond the human control as well as the disasters and environmental hazards induced by human activities on disaster preparedness, response and recovery.

Course Outcome

- ✓ Having understanding and gain knowledge on climate warning and protection of people from different disasters

Unit I

Introduction on Disaster - Meaning and Types of Disaster: Natural Disaster: such as Flood- Cyclone, Earthquakes- Landslides. Man-made Disaster such as Fire, Industrial Pollution. Causes, effects and practical examples for all disasters.

Unit II

Disaster Preparedness and Response: Concept and Nature- disaster Preparedness Plan- Prediction, Early Warnings and Safety Measures of Disaster- Role of Information, Education, Communication, and Training.

Unit III

Risk and Vulnerability Analysis: Risk : Its concept and analysis- Risk Reduction- Vulnerability : Its concept and analysis- Strategic Development for Vulnerability Reduction.

Unit IV

Disaster preparedness: Indian Context- International Approach to Disaster Management- Disaster Preparedness in India - Capacity Building for Earthquake Vulnerability Reduction - Cyclones and Flood Hazard Mitigation Disaster prevention.

Unit V

Rehabilitation, Reconstruction and Recovery: Damage Assessment- Post Disaster effects and Remedial Measures- Creation of Long-term Job Opportunities and Livelihood Options- Disaster Resistant House Construction- Sanitation and Hygiene- Role of Educational Institute.

Unit VI

Interaction with fire and safety department experts

References

1. **Damon, P. Copola, (2006)** Introduction to International Disaster Management, ButterworthHeineman.
 2. **Gupta A.K., Niar S.S and Chatterjee S. (2013)** Disaster management and Risk Reduction, Role of Environmental Knowledge, Narosa Publishing House, Delhi.
 3. **Murthy D.B.N. (2012)** Disaster Management, Deep and Deep Publication PVT. Ltd. New Delhi.
 4. **Sharma Vinod S., 1998**, Training Workshop on Vulnerability and Preparedness, National Centre for Disaster Management, Indian Institute of Public Administration, New Delhi.
- Modh S. (2010)** Managing Natural Disasters, Mac Millan publishers India LTD

22SOCC09: Globalization and Development (5 Credits)

Course Objective

- To explain and summarize the historical and social context of globalization and the role, influence and impact of global media and technological changes upon the quality of information
- To understand and differentiate the global tourism of diasporas communities and perception, characteristics and issues relating to globalization among the nations.

Course Outcome

- ✓ The students will be able to understand the nature and dynamics of Globalization, Agencies of Globalization and Globalization and culture, Social consequences, impact of Globalization in India.
- ✓ The students will be able to analyze the roles of global corporations international organization and able to demonstrate the social consequences of globalization in equality within and among states.

Unit I

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

Unit II

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

Unit III

Globalization and culture: Ethos of globalization (unbridled freedom, individualism, consumerism) – Diffusion and projection of American value system and cultural patterns through the media – cultural homogenization, hegemony and dominance – Globalization and the resurgence of ethnic consciousness: global tourism, diasporic communities.

Unit IV

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

Unit V

Indian experience: Globalization and public policy – Debate on globalization – Impact of Globalization in India: Trends and prospects. Post-globalization - Neoliberalism as a successor to Globalization.

Unit VI

Self-Study: Treat your home as field and observe the elements of globalization that have seeped into your home both in terms of things and attitudes and prepare a report.

References

1. P.W.Preston, *Development theory – An introduction*. Oxford Blackwell Waters, Malcolm. 1996. *Globalization*. London: Routledge.1996
2. Ankie, Hoogvelt. *Globalization and the post – colonial world – The new political economy of development*. London: Macmillan, 1997
3. Arjun, Appadurai, *Modernity at large: Cultural dimensions of globalization*. New Delhi: Oxford University Press.1997
4. Ankie, Hoogvelt. *The sociology of development*: London: Macmillan, 1998
5. Kiely, Ray and Phil Marfleet (eds.), *Globalization and the third world*. London: Routledge. 1998.
6. Joseph Stiglitz, *Globalization and its Discontents*, Harper and Collins,2005. (B.T.B.).
7. Joseph Stiglitz, *Making Globalization work*, Harper and Collins, 2007. Titmus. H, ***Social Policy***, sterling publishers (p) ltd., ew Delhi,1980

22SOCC10: Social Movements in India (5 Credits)

Course Objective

- To prepare the students to comprehend the concept and theories of social movements in India.
- To make the students to understand the various social causes responsible for the creation of movements from different region in India which are stumbling block for the progress of the nation.
- To train the students to identify suitable solution for the emergence of movements which disturb the smooth functioning of social life.

Course Outcome

- ✓ At the completion of the subject the students would get clarity over the basic concept and theories of social movement in India
- ✓ The students would be made to understand the consequences of various social movements
- ✓ The students would have gained to give suggestions to the government or NGOs to take preventing measures of social movements in a democratic way.

Unit I

Indian Social Movements - Meaning – definition of social movements. Types of movements: Reform, Revival, Revolution. Impact of social Movements; Schisms and Splits; Counter-Movements- Leadership and Social Movements- role of Media in Social Movements

Unit II

Theories of Social Movements - Structural- Functional; Marxist; deprivation theory; resource mobilization theory; and new social movement theories.

Unit III

Features of Social Movements- Caste-Based Movements- The Tribal Movements - Women's Movements- Jan Lokpal Bill – Anti Corruption Movement by Anna Hazare, 2011, Pro- Jallikattu Protests, Tamil Nadu 2017

Unit IV

New Social Movements in India; Dravidian movement – Telugana movement -Dalit Movement- Women's Movement- Ecological Movements; Chipko Movement, 1973- Namantaran Andolan, 1978- Narmada Bachao Andolan, 1985

Unit V

Agrarian Movements: Champaran Satyagraha (1917)-Kheda Peasant Struggle- The Bardoli Movement in Gujarat- Moplah Rebellion in Malabar, Peasant Revolt in Telangana-Tebhaga Movement in Bengal

Unit VI

Discussion and Debate and on the Neo-liberal policies and its impact on agrarian society.

Text Book(s)

1. Rao M.S.A (Ed) Social Movements in India Vols. I & II Manohar, New Delhi 1979.
2. Singh K.S (Ed) Tribal Movements in India Vol. I Manohar, New Delhi 1982.
3. Singha Roy, D. 2004. Peasant Movement in Post-Colonial India. New Delhi: Sage Publications
4. Shah, G. 2001. Dalit Identity and Politics. New Delhi: Sage Publications.

References

1. Dhanagare. D.N. Peasant Movements in India, 1920-1950. OUP, Delhi 1983.
2. Bateile, Andre. The Backward Classes: The New Social Order, OUP, New Delhi 1983
3. Oommen, T. K. (Ed.). 2010. Social Movement: Vol. I & II. New Delhi: Oxford University Press.

Related Online Contents (MOOC, SWAYAM, NPTEL, Websites etc.)

1. <https://courses.lumenlearning.com/boundless-sociology/chapter/social-movements/>
2. <https://www.khanacademy.org/test-prep/mcat/society-and-culture/demographics/v/socialmovements>
3. <https://economictimes.indiatimes.com/magazines/panache/2018-the-year-when-metoo-shook-india/2018-the-year-of-metoo-in-india/slideshow/66346583.cms>
4. <https://countercurrents.org/2020/01/the-anti-caa-nrc-npr-movement-hope-and-prospects/>
5. <https://www.hindustantimes.com/india-news/a-brief-history-of-student-protests-in-india/story-zYvk2GehlUVBtzjOzcLA1N.html>
6. <https://courses.lumenlearning.com/sociology/chapter/social-movements/>

22SOCC11: Human Rights: An International Perspectives (5 Credits)

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.

Course outcome

- ✓ The student understands human rights as social fact in an international perspective to apply knowledge to connections between inequality, conflict, social justice, governance, and human rights in an age of globalization and explore other contemporary Human Rights issues and bring to the notice of international for the practices of justice.

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 Labour - 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.

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.
4. Desai, A.R. ed. (1986): **Violations of Democratic Rights in India, Bombay**: Popular Prakashan.
5. Roy A.N (2005): **Human Rights Achievements and Challenges**: Vista International publishing house, New Delhi.
6. <https://www.equalityhumanrights.com/en/human-rights/what-are-human-rights>
7. <https://www.thoughtco.com/sociological-perspective-3026642>
8. <http://www3.ncc.edu/faculty/soc/feigelb/soc201online/summary/ch1.pdf>

22SOMBE1: Sociology of Tourism (5 Credits)

Course Objective

- To provide basic understanding of tourism and its social dimensions.

- To understand Tourism from a sociological perspective.
- To know the various tourist spots with special reference to Tamil Nadu

Course Outcome

- ✓ Exhibit basic understanding of tourism on sociological perspective in different dimensions by analyzing government policies and steps towards Tourism development for cultural exchange.

Unit I

Introduction - Definition - Nature and Importance - Evolution and Growth - Motivation for Travel –Types of tourism: Heritage Tourism, Medical Tourism, Adventure Tourism, Eco-Tourism and Cultural Tourism - India-A land of Cultural diversity - Social Institutions and their role.

Unit II

Basic concepts - Role of Transport in Tourism: Roadways, Railways, Airways and Waterways - Travel formalities: Passport, Visa, Health Regulations, Customs formalities and Foreign Exchange - Growth of Hospitality Industry - Types of Accommodation - Travel Agencies: Origin, development and functions - Role of Tourist Guides

Unit III

Tourism Administration - Sargent Committee - Ministry of Tourism - Role of State in the promotion of Tourism - India Tourism Development Corporation - Tamil Nadu Tourism Development Corporation - Tourist office - Overseas, criteria for opening overseas offices.

Unit IV

Impact of Tourism on Society - Sociological Factors in Tourist motivation - Socio-cultural impacts of tourism - Tourism and National Development - Economic impacts of tourism, multipliers of tourism - Impact of tourism on ecology and environment - Regional Development - Rural Development, Development of International understanding.

Unit V

Important Tourist Sites in Tamil Nadu - Hill stations & Eco-Tourists Sites: Kodaikanal, Ooty, Yercaud., Pilgrim Centres : Thiruchirappalli, Chidambaram, Kancheepuram, Madurai, Nagore, Velankanni, Tanjore, Rameswaram., Monuments: Mahabalipuram, Tanjore Palace, Nayakar Mahal, Senji Fort, Tarangampadi Fort., Water falls: Coutrallam, Puliancholai, Kolli Hills., Wild Life & Birds Sanctuaries – Mudumalai, Vedanthangal, Pichavaram, Thekkadi.

Unit VI

Current Contours (only for discussion not for exam) - Preparation of field projects on various tourist spots in Tamil Nadu – Training in e-reservation of Train and Air tickets – Preparation of Tour Itinerary

Text Books

1. Bhatia, A.K., International Tourism, Fundamentals and Practices, Sterling Publishers, New Delhi, 1991.
2. Kaul, R.M., Dynamics of Tourism – A Triology, Vol.I, New Delhi, 1997.
3. Prem Nath Sen, Successful Tourism Management, New Delhi, 1997.
4. Sethi, Praveen, Handbook of Effective Travel and Tourism, Rajat Publication, New Delhi, 1999.
5. Sethi, Praveen, Strategies for the Future of Travel and Tourism, Rajat Publication, New Delhi, 1999.

References

1. Bhatia, A.K., Tourism Development: Principles and Practices, Sterling Publishers, New Delhi, 1982.
2. Burkart and Melik, Tourism: Past, Present and Future, London, 1995.
3. Gill, S. Pushpinder, Tourism Planning and Management, New Delhi, Anmol Publications, 2003.
4. Kandari, O.P. Chandra Ashish, Tourism Development; Principles and Practices, Shree Publishers, 2004.
5. Krishan, K., Kamra, Chand Mohinder, Basic of Tourism; Theroy Operation and Practice, Kanishka Publication New Delhi, 2004.

E-Book

Jayapalan, N., Introduction To Tourism

<https://books.google.co.in/books?id=HFWjoeVCLk0C&printsec=frontcover&dq=an+introduction+to+tourism+n.+jayapalan+pdf&hl=en&sa=X&ved=2ahUKEwibpYvP6KLwAhXDLc0KHfSPBF4Q6wEwAHoECAAQBQ#v=onepage&q&f=false>

22SOMBE02: Social Psychology(5 Credits)

Course Objective

- To provide an idea about social psychology and its focus on understanding social behaviour.
- To understand the concept of self and its theoretical perspective.
- To learn about the attitude and its nature and formation.

Course Outcome

- Understand the concept and distinctive features of Social Psychology to know the perception, attributions of Social Psychology

Unit I

Introduction - Definition-Origin and Development, Nature and scope of social Psychology- Relationship between psychology and Social sciences - Studying the psychology of the people - Individual and society.

Unit II

The individual in the group - Imitations – Crowd Assembly and Public– Social facilitation – Reference group. Personality – Meaning –Types – Growth & Development – Social & Cultural influence – Measurement of personality - Group behaviour – Formal and informal Groups- Theories: LeBon theory- McDougall’s theory – Freud’s theory.

Unit III

Socialization and Development of Self - The Dependency condition, Effect of Dependency and the internalization of values, Identification process, Interpersonal Communication, The Development of Self - Heredity and Environment – Stages of Personality Formation – Culture and Personality - Social attitude - **Social Control** - Nature, agents of social control– formal and non-formal- Psychological factor and nature of social change – Impact of social change.

Unit IV

Attitude and Prejudice Attitude - Definition, nature, formation and change – formation of attitudes – social learning, want satisfaction, information exposure, group affiliation, personality factors. Types of attitude change Nature of Prejudice: Public opinion, Stereotypes; Gender stereotype – Stigma -Changing attitude and prejudice.

Unit V

Theoretical Foundations of Modern Psychology - Psycho-analytical theories: Meaning and Principles – Behavioristic theories: Meaning and types - Psycho – Sociological theories of progress.

Application of Social Psychology - Social Psychology in Education, Health institutions and Business sectors.

Unit VI

Current Contours (only for discussion not for exam) - Application of Social Psychology in various research fields, Preparation of assignments for attitude formation and attitude change, Personality formation.

Text Books

1. Allport.F.h., Social Psychology, Houghton, Mifflin, Boston, 194.
2. Harari, Herbert and me David John, W. 1986, Social Psychology, CBS Publishers & Distributors, Delhi.
3. Kuppuswamy. B., Elements of Social Psychology, Konark Publishers Pvt Ltd, 2008.
4. Sharma.J.D., Social Psychology, Lakshmi Narain agarwal, Agra, 2008.
5. Tannenbaun Arrold,S. 1966, Social Psychology of the Work organisation, Tavistock Publications, Great Britain.

References

1. John W. Mc. David & Hebert Harari **Social Psychology :Individuals, groups, societies (1968)**,Mcgraw Hill International edition– 759
2. Dash U.N and Uday Jain **Perspectives on psychology & social Development (1999)**. Concept Publishing company, New Delhi – 2253.
3. David G. Myers, **Social Psychology (1983)**, Mc.graw Hill International edition.- 734.
4. Shakuntala Devi, **Principle of social Psychology(1999)**- Raj Publishing House, Jaipur. - 3176.
5. Morris Rosen berg & Ralph H. Turner, **Social Psychology-Sociological perspectives(1990)**- Basic Books, Inc; Publishers,N, York-2462.

E-Books

<https://open.lib.umn.edu/socialpsychology/front-matter/publisher-information/>

22SOSBE01: Sociology of Crime (2 Credits)

Objective

- To enable the students to understand the fast tempo of change in society and crime rate, the eruption of violent crimes organized crimes, white collar crimes, crimes against women and children and to impart knowledge of crime causation, crime control and prevention.

Course Outcome

- Having understanding on theoretical perspective of crime and criminal behavior, formation and enforcement of laws, operation of criminal justice system.

Unit I

Concept of Crime -Crime: Nature and Definition - Characteristics of Crime in Modern Society - Causes of Crime: Social, Economic, Political and Cultural.

Unit II

Theory and Perspectives - Sutherland: White Collar Crime – Howard Becker: Labeling Theory – Robert King Merton: Anomie – William Chambliss: Capitalism and Crime.

Unit III

Forms of Crime - Organized Crime: Meaning and Feature - Drug Trafficking, Money Making Criminal Activities, Paid Killing, Poaching; **White Collar crime:** Meaning and Feature, Causes; **Cyber Crimes:** Meaning and Features, Causes; **Terrorism:** Meaning and Features, Causes.

Unit IV

Social Costs of Crime - Crime against Women: Meaning, Forms and Causes, Juvenile Delinquency and Crime against Children: Meaning and Causes - Crime against SCs, STs and DNTs: Meaning and Forms. Domestic Violence, Dowry Deaths, Sexual Abuse and Rape.

Unit V

Corrective and Rehabilitative measures - Meaning and types, prison based, community based, open prison, prison reforms in India, Educational, Vocational, Psychiatric, Meditation, recreation etc.

Unit VI

Criminal Justice Ethics(only for discussion not for exam) - Ethical Systems in criminal justice – Police Ethics – Court Ethics – Correctional Ethics – Probation and Parole

References

1. Becker H.S, **Outsiders**, Free Press, New York, 1963.
2. Cohen A.K., **Delinquent Boys**, Free Press, Glencoe, 1955.
3. Graham and Bowling, **Young People and Crime**, HMSO, London, 1995.
4. Haralambos and Holborn, **Sociology – Themes and Perspectives**, Harper Collins Publishers Limited, London, 2014.
5. Marshall Clinard M.B, **Sociology of Deviant Behaviour**, 4th edition, Holt, Rinehart and Winston, New York, 1974.
6. Merton R.K., **Social Theory and Social Structure**, Enlarged End, Free Press, New York, 1968.
7. Wallace and Wolf: **Contemporary Sociological Theory – Expanding the Classical Tradition**, Pearson/Prentice Hall, 2005.

22SOCC13: Sociology of Health and Wellness (5 Credits)

Course Objective

- To enable the students to understand that health is primarily a social science subject than medical science and to make them aware of the social science dimension of health for rectifying the present anomalies in the health sector.

Course Outcome

- ✓ Understanding of people's health, systems of medicines (both indigenous and others) and cultural background and practice of the health care to have good health and peace of mind.

Unit I

Sociology of Health - 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

Rehabilitation - The Concepts, the principles of rehabilitation, rehabilitation agencies, state and private, role of mass media and the promotion of health

Unit V

Health policy in India - Health is a fundamental right, financing of health care, health insurance, the medical council of India, the Indian medical association, issues of consumer protection and the government.

Unit VI

Understanding of Structure and functions of Medical Board

Text Books

1. Cocker ham, W. C. (2014). Medical sociology. John Wiley & Sons, Ltd.
2. Venkataraman .R. Medical Sociology in an Indian setting Madras: Madras, 1979.

References

1. Coe, Bedney. *Sociology of Medicine*. New York: McGraw :Hill, 1970
2. Park J.E. and K.Park (1983). *Text book of Preventive and Social Medicine*: Banarasidas Bharat Publishers, Jabalur.
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.
7. Barry, A. M., & Yuill, C. (2002). *Understanding health: a sociological introduction*. Sage Publication, New Delh.
8. Annandale, E. (2014). *The sociology of health and medicine: a critical introduction*. Wiley (2nd Edition, Revised), US.
9. Wainwright, D (2008). *Sociology of Health*. SAGE Publications Ltd, UK,
10. Collyer, F (2012). *Mapping the Sociology of Health and Medicine*. Palgrave Macmillan UK.

22SOCC14: Media and Society (5 Credits)

Course Objective

- Understand the media and types for social change in the contemporary social life

Course Outcome

- ✓ Having clarity over the kinds of media and its effective role social development through meeting of challenges by the younger generation in new millennium.

Unit I

Introduction - Meaning – Definition- concepts of media- origin and development of media; UK, US and India – power of media – principles of media – Code of ethics- Characteristics of mass media- Social functions of mass media.

Unit II

Types of Media; Print Media- Broadcast Media (TV, Radio)- Social media (shared media) .. Outdoor or Out of Home (OOH) Media-Internet Traditional Media-Print Media- Electronic/Broadcasting Media-Outdoor Media or Out of Home Media (OOH)-Transit Media- Digital Media/New Media/Internet.

Unit III

Mass Media in Socialization- Media effects upon individuals and society- Barriers in inter-cultural communication — religious, political and economic pressures; inter-cultural conflicts and communication; impact of new technology on culture;— mass media as a cultural institution; mass culture typologies—criticism and justification.

Unit IV

Impact of Media in the Society - Advertisement – Marketing - Educational development - Women empowerment-agricultural development-Political awareness- voting behaviour- Human rights- welfare of marginalized.

Unit V

Displacement – Caste conflict, Religious riot, inter-state problems, natural disaster, economic crisis, political problems.

Unit VI

Discussion on various media effectively reaching the society.

Text books

1. Bever S.H., et.al., The Sociology of Mass Media Communications, The Social Review, The University of Keele, Staffordshire, 1969.
2. Denis McQuail and Svin Windhal, Communication Models, Longman, London, 1981.
3. John Comer and et. al, Communication Studies, Longman, London, 1981.
4. Keval J.Kumar, Mass Communication in India, Vikas Publication, New Delhi, 1994.
5. Reed H. Blasce and Edwin Haroldsen, A Taxonomy of concepts of Communication, Hasting House, 1975.
6. Wilbur Schramm, The Process and Effects of Mass Communication.

References

1. Albertazzi, Daniele & Cobby, Paul (2010). The Media: An Introduction 3rd Edition, Pearson Education, Harlow, Essex.
2. Gripsrud, Jostein (2002). Understanding Media Culture, Arnold, London.
3. Renzetti, Claire M. & Daniel, J. Curran (2002). Women, Men and Society, 5th Edition, Allyn & Bacon, Boston.
4. Lule, Jack (2012). Globalization and Media, Rowman & Littlefield

22SOCC15: Sociology of Marginalized (5 Credits)

Course Objectives

- Sensitizing the conceptual dimensions and the significance and loca temarginality of major communities of sociological studies of marginalized communities in India.
- To familiarize students with the divergent discourses prevalent particularly in Dalit studies and its implications on social movements among marginalized.
- To equip the students to understand development intervention of State in the development of marginalized communities, and also the role of NGOs and CSOs, especially in the current context of LPG reforms in India.

Course Outcome

- ✓ Gain knowledge to understand ways of finding task to focus on the marginalized segments that have been living on the margins and make them of enjoy with their rights to uphold their life style and get along with the others in the main stream of the society.

Unit I

Introduction - The concept of marginality, marginalization, Social exclusion; Nature and types of marginally marginalized communities in India (SCs, STs, nomadic castes and tribes and de-notified tribes, OBCs, Minorities), Demographic composition of marginalized communities in India, Socio-economic indices of marginalization - poverty, relative isolation, deprivation, exploitation, discrimination, educational backwardness; inequality, Representation of the marginalized communities in Indian sociology.

Unit II

Marginality and Social Structure in India - The social structure and culture of marginalized communities- Marginalization of OBCs and SCs under the caste system; Untouchability: historical and social roots; A process of identity formation among Dalits; Marginalization of the Minorities and within minorities; Contribution of the marginalized communities to the sustenance and development of society at large.

Unit III

Divergent Discourses in Dalit Studies - Perspectives on marginalization- role of ideology in marginalization; the views of Jotibarao Phule, Periyar, Babasaheb Ambedkar, Ram Manohar Lohia, Perspectives on social movements- protest, reform, sub-nationalism, nativism, millenarianism, Dalit feminism in neo-liberal world.

Unit IV

State intervention and the development of marginalized communities - Marginalization and affirmative action- Constitutional provisions: development plans and programmes their implementation, impact on marginalized communities, limitations, critical review.

Unit V

Marginalization in the current context: Role of NGOs in the development of Dalits and other marginalized communities, Globalization, liberalization, privatization and marginalized communities, Current challenges of marginalized communities and the task of their emancipation.

Unit VI

Field work to understand the social reality of marginalization

References

1. Jaffrelot, Christophe (2003): *India's Silent Revolution: The Rise of the Low Castes in North India and Politics*. Delhi: Permanent Black.
2. Sachhar Committee Report on Minorities.
3. Mandal Committee Report.
4. Five Year Plans.
5. Constitution of India.
6. Beteille, Andre (1981): *Backward classes and the new social order*. Delhi: OUP.
7. Beteille, Andre (1992): *The Backward Classes in Contemporary India*. Delhi: OUP.
8. Choudhary, Kameshwar (2007): *Globalisation, Governance Reforms and Development in India*. Sage Publications.
9. Nathan, Dev and Virginius Xaxa (2012): *Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India*. Oxford University Press.
10. Xaxa, Virginius (2008): *State, Society, and Tribes: Issues in Post-Colonial India*. Dorling Kindersley (India) Pvt. Ltd.
11. Chaudhuri, S.N. (1988): *Changing status of depressed castes in contemporary India*. Delhi: Daya Publishing House.
12. Gore, M.S. (1993): *The Social Context of an Ideology: The Social and Political Thought of Babasaheb Ambedkar*. New Delhi: Sage.
13. Gupta, Dipankar (1991): *Social Stratification*. New Delhi: Oxford University Press.
14. Jogdand, P.G. (2000): *New Economic Policy and Dalits*. Jaipur: Rawat.
15. Omvedt, Gail (1995): *Dalit Visions: The anti-caste movement and the construction of an Indian Identity*. New Delhi: Orient Longman.
16. Singh, K.S. (1998): *The Scheduled Castes*. Delhi: Anthropological Survey of India.
17. Singh, K.S. (1995): *The Scheduled Tribes*. Delhi: Oxford University Press.
18. Zelliott, Eleanor (1995): *From Untouchable to Dalit: Essays on the Ambedkar Movement*. New Delhi: Manohar.
19. Shrivastava, Jaya. 2014. "Locating Lohia in Feminist Theory", *Economic and Political Weekly*, Vol-XLIX, No.5.
20. Shrivastava, Jaya (2011). "Understanding the Participation of Dalit Women Elected Representatives in Panchayats: A Study of Ghazipur and Mau Districts of Uttar Pradesh",

22SOMBE2: Sociology of Ageing (5 Credits)

Course Objective

- ✓ Enable to understand the situation of the aged is posing problems, demographic, economic and health conditions of the aged both men and women and understand the public policies and programmes available to secure and rehabilitate them as experienced innovativeness for future generation.

Course outcome

- ✓ Understand, examine and discuss the plight of the aged and how for the public policies and programmes and the role of NGOs for helping the aged to lead a satisfactory life.

Unit I

Introduction: Dimensions and Definition of Ageing, Scope & Significance of Sociology of Ageing, Ageism, Assisted Living, Cohort, Filial Responsibility, and Life course Perspective, Retirement, Emergence of Sociology of Ageing as a Sub-discipline, Trends and Patterns of Ageing- Global and Indian Scenario.

Unit II

Some Aspects of Ageing: Factors/Causes of Ageing - Demographic transition, Numerical Ageing, Structural Ageing, Natural Decline, Absolute Decline, Premature Ageing, Problems of Ageing, Changing Family and Ageing, special needs and problems of aged – physical, emotional, social and occupational adjustment problems.

Unit III

Theoretical Approaches: Structural-Functional and Conflict perspective, Symbolic Interaction, Phenomenology, Ethno methodology, Disengagement theory, Activity theory, Continuity theory, Social Roles in Functionalist theory, Age Stratification theory, Modernization Theory.

Unit IV

Adjustments in Later Life: The formal/Informal Support and Its Relevance in Later Life – Growing Interest in Informal Care of the Elderly, Characteristics of Informal Supporters, Elderly and the Caregivers, Living Arrangements of Elderly, Ageing & Retirement, Effect of Caregiving, Living Arrangements of Elderly, Ageing & Retirement.

Unit V

The State and the Elderly: Role of State-Policies and Programmes for the Aged in India, Role of NGOS, National Policy on Aged

Unit VI

Visit to Aged Home and having interaction with the aged

References

1. Alam, Moneer, 2006, *'Ageing in India: Socio-Economic and Health Dimensions'*, Academic Foundation, New Delhi.
2. Bose, A.B and K.D. Gangrade, (ed.), 1988, *Aging in India: problems and potentialities*, Citizenship Development Society, Abhinav Publications, New Delhi.
3. Central Statistics Office (2006)., *National Sample Survey Organization, Ministry of Statistics and Programme Implementation, Government of India, New Delhi.*
4. *Morbidity, Health Care and the Condition of the Aged. NSSO (64th round) Jan - June 2004.*
5. Martha Alter (ed), 1998, *Widows in India: Social Neglect and Public Action*, Sage Publications, New Delhi.
6. Goldman, N., S. Korenman and R. Weinstein, 1995, *'Marital Status and Health among the Elderly'*, *Social Science and Medicine*, 40(12). 14.
7. Dandekar, K. (1986). *The elderly in India*. New Delhi: Sage publications.
8. Government of India (1998) Ministry of Health and Family Welfare. *Family Welfare Programme in India year book, 1986-87*. New Delhi.
9. Goyal, R.S. (1997) *Implications for the elderly of the demographic transition: An illustration from India*. *BOLD quarterly journal of INIA (UN)*, 7 (2), 2-10.
10. Gubrium, J F (1992): *Qualitative Research Comes of Age in Gerontology*, *Gerontologist*, 32: 581-582.

22SOMBE2: Sociology of Youth(5 Credits)

Course Objective

- To make the students to realise the importance of youth hood in life
- To comprehensively understand the theories on Indian youth
- To analyse the power of youth in Indian life

Course Outcome

- ✓ Understand the concept and Indian perspective of Youth.
- ✓ Familiarize the different approaches to youth
- ✓ Analyse the challenges and opportunities of young people in new millennium.

Unit I

Introduction - Meaning – Definition of Youth - Social Construction of Youth –Changing conceptions of Youth: Power of Youth: youth as social capital - youth as change agents – youth in socio-political movements

Unit II

Theories - Hall's storm and stress model, Erickson's Psychosocial theory of development, Blo's theory of Process of Disengagement by adolescents, Richard Jessor's Problem behaviour theory.

Unit III

Approaches to Understanding Youth - Youth in Society and Culture-Youth as Action - Factors promoting and hindering youth engagement in the Community- Transition and Identity formation - Citizenship and Civic engagement Youth: Inequality and dependence – Social inclusion – Equity and Access.

Unit IV

Challenges and Opportunities for Youth - Youth in globalization- youth in privatization - Education and Skill Development, Employability and youth in administration - IT - corporate companies – Health: Physical, Mental and spiritual well-being

Unit V

Youth Policy and Programmes - Policy development framework- Essential features of National Youth Policy of India (2014); National Programme for Youth & Adolescent Development (NPYAD) of Government of India

Organizations involved in Youth Development- United Nations Population Fund (UNFPA), International Youth Foundation,

Development and Rajiv Gandhi National Institute of Youth Development (RGNIYD).

Unit VI

Discussion and debate on the role of youth in different regions in India

Text Books

1. Balan K., (1985), Youth Power in the Modern World, Ajanta Publications, New Delhi
2. Jones Gill, (2009), Youth, Polity Press, UK
3. Kehily Jane Mary (Etd.) (2007), Understanding Youth: Perspectives, Identities and Practices, Sage Publication, London
4. Landis H. Paul, (2011), Adolescence and Youth: The Process of Maturing, Sarup Book Publishers Pvt. Ltd., New Delhi.

References

1. Chowdhry D.P.1988. Youth Participation and Development. New Delhi .Atma Ram and Sons Publications.
2. Kenyon, et.al. 1996. Youth Policy 2000. Formulating and Implementing National Youth policies. CYP Publication. Chandigarh.
3. Rajendran Vasanthi and David Paul. 2006. Youth and Globalisation. Rajiv Gandhi National Institute of Youth Development.Sriperumandur.
4. Monica Barry (2005), Youth Policy and Social Inclusion, Routledge, London.
5. Bob Coles (2002), Youth and Social Policy, Routledge, London
6. M Sarumathi and Kalesh (2007), Youth Policies and Programmes in South Asia Region, RGNIYD Publication, Sripeumbudur
7. PhilMizem (2004) The Changing state of Youth, Palgrave Publishers, New York

Course Objective

- To develop in the students awareness and knowledge about the environmental process and various problems relating to the environment.

Course Outcome

- The completion of the course will enable the students to explain the main concepts,
- ✓ empirical [practices on the interaction between environment and society. Differentiate
- ✓ between different paradigms and discourses on nature and uses by society.

Unit I

Introduction: Environment- The main process and issues-Natural environment, socio cultural environment the main issues.

Unit II

Environmental Pollution and Affects - Solide Waste Pollution - Pesticide Pollution Nuclear Pollution - Water Pollution - Air Pollution - Marine Pollution - Noise Pollution Deforestation - River Pollution.

Unit III

Sustainable Environment- strategies for forestation. Water conservation, soil conservation, and sustainable agriculture-use of alternative sources of energy and pollution control strategies.

Unit IV

Technology Development and Environment - Criticism of Modern Technology –

Environmentally sound and appropriate technology - Criteria for selection of technology: Satisfaction of basic needs, Sustainable development.

Unit V

Environment and Society: Environmental justice. Action and policy. Role of voluntary organization and Government for environmental sustainability

Unit VI Current Contours (Only for discussion not for exam)

Debate on the emergence of environmental sociology as a response to the societal attention to environmental problems.

Text Books

1. Annable Redda. Women and environment, 2nd Books Ltd., New Jersey.1994.
2. Dr.R.B Singh, Dr.D.K.Thakur & Dr.A.K.Neema.EnvironmentalStudies.RameshBook depot, New Delhi, 2009.
- 3.Bharma. P.D.,Ecology and Environment, Rastogri Publications.Meerut,1990.
4. Sharma,Lt.Col, Goutam (ed).Environment.Manand Nature. New Delhi: Reliance Publishing House,1989.

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 International 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. H.M saxena, Environmental studies, Rawat publications, Jaipur, 2006.
7. Veema and sings, Environmental protection and Development, Deep & Publicationsm, New Delhi, 2005.
8. Tiwari, Global Environmental policies, ABD publishers, 2007.
9. Purohit Agarwal, Environmental pollution, Agaotrios, 2004.
10. Mahendra pandey, Environment pollutants and Women's health, Dominant Publishers, New Delhi, 2003.
11. Sankaran S : **Environmental Economics**, Margham Publication, Chennai, 1998.
12. Karpagam, M. **Environmental Economics**, Sterling Publishing Private Limited, New Delhi, 1990.
13. Shekhar Mehta, **Sudipto Mundle, U.Sekar, Controlling Pollution**, sage Publications, New Delhi, 1997.
14. Guha, Ramachandra :**Social Ecology**, Oxford University Press, Calcutta, 1998.
15. Ramkumar Gurjar and Lakshmi Shukk, **Water Resourses Environment and the People**, Pointer Publishers, Jaipur,1998.
16. Paras Diwan, **Environment Administration, Law and Judicial Attitude**, Deep & Deep Publications, New Delhi,1992.
17. Raja Seokhara, C.V, **Global Environment Series**, Discovery Publishingg House, New Delhi, 1992.
18. Rathore, M.S.(E.d) **Environment and Development**, Rawat publications, Jaipur, 1996.
19. Bandyopadhyay : **India's Environment**, Natraj Publishers, Dehra Dun, 1985.

22SOPR01: PROJECT (CREDITS:3)

22SOSBE2: Understanding of Science, Technology and Society (2 Credits)
(Skill Based Elective Course II)

Course Objective

- Define the interrelationship among science, technology, and society; Understanding the roles of science and technology in broader societal context – as well as the influences of that context on the practices and uses of science and technology would thus seem to be a prerequisite to a successful career at the science--society interface.

Course Outcome

- ✓ Students could examine issues such as the impact of technological advances on work, recreation, communication, economic systems, relationships, among other things. Instructors should be made

Unit I

Introduction to Science and Technology – Basic concepts of Science, Technology and society - Interconnection between science and technology - Importance of science and technology in our daily life.-Limitation of Science and technology.

Unit II

Evolution of Science and society: Method of Science- nature of scientific knowledge- Science in Colonial, Medieval and Modern period.

Unit III

Modern Developments in science and technology: Computers-Robotics- Artificial intelligence- Technology Forecasting.

Unit IV

Technology and Experience: Human experience with technology- understanding human computer interaction. Technologies and controversies in everyday life.

Unit V

Application of Science and Technology: Classification of Technology- Role of Science and Technology- Effects of Science and Technology- Technology and Education-Technology and Industry- Technology and economic development.

Unit VI

Resource to understand how technologies affect social relations, and conversely how the culture of a society shapes the Individuals.

References

1. New Guide to Science, Isaac Asimov, Penguin, 1987.
2. Technology as Experience, John McCarthy and Peter Wright, The MIT Press, 2022.
3. Science, Technology and society, Andrew Webster, Red Globe Press London 1991.
4. Science and Technology: New Perspectives, Todd L.Pittingsky, Edited volume, 2019.
5. E.J. Hackett, O. Amsterdamska, M. Lynch and J. Wajcman (eds.), The Handbook of Science and Technology Studies, The MIT Press, 2008.

22SOGS01: Gender Studies (1 Credit)

Course Objective

- Gender studies analyze and critique social and cultural systems of power that create and reinforce hierarchies of difference.

Course Outcome

- Understand sex and gender as social construct that are intersectional and vary across time, space and culture. Cultivate interest in societal concerns related to sex, gender and inequality.

Unit I

Gender and Feminist perspective: Gender as a Social component. Gender meaning- Feminism – meaning, radical feminism, Liberal Feminism, Multicultural feminism, Marxist Feminism, Socialist Feminism, Emerging concept of Eco-Feminism, Psychological Feminism. Models of Gendered Socialization. **Theories of Gender Relations:** Liberalist, Radical, Socialist and Post-Modernist.

Unit II

Gender in Indian Society: Socialization and Gender roles, Discrimination and Girl child, Motherhood, Female headed Household, Single Parenthood, Household Work and invisible work, Values reinforcing Women's subordination.

Unit III

The Changing Profile of Women in India: Changing position of women in India, pre-colonial, colonial and post-Independence period. ICT Policy for women in India- Objectives and programmes.

Unit IV

Women and work: Women managers and their problems, Women entrepreneur, women in unorganized sector, and their problems.

Unit V

Issues affecting the quality of life of women:- Health education and property rights, Gender based violence, early marriage, personal laws, Hindu code Bill, Christian laws and Muslim personal laws. Social structure and Gender Inequality, Patriarchy and Matriarchy, Division of Labour.

Unit VI

Gender research offers updated empirical knowledge about gendered practices, norms, and discourses in significant ways.

References

1. Anitasrivastav, Women in India, problems and prospects, Indian publishers Distributors, Delhi 2004.
2. Singh. B.K. women empowerment, adhyayan publishers & Distributors. Delhi 2006.
3. Kirit K. shah and Radhika seshan, Visibilising women, Kalpz publications, 2005
4. Tandon R.K . State of Women in India, Indian Publishers, Distributors, 1998.
5. T.M.Dak, Women and Work in Indian Society, Discovery Publishing House, Delhi, 1988.
6. R.B.Mishra, Chandra Pal Singh, Indian Women – Challenges and Challenges, Ajay Verma for Commonwealth publishers, 1992.
7. Krishna raj, Maithreyi, Women’s studies in India, Bombay Popular Prakashan, 1986.
8. Gelles ann Levine, Sociology an introduction.
9. Harlambas, Sociology : Themes and Perspectives, Oxford University Press, 1980.
10. Singh Kamla. Women entrepreneurs, Ashish publishing House, New delhi, 1992.
11. Chaurasia B.P., Women’s status in India, Chugh publications, Allahabad-India, 1992.
12. Raj Kumar Pruthi, Rameshwari Devi, Ramila Pruthi – Status and Position of Women In Ancient Modern India, Mangal deep publications, Jaipur, 2001.

22SOEA01: Extension Activities (1 Credit)

Involving in Horticulture Activities

CourseObjective:

The main objective of this course is to provide basic understanding of rural and urban communities.

Courseoutcome:

The students have become familiar with the basic understanding of distinguish characters of Rural Sociology where types of village settlements Rural Urban Differences. Current issues and social problems experienced by urban populations like Poverty, Urban unemployment, overcrowding, transport and traffic, Housing and slums, Prostitution are discussed.

UNIT I:

Characteristics of Rural and Peasant Societies, Rural Family, Caste, Social Control, Religious System, Occupation & its changing Status, Jajmani System

UNIT II:

Rural Leadership & Factions, Peasant Tensions, Cooperatives, changing status of Rural women, Migration

UNIT III:

Urban Society-meaning, characteristics. Problems -Housing, Slums, Juvenile Delinquency, Social Disorganization-meaning, Characteristics and Causes, Crime and its types, Crime against women and children, Poverty and unemployment, Impact of Information Technology on Society.

UNIT IV:

Urban sociological approaches & theories: Tonies, George Simmel, Louis Wirth, Max Weber, Redfield, Sector Theory Of Urban Growth, Central Place Location Theory, Concentric Zone Theory, Multiple Nuclei Theory.

Unit V:

Rural And Urban Contrast, Reasons behind the unequal development between Rural and Urban Community. Rural and urban developmental programs.

UNIT VI:

Current Contours (only for discussion not for exam): To select a rural and urban area near the University and study the social stratification and compare with other studies.

Textbook

1. Nahar, U R 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 Development**, 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 Publications Jaipur 2007.
 8. Verma and Powar, **Rural Empowerment**, Deep & Deep Publications, 2005
 9. A. R. Desai, **Agrarian Struggles in India after Independence**, Oxford University Press, Oxford, 1986.
 10. Ramachandran, R., **Urbanization and Urban Systems in India**, Oxford University Press. (B.No:2832).
 11. Subbarao, S. **Human Ecology**, Rajat Publications (B.No:2520)
 12. Dubek, Alok Kumar Singh, **Urban Environment in India: Problems and Prospects**, Inter-India Publications (B.No:808)
 13. Rajendra. K. Sharm, **Urban Sociology**, Atlantic Publishers and Distributors. (B.No:2389)

JOURNALISM AND MASS COMMUNICATION

Code: 22SSOC17

Credit: 5

Course Objective

In this course students will explore the component and the basic concepts of mass media. Special emphasis is on the social construction power of the mass media. The positive role of the mass media will be explored as well as the negative impact. The social control function of the mass media will be explained.

Course Outcome

Demonstrate knowledge of theoretical approaches and criticism in the study of the media. Exhibit a solid understanding of key media debates. Apply the theoretical perspectives and their conceptual schemes to the study of particular media phenomena

Unit I

Journalism–Definition–Concepts–Elements of News–Historical development of Press in UK, US and India–Before and after Independence. Working Journalists Act–MRPTC. Code of Ethics: Morality of the Press and Cinema as Private Sectors–Radio and TV as States owned–Public utility undertakings.

UNIT-II:

Freedom and Social Responsibility: Tabloid Journalism–Investigative Journalism. Types of reporting: Crime–Human Interests–In depth and Interpretative reporting–Investigative reporting–News agencies–Freelancing.

UNIT-III

Meaning, characteristics, various forms of modern communication technologies, impact of modern communication technology in the society, relationship between modern communication technologies and the development of the marginalized.

UNIT-IV:

Communications–Definitions, Forms and functional aspects of communication – Mass Communication–Inter Personal Communication, Homophily–Heterophily Communication, Barriers to Communication. Theories of Mass Communication–Semiotic school, Process school, Selective influence, Magic Bullet Theory, and Dependency Theory.

UNIT-V :

Media, Human rights and Government : Human rights, information set ups in states, Nature of the power of the press, Autonomy for radio and television. Media issues: Media and Terrorism, Media and women, Media and Environment. Impact of communication: Communication and Rural Development, Communication and Globalisation.

1. Boyd Andrew, (1988). Broadcasting Journalism, Techniques of Radio and TV News, Heinemann, London.
2. Keval J.Kumar ,, (1991). Mass Communication in India, Jaico Publishing Housing, Bombay
3. Verma S.B. (2005) Information Technology and Management, Deep & Deep publications PVT. LTD New Delhi.
4. V.S hand (2003). Book of Reporting and communications kills, concept publishing company, New Delhi
5. Sandhi sharma & eta communication Management. (2005) Deep & Deep publication PVT. LTD.

REFERENCES

1. Ramachandra Durai. (2006). Dictionary of Digital Communication, authors press. Delhi 2005.
2. Uma Narula, (2002). Hand book of communication models, perspectives, strategies, Atlantic publishers,
3. Vachani, (1999). Media Politics and Ownership, Kanishka publishers, New Delhi
4. Wadia, (1999). Communication and Media, Kanishka publishers,
5. Gupta, Jasra, (2002). Internet Journalism in India, Kanishka publishers, New Delhi,
6. Jan. R. Hakemulder, (1998). Fay AC de Jorge, and P.P. Singh, Media Ethics and Law, Anmol Publications, (Pvt) Ltd. New Delhi,
7. Rayudu and Rao (1995)., Mass media laws and regulations, Himalaya publishing house, Yadava and Mathu, (1998). Issues in Mass communication, Vol. 2, Kanishka publishers, New Delhi.
8. Joseph, (1997) Mass Media and Rural development, Rawat publications, New Delhi,.
9. Rao, B.S.S. (1992). Television for Rural Development, Concept Publishing House, New Delhi, Joshi, Uma, (1999). Text Book of Mass Communication and Media, Anmol Publishers, New Delhi,

SOCIOLOGY OF EDUCATION

Code: 22SSOC18

Credit: 5

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.

Course outcome

Students understand public institutions and individual experiences affect education and its outcomes. This paper gives comprehensive knowledge about Types and Agencies of Education and how social institutions and individual experiences affect education and its outcome.

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 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, Mahatma 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: Impact of virtual education; online education.

Textbook:

1. Biranchi Narayan Dash., **Teacher and education in the emerging Indian society**, Neelakamal Publications Pvt. Ltd., Hyderabad, 2007.
2. Bhatnagar&Dahama**EducationAndCommunicationForDevelopment**, 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.

INDUSTRIAL SOCIOLOGY

Code:22SSOCC19

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.

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.

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 participation.

Textbook:

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

References:

1. Miller and Form, **Industrial sociology**, Harper and Row, 1964,.
2. Ramaswamy 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 Labour 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.

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

Code: 22SOCEC01

Credit: 2

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.

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 toward the eradication of social exclusion.

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.

Textbook:

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2. Hills, John, *Inequality and the State*, New York: Oxford University Press, 2004.
3. Hills, John, J. LeGrand and D. Piachaud, eds., *Understanding Social Exclusion*, Oxford: Oxford University Press, 2002.
4. Jackson, C., 'Social Exclusion and Gender: Does One Size Fit All?', *The European Journal of Development Research*, 11(1), 1999.
5. Sen, Amartya, *Social Exclusion: Concept, Application and Scrutiny*, New Delhi: Critical Quest, 2007.
6. Thorat, Sukhdeo (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. Fernandes, 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. 1043*

 7. Justice Ranganath Misra Report of the National Commission for Religious and Linguistic Minorities (2007), Ministry of Minority Affairs, Government of India.

CORECOURSE-XX
INDIAN SOCIOLOGICAL
THOUGHT

Code: 22socc20

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.

TEXTBOOK:

1. Atal, Yogesh (1976), "Sociology in the Indian Campus", in Giri Raj Gupta (ed), *Main contents in Indian Sociology (Vol. I)*, New Delhi; Vikas pp. 117-31
2. Becker and Barnes (1961), *Social thought from Loreto 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.

REFERENCES:

1. Deshpande, Satish(1994),“CrisisinSociology:ATiredDiscipline?”Economicand Political WeeklyXXIX(10),March5:575-76
2. Dhanagare, D.(1993),“Sociology:TeachingandResearchinUniversityin Maharashtra and Goa”(ARegionalProfileStatusReport submittedtoUGC)
3. Dube,Leela(1986),“Introduction”inLeelaDube,EleanorLeaCockandShirley Ardener (eds),*EssaysonWomeninSocietyandDevelopment,Delhi:OxfordUniversity Press.*
4. Dube, S.C.(1962),“Social AnthropologyinIndia”, inT. N. MadanandGopalSaran (eds), *IndianAnthropology:EssaysinMemoryofD.N.Majumdar,Bombay:Asia Publishing House,pp.237-53.*
5. Ghurye,G.S.(1968),“TheTeachingofSociology,Social PsychologyandSocial Anthropology”, inTheTeachingofSocialSciencesinIndia Delhi;Universal, pp. 152-64, *seminarorganisedUNESCOin1954.*
6. ICSSR(1971),ReportonsocialSciencesinIndia:RetrospectiveandPerspective (Volume 1 &2),*IndianCouncilofSocialScienceResearch, New Delhi.*
Lakshmana, C. (1974), “TeachingandResearchinSociologyinIndia”, *Sociological bulletin, 23(1): 1-13.*
7. Madan,T.N.(1974),“TheTeachingofSociologyinIndia:SomeComments”, *Sociological Bulltein,23(1):113-18.*

Courseoutcome:

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.

**CORECOURSE-XXI
NON-GOVERNMENT
ORGANISATIONALMANAGEMENT**

Code:22SOCC21

Credit:5

CourseObjective:

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

Unit-1:

AnIntroductionto NGOs Management: NGOs-Meaning -Types ofNGO-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:

RoleofNGO’sinsociety:Community based action – Linkswith existing communitybasedorganization–Creating communitybasedorganization- Implications for NGO managements.

UnitIV:

Dimensions of NGOsustainability:Legal environment- Organization capacity-Financial viability-Advocacy-serviceprovision-Infrastructure–Publicimage

UnitV:

Promoting goodgovernanceIn themanagementofNgo’s:Accountabilityof NGO’s– Improving NGOsgovernance &operations–Management- Human resource development andtraining –Revising –Monitoringand evaluating – Information - Networking and alliance building.

UnitVI:CurrentContours(onlyfordiscussionnotforexam):DebateontheroleofNGOon social development and CSR.

Textbook:

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** Deep and 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 Delhi, 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 Handbook Of Management**, 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, bookkeeping, 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.

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

Code: 22SOCC22

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.

Textbook

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. HungamaForChange. (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**. Milton Keynes 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 m[1a8] practices and social evils such as untouchability, dowry, child marriage, female infanticide etc., will be provided.

SOCIAL ANTHROPOLOGY

Semester-VIII

Code:22SOEC02

Credit:3

Course objective:

The primary goal of anthropology is to understand human diversity and cultural difference, while sociology is more resolution-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 Lévi-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?

TEXTBOOK:

1. Deliege, Robert. 2011. (2nd Edn.). Anthropology of the Family and Kinship. New Delhi: PHI Learning 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 Walrath and 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 :Mc Graw Hill.
3. Lewis, I.M. 1985. *Social anthropology in perspective*. Cambridge University Press
4. Manners, Robert and David Kaplan. 1968. *Anthropological Theory*. Chicago: Aldine Pub.
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

Course Outcome:

An understanding of multiple ways in which power, hierarchy and identity shapes 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.

SOCIETY IN INDIA

Code: 22SONME1

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.

TEXTBOOK:

1. RamAhuja:IndianSocialSystem(1993)RawatPublications,NewDelhi
2. RamAhuja:SocialProblemsinIndia(1992).RawatPublications,New Delhi.
3. Dube, S.C.(1990)SocietyinIndia,:NationalBookTrust NewDelhi.

4. Bose, N.K.(1967)CultureandSocietyinIndia:Asia PublishingHouse, Bombay,
5. Srinivas,M.N.(1980)IndiaSocialStructure,:HindustanPublishing Corporation,. New Delhi.

REFERENCES

1. Prabhu,P.N.(1954) HinduSocialOrganisation,:PopularBookDepot, Bombay.
2. Dube,Sc(1995).IndianVillage:Routledge,,London
3. Karve Irawati.(1965)HinduSociety:An Interpretation: Deccan College,, Poona
4. Uberoi,Petricia.(1993) Family,KinshipandMarriageinIndia:Oxford University Press, New Delhi.
5. DavidMandlebaum:SocietyinIndia(1970),PopularPrakasan, Bombay.
6. Victor SD'Souza:InequalityanditsPerpetuation(1981)Manohar Publications, New Delhi.

MEDICAL SOCIOLOGY

CODE:22SOCC23

CREDIT:5

OBJECTIVES:

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

TEXTBOOK:

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 SolL (1989). *Handbook of Medical Sociology*. Englewood Cliffs, Prentice Hall.

REFERENCES:

1. DakT.M (1991). *Sociology of Health in India*. Kaveri Printers Private Ltd, New Delhi.
2. Barry, A.M., & Yuill, C. (2002). *Understanding health: a sociological introduction*. Sage Publication, New Delh.
3. Annandale, E. (2014). *The sociology of health and medicine: a critical introduction*. Wiley (2nd Edition, Revised), US.
4. Wainwright, D. (2008). *A sociology of health*. SAGE Publications Ltd, UK,
5. Collyer, F. (2012). *Mapping the Sociology of Health and Medicine*. Palgrave Macmillan UK.

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
- Socio-economics of health care, and how culture impacts attitudes toward disease and wellness.

CONTEMPORARY SOCIOLOGICAL THEORIES

Code: 22SOCC24

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 theories 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.

Textbook

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 Blackwell 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, Engelwood, 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 neofunctionalism concept is taught. The development of functionalism is explored.
- Conflict theory of Marx is extended with causes and functions of conflict. It is further extended with NeoMarxism—Habermas and Althusser are taught.
- A comparison of issues discussed in NeoFunctionalism and NeoMarxism is made. The commissions and omissions are discussed. They are applied for modern social problems such as environment, terrorism, cybercrime etc.

CODE:22SOCC25

**SOCIAL POLICY AND SOCIAL
WELFARE**

CREDIT:5

OBJECTIVES:

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:

SocialWelfareAdministration:DevelopmentandProgress:EconomicandSocial

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

UnitVI:CurrentContours(onlyfordiscussionnotforexam):

Discussiononcurrentsocio-culturalissueshatmustberecognizedandaddressedinevery community.

TEXTBOOK:

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).**UnderstandingSocialPolicy**.Oxford.BlackwellPublishing
3. Hughes,G.andG.Lewis(eds).(1998).UnsettlingWelfare:**The Reconstruction ofSocial 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 SocialJustice**. New Delhi: Cambridge University Press

REFERENCES:

1. Meena Acharya and PuspaGhimre., (2005). **Gender Indicators of Equality, Inclusion and Poverty Reduction: Measuring Programme/ProjectEffectiveness**.EconomicandPolitical Weekly.Vol 40 No. 44 and 45 October 29 – November 04
2. Mishra,R.(1999).**GlobalizationandtheWelfareState**. ChenthamPress.Northampton:
3. Edward Elgar Watson, S. And L. Doyal. (1999). **Engendering Social Policy**. MiltonKeynes Open University Press.
4. Denny,David.(1998).**SocialPolicyandSocialWork**.Oxford:ClaredonPress
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 andSocialPolicy:ACaseStudyofIndia**.**SocialScientist**. Vol. 30, No. 11/12.
7. Kennet,P.(1999).**ComparativeSocial Policy**.London:OpenUniversityPress.

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.

PRINCIPLES OF SOCIOLOGY

Code: 22SONME2

Credit: 2

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 commonsense.

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, Hypergamy, Hypogamy, Endogamy, Exogamy, Levirate, Sororate.

Rules of Residence: Patrilocal, Matrilocal, Avunculocal, Neolocal, 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

TEXTBOOKS

1. Roshini Jain, An Introduction to Sociology, AITB 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. E. T. Giddings, **The Principles of Sociology**, cosmopublications, New Delhi, 2004.
3. Gelles J. Richard, Ann Levine, **Sociology- An Introduction**, McGraw 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 **Fundamentals of Sociology**, Orient Longman, Bombay, 1973.
12. Goldthorpe J.K., **An Introduction to Sociology**, Cambridge 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.

SOCIOLOGY OF HUMAN RIGHTS

Course Code: 22SOCC26

Credit: 5

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.

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.

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.

YOUTH AND DEVELOPMENT

CourseCode: 22SOCC27

Credit:5

CourseObjective:

Demonstrateasociologicalunderstandingofthenatureofsocialrelationshipsandinstitutions, patterns ofsocialdiversityand inequality,andprocessesthatenhances thedevelopmentofyouth.

Unit-I:

Introduction to the study of Youth: Theories of Youth - Youth Culture andSubculture,AgentsofSocialization–SocialGroups– Characteristics,ImportanceandClassificationof Groups–SocialProcess

Unit-II:

Institutions and Youth: Family, Community, Demographic profile of Youthin the Asian and Pacific region, Definition- types of youth. Youth in India,Youthwelfare-needandimportance.

Unit-III:

Ethnicity,IdentityandYouth:Social,EmotionalandPersonalityDevelopm ent, the Self and Identity, Gender, Sexuality, Moral Development,ValuesandReligion,Achievement,CareersandWork

Unit-IV:

InterandIntragroupBehaviors:PeerGroups,MassBehavior,andDeli quency and Remoteness, and Resilience, Problems of urban andrural youth. Alcoholism and drug dependency among youth – youth andcrime– Exploitationofyouthforcommunalismandterrorism–

Unit-V:

Youth and Globalization: Understanding globalization, Debates against andforGlobalizationamongyouth- FormalandInformalSocialControl–Folkways – Mores – Customs and Sanctions – Social Norms and SocialValues– SocialConformityandDeviance.

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.

Textbook:

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. 173-96.
3. *Channeling Youth Power*, 2007. A Vedanta Kesari Publication, Chennai: Sri Ramakrishna Math.

References:

1. Tterell, John, 2007. *Social Networks in Youth and Adolescence*, London and New York: Routledge. Pp. 1-22, 183-202
2. Daiute, Colette, Zeynep Beykont et al (eds.), 2006. *International Perspectives on Youth Conflict 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

SOCIOLOGY OF DISABLED

Course Code: 22SOCC28

Credit: 5

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 Able, Differently Able 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 Able - 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 Able - Violence, Isolation, Poverty, Inequality, Dependency and Social Participation. Role of Government and NGOs for differently able.

Unit VI: Current Contours (only for discussion not for exam): Conduct a case study on a differently able 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 differentlyabled.
- 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.

TextBook:

1. Miller, N.B. & Sammons, C.C., **Everybody's Different: Understanding and Changing Our Reaction 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: History and Theory of Teaching Children and Youth 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.

FIELD INTERNSHIP PROGRAMME

CODE: 22SOFIP1

CREDIT:4

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. Vivavoce	40

Total **100**

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.

CODE: 22SORP01**CREDIT:4****Project Work outcome**

- 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.