

Department of Sociology

# CURRICULAR FRAMEWORK

Detailed Syllabus UNDER NEP (2024-25 BATCH ONWARDS)



The Gandhigram Rural Institute -  
Deemed to be University,  
Gandhigram,  
Dindigul  
India 624302



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**MINUTES OF THE MEETING OF THE BOARD OF STUDIES IN SOCIOLOGY**  
**Department of Sociology**  
Gandhigram Rural Institute- DTBU, Gandhigram.

The **Board of Studies** (BOS) in Sociology met at 11.00 am on 24.06.2024 in the **Seminar Hall** of the Department of Sociology with the following members in attendance.

<b>S.No</b>	<b>Name of the Member with Designation and official Address</b>	<b>Designation as Per GRI norms</b>
1.	<b>Dr. S. Sampath Kumar</b> Professor & Head, Department of Sociology & Population Studies, Bharathiyar University, Coimbatore - 641 046.	<b>Member</b>
2.	<b>Dr. P. Rajkumar</b> Professor & Head Department of Sociology Madurai Kamaraj University Madurai.	<b>Member</b>
3.	<b>Dr. R. Kumaran</b> Assistant Professor & Head i/c Department of Sociology Gandhigram Rural Institute - DtbU, Gandhigram.	<b>Chairperson</b>
4.	<b>Dr. K Velumani</b> Professor The Dean, School of Social Sciences & Director, Centre for Future Studies Gandhigram Rural Institute- DTBU, Gandhigram.	<b>Special Invitee</b>
5.	<b>Dr. Sonkhogin Haokip</b> Associate Professor & Head Department of Political Science & Development Administration Gandhigram Rural Institute- DTBU, Gandhigram.	<b>Special Invitee</b>
6.	<b>Dr. K. Menaka</b> Guest/Part-time Teacher Department of Sociology Gandhigram Rural Institute- DTBU, Gandhigram.	<b>Special Invitee</b>
7.	<b>Dr. A. Jerold Antony Ephream</b> Guest/Part-time Teacher Department of Sociology Gandhigram Rural Institute- DTBU, Gandhigram.	<b>Special Invitee</b>

<b>8. Ms. K. Saatvee</b> Guest/Part-time Teacher Department of Sociology Gandhigram Rural Institute - DTBU, Gandhigram	<b>Special Invitee</b>
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*The following member could not attend the meeting due to his preoccupation with prior commitments.*

**Dr. M. William Baskaran**  
**Professor,**  
**Department of Gandhian Thought & Peace Science,**  
**Gandhigram Rural Institute - DTBU,**  
**Gandhigram.**

**Member**

<u><b>Agenda of the Meeting</b></u>
<ol style="list-style-type: none"> <li>1. Welcome Address,</li> <li>2. To consider and approve the restructuring of the M.A. (5 Yr. Int.) Sociology Programme and its full Curriculum and syllabus to be implemented from the academic year 2024-2025, as per NEP 2020.</li> <li>3. To consider and ratify the Panel of Examiners and Subject Experts for the selection committee to recruit faculty members in the Department of Sociology, GRI.</li> <li>4. Any other matters.</li> </ol>

The meeting began at 11.00 am with a prayer.

Dr. R. Kumaran, Assistant Professor, Head i/c and Chairperson of the Board of Studies in Sociology, welcomed the members and informed them about the achievements of this Department in teaching, research and extension activities as well as the contributions of the Faculty Members through their participation in Seminars/Conferences. He then briefed the members about the purpose of this BOS, which is to restructure the existing **M.A. (5yr.Int.) Sociology Programme and its syllabus** in line with the **Curricular and Credit Framework for Graduate and Post-Graduate Programmes formulated under National Education Policy 2020 (NEP 2020)**, as well as to **modify and update the syllabi of all 10 semesters**. The deliberations as per agenda

items were taken up, and the following resolutions were adopted unanimously and presented below.

**Agenda Item: 1**

To consider and approve re-structuring the current **M.A. (5yr.Int.) Sociology Programme**, to **B.A/M.A. (5yr.Int.) Sociology Programme** as recommended by the Ministry of Education, India and UGC in its reports on ‘**Curricular & Credit Framework for UG/PG Programmes**’ and to reflect the spirit of flexibility NEP 2020 offers in the form of multiple entry and exit options.

To consider and adopt the updated syllabi of all 10 Semesters of the **B.A/M.A. (5yr.Int.) Sociology Programme** to be offered from the academic year 2024-2025, in line with the **Curricular & Credit Framework** prescribed by the **NEP 2020 Implementation Committee** Constituted for restructuring various programmes in GRI.

The Board carefully studied the curricular template for the **B.A/M.A. (5yr.Int.) Sociology Programme** in GRI-DtbU and, after thoroughly deliberating upon

- i) the Preamble detailing the eligibility, intake capacity and other such details and
- ii) the various aspects of the syllabus content, including the Major, Minor, Multidisciplinary courses and Project and Internship courses offered as part of the **B.A/M.A. (5yr.Int.) Sociology Programme** by the Department of Sociology.

The BoS made the following modifications

1. The Project at the VI Semester be made ‘Group Project’ and mandatory both for the exiting and continuing students.
2. The Internship in the V and IX Semesters be undertaken during the summer vacation preceding the respective semesters. The same may be evaluated and submitted at the end of the V & IX semesters.
3. The BoS considered the inclusion of five new Courses and approved the same.

24SOIA2201	Skills in Social Analysis
24SOIB3203	Community Psychology
24SOIB4104	Cross-Cultural Psychology
24SOIC4222	Strategies in Sociological Fieldwork
24SOIC5126	Trends in the 21 <sup>st</sup> Century Sociology

and after satisfying itself that the **new Syllabus** matches the prescribed **Curricular & Credit Framework**, the BOS approved the syllabus in its entirety. The same is appended.

## Agenda Item: 2

To consider and approve the Panel of External Examiners for Examination works and Panel of External Subject Experts (from within the state of Tamil Nadu and outside the state of Tamil Nadu) for constituting the **Selection Committee** for recruiting Faculty Members in the Department of Sociology.

### Any Other items:

The Board has authorised the Chairperson, BOS in Sociology, to make appropriate amendments/modifications, if any, at a later stage.

The BOS meeting ended at 1.00 pm with a vote of thanks by the Chairperson.



(Dr. S. - MPATH KUMAR)  
(Member)



(Dr. P. RAJKUMAR)  
(Member)



( S. KUMARAN )  
Chairperson

## INTRODUCING THE DEPARTMENT OF SOCIOLOGY

Established in the year 1956, the Department of Sociology has been facilitating the students to study communities by adopting instruction, research and extension modes from sociological, anthropological and feminist perspectives and equipping them with the necessary skills to tackle social issues and instilling in them Gandhian values of non-violence, inclusivity and social harmony.

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

Since then, the Department of Sociology has been at the forefront of social science education in Gandhigram Rural Institute, offering in its early days inter-disciplinary **Post Graduate Programmes of Rural Services, Rural Sociology and Panchayati Raj**, later in Rural Sociology and currently offering M.A (5 Yr. Int.) Sociology: Since the 2024-25 academic year, the Department has been offering a **B.A/M.A. (5 Year Integrated) Sociology** Programme with multiple entry and exit options as per NEP 2020. Besides these, the Department also offers Sociology Courses in other Departments like Political Science and Development Administration, Rural Development, Rural Technology Centre, Faculty of Agriculture and Animal Husbandry, Faculty of English and Foreign Languages and M.Tech. (Renewable Energy) programme of Rural Energy Centre(REC).

The Department actively promotes sociological research through its Ph.D. and PDF programs, as well as various research projects funded by national and international agencies. Additionally, it organizes State, Regional, and National Level Seminars, Workshops, and Symposia with a focus on marginalised communities and their empowerment.

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

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

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

## **B.A/M.A (5 YEAR INTEGRATED) SOCIOLOGY PROGRAMME**

With the adoption of NEP 2020, in Gandhigram Rural Institute – Deemed to be University in the academic year 2024-2025, the Department of Sociology revised its existing M.A (Five Year Integrated) Sociology Programme following the NEP 2020 model for UG Programmes, which, among other things, offers multiple entry and exit option for the students. The revised name of the programme is: **B.A/M.A (5Year Integrated) Sociology Programme<sup>1</sup>**.

### **VISION OF THE DEPARTMENT**

**Promotion Of Casteless and Classless Society Through Instruction, Research and Extension.**

### **MISSION OF THE DEPARTMENT**

Providing knowledge support to the rural sector to usher in a self-reliant, self-sufficient and self-governed society.

### **PROGRAMME OVERVIEW/ SCHEME OF THE PROGRAMME**

#### **Major and Minor**

This **B.A/M.A. (5-Year Integrated)** Sociology Programme comprises One Major in Sociology and Two Minors in Psychology and Political Science. Each of these minors will have 4 Courses each for 32 credits. The distribution of Minor Credits will be as follows: 24 Credits before the end of 3<sup>rd</sup>Year and 8 Credits during the 4<sup>th</sup> Year. (Please see the Course Structure for more details).

#### **Multidisciplinary Courses**

There are two more multidisciplinary courses during the second and third semesters. These are to be chosen from the inter-departmental electives listed at the commencement of the respective semesters. Multidisciplinary subjects should be one from one of the following branches:

- 1: Natural and Physical Sciences
- 2: Mathematics, Statistics and Computer Science
3. Library, Information and Media Science
4. Commerce and management
5. Humanities and Social Sciences

The choice of multidisciplinary course should be made in such a way that the student should not have studied the same at the Higher Secondary level.

### **PROGRAMME DURATION**

The Full-time, Regular **B.A/M.A (5-Year Integrated) Sociology Programme is a five-year programme** for a regular student. It shall be for a period of five years with **multiple entry and exit** options. While the first four Years of the programme are structured as per the Curricular and Credit Framework of NEP 2020, the Fifth and final year will be broadly in line with the existing course structure of the 5<sup>th</sup> Year.

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<sup>1</sup> UGC in page 2 of its NEP 2020 document, "Curricular and Credit Framework for Postgraduate Programme" recommends the following: **"There may be an integrated 5-year Bachelor's/Master's programme"**

## EXIT OPTION

The student can exit the programme as follows:

- i. At the end of 3<sup>rd</sup> Year with B.A. Degree.
- ii. At the end of 4<sup>th</sup> Year with B.A. (Honours) Degree (for students entering the First Year)
- iii. At the end of 4<sup>th</sup> Year with PG Diploma (only for students entering 4<sup>th</sup> Year)
- iv. At the end of 5<sup>th</sup> Year with M.A. Degree. (both for students entering 1<sup>st</sup> and 4<sup>th</sup> year)

Students desiring to exit either with a Bachelor's Degree (B.A) or a Bachelor's Degree with Honors (B.A Honours) have to indicate (in writing, co-signed by their parents) their decision well in advance at the commencement of the even Semesters namely IV and VI, failing which they will not be allowed to exit. **There is no exit option for the odd semesters, viz, III, V, VII, and IX.**

## ELIGIBILITY

This **B.A/M.A. (5-Year Integrated) Sociology Programme** is open (either via CUET OR Spot Admission mode) at the point of entry for students with a Pass in Plus Two/Higher Secondary Education in the academic stream (Vocational Stream Students are not eligible). If they are admitted via CUET, then their CUET Scores in Social Sciences or General Studies will be taken as the criterion for their admission. If admitted via Spot Admission Mode, their Plus Two marks will determine their eligibility.

For students entering laterally for **M.A. in Sociology** directly, a pass in any UG Degree with a minimum of 55 Marks (50% Marks for SC/ST students) must be secured for admission.

However, mere eligibility alone will not be enough to secure admission via lateral entry. It depends on the vacancy/vacancies arising out (on a year-by-year basis) of the number of students exiting the programme in the preceding year and other criteria fixed from time to time.

## INTAKE CAPACITY:

Considering the following factors:

1. The infrastructure (carrying capacity of the classrooms)
2. Maintenance of a healthy Teacher-Student Ratio
3. Departmental Electives are opted for by other Department/Centre students, who must be seated along with in-house students if the elective courses overlap with intra-department courses.
4. Potential dropouts and exiting students.

**The intake capacity of the programme is capped at twenty-five students (25), and the allotment of seats is done following reservation rules in force.**

## VALIDITY OF REGISTRATION

The validity of registration for **B.A/M.A. (5-Year Integrated) Sociology Programme** will be for a maximum of Seven years from the date of registration. Students must complete their course within this period.

**OBE ELEMENTS****PROGRAMME EDUCATIONAL OBJECTIVE (PEO)**

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

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

**PROGRAMME SPECIFIC OUTCOME (PSO)**

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

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

## COURSE STRUCTURE FOR B.A/M.A. (5-YEAR INTEGRATED) SOCIOLOGY PROGRAMME

Sl. No.	CATEGORY	CATEGORY	NO. OF CREDITS	TOTAL NO. OF CREDITS	
1.	<b>Skill Enhancement Course</b>	Indian Language: Tamil/Hindi/Malayalam (3 Courses)	09	011	
		Functional Tamil/Malayam/Hindi -1	02		
2.	<b>Ability Enhancement Course(AEC)</b>	English (3 Courses) 4 <sup>th</sup> Skills in Social Analysis	09 03	012	
3.	<b>Multidisciplinary Course</b>	<b>Multidisciplinary Course</b> = Interdepartmental Elective(3 Courses)	09	09	
3.	<b>Core Courses</b>	i) Major Course: a) Department Course (26 Courses)	104	104	171
		ii) Minor Courses (8Courses)	32	32	
		iii) Elective: Discipline Centric (1 Course)	03	3	
		iv) Project Work 1 (@ UG level)	04	28	
		v) Project work 2 (@ Honours level)	12		
		vi) Project work 3 (PG -1)	12		
		vii) Internship 1 @ UG Level	02	4	
		viii) Internship 2 @PG Level	02		
4.	<b>Value Added Courses</b>	VAC – 1 Yoga and Sports VAC – 2 Gandhian Thought VAC – 3 Environmental Science/Education VAC – 4 Heritage and Cultural History of India	08	08	
5.		Village Placement Programme	02	02	
6		Community Engagement 1	02	04	
7		Community Engagement 2	02		
		<b>Total</b>	<b>217</b>	<b>217</b>	

Syllabus of B.A/M.A (Five-Year Integrated) Sociology Programme

ABSTRACT OF B.A/M.A. (5-YEAR INTEGRATED) SOCIOLOGY PROGRAMME						
S.No	Particulars	No Of Papers	Hours/Per Week	No Of Credits	Percentage	Total Credits At Different Levels
1.	Core Major courses	14/15*	56	56	63.6	At UG Level out of 133 Credits, 88 Credits (@23 Courses) is from Core courses @ 66%
2.	Core Minor courses	6	24	24	27.27	
3.	Group project	1	04	04	4.54	
4.	Internship	1	100 hours for 2 weeks	02	2.27	
6.	Village Placement Programme	1	One week	2	2.27	
<b>Total</b>		<b>23</b>		<b>88 (out of 133)</b>	<b>100</b>	
7	Core Major courses	5/8**	20	20	61.5	At Honours Level 40 Credits (@10 Courses) @ 100%
8	Core Minor courses	2	8	8	15.38	
9	Individual project	1	12	12	23.07	
<b>Total</b>		<b>10</b>	<b>40</b>	<b>40</b>	<b>100</b>	
10	Core Major courses	15	60	60	70.5	At PG Level 85 Credits (@20 Courses) @100%
11	Core Minor courses	2	8	8	9.41	
12	Discipline Centric Elective	1	03	03	3.52	
13	Dissertation	1	12	12	14.11	
14	Internship	1	100 hours for 2 weeks	02	2.35	
<b>Total</b>		<b>20</b>	<b>180</b>	<b>85</b>	<b>100</b>	
<b>OVERALL CREDITS EARNED BY A B.A/M.A. (5-YEAR INTEGRATED) SOCIOLOGY PROGRAMME</b>						<b>217</b>
<p><i>*The project is mandatory for students who exit the Programme to get their Bachelor's degree (B.A) in Sociology. Students who decide to exit will study 14 core major courses and one project and students who decide not to exit will study 15 core major courses.</i></p> <p><i>**Students opting to exit the Programme with a BA (Honours) after completing the eighth semester will have to undertake a project of rigorous research in place of 3 major courses, which will be opted by students continuing to the 5<sup>th</sup> year for master's (M.A) Degree in sociology</i></p>						

## SEMESTER-WISE COURSES OF B.A/M.A SOCIOLOGY

### First Semester

S.No	Type	Course Code	Courses	Credits	Hours	Evaluation		
						CFA	ESE	Total Marks
1.1	Core: <b>Major 1</b>	24SOIC1101	Principles of Sociology-I	04	04	40	60	100
1.2	Core: <b>Minor 1</b>	24PSIB1101	Principles of Political Science	04	04	40	60	100
1.3	Multidisciplinary	24CSUI1101	Digital Marketing	03	03	40	60	100
1.4	Ability Enhancement Course(AEC)	24ENIA1101	Essential English: Basic	03	03	40	60	100
1.5	Skill Enhancement Course	24TAIS1101 24MLIS1101 24HIIS1101	Indian Language-1 (Tamil/Malayalam/Hindi)	03	03	40	60	100
1.6	Value Added Course 1	24PEIV1001	Yoga and Fitness	02	02	50		50
1.7	Value Added Course 2	24GTIV1001	Let us know Gandhi	02	02	50		50
<b>Total</b>				<b>21</b>	<b>21</b>			

### Second Semester

S.No	Type	Course Code	Courses	Credits	Hours	Evaluation		
						CFA	ESE	Total Marks
2.1	Core: <b>Major 2</b>	24SOIC1202	Principles of Sociology-II	04	04	40	60	100
2.2	Core: <b>Minor 2</b>	24PSIB1202	Indian Constitution	04	04	40	60	100
2.3	Multidisciplinary	24XXX12XX	Other Department course	03	03	40	60	100
2.4	Ability Enhancement Course(AEC)	24ENIA1202	Essential English: Intermediate	03	03	40	60	100
2.5	Skill Enhancement Course	24TAIS1202 24MLIS1202 24HIIS1202	Indian Language-II (Tamil/Malayalam/Hindi)	03	03	40	60	100
2.6	Value Added Course 3	24FSIV1001	Environmental Science	02	02	50		50
2.7	Value Added Course 4	24TAIV1001/ 24GTIV1002	Heritage and Cultural History of India/ Shanthi Sena	02	02	50		50
<b>Total</b>				<b>21</b>	<b>21</b>			

### Third Semester

S.No	Type	Course Code	Courses	Credits	Hours	Evaluation		
						CFA	ESE	Total Marks
3.1	Core: <b>Major 3</b>	24SOIC2103	Indian Society	04	04	40	60	100
3.2	Core: <b>Major 4</b>	24SOIC2103	Rural Sociology	04	04	40	60	100
3.3	Core: <b>Minor 3</b>	24PSIB2103	Introduction to Public Administration	04	04	40	60	100
3.4	Multidisciplinary		MOOC Courses	03				
3.5	Ability Enhancement Course(AEC)	24ENIA2103	Essential English: Advanced	03	03	40	60	100
3.6	Skill Enhancement Course	24TAIS2103 24MLIS2103 24HIIS2103	Indian Language-III (Tamil/Malayalam/Hindi)	03	03	40	60	100
3.7	Skill Enhancement Course	<b>24TAIS004</b> <b>24MLIS004</b> <b>24HIIS004</b>	Functional Tamil/Malayalam/Hindi	02	02	50	-	50
3.8	Extension	24EXIE2101	Village Placement Programme	02		50	-	50
<b>Total</b>				<b>25</b>	<b>20</b>			

Syllabus of B.A/M.A (Five-Year Integrated) Sociology Programme

**Fourth Semester**

S.No	Type	Course Code	Courses	Credits	Hours	Evaluation		
						CFA	ESE	Total Marks
4.1	Core: <b>Major 5</b>	24SOIC2205	Introduction to social Anthropology	04	04	40	60	100
4.2	Core: <b>Major 6</b>	24SOIC2206	Understanding Urban Sociology	04	04	40	60	100
4.3	Core: <b>Major 7</b>	24SOIC2207	Social Problems	04	04	40	60	100
4.4	Core: <b>Minor 4</b>	24PSIB2204	Human Rights: Concepts & Principles	04	04	40	60	100
4.5	Ability Enhancement Course(AEC)*	24SOIA2201	<b>Skills in Social Analysis</b>	03	03	40	60	100
4.6	Extension	24EXIE2202	Community Engagement	02	<b>02</b>	50	-	50
<b>Total</b>				<b>21</b>	<b>21</b>			

\*To be treated as an intra or inter-departmental elective course.

**Fifth Semester**

S.No	Type	Course Code	Courses	Credits	Hours	Evaluation		
						CFA	ESE	Total Marks
5.1	Core: <b>Major 8</b>	24SOIC3108	Social Change and Development	04	04	40	60	100
5.2	Core: <b>Major 9</b>	24SOIC3109	Perspectives of Ageing and the Aged	04	04	40	60	100
5.3	Core: <b>Major 10</b>	24SOIC3110	Media and Society	04	04	40	60	100
5.4	Core: <b>Minor 5</b>	24SOIB3105	Enhancing Social Self	04	04	40	60	100
5.5	<b>Core: Major 11</b>	24SOIC3111	Internship	02	02	50	-	50
5.6	Extension	24SOIE3101	Field study	02	04	50	-	50
<b>Total</b>				<b>20</b>	<b>22*</b>			

**Sixth Semester**

S.No	Type	Course Code	Courses	Credits	Hours	Evaluation		
						CFA	ESE	Total Marks
6.1	Core: <b>Major 12</b>	24SOIC3212	Classical Sociological Theories	04	04	40	60	100
6.2	Core: <b>Major 13</b>	24SOIC3213	Sociology of Marginalized Communities	04	04	40	60	100
6.3	Core: <b>Major 14</b>	24SOIC3214	Sociology of Tourism	04	04	40	60	100
6.4	Core: <b>Major 15</b>	24SOIC3215	Population and Society	04	04	40	60	100
6.5	Core: <b>Minor 6</b>	24SOIB3106	Social Psychology	04	04	40	60	100
6.6	Core: <b>Major 16/17 Project/ Core Course</b>	24SOIC3216	*Project	04	-	-	-	100
		24SOIC3217	Indian Sociological Thought		04	40	60	100
<b>Total</b>				<b>24</b>	<b>24*</b>			

The Project is mandatory for students who exit the Programme to get their Bachelor's Degree (B.A) in Sociology. If students decide not to exit, Major 15 will be a Teaching course as detailed above.

\* Internal Evaluation 40 marks, External Evaluation 40 marks and Viva Voce 20

Syllabus of B.A/M.A (Five-Year Integrated) Sociology Programme

**Seventh Semester**

S.No	Type	Course Code	Courses	Credits	Hours	Evaluation		
						CFA	ESE	Total Marks
7.1	Core: <b>Major 18</b>	24SOIC4118	Contemporary Sociological Theories	04	04	40	60	100
7.2	Core: <b>Major 19</b>	24SOIC4119	Sociology of Health	04	04	40	60	100
7.3	Core: <b>Major 20</b>	24SOIC4120	Industrial Sociology	04	04	40	60	100
7.4	Core: <b>Minor 7</b>	24SOIB4107	Community Psychology	04	04	40	60	100
7.5	Core: <b>Minor 8</b>	24SOIB4108	Cross-Cultural Psychology	04	04	40	60	100
<b>Total</b>				<b>20</b>	<b>20</b>			

**Eighth Semester**

S.No	Type	Course Code	Courses	Credits	Hours	Evaluation		
						CFA	ESE	Total Marks
8.1	Core: <b>Major 21</b>	24SOIC4221	Sociology of Science and Knowledge	04	04	40	60	100
8.2	Core: <b>Major 22</b>	24SOIC4222	Education and Society	04	04	40	60	100
8.3	Core: <b>#Major 23/24,25,26 Project/ Core Courses</b>	24SOIC4223	<b># Project</b>	12	12			300
		24SOIC4224	Guidance and Counselling	04	04	40	60	100
		24SOIC4225	Strategies in Sociological Fieldwork	04	04	40	60	100
		24SOIC4226	Social Dimensions of Globalization.	04	04	40	60	100
<b>Total</b>				<b>20</b>	<b>20</b>			

*# Students opting to exit the programme with a BA (Honours) after completing this semester will have to undertake a Project of rigorous research in place of 3 Major Courses, which will be opted by students continuing to the 5th Year for Master's (M.A). Degree in Sociology.*

*\* Internal Evaluation 120 marks, External Evaluation 120 marks and Viva Voce 60*

**IX- Semester**

S.No	Type	Course Code	Courses	Credits	Hours	Evaluation		
						CFA	ESE	Total Marks
9.1	Core: <b>Major 27</b>	24SOIC5127	Sociological Inquiry	04	04	40	60	100
9.2	Core: <b>Major 28</b>	24SOIC5128	Visual Sociology	04	04	40	60	100
9.3	Core: <b>Major 29</b>	24SOIC5129	Trends in the 21 <sup>st</sup> Century Sociology	04	04	40	60	100
	Core: <b>Major 30</b>	24SOIC5130	Development Practices	04	04	40	60	100
9.4	Discipline-Centric Elective	24SOID5101	i. Sociology of Crime and Deviance (or)	03	04	40	60	100
		24SOID5102	ii. Sociology of Identity (or)					
		24SOID5103	iii. Sociology of Religion					
9.5	Core: <b>Major 31</b>	24SOIC5131	Internship <sup>@</sup>	02	2(Weeks) <sup>^</sup>	50 <sup>@@</sup>	50 <sup>§</sup>	100
<b>Total</b>				<b>21</b>	<b>16*</b>			

<sup>^</sup> In addition to this, two weeks of internship @ 6 Hours each for (14 or 15) Days is added.  
<sup>@</sup> to be undertaken during the summer vacation of the 4<sup>th</sup> Year for valuation in the IX Semester  
<sup>@@</sup> Awarded by the Host Agency, <sup>§</sup> Awarded via Internship Viva. (See the Course Details for more information).

**X Semester:**

S.No	Type	Course Code	Courses	Credits	Hours	Evaluation		
						CFA	ESE	Total Marks
10.1	Core: <b>Major 32</b>	24SOIC5232	Economic Sociology	04	04	40	60	100
10.2	Core: <b>Major 33</b>	24SOIC5233	Culture, Personality and Society	04	04	40	60	100
10.3	Core: <b>Major 34</b>	24SOIC5234	Sociology of Food	04	03	40	60	100
10.4	Core: <b>Major 35</b>	24SOIC5235	#Project (Individual Project)	12	12			<b>300</b>
<b>Total</b>				<b>24</b>	<b>23</b>			

\* Project: Internal Evaluation 120 marks, External Evaluation 120 marks and Viva Voce 60

CORE COURSES- LIST OF MAJOR COURSES					
S.No	Type	Sem.	Course code	Courses	Credits
<b>Taught Courses</b>					
1	Core:Major 1	I	24SOIC1101	Principles of Sociology - I	04
2	Core:Major 2	II	24SOIC1202	Principles of Sociology - II	04
3	Core:Major 3	III	24SOIC2103	Indian Society	04
4	Core:Major 4	III	24SOIC2104	Rural Sociology	04
5	Core:Major 5	IV	24SOIC2105	Introduction to Social Anthropology	04
6	Core:Major 6	IV	24SOIC2106	Understanding Urban Sociology	04
7	Core:Major 7	IV	24SOIC2107	Social Problems	04
8	Core:Major 8	V	24SOIC3108	Social Change and Development	04
9	Core:Major 9	V	24SOIC3109	Perspectives of Ageing and the Aged	04
10	Core:Major 10	V	24SOIC3110	Media and Society	04
11	Core:Major 12	VI	24SOIC3212	Classical Sociological Theories	04
12	Core:Major 13	VI	24SOIC32123	Sociology of Marginalized Communities	04
13	Core:Major 14	VI	24SOIC3214	Sociology of Tourism	04
14	Core:Major 15	VI	24SOIC3215	Population and Society	04
15	Core:Major 18	VII	24SOIC4118	Contemporary Sociological Theories	04
16	Core:Major 19	VII	24SOIC4119	Sociology of Health	04
17	Core:Major 20	VII	24SOIC4120	Industrial Sociology	04
18	Core:Major 21	VIII	24SOIC4221	Sociology of Science and Knowledge	04
19	Core:Major 22	VIII	24SOIC4222	Education and Society	04
20	Core:Major 27	IX	24SOIC5127	Sociological Inquiry	04
21	Core:Major 28	IX	24SOIC5128	Visual Sociology	04
22	Core:Major 29	IX	24SOIC5129	Trends in 21 <sup>st</sup> -Century Sociology	04
23	Core:Major 30	IX	24SOIC5130	Development Practices	04
24	Core:Major 32	X	24SOIC5232	Economic Sociology	04
25	Core:Major33	X	24SOIC5233	Culture, Personality and Society	04
26	Core:Major34	X	24SOIC5234	Sociology of Food	04
<b>TOTAL</b>					<b>104</b>
<b>Internship /Project</b>					
1	Core:Major 11	V	24SOIC3111	Internship	04
2	Core:Major 16	VI	24SOIC3216	Project (Group or Individual)	04
3	Core:Major 23	VIII	24SOIC4223	Project (Individual)	12
4	Core:Major 31	IX	24SOIC5131	Internship	04
5	Core:Major 35	X	24SOIC52035	Project(Individual Project)	12
<b>Total</b>					<b>28</b>
<b>Courses to Replace the Project if Opted by Non-exiting Students</b>					
	Type	Sem.	Code	Title	Credits
1	CORE MAJOR 17	VI	24SOIC3217	Indian Sociological Thought	4
2	CORE MAJOR 24	VIII	24SOIC4224	Guidance and Counseling	4
3	CORE MAJOR 25	VIII	24SOIC4225	Strategies in Sociological Fieldwork	4
4	CORE MAJOR 26	VIII	24SOIC4226	Social Dimensions of Globalization	4

List of Minor Courses					
S.No	Type	Sem.	Course code	Courses	Credits
1	Core:Minor1	I	24PSIB1101	Principles of Political Science	04
2	Core:Minor 2	II	24PSIB1102	Indian Constitution	04
3	Core:Minor 3	III	24PSIB2103	Introduction to Public Administration	04
4	Core:Minor 4	IV	24PSIB1104	Human Rights: Concepts and Principles	04
5	Core:Minor 5	V	24SOIB3205	Enhancing Social Self	04
6	Core:Minor 6	VI	24SOIB3206	Social Psychology	04
7	Core:Minor 7	VII	24SOIB4107	Community Psychology	04
8	Core:Minor 8	VII	24SOIB4108	Cross-Cultural Psychology	04
<b>Total</b>					<b>32</b>

Note:Minor1,3,5 (@UGLevel),8(@Honourslevel)will be offered by Political Science Department\*

DISCIPLINE-CENTRIC ELECTIVES					
S.No	Category	Course Code	Semester	Courses	Credits
1.	Ability Enhancement Course	24SOIA2201	IV	Skills in Social Analysis	03
	Discipline centric Elective	24SOID5101	IX	Sociology of Crime and Deviance (or)	03
		24SOID5102		Sociology of Identity (or)	
		24SOID5103		Sociology of Religion	

Courses are offered as minor courses to other Departments/Centres					
S.No.	Type	Course code	Courses	Credits	
1	MinorCourse 1	24SOIB1201	Foundations of Sociology	04	
2	MinorCourse2	24SOIB2202	Introduction to Indian society	04	
3	MinorCourse3	24SOIB3203	Sociology of Development	04	
4	Minor Course4	24SOIB4204	Political Sociology	04	
<b>TOTAL</b>				<b>16</b>	

MULTIDISCIPLINARY COURSES OFFERED TO OTHER DEPARTMENTS				
Sl. No.	Category	Course code	Courses	Credits
1	Multidisciplinary	24SOXXX01	Dynamics of Social Life	3
2		24SOXXX02	Social Pathology	3
3		24SOXXX03	Developing Effective Social Skills	3
4		24SOXXX04	Improving Social Learning	3
5		24SOXXX05	Sociology of Media and Communication	3
6		24SOXXX06	Social Dimensions of Development	3
7		24SOXXX07	Sociology of Science and Technology	3

## COURSE CONTENT

Course Code & Title		24SOIC1101 - PRINCIPLES OF SOCIOLOGY – I	
Class	B.A./M.A. (5 Year Integrated) Sociology	Semester- I	4 Credit
Cognitive Level	K-1: (REMEMBER), K-3: (APPLY), K-4: (ANALYZE)		
Course Objectives	<ol style="list-style-type: none"> <li>1. Define Sociology with its scope and significance.</li> <li>2. Outline the perspectives of sociology.</li> <li>3. Sketch the importance of the institution to the individual.</li> <li>4. Illustrate the importance of socialisation in social life.</li> <li>5. Analyse the indispensability of socialisation and social groups in one's life.</li> </ol>		
UNIT	Content	No. of Hours	
I	<b>A Systematic Introduction to Sociology:</b> Sociology: Meaning – Nature – Scope and Significance of Sociology – Sociology as a Science – Relationship with other Social Sciences; Perspectives in Sociology.	10 Hours	
II	<b>Society:</b> Society: Meaning – Characteristics – Theories of Origin of Society: The Theory of Divine Origin – The Force Theory – Social Contract Theory; Models of Society – Importance of Society for the Individual.	12 Hours	
III	<b>Social Institutions:</b> Meaning – Attributes; Types of Social Institutions: Primary – Marriage, Family, & Kinship; Secondary: Religion – Economy – Polity; Interrelationship between Social Institutions – Importance of Social Institutions on Social Life.	8 Hours	
IV	<b>Socialisation:</b> Socialization: Meaning – Elements of Socialisation – Stages of Socialisation – Adult Socialisation – Anticipatory Socialisation – Gender Socialisation – Agencies of Socialisation.	10 Hours	
V	<b>Social Organisations:</b> Social Groups: Meaning – Classification of Social Groups: Primary – Secondary – In- Group & Out-Group – Reference Group – Voluntary & Involuntary Groups; Groups and Individuals – importance of Group Identity.	10 Hours	
References	<ol style="list-style-type: none"> <li>1. Shankar Rao C.N Introduction to Sociology S. Chand 2008</li> <li>2. Abigail Fuller “ Introduction to Sociology” Connections Rice University Jan 2014</li> <li>3. Inkeles, Alex, “What is Sociology” An Introduction to the Discipline and Profession, Prentice Hall of India Private Limited New Delhi.2003</li> <li>4. Gisbert, P. “Fundamentals of Sociology” Orient Longman, Bombay 1989.</li> <li>5. Bottomore, T.B; 1971; Sociology: A Guide to Problems and Literature; Bombay; Blackie and son publication Pvt. Ltd.</li> <li>6. Jayaram, N; 1990; Introducing Sociology; New Delhi, Macmillan India Ltd.</li> <li>7. Johnson, Harry M;1995; Sociology: A Systematic Introduction, New Delhi; Allied publishers.</li> <li>8. R.M. Maclver and Charles H. Page, Society: An Introductory Analysis, London: MacMillan &amp; Co. Ltd, 1962,</li> <li>9. William F. Ogburn and Meyer F. Nimkoff, Sociology, Boston: Houghton Mifflin Company, 1988.</li> <li>10. E.W. Stewart and J.A. Glynn, Introduction to Sociology, New Delhi: Tata McGraw-Hill Publishing Company Ltd., 1981</li> </ol>		
Course/Learning Outcome	On completion of the course, Students should be able to		
CO 1	1. Describe the nature and significance of Sociology as a science.		
CO 2	2. Relate the sociological perspectives with the evolution of human society		
CO 3	3. Explain the concept of Institutions with suitable illustrations.		
CO 4	4. Discuss the process of socialisation with the help of theories.		
CO 5	5. Analyse the need for and importance of belonging to a social group.		

CO/PSO 24SOIC1101		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	State various forms of social interaction	2	3	3	2	2	3	3	3
<b>CO2</b>	Discuss the need and necessity of social institutions in human life	3	3	2	3	2	2	3	3
<b>CO3</b>	Relate the social process in everyday life	3	3	3	2	3	2	2	2
<b>CO4</b>	Analyse the forms of social stratification and the means towards social mobility	2	2	2	3	3	2	3	3
<b>CO5</b>	Explain the collective nature of human behaviour in social life	3	2	3	3	3	3	2	3

CourseCode & Title		24SOIC1202- PRINCIPLES OF SOCIOLOGY – II	
Class	B.A/M.A. (5 Yr. Int.) Sociology	Semester II	4 Credit
Cognitive Level	K-1:(REMEMBER), K- 3: ( APPLY ), K-4: (ANALYZE)		
Course Objectives	<ol style="list-style-type: none"> <li>1. Define social interaction with respective forms.</li> <li>2. Outline the importance of culture in one's life.</li> <li>3. Sketch the importance of various social processes in human life.</li> <li>4. Interpret the causes and consequences of social stratification.</li> <li>5. Discuss the nature of collective behaviours with importance.</li> </ol>		
UNIT	Content		No. of Hours
I	<b>Social Interaction:</b> Meaning – Forms of Social Interaction: Signs– Language– Concepts – Body Language – Exchange; Importance of Social Interaction -Interrelationship between Status and Role.		8 Hours
II	<b>Culture:</b> Culture: Meaning – Attributes of Culture – Types of Culture: Material & Non-Material Culture; Growth of Culture: Invention – Diffusion; Variability of Culture: Specific Culture – Subculture – Counter-Culture		12 Hours
III	<b>Social Process:</b> Meaning – Forms of Social Process: Associative Process (Cooperation, Accommodation, Assimilation)–Dissociative Process (Competition, Conflict) – Types – Advantages – Limitations.		10 Hours
IV	<b>Social Stratification &amp; Social Mobility:</b> Meaning – Characteristics – Perspective of Social Stratification: Functionalism – Conflict – Symbolic Interactionism; Forms of Stratification: Caste, Class, Gender, Race, Ethnicity and Social Exclusion; Stratification and Social Control – Social Mobility – Meaning – Types of Social Mobility: Vertical – Horizontal.		10 Hours
V	<b>Collective Behaviour:</b> Concept – Attributes – Forms of Collective Behaviour: Crowd and Public– Mobs and Riots – Panic– Lynch – Mass Hysteria – Rumors – Public and Public Opinion – Collective Behaviour; Means of Social Control: Informal and Formal.		10 Hours
References	<ol style="list-style-type: none"> <li>1. Shankar Rao C.N Introduction to Sociology S. Chand 2008</li> <li>2. Abigail Fuller “ Introduction to Sociology” Connections Rice University Jan 2014</li> <li>3. Inkeles, Alex, “What is Sociology” An Introduction to the Discipline and Profession, Prentice Hall of India Private Limited New Delhi.2003</li> <li>4. Gisbert, P. “Fundamentals of Sociology” Orient Longman, Bombay 1989.</li> <li>5. Bottomore, T.B; 1971; Sociology: A Guide to Problems and Literature; Bombay; Blackie and son publication Pvt. Ltd.</li> <li>6. Jayaram, N; 1990; Introducing Sociology; New Delhi, Macmillan India Ltd.</li> <li>7. Johnson, Harry M;1995; Sociology: A Systematic Introduction, New Delhi; Allied publishers.</li> <li>8. R.M. Maclver and Charles H. Page, Society: An Introductory Analysis, London: MacMillan &amp; Co. Ltd, 1962,</li> <li>9. William F. Ogburn and Meyer F. Nimkoff, Sociology, Boston: Houghton Mifflin Company, 1988.</li> <li>10. E.W. Stewart and J.A. Glynn, Introduction to Sociology, New Delhi: Tata McGraw-Hill Publishing Company Ltd., 1981.</li> </ol>		
Course Outcomes	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> <li>1. State various forms of social interaction.</li> <li>2. Discuss the need and necessity and role of culture in human life.</li> <li>3. Relate the social process in every day's life.</li> <li>4. Analyse the forms of social stratification and the means towards social mobility.</li> </ol> <p>Explain the collective nature of human behavior in social life.</p>		

CO/PSO		24SOIC1202		PSO							
				1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8		
<b>CO1</b>	State various forms of social interaction	2	3	3	2	2	3	3	3		
<b>CO2</b>	Discuss the need and necessity of culture in human life	3	3	2	3	2	2	3	3		
<b>CO3</b>	Relate the social process in everyday's life	3	3	3	2	3	2	2	2		
<b>CO4</b>	Analyse the forms of social stratification and the means towards social mobility	2	2	2	3	3	2	3	3		
<b>CO5</b>	Explain the collective nature of human behaviour in social life	3	2	3	3	3	3	2	3		
<b>Mean Score: 2.6</b>											

Course Code & Title		24SOIB1201- ENHANCING SOCIAL SELF	
Class	M.A.(5yr. int.) Sociology	Semester	IX
Cognitive Level	K-1: ✓ K-2: ✓ K-4: ✓		
Course Objectives	<ol style="list-style-type: none"> <li>1. Explain the basics and approaches to Social Skills</li> <li>2. Illustrate the nature and significance of Non-Verbal Communication</li> <li>3. Describe steps to build confidence.</li> <li>4. Recognize the value of happiness.</li> <li>5. List strategies for positive organisational behaviour.</li> </ol>		
UNIT	Content	No. of Hours	
I	<b>Introduction to Social Skills</b> –Concept, Nature, Characteristics, and Types –Need and relevance of Social Skills – Approaches: Capability, Preventive and Therapeutic – Social Skills and Social Competences: Differences- Context and Assessment.	10	
II	<b>Nonverbal Communication Skills</b> - The Nature - Factors Moderating Nonverbal Skills – Starting a conversation - asking questions, stating opinions, sharing personal details, getting others involved in conversation, politely ending a conversation- Providing a response - Eliciting a response	10	
III	<b>Positive Cognitive States:</b> Building confidence – finding “Comfort-zone sweet spot” - Stop feeling self-conscious while at the centre of attention - becoming invincible using the “Flow” method- Daring to form a connection with new people- Overcoming insecurities.		
IV	<b>Happiness:</b> Meaning and Measure; Hedonic and Eudaemonic Approach to Happiness; Determinants of happiness; Happiness and Well-being, Positive Emotion: Defining Emotional Terms; Distinguishing the Positive and the Negative Affect; Broaden- and-Built Theory; Cultivating Positive Emotion.	12	
V	<b>Positive Organisational Behaviour:</b> Meaning and definition, relation with positive psychology and POB-Psychological Capital-Self efficacy, Hope, Optimism, Resilience – Emotional intelligence in workplace.	10	
<p>References</p> <p>Corcoran, J. (2004). <i>Building Strengths and Skills: A Collaborative Approach To Working With Clients</i>. New York: Oxford University Press.</p> <p>Devito, J. 1989. <i>The Interpersonal Communication Book</i>, 5th ed. New York: Harper and Row.</p> <p>Duck, S. 1986. <i>Human Relationships - an introduction to social psychology</i>. London: Sage Publications.</p> <p>Heiss, J. 1981. <i>The Social Psychology of Interaction</i>. Englewood Cliffs, New Jersey: Prentice-Hall.</p> <p>Silberman, Melvin. L. 2000. <i>PeopleSmart: Developing Your Interpersonal Intelligence</i>, Berrett-Koehler Publishers, New York</p> <p>Carr, A. (2004). <i>Positive Psychology: The Science of Happiness and Human Strengths</i>. New York: Routledge Press.</p> <p>Selyman, E.P.M. (2007). <i>Authentic Happiness</i>. London: Nicholas Publishing House.</p>			
Course Outcomes	<p>On completion of the course, Students should be able</p> <ol style="list-style-type: none"> <li>1. Determine what social skills are and why they are necessary.</li> <li>2. Recognise factors for non-verbal communication skills.</li> <li>3. Describe positive cognitive states.</li> <li>4. Distinguish the positive and negative affect of an individual.</li> <li>5. Exhibit common etiquette for emotional intelligence at workplace.</li> </ol>		

CO/PSO 24SOIB1201		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Determine what social skills are and why they are necessary.	2	3	3	3	3	3	2	3
<b>CO2</b>	Recognise social skill goals	2	3	3	3	3	2	3	3
<b>CO3</b>	Describe communication techniques you can use to strengthen social skills.	3	3	2	3	3	3	2	3
<b>CO4</b>	Demonstrate emotional integrity and intelligence skills	3	3	3	2	3	3	3	2
<b>CO5</b>	Exhibit common etiquette for social skills.	3	3	3	2	2	3	3	3
<b>Mean Score: 2.8</b>									

CourseCode & Title		24SOIC2103 – INDIANSOCIETY		
Class		B.A./M.A. (5 Year Integrated) Sociology	Semester III	4 Credit
Cognitive Level		K-1:(REMEMBER), K- 3: (APPLY), K-4: (ANALYZE)		
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Explore the roots of Indian civilization.</li> <li>2. Describe economy, polity and society of ancient, medieval and modern India.</li> <li>3. Analyze the key concepts of Hinduism, Jainism, Buddhism, Islam and impact of these religions on society.</li> <li>4. Throw light on social, economic, political transformation of Indian society under colonial rule.</li> <li>5. Examine the basic issues of Indian society like unity in diversity, problems of nationalism and principles of Indian Constitution and to Assess different issues affecting Indian Society</li> </ol>			
UNIT		Content		No. of Hours
<b>I</b>	<b>Historical Mooring of the Indian Society:</b> Traditional Hindu Social Organisation and Vedic Indian Society- Ashrama Dharma, Pursharthas - Emergence of Buddhism, Advent of Islam and Europe Colonization – Cultural Assimilation.			<b>10 Hours</b>
<b>II</b>	<b>Salient features of the Indian Social Structure:</b> - Unity in Diversity in India - Geopolitical Unity - The Institution of Pilgrimage - Tradition of Accommodation - Tradition of Interdependence - -Constitutional Safeguards – Role of Constitution Framers			<b>12 Hours</b>
<b>III</b>	<b>Social Structure:</b> Rural and Agrarian Social Structure - Caste System: Perspectives on the study of caste systems, Features of caste system. - Untouchability - forms and perspectives. - Social Classes in India: Agrarian Class Structure - Middle classes in India. - Religious Compositions in India - Problems of Religious Minorities.			<b>8 Hours</b>
<b>IV</b>	<b>Social Change in India:</b> Vision of Social Change in India: Idea of Development Planning and Mixed Economy - Constitution, Law and Social Change - Green Revolution and Social Change - Industrialisation and Urbanisation - Social Movements in Modern India.			<b>10 Hours</b>
<b>V</b>	<b>Challenges for Social Transformation:</b> Crisis of Development: Displacement and Environmental Issues. Social Problems in India: Poverty, Patriarchy - Caste and Ethnic Conflicts - Illiteracy and Disparities in Education, Youth Unrest.			<b>10 Hours</b>
<b>References</b>				
<ol style="list-style-type: none"> <li>1. Beteille Andre. (1992): Backward Classes in Contemporary India. New Delhi:OUP</li> <li>2. Berreman G. D. (1979): Caste and Other Inequalities: Essays in Inequality. Meerut:Folklore Institute.</li> <li>3. Inden Ronald. (1990): Imaging India. Oxford: Brasil Blackward</li> <li>4. Kothari Rajani(Ed.) (1973):Caste in Indian Politics</li> <li>5. Bose N K. (1967): Culture and Society in India. Bombay: Asia Publishing House</li> <li>6. Karve Irawati. (1961): Hindu Society: An Interpretation. Poona: Deccan College.</li> <li>7. Mandelbaum. (1970): Society in India. Bombay: Popular Prakashan</li> <li>8. Mulgund I.C. (2008): Readings in Indian Sociology, Shrusti Prakashan, Dharwad</li> <li>9. Srinivas M. N.(1980) India: Social Structure. New Delhi: Hindustan Publishing Corporation.</li> </ol>				
<b>Course Outcomes</b>	<p>Oncompletion of the course, Students should be able to</p> <ol style="list-style-type: none"> <li>1. Appreciate the roots of Indian civilization.</li> <li>2. Describe economy, polity and society of ancient, medieval and modern India.</li> <li>3. Analyze the key concepts of Hinduism, Jainism, Buddhism, Islam and impact of these religions on society.</li> <li>4. Demonstrate social, economic, and political transformation of Indian society under colonial rule.</li> <li>5. Examine the basic issues of Indian society like unity in diversity, problems of nationalism and principles of the Indian Constitution.</li> <li>6. Assess different issues affecting Indian Society</li> </ol>			

CO/PSO 24SOIC2103		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Explore the roots of Indian civilization.	2	3	2	3	3	3	2	2
<b>CO2</b>	Describe economy, polity and Society of ancient, medieval and modern India.	3	3	2	2	2	2	3	2
<b>CO3</b>	Analyze the key concepts of Hinduism, Jainism, Buddhism, Islam and impact of these religions on society.	2	2	3	3	2	2	3	3
<b>CO4</b>	Throw light on social, economic, political transformation of Indian society under colonial rule.	3	3	2	2	2	3	3	3
<b>CO5</b>	Examine the basic issues of Indian society like unity in diversity, problems of nationalism and principles of Indian Constitution and to Assess different issues affecting Indian Society	3	3	2	2	2	2	3	2
<b>Mean Score: 2.7</b>									

CourseCode & Title		24SOIC2104 -RURAL SOCIOLOGY		
Class	B.A/M.A. (5 Year Integrated) Sociology	Semester III	4 Credit	
Cognitive Level	K-1: (REMEMBER), K-2: (UNDERSTAND), K-5: (EVALUATE)			
Course objectives	<ol style="list-style-type: none"> <li>1. To acquaint with the concept of rural sociology</li> <li>2. To make the students describe rural sociology, peasant economy, land issues.</li> <li>3. To recognise the students towards social dynamics operating in the rural society concerning social problems</li> <li>4. To appraise the learner's significance of rural social institutions, Panchayati Raj and rural development.</li> <li>5. To appraise the role of Panchayati Raj institutions in Rural Development.</li> </ol>			
UNIT	Content			No. of Hours
I	<b>Introduction:</b> Rural Sociology-Nature, Scope and Significance; Rural Society-Characteristics; Rural- Urban Difference/Relations-Rurbanism, Urbanism and Rurbanism.			8 Hours
II	<b>Rural Social Institutions:</b> Features of rural family; Family-Joint Family Institution; Rules and Forms of rural marriage; Dominant Caste in Rural India, Patriarchy and Gender- Status of rural women.			10 Hours
III	<b>Rural Economy:</b> Peasantry, Peasant Economy- decline of Jajmani system, Land Ownership and Land Reforms; Agrarian Relations; Agrarian Class Structure in Indian Context; Green Revolution; impact of globalization on rural economy.			12 Hours
IV	<b>Issues Affecting Rural Society:</b> Rural Problems- Unemployment-Indebtedness, Poverty and Migration; Health and Sanitation; Development and Displacement.			10 Hours
V	<b>Rural Governance:</b> Power Structure and Leadership – traditional and modern; Panchayat Raj and Rural Development: PRIs before and after 73 <sup>rd</sup> Amendments- Rural Development Programs, Wage Employment and Land Reforms			10 Hours
<b>References</b> <ol style="list-style-type: none"> <li>1. Abigail Fuller “ Introduction to Sociology” Connections Rice University Jan 2014</li> <li>2. Gisbert, P. “Fundamentals of Sociology” Orient Longman, Bombay 1989.</li> <li>3. Ashish Nandy 1999, Ambiguous Journey to the City, New Delhi.</li> <li>4. Chitambar J.P 2004, Introductory Rural Sociology, New Delhi, Tata and McGraw Hills.</li> <li>5. Desai A.R, 1977, Rural Sociology in India, Bombay, Popular Prakashan.</li> <li>6. Dhanagare D.N, 1988, Peasant Movements in India, New Delhi, OUP.</li> <li>7. Doshi.S.L.2003, Rural Sociology, New Delhi, Rawat Publishers.</li> <li>8. Mencher. J.P. 1982, Agriculture and Social Structure in Tamil Nadu, OUP.</li> <li>9. Panandikar, V.A Pai 2000, “India’s Demography and Democracy”, in <i>Millennium Conference on Population, Development and Environment Nexus</i>, New Delhi: PHD Chamber of Commerce and Industry.</li> </ol>				
Course Outcomes	On completion, the course, Students should be able to <ol style="list-style-type: none"> <li>1. Describe the concepts of rural sociology.</li> <li>2. Demonstrate the significance of a land-based peasant economy in rural India.</li> <li>3. Execute analytical skills in planning to solve social problems.</li> <li>4. Reconstruct the rural institutions.</li> <li>5. Analyze the impact of rural development programmes.</li> </ol>			

CO/PSO 24SOIC2104		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Describe the concepts of rural sociology	3	3	3	3	2	2	3	2
<b>CO2</b>	Demonstrate significance of land based peasant economy in rural India	3	3	2	3	3	3	3	3
<b>CO3</b>	Execute analytical skills on planning to solve social problems.	3	3	3	3	2	3	3	3
<b>CO4</b>	Reconstruct of rural institutions	3	3	3	2	3	3	2	3
<b>CO5</b>	Analyze in the impact of rural development programmes	3	2	2	3	3	3	2	3
<b>Mean Score: 2.8</b>									

CourseCode & Title		24SOIC2105- INTRODUCTIONTOSOCIAL ANTHROPOLOGY		
Classe		B.A/M.A. (5 Yr. Int.) Sociology	Semester IV	4 Credit
Cognitive Level		K-1: (REMEMBER), K-2:(UNDERSTAND), K- 3: ( APPLY )		
Course Objectives		<ol style="list-style-type: none"> <li>1. To explain and clarify the basic concepts of culture and society.</li> <li>2. To create basic knowledge and interest in the discipline of social anthropology.</li> <li>3. To recognise theknowledge about the basic concepts of culturewith an anthropological perspective.</li> <li>4. To demonstrate the implication of the influence of economic, political and religious institutions in primitive society.</li> <li>5. To create skills and abilities to evaluate the place and role of theeconomy and political structure in primitive societies.</li> </ol>		
UNIT		Content		No. of Hours
I	<b>Introduction:</b> Meaning and scope of Anthropology: historical background; its relationship with other disciplines; branches of anthropology: - Physical, Cultural and Social Anthropology, Applied Anthropology.			8 Hours
II	<b>Basic concepts:</b> culture, clan, lineage, folkways, tribe cultural change, cultural adaptation, acculturation, enculturation, diffusion, innovation, ethnocentrism and cultural relativism.			8 Hours
III	<b>Studying Primitive society:</b> Functionalist and structuralist approaches; Fieldwork tradition in anthropology; ethnography and ethnology; cultural relativism; participant observation, holistic approach			10 Hours
IV	<b>Economy and political structure:</b> Difference between modern and primitive economy; types of economy – hunting-gathering, shifting cultivation, pastoralism andagriculture; types of political system – centralised and segmentary systems- Primitive Laws.			12 Hours
V	Religion and magic: definition and function; theories of religion; myth and legend; ritual – rites of passage – Victor Turner; religion, magic and science; types of magic; functionaries of religion–shaman, mystic and priest.			12 Hours
<b>References</b> <ol style="list-style-type: none"> <li>1. Andre Beteille, (2002) Caste, Class and power, Oxford University press.</li> <li>2. Dhanagare, D.N(1993): Themes And perspectives In Indian Sociology, Jaipur Rawat,.</li> <li>3. Dune, S.C)1967): The Indian Village, London: Roulledge,.</li> <li>4. Hutton, J.H(1983): Caste In India Bombay: Oxford University press,</li> <li>5. Kapadia, K.M. (1966) Marriage and family in India ,Bombay oxford university press,</li> <li>6. Mencher. Joan, p.(1978) Agriculture and Social Structure In Tamil Nadu. New Delhi.</li> <li>7. Oommen, T.K And P.N. Mukharjee, ED (1986): Indian Sociology: Reflections And Introspections, popular prakashan, Bombay</li> <li>8. Rao,(2004), Sociology of Indian Society, S.Chand And Company Ltd, New Delhi,</li> <li>9. Sharma G.L(2003) Cast, Class &amp; Social Inequality In India, MDP.</li> <li>10. Srinivas, M.N(1962) Caste In India And Other Essays, Bombay: Asia publishing House</li> </ol>				
<b>Course Outcomes</b>		<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> <li>1. Explain and clarify the scope of anthropology and its relationship with sociology.</li> <li>2. Demonstrate awareness about the basics of the discipline of social anthropology.</li> <li>3. Analyze basic concepts of culture with anthropological perspective.</li> <li>4. Identifythe role, place and influence of economic, political. And religious institutions in primitive societies.</li> <li>5. Identify the functionaries of religion.</li> </ol>		

CO/PSO 24SOIC2105		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Explain and clarify the scope of anthropology and its relationship with sociology.	3	3	3	3	2	2	2	2
<b>CO2</b>	Demonstrate awareness about the basics of the discipline of social anthropology.	3	3	3	2	2	2	3	2
<b>CO3</b>	Analyze basic concepts of culture with anthropological perspective	3	3	3	3	3	2	2	2
<b>CO4</b>	Identify on the role, place and influence of economic, political and religious institutions in primitive societies.	3	2	3	3	2	3	3	3
<b>CO5</b>	Identifying the functionaries of religion	3	3	2	3	3	2	2	2
<b>Mean Score: 2.6</b>									

CourseCode & Title		24SOIC2106 - UNDERSTANDING URBAN SOCIOLOGY	
Class	B.A/M.A. (5 Yr. Int.) Sociology	Semester IV	4 Credits
Cognitive Level	K-1: (REMEMBER), K-2:(UNDERSTAND), K-5: (EVALUATE)		
Course Objectives	1. To identify the concepts urban sociology in India 2. To Explain the various theories of urban sociology 3. To demonstrate the intricacies of Urban life and develop skills in planning for urban management 4. To equip the learners with Sociological Skills to analyse the growth of cities. 5. To formulate solutions for various urban problem and societal development.		
UNIT	Content	No. of Hours	
I	Urban Sociology In India – Meaning – nature and Scope – Importance of Urban Sociology— Characteristic features of Urban Society- approaches – Urbanism and urbanization-concept of urban, urban locality – urban agglomeration Urbanism-emerging Trends in Urbanisation, Sociological Dimensions of Urbanization and Social Consequences of Urbanization.	12 Hours	
II	Theories of Urban Sociology -Concentric zone theory – sector theory – Multiple Nuclei theory. Dichotomous perspectives- Emile Durkheim and Tonnies - Redfield Rural-Urban Continuum as Cultural Form. Louis Wirth Urbanism as a way of Life – Chicago School.	10 Hours	
III	Urban Life in India: Changing Occupational Structure and Its Impact- Urban Class System, Caste, Gender, Family-Family disorganisation and divorce –Urban women’s role- Migration, displacement theories – Displacement- Suburbanization in India	10 Hours	
IV	Growth of Cities: Pre-industrial and industrial cities. City: -Definition – causes for the growth of cities. Types of cities – metropolis – megalopolis. Satellite Cities, Smart Cities. Urban Culture - Urban folk.	8 Hours	
V	Urban Problems and Solutions: Urban Poverty, juvenile delinquency, beggary, alcoholism and drug addiction, Crime, Housing, Slum, Trafficking, Drinking Water Pollution- Measures to Solve their Problems. Urban Planning and Urban Management in India – Urban Policy: emerging urban bias in social policy.	10 Hours	
<b>References</b> <ol style="list-style-type: none"> <li>1. Bose, Ashish. <i>Urbanization in India</i>. New Delhi: Academic Books</li> <li>2. Qullin worth, J.B. <i>Problems of Urban Society</i>. Vols.I&amp; II. London: George Allen and unwin.1973.</li> <li>3. Quinn, James A. <i>Urban Sociology</i>. Indian Reprinted. New Delhi: Euraha publishing House.1967</li> <li>4. Abrahamson, Mark. 1978 <i>Urban Sociology</i>, London: prentice- Hall International, 1979.</li> <li>5. Alfred de Souza 1979 <i>The Indian City; Poverty, Ecology and Urban Development</i>, Manohar, Delhi</li> <li>6. Bharadwaj, 1974R.K. <i>Urban Development in India</i>: National publishing House.</li> <li>7. Desai A R and Pillai SD(ed) 1970 <i>Slums and Urbanization</i>, Popular Prakashan, Bombay</li> <li>8. Morries, 1973 R.S. <i>Urban Sociology</i>. London: George Allenan Unwin.</li> <li>9. Ramachandran R, 1991 <i>Urbanization and Urban Systems in India</i>, OUP, Delhi.</li> <li>10. Ronnan, Paddison, 2001 <i>Handbook of Urban Studies</i>. New Delhi: Sage.</li> </ol>			
<b>Course Outcomes</b>	On completion of the course, Students should be able to <ol style="list-style-type: none"> <li>1. Develop better understanding on the Urban Sociology in India as well as Dimensions of Urban and city, to understand urbanism as a way of life.</li> <li>2. Formulate analysis-based classifications of urban centres and urban life in India.</li> <li>3. Apply knowledge on the urban problems and solutions so as to pave the way for urban planning and urban management in India.</li> <li>4. Demonstrate knowledge about urban life in India.</li> <li>5. Gain the skills for analyzing and formulating long-lasting solution to urban problems</li> </ol>		

CO/PSO 24SOIC2106		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Explain and clarify the scope of Anthropology and its relationship with sociology.	3	3	3	3	2	2	2	2
<b>CO2</b>	Demonstrate awareness about the basics of the discipline of social anthropology.	3	3	3	2	2	2	3	2
<b>CO3</b>	Analyze basic concepts of culture with anthropological perspective	3	3	3	3	3	2	2	2
<b>CO4</b>	Identify on the role, place and influence of economic, political and religious institutions in primitive societies.	3	2	3	3	2	3	3	3
<b>CO5</b>	Identifying the functionaries of religion	3	3	2	3	3	2	2	2
<b>Mean Score: 2.6</b>									

CourseCode & Title		24SOC12107 - SOCIAL PROBLEMS		
Class		B.A./M.A. (5 Yr. Int.) Sociology	Semester IV	4 Credits
Cognitive Level		K-1: (REMEMBER), K-2: (UNDERSTAND), K-3: (APPLY)		
Course Objectives		<ol style="list-style-type: none"> <li>1. To demonstrate basic knowledge about the nature and types of social problem.</li> <li>2. To analyse the nature and effects of different problems affecting contemporary society.</li> <li>3. Gain the skills of formulating ideas about solving social problems.</li> <li>4. To explain social change and development processes and its attendant social problems.</li> <li>5. To identify innovative solutions for resolving social problems.</li> </ol>		
UNIT	Content			No. of Hours
I	<b>Social Problem-</b> Meaning, concept, Meaning, nature, causes and type of social problems. Approaches to social problems – structural-functional, conflict and interactionism; Theoretical approaches to Social Problems; Social Problems and Disorganization. Individual and social disorganisation – Approaches to the study of social problems: Cultural lag approach, social disorganisation and social deviance approaches.			12 Hours
II	<b>Structural Problems-</b> Gender Inequality and Discrimination. Aspects of gender inequality and discrimination – economic, cultural, political, familial. Violence against women –Dowry and domestic violence, sexual violence, sex selective abortion and trafficking, Inequality and Discrimination, regionalism, fundamentalism, communalism, terrorism, extremism.			12 Hours
III	<b>Interactional problems</b> - Online communication and Declining Sociality - Social Media and Misinformation - Spread of misinformation Fake News and social chaos – cyberstalking – online radicalisation - Digital Divide: Access disparities: Rural vs. urban, developed vs. developing regions - Socioeconomic implications Strategies for digital inclusion.			8 Hours
IV	<b>Child Abuse and Child Labour-</b> Child Population and working children; Types of child abuse; Causes of child abuse; Effects of abuse on Children; The problem of child labour.			8 Hours
V	<b>Alcohol and Drug use Disorders-</b> The concept, Extent of Alcohol use disorder, process of becoming an alcoholic, Causes, Social consequences, prohibition; women and anti-liquor movements and control of alcohol use disorder; Drug use disorder, Causes, Role of family, Community, peer groups and State, Preventing drug abuse and combating drug addicts.			10 Hours
<b>Reference</b>				
<ol style="list-style-type: none"> <li>1. Madan GR, "Indian Social Problems" Allied Publishers, 1986</li> <li>2. Shankar Rao C.N Introduction to Sociology Schand 2008</li> <li>3. Ram Ahuja "Social Problems in India" 1992</li> <li>4. Madan GR " Indian Social Problems" Radha Publications, 2002</li> <li>5. Hortan Paul S. and Gerald P Leslie: <i>The Sociology of Social Problems</i> Appietar, New York, 1987.</li> <li>6. Letnert Edwin: <i>Social Pathology-</i> Mcgrow Hill, New York, 1972.</li> <li>7. Madan.G.R. <i>Indian Rural Problems</i>, Radha Publications, 2002.</li> </ol> <p style="text-align: center;">Varma P. <i>Pathology of Crime and Delinquency</i>-Sathitya Bhavan, Agra, 1982</p>				
<b>Course Outcomes</b>	On completion of the course, Students should be able to <ol style="list-style-type: none"> <li>1. Demonstrate a foundational understanding of various social problems affecting Indian Society and gain knowledge.</li> <li>2. Describe the causes of social problems.</li> <li>3. Demonstrate deep knowledge of the approaches and theories to evolve social intervention strategies.</li> <li>4. Solve the social problems.</li> <li>5. Explain theoretical and practical aspects of the study of social problems</li> </ol>			

CO/PSO 24SOC12107		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Demonstrate foundational understating on various social problems affecting Indian Society and gain knowledge.	3	2	3	2	3	3	3	3
<b>CO2</b>	Describe the causes for social problems.	3	2	2	3	3	3	3	3
<b>CO3</b>	Demonstrate deep knowledge of the approaches and theories to evolve social intervention strategies	3	2	3	3	3	3	2	2
<b>CO4</b>	Solve the social problems	3	2	3	3	2	3	3	2
<b>CO5</b>	Explain theoretical and practical aspects to the study of social problems	2	3	2	3	2	3	2	3
<b>Mean Score: 2.7</b>									

Course Code & Title		24SOIB2102- SOCIAL PSYCHOLOGY		
Class		B.A/M.A. (5 Yr. Int.) Sociology	Semester IV	4 Credits
Cognitive Level		K-1: (REMEMBER), K-2:(UNDERSTAND) K3: ( APPLY )		
Course Objectives		<ol style="list-style-type: none"> <li>1. To understand origin and relationship of social psychology with other disciplines.</li> <li>2. To comprehend self-knowledge and impression management.</li> <li>3. To illustrate social cognition and role of schemas.</li> <li>4. To discover attitude change and persuasion.</li> <li>5. Discuss and apply knowledge about social psychology and human behaviour.</li> </ol>		
Unit		Content		No. of Hours
I	<b>Introduction:</b> Definition, Origin and Development of Social Psychology, Nature, Goal and Scope of Social Psychology, Social Psychology and Related Disciplines.			8 Hours
II	<b>Social Perception:(a) Perceiving Self:</b> Sources of self-knowledge, Aspects of Self-knowledge: Self Schemas, Self-discrepancies, Self-Regulation, Perceived Self- control, Self-esteem, Self-presentation. <b>Perceiving Others:</b> Forming impressions, theories of attribution, fundamental attribution error, Role of Non- Verbal Communication, the impact of impressions formed, using impressions to make judgement, Impression Management			12 Hours
III	<b>Social Cognition:</b> Role of Schemas, Heuristics and Automatic Processing, Potential Sources of Error in Social Cognition, Affect and Cognition, Social Cognition and Problem Behaviours.			10 Hours
IV	<b>Attitudes and Prejudice:</b> Definition, theories of attitude formation, Measurement of attitudes, Behaviour and attitude, Attitude Change- persuasion, Approaches to persuasion, Resistance to Persuasion, Cognitive Dissonance. Nature of Prejudice: Public opinion, Stereotypes and Stigma. Changing attitude and prejudice.			10 Hours
V	<b>Prosocial Behaviour And Aggression:</b> Definition, Research in Prosocial Behaviour- Darley and Latane, Bystander Effect, Diffusion of Responsibility, Models to explain prosocial Behavior, Increasing Prosocial Behavior in the Society. Aggression: Theories of Aggression, Determinants of Aggression, Effects of Aggression, Prevention and Control of Aggression.			10 Hours
<b>References</b>				
<ol style="list-style-type: none"> <li>1. Baron, R. A., &amp; Byrne, D. (2003). Social Psychology, 10th ed. New Delhi: Prentice Hall.</li> <li>2. Myers, D. G. (2002). Social Psychology, 7th ed. Int. Education: Mc Graw Hill.</li> <li>3. Chaube, S. P., &amp; Chaube, A. (2007). Ground Work for Social Psychology. New Delhi: Neelkamal.</li> <li>4. Taj, H. (2007). An Introduction to Social Psychology, New Delhi: Neelkamal.</li> <li>5. Bhatia Hansraj (1974) Elements of Social Psychology, Somaiya Publications, Bombay.</li> <li>6. Kimball Young (1963) Handbook of Social Psychology, Routledge and Kegan Paul, London.</li> <li>7. Liundgren, Henry Clay (1998), Social Psychology, Wiley Eastern Publishers, New Delhi 1990.</li> <li>8. Adinarayanan, S.P. Social Psychology, Longman, India.</li> <li>9. Aronson, Elliot, Wilson K. Timothy and Akery M. Robert (1997), Social Psychology, Longman Publishers.</li> <li>10. Baron A. Robert Boon Byrne (1998), Social Psychology, Prentice Hall of India, India.</li> </ol>				
<b>Course Outcomes</b>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> <li>1. Outline the nature and scope of social psychology.</li> <li>2. Express social perception in the aspects of perceiving self and others.</li> <li>3. Sketch the role of schemas and sources of error in social cognition.</li> <li>4. Categorize behaviour and attitude change and approaches to persuasion.</li> <li>5. Assess Pro-social behaviour in society and effects of aggression.</li> </ol>			

CO/PSO 24SOIB2102		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Outline the nature and scope of social psychology.	3	3	3	2	2	2	3	2
<b>CO2</b>	Express social perception in the aspects of perceiving self and others.	3	3	2	3	2	2	2	3
<b>CO3</b>	Sketch the role of schemas and sources of error in social cognition.	3	3	2	3	3	2	2	3
<b>CO4</b>	Categorize behaviour and attitude change and approaches to persuasion.	2	2	3	3	2	2	3	3
<b>CO5</b>	Assess Prosocial behaviour in society and effects of aggression.	3	2	2	3	2	3	3	3
<b>Mean Score: 2.5</b>									

<b>Course Code &amp; Title</b>	<b>24SOIA2201 – SKILLS IN SOCIAL ANALYSIS</b>		
<b>Class</b>	<b>Ability Enhancement Course ( 3 Credits)</b>	<b>Semester VI</b>	<b>3 Credit</b>
<b>Cognitive Level</b>	K-1 Understanding , K-2 Knowing , K-3 Comprehending		
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Understand the basics, methods and procedures of social analysis.</li> <li>2. Acquire knowledge in statistical social analysis.</li> <li>3. Identify and apply qualitative research tools.</li> <li>4. Learn different methods of sampling and</li> <li>5. Learn and deploy advanced levels of social analysis strategies.</li> </ol>		
<b>UNIT</b>	<b>Content</b>	<b>No. of Hours</b>	
<b>I</b>	<b>Introduction to Social Analysis:</b> Meaning and significance of Social Analysis – Designs of Social Analysis - Overview of social research methods – Understanding the role of theory in social analysis - Ethical considerations in sociological research.	<b>5 Hours</b>	
<b>II</b>	Introduction to statistical analysis- Survey design and data collection - Hypothesis testing and inferential statistics- Regression analysis - Data visualisation techniques.	<b>10 Hours</b>	
<b>III</b>	<b>Qualitative Social Analysis:</b> In-depth interviews and focus groups - Content analysis - Grounded theory - Ethnography and participant observation - Case study research. <b>Mixed Methods Research:</b> Combining quantitative and qualitative approaches - Triangulation and data integration.	<b>Hours</b>	
<b>IV</b>	<b>Sampling for Social Analysis:</b> Introduction to Sampling - Probability Sampling - Non-Probability Sampling - Sample Size Determination - Sampling Bias and Techniques to Minimize It.	<b>10 Hours</b>	
<b>V</b>	<b>Advanced Topics in Social Analysis</b> - Social network analysis - Longitudinal research designs -Comparative research - Meta-analysis - Big data and computational social science.	<b>10 Hours</b>	
<b>References</b>	<ol style="list-style-type: none"> <li>1 Lesley Andres (2012). <i>Designing &amp; doing survey research</i>. Sage: London, Thousand Oaks.</li> <li>2 Matthew B. Miles, A.M. Huberman and Johnny Saldaña (2020). <i>Qualitative data analysis: a methods sourcebook</i>. 4th Edition. Sage: Los Angeles.</li> <li>3 Norman. K. Denzin &amp; Yvonne. S. Lincoln (Eds.) (2018), <i>The Sage handbook of qualitative research</i> (Fifth ed) Sage: London, Thousand Oaks &amp; New Delhi • Linda</li> <li>4 Steiner Kvale. 2008. <i>Doing Interviews</i>. Sage: Thousand Oaks &amp; New Delhi.</li> <li>5 Tuhwai Smith (2012). <i>Decolonizing methodologies: research and indigenous peoples</i> (Second Edition ed.). London: Zed Books. Introduction • Alan Bryman (2016 or 2012), <i>Social Research Methods</i>. Oxford: Oxford University Press. •</li> </ol> <p>Text Book</p> <ol style="list-style-type: none"> <li>1. Bell, J., &amp; Waters, S. (2018). <i>Ebook: Doing Your Research Project: A Guide For First-Time Researchers</i>. McGraw-Hill Education (UK). This is a great general textbook take a read of chapter 1 and 2.</li> <li>2. Dawson, C. (2019). <i>Introduction to Research Methods</i> 5th Edition: A Practical Guide for Anyone Undertaking a Research Project. Robinson. A very simple and concise intro but will give you all the basics in a clear manner</li> <li>3. Kumar, R. (2019). <i>Research methodology: A step-by-step guide for beginners</i>. Sage. Another great overview book if you prefer this style. HPSC 0126 2021-22 session</li> </ol>		
<b>Course Outcomes</b>	<p>At the end of the course the student will be able to:</p> <ol style="list-style-type: none"> <li>1 Understand the fundamental concepts, methods, and procedures used in social analysis.</li> <li>2 Acquire proficiency in statistical techniques commonly applied in sociological research.</li> <li>3 Identify and apply qualitative research tools, such as interviews, focus groups, and content analysis.</li> <li>4 Learn various sampling techniques and their applications in social research.</li> <li>5 Explore and deploy advanced strategies for analyzing social phenomena.</li> </ol>		

CO/PSO 24SOIA2201		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Understand the basics, methods and procedures of social analysis.	3	3	3	2	2	2	3	2
<b>CO2</b>	Acquire knowledge in statistical social analysis.	3	3	2	3	2	2	2	3
<b>CO3</b>	Identify and apply qualitative research tools.	3	3	2	3	3	2	2	3
<b>CO4</b>	Learn different methods of sampling.	2	2	3	3	2	2	3	3
<b>CO5</b>	Learn and deploy advanced levels of social analysis strategies.	3	2	2	3	2	3	3	3
<b>Mean Score: 2.5</b>									

CourseCode & Title		24SOIC3108 – SOCIOLOGY OF CHANGE AND DEVELOPMENT	
Class	B.A/M.A. (5 Yr. Int.) Sociology	Semester V	4 Credit
Cognitive Level	K-2: (UNDERSTAND), K-3: ( APPLY ), K-4: (ANALYZE).		
Course Objectives	<ol style="list-style-type: none"> <li>1. Define the basic concepts of social change and Development;</li> <li>2. Analyse the factors of social change;</li> <li>3. Discuss the perspectives of social change;</li> <li>4. Explain the dynamics of change and development;</li> <li>5. Assess the process of change and development in India</li> </ol>		
UNIT	Content		No. of Hours
I	<b>Social Change:</b> Social Change: Meaning – Concepts of Change: Progress – Growth – Modernisation – Development; Development Indices; Historical Understanding of Development: End of Colonialism – Rise of Nationalism in Third World Societies.		8 Hours
II	<b>Factors of Social Change:</b> Factors of Social Change: Cultural – Demographic – Economic – Political – Religious – Technological; Theories of Social Change: Evolutionary – Functional – Linear – Cyclic – Bio-Tech and Info-Tech; Means of Development: Capitalist – Socialist – Mixed Economy.		10 Hours
III	<b>Perspectives of Social Change:</b> Modernization Theory: Walt Whitman Rostow – Daniel Lerner; Dependency Theory: AG Frank – Samir Amin – Gandhi – Schumacher on Alternative Development; Frankfurt School: Habermas; Epistemological Critiques of Development; Evaluation of Perspectives.		10 Hours
IV	<b>Dynamics of Change and Development:</b> Transition in Conceptions of Development: Economic- Human – Social – Sustainable Development; Agencies of Development: State – Market – NGOs – Planning; Changing Development Initiatives and State Policies of Protective Discrimination & Inclusive Growth; Liberalisation, Privatisation and Globalisation (LPG); Social Movements and Social Change.		12 Hours
V	Change and Development in Contemporary India: Processes of Change: Sanskritization, Westernization, Modernization, Secularization; Indian Experience of Development: Food Crisis – Environmental Challenges – Economic and Debt Issues – Evils of Displacement; Development and Upsurge of Ethnicity; Disparities in Development; Development and the Marginalised; Sociological Appraisal of Five-Year Plans, Need for Social Auditing.		10 Hours
<b>References</b>			
<ol style="list-style-type: none"> <li>1. Ahuja Ram. <i>Society in India</i>. Jaipur: Rawat Publications, 1999</li> <li>2. Dereze, Jean and Amartya Sen. 1996. <i>India: Economic Development and Social Opportunity</i>. New Delhi: OUP.</li> <li>3. Desai, A.R. 1985, <i>India's Path of Development: a Marxist Approach</i>. Bombay: Popular Parkashan. (Chapter 2).</li> <li>4. Dube, S.C. 1988. <i>Modernization and Development: The Search for Alternative Paradigm</i>, Vistaar Publication, New Delhi.</li> <li>5. Harrison, D. 1989. <i>The Sociology of Modernization and Development</i>. New Delhi: Sage.</li> <li>6. Haq, MahbubUl. 1991. <i>Reflections on Human Development</i>. New Delhi, OUP</li> <li>7. Moore, Wilbert and Robert Cook. 1967. <i>Social Change</i>. New Delhi: Prentice-Hall (India)</li> <li>8. Sharma, K.L. 1986. <i>Development: Socio-Cultural Dimensions</i>. Jaipur: Rawat. (Chapter 1).</li> <li>9. Singh Yogendra. <i>Modernization of Indian Tradition</i> Jaipur: Rawat Publications, 1988</li> <li>10. Srinivas, M.N. 1966. <i>Social Change in Modern India</i>. Berkley. University of Berkley.</li> </ol>			
<b>Course Outcomes</b>	On completion of the course, Students should be able to <ol style="list-style-type: none"> <li>1. Discuss social change and Development</li> <li>2. Indicate the factors responsible for social change</li> <li>3. Explain the perspectives of social change and the dynamics of development;</li> <li>4. Assess the transitions in conceptions of development</li> <li>5. Interpret the process of change and development in contemporary India</li> </ol>		

CO/PSO 24SOIC3108		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Discuss social change and Development	3	2	2	3	2	2	3	3
<b>CO2</b>	Demonstrate awareness about the factors of social change	3	3	2	3	2	2	2	3
<b>CO3</b>	Explain the perspectives of social change; and the dynamics of change and development	3	3	2	3	3	2	2	3
<b>CO4</b>	Assess the transitions in conceptions of development	2	2	3	3	2	2	3	3
<b>CO5</b>	Critically analyse the process of change and development in contemporary India	3	2	3	3	2	3	3	3
<b>Mean Score: 2.6</b>									

CourseCode & Title	24SOIC3109 - PERSPECTIVES OF AGEING AND THE AGED		
Class	B.A./M.A. (5 Yr. Int.) Sociology	Semester V	4 Credit
Cognitive Level	K-1: (REMEMBER), K-2:(UNDERSTAND) , K- 3: (APPLY), K-6: (CREATE)		
Course Objectives	<ol style="list-style-type: none"> <li>1. State the nature and attributes of ageing as a process.</li> <li>2. Explain the process of biological and sociological ageing.</li> <li>3. Interpret the problems of the elders.</li> <li>4. Relate the knowledge to create support systems for the aged.</li> <li>5. To assess the programmes and policies for the elderly people.</li> </ol>		
UNIT	Content		No. of Hours
I	<b>Introduction:</b> Ageing: Concept - Scope and Significance of Sociology of the Aged; Social Ageing & Biological Ageing; Ageism; Gerontology and Social Gerontology; Theoretical Perspectives of the Ageing: Functionalism –Conflict Symbolic Interactionism – Feminist; Trends and Patterns of Ageing: Global and Indian Scenario.		12 Hours
II	<b>Social Status of Ageing:</b> Concept of age Grades and Set; Causes of Ageing; Social, Economic and Political Implications of the Aged Population. Differentiation in Social Status and Role of the Aged; Family and Ageing; Loneliness and Isolation; Socialisation of Aged People; Treatment of Aged People in Traditional and Modern Societies.		10 Hours
III	<b>Problems of Aged &amp; Adjustment:</b> Ageing as a Social Problem; Problems of the Aged: Psychological – Social – Political – Economic – Health; Aged People in Organized and Unorganized Sectors; Adjustments in Later Life: Concept of Informal Support & its Relevance in Later Life – Ageing and Caregivers.		10 Hours
IV	<b>Policies and Programmes for the Aged:</b> International Declarations on Ageing; Role of State: Policies & Programmes for the Aged in India; Role of NGOs and NGOs Working for Elderly People, National Policy on Aged; Social Security for the Aged in Indian Context: Recreation, Social and Economic Security Measures for the Aged.		10 Hours
V	<b>Rehabilitative Models and Strategies for the Aged:</b> Means of Rehabilitation: Family & Community-based Rehabilitation; Institutionalized Living Arrangements & Care for the Aged: Old Age Homes – Hospice – Day Care Centre.		8 Hours
References	<ol style="list-style-type: none"> <li>1. Soodan K.S: Ageing in India; Calcutta: T.K. Mukherjee Minerva Association (Pvt.) Ltd., 1973</li> <li>2. Choudary S.K.(ed.): Problems of the Aged and of old Age Homes: Aksharprathi Roop limited., Bombay, 1992</li> <li>3. Irudayarajan.S. Problems of Aged in India, 2006</li> <li>4. Husain M.G., Changing Indian Society and Status of Aged, Manak publication private ltd., New Delhi.</li> <li>5. Dhillon P.K. Psycho- Social Aspects of Ageing in India,: Concept publishing company, New Delhi,1992</li> <li>6. Phobebe. S Liebig, an Ageing India- Perspectives, Prospects and Policies, Rawat Publications, 2005 (B.T.B).</li> <li>7. Rao, K.S.; Ageing, National Book Trust of India, New Delhi, 1994.</li> <li>8. Sati P.N.: Needs and the Problems of the Aged; Himanshu Publishers, Udaipur, 1987</li> <li>9. Vinodkumar(ed.): Ageing Indian Perspective and Global Scenario, All India Institute of Medical sciences, New Delhi,1996.</li> </ol>		
Course Outcomes	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> <li>1. Describe increasing aged population and problems of aged people.</li> <li>2. Explain programmes for the aged people.</li> <li>3. Relate welfare and social policies of the elderly people.</li> <li>4. Justify the significance of sociology in the care of elderly people.</li> <li>5. Evaluate approaches and strategies for care and support of the aged.</li> </ol>		

CO/PSO 24SOIC3109		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Describe increasing aged population and problems of aged people	3	3	3	3	3	3	2	2
<b>CO2</b>	Explain programmes for the aged people	2	3	3	3	3	3	3	2
<b>CO3</b>	Relate welfare and social policies of the elderly people	3	3	3	3	2	3	3	3
<b>CO4</b>	Justify the significance of sociology in the care of elderly people	3	3	3	3	3	2	2	3
<b>CO5</b>	Evaluate approaches and strategies for care and support of the aged	3	3	2	2	3	3	3	3
<b>Mean Score: 2.8</b>									

Course Code & Title		24SOIC3110 - MEDIA AND SOCIETY	
Class	B.A/M.A. (5 Yr. Int.) Sociology	Semester V	4 Credit
Cognitive Level	K-4: (ANALYZE) , K-5: (EVALUATE), K-6: (CREATE)		
Course Objectives	<ol style="list-style-type: none"> <li>1. To analyze the key ideas in media studies.</li> <li>2. To develop demonstrable and clear understanding of media and popular culture</li> <li>3. To develop a basic understanding of media and consumer culture's nature, structure and influence.</li> <li>4. To critically evaluate media-related laws in India.</li> <li>5. To evaluate the impact of New media in the society.</li> </ol>		
		Content	No. of Hours
I	<b>Basic Concepts and Approaches:</b> Understanding Mass Media-Characteristics, Types and Functions of Mass Media; Approaches: Culture Industry, Commodity Fetishism, Public Sphere, Information Society, Network Society; Functional, Marxian, Psychoanalytic, Critical and Postmodernist Perspectives - Feminist Perspective.		<b>12 Hours</b>
II	<b>Media and Pop-culture;</b> Media and Social Relations; Media and Life world; Media and Corporate Capitalism; Media and Democratic Polity; Media and Liquid Modernity - Media Popular Culture in Globalization and Neo-Liberal era.		<b>10 Hours</b>
III	<b>Media and Consumerism:</b> Mass consumption, Commodity culture - Advertising, consumption, branding - Consumption in the Indian context: Economic liberalization, rise of the Indian middle-class lifestyles, conspicuous consumption in the Indian context - Consumer Citizenship - Ecological Citizenship, Ecohabitus, Developing critical media literacy – Media Appreciation		<b>10 Hours</b>
IV	<b>Media laws in India</b> – Media and the IPC and the CR PC Self- Regulation – Print media and the origins of the ' Press Laws' – Broadcast media, evolution and the challenges to policy – Internet and the New Media Policy. –Media Law and Women		<b>8 Hours</b>
V	<b>New Media and Its Aftermath:</b> Histories of New Media, politics of New Media - Network and Cyber-Culture: Cyber- culture, video games, digital image and social media, - New Media in Indian politics: Indian media economy - New Media, changing forms of politics and electoral behavior in India.		<b>10 Hours</b>
References			
<ol style="list-style-type: none"> <li>1. Campbell, Richar (Author), et al. (2011) <i>Media and Culture: An Introduction to Mass Communication</i>, Bedford/St. Martin's; Eighth Edition</li> <li>2. Kim H Veltman (2006) <i>Understanding New Media: Augmented Knowledge and Culture</i>. University of Calgary Press.</li> <li>3. Robert Hassan Julian Thomas (2006), <i>The New Media Theory Reader</i>, Open University Press, London</li> <li>4. Sanjukta Dasgupta, et. al, (2012), <i>Media, Gender, and Popular Culture in India</i>, Sage Publication, New Delhi</li> <li>5. Uwe Skoda &amp; Birgit Lettmann (eds) (2017) <i>India and Its Visual Cultures</i>, Sage Publication, New Delhi</li> <li>6. Berger, Asa (1998) <i>Media Analysis Techniques</i>. Sage Publication.</li> <li>7. Downing, John, Mohammadi Ali and Srebemy (1992) - Mohammadi <i>Questioning the Media: A Critical Introduction</i>, New Delhi, Sage.</li> <li>8. Evans, Lewis and Hall, Stuart (2000) <i>Visual Culture: The Reader</i>. Sage Publications.</li> <li>9. Grossberg, Lawrence et al (1998) <i>Media-Making: Mass Media and Popular Culture</i>, Sage Publications</li> <li>10. Mackay, H. and O'Sullivan, T. (1999) <i>The Media Reader: Continuity and Transformation</i>, London Open University and Sage</li> </ol>			
Course Outcomes	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> <li>1. Deploy Key Ideas in Media Studies for evolving alternative media models.</li> <li>2. Apply knowledge on Mass Media and its impact on popular culture</li> <li>3. Developing a critical understanding of the relationship between media and consumer culture.</li> <li>4. Critique and formulate effective media laws and policies in India.</li> <li>5. Evolve a perspective on emerging new digital media and cultivate critical media literacy.</li> </ol>		

CO/PSO 24SOIC3110		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Explain the role of Media Society and Technology in creating new identities.	3	2	2	3	2	2	3	3
<b>CO2</b>	Deploy Key Ideas in Media Studies for evolving alternative media models.	3	3	2	3	2	2	2	3
<b>CO3</b>	Apply knowledge on Mass Media and Social Structure for developing new socially conscious media content.	3	3	2	3	3	2	2	3
<b>CO4</b>	Developing the skill in making short films.	2	2	3	3	2	2	3	3
<b>CO5</b>	Improving media laws in India.	3	2	3	3	2	3	3	3
<b>Mean Score: 2.32</b>									

**CourseCode & Title: 24SOIF3101 INTERNSHIP**

Course Title: Internship in Sociology Course

Code: SOIF2101/24SOIF5102

Credits: 4

Hours Required: 100 hours (Approx)

Term: Two-Weeks

*Course Objectives:*

Develop professional skills through practical learning experiences.

Apply theoretical knowledge to analyse real-world problems and select appropriate solutions.

Enhance problem-solving skills at both micro and macro levels.

Integrate classroom learning with field practice to reinforce sociological concepts.

Gain firsthand experience in professional practice relevant to sociological training.

**Course Description:** The Sociology Internship course is designed to provide students with practical experience in applying sociological concepts and methods in professional settings. Students will work with NGOs, CSR departments of industries, Media Houses or government agencies involved in Rural Development, Non-Formal Education (NFE), Continuing Education (CE), and Community Development (CD). ***Internships will be undertaken during the Summer Vacation of the 2nd and 4th Year for the valuation during the 5th and 9th Semesters, respectively.***

*Internship Requirements:*

**Prerequisites:** Completion of all necessary coursework prior to the internship.

**Placement:** Students will be placed with approved agencies in consultation with faculty coordinators.

**Duration:** 100 hours, typically spanning 14-15 working days.

**Documentation:** Submission of a weekly progress report, final internship report, and completion report from the internship supervisor.

*Internship Procedure:*

**Before Internship:**

Identify and enlist agencies for student placement.

Match students with appropriate agencies based on their interests and agency availability.

Conduct orientation sessions for students, faculty, and agency representatives.

Prepare a detailed internship schedule.

*During Internship:*

Regular visits by faculty advisors/supervisors.

Weekly progress reports reviewed by faculty.

Address any student issues and provide follow-up.

Continuous assessment of student work.

*After Internship:*

Obtain feedback from the agency on student performance.

Assist students with the final report submission.

Organize viva voce for final assessment.

*Roles and Responsibilities:*

**Faculty Coordinator:**

Guide students in selecting suitable agencies.

Conduct regular reviews and provide feedback.

Resolve issues and ensure academic standards are maintained.

*Agency Supervisor/Mentor:*

Provide on-the-job training and monitor intern performance.

Offer constructive feedback and support.

Submit a final evaluation report on the intern's performance.

*Student/Intern:*

Submit a written application including a bio-data and learning objectives.

Finalise the work plan and schedule with the supervisor.

Devote full-time to the internship, adhering to agency rules and regulations.  
Maintain detailed records of hours worked, activities performed, and supervisory meetings.  
Treat the internship with professionalism and respect all organisational policies.

*Evaluation:*

**External Assessment (50 marks):**

Agency Supervisor Evaluation: 50 marks

*Internal Assessment (50 marks):*

Internship Report: 25 marks

Viva Voce\*: 25 marks

**\*Viva Voce:** The viva voce will be conducted under the leadership of the Chairman of the Examination Board, who is the Head of the Department, involving Internal (Faculty Advisor) and External Examiner (Faculty who is a member of the Department of Sociology other than the Faculty Advisor)

*Code of Conduct:*

Punctuality and adherence to the institution's timings.  
Accountability for assigned tasks and timely completion.  
Professional behavior and respect for all colleagues.  
Adherence to dress code and organizational norms.  
Confidentiality and ethical conduct in all internship activities.  
Full-time commitment to the internship without engaging in part-time work.

*Benefits of Internship:*

Practical application of sociological theories.  
Exposure to professional environments and practices.  
Development of critical thinking and problem-solving skills.  
Networking opportunities with professionals in the field.  
Enhanced employability and career readiness.

*Structure of the report:*

Introduction about the intern organization  
Detailed Overall activities of the intern  
Professional and personal learning  
Reflection of the students experience in the intern organization  
Conclusion  
Appendix if any

CourseCode & Title		24SOIC3211 - CLASSICAL SOCIOLOGICAL THEORIES	
Class	B.A/M.A. (5 Yr. Int.) Sociology	Semester VI	4 Credit
Cognitive Level	K-2:(UNDERSTAND), K- 3: ( APPLY ), K-4: (ANALYZE), K-6: (CREATE)		
Course Objectives	<ol style="list-style-type: none"> <li>1. To create foundational knowledge in sociological theory.</li> <li>2. To demonstrate August Comte Sociology and Social Sciences.</li> <li>3. To appraise Marx's Methodology.</li> <li>4. To Formulate Emile Durkheim's sociological theories</li> <li>5. To discuss Max Weber Methodological Approach</li> </ol>		
UNIT	Content		No. of Hours
I	<b>Origins of Sociological Theory</b> -Social thought prior to the emergence of sociology - Sociopolitical, Economic, Intellectual and Philosophical forces in the rise of sociological theory: Enlightenment, Progress, Capitalism, modernism, evolutionism		<b>10 Hours</b>
II	<b>Auguste Comte (1798-1857):</b> Sociology and Social Sciences, hierarchy of sciences, Law of Three Stages, Social change, Industrial society, Positivism- Critical Evaluation: Eurocentrism		<b>8 Hours</b>
III	<b>Karl Marx (1818-1883):</b> 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		<b>10 Hours</b>
IV	<b>Emile Durkheim (1858-1917):</b> 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.		<b>12 Hours</b>
V	<b>Max Weber (1864-1920) Weber's Methodology:</b> 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.		<b>10 Hours</b>
<b>References</b>			
<ol style="list-style-type: none"> <li>1. Robert.S.Nisbet, <i>Sociological Tradition</i>, University of Columbia Press, 1978.</li> <li>2. Aron.R <i>Main currents in Sociological theories</i>. New York: Double Day (Volume2), 1990</li> <li>3. Srivastava.. R.S, <i>Traditions in sociological theory</i>. Jaipur: Rawat Publications. 1998</li> <li>4. Francis: <i>Sociological Theories</i>: Delhi, Oxford University Press, 2001</li> <li>5. Turner. H: <i>The structure of Sociological Theory</i>: Illinois, Jonathan Dorsey Press Homewood, 2002 (B.T.B.).</li> <li>6. Doshi.S.L-<i>Modernity. Post modernity and neo sociological theories</i> – Rawat Publications, Jaipur and New Delhi, 2003</li> <li>7. Coser.L <i>Masters of sociological thought</i>: New York: Mac Millan, 2004</li> <li>8. Parsons.T, <i>The structure of social action</i>, McGraw Hill, New York, 2004</li> <li>9. Francis Abraham &amp; J.H.Morgan - <i>Sociological Thought</i>- Mac Millan India, New Delhi, 2006.</li> </ol>			

CO/PSO 24SOIC3211		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	To create foundational knowledge in sociological theory.	3	2	2	3	2	2	3	3
<b>CO2</b>	To demonstrate August Comte Sociology and Social Sciences.	3	3	2	3	2	2	2	3
<b>CO3</b>	To appraise Marx's Methodology.	3	3	2	3	3	2	2	3
<b>CO4</b>	To Formulate Emile Durkheim's sociological theories.	2	2	3	3	2	2	3	3
<b>CO5</b>	To discuss Max Weber Methodological Approach	3	2	3	3	2	3	3	3
<b>Mean Score: 2.6</b>									

CourseCode & Title	24SOIC3212 - SOCIOLOGY OF MARGINALIZED COMMUNITIES		
Class	B.A/M.A. (5 Yr. Int.) Sociology	Semester VI	4 Credit
Cognitive Level	K-1:(REMEMBER), K-2:(UNDERSTAND), K- 3: ( APPLY ), K-4: (ANALYZE) , K-5:(EVALUATE)		
Course Objectives	<ol style="list-style-type: none"> <li>1. To understand Social Marginalization and its socioeconomic roots and indices</li> <li>2. To analyze Perspectives on Social Marginalization</li> <li>3. To discuss excluded communities and their problems</li> <li>4. To Identify Social movements among excluded and marginalized communities</li> <li>5. To analyze social policy and welfare programmes of marginalized communities.</li> </ol>		
UNIT	Content		No.ofHours
I	<b>Social Marginalization:</b> Roots and Indices: Poverty, Relative deprivation, exploitation, social discrimination, social inequality - Categories of excluded communities- agents and institutional forces of Marginalization -Processes of Exclusion and Marginalization		<b>10 Hours</b>
II	<b>Perspectives on Social Marginalization:</b> Solidarity Specialist and Monopoly Paradigms; Social Capital and Capability Approaches; Indian Perspectives: Periyar EVR, Babasaheb Ambedkar; M. K. Gandhi; Feminist Perspectives.		<b>10 Hours</b>
III	<b>Profile on Excluded Communities:</b> Marginalizing Conditions and Inclusive Strategies – Dalits; Nomadic castes and Tribes and De-notified tribes - Homeless, People-in-Begging and People with Disability, Women & Children: Child Labour - Street Children, Sex Workers –Transgender.		<b>12 Hours</b>
IV	<b>Social movements among marginalized communities:</b> Scope, Nature and Dynamics - Perspectives – Mobilization Strategies; Role of NGOs and CBOs.		<b>10 Hours</b>
V	<b>Welfare of Marginalised Communities:</b> social legislation; social welfare programmes; Social Policy Contexts: Globalization and Neoliberal regimes – Contemporary challenges		<b>8 Hours</b>
<b>References</b>			
<ol style="list-style-type: none"> <li>1. Betellie, Andre: Caste, Class and Power, Oxford university press, New Delhi, 1981</li> <li>2. Chaudari. S. N.: Changing status of depressed castes in Contemporary India, Daya publishing House, New Delhi,1988.</li> <li>3. Oommen, T. K,: Protest and change: studies in social movements, Sage Publication, New Delhi, 1990.</li> <li>4. Jogdand. P. G.: Dalit movement in Maharastra, Kanishka publications, New Delhi 1991.</li> <li>5. Betellie, Andre: The Backward classes in contemporary India, Oxford university press, New Delhi, 1992.</li> <li>6. Robb, Peter, eds: Dalit movements and themeeting of labour in India, Sage Publication, New Delhi,1993.</li> <li>7. Omvedt, Gail: Dalits and the democratic revolution, New Delhi1999.</li> <li>8. Harsh Mander and Vidya Rao: Agenda for Caring, Voluntary Health Association of India, 1996</li> <li>9. Parasuraman, et al, Listening to People Living in Poverty, Books for Change, 2003</li> </ol>			

CO/PSO 24SOIC3212		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Discuss Processes of Exclusion & Marginalization in Indian context	2	3	3	3	3	3	2	3
<b>CO2</b>	Analyze a clear on understanding Perspectives of & Social Capital Capability Approaches	2	3	3	3	3	2	3	3
<b>CO3</b>	Assess Marginalizing Conditions and Inclusive Strategies	3	3	2	3	3	3	2	3
<b>CO4</b>	Discuss Mobilization Strategies of Social Movements and Role of NGOs and CBOs	3	3	3	2	3	3	3	2
<b>CO5</b>	Evaluate welfare programmes of marginalized communities	3	3	3	2	2	3	3	3
<b>Mean Score: 2.9</b>									

CourseCode & Title	24SOIC3213 - SOCIOLOGY OF TOURISM		
Class	B.A/M.A. (5 Yr. Int.) Sociology	Semester VI	4 Credit
Cognitive Level	K-1: (REMEMBER), K-2:(UNDERSTAND), K- 3: ( APPLY ), K-6: (CREATE)		
Course Objectives	<p>To recognize tourism as a social phenomenon and give theoretical insights.</p> <p>To list out development and typology of tourism.</p> <p>To explain different perspectives of tourism.</p> <p>To demonstrate social institutions and their roles in tourism.</p> <p>To evaluate the effects of tourism on society.</p>		
UNIT	Content	No. of Hours	
I	<b>Introduction to Sociology of Tourism:</b> Understanding Tourism; Introduction to Tourism- concepts of Travel, Tourism, Leisure, Hospitality- Industry; Meaning and Definition of Sociology of Tourism; Sociological Perspective on Tourism; Significance of Sociology of Tourism; Theories-Eric Cohen, Doxey's Irritation Index Theory, Motivational Theory- John Urry.	12 Hours	
II	<b>Trends and Nature of Tourism:</b> Growth of tourism through various periods- Medieval, Modern and Post modern; Types of tourism- Cultural tourism, Eco tourism, Medical tourism, Sex tourism, Recreational tourism, Monsoon tourism, Adventure tourism, Pilgrim tourism, Educational Tourism, Virtual Tourism, International and Domestic tourism, Mass tourism; Sustainable Tourism.	12 Hours	
III	<b>Sociological Approach to Tourism:</b> Perspectives of Tourism- Social, Economic, Environmental and Geographic; Sociological factor in Tourist motivation, Attitude and Perception, Culture towards host Community; Social dimension of host-tourist relationship; Impacts of Tourism -Socio-economic and socio- cultural and Environmental.	8 Hours	
IV	<b>Tourism and Social Institutions:</b> Social Institutions and their Roles; Factors Influencing the Roles and Status of Social Institutions; Influence of Tourism on Social Institutions; Tourism system and the Individual - Socialization through Interaction and Exchange of Values, Norms, Social Laws and Usages; Factors Influencing Individual's Role, Behaviour, Attitudes and Experiences at the Destination.	10 Hours	
V	<b>Tourism and Social Change:</b> Effects of Tourism on Society, Tourism as an agent of social change; Tourism and Cultural Exchange; Motivating Locals for Tourism; Tourism and the Digital Revolution- Internet and Mobile Technologies' impact on Tourist Behaviour and Tourist Experience; Technological Advancements and its Impact on Tourism Development; Measures taken by the Govt. and Non-governmental Agencies.	8 Hours	

**1. References**

2. Richard Sharpley, 2018, Tourism, Tourist and Society (5<sup>th</sup> edition), Routledge, U.K
3. Richard Sharpley, David J. Telfer, 2008, Tourism and Development in Developing World, Routledge, U.K
4. Apostolopoulos, Y., Leivadi, S & Yiannakis, A., (eds.) 2000, The Sociology of Tourism: Theoretical and Empirical Investigations, London: Routledge. Archer, B.H., 1973.
5. Claude Alvares, (ed) (2002) Fish, Curry and Rice, The Goa Foundation, Goa,.
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7. Pritchard Annette and Nigel J. Morgan, (2000), 'Privileging the Male Gaze', Annals of Tourism Research, Vol 27, No.4.
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CO/PSO 24SOIC3213		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Use the sociological perspective as a lens through which to understand travel and tourism, and tourism as a lens through which to understand modern social life.	3	3	3	2	2	2	1	2
<b>CO2</b>	Explain the growth of tourism through various periods.	3	3	2	3	2	2	2	3
<b>CO3</b>	Analyze sociological factor in tourist motivation.	3	3	2	3	3	2	2	3
<b>CO4</b>	Discuss the Influence of tourism on social institutions and factors influencing individual's role, behavior and attitudes towards tourism	2	2	3	3	2	2	3	3
<b>CO5</b>	Demonstrate the digital revolution and its impact on tourist behaviour and tourist experience.	3	2	3	3	2	3	3	3
<b>Mean Score: 2.5</b>									

Course Code & Title		24SOIC3214 – POPULATION AND SOCIETY	
Class	B.A./M.A. (5 Yr. Int.) Sociology	Semester VI	4 CREDIT
Cognitive Level: K-1:(REMEMBER) , K- 3: ( APPLY ), K-4: (ANALYZE)			
<b>Course Objectives</b>	Identify the characteristics of population. Predict the impact of population on the society. Relate Census of India, theories of population, and population processes. Illustrate the relationship between population and development. Sketch the changes in the population policies in India.		
UNIT	Content	No. of Hours	
I	<b>Introduction:</b> Population Studies: Nature – Scope – Importance – Demographic Process; Sources of Demographic Data: Census – Vital Statistics – Civil Registration – Sample Survey; Characteristics of Population: Size – Composition Age – Sex – Literacy – Rural& Urban Areas – Religion - Age-Sex Pyramids; Interface between Population and Society.	12 Hours	
II	<b>Perspectives on Population:</b> Mercantilist Theory of Population; Malthusian Theory of Population; Neo-Malthusian Theory of Population; Demographic Transition Theory; Marx’s Theory of Surplus Population; An Overview of World Population – Population Profile of India – Trend of Population Growth and Distribution; Population Policy in India.	12 Hours	
III	<b>Fertility:</b> Fertility and Fecundity: Definitions - Measuring Fertility – Determinants – Theories of Fertility; Differentials in India: Rural-Urban – Age – Sex – Class – Caste – Region – Religion; Family Planning and Population Control: Concept – Means – Impact on Indian Society/Population.	8 Hours	
IV	<b>Mortality:</b> Mortality and Morbidity: Definitions – Measuring Mortality – Determinants –Differentials in India: Rural- Urban – Age – Sex – Class – Caste - Region – Religion; Longevity in India over the Century; Health and Ageing.	8 Hours	
V	<b>Migration:</b> Migration: Definition – Determinants– Types – Theories of Migration: Neo-Classical Theory – Human Capital Theory – World Systems Theory; Factors of Migration: Push & Pull Factors; Impact of Migration at the Place of Origin and Destination; Migration, Modernity and Social Transformation; Gender and Migration; The Process of Migration in/and from India.	10 Hours	
<b>1. References</b> <ol style="list-style-type: none"> <li>Agarwala.S.N.(1982),India’s Population Problems, Tate McGraw Hill Publishing Company, New Delhi</li> <li>Bhende, Asha, and Tara Kanitkar. <i>Principles of Population Studies</i>. India: Himalaya Publishing House, 1978/97.</li> <li>Pathak, Lalit P. <i>Population Studies</i> (Chapters 1 and 2). India: Rawat, 1998.</li> <li>Weeks, John. <i>Population: An Introduction to Concepts and Issues</i>.California: Wadsworth Publishing Company, 2002.</li> <li>Hanp, Arthur and Thomas, T. (2001) <i>Population Reference Bureaus</i>,</li> <li>Population Handbook, 4thed., Washington, PR3.</li> <li>Samuel.H, Prestant, et al, (2003), <i>Demography</i>, Blackwell,</li> <li>Sen, Amartya and Jean Dreze (1996), <i>Indian Development</i>, Oxford University</li> <li>Thompson, Warren Sand Lewis David T.(1965),<i>Population Problems</i> Tata McGraw-Hill Publishing Company, 5<sup>th</sup>ed, New Delhi</li> <li>U.N. (2002) <i>World Population Reports</i>, N.Y.</li> </ol>			

<b>Course Outcomes</b>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> <li>1. State the Nature, scope and importance of population studies.</li> <li>2. Relate fertility and fecundity with special emphasis on India.</li> <li>3. Predict mortality determinants and differentials in India</li> <li>4. Discover the factors responsible for migration.</li> <li>5. Compute growth of Indian population.</li> </ol>
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CO/PSO 24SOIC3214		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	State the Nature, scope and importance of population studies	3	3	3	2	3	3	2	3
<b>CO2</b>	Relate fertility and fecundity with special emphasis on India	3	2	3	2	3	3	3	2
<b>CO3</b>	Predict mortality determinants and differentials in India	2	3	3	2	3	3	2	3
<b>CO4</b>	Discover the factors responsible for migration	3	3	2	3	3	2	3	3
<b>CO5</b>	Compute growth of Indian population	3	3	3	2	3	2	3	3
<b>Mean Score: 2.7</b>									

Course Code & Title		24SOIM3203 - COMMUNITY PSYCHOLOGY	
Class	B.A/M.A. (5 Yr. Int.) Sociology	Semester VI	4 Credit
Cognitive Level: K-1:(REMEMBER), K-3: ( APPLY ), K-4: (ANALYZE)			
Course Objectives	<ol style="list-style-type: none"> <li>1 Introduce students to community psychology's fundamental concepts, types, scope, and historical background.</li> <li>2 Discuss the core values such as individual and family wellness, sense of community, respect for human diversity, social justice, empowerment, and collaboration.</li> <li>3 Understand the process of community organisation for health promotion.</li> <li>4 Explore principles and strategies of community development and empowerment.</li> <li>5 Develop skills in planning, implementing, and evaluating community-based interventions.</li> </ol>		
UNIT	Content	No. of Hours	
I	<b>Introduction:</b> Definition and scope - Definition of community psychology - Scope of community psychology - Comparison with other fields (clinical psychology, social work) Historical background - Types of communities (geographical, relational, cultural). <b>Models of Community Psychology</b> - Ecological model - Systems theory - Social capital model	8 Hours	
II	<b>Core Values:</b> Individual and family wellness - Sense of community - Respect for human diversity - Social justice - Empowerment and citizen participation – Collaboration and community strengths	12 Hours	
III	<b>Health Promotion:</b> Process of community organisation for health promotion - Importance of community health promotion - Community programs for Child and maternal health, Physically challenged individuals and Elderly care in the Indian context	10 Hours	
IV	<b>Interventions: Community Development and Empowerment</b> - Principles of community development - Strategies for empowerment - Role of community psychologists in development projects. <b>Case Studies in the Indian Context:</b> Successful community interventions in India - Challenges and solutions - Lessons learned from case studies	10 Hours	
V	<b>Practicum:</b> Conduct a practicum on a chosen topic covered in the course to gain hands-on experience and develop skills in planning, implementing, and evaluating community-based interventions.	10 Hours	
<b>References</b> <ol style="list-style-type: none"> <li>1. Banerjee, A., Banerji, R., Duflo, E., Gleneske, R., &amp; Khenani, S. (2006). <i>Can Information Campaign start local participation and improve outcomes? A study of primary education in Uttar Pradesh, India</i>. World Bank Policy Research, Working Paper No.3967.</li> <li>2. Fetterman, D.M., Kaftarian, S.J. &amp; Wandersman, A (Eds)(1996). <i>Empowerment Evaluation</i>. New Delhi: Sage Publication.</li> <li>3. Kloos B., Hill, J Thomas, Wandersman A., Elias M.J. &amp; Dalton J.H. (2012). <i>Community Psychology: Linking Individuals and Communities</i>. Wadsworth Cengage Learning.</li> <li>4. McKenzie, J. F., Pinger, R. R., &amp; Kotecki, J. E. (2005). <i>An Introduction to Community Health</i>. United States: Jones and Bartlett Publishers.</li> <li>5. Misra, G. (Ed). (2010). <i>Psychology in India</i>. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education.</li> <li>6. Poland, B. D., Green, L.W., &amp; Rootman, I. (2000). <i>Setting for Health Promotion: Linking Theory and Practice</i>. Sage Publication, New Delhi</li> </ol>			
<b>Course Outcome</b> On completion of the course, Students should be able to <ol style="list-style-type: none"> <li>1 Understand and Explain Key Concepts in Community Psychology</li> <li>2 Analyze and Apply Core Values in Community Settings</li> <li>3 Design and Evaluate Health Promotion Initiatives</li> <li>4 Plan and Implement Community Interventions</li> <li>5 Conduct and Reflect on a Practicum Experience</li> </ol>			

CO/PSO 24SOIM3203		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Introduce students to community psychology fundamental concepts, types, scope and historical background.	3	3	3	2	3	3	2	3
<b>CO2</b>	Discuss the core values such as individual and family wellness, sense of community, respect for human diversity, social justice, empowerment, and collaboration	3	2	3	2	3	3	3	2
<b>CO3</b>	Understand the process of community organisation for health promotion.	2	3	3	2	3	3	2	3
<b>CO4</b>	Explore principles and strategies of community development and empowerment.	3	3	2	3	3	2	3	3
<b>CO5</b>	Develop skills in planning, implementing, and evaluating community-based interventions.	3	3	3	2	3	2	3	3
<b>Mean Score: 2.7</b>									

## 24SOIP3201 PROJECT WORK No. of Credits: 04

### *Course objectives:*

- Identify a topic that merits sociological investigation.
- Critically analyze and assess existing body of knowledge on the selected topic through a review of relevant literature.
- Develop a set of research questions that are both logical and addressable.
- Identify an appropriate research strategy and method taking due account of any practical, political and ethical issues affecting the conduct of their research
- Collect and examine pertinent empirical data from fieldwork and/or secondary/documentary sources
- Draw appropriate conclusions from their analysis
- Compose a research report that is coherently organised and properly referenced.

### *Course Description:*

The Group Project/Dissertation aims to:

- To integrate understanding of the discipline(s) and consolidate grasp of the discipline.
- Promote the growth of intellectual independence and originality in the students by allowing them select and define their own course of study.

Establish an adequate grounding in practical research skills as well as in project management which will help them succeed in higher education and an array of different fields and careers

### *Note:*

\* At UG level: Group project- Members should be 3 to 5 depending upon the number of students in class but not exceeding 5 members per group.

\* At Honours level: Individual Research Project.

\* At PG level: Dissertation- Individual Work.

### *General Specifications:*

**Nature of Project Work:** The project work should focus on a research problem relevant to the study of Sociology.

**Data Sources:** The research may utilise either primary or secondary sources of data.

**Format and Length:** The final document should be 40-60 pages, typed and spiral-bound. The text should be in 12-point Times New Roman font, with 1.5 line spacing.

### *Structure of the Project:*

**Introduction and Review of Literature:** An overview of the research topic and a review of existing literature.

**Methodology:** A detailed description of the research methods used to collect and analyse data.

**Analysis:** Presentation and interpretation of the research findings.

**Conclusion and Suggestions:** Summary of findings and any recommendations or suggestions.

**Bibliography and Appendix:** List of references and any supplementary material

### *Evaluation Criteria:*

#### **Project Report**

(For 24SOIP3201 Total: 50 Marks = 25 Marks each by Internal and External Examiners)

(For 24SOIP4202/24SOIP5203 Total: 150 Marks = 75 Marks each by Internal and External Examiners)

**Introduction & Review of Literature:** 5/10 marks

**Methodology:** 5/20 marks

**Analysis:** 10/25 marks

**Conclusion & Suggestions:** 3/10 marks

**Bibliography & Appendix:** 2/10 marks

### *Viva Voce*

(For 24SOIP3201/24SOIP4202/24SOIP5203 Total: 50 Marks = 25 Marks each by Internal and External Examiners)

**Presentation Skills:** 5 marks

**Clarity in Subject:** 5 marks

**Methodological Clarity:** 5 Marks

**Defending the Project:** 5 marks

**Overall Performance:** 5 marks

### *Detailed Evaluation Indicators for Project Report and Viva Voce*

#### **Introduction & Review of Literature:**

Clarity and relevance of the research problem

Comprehensive review of existing literature

#### *Methodology:*

Appropriateness and rigour of the research design

Detailed and clear description of data collection and analysis methods

### *Analysis:*

Accuracy and clarity in data presentation  
Depth of analysis and interpretation

### *Conclusion & Suggestions:*

Clear and concise summary of findings  
Practical and insightful recommendations

### *Bibliography & Appendix:*

Completeness and correctness of references  
Inclusion of relevant supplementary material

### *Viva Voce*

#### **Presentation Skills:**

Clarity and coherence in presenting the research  
Effective use of visual aids

### *Clarity in Subject:*

Deep understanding of the research topic  
Ability to explain complex concepts clearly

### *Defending the Project:*

Ability to respond to questions confidently  
Justification of research methods and conclusions

### *Overall Performance:*

Professional demeanor and preparedness  
Overall impression of the project work and presentation

**Viva Voce:** The viva voce will be conducted under the leadership of the Chairman of the Examination Board, who is the Head of the Department, involving:

(For **24SOIP3201**) Internal (Project Guide) and External Examiner (Faculty who is member of the Department of Sociology other than the Project Guide)

(For **24SOIP4202/24SOIP5203**) Internal (Project Guide) and External Examiners from outside GRI.

### *Additional Requirements*

**Timeline:** The Project/Dissertation will begin to be mentored in the 5<sup>th</sup> Semester by the Faculty member of the Department of Sociology, who may be allotted or mutually chosen. The Full and formal guidance, either by the mentor if both mentor and student mutually agree or by a new guide, will be initiated in the 6th semester, and the report must be submitted by the end of the 6th semester.

**Documentation:** The project work should include an acknowledgement, a declaration, and a certificate from the supervising teacher.

### *Detailed Structure of the Project Work*

#### **Introduction and Review of Literature**

**Introduction:** Outline the research problem, its relevance, and objectives.

**Review of Literature:** Summarize existing research related to the topic, identifying gaps your study aims to fill.

#### *Methodology*

**Research Design:** Explain the overall approach and type of research (qualitative, quantitative, or mixed methods).

**Data Collection Methods:** Describe how data will be collected, including tools and techniques.

**Sampling:** Provide details on the sample size and sampling techniques.

**Data Analysis:** Outline the methods used for analyzing the data.

#### *Analysis*

**Presentation of Data:** Use tables, graphs, and charts to present the findings.

**Interpretation:** Discuss what the findings mean in the context of the research questions and objectives.

**Discussion:** Discuss any similarities or differences between your results with existing literature.

#### *Conclusion and Suggestions*

**Summary:** Recap the main findings of the study.

**Implications:** Discuss the implications of your findings for theory, practice, and future research.

**Recommendations:** Provide suggestions based on the research findings.

#### *Bibliography and Appendix*

**Bibliography:** List all the sources referenced in the research.

**Appendix:** Include any additional material that supports the research, such as raw data, questionnaires, or detailed calculations.

Course Code & Title		24SOIC3215 – INDIAN SOCIOLOGICAL THOUGHT	
Class	B.A/M.A. (5 Yr. Int.) Sociology	Semester VI	4 Credit
Cognitive Level	K-1: (REMEMBER), K-2:(UNDERSTAND), K-3:( APPLY), K-4: (ANALYZE)		
Course Objectives	<ol style="list-style-type: none"> <li>1 Recognize the structure of Indian Society</li> <li>2 Recall the historical development of Sociology in India</li> <li>3 Infer Indological perspectives of society</li> <li>4 Interpret Structural/functional perspectives</li> <li>5 Analyse contemporary changes in Indian social structure</li> </ol>		
UNIT	Content		No.ofHours
I	<b>Indological/Textual Perspective: R.K. Mukerjee:</b> Methodology –Theory of Society – Personality, Society and Values – Community – Social Ecology – Critical Evaluation. <b>G.S.Ghurye:</b> Methodology – Caste& Kinship – Culture& Civilization – Sociology of Religion – National Unity & Integration – Critical Evaluation.		8 Hours
II	<b>Structural Functional Perspective: M.N. Srinivas:</b> Methodology – Religion and Society – Concept of Village – Sanskritization – Dominant Caste – Critical Evaluation: <b>S.C.Dube:</b> Methodology – Continuity and Change of Society – Caste Ranking – Dominant Caste & Leadership Development Critical Evaluation.		10 Hours
III	<b>Cultural &amp; Civilizational Perspective: Yogendra K.Singh:</b> Methodology –Social Stratification – Social Change – Modernisation– Indian Sociology – Culture Change in India – Critical Evaluation. <b>N.K. Bose:</b> Methodology – Ethnography– Indology– The Structure of Hindu Society: Study of Architecture – Indian Civilization – Caste System – Tribals – Critical Evaluation		10 Hours
IV	<b>Marxist Perspective: D.P. Mukerji:</b> Methodology – Personality – Modern Indian Culture and Traditions – Modernisation – Critical Evaluation. <b>A.R. Desai:</b> Methodology – Village Structure – Transformation of Indian Society – Indian Nationalism – Peasant Struggles – State and Society – Critical Evaluation. <b>Ramkrishna Mukherjee:</b> Methodology – Agrarian Social Structure – Indian Sociology – Critical Evaluation.		10 Hours
V	<b>Politico-Cultural- Psychological Perspectives:</b> Ashish Nandy: Socio Political Critique of Indian Society; Sudhir Kakar: Psycho-Cultural Understanding Indian Society; Andre Beitelte: Weberian in India		12 Hours
<b>References</b>			
<ol style="list-style-type: none"> <li>1 Andre Beteille, (2002) Caste, Class and power, Oxford University Press.</li> <li>2 Dhanagare, D.N(1993): Themes And perspectives In Indian Sociology, Jaipur Rawat,.</li> <li>3 Dune, S.C)1967): The Indian Village, London: Routledge,.</li> <li>4 Hutton, J.H(1983): Caste In India Bombay: Oxford University Press,</li> <li>5 Kapadia,K.M. (1966) Marriage and family in India , Bombay Oxford University Press,</li> <li>6 Mencher. Joan, p.(1978) Agriculture and Social Structure In Tamil Nadu. New Delhi.</li> <li>7 Oommen, T.K And P.N. Mukharjee, ED (1986): Indian Sociology: Reflections And Introspections, Popular Prakashan, Bombay</li> <li>8 Rao,(2004), Sociology of Indian Society, S.Chand And Company Ltd, New Delhi,</li> <li>9 Sharma G.L(2003) Cast, Class &amp; Social Inequality In India, MDP.</li> <li>10 Srinivas, M.N(1962) Caste In India And Other Essays, Bombay: Asia Publishing House</li> </ol>			
<ol style="list-style-type: none"> <li>1 On completion of thecourse, Students should be able to</li> <li>2 Outline the social structure of Indian Society</li> <li>3 Review the structural-functional perspectives</li> <li>4 Analyse thestructural theories on Indian society.</li> <li>5 Sketch the impact and solutions of caste based exclusions</li> <li>6 Use in nation building and social integration</li> </ol>			

CO/PSO 24SOIC3215		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Recognize the structure of Indian Society	3	3	3	2	3	3	2	3
<b>CO2</b>	Recall the historical development of Sociology in India	3	2	3	2	3	3	3	2
<b>CO3</b>	Infer Indological perspectives of society	2	3	3	2	3	3	2	3
<b>CO4</b>	Interpret Structural/functional perspectives	3	3	2	3	3	2	3	3
<b>CO5</b>	Analyse contemporary changes in Indian social structure	3	3	3	2	3	2	3	3
<b>Mean Score: 2.7</b>									

CourseCode & Title		24SOIC4116 - CONTEMPORARY SOCIOLOGICAL THEORIES		
Class		B.A/M.A. (5 Yr. Int.) Sociology	Semester VII	4 Credit
Cognitive Level		K-2:(UNDERSTAND), K- 4: (ANALYZE), K-5: (EVALUATE)		
Course Objectives		<ol style="list-style-type: none"> <li>1 To discuss functionalist perspectives of sociology</li> <li>2 To analyze critical theory of contemporary sociology</li> <li>3 To understand post-modern theories of sociology</li> <li>4 To discuss Interactionist perspectives</li> <li>5 To understand Indian perspectives of sociology</li> </ol>		
UNIT	Content			No. of Hours
I	<b>Functionalist Perspectives:</b> Talcott Parsons: social action, social system, functional imperatives Robert.K. Merton: the relationship between theory and research, Reference group theory, relative deprivation and anomie – Neo-Functionalism of J.Alexander			10 Hours
II	<b>Critical Theory:</b> Frankfurt School - Althusser: Ideological State Apparatus and Interpellation and Eric Fromm: Sane Society – Marcuse: One Dimensional Man –Jurgen Habermas: the theory of communicative action, Knowledge and Human Interest			10 Hours
III	<b>Interactionist perspectives:</b> G.H Mead: Mind Self and Society; Alfred Shultz: Exchange Perspective: Homans and Blau. <b>Hermeneutic Tradition:</b> Karl Mannheim and Clifford Geertz.			12 Hours
	<b>Phenomenological and Ethnomethodological Approach;</b> Peter Berger and Luckmann: Social Construction of Social Reality; Garfinkel: Ethnomethodology; Goffman: Dramaturgical Approach.			10 Hours
V	<b>Post-Structuralist &amp; Post-Modern Theories:</b> Derrida: Deconstruction – Foucault: Archaeology and Genealogy of Knowledge and Power/Truth – Giddens: Structuration - Jean Baudrillard: Extreme Post-Modern Theory – Post-Modern feminist theories: Judith Butler and Kristeva.			10 Hours
<b>References</b>				
<ol style="list-style-type: none"> <li>1 Giddens, Anthony. <i>Central problems in social theory: Action, Structure and Contradiction in Social analysis</i>. London: MacMillan, 1983</li> <li>2 Coser. L. <i>Sociological Theory</i>. New York Mac Millan Publishing Company, 1984 Dhanagare.D.M: <i>Themes and Perspectives in Indian Sociology</i>, Jaipur: Rawat Publications, 1985.</li> <li>3 Harlambas.M: <i>Sociology: Themes and Perspectives</i>,</li> <li>4 New Delhi: OUP, 1989.</li> <li>5 Asish Nandy: <i>Omnibus Reader</i>, OUP, 2003</li> <li>6 Srivastava.R.S.: <i>Traditions in Sociological Theory</i>, Jaipur: Rawat Publications, 1990.</li> <li>7 <u>Jonathan Turner, <i>The structure of sociological theory</i>, Rawat Publications, Jaipur, 2002.(B.T.B.)</u>.</li> <li>8 Sudhir Kakar: <i>Inner World: A Journey into Indian Mind</i>,</li> <li>9 OUP, 1991</li> <li>10 George Ritzer, <i>Contemporary Sociological Theories</i>, Blackwell, 2003.</li> </ol>				
On completion of the course, Students should be able to				
<ol style="list-style-type: none"> <li>1. Identify Functionalist Perspectives</li> <li>2. Discuss Critical Theory</li> <li>3. Evaluate the Interactional and Hermeneutic Perspectives of contemporary theories</li> <li>4. Be well versed in the Phenomenological and Ethnomethodological Perspectives of contemporary</li> <li>5. Theories</li> <li>6. Discuss Post-Structuralist and Post- Modern Theories.</li> </ol>				

CO/PSO 24SOIC4116		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Identify Functionalist Perspectives	3	3	2	3	2	3	3	2
<b>CO2</b>	Discuss Critical Theory	3	3	3	3	3	3	3	3
<b>CO3</b>	Evaluate the Interactional and Hermeneutic Perspectives of contemporary theories	3	3	3	3	2	3	3	3
<b>CO4</b>	Well versed in Phenomenological and Ethnomethodological Perspective of contemporary theories	3	3	2	3	3	3	3	3
<b>CO5</b>	Discuss Post-Structuralist and Post- Modern Theories	3	3	3	2	2	3	2	2
<b>Mean Score: 2.8</b>									

Course Code & Title		24SOIC4117 - SOCIOLOGY OF HEALTH		
Class	B.A/M.A. (5 Yr. Int.) Sociology	Semester VII	4 Credit	
Cognitive Level	K-1:(REMEMBER), K- 3: ( APPLY), K-4: (ANALYZE).			
Course Objectives	<ol style="list-style-type: none"> <li>1 Identify the interrelationship between society and health;</li> <li>2 Predict the social roots of epidemiology;</li> <li>3 Sketch the social determinants of health.</li> <li>4 Analyse the health care delivery system in India;</li> <li>5 Compute the problems in providing health care to all.</li> </ol>			
UNIT	Content			No. of Hours
I	<b>Society and Health:</b> Society: Definition – Importance of Society for Individual; Health: Concept – Dimensions of Health; Interrelationship between Society and Health; Relationship between Sociology and Health. Perspectives on Health & Illness: Functionalism - Labeling – Sickness and Illness – Sick Role and Patient Role.			12 Hours
II	<b>Social Epidemiology and Etiology:</b> Social Epidemiology: Concept – Aims - Vital and Public Health Concepts and Statistics –Epidemiology and Morbidity: CD & NCD – Social Etiology – Attitude, Belief and Health – Ethnomedicine; Public Health.			10 Hours
III	<b>Determinants of Health:</b> Social Dimension of Health: Concept – Social Determinants of Health: Caste, Gender, Age, Ethnicity, Race, Class, Culture; Exploring Interrelationship: Environment and Health: Impact of Pollution, Plastics – Occupation and Health – Emotions and Health – Means to Restore Health.			10 Hours
IV	<b>Healthcare of the Community:</b> Healthcare Delivery System in India: Integrated Health Service - PHC - Indigenous System of Medicine in India: AYUSH;GOs& NGOs Working on Health Issues.			8 Hours
V	<b>Health Care Delivery and Social Policy:</b> Health Education - Hospitals– Health Insurance - Rehabilitation –Problems in Health Care Delivery: Rising Costs, Inequality in Availability of Health Care Services–Adulteration – Drug Abuse; Social Legislation for Healthcare - Health Ministry in India – Medical Ethics - Health Policies in India.			10 Hours
<b>References</b>				
<ol style="list-style-type: none"> <li>1 Ajit K. Dalal&amp;Subha Roy. Social Dimensions of Health, New Delhi: Rawat Publications, 2005.</li> <li>2 Cockerham. Medical Sociology. New Jersey: Prentice Hall, 1998.</li> <li>3 Conard, Peter et.al. handbook of Medical Sociology. New Jersey: Prentice Hall, 2000.</li> <li>4 Nandy, Ashish and Shiv Viswanathan. Modern Medicine and Its Non-Modern Critics: A Study in Discourse, 1990.</li> <li>5 Weitz, Rose. Sociology of Health, Illness and Health Care: A Critical Approach, Arizona State University 2004.</li> <li>6 Coe, Rodney. Sociology of Medicine, New York: McGraw Hill, 1970</li> <li>7 Illich, Ivan. The Limits to Medicine, New Delhi :Rupa, 1977</li> <li>8 Madan, T.N. Doctors and Society – Three Asian Case Studies, Vikas, Delhi, 1980.</li> <li>9 Parsons, Talcott. ‘The Sick Role’, in The Social System. Glencoe: The Free Press, 1951.</li> <li>10 Weiss,Gregory L, Sociology of Health, Healing and Illness, 2008.</li> </ol>				

**Course Outcomes**

On completion of the course, Students should be able to

- 1 Describe the interrelationship between society and health;
- 2 Outline the social roots and nature of epidemiology;
- 3 Illustrate health is one of the basic rights of every community;
- 4 Show the health care delivery system in India;
- 5 Analyse the problems in providing health care to all

CO/PSO 24SOIC4117		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Describe the interrelationship between society and health	3	3	2	3	3	3	3	2
<b>CO2</b>	Outline the social roots and nature of epidemiology	3	2	3	3	3	3	3	2
<b>CO3</b>	Illustrate health is one of the basic rights of every community	2	3	3	3	3	3	2	3
<b>CO4</b>	Show the health care delivery system in India	3	3	3	3	3	3	3	2
<b>CO5</b>	Analyse the problems in providing health care to all	2	3	3	3	3	2	2	3
<b>Mean Score: 2.7</b>									

Course Code& Title		24SOIC4118 - INDUSTRIAL SOCIOLOGY		
Class	M. A. (5 Yr. Int.) Sociology	Semester	VII	4 Credit
Cognitive Level	K-1:(REMEMBER), K 3: ( APPLY ), K-4: (ANALYZE), K-5: (EVALUATE)			
Course Objectives	<ol style="list-style-type: none"> <li>1 To describe industrial sociology and its application.</li> <li>2 To outline the rise and development of industry.</li> <li>3 To analyze the industries as social system.</li> <li>4 To show an overview of industrialrelations.</li> <li>5 To explain trade union and its functions.</li> </ol>			
UNIT	Content			No. of Hours
I	<b>Introduction:</b> Industrial Sociology: Definition-Scope and Importance Origin, Development and Applications of Industrial Sociology; Significance of Industrial Sociology in India. Social-Industrial Thought: Adam Smith, Karl Marx, Max Weber, Durkheim and Mayo, Likert, Herzberg, Maslow and McClelland.			10
II	<b>Rise and Development of Industry:</b> The Industrial Revolution- Causes, Consequences and Key Innovations; Factory system- Characteristics and Types of Productive Systems - The Manorial/ Feudal - The Guild -The Domestic or Putting-out.			10
III	<b>Industry as a Social System:</b> Evolution of Working Class, Changing Nature of Work, Growth of Unorganized Informal Sector; Contribution of Family, Caste and Community and Attitude of Workers; Work Participation of Women in Work Force-Women in the Small Scale, Cottage industries and Corporate Sector- Issues and Challenges.			12
IV	<b>Industrial Labour Relations and Disputes:</b> Industrial Relations-Concepts, Types, Scope and Importance; Grievances Effects of Grievance; Grievance handling and Conflict- Types, Causes and types, Ways to deal with Conflict.			10
V	<b>Industrial Disputes &amp; Trade Union:</b> Industrial Disputes- Concept, Features and Kinds of disputes - Settling disputes- Collective Bargaining, Arbitration, Conciliation, Adjudication. Strikes- Types and Lockouts; Trade Union- Concept, Features, Functions and Types; History of Trade Union Movement in India Decline of Trade Unions; -Social Policy and Labour Welfare issues and Legislations.			8
<b>References</b>				
<ol style="list-style-type: none"> <li>1 Pascal, Gisbert, 1972, Fundamentals of Industrial Sociology, New Delhi, Tata McGraw Hill Publishing Co.,</li> <li>2 Sinha, G.P.&amp;Sinha,P.R.N.,1977, Industrial Relations and Labour Legislations, New Delhi, Oxford and IBH Publishing Co.</li> <li>3 Giddens, Antony, 1971, Capitalism and Modern Social theory: An Analysis of the Writings of Marx, UK, Cambridge University Press.</li> <li>4 Giddens, Antony, 1992, The consequences of postmodern society, Stanford University Press, USA.</li> <li>5 Grint, Keith, 2005, Sociology of Work, UK, Polity Press.</li> <li>6 Hamel, Gary, 2012, What Matters Now: How to Win in a World of Relentless Change, Ferocious Competition, and Unstoppable Innovation, San Francisco, CA, Wiley</li> </ol> <p>Recommended Readings</p> <ol style="list-style-type: none"> <li>7 Agarwal, R.D.,1972, Dynamics of Labour Relations, New Delhi, Tata McGraw Hill.</li> <li>8 Beck, Ulrich, 2006, The Cosmopolitan Vision, UK, Polity Press.</li> <li>9 Beck, Ulrich, 1992, Risk Society: Towards a New Modernity, London, Sage Publications.</li> </ol>				

<b>Course Outcomes</b>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> <li>1. Outline the origin, development and importance of industrial sociology.</li> <li>2. Describe the industrial revolution and different modes of productive system.</li> <li>3. Demonstrate the clear understanding of evolution of working class, factors determining attitudes of workers and participation of women in work force.</li> <li>4. Paraphrase industrial relations and dispute</li> <li>5. Discuss Labour Welfare issues and Legislations.</li> </ol>
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CO/PSO 24SOIC4118		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Outline the origin, development and importance of industrial sociology.	3	2	2	2	2	2	3	3
<b>CO2</b>	Describe the industrial revolution and different modes of productive system.	3	3	3	2	3	2	2	3
<b>CO3</b>	Demonstrate the clear understanding of evolution of working class, factors determining attitudes of workers and participation of women in work force.	3	3	3	2	3	2	3	3
<b>CO4</b>	Paraphrase industrial relations and disputes.	3	3	3	2	2	3	3	3
<b>CO5</b>	Discuss Labour Welfare issues and Legislations	3	3	2	2	2	3	3	3
<b>Mean Score: 2.6</b>									

Course Code & Title		24SOIM4104 - CROSS-CULTURAL PSYCHOLOGY		
Class	B.A/M.A. (5 Yr. Int.) Sociology	Semester VII	4 Credit	
Cognitive Level	K-1:REMEMBER), K-3: ( APPLY ), K-4: (ANALYZE)			
Course Objectives	<ol style="list-style-type: none"> <li>1. Understandment processes, including etic and emic approaches, cultural transmission, emotional displays, and cross-cultural training.</li> <li>2. Apply cross-cultural research findings to real-life settings.</li> <li>3. Explore cross-cultural differences and similarities globally.</li> <li>4. Discuss theoretical and applied perspectives on cross-cultural</li> <li>5. Transmission, communication measurement, and organisational systems.</li> </ol>			
UNIT	Content			No. of Hours
I	<b>Cross-Cultural Psychology and Research Methods</b> Definition of cross-cultural psychology-- Culture as internal or external to the individual - Absolutism vs. relativism- universalism Goals of cross-cultural psychology-- Types of cross-cultural studies - Cultural transmission and individual development- Social behaviour- Acculturation and intercultural relations			8 Hours
II	<b>Methodological Concerns</b> Etic and emic approaches- Hofstede's model- Designing culture comparative studies- Addressing cultural bias- Relationship between behaviour and culture- Sampling and measurement issues			12 Hours
III	<b>Culture and Emotions, Personality</b> Basic emotions: recognition and judgment- Cultural display rules- Cultural construction of emotional experiences and categories- Traits across cultures- Self in the social context - Personality tests (e.g., Big Five, MMPI, Eysenck)			12 Hours
IV	<b>Intercultural Communication and Training</b> Challenges in Intercultural Communication - Effectiveness of Intercultural Training			12 Hours
V	<b>Work and Organization</b> Organisational culture and work values - Managerial behaviour- Psychological variables in the work context - Role of culture in international HRM - Effects of cultural differences on organisational behaviour - Cross-cultural performance appraisal.			14 Hours
<b>References</b>				
<ol style="list-style-type: none"> <li>1) Berry, J. W, Poortinga, Y.H., Breugelmans, S.M., Chasiotis, A., &amp; Sam, D.L.(2011). Cross-cultural psychology: Research and applications. Cambridge: Cambridge University Press.</li> <li>2) Berry, J. W. et al. (Eds.). (1997). Handbook of cross-cultural psychology (2nded.) (Vol. 1- Boston: Allyn &amp; Bacon.</li> <li>3) Keith, K. D. (2010). Cross-cultural psychology: Contemporary themes and perspectives. New York: Wiley-Blackwell</li> <li>4) Sengupta N. &amp; Bhattacharya M. (2007) International Human Resource Management. Excel Books, New Delhi.</li> <li>5) Eric B. Shiraev, David, (2017)Cross-Cultural Psychology: Critical Thinking and Contemporary Applications. (6th ed.)Routledge: Taylor &amp; Francis Group.</li> </ol>				
<b>Course Outcome</b>				
Upon completion of the course, students will be able to				
<ol style="list-style-type: none"> <li>1. Develop an appreciation of how cross-cultural principles can be applied to real-life settings and to understand the nature and scope of cross-cultural Psychology.</li> <li>2. Provide students with knowledge of the fundamental issues in cross-cultural psychology.</li> <li>3. Apply the concepts of cross-cultural to understanding cross-cultural behaviour and its challenges</li> <li>4. Evaluate contemporary local and global issues and topics from a cross-cultural perspective.</li> <li>5. Understanding the importance of cross-cultural concerns within the broader context of global dynamics.</li> <li>6. Build a knowledge base on emerging trends, complexity, challenges and choices related to cross-cultural studies in psychology.</li> </ol>				

CO/PSO 24SOIM4104		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Understand mental processes, including etic and emic approaches, cultural transmission, emotional displays, and cross-cultural training.	3	2	2	2	2	2	3	3
<b>CO2</b>	Apply cross-cultural research findings to real-life settings	3	3	3	2	3	2	2	3
<b>CO3</b>	Explore cross-cultural differences and similarities globally	3	3	3	2	3	2	3	3
<b>CO4</b>	Discuss theoretical and applied perspectives on cross-cultural	3	3	3	2	2	3	3	3
<b>CO5</b>	Transmission, communication measurement, and organisational systems.	3	3	2	2	2	3	3	3
<b>Mean Score: 2.6</b>									

CourseCode & Title		24SOIC4219 - SOCIOLOGY OF SCIENCE AND KNOWLEDGE		
Class		B.A/M.A. (5yr.int.) Sociology	Semester VIII	4 Credit
Cognitive Level		K-2: (UNDERSTAND), K-3: ( APPLY ), K-4: (ANALYZE)		
<b>Course Objectives</b>		1. To explain the history and philosophy of science to locate the sociology of science as a sub-discipline. 2. To undertake a critical study of science by drawing upon such critiques from scientists themselves and classical sociologists. 3. To introduce the students to the discourse of science from the sociological point of view. 4. To illustrate the Indian tradition and the conflict between traditional and modern scientific practices. 5. To examine the role and place of science in Indian Society by looking at the history, evolution and social movements of science.		
UNIT	Content			No. of Hours
I	<b>Introduction:</b> Perspectives in the Philosophy, History and the Sociology of Science-Classical theory and The Sociology of Knowledge - Origin of Modern European Science: Society and the Relation of Man and Nature.			<b>12 Hours</b>
II	<b>Theories:</b> Functionalist Theory of Science: Norms, Productivity and Rewards - Mannheim Marxist Theory of Science and Society: A Case Study - Structuralist Theory of Science: Paradigm or Gestalt: Kuhn and Social Construction of Reality- Peter L. Berger – Open Science – Feyerabend.			<b>10 Hours</b>
III	<b>The Social Construction of Scientific Knowledge;</b> Science and the State in India, Colonial and Post-Colonial Science and Technology Policy; Programs and Institutions (CSIR, IIT) – Knowledge and Social Class –Habermas: Knowledge and Human Interest.			<b>12 Hours</b>
IV	<b>Establishing the boundaries of knowledge:</b> academic, artistic, scientific and religious - Science, Society and Social Movements in India and the West (People Science Movements) Science, Ethics, Religion and Culture.			<b>8 Hours</b>
V	<b>Knowledge in the Information Era</b> - Ethnography of the Laboratory - The Corporate Framework of Knowledge - The Information Highway -The Internet and Knowledge -A Critical Analysis of the Information Age			<b>8 Hours</b>
<b>References</b>				
1. Robert K. Merton, "The Normative Structure of Science [1942]" <i>The Sociology of Science: Theoretical and Empirical Investigations</i> (Chicago: University of Chicago Press, 1979), pp. 267–278. 2. Popper, Karl. 1959. <i>The Logic of Scientific Discovery</i> . London: Tavistock. 3. Merton, Robert. K. 1973. <i>The Sociology of Science: Theoretical and Empirical Investigations</i> . Chicago: The University of Chicago Press. Chapter 13 "The normative structure of science." Pp. 267-278 and chapter 20 "The Mathew Effect in Science" Pp. 439-459. 4. Bruno Latour and Steve Woolgar, <i>Laboratory Life: The Construction of Scientific Facts</i> . 2nd ed. ( Princeton University Press, 1979/1986). (Excerpt) 5. Latour, Bruno. (1987). <i>Science in Action</i> . Cambridge: Harvard University Press. 6. Haraway, Donna J. 1998. "Situated knowledge: the science question in Feminism and the privilege of partial perspective." Pp. 172-188 in <i>The Science Studies Reader</i> , edited by Mario Biagioli. London: Routledge. 7. Bloor, David. 1976. <i>Knowledge and Social Imagery</i> . Chicago: University of Chicago Press. 8. Collins, Harry. 1985. <i>Changing Order: Replication and Induction in Scientific Practice</i> . London: Sage. (Chapters 2-4). 9. Kuhn, Thomas. 1962. <i>The Structure of Scientific Revolutions</i> . Chicago: Chicago University Press.				
<b>Course Outcomes</b>		Upon completion of the course, Students should be able 1. To explain the history and philosophy of science to locate the sociology of science as a sub-discipline. 2. To undertake a critical study of science by drawing upon such critiques from scientists themselves and classical sociologists. 3. To elaborate on the discourse of science from the sociological point of view. 4. To illustrate the Indian tradition to illustrate the conflict between the traditional and the modern scientific practices. 5. To examine the role and place of science in Indian Society, by looking at the history, evolution and social movements of science.		

CO/PSO 24SOIC4219		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	To explain the history and philosophy of science to locate sociology of science as a sub-discipline.	3	2	2	3	2	2	3	3
<b>CO2</b>	To undertake critical study of science by drawing upon such critiques from scientists themselves and classical sociologist.	3	3	2	3	2	2	2	3
<b>CO3</b>	To elaborate on the discourse of science from the sociological point of view.	3	3	2	3	3	2	2	3
<b>CO4</b>	To illustrate the Indian tradition to illustrate the conflict between the traditional and the modern scientific practices.	2	2	3	3	2	2	3	3
<b>CO5</b>	To examine the role and place of science in Indian Society, by looking at the history, evolution and social movements of science	3	2	3	3	2	3	3	3
		<b>Mean Score: 3.0</b>							

CourseCode & Title		24SOIC4220- EDUCATION AND SOCIETY		
Class		M. A. (5yr. int.) Sociology	Semester VIII	4 CREDIT
Cognitive Level		K-1:(REMEMBER), K- 3: ( APPLY ), K-4: (ANALYZE)		
<b>Course Objectives</b>		1. To outline the concept of education with types and functions. 2. To relate the scope and subject matter of sociology in the field of education with sociological approaches. 3. To review the philosophical and social foundations of education. 4. To relate the development of education from the pre-colonial period and the contributions of various social movements. 5. To critique the problems in education and contemporary trends.		
UNIT	Content			No. of Hours
<b>I</b>	<b>Introduction:</b> <b>Education:</b> Meaning – Aims –Types – Functions; Theoretical Approaches to Education: Functionalist – Conflict – Symbolic Interactionism; Nature and Scope of Sociology of Education; Importance of Studying Sociology of Education.			<b>8 Hours</b>
<b>II</b>	<b>Education as a Process:</b> Education and Socialization; Alternatives in Education: Adult Education – Socially Productive – Continuing and Distance Education – Lifelong Learning – Inclusive Education; Agencies of Education: Family – Peer Group – School/College – Teacher – Religion – Mass Media; Education and Social Control.			<b>10 Hours</b>
<b>III</b>	<b>Philosophical and Social Foundations of Education</b> Philosophical Foundation: Francis Bacon – J. Dewey, Vivekanandar – Tagore – Gandhi – Hindu, Islamic and Christian Philosophy of Education; Social Context of Education: Industrial Revolution – Modernisation – Nationalism – Social Reform Movements; Factors Affecting Educational Attainment: Sex, Caste, Class, Religion, Race, Place of Residence.			<b>12 Hours</b>
<b>IV</b>	<b>Education in India:</b> Historical Background of Education in India: Pre-Colonial Education – Colonial Education – Downward Filtration Theory; Education in Post-Independent India: Committees & Commissions Constituted for Revamping of Education – Structure of Education – Tracking - Streaming; Problems in Indian Education - Educational Status of Women, SC/ST.			<b>10 Hours</b>
<b>V</b>	Trends in Education: Privatization – Vocationalization – Commercialization Technicalization of Education: E-trends in Education – Concept of social learning and Use of Web tools – Open Education Resources - New Educational Policy 2020. <b>Contemporary challenges.</b>			<b>10 Hours</b>
<b>References</b>				
1. Banks. Olive. Sociology of Education, (2nd Ed.) London: Batsford. 1971. 2. Blackledge, D and Hunt, B. Sociological Interpretations of Education. London : CromHelm. 1985 3. Chandra, S.S. and Sharma R.K. Sociology of Education. New Delhi: Atlantic Publishers and Distributors. 2008. 4. Channa, Karuna: Interrogating Women’s Education, Jaipur and New Delhi, Rawat Publications, 2001. 5. Ghosh, S.C. The History of Education in Modern India. New Delhi: Orient Longman. 2000. 6. Gore, M.S. et. all(ed.):Papers on Sociology of Education in India, New Delhi, NCERT, 1975. 7. Jerome Karabeland H. Halsey. Power and Ideology in Education. Oxford University, 1997 8. Kabeer, Nambissan & Subrahmaniam(eds.) Child Labour and Right to Education in South Asia. Sage Publication, New Delhi. 2000 9. Mohanty, J. Indian Education in the Emerging Society. New Delhi: Sterling Publishers Private Limited, 1994. 10. Pathak, Avijit, Education and Moral Quest, Rainbow Publishers, New Delhi 2010				
<b>Course Outcomes</b>		On completion of the course, Students should be able to 1. Recognize the concept, meaning and types of education; 2. Sketch the Philosophical and social foundations of Education; 3. Interpret the Indian Tradition of Education; 4. Explain the social agents and agencies of education; 5. Summarise the Policies and Programmes of education in Indian; society.		

CO/PSO 24SOIC4220		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Recognize the concept, meaning and types of education	2	3	3	3	2	3	2	3
<b>CO2</b>	Sketch the Philosophical and social foundations of Education	3	3	3	2	3	3	3	2
<b>CO3</b>	Interpret the Indian Tradition of Education;	3	3	3	3	2	3	3	3
<b>CO4</b>	Explain the social agents and agencies of education	2	3	3	3	2	3	3	2
<b>CO5</b>	Summarise the Policies and Programmes of education in Indian; society	3	3	2	3	2	3	3	3
<b>Mean Score: 2.7</b>									

## 24SOIP4202 PROJECT WORK

No. of Credits: 12

### *Course objectives:*

Identify a topic that merits sociological investigation.

Critically analyze and assess existing body of knowledge on the selected topic through a review of relevant literature.

Develop a set of research questions that are both logical and addressable.

Identify an appropriate research strategy and method taking due account of any practical, political and ethical issues affecting the conduct of their research

Collect and examine pertinent empirical data from fieldwork and/or secondary/documentary sources

Draw appropriate conclusions from their analysis

Compose a research report that is coherently organised and properly referenced.

### *Course Description:*

The Group Project/Dissertation aims to:

To integrate understanding of the discipline(s) and consolidate grasp of the discipline.

Promote the growth of intellectual independence and originality in the students by allowing them select and define their own course of study.

Establish an adequate grounding in practical research skills as well as in project management which will help them succeed in higher education and an array of different fields and careers

### *Note:*

\*At UG level: Group project- Members should be 3 to 5 depending upon the number of students in class but not exceeding 5 members per group.

\* At Honours level: Individual Research Project.

\* At PG level: Dissertation- Individual Work.

### *General Specifications:*

**Nature of Project Work:** The project work should focus on a research problem relevant to the study of Sociology.

**Data Sources:** The research may utilise either primary or secondary sources of data.

**Format and Length:** The final document should be 40-60 pages, typed and spiral-bound. The text should be in 12-point Times New Roman font, with 1.5 line spacing.

### *Structure of the Project:*

**Introduction and Review of Literature:** An overview of the research topic and a review of existing literature.

**Methodology:** A detailed description of the research methods used to collect and analyse data.

**Analysis:** Presentation and interpretation of the research findings.

**Conclusion and Suggestions:** Summary of findings and any recommendations or suggestions.

**Bibliography and Appendix:** List of references and any supplementary material

### *Evaluation Criteria:*

#### **Project Report**

(For 24SOIP3201 Total: 50 Marks = 25 Marks each by Internal and External Examiners)

(For 24SOIP4202/24SOIP5203 Total: 150 Marks = 75 Marks each by Internal and External Examiners)

**Introduction & Review of Literature:** 5/10 marks

**Methodology:** 5/20 marks

**Analysis:** 10/25 marks

**Conclusion & Suggestions:** 3/10 marks

**Bibliography & Appendix:** 2/10 marks

#### *Viva Voce*

(For 24SOIP3201/24SOIP4202/24SOIP5203 Total: 50 Marks = 25 Marks each by Internal and External Examiners)

**Presentation Skills:** 5 marks

**Clarity in Subject:** 5 marks

**Methodological Clarity:** 5 Marks

**Defending the Project:** 5 marks

**Overall Performance:** 5 marks

### *Detailed Evaluation Indicators for Project Report and Viva Voce*

#### **Introduction & Review of Literature:**

Clarity and relevance of the research problem

Comprehensive review of existing literature

*Methodology:*

Appropriateness and rigour of the research design

Detailed and clear description of data collection and analysis methods

*Analysis:*

Accuracy and clarity in data presentation

Depth of analysis and interpretation

*Conclusion & Suggestions:*

Clear and concise summary of findings

Practical and insightful recommendations

*Bibliography & Appendix:*

Completeness and correctness of references

Inclusion of relevant supplementary material

*Viva Voce*

**Presentation Skills:**

Clarity and coherence in presenting the research

Effective use of visual aids

*Clarity in Subject:*

Deep understanding of the research topic

Ability to explain complex concepts clearly

*Defending the Project:*

Ability to respond to questions confidently

Justification of research methods and conclusions

*Overall Performance:*

Professional demeanor and preparedness

Overall impression of the project work and presentation

**Viva Voce:** The viva voce will be conducted under the leadership of the Chairman of the Examination Board, who is the Head of the Department, involving:

(For **24SOIP3201**) Internal (Project Guide) and External Examiner (Faculty who is member of the Department of Sociology other than the Project Guide)

(For **24SOIP4202/24SOIP5203**) Internal (Project Guide) and External Examiners from outside GRI.

*Additional Requirements*

**Timeline:** The Project/Dissertation will begin to be mentored in the 5<sup>th</sup> Semester by the Faculty member of the Department of Sociology, who may be allotted or mutually chosen. The Full and formal guidance, either by the mentor if both mentor and student mutually agree or by a new guide, will be initiated in the 6th semester, and the report must be submitted by the end of the 6th semester.

**Documentation:** The project work should include an acknowledgement, a declaration, and a certificate from the supervising teacher.

*Detailed Structure of the Project Work*

**Introduction and Review of Literature**

**Introduction:** Outline the research problem, its relevance, and objectives.

**Review of Literature:** Summarize existing research related to the topic, identifying gaps your study aims to fill.

*Methodology*

**Research Design:** Explain the overall approach and type of research (qualitative, quantitative, or mixed methods).

**Data Collection Methods:** Describe how data will be collected, including tools and techniques.

**Sampling:** Provide details on the sample size and sampling techniques.

**Data Analysis:** Outline the methods used for analyzing the data.

*Analysis*

**Presentation of Data:** Use tables, graphs, and charts to present the findings.

**Interpretation:** Discuss what the findings mean in the context of the research questions and objectives.

**Discussion:** Discuss any similarities or differences between your results with existing literature.

*Conclusion and Suggestions*

**Summary:** Recap the main findings of the study.

**Implications:** Discuss the implications of your findings for theory, practice, and future research.

**Recommendations:** Provide suggestions based on the research findings.

*Bibliography and Appendix*

**Bibliography:** List all the sources referenced in the research.

**Appendix:** Include any additional material that supports the research, such as raw data, questionnaires, or detailed calculations.

<b>CourseCode &amp; Title</b>		<b>24SOIC4221 – GUIDANCE AND COUNSELLING</b>		
<b>Class</b>		<b>B.A/M.A. (5 Yr. Int.) Sociology</b>	<b>Semester VIII</b>	<b>4 Credit</b>
<b>Cognitive Level</b>		K-2:(UNDERSTAND), K- 3: ( APPLY), K-4:(ANALYZE)		
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Explain different approaches to guidance and counselling skills in social service practice.</li> <li>2. Equip students with counselling skills relevant to and needed for contemporary society.</li> <li>3. Use the knowledge and skills gained from this course to become a professional counsellor.</li> <li>4. Asses the psycho-social needs of different groups and categories of people.</li> <li>5. Applythe knowledge to formulate models of counselling related to different categories of the population</li> </ol>			
<b>UNIT</b>		<b>Content</b>		<b>No. ofHours</b>
<b>I</b>	Concept of guidance and counselling – definition, elements, characteristics and goals; processes, stages and limitations of counselling - evolution of counselling: foundations of counseling - philosophical foundations – dignity of the human person - sociological foundations – influence of social system - psychological foundations –concept of personality, elements and types – sociological critique.			<b>12 Hours</b>
<b>II</b>	The portrait of counsellor: desirable qualities - attitudes, values, beliefs, relationships, self-esteem, openness to others, accepting personal responsibility, realistic levels of aspiration, self- actualization.			<b>8 Hours</b>
<b>III</b>	Personality theories- psychoanalytic: Freudian and neo-Freudian – behaviorist and transactional approaches– humanist and existentialist approaches: client centred approach of Rogers – anti-psychiatric perspectives of R.D Laing and T. Szas.			<b>10 Hours</b>
<b>IV</b>	Models of counselling - group counselling– family counselling–psychological tests and diagnosis - genetic counselling - career counselling – educational counselling – Health counseling.			<b>10 Hours</b>
<b>V</b>	Counselling women in distress, children in difficulties and with special needs, adolescents, disaster survivors, physically challenged, persons affected with HIV/AIDS and other vulnerable groups – transgender counselling – counselling cyber victims.			<b>10 Hours</b>
<b>References</b>				
<ol style="list-style-type: none"> <li>1. Kochhar.S.K-<i>Guidance in Indian Education</i>, Sterling Publishers Pvt Ltd., New Delhi, 1979.</li> <li>2. Gerald.L. Stone-A cognitive behavioral approach to counseling psychology, Praeger Publishers, New York, 1980</li> <li>3. Nandha.S.K. <i>Educational and Vocational Guidance</i>, Parkash Brothers, Ludhiana, 1982.</li> <li>4. Indu Dave, <i>The Basic Essentials of Counselling</i>-Sterling Publishers Pvt. Ltd, New Delhi, 1983</li> <li>5. Sharma.R.N. <i>Guidance and Counselling</i>, Surjeet Publication, New Delhi, 2001.</li> <li>6. Narayana Rao.S – <i>Counselling and Guidance</i>, Tata McGraw-Hill Publishing Company Ltd.,2002.(B.T.B.).</li> <li>7. Nayak.A.K-<i>Guidance and Counselling</i>, APH Publishing Corporation, New Delhi, 2002.</li> </ol>				
<b>Course Outcome</b>				
On completion of the course, Students should be able to				
<ol style="list-style-type: none"> <li>1. Explain the emergence and need for counseling</li> <li>2. Develop basic skills become deeply self-aware individuals</li> <li>3. Apply knowledge of counseling to deal professionally with persons in distress.</li> <li>4. Evaluate the personality theories and suggest alternatives.</li> <li>5. Identify the psycho-social needs of marginalized and vulnerable groups</li> </ol>				

CO/PSO 24SOIC4221		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Acquire a historical and theoretical understanding on emergence and need for counseling	3	3	2	3	2	3	3	2
<b>CO2</b>	Develop basic skills become deeply self- aware individuals	2	3	3	3	3	3	2	2
<b>CO3</b>	Apply knowledge of counseling to deal professionally with persons in distress.	3	3	2	3	2	3	3	2
<b>CO4</b>	Understanding the personality theories	3	3	2	2	2	3	3	3
<b>CO5</b>	Identifying person with HIV/AIDS and other vulnerable groups.	3	3	2	3	3	3	3	2
<b>Mean Score: 2.7</b>									

Course Title and Code		24SOIC4222 – STRATEGIES IN SOCIOLOGICAL FIELDWORK	
Class	B.A/M.A. (5 Yr. Int.) Sociology	Semester VIII	4 Credit
Cognitive Level	K-1:(REMEMBER), K-3: (APPLY), K-4: (ANALYZE)		
Course Objectives	<ol style="list-style-type: none"> <li>1. Understand research design principles</li> <li>2. Develop skills in qualitative interviewing and quantitative survey research</li> <li>3. Train to analyse and present data effectively</li> <li>4. To orient the students to various aspects of Literature Review</li> <li>5. Sensitise the student to the contextual factors of field</li> </ol>		
UNIT	Content	No. of Hours	
I	<b>Introduction to Field Work Methods and Sociological Research</b> Definition of Research - Importance of Research- Types of Research -Basic Research - Applied Research - Characteristics of Good Research - Theory Building - Understanding the Purpose and Scope of Field Research - Ethical Considerations - Types of Field Research Methods - Research Question Formulation - Selecting and framing research questions -Hypothesis generation.	8	
II	<b>Research Topic and Research Problem:</b> Sources of Research Topics - Criteria for a Good Research Topic - Formulating a Research Problem- Characteristics of a Research Problem - Steps in Formulating a Research Problem- Developing a Research Thesis- Definition and Importance of a Thesis - Characteristics of a Good Thesis - Research Questions - Types of Research Questions - Formulating Research Questions - Importance of Research Intervention.	12	
III	<b>Review of Literature:</b> Introduction - Purpose of Literature Review - Sources of Literature - Primary Sources- Secondary Sources - Steps in Conducting a Literature Review - Identifying Relevant Literature - Evaluating Sources - Synthesizing Literature - Writing the Literature Review - Organizing the Review - Common Mistakes in Literature Review.	10	
IV	<b>Going into the Field:</b> Choosing a Field Site - Presenting Your Identity as a Researcher - Considering Your Identity in the Field – The Challenge of Gaining Entry - Gaining Entry into a Community or Organization for Research Purposes - Building Rapport with Participants - Continuous Engagement - Understanding the Role of Gatekeepers - Ethical considerations in field research - Navigating consent - The impact of the researcher’s social background - Adjusting to different social contexts - Establishing trust within the community - Being a good listener- Strategies for successful field entry - Preparation and reconnaissance - Flexibility and adaptability - The Politics and Practicalities of Leaving the Field - Returning to University and Writing the Field.	10	
V	<b>Data Analysis, Interpretation and Presentation:</b> Preparing Data for Analysis - Data Cleaning and Coding - Qualitative Data Analysis - Thematic Analysis - Content Analysis -Quantitative Data Analysis - Descriptive Statistics - Inferential Statistics - Interpreting Research Findings - Linking Findings to Research Questions - Writing the Research Report - Structure of the Research Report - Writing Style and Language - Clarity and Precision - Avoiding Jargon - Referencing and Citation - Citation Styles (APA, MLA, etc.) - Avoiding Plagiarism - Common Challenges in Report Writing.	10	
<b>References</b>			
<ol style="list-style-type: none"> <li>1. Alley, Michael. <i>The Craft of Scientific Writing</i>. New York, New York: Springer Science+Business Media, 1996</li> <li>2. Booth, Wayne C., Gregory G. Colomb and Joseph M. Williams. <i>The Craft of Research</i>. Chicago and London: The University of Chicago Press, 2003.</li> <li>3. Gerber, Alan S. and Donald P. Green. <i>Field Experiments: Design, Analysis and Interpretation</i>. New York, New York.: W.W. Norton and Company, 2012</li> <li>4. Kumar, <i>Research Methodology: A Step-by-Step Guide for Beginners</i>. London: Sage, 2005.</li> <li>5. Leedy, Paul D. and Jeanne Ellis Ormrod. <i>Practical Research: Planning and Design</i>. Essex: Pearson, 2014.</li> <li>6. Machi, Lawrence A. and Brenda T. McEvoy. <i>The Literature Review</i>. Thousand Oaks, California: Corwin, 2009.</li> <li>7. Mann, Peter H. <i>Methods of Social Investigation</i>. Second Edition. Oxford: Basil Blackwell, 1985</li> <li>8. Murray, Rowena. <i>How to Write a Thesis</i>. Third Edition. Maidenhead: McGraw Hill, Open University Press, 2011</li> </ol>			
<b>Course Outcome - Upon Completion of this Course, the student will be able to:</b>			
<ol style="list-style-type: none"> <li>1. Appreciate the nuances of fieldwork</li> <li>2. Identify research problems in a systematic manner.</li> <li>3. Develop competencies in Literature Review</li> <li>4. Navigate successfully in the field with an ethical temper.</li> <li>5. Evolve skills in data analysis and interpretation.</li> </ol>			

CO/PSO 24SOIC4222		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Understand research design principles	3	3	2	3	2	3	3	2
<b>CO2</b>	Develop skills in qualitative interviewing and quantitative survey research	2	3	3	3	3	3	2	2
<b>CO3</b>	Train to analyse and present data effectively	3	3	2	3	2	3	3	2
<b>CO4</b>	To orient the students to various aspects of Literature Review	3	3	2	2	2	3	3	3
<b>CO5</b>	Sensitise the student to the contextual factors of field	3	3	2	3	3	3	3	2
<b>Mean Score: 2.7</b>									

CourseCode & Title		24SOIC4223 - SOCIAL DIMENSIONS OF GLOBALISATION		
Class	B.A/M.A. (5 Yr. Int.) Sociology	Semester	VIII	
Cognitive Level	K-1:(REMEMBER), K- 3: ( APPLY ), K-4: (ANALYZE)			
Course Objectives	<ol style="list-style-type: none"> <li>1. To explain the historical and social context of globalisation</li> <li>2. To summarise the role and influence of global media and technological changes on the quality of information</li> <li>3. To understand the global tourism and diasporas communities</li> <li>4. To differentiate the differential perception of globalisation among nations and their populations.</li> <li>5. To describe the characteristics and issues relating to globalisation</li> </ol>			
UNIT	Content			No.ofHours
I	<b>Globalisation:</b> Nature – Characteristics - Historical & Social context – Modernization and Globalization – Theories and Approaches – Benefits and disadvantages of Globalization. – End of Globalization Post-Globalization: Neo- liberalism.			10 Hours
II	<b>Agencies of Globalization:</b> Political economy of globalization – Multinational corporations (MNCs), nation-state, media, market, international agencies (International Monetary Fund, World Bank, etc.,).			10 Hours
III	<b>Globalization and culture:</b> Ethos of globalization (unbridled freedom, individualism, consumerism) – Diffusion and projection of American value system and cultural patterns through the media – cultural homogenization, hegemony and dominance – Globalization and the resurgence of ethnic consciousness: global tourism, diasporic communities.			12 Hours
IV	<b>Social consequences:</b> Inequality within and among nation-states – Differential perception among nations and their populations – socio-economic impact – Impact on individual and group identities.			10 Hours
V	<b>Indian experience:</b> Globalization and public policy – Debate on globalization – Impact of Globalization in India: Trends and prospects			8 Hours
<ol style="list-style-type: none"> <li>1. <b>References</b></li> <li>2. P.W.Preston, <i>Development theory – An introduction</i>. Oxford Blackwell Waters, Malcolm. 1996. <i>Globalization</i>. London Routledge.1996</li> <li>3. Ankie, Hoogvelt. <i>Globalization and the post – colonial world – The new political economy of development</i>. London: Macmillan, 1997</li> <li>4. Arjun, Appadurai, <i>Modernity at large: Cultural dimensions of globalization</i>. New Delhi: Oxford University Press.1997</li> <li>5. Ankie, Hoogvelt. <i>The sociology of development</i>: London: Macmillan, 1998</li> <li>6. Kiely, Ray and Phil Marfleet (eds.), <i>Globalization and the third world</i>. London: Routledge. 1998.</li> <li>7. <u>Joseph Stiglitz, <i>Globalization and its Discontents</i>, Harper and Collins,2005. (B.T.B.)</u>.</li> <li>8. Joseph Stiglitz, <i>Making Globalization work</i>, Harper and Collins, 2007.</li> <li>9. Titmus. H, <i>Social Policy</i>, sterling publishers (p) ltd., New Delhi,1988</li> </ol>				
<b>Course Outcome</b>	<p>On completion of the course, Students should be able</p> <ol style="list-style-type: none"> <li>1. The students will be able to understand the nature and dynamics of globalization</li> <li>2. The students will have a clear understanding of Agencies of Globalization and Globalization culture</li> <li>3. The students will be able to understand the social consequences of globalization and the impact of globalization on India.</li> <li>4. The students will be able to analyze the roles of global corporations’ international organization</li> <li>5. The students will be able to demonstrate the social consequences of globalization in equality within and among states.</li> </ol>			

CO/PSO 24SOIC4223		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	The Students will be able to understand the nature and dynamics of globalization	3	3	3	3	2	2	2	2
<b>CO2</b>	The Students will have a clear understanding on Agencies of Globalization and Globalization and culture	3	3	3	2	2	2	3	2
<b>CO3</b>	The Students will be able to understand the Social consequences of globalization and Impact of Globalization in India.	3	3	3	3	3	2	2	2
<b>CO4</b>	The students will be able to analyze the roles of global corporations international organization	3	2	3	3	2	3	3	3
<b>CO5</b>	The students will be able to demonstrate the social consequences of globalization inequality within and among states.	3	3	2	3	3	2	2	2
<b>Mean Score: 2.6</b>									

CourseCode & Title		24SOIC5124 - SOCIOLOGICAL INQUIRY	
Class	B.A/M.A. (5 Year Integrated) Sociology	Semester IX	4 Credit
Cognitive Level	K-2:(UNDERSTAND), K- 3: ( APPLY ), K-5: (EVALUATE)		
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To trace the philosophical roots of sociological methodologies and research cultures</li> <li>2. To elaborate on the different models and logic of methodologies specific to sociological research.</li> <li>3. To discuss the nature of the original methodological contribution made by classical sociologists.</li> <li>4. To evolve a critique of positivist and scientism-inspired sociological methodologies.</li> <li>5. To illustrate specific qualitative research methods deployed in sociological and anthropological research.</li> </ol>		
UNIT	Content	No. of Hours	
<b>I</b>	<b>Philosophical Roots of Social Research:</b> Classical View of Science (Comte's, Vienna Circle' Reason -- Rationality and Standard View of Scientific Knowledge - Social Science as Science Objectivity- Subjectivity-Ideology and Value-Neutrality, Professional Ethics and Plagiarisms.- T Position of Researcher and Problem of Adequacy	<b>12 Hours</b>	
<b>II</b>	<b>Logical Methods:</b> Karl Popper's Logic of Discovery and Demonstration - Inquiry of logics, Inducti process and Deductive process, Empirical, Comparative, Analytical, Explorative- Qualitat turn: Nisbet and Gouldner	<b>8 Hours</b>	
<b>III</b>	<b>Contributions to Methodology and Methods:</b> Comte Positivism and Evolutionism Emile Durkhei Comparative Methods –Karl Marx: Historical and Dialectical Methods, Pareto: Derivative Metho Max Weber: Interpretivism	<b>10 Hours</b>	
<b>IV</b>	<b>Critiques of Positivism &amp; scientism:</b> Phenomenology and Ethnomethodology, Hermeneutics, Critical theory, Feminist Critiques Critiques of Science: Thomas Kuhn and Feyerabend – Relativism: Peter Winch – Genealogy a Archeology of Foucault.	<b>10 Hours</b>	
<b>V</b>	<b>Sociological-Anthropological Methods of Inquiry:</b> Ethnography, Oral History, Interviews, Ca Studies Content Analysis, Participatory Observation, Narratives, Biographical Approach – Writi Research.	<b>10 Hours</b>	
<b>References</b>			
<ol style="list-style-type: none"> <li>1. Burawoy Mand Joseph Blum(ed), <i>Global Ethnography: Forces, Connections and imaginations</i>, University of California Press, Berkeley and Los Angeles, 2000.</li> <li>2. Devine and Heath, <i>Sociological Research Methods in Context</i>, Palgrave,1999.</li> <li>3. Denzin Norman, Lincoln Yvonna(ed), <i>Handbook of Qualitative Research</i>, Sage, Thousand Oaks,2000.</li> <li>4. Feyerabend Paul, <i>Farewell to Reason</i>, Verso, London,1987.</li> <li>5. Feyerabend Paul, <i>Against Method</i>, Humanities Press,1975.</li> <li>6. Giddens Anthony, <i>New Rules of Sociological Research</i>, Hutchinson,1976.</li> <li>7. Mulkay Michael, <i>Science and the Sociology of Knowledge</i>, George Allen and Unwin Ltd London,1979.</li> <li>8. Silverman David, <i>Qualitative Methodology and Sociology</i>, Gower, Vermont,1985.</li> <li>9. Williams Malcolm, <i>Science and Social Science</i>, Routledge, New York,2004.</li> </ol>			
<b>Course Outcome</b>			
On completion of the course, Students should be able			
<ol style="list-style-type: none"> <li>1. To trace the philosophical roots of sociological methodologies and research cultures</li> <li>2. To elaborate on the different models and logic of methodologies specific to sociological research.</li> <li>3. To discuss the nature of original methodological contribution made by classical sociologists.</li> <li>4. To evolve a critique of positivist and scientism inspired sociological methodologies.</li> <li>5. To illustrate specific qualitative research methods deployed in sociological and anthropological research.</li> </ol>			

CO/PSO 24SOIC5124		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	To trace the philosophical roots of sociological methodologies and research cultures	3	3	2	3	2	3	3	2
<b>CO2</b>	To elaborate on the different models and logic of methodologies specific to sociological research.	3	3	3	3	3	3	3	3
<b>CO3</b>	To discuss the nature of original methodological contribution made by classical sociologists.	3	3	3	3	2	3	3	3
<b>CO4</b>	To evolve a critique of positivist and scientism inspired sociological methodologies.	3	3	2	3	3	3	3	3
<b>CO5</b>	To illustrate specific qualitative research methods deployed in sociological and anthropological research.	3	3	3	2	2	3	2	2
<b>Mean Score: 2.8</b>									

Course Code & Title		24SOIC5125 - VISUALSOCIOLOGY		
Class		B.A/M.A. (5 Yr. Int.) Sociology	Semester IX	4 Credit
Cognitive Level		K-2:(UNDERSTAND), K- 3: ( APPLY ), K-4: (ANALYZE)		
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>To Gain an introduction to visual sociology.</li> <li>To use visual technologies to learn about the social world.</li> <li>To practice observational skills, with or without a camera, and thus become knowledgeable observers of society.</li> <li>To develop visual literacy to understand the sociological importance of depictions of different groups of people and their social environments.</li> <li>To Enhance sociological imaginations to critically analyze images orally and in writing.</li> </ol>			
UNIT	Content			No.ofHours
<b>I</b>	Introduction to Visual Sociology: Concepts – Career of Visual Sociology – Visual Anthropology to Visual Sociology – Ethics: Role of Researcher - Practicing Visual Sociology: Visual Media and Professional Practice – Performance and expressive practices in India.			<b>8</b>
<b>II</b>	Theories and Approaches: The practice of seeing and interpreting visual world - Approaches to Analysis of Images - <i>The Power of the Visual</i> – Video: <i>Visual Narrative</i> – <i>Photography</i> – <i>Sound – Semiology of visual</i> – <i>Performative Analysis: Victor Turner, Schechner</i> -Visual Ethnography			<b>10</b>
<b>III</b>	Popular Visual Culture: Normalization of violence – Caste, Class, and Gender in Visual Media – Visual World and Social norms and Social Construction –Public Visual Cultures: Posters, flex boards, written words and images in quotidian life.			<b>8</b>
<b>IV</b>	Visual Sociology of Images: Images, graphic display or photographs - Photos and Photovoices – Drawing and Paintings - Analysing Advertisements – Subjectivity Photograph and Photographer – Culture, identity body and anthropology of image – Studying films – Politics, aesthetics and culture of Cinema.			<b>12</b>
<b>V</b>	Sociology of Digital and Multimedia: The Infrastructure of the Internet - Sociological analyses of digital media use - Digital data analysis: capturing and analysing data from web sites, social media and video platforms: memes and trolls – Social Media: Visualising Self, selfies: digital social relations, people’s sense of self, and meaning-making practices. Trends and Future of Visuality.			<b>12</b>
<b>References</b>				
<ol style="list-style-type: none"> <li>Bateson, G. &amp; Mead, M. (1942) <i>The Balinese Character: A Photographic Analysis</i>. New York Academy of Sciences, New York.</li> <li>Becker, H. (1974) <i>Photography and Sociology. Studies in the Anthropology of Visual Communication</i> (1) : 3–26.</li> <li>Bourdieu, P., Boltanski, L., Castel, R., &amp; Chamboredon, J.-D. (1990) <i>Photography: A Middle-Brow Art</i>. Polity Press, Cambridge.</li> <li>Emmison, M. &amp; Smith, P. (2007) <i>Researching the Visual</i>. Sage, London.</li> <li>Habeck, J. O. (2008) <i>Conditions and Limitations of Lifestyle Plurality in Siberia: A Research Programme</i>. MPI Working Papers, No. 104.</li> <li>Harper, D. (1997) Visualizing Structure: Reading Surfaces of Social Life. <i>Qualitative Sociology</i> (20) (1): 57–77.</li> <li>Harper, Douglas. 2012. <i>Visual Sociology</i>. New York: Routledge.</li> <li>Milne, E.-J., Mitchell, C., &amp; De Lange, N. (2012) <i>Handbook of Participatory Video</i>. AltaMira Press, Lanham, MD.</li> <li>Nathanson R. &amp; Zuev D. (eds.) (2012) <i>Sociology of the Visual Sphere</i>. Routledge, New York.</li> </ol>				
<b>Course Outcome</b>				
On completion of the course, Students should be able				
<ol style="list-style-type: none"> <li>To Gain an introduction to visual sociology.</li> <li>To use visual technologies to learn about the social world.</li> <li>To practice observational skills, with or without a camera, and thus become knowledgeable observers of society.</li> <li>To develop visual literacy to understand the sociological importance of depictions of different groups of people and their social environments.</li> <li>To enhance sociological imaginations to critically analyze images orally and in writing.</li> </ol>				

CO/PSO 24SOIC5125		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	To Gain an introduction to visual sociology.	2	3	3	3	3	3	2	3
<b>CO2</b>	To use visual technologies to learn about the social world.	2	3	3	3	3	2	3	3
<b>CO3</b>	To practice observational skills, with or without a camera, and thus become knowledgeable observers of society.	3	3	2	3	3	3	2	3
<b>CO4</b>	To develop visual literacy to understand the sociological importance of depictions of different groups of people and their social environment.	3	3	3	2	3	3	3	2
<b>CO5</b>	To Enhance sociological imaginations to critically analyze images orally and in writing	3	3	3	2	2	3	3	3
<b>Mean Score: 2.8</b>									

Course Code & Title		24SOIC5126: TRENDS IN 21ST CENTURY SOCIOLOGY		
Class	B.A/M.A. (5 Yr. Int.) Sociology		Semester IX	4 Credit
Cognitive Level	K-1:(REMEMBER), K-3: ( APPLY), K-4: (ANALYZE)			
Course Objectives	<ol style="list-style-type: none"> <li>1. Provide a comprehensive understanding of foundational concepts in 21st- century sociology.</li> <li>2. Examine key sociological theories and their contemporary adaptations to understand modern societal structures.</li> <li>3. Explore the sociology of identity, including the social construction of the body, emotions, and disability.</li> <li>4. Analyze the implications of gender, sexuality, class, and social stratification in the digital age.</li> <li>5. Investigate the impact of technology, media, and environmental changes on society and future sociological trends.</li> </ol>			
UNIT	Content			No. of Hours
I	<b>Introduction to 21st Century Sociology:</b> Historical context and evolution of sociology - Key sociological theories and their modern adaptations. <b>Contemporary Sociological Theories:</b> Postmodernism and Late Modernity – Humanist Sociology – Critical and Reflexive Sociology – Public Sociology. <b>Methodological Innovations:</b> Digital sociology and big data - Visual sociology and multimedia research - Mathematical sociology and advanced modelling techniques			8 Hours
II	<b>The Sociology of Identity and the Self: The Sociology of the Body:</b> Social construction of the body - Cultural representations and bodily practices - Emerging issues: reproduction, longevity, and bioethics. <b>Disability and Society:</b> Historical and contemporary perspectives on disability - Disability movements and rights - Chronic illness and societal impacts. <b>Emotions and Self-Identity:</b> Emotion culture and feeling rules - Emotional labour and its implications in modern society -The role of emotions in identity formation			12 Hours
III	<b>Social Structures and Inequality: Gender and Sexuality:</b> Contemporary issues in gender studies - The sociology of masculinity and femininity - Sexual orientation and identity politics. <b>Class and Social Stratification:</b> The changing nature of work and its impact on class structures - Wealth inequality and social mobility - New forms of social stratification in the digital age			10 Hours
IV	<b>Cultural Sociology:</b> Popular Culture and Media: The production and consumption of popular culture - Media influences social behaviour and identity - The role of technology in cultural production. Leisure and Recreation: The sociology of leisure and its societal implications - The role of sports and physical activities in modern life - Trends in leisure activities and their social significance			10 Hours
V	<b>Global Issues and Future Directions:</b> Technology and Society: The sociology of science and technology - The impact of technological advancements on social life - Ethical implications of emerging technologies. Risk and Disaster: The sociology of risk and uncertainty - Social responses to natural and technological disasters - Strategies for risk management and disaster preparedness. Future Prospects: Predicting social trends and challenges - The role of sociology in shaping public policy - Emerging fields and interdisciplinary approaches in sociology			10 Hours
<b>References</b>				
<ol style="list-style-type: none"> <li>1. Bauman, Z. (2000). <i>Liquid Modernity</i>. Polity Press.</li> <li>2. Beck, U. (1992). <i>Risk Society: Towards a New Modernity</i>. SAGE Publications.</li> <li>3. Bourdieu, P. (1984). <i>Distinction: A Social Critique of the Judgement of Taste</i>. Harvard University Press.</li> <li>4. Castells, M. (1996). <i>The Rise of the Network Society</i>. Wiley-Blackwell.</li> <li>5. Giddens, A. (1991). <i>Modernity and Self-Identity: Self and Society in the Late Modern Age</i>. Polity Press.</li> <li>6. Haraway, D. (1991). <i>Simians, Cyborgs, and Women: The Reinvention of Nature</i>. Routledge.</li> <li>7. hooks, b. (2000). <i>Feminism is for Everybody: Passionate Politics</i>. South End Press.</li> <li>8. Hochschild, A. R. (1983). <i>The Managed Heart: Commercialization of Human Feeling</i>. University of California Press.</li> <li>9. Smith, D. E. (1987). <i>The Everyday World as Problematic: A Feminist Sociology</i>. Northeastern University Press.</li> <li>10. Wallerstein, I. (2004). <i>World-Systems Analysis: An Introduction</i>. Duke University Press.</li> </ol>				
<b>Course Outcome</b>				
<b>At the end of this course, the student will</b>				
<ol style="list-style-type: none"> <li>1. Demonstrate a thorough knowledge of historical and contemporary sociological theories.</li> <li>2. Critically evaluate the role of emotions, bodily practices, and identity in societal interactions.</li> <li>3. Assess the current issues and transformations in gender studies, social stratification, and class dynamics.</li> <li>4. Analyze the influence of popular culture, media, and technology on social behaviour and cultural production.</li> <li>5. Develop informed perspectives on global issues, including technological advancements, environmental impacts, and future societal trends.</li> </ol>				

CO/PSO 24SOIC5126		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Provide a comprehensive understanding of foundational concepts in 21st- century sociology.	2	3	3	3	3	3	2	3
<b>CO2</b>	Examine key sociological theories and their contemporary adaptations to understand modern societal structures.	2	3	3	3	3	2	3	3
<b>CO3</b>	Explore the sociology of identity, including the social construction of the body, emotions, and disability.	3	3	2	3	3	3	2	3
<b>CO4</b>	Analyze the implications of gender, sexuality, class, and social stratification in the digital age.	3	3	3	2	3	3	3	2
<b>CO5</b>	Investigate the impact of technology, media, and environmental changes on society and future sociological trends.	3	3	3	2	2	3	3	3
<b>Mean Score: 2.8</b>									

CourseCode& Title		24SOIC5127 - DEVELOPMENT PRACTICES		
Class		B.A/M.A. (5 Yr. Int.) Sociology	Semester IX	4 Credit
Cognitive Level		K-2:(UNDERSTAND), K-3:( APPLY), K-4:(ANALYZE), K-5:(EVALUATE)		
Course Objectives	<ol style="list-style-type: none"> <li>To understanding Methods and Strategies for Development practices</li> <li>To analyze Stakeholders thorough stakeholder analysis</li> <li>To evaluate Action Research and Activist Research, Planning and undertaking research projects.</li> <li>To create knowledge about Documenting and reporting development outcomes</li> <li>To understand working women and their problems</li> </ol>			
UNIT	Content	No.ofHours		
I	Practising development: Approaches and Issues – Methods and Strategies for participatory and people-centred identification of development issues – Conducting baseline survey – Understanding and undertaking project formulation and programme planning	12 Hours		
II	Identifying Problems and Stakeholders through Stakeholder Analysis – Resource mapping and mobilisation for Development – Social mobilisation and Community organising: Issues and Strategies	10 Hours		
III	Action Research and Activist Research – Planning and undertaking research projects with social groups and communities – Disseminating research results through campaign, networking and policy advocacy	10 Hours		
IV	Documenting and reporting development outcomes – Understanding methods and tools for process documentation – Learning about quantitative and qualitative reporting of development outcomes and impacts – Use of video, social media and web resources for development documentation	10 Hours		
V	Working with women/gender issues – working with health hygiene and sanitation issues – working with issues relating to caste-based inequality – working with excluded groups	8 Hours		
References				
<ol style="list-style-type: none"> <li>Narayan, Deepa and Jennifer Rietbergen-McCracken, <i>Participation and Social Assessment: Tools and Techniques</i>, World Bank, 1998</li> <li>Jouwert van Geene, <i>Participatory Capacity Building</i>, The Institute of Cultural Affairs – Zimbabwe, 2003</li> <li>Desirée de Leeuw, J. J. Hox, Don A. Dillman (Eds), <i>International Handbook of Survey Methodology</i>, Taylor &amp; Francis, 2008</li> <li>William M. Babiuch and Barbara C. Farha, <i>Stakeholder Analysis: Methodologies Resource Book</i>, National Renewable Energy Laboratory, Colorado, 1994</li> <li>Stringer, E. <i>Action Research</i> (3rd ed.). Sage Publication, Thousand Oaks, California: Sage Publications 2007</li> <li>Greenwood, Davyd and Morten Levin. <i>Introduction to Action Research: Social Research for Social Change</i>, Sage Publication, 2007</li> </ol>				
Course Outcomes	<p>Oncompletion of the course, Students should be able to</p> <ol style="list-style-type: none"> <li>Analyze the Practicing development Approaches and Issues</li> <li>Discuss a clear understanding of the Action Research and Activist Research</li> <li>Demonstrate knowledge about research projects.</li> <li>Discuss methods and tools for process documentation.</li> <li>Analyze gender issues and health hygiene and sanitation issues</li> </ol>			

CO/PSO 24SOIC5127		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Analyze the Practicing development Approaches and Issues	3	3	3	3	2	2	3	2
<b>CO2</b>	Discuss a clear understanding on the Action Research and Activist Research	3	3	2	3	3	3	3	3
<b>CO3</b>	Demonstrate knowledge about research projects.	3	3	3	3	2	3	3	3
<b>CO4</b>	Discuss methods and tools for process documentation	3	3	3	2	3	3	2	3
<b>CO5</b>	Analyse gender issues and health hygiene and sanitation issues	3	2	2	3	3	3	2	3
<b>Mean Score: 2.8</b>									

CourseCode & Title		24SOID5101 - SOCIOLOGY OF CRIME AND DEVIANCE		
Class	M. A. (5yr. int.) Sociology	Semester IX	4 Credit	
Cognitive Level	K-1:(REMEMBER), K- 3: ( APPLY ), K-4: (ANALYZE), K-6: (CREATE)			
Course Objectives	<ol style="list-style-type: none"> <li>1. Define deviance as a form of social behaviour;</li> <li>2. Apply theoretical contributions to explain deviant behaviour;</li> <li>3. Relate discrimination, prejudice and deviance;</li> <li>4. Analyse the causes and consequences of crime as deviant behaviour.</li> <li>5. Assess correctional and rehabilitative means to control deviant behaviour.</li> <li>6. behaviour.</li> </ol>			
UNIT	Content			No.ofHours
I	<b>Introduction:</b> Social Deviance: Meaning – Types – Measuring the Extent and Characteristics of Deviants – Functions of Deviance; Perspectives on Deviance: Strain Theory – Differential Association Theory – Labeling Theory – Phenomenological Theory – Conflict Theory.			<b>10 Hours 11</b>
II	<b>Discrimination and Prejudice:</b> Prejudice: Meaning – Nature of Prejudice – Forms of Discrimination – Cultural and Social Factors and Prejudice; Prejudice and Minority Groups: Concept of Minority Group – Discrimination against Racial, Ethnic and Religious Minorities; Remedial Measures.			<b>10 Hours</b>
III	<b>Crime as a Deviance:</b> Crime: Meaning – Patterns of Crime; Property Crime: Meaning – Types: Robbery – Burglary – Shoplifting; Organised Crime: Meaning – Organised Crime Activities – Development of Organised Crime; White-Collar Crime: Meaning – Characteristics – Causes – Criminal Corporate Behaviour – Crimes in White-Collar Occupations; Slum and Deviant Behaviour.			<b>10 Hours</b>
IV	<b>Power and Deviance:</b> Power as Differentiator of Deviance – Power as Cause of Deviance – Deviance within Same Class; Power Abuse: Meaning – Objectives – Patterns – Neutralisation of Power Abuse.			<b>10 Hours</b>
V	<b>Deviant Behaviour and Social Control:</b> Prevention of Deviant Behaviour: Moral and Ameliorative Problems – General Public Education – Community-based Programmes – Urban Community Development – Correctional and Rehabilitative Centres – Group Approach to Social Reintegration.			<b>10 Hours</b>
<b>References</b>				
<ol style="list-style-type: none"> <li>1. Ahuja Ram, 1992. Social Problems in India, New Delhi: Rawat Publications</li> <li>2. Bates AP. And Julian J. 1997. Sociology: Understanding Social Behaviour. Boston: Allyn and Bacon</li> <li>3. Brophy, Jere E. 1977. Child Development and Socialization, Science Research Associates</li> <li>4. Burchard, John D. &amp; Sarah N. Burchard (eds.), 1987. Prevention of Delinquent Behaviour, New Delhi: Sage</li> <li>5. Clinard MB. Sociology of Deviant Behaviour. New York: Holt, Rinehart and Winston, Inc.</li> <li>6. Edgerton, Robert B. 1985. Rules, Exceptions and Social Order. University of California Press</li> <li>7. Hawkins, David J (ed.), 1996. Delinquency and Crime: Current Theories, Cambridge University Press</li> <li>8. Kroger, Jane, 2004. Identity in Adolescence: Balance between Self and Other, Routledge,</li> <li>9. Thio, Alex, 2000. Deviant Behavior. 10th Edition. Boston, MA: Allyn &amp; Bacon</li> <li>10. Tumin, MM. 1973. Patterns of Society, Boston: Little, Brown and Company, 1973.</li> </ol>				
<b>Course Outcome</b>				
On completion of the course, Students should be able to				
<ol style="list-style-type: none"> <li>1 Identify the social deviance as a form of deviant behaviour;</li> <li>2 Interpret different perspectives on social deviance;</li> <li>3 Relate society, prejudice and social deviance;</li> <li>4 Show the causes and consequences of crime as deviant behavior;</li> <li>5 Justify correctional and rehabilitative means to control social</li> <li>6 deviance.</li> </ol>				

CO/PSO  24SOID5101		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Identify the social deviance as a form of deviant behaviour	3	3	3	3	2	3	3	3
<b>CO2</b>	Interpret different perspectives on social deviance	2	3	3	3	2	3	3	3
<b>CO3</b>	Relate society, prejudice and social deviance	3	3	3	3	3	3	2	2
<b>CO4</b>	Show the causes and consequences of crime as deviant behavior	3	3	3	2	3	3	3	3
<b>CO5</b>	Justify correctional and rehabilitative means to control social deviance	3	3	3	3	3	3	2	2
<b>Mean Score: 2.8</b>									

CourseCode & Title		24SOID5102 - SOCIOLOGY OF IDENTITY		
Class	B.A/M.A. (5 Yr. Int.) Sociology		Semester IX	4 Credit
Cognitive Level	K-1: (REMEMBER), K-2:(UNDERSTAND), K- 3: ( APPLY ), K-5: (EVALUATE)			
Course Objectives	<ol style="list-style-type: none"> <li>1 To identify biological determinism relating to gender and to provide a logical understanding of gender roles.</li> <li>2 To present various perspectives of body and discourse on power relationships.</li> <li>3 To conscientise the students on cultural construction of masculinity and femininity.</li> <li>4 To interpret the social organisation of masculinity and the privileged position of masculinity</li> <li>5 To interrogate masculinity issues and trends.</li> </ol>			
UNIT	Content			No. of Hours
I	<b>Introduction:</b> Biological Determinism: Physical difference, attributes and behavioral dispositions ; Cultural Determinism of Gender Roles-Gender roles and gendered division of labour -Gender Stereotyping and Gender Discrimination ; Doing gender, playing gender, working of gender and gender performativity; From Women's Studies to Gender Studies: A Paradigm Shift; Women's Studies vs Gender Studies.			12 Hours
II	<b>Gender Perspectives of Body:</b> Biological, Phenomenological and Socio-Cultural Perspectives of body; Body as a Site and Articulation of Power Relations; Cultural Meaning of Female Body and Women's Lived Experiences; Gender and Sexual Culture –Richard Freiherr von Krafft-Ebing , Henry Havelock Ellis and Sigmund Freud.			8 Hours
III	<b>Social Construction of Femininity</b> Bio-Social Perspective of Gender; Gender as Attributional Fact; Essentialism in the Construction of Femininity; Challenging Cultural Notions of Femininity – Butler, Douglas, Foucault and Haraway; Images of Women in Sports, Arts, Entertainment and Fashion Industry Media and Feminine Identities.			12 Hours
IV	<b>Social Construction of Masculinity</b> Definition and Understanding of Masculinities; Sociology of Masculinity; Social Organization of Masculinity and Privileged Position of Masculinity; masculine expectations and behaviours in society-physiological, psychological and social Being; Politics of Masculinity and Power; Media and Masculine Identities, Male Gaze and Objectivity.			10 Hours
V	<b>Interrogating Masculinity: Trends and Issues:</b> Masculinization of culture and polity; the crisis of masculinity in contemporary India: Fitness culture as a sign of over masculinization: A general and feminine critique of masculinity; toxic masculinity: Media and contestation of masculinity.			
<b>References</b>				
<ol style="list-style-type: none"> <li>1. Cornell R W (1995) <i>Gender</i>. Cambridge, Polity Press. Gatens M (1991) <i>A Critique of the Sex/Gender Distinction in S. Gunew (ed.) A Reader in Feminist Knowledge</i>. London: Routledge.</li> <li>2. Holmes M (2007) <i>What is Gender</i>. New Delhi, Sage Publications.</li> <li>3. Jackson S and Scott S (2002) <i>Gender: A Sociological Reader</i>. New York: Routledge.</li> <li>4. Kessler S J And McKenna W (1978) <i>Gender: An Ethnomethodological Approach</i>. Chicago: University of Chicago Press.</li> <li>5. Kimmel S Michael (2004) <i>The Gendered Society; Reader</i>. Oxford: Oxford University Press.</li> <li>6. Lipman-Blumen J (1984) <i>Gender Roles and Power</i>. New Jersey: Prentice Hall.</li> <li>7. Oakley A (1985) <i>Sex, Gender and Society</i>. London: Temple Smith.</li> <li>8. Stanley L and Wise S. (1983) <i>Breaking out Again: Feminist Methodology and Epistemology</i>. London: Routledge.</li> </ol>				
<b>Course Outcome</b>	<ol style="list-style-type: none"> <li>1. On completion of the course, Students should be able to</li> <li>2. Review the evolution of gender studies from women's studies.</li> <li>3. Summarize theoretical understanding of body and women lived experiences</li> <li>4. Explain Challenging Cultural Notions of Femininity</li> <li>5. Categorize masculine expectations and behaviors in society.</li> <li>6. Criticize the crisis of masculinity in contemporary India</li> </ol>			

CO/PSO 24SOID5102		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Review the evolution of gender studies from women's studies	3	3	3	3	2	2	3	3
<b>CO2</b>	Summarize theoretical understanding of body and women lived experiences	3	3	3	3	2	2	3	3
<b>CO3</b>	Explain Challenging Cultural Notions of Femininity	3	3	2	3	3	2	2	3
<b>CO4</b>	Categorize masculine expectations and behaviors in society.	3	3	3	3	2	2	3	3
<b>CO5</b>	Criticize the crisis of masculinity in contemporary India	3	2	3	3	2	3	3	3
<b>Mean Score: 2.7</b>									

24S0ID5103 - SOCIOLOGY OF RELIGION				
Class	B.A/M.A. (5 Yr. Int.) Sociology		Semester IX	4 Credit
Cognitive Level	K-1: (REMEMBER), K-2: (UNDERSTAND), K-4: (ANALYZE)			
Course Objectives	<ol style="list-style-type: none"> <li>1. Explain the basic concepts, methods and functions of sociology of religion.</li> <li>2. Describe the clear analyzing of sociological theories of religion.</li> <li>3. Demonstrate the clear understanding of religions and religious groups in India and their sanctity.</li> <li>4. Demonstrate knowledge about the relationship between religion and social institutions, religious differences, religious change, and the scientific nature of religion</li> <li>5. Discuss the religious movements and their functions.</li> </ol>			
UNIT	Content			No. of Hours
I	<b>Introduction:</b> Definitions of Religion- Nature and scope of sociology of religion-Sociological Perspectives of Religion- Sociological Methods of Studying Religion- Functions of Religion- Importance of Religion- Difference between Religion and Magic- Conceptual clarifications: Belief system vs ritual system vs way of life— Elements of religious experience — Typology of religions ( Church – sect Typology, Cult Typology, Antonoy F.C.Wallace’s Typology).			12 Hours
II	<b>Sociological theories of religion:</b> Types of religious practices- Animism, monism, pluralism, -Auguste Comte- Durkheim and sociological functionalism — Weber Max Weber: Peter L. Berger- Marx and dialectical materialism — Levi-Strauss and structuralism.			8 Hours
III	<b>Religions of India:</b> Buddhism, Christianity, Hinduism, Islam, Jainism, and SikhismA social historical perspective - Demographic profile - Contemporary trends. Religious Groups- Meaning- Characteristics of Religious Groups- Cults- Sects- Denominations,– Elements of Religious Groups- Relevance and Importance of Religious Groups- Aspects of religion in India -Sacred knowledge - Sacred space - sacred time - Sacred persona.			12 Hours
IV	<b>Religion and Society</b> – Relation between Religion and other Social Institutions –Religious Values and Issues- Religion and Social Stratification-Secularism and society – Communalism-Fundamentalism - Religious Conversion- Proselytism-Religious Revivalism - Religion and Science -Minorities, Dalits and Women .			8 Hours
V	<b>Religious Movements</b> –Origin and growth of Social Movements- Meaning and Social Movements of Religion- Nature of Social Movements-Characteristics – Functions of Religious Movements –Impact of Religious Movements- Merits and Demerits of Religious Movements – Socio- Religious Movements –Prarthana Samaj- Aligarh Movement-Shuddhi Movement- Young Bengal Movement- Dev Samaj-Akali Movement- Ahamadiyya Movement- Wahabi Movement.			10 Hours
<b>References</b>				
<ol style="list-style-type: none"> <li>1. Baird, Robert D. (ed.). 1995 (3rd edition). Religion in modern India. Delhi: Manohar.</li> <li>2. Jones, Kenneth W. 1989. Socio-religious reform movements in British India (The new Cambridge history of India III-1). Hyderabad: Orient Longman.</li> <li>3. Madan, T.N. (ed.). 1992 (enlarged edition). Religion in India. New Delhi: Oxford University Press.</li> <li>4. Muzumdar, H.T. 1986. India’s religious heritage. New Delhi: Allied.</li> <li>5. Roberts, Keith A. 1984. Religion in sociological perspective. New York: Dorsey Press.</li> <li>6. Shakir, Moin (ed.). 1989. Religion, state and politics in India. Delhi: Ajanta Publications.</li> <li>7. Turner, Bryan S. 1991 (2nd edition). Religion and social theory. London: Sage.</li> </ol>				
<b>Course Outcomes</b>	On completion of the course, Students should be able to <ol style="list-style-type: none"> <li>1. Explain the basic concepts, methods and functions of sociology of religion.</li> <li>2. Describe the clear analyzing of sociological theories of religion.</li> <li>3. Demonstrate the clear understanding of religions and religious groups in India and their sanctity.</li> <li>4. Demonstrate knowledge about the relationship between religion and social institutions, religious differences, religious change, and the scientific nature of religion.</li> <li>5. Discuss the religious movements and their functions</li> </ol>			

CO/PSO 24SOID5103		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Explain the basic concepts, methods and functions of sociology of religion.	2	3	3	3	3	3	2	3
<b>CO2</b>	Describe the clear Analyzing of sociological theories of religion	2	3	3	3	3	2	3	3
<b>CO3</b>	Demonstrate the clear understanding of religions and religious groups in India and their sanctity.	3	3	2	3	3	3	2	3
<b>CO4</b>	Demonstrate knowledge about the relationship between religion and social institutions, religious differences, religious change, and scientific nature of religion	3	3	3	2	3	3	3	2
<b>CO5</b>	Discuss the religious movements and their functions	3	3	3	2	2	3	3	3
<b>Mean Score: 2.6</b>									

## Course Code & Title: 24SOIF5102 INTERNSHIP

Course Title: Internship in Sociology Course

Code: SOIF2101/24SOIF5102

Credits: 4

Hours Required: 100 hours (Approx)

Term: Two-Weeks

### *Course Objectives:*

1. Develop professional skills through practical learning experiences.
2. Apply theoretical knowledge to analyse real-world problems and select appropriate solutions.
3. Enhance problem-solving skills at both micro and macro levels.
4. Integrate classroom learning with field practice to reinforce sociological concepts.
5. Gain firsthand experience in professional practice relevant to sociological training.

**Course Description:** The Sociology Internship course is designed to provide students with practical experience in applying sociological concepts and methods in professional settings. Students will work with NGOs, CSR departments of industries, Media Houses or government agencies involved in Rural Development, Non-Formal Education (NFE), Continuing Education (CE), and Community Development (CD). ***Internships will be undertaken during the Summer Vacation of the 2nd and 4th Year for the valuation during the 5th and 9th Semesters, respectively.***

### *Internship Requirements:*

- **Prerequisites:** Completion of all necessary coursework prior to the internship.
- **Placement:** Students will be placed with approved agencies in consultation with faculty coordinators.
- **Duration: 100 hours, typically spanning 14-15 working days.**
- **Documentation:** Submission of a weekly progress report, final internship report, and completion report from the internship supervisor.

### *Internship Procedure:*

4. **Before Internship:**
  - Identify and enlist agencies for student placement.
  - Match students with appropriate agencies based on their interests and agency availability.
  - Conduct orientation sessions for students, faculty, and agency representatives.
  - Prepare a detailed internship schedule.
5. **During Internship:**
  - Regular visits by faculty advisors/supervisors.
  - Weekly progress reports reviewed by faculty.
  - Address any student issues and provide follow-up.
  - Continuous assessment of student work.
6. **After Internship:**
  - Obtain feedback from the agency on student performance.
  - Assist students with the final report submission.
  - Organize viva voce for final assessment.

### *Roles and Responsibilities:*

4. **Faculty Coordinator:**
  - Guide students in selecting suitable agencies.
  - Conduct regular reviews and provide feedback.
  - Resolve issues and ensure academic standards are maintained.
5. **Agency Supervisor/Mentor:**
  - Provide on-the-job training and monitor intern performance.
  - Offer constructive feedback and support.
  - Submit a final evaluation report on the intern's performance.
6. **Student/Intern:**
  - Submit a written application including a bio-data and learning objectives.
  - Finalise the work plan and schedule with the supervisor.

- Devote full-time to the internship, adhering to agency rules and regulations.
- Maintain detailed records of hours worked, activities performed, and supervisory meetings.
- Treat the internship with professionalism and respect all organisational policies.

*Evaluation:*

- **External Assessment (50 marks):**
  - Agency Supervisor Evaluation: 50 marks
- **Internal Assessment (50 marks):**
  - Internship Report: 25 marks
  - Viva Voce\*: 25 marks

**\*Viva Voce:** The viva voce will be conducted under the leadership of the Chairman of the Examination Board, who is the Head of the Department, involving Internal (Faculty Advisor) and External Examiner (Faculty who is a member of the Department of Sociology other than the Faculty Advisor)

*Code of Conduct:*

- Punctuality and adherence to the institution's timings.
- Accountability for assigned tasks and timely completion.
- Professional behavior and respect for all colleagues.
- Adherence to dress code and organizational norms.
- Confidentiality and ethical conduct in all internship activities.
- Full-time commitment to the internship without engaging in part-time work.

*Benefits of Internship:*

- Practical application of sociological theories.
- Exposure to professional environments and practices.
- Development of critical thinking and problem-solving skills.
- Networking opportunities with professionals in the field.
- Enhanced employability and career readiness.

*Structure of the report:*

- Introduction about the intern organization
- Detailed Overall activities of the intern
- Professional and personal learning
- Reflection of the students experience in the intern organization
- Conclusion
- Appendix if any

Course Code & Title		24SOIC5228 - ECONOMIC SOCIOLOGY		
Class	B.A/M.A. (5 Yr. Int.) Sociology	Semester X	4 Credit	
Cognitive Level	K-2:(UNDERSTAND), K- 3: ( APPLY ), K-4: (ANALYZE)			
Course Objectives	<ol style="list-style-type: none"> <li>To orient the students to the field of economic sociology by critiquing excessive economism.</li> <li>To detail the theoretical approaches to the sociological foundations of economic transactions.</li> <li>To trace the specifics of emerging economic sociology by detailing the important sociological contributions.</li> <li>To illustrate the relationship between economic action and social life and structure.</li> <li>To locate economic development in the socio-cultural context of Indian society.</li> </ol>			
UNIT	Content			No. of Hours
I	<b>Introduction and Orientation to the Field:</b> Emergence of economic sociology: The Economic Approach - Critiques of the Economic Approach - Moral Views.			10 Hours
II	<b>Theoretical Approaches:</b> Classical sociological Perspectives: Marx: critique of political economy; Durkheim: division of labour; Weber: sociology of capitalism; Veblen: Conspicuous consumption. A recent sociological interpretation of economy: Polanyi (economy as an instituted process), Granovetter (Problem of embeddedness).			10 Hours
III	<b>Rise of new economic sociology:</b> Approaches of new economic sociology, new economic sociology and classical economic sociology – Social life of things: Arjun Appadurai – Consumptive Behaviour.			10 Hours
IV	<b>Economic action and social structure:</b> Varieties of embeddedness, social networks in economic behaviour and Values– Social Capital – Gender- Labour Market and networks – Corporations - Household Economy and Care Work – Consumption			10 Hours
V	<b>Socio-cultural context of economic development:</b> Culture and development with special reference to India, Social background of business groups – Growth Vs Development: Globalisation & Rise of neoliberalism.			10 Hours
<b>References</b>				
<ol style="list-style-type: none"> <li>Swedberg, Richard. 2003. Principles of Economic Sociology. Princeton: Princeton University Press.</li> <li>Triglia, Carlo, 2002. Economic Sociology: State, Market, and Society in Modern Capitalism. Oxford: Blackwell.</li> <li>Granovetter, Mark, 1985. Economic Action and Social Structure. American Journal of Sociology. Vol. 91, No.3.</li> <li>Kapp, William. 1963. Hindu Culture, Economic Development, and Economic Planning in India: A Collection of Essays. Bombay:</li> <li>Asia Publishing House.</li> <li>Karl Polanyi, Conrad M. Arensberg, and Harry W. Pearson, eds., 1957. Trade and Market in the Early Empires. New York: The Free Press.</li> <li>Rao, Vijayendra and Michael Walton (eds.) Culture and Public Action. Delhi: Permanent Black.</li> <li>Smelser Neil. J. (ed.) Readings in Economic Sociology. Berkeley: University of California Press.</li> <li>Smelser, Neil J. &amp; Swedberg, Richard (eds.) Handbook of Economic Sociology. Princeton: Princeton University Press.</li> <li>Veblen, T. 1899. The Theory of the Leisure Class. Penguin Classics.</li> </ol>				
<b>Course Outcome</b>				
On completion of the course, Students should be able				
<ol style="list-style-type: none"> <li>To critically analyse the excessive economism prevailing in the sociological understanding of economic life.</li> <li>To detail the theoretical approaches to the sociological foundations of economic transactions.</li> <li>To trace the specifics of emerging economic sociology by detailing the important sociological contributions.</li> <li>To illustrate the relationship between economic action and social life and structure.</li> <li>To contextually explain the economic development of Indian society.</li> </ol>				

CO/PSO 24SOIC5228		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	To critically analyse the excessive economism prevailing in the sociological understanding of economic life.	3	3	2	3	3	3	3	3
<b>CO2</b>	To detail the theoretical approaches to the sociological foundations of economic transactions.	3	2	3	3	3	2	3	3
<b>CO3</b>	To trace the specifics of emerging economic sociology by detailing the important sociological contributions.	3	3	3	3	3	2	3	3
<b>CO4</b>	To illustrate the relationship between economic action and social life and structure.	3	3	3	3	2	3	3	3
<b>CO5</b>	To contextually explain the economic development of Indian society	2	3	2	3	3	3	2	2
<b>Mean Score: 2.8</b>									

Course Code & Title		24SOIC5229 - CULTURE, PERSONALITY AND SOCIETY		
Class		B.A/M.A. (5 Yr. Int.) Sociology	Semester X	4 Credit
Cognitive Level		K-1: (REMEMBER), K-2: (UNDERSTAND), K-4: (ANALYZE)		
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>To introduce the history, theories and paradigms related to sociological foundations of personality</li> <li>To assess the relationship between personality, society and culture</li> <li>To list and elaborate on the constructed nature and cultural foundation of personality</li> <li>To diagnose the linkages the mental health of societal members has with culture and society</li> <li>To contextualize the understanding of personality in the culture and ethos of Indian Society.</li> </ol>			
UNIT	Content			No. of Hours
<b>I</b>	<b>History, Theory, Paradigms:</b> Personality: Neo-Psychoanalysis Erich From and the crisis of Psychoanalysis - <b>Interactionist Perspective on Personality</b> G. H Mead and the Individual Self Goffman and The self-presentation; George C Homans and the Social Self.			<b>10 Hours</b>
<b>II</b>	<b>Personality, Society and Culture:</b> The Cultural Background of Personality (R. Linton); Childhood and Society (Erik Erikson); Cultural Symbols and identity formation (C. Geertz); The National Character (M. Mead)			<b>10 Hours</b>
<b>III</b>	<b>Cultural Construction of Personality:</b> Cultural Pattern and Personality - Enculturation and Psychoanalytic Approaches - Social Structure and Enculturation - Actors, Social Structure, and Affect - Cognitive Schemas and Cultural Mediation - Stereotypes & Bias Emotions and Culture -The Self and Culture Change, Culture and Personality in a World of Change.			<b>10 Hours</b>
<b>IV</b>	<b>Mind, Culture and Society:</b> Mental Wellness and Illness; Aggression, Anthropological Debates, and Models; Trauma and Memory in Cultural Perspective; Altered States.			<b>10 Hours</b>
<b>V</b>	<b>Personality and Social Structure:</b> the Indian Context Radhakamal Mukerjee: Personality, Society, Values Indian Childhood (Sudhir Kakar) Ashis Nandy (The Intimate Enemy)			<b>10 Hours</b>
<b>References</b>				
<ol style="list-style-type: none"> <li>Erickson, Eric H. 1950. <i>Childhood and Society</i>. New York: W. W. Norton &amp; Co., Inc.</li> <li>Patricia M. Greenfield, (Sept. 2000), "What Psychology can do for Anthropology, or Why Anthropology Took Postmodernism on the Chin," <i>American Anthropologist</i> Vol. 102, No. 3 Pp. 564-576.</li> <li>Geertz, C. 1973. <i>Interpretation of Culture</i>. New York: Basic Books.</li> <li>Goffman, E. 1959. <i>The Presentation of Self in Everyday Life</i>. New York: Anchor Books.</li> <li>Hall Calvin S &amp; Gardner Lindzey. 1985. 'The Relevance of Freudian</li> <li>Psychology and Related Viewpoints for the social sciences' in <i>Handbook of Social Psychology vol. I</i>. New York: Academic Press.</li> <li>Homans, George, C. 1961. <i>Social Behaviour: Its Elementary Forms</i>. London: Routledge &amp; Kegan Paul.</li> <li>Kakar, S. 1979. <i>Indian Childhood: Cultural Ideas and Social Reality</i>. New Delhi: Oxford University Press.</li> <li>Linton, R. 1949. <i>The Cultural Background of Personality</i>. London: Routledge &amp; Kegan Paul.</li> <li>Mead, G.H. 1938. <i>Mind, Self and Society</i>. Chicago: University of Chicago Press.</li> <li>Parsons, T. 1964. 'Psychoanalysis and Social Structure' in <i>Essays in Sociological Theory</i>. New York: Free Press.</li> </ol>				
<b>Course Outcome</b>				
<p><b>Upon</b> completion of the course, Students should be able</p> <ol style="list-style-type: none"> <li>To describe the history, theories and paradigms related to sociological foundations of personality.</li> <li>To assess the relationship between personality, society and culture</li> <li>To list and elaborate on personality's constructed nature and cultural foundation.</li> <li>To diagnose the linkages the mental health of societal members has with culture and society.</li> <li>To demonstrate deep understanding of personality by locating it in the culture and ethos of Indian Society.</li> </ol>				

CO/PSO 24SOIC5229		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	To describe the history, theories and paradigms related to sociological foundations of personality.	2	3	3	3	3	3	2	3
<b>CO2</b>	To assess the relationship between personality, society and culture.	2	3	3	3	3	2	3	3
<b>CO3</b>	To list and elaborate on the constructed nature and cultural foundation of personality.	3	3	2	3	3	3	2	3
<b>CO4</b>	To diagnose the linkages the mental health of societal members has with culture, and society.	3	3	3	2	3	3	3	2
<b>CO5</b>	To demonstrate deep understanding of personality by locating it in the culture and ethos of Indian Society	3	3	3	2	2	3	3	3
<b>Mean Score: 2.8</b>									

Course Code & Title		24SOIC5230 - SOCIOLOGY OF FOOD	
Class	B.A/M.A. (5 Yr. Int.) Sociology	Semester X	4 Credit
Cognitive Level	K-2:(UNDERSTAND), K- 3: ( APPLY ), K-5: (EVALUATE)		
<b>Course Objectives</b>	1. To provide an overview of sociological approaches to issues concerning food consumption 2. To develop a critical awareness of taken-for-granted everyday issues surrounding food negotiation and consumption 3. To link Gender with food and explore its implications. 4. To consider the relationship between food and quality of life. 5. To identify the food production, distribution and consumption in the Indian context		
UNIT	Content	No. of Hours	
I.	<b>Food as an area of anthropological/sociological study</b> - Food in the sociological and Anthropological Classics: Sociological Interest in Food to Sociologies of Food of Food Patterns - Theoretical Approaches to the Study of food and Eating - Food as Symbol, sustenance and Socialisation - Food culture and professional or personal development- The Evolution of Eating Practices.	12 Hours	
II.	<b>Food and Gender: Why Study Food &amp; Gender?</b> - Gender& Food: Introducing Intersectionality Theory - Food & Identity: Thinking through Auto Ethnography as Method - Reading Cookbooks Through a Critical Socio-historical and Intersectional Lens - Women, caste and Food: Historical Perspectives.	10 Hours	
III.	<b>Culinary Cultures - Between the Domestic and the Economic Spheres: The Ebb and Flow of Culinary Activity - The Development of Culinary Cultures - The Impact of Colonialism and Migration on Food</b> - Food in oriental history – Constructing Femininity & Masculinity through Food Practices - Food in Modern times – The place of food in contemporary India.	10 Hours	
IV.	<b>Food and quality of life</b> - Food and health - Food rationing -Poverty, famine, and food - From Food Risks and Food Safety to Anxiety Management- Moral Dimensions of food - Food System Localization - Global Food Systems The Globalization of the Food Supply: De- localization and Re- localization - Food Culture and Diet Reformism Obesity and the Medicalization of Everyday Food Consumption -	10 Hours	
V.	<b>Food production, preparation, distribution, and consumption</b> - Food production in India - Food preparation and consumption at home: Gender implications - Professional cooks and eating outside the home - Sociology of <i>annadana</i> - Gastronomy and social organization in India.	8 Hours	
<b>References</b>			
1. Khare, R.S.: Aspects of south Asian food systems. Durham: Carolina, 1986. 2. Mennel, Stephen; et al.: The sociology of food. New Delhi: Sage, 1992. 3. Beardsworth, Alan, and Teresa Keil. 1997. Sociology on the menu: An invitation to the study of food and society. London: Routledge 4. Breckenridge, Carol A.: <i>Consuming modernity: public culture in contemporary India</i> . New Delhi: Oxford University Press, 1996. 5. Caplan, Pat, ed. 1997. Food, health, and identity. London: Routledge. 6. Coveney, John. 2006. Food, morals, and meaning: The pleasure and anxiety of eating. 2d ed. London: Routledge. 7. Maurer, Donna, and Jeffery Sobal, eds. 1995. Eating agendas: Food and nutrition as social problems. Social Problems and Social Issues. New York: Aldine de Gruyter. 8. Murcott, Anne, ed. 1983. The sociology of food and eating: Essays on the sociological significance of food. Gower International Library of Research and Practice. Aldershot, UK: Gower. 9. Poulain, Jean-Pierre (2017), <i>The Sociology of Food: Eating and the Place of Food in Society</i> , Bloomsbury Academic. 10. Sillespie, Stuart and Geraldine McNeill: <i>Food, health and survival in India and developing countries</i> . New Delhi: Oxford University Press, 1992.			
<b>Course Outcome</b>			
<b>Upon completion of the course, Students should be able to</b> <ol style="list-style-type: none"> <li>1. Explain the basic concepts and sociological perspectives on food.</li> <li>2. Identify the interconnectedness between food and gender</li> <li>3. Demonstrate knowledge about the nature of and transformation in the culinary cultures and culture of eating.</li> <li>4. Appreciate the deep connection between food and quality of life.</li> <li>5. Develop analytical skills to interpret Indian and local ethos and realities concerning food production, consumption and distribution.</li> </ol>			

CO/PSO 24SOIC5230		PSO							
		1	2	3	4	5	6	7	8
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	Explain the basic concepts and sociological perspectives on food.	3	2	2	3	2	2	3	3
<b>CO2</b>	Identify the interconnectedness between food and gender	3	3	2	3	2	2	2	3
<b>CO3</b>	Demonstrate knowledge about the nature of and transformation in the culinary cultures and culture of eating.	3	3	2	3	3	2	2	3
<b>CO4</b>	Appreciate the deep connection between food and quality of life.	2	2	3	3	2	2	3	3
<b>CO5</b>	Develop analytical skills to interpret Indian and local ethos and realities concerning food production, consumption and distribution.	3	2	3	3	2	3	3	3
<b>Mean Score: 2.6</b>									

## 24SOIP5203 PROJECT WORK

No. of Credits: 12

### *Course objectives:*

Identify a topic that merits sociological investigation.

Critically analyze and assess existing body of knowledge on the selected topic through a review of relevant literature.

Develop a set of research questions that are both logical and addressable.

Identify an appropriate research strategy and method taking due account of any practical, political and ethical issues affecting the conduct of their research

Collect and examine pertinent empirical data from fieldwork and/or secondary/documentary sources

Draw appropriate conclusions from their analysis

Compose a research report that is coherently organised and properly referenced.

### *Course Description:*

The Group Project/Dissertation aims to:

To integrate understanding of the discipline(s) and consolidate grasp of the discipline.

Promote the growth of intellectual independence and originality in the students by allowing them select and define their own course of study.

Establish an adequate grounding in practical research skills as well as in project management which will help them succeed in higher education and an array of different fields and careers

*Note:*

\* At UG level: Group project- Members should be 3 to 5 depending upon the number of students in class but not exceeding 5 members per group.

\* At Honours level: Individual Research Project.

\* At PG level: Dissertation- Individual Work.

### *General Specifications:*

**Nature of Project Work:** The project work should focus on a research problem relevant to the study of Sociology.

**Data Sources:** The research may utilise either primary or secondary sources of data.

**Format and Length:** The final document should be 40-60 pages, typed and spiral-bound. The text should be in 12-point Times New Roman font, with 1.5 line spacing.

### *Structure of the Project:*

**Introduction and Review of Literature:** An overview of the research topic and a review of existing literature.

**Methodology:** A detailed description of the research methods used to collect and analyse data.

**Analysis:** Presentation and interpretation of the research findings.

**Conclusion and Suggestions:** Summary of findings and any recommendations or suggestions.

**Bibliography and Appendix:** List of references and any supplementary material

### *Evaluation Criteria:*

#### **Project Report**

(For 24SOIP3201 Total: 50 Marks = 25 Marks each by Internal and External Examiners)

(For 24SOIP4202/24SOIP5203 Total: 150 Marks = 75 Marks each by Internal and External Examiners)

**Introduction & Review of Literature:** 5/10 marks

**Methodology:** 5/20 marks

**Analysis:** 10/25 marks

**Conclusion & Suggestions:** 3/10 marks

**Bibliography & Appendix:** 2/10 marks

### *Viva Voce*

(For 24SOIP3201/24SOIP4202/24SOIP5203 Total: 50 Marks = 25 Marks each by Internal and External Examiners)

**Presentation Skills:** 5 marks

**Clarity in Subject:** 5 marks

**Methodological Clarity:** 5 Marks

**Defending the Project:** 5 marks

**Overall Performance:** 5 marks

### *Detailed Evaluation Indicators for Project Report and Viva Voce*

#### **Introduction & Review of Literature:**

Clarity and relevance of the research problem  
Comprehensive review of existing literature

#### *Methodology:*

Appropriateness and rigour of the research design  
Detailed and clear description of data collection and analysis methods

#### *Analysis:*

Accuracy and clarity in data presentation  
Depth of analysis and interpretation

#### *Conclusion & Suggestions:*

Clear and concise summary of findings  
Practical and insightful recommendations

#### *Bibliography & Appendix:*

Completeness and correctness of references  
Inclusion of relevant supplementary material

#### *Viva Voce*

#### **Presentation Skills:**

Clarity and coherence in presenting the research  
Effective use of visual aids

#### *Clarity in Subject:*

Deep understanding of the research topic  
Ability to explain complex concepts clearly

#### *Defending the Project:*

Ability to respond to questions confidently  
Justification of research methods and conclusions

#### *Overall Performance:*

Professional demeanor and preparedness  
Overall impression of the project work and presentation

**Viva Voce:** The viva voce will be conducted under the leadership of the Chairman of the Examination Board, who is the Head of the Department, involving:

(For **24SOIP3201**) Internal (Project Guide) and External Examiner (Faculty who is member of the Department of Sociology other than the Project Guide)

(For **24SOIP4202/24SOIP5203**) Internal (Project Guide) and External Examiners from outside GRI.

#### *Additional Requirements*

**Timeline:** The Project/Dissertation will begin to be mentored in the 5<sup>th</sup> Semester by the Faculty member of the Department of Sociology, who may be allotted or mutually chosen. The Full and formal guidance, either by the mentor if both mentor and student mutually agree or by a new guide, will be initiated in the 6<sup>th</sup> semester, and the report must be submitted by the end of the 6<sup>th</sup> semester.

**Documentation:** The project work should include an acknowledgement, a declaration, and a certificate from the supervising teacher.

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### *Detailed Structure of the Project Work*

#### **Introduction and Review of Literature**

**Introduction:** Outline the research problem, its relevance, and objectives.

**Review of Literature:** Summarize existing research related to the topic, identifying gaps your study aims to fill.

#### *Methodology*

**Research Design:** Explain the overall approach and type of research (qualitative, quantitative, or mixed methods).

**Data Collection Methods:** Describe how data will be collected, including tools and techniques.

**Sampling:** Provide details on the sample size and sampling techniques.

**Data Analysis:** Outline the methods used for analyzing the data.

### *.Analysis*

**Presentation of Data:** Use tables, graphs, and charts to present the findings.

**Interpretation:** Discuss what the findings mean in the context of the research questions and objectives.

**Discussion:** Discuss any similarities or differences between your results with existing literature.

### *. Conclusion and Suggestions*

**Summary:** Recap the main findings of the study.

**Implications:** Discuss the implications of your findings for theory, practice, and future research.

**Recommendations:** Provide suggestions based on the research findings.

### *.Bibliography and Appendix*

**Bibliography:** List all the sources referenced in the research.

**Appendix:** Include any additional material that supports the research, such as raw data, questionnaires, or detailed calculations.

## MINOR COURSES OFFERED TO OTHER DEPARTMENTS

<b>Scheme for Minor as Per the Guidelines of NEP 2020</b>		
<b>Total Minors Upto 3 Year</b>	<b>6 Minors [3 Intra (12 Credits) @ 50% of the total Credits of 24] + 3 Inter-Departmental (Courses) @ 50% of the total Credits of 24]</b>	<b>3 Courses in Sociology and 3 Pol. Sci &amp; Public Admn.</b>
<b>During the 4 Year at the Honours Level</b>	<b>2 Minors [ Intra (4 Credits) @ 50% of the total Credits of 8] + 1 Inter-Departmental (Course) @ 50% of the total Credits of 8]</b>	<b>31 Course from Sociology and 1 Pol. Sci &amp; Public Admn.</b>

<b>Course Code &amp; Title</b>	<b>24SOIB1101 – FOUNDATION OF SOCIOLOGY</b>		
<b>Class</b>		<b>Semester</b>	<b>4 credits</b>
<b>Cognitive Level</b>	K-1: (REMEMBER), K-3: (APPLY), K-4: (ANALYZE)		
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Define Sociology with its scope and significance.</li> <li>2. Outline the perspectives of sociology.</li> <li>3. Sketch the importance of society to the individual.</li> <li>4. Illustrate the importance of culture in social life.</li> <li>5. Analyse the indispensability of socialization and social groups in one's life.</li> </ol>		
<b>UNIT</b>	<b>Content</b>		<b>No. of Hours</b>
<b>I</b>	<b>A Systematic Introduction to Sociology:</b> Sociology: Meaning – Nature – Scope and Significance of Sociology – Sociology as a Science – Relationship with other Social Sciences; Perspectives in Sociology.		<b>10 Hours</b>
<b>II</b>	<b>Society:</b> Society: Meaning – Characteristics – Theories of Origin of Society: The Theory of Divine Origin – The Force Theory – Social Contract Theory; Models of Society – Importance of Society for the Individual.		<b>12 Hours</b>
<b>III</b>	<b>Social Institutions:</b> Meaning – Attributes; Types of Social Institutions: Primary – Marriage, Family, & Kinship; Secondary: Religion – Economy – Polity; Interrelationship between Social Institutions – Importance of Social Institutions on Social Life.		<b>8 Hours</b>
<b>IV</b>	<b>Socialisation:</b> Socialization: Meaning – Elements of Socialisation – Stages of Socialisation – Adult Socialisation – Anticipatory Socialisation – Gender Socialisation – Agencies of Socialisation.		<b>10 Hours</b>
<b>V</b>	<b>Social Organisations:</b> Social Groups: Meaning – Classification of Social Groups: Primary – Secondary – In- Group & Out-Group – Reference Group – Voluntary & Involuntary Groups; Groups and Individuals – importance of Group Identity.		<b>10 Hours</b>
<b>References</b>			
<ol style="list-style-type: none"> <li>1. Shankar Rao C.N Introduction to Sociology S. Chand 2008</li> <li>2. Abigail Fuller “ Introduction to Sociology” Connections Rice University Jan 2014</li> <li>3. Inkeles, Alex, “What is Sociology” An Introduction to the Discipline and Profession, Prentice Hall of India Private Limited New Delhi.2003</li> <li>4. Gisbert, P. “Fundamentals of Sociology” Orient Longman, Bombay 1989.</li> <li>5. Bottomore, T.B; 1971; Sociology: A Guide to Problems and Literature; Bombay; Blackie and son publication Pvt. ltd.</li> <li>6. Jayaram, N; 1990; Introducing Sociology; New Delhi, Macmillan India ltd.</li> <li>7. Johnson, Harry M;1995; Sociology: A Systematic Introduction, New Delhi; Allied publishers.</li> <li>8. R.M. Maclver and Charles H. Page, Society: An Introductory Analysis, London: MacMillan &amp; Co. Ltd, 1962,</li> <li>9. William F. Ogburn and Meyer F. Nimkoff, Sociology, Boston: Houghton Mifflin Company, 1988.</li> <li>10. E.W. Stewart and J.a. Glynn, Introduction to Sociology, New Delhi: Tata McGraw-Hill Publishing Company Ltd., 1981.</li> </ol>			
<b>Course Outcomes</b>	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> <li>1. Describe the nature and significance of Sociology as a science.</li> <li>2. Relate the sociological perspectives with the evolution of human society.</li> <li>3. Explain the concept of culture with suitable illustrations.</li> <li>4. Discuss the process of socialization with the help of theories.</li> <li>5. Analyse the need and importance of belonging to a social group.</li> </ol>		

<b>Course Code &amp; Title</b>		<b>24SOIB1202 INTRODUCTION TO INDIAN SOCIETY</b>	
<b>Class</b>		<b>Semester</b>	<b>4 Credit</b>
<b>Cognitive Level</b>		K-1:(REMEMBER), K- 3: (APPLY), K-4: (ANALYZE)	
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Explore the roots of Indian civilization.</li> <li>2. Describe economy, polity and society of ancient, medieval and modern India.</li> <li>3. Analyze the key concepts of Hinduism, Jainism, Buddhism, Islam and impact of these religions on society.</li> <li>4. Throw light on social, economic, political transformation of Indian society under colonial rule.</li> <li>5. Examine the basic issues of Indian society like unity in diversity, problems of nationalism and principles of Indian Constitution and to Assess different issues affecting Indian Society</li> </ol>		
<b>UNIT</b>	<b>Content</b>		<b>No. of Hours</b>
<b>I</b>	<b>Historical Mooring of the Indian Society:</b> Traditional Hindu Social Organisation and Vedic Indian Society- Ashrama Dharma, Pursharthas- Emergence of Buddhism, Advent of Islam and Europe Colonization – Cultural Assimilation.		<b>10 Hours</b>
<b>II</b>	<b>Salient features of the Indian Social Structure:</b> - Unity in Diversity in India - Geopolitical Unity - The Institution of Pilgrimage - Tradition of Accommodation - Tradition of Interdependence - - Constitutional Safeguards – Role of Constitution Framers		<b>12 Hours</b>
<b>III</b>	<b>Social Structure:</b> Rural and Agrarian Social Structure - Caste System: Perspectives on the study of caste systems, Features of caste system. - Untouchability - forms and perspectives. - Social Classes in India: Agrarian Class Structure - Middle classes in India. – Religious Compositions in India - Problems of Religious Minorities.		<b>8 Hours</b>
<b>IV</b>	<b>Social Change in India:</b> Vision of Social Change in India: Idea of Development Planning and Mixed Economy - Constitution, Law and Social Change - Green Revolution and Social Change - Industrialisation and Urbanisation - Social Movements in Modern India.		<b>10 Hours</b>
<b>V</b>	<b>Challenges for Social Transformation:</b> Crisis of Development: Displacement and Environmental Issues. Social Problems in India: Poverty, Patriarchy - Caste and Ethnic Conflicts - Illiteracy and Disparities in Education, Youth Unrest.		<b>10 Hours</b>
<b>References</b>			
<ol style="list-style-type: none"> <li>1. Beteille Andre. (1992): Backward Classes in Contemporary India. New Delhi:OUP</li> <li>2. Berreman G. D. (1979): Caste and Other Inequalities: Essays in Inequality. Meerut:Folklore Institute.</li> <li>3. Inden Ronald. (1990): Imaging India. Oxford: Brasil Blackward</li> <li>4. Kothari Rajani(Ed.) (1973):Caste in Indian Politics</li> <li>5. Bose N K. (1967): Culture and Society in India. Bombay: Asia Publishing House</li> <li>6. Karve Irawati. (1961): Hindu Society: An Interpretation. Poona: Deccan College.</li> <li>7. Mandelbaum. (1970): Society in India. Bombay: Popular Prakashan</li> <li>8. Mulgund I.C. (2008): Readings in Indian Sociology, Shruti Prakashan, Dharwad</li> <li>9. Srinivas M. N.(1980) India: Social Structure. New Delhi: Hindustan Publishing Corporation.</li> </ol>			
<b>Course Outcomes</b>			
On completion of the course, Students should be able to			
<ol style="list-style-type: none"> <li>1. Appreciate the roots of Indian civilization.</li> <li>2. Describe economy, polity and society of ancient, medieval and modern India.</li> <li>3. Analyze the key concepts of Hinduism, Jainism, Buddhism, Islam and impact of these religions on society.</li> <li>4. Demonstrate social, economic, political transformation of Indian society under colonial rule.</li> <li>5. Examine the basic issues of Indian society like unity in diversity, problems of nationalism and principles of Indian Constitution.</li> <li>6. Assess different issues affecting Indian Society</li> </ol>			

**Syllabus of B.A/M.A (Five-Year Integrated) Sociology Programme**

Course Code & Title		21SOIB2103 – SOCIOLOGY OF CHANGE AND DEVELOPMENT	
Class		Semester	4 Credit
Cognitive Level	K-2: (UNDERSTAND) K-3: ( APPLY )K-4: (ANALYZE)		
Course Objectives	<ol style="list-style-type: none"> <li>1. Define the basic concepts of social change and Development;</li> <li>2. Analyse the factors of social change;</li> <li>3. Discuss the perspectives of social change;</li> <li>4. Explain the dynamics of change and development;</li> <li>5. Assess the process of change and development in India</li> </ol>		
UNIT	Content	Hours	
I	<b>Social Change:</b> Meaning – Concepts of Change: Progress – Growth – Modernisation – Development; Development Indices; Historical Understanding of Development: End of Colonialism – Rise of Nationalism in Third World Societies.	8 Hours	
II	<b>Factors of Social Change:</b> Cultural – Demographic – Economic – Political – Religious – Technological; Theories of Social Change: Evolutionary – Functional – Linear – Cyclic – Bio-Tech and Info-Tech; Means of Development: Capitalist – Socialist – Mixed Economy.	10 Hours	
III	<b>Perspectives of Social Change:</b> Modernisation Theory: Walt Whitman Rostow – Daniel Lerner; Dependency Theory: AG Frank – Samir Amin – Gandhi – Schumacher on Alternative Development; Frankfurt School: Habermas; Epistemological Critiques of Development; Evaluation of Perspectives.	10 Hours	
IV	<b>Dynamics of Change and Development:</b> Transition in Conceptions of Development: Economic-Human – Social – Sustainable Development; Agencies of Development: State – Market – NGOs – Planning; Changing Development Initiatives and State Policies of Protective Discrimination & Inclusive Growth; Liberalisation, Privatisation and Globalisation (LPG); Social Movements and Social Change.	12 Hours	
V	<b>Change and Development in Contemporary India:</b> Processes of Change: Sanskritization, Westernization, Modernization, Secularization; Indian Experience of Development: Food Crisis – Environmental Challenges – Economic and Debt Issues – Evils of Displacement; Development and Upsurge of Ethnicity; Disparities in Development; Development and the Marginalised; Sociological Appraisal of Five-Year Plans, Need for Social Auditing.	10 Hours	
<b>References</b>			
<ol style="list-style-type: none"> <li>1. Ahuja Ram. <i>Society in India</i>. Jaipur: Rawat Publications, 1999</li> <li>2. Dereze, Jean and Amartya Sen. 1996. <i>India: Economic Development and Social Opportunity</i>. New Delhi: OUP.</li> <li>3. Desai, A.R. 1985, <i>India's Path of Development: a Marxist Approach</i>. Bombay: Popular Parkashan. (Chapter 2).</li> <li>4. Dube, S.C. 1988. <i>Modernization and Development: The Search for Alternative Paradigm</i>, Vistaar Publication, New Delhi.</li> <li>5. Harrison, D. 1989. <i>The Sociology of Modernization and Development</i>. New Delhi: Sage.</li> <li>6. Haq, MahbubUl. 1991. <i>Reflections on Human Development</i>. New Delhi, OUP</li> <li>7. Moore, Wilbert and Robert Cook. 1967. <i>Social Change</i>. New Delhi: Prentice-Hall (India)</li> <li>8. Sharma, K.L. 1986. <i>Development: Socio-Cultural Dimensions</i>. Jaipur: Rawat. (Chapter 1).</li> <li>9. Singh Yogendra. <i>Modernization of Indian Tradition</i> Jaipur: Rawat Publications, 1988</li> <li>10. Srinivas, M.N. 1966. <i>Social Change in Modern India</i>. Berkley: University of Berkley.</li> </ol>			
<b>Course Outcome</b>			
On completion of the course, Students should be able to			
<ol style="list-style-type: none"> <li>1. Discuss social change and Development</li> <li>2. Indicate the factors responsible for social change</li> <li>3. Explain the perspectives of social change and the dynamics of development;</li> <li>4. Assess the transitions in conceptions of development</li> <li>5. Interpret the process of change and development in contemporary India</li> </ol>			

<b>Course Code &amp; Title</b>		<b>24SOIB4204 - POLITICAL SOCIOLOGY</b>	
<b>Class</b>		<b>Semester</b>	<b>V</b>
<b>Cognitive Level</b>		K-1: (REMEMBER), K-2: (UNDERSTAND), K-3: ( APPLY ), K-4: (ANALYZE)	
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To inculcate the students with the nature and functioning of political system(s), and the political processes operating in social system.</li> <li>2. To evaluate in the minds of students an awareness of their status and role as citizens of the state.</li> <li>3. To understand the prerequisites of sound democratic political system and its vulnerability in Indian society.</li> <li>4. To articulate the knowledge about the political parties in India</li> <li>5. To explain and clarify the concepts and ideas of the political process in India</li> </ol>		
<b>UNIT</b>	<b>Content</b>		<b>No. of Hours</b>
<b>I</b>	Definition and subject matter of Political Sociology, Nature and Scope, the distinctive approach of Political Sociology. The interrelationship between the political system and society's founding fathers.		<b>8 Hours</b>
<b>II</b>	Political socialisation – meaning, significance and agencies, Democratic and totalitarian systems – socio- economic conditions conducive for their emergence and stability- Bureaucracy, its characteristics, its types, its significance in political development with special reference to India. Political culture – meaning and significance.		<b>12Hours</b>
<b>III</b>	Elite theories of distribution of power in society (with reference to Mosca, Pareto, R.Mitchels and C. W. Mills and others) Intellectuals – Political role of intellectuals – significance Pressure groups and interests groups – Nature, bases, political significance.		<b>10 Hours</b>
<b>IV</b>	Political Parties : Characteristics, social composition of parties, recruitment, mass participation, political apathy, its causes and consequences (with special reference to India.)political participation: meaning and types - political apathy – social, psychological and political determinants of participation		<b>10 Hours</b>
<b>V</b>	Political Process in India : Role of caste, Religion, Regionalism and language in Indian Politics Public opinion : Role of mass media, problems of communication in illiterate societies; its reference on parties and polity. Politicization of social life.		<b>10 Hours</b>
<b>References</b>			
<ol style="list-style-type: none"> <li>1. Dowse, R. E. &amp; Hughes 1971 – Political Sociology, New York, Basic Book,.</li> <li>2. Eisenstadt, S. N. (ED) 1971 – Political Sociology, New York, Basic Book,</li> <li>3. Horowitz, Irving L., 1972 – Foundation of Political Sociology, New York, Harper and Row.</li> <li>4. Kornhauser, W. 1971 – The Politics of Mass Society, Penguin.</li> <li>5. Kothari R. 1979 – Politics in India, Orient Longmans Ltd.</li> <li>6. Key V. O. 1964 – Politics, Parties and Pressure Groups, Crowell New York,.</li> <li>7. Merton R. K. 1952 (ed) – Reader in Bureaucracy. Glenco The Free Press.</li> <li>8. Mills C.W. &amp; Hans Gerth, 1946 – Essays in Sociology. Oxford, New York</li> <li>9. Runciman W. G. 1965 – Social Sciences and Political Theory, Cambridge University, Press, London.</li> <li>10. Samuel P., Huntington, 1969 – Political Order in Changing Societies. Yale University, Press : New Haven.</li> </ol>			

### **Course Outcomes**

On completion of the course, Students should be able to

1. Acquire an understanding of recent social and political science explanations of political processes and events.
2. Be able to discuss theoretical understanding to empirical data and analyses for various states.
3. Apply sociological principles to make sense of current world events and to contribute to social debates.
4. Outline different opportunities to influence political decisions by average citizens.
5. Examining the nature of political power, the cultural dimension of politics, and the dynamics of political change.

**MULTIDISCIPLINARY COURSES OFFERED TO OTHER  
DEPARTMENTS/CENTRES**

**Syllabus of B.A/M.A (Five-Year Integrated) Sociology Programme**

Course Code & Title		24SOXIXXXX- SOCIALDIMENSIONSOFDEVELOPMENT	
Class		Semester	4 Credit
Cognitive Level	K-2:(UNDERSTAND) K-3: (APPLY), K-4(ANALYZE)		
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To enable the students to understand the dimensions of development.</li> <li>2. To acquaint the students with social development's social and structural constraints.</li> <li>3. It evolves a critical understanding of development.</li> <li>4. To make students to understand the indispensable role of sociology in the process of development with special reference to weaker and marginalised segments.</li> <li>5. It exposes the students to the models of development and effective alternative development strategies in the Indian context.</li> </ol>		
UNIT	Content		No. of Hours
<b>I</b>	<b>Aims and Scope:</b> Understanding the aims and scope of development Sociology- Inquiring into the changing conceptions of Development- Philosophical and Sociological foundations of Development- Debating the relevance and significance of indicators of development – Evolving a Gendered understanding of Development- Sociological critique of the idea of Development- Eastern and Western Perspectives: Gandhi, Wallerstein, Frank and Samir Amin.		<b>12 Hours</b>
<b>II</b>	<b>Social Dimensions of Development in India</b> The enabling and constraining social-cultural determinants of development in India- Institutional and structural factors that influence development in India- The uneven and unequal development- Disparities in development along caste, class, gender and regional lines- Understanding development in the Globalization era-Critical evaluation of development- Induced social problems: Displacement, Environmental crisis and impoverishment.		<b>10 Hours</b>
<b>III</b>	<b>Development Discourse in India</b> The Centrality of the Village in the Development Discourse in India Arrival of Increasing Urban Bias in Development- Role of Sociologists in Socializing Development- Imperatives of Sociology in Development Planning- Making Micro and Micro Linkages through Sociological Imagination- Planning Development in India: Challenges and Opportunities contextualising Social Planning in India.		<b>10 Hours</b>
<b>IV</b>	<b>Various instruments of development</b> Critical analysis of various instruments of development: Social policies, social legislations and social welfare programmes for weaker sections- An evolution of institutional and organisational mechanisms of development: NITI Aayog and NGO's- Moving from top-down and centralised development planning to participatory and inclusive social development.		<b>10 Hours</b>
<b>V</b>	<b>Population and Development</b> Understanding and reversing the link between population and Development- A critical analysis of population policies of pre- independent and post-independent India- The role of mass media in development- The history and evolution of Development communication strategies in India – The place of Digital technologies and ICTs in development: Threats and Opportunities.		<b>8 Hours</b>
<b>References</b>			
<ol style="list-style-type: none"> <li>1. Gupta, Dipankar) Development without Growth, Oxford University Press, Delhi, 2010.</li> <li>2. Ankie, Hoogvelt. The Sociology of development: London: Macmillan, 1998.</li> <li>3. Deb, Debel. Beyond Developmentality: Constructing inclusive freedom and sustainability, Earthscan, 2009</li> <li>4. Fernandes.W. Development with people, Indian Social Institute, New Delhi, 1991.</li> <li>5. Ravi Shankar Kumar Singh: Role of NGOs in Developing countries (Potentials, Constraints and Policies), Deep &amp; Deep Publications (P) Ltd., New Delhi. 2003. (B. T.B).</li> <li>6. Handbook for NGOs: Nabhi Publications, New Delhi. 2003.</li> <li>7. Madan. G. R. village Development in India: A Sociological Approaches, Allied Publishers Pvt., Ltd., New Delhi, 1992.</li> <li>8. Sharma. S. L. Development-Socio-Cultural Dimensions, Rawat Publications, Jaipur.</li> </ol>			

Course Code & Title		24SOXIXXXX – DYNAMICS OF SOCIAL LIFE	
Class		MD	Semester
Cognitive Level		K-1:(REMEMBER) K-3:( APPLY ) K-4:(ANALYZE)	
<b>Course Objectives</b>		1. Define Sociology with its scope and significance. 2. Outline the perspectives of sociology. 3. Sketch the importance of society to the individual. 4. Illustrate the importance of culture in social life. 5. Analyse the indispensability of socialisation and social groups in one’s Life.	
UNIT		Content	No. of Hours
I	<b>Social Organisations:</b> Social Groups: Meaning – Classification of Social Groups: Primary – Secondary – In-Group & Out-Group – Reference Group – Voluntary & Involuntary Groups; Groups and Individuals – Importance of Group Identity.		5 Hours
II	<b>Social Process:</b> Meaning – Forms of Social Process: Associative Process (Cooperation, Accommodation, Assimilation) – Dissociative Process (Competition, Conflict) – Types – Advantages – Limitations.		5 Hours
III	<b>Social Stratification &amp; Social Mobility:</b> Meaning – Characteristics – Perspective of Social Stratification: Functionalism – Conflict – Symbolic Interactionism; Forms of Stratification: Caste, Class, Gender, Race, Ethnicity and Social Exclusion; Stratification and Social Control – Social Mobility – Meaning – Types of Social Mobility: Vertical – Horizontal.		5 Hours
IV	<b>Collective Behaviour &amp; Social Control</b> Concept – Attributes – Forms of Collective Behaviour: Crowd and Public – Mobs and Riots – Panic – Lynch – Mass Hysteria – Rumors – Public and Public Opinion – Collective Behaviour, Social Movements, and Social Change. Means of Social Control: Informal – Folkways, Norms, Mores, Morals, Religion; Formal: Law, Jurisprudence, Education.		5 Hours
V	<b>Social Movements:</b> Meaning – Attributes of Social Movements – Types of Social Movements: Reformatory – Revolutionary – Resistance – Expressive – Alternative; Life Cycle of Social Movements; Social Movements and Social Change.		5 Hours
<b>References</b>			
1. Shankar Rao C.N Introduction to Sociology S. Chand 2008 2. Abigail Fuller “ Introduction to Sociology” Connections Rice University Jan 2014 3. Inkeles, Alex, “What is Sociology” An Introduction to the Discipline and Profession, Prentice Hall of India Private Limited New Delhi.2003 4. Gisbert, P. “Fundamentals of Sociology” Orient Longman, Bombay 1989. 5. Bottomore, T.B; 1971; Sociology: A Guide to Problems and Literature; Bombay; Blackie and son publication Pvt. Ltd. 6. Jayaram, N; 1990; Introducing Sociology; New Delhi, Macmillan India Ltd. 7. Johnson, Harry M;1995; Sociology: A Systematic Introduction, New Delhi; Allied publishers. 8. R.M. Maclver and Charles H. Page, Society: An Introductory Analysis, London: MacMillan & Co. Ltd, 1962, 9. William F. Ogburn and Meyer F. Nimkoff, Sociology, Boston: Houghton Mifflin Company, 1988. 10. E.W. Stewart and J.a. Glynn, Introduction to Sociology, New Delhi: Tata McGraw-Hill Publishing Company Ltd., 1981.			
<b>Course Outcomes :</b>			
On completion of the course, Students should be able to <ol style="list-style-type: none"> <li>Describe the dynamics of life and societal values;</li> <li>Interpret the structure and functions of social organisations</li> <li>Analyse the importance of social processes in their social life;</li> <li>Show the collective nature of human behaviour.</li> <li>Sketch the nature, significance and impact of collective efforts.</li> </ol>			

<b>CourseCode &amp;Title</b>		<b>24SOXIXXXX – SOCIALPATHOLOGY</b>	
<b>Class</b>		<b>Semester</b>	
<b>Cognitive Level</b>		K-1:(REMEMBER) K-3: ( APPLY ), K-4: (ANALYZE)	
<b>Course Objectives</b>	The students will be able to 1. Define deviance as a form of social behaviour. 2. Apply theoretical contributions to explain deviant behaviour. 3. Relate discrimination, prejudice and deviance. 4. Analyse the causes and consequences of crime as deviant behaviour. 5. Assess correctional and rehabilitative means to control deviant behaviour.		
<b>UNIT</b>	<b>Content</b>	<b>No. of Hours</b>	
<b>I</b>	<b>Introduction:</b> Social Deviance: Meaning – Types – Measuring the Extent and Characteristics of Deviants – Functions of Deviance; Perspectives on Deviance: Strain Theory – Differential Association Theory – Labeling Theory – Phenomenological Theory – Conflict Theory.	<b>10 Hours</b>	
<b>II</b>	<b>Discrimination and Prejudice:</b> Prejudice: Meaning – Nature of Prejudice – Forms of Discrimination Cultural and Social Factors and Prejudice; Prejudice and Minority Groups: of Minority Group – Discrimination against Racial, Ethnic and Religious Minorities; Remedial Measures.	<b>10 Hours</b>	
<b>III</b>	<b>Crime as a Deviance:</b> Crime: Meaning – Patterns of Crime; Property Crime: Meaning – Types: Robbery – Burglary – Shoplifting; Organised Crime: Meaning – Organised Crime Activities – Development of Organised Crime; White-Collar Crime: Meaning – Characteristics – Causes – Criminal Corporate Behaviour – Crimes in White-Collar Occupations; Slum and Deviant Behaviour.	<b>10 Hours</b>	
<b>IV</b>	<b>Power and Deviance:</b> Power as Differentiator of Deviance – Power as Cause of Deviance – Deviance within Same Class; Power Abuse: Meaning – Objectives – Patterns – Neutralisation of Power Abuse.	<b>10 Hours</b>	
<b>V</b>	<b>Deviant Behaviour and Social Control:</b> Prevention of Deviant Behaviour: Moral and Ameliorative Problems – General Public Education – Community-based Programmes – Urban Community Development – Correctional and Rehabilitative Centres – Group Approach to Social Reintegration.	<b>10 Hours</b>	
<b>References</b>			
1. Ahuja Ram, 1992. Social Problems in India, New Delhi: Rawat Publications 2. Bates AP. And Julian J. 1997. Sociology: Understanding Social Behaviour. Boston: Allyn and Bacon 3. Brophy, Jere E. 1977. Child Development and Socialization, Science Research Associates 4. Burchard, John D. & Sarah N. Burchard (eds.), 1987. Prevention of Delinquent Behaviour, New Delhi: Sage 5. Clinard MB. Sociology of Deviant Behaviour. New York: Holt, Rinehart and Winston, Inc. 6. Edgerton, Robert B. 1985. Rules, Exceptions and Social Order. University of California Press 7. Hawkins, David J (ed.), 1996. Delinquency and Crime: Current Theories, Cambridge University Press 8. Kroger, Jane, 2004. Identity in Adolescence: Balance between Self and Other, Routledge, 9. Thio, Alex, 2000. Deviant Behavior. 10th Edition. Boston, MA: Allyn & Bacon 10. Tumin, MM. 1973. Patterns of Society, Boston: Little, Brown and Company, 1973.			
<b>Course Outcome</b>			
On completion of the course, Students should be able to 1. Identify the social deviance as a form of deviant behaviour; 2. Interpret different perspectives on social deviance; 3. Relate society, prejudice and social deviance; 4. Show the causes and consequences of crime as deviant behavior; 5. Justify correctional and rehabilitative means to control social deviance.			

Course Code & Title		24SOXIXXXX – DEVELOPING EFFECTIVE SOCIALSKILLS	
Class			Semester
Cognitive Level	K-1:(REMEMBER) K-3: ( APPLY ), K-4:(ANALYZE)		
Course Objectives	<ol style="list-style-type: none"> <li>1. Explain the basics of and approaches to Social Skills</li> <li>2. Illustratethenature and significance of Non-Verbal Communication</li> <li>3. Describe strategies for avoiding being Nervous.</li> <li>4. Recognize the value of being an adult.</li> <li>5. List steps for having high self-esteem and charisma</li> </ol>		
UNIT	Content	No. of Hours	
I	<b>Introduction to Social Skills –Concept</b> , Nature, Characteristics, and Types –Need and relevance of Social Skills – Approaches: Capability, Preventive and Therapeutic – Social Skills and Social Competences: Differences- Context and Assessment.	<b>10 Hours</b>	
II	<b>Nonverbal Communication Skills</b> - The Nature - Factors Moderating Nonverbal Skills - How to start a conversation with anyone as an adult - asking questions, stating opinions, sharing personal details, getting others involved in conversation, politely ending a conversation, and more- Providing a response - Eliciting a response	<b>10 Hours</b>	
III	<b>Ways of being a Centred Person</b> - “re-focusing” - The Growth Sign-technique – Building confidence to deal with nervousity - finding your “Comfort-zone sweet spot” - recalibration to stop feeling self-conscious when you’re the center of attention – Handling others’ judgement getting accepted - becoming invincible using the “Flow” method- always know what to say when you feel nervous - Turning the Tables” method - Overcoming social anxiety	<b>10 Hours</b>	
IV	<b>Learning to be an Adult</b> – overcoming feeling nervous or shy around others - making conversation and knowing what to say - From being boring to interesting– overcoming the fear of rejection – Avoiding freeze up and feeling awkward around new people – overcoming the feeling that “they won’t like me” - Daring to open up to form a connection - Overcoming your insecurities.	<b>10 Hours</b>	
V	<b>Improving Self-esteem</b> - Finding the source of your negative thoughts and facing it head-on - Self-acceptance – Stop comparing yourself to others – Measuring up to social consensus – Living with authenticity; <b>Being charismatic and eliciting respect from others</b> - Exert positive energy to those around you - in ways that make others feel special.- Offering assistance without seeming like a pushover. - Owning the situation without letting emotions get in the way.	<b>10 Hours</b>	
<b>References</b>			
<ol style="list-style-type: none"> <li>1. Dube, Leela (1974). Sociology of Kinship. Popular Prakashan: Bombay</li> <li>2. Karve, Irawati (1953). Kinship Organisation in India. Deccan College Post-Graduate Research Institute: Poona</li> <li>3. Johnson, H.M. (1995). Sociology. New Delhi: Allied Publishers.</li> <li>4. Madan, T.N. (1965). Family and Kinship A Study of the Pandits of Rural Kashmir. Asia Publishing House: New Delhi</li> <li>5. Mandelbaum, D.G. (1991). Society in India. Bombay: Popular Prakashan.</li> <li>6. Ram Ahuja (2006), Indian Social System. Jaipur: Rawat Publications.</li> <li>7. Singh Deo, S.K. (1992). Sociology. New Delhi: Dhillon Publications.</li> <li>8. Uberoi, Patricia (ed.) (1994). Family, Kinship and Marriage in India. Oxford University Press: New Delhi</li> </ol>			
<b>Course Outcome</b>			
Oncompletion of the course, Students should be able to			
<ol style="list-style-type: none"> <li>1. Determine what social skills are and why they are necessary.</li> <li>2. Recognise social skill goals.</li> <li>3. Describe communication techniques one can use to strengthen social skills.</li> <li>4. Demonstrate emotional integrity and intelligence skills</li> <li>5. Exhibit common etiquette for social skills</li> </ol>			

<b>Course Code &amp; Title</b>		<b>24SOXIXXXX - IMPROVING SOCIAL LEARNING</b>	
<b>Class</b>		<b>Semester</b>	<b>4 CREDIT</b>
<b>Cognitive Level</b>		K-1:(REMEMBER), K- 3: ( APPLY ), K-4: (ANALYZE)	
<b>Course Objectives</b>	1. To outline the concept of education with types and functions. 2. To relate the scope and subject matter of sociology in the field of education with sociological approaches. 3. To review the philosophical and social foundations of education. 4. To relate the development of education from the pre-colonial period and the contributions of various social movements. 5. To critique the problems in education and contemporary trends.		
<b>UNIT</b>	<b>Content</b>		<b>No. of Hours</b>
<b>I</b>	<b>Introduction: Education:</b> Meaning – Aims –Types – Functions; Theoretical Approaches to Education: Functionalist – Conflict – Symbolic Interactionism; Nature and Scope of Sociology of Education; Importance of Studying Sociology of Education.		<b>8 Hours</b>
<b>II</b>	<b>Education as a Process:</b> Education and Socialization; Alternatives in Education: Adult Education – Socially Productive – Continuing and Distance Education – Lifelong Learning – Inclusive Education; Agencies of Education: Family – Peer Group – School/College – Teacher – Religion – Mass Media; Education and Social Control.		<b>10 Hours</b>
<b>III</b>	<b>Philosophical and Social Foundations of Education</b> Philosophical Foundation: Francis Bacon – J. Dewey, Vivekanandar – Tagore – Gandhi – Hindu, Islamic and Christian Philosophy of Education; Social Context of Education: Industrial Revolution – Modernisation – Nationalism – Social Reform Movements; Factors Affecting Educational Attainment: Sex, Caste, Class, Religion, Race, Place of Residence.		<b>12 Hours</b>
<b>IV</b>	<b>Education in India:</b> Historical Background of Education in India: Pre-Colonial Education – Colonial Education – Downward Filtration Theory; Education in Post-Independent India: Committees & Commissions Constituted for Revamping of Education – Structure of Education – Tracking - Streaming; Problems in Indian Education - Educational Status of Women, SC/ST.		<b>10 Hours</b>
<b>V</b>	Trends in Education: Privatization – Vocationalization– Commercialization Technicalization of Education: E-trends in Education – Concept of social learning and Use of Web tools – Open Education Resources - New Educational Policy 2020. <b>Contemporary challenges.</b>		<b>10 Hours</b>
<b>References</b>			
1. Banks. Olive. Sociology of Education, (2nd Ed.) London: Batsford. 1971. 2. Blackledge, D and Hunt, B. Sociological Interpretations of Education. London : CromHelm. 1985 3. Chandra, S.S. and Sharma R.K. Sociology of Education. New Delhi: Atlantic Publishers and Distributors. 2008. 4. Channa, Karuna: Interrogating Women’s Education, Jaipur and New Delhi, Rawat Publications, 2001. 5. Ghosh, S.C. The History of Education in Modern India. New Delhi: Orient Longman. 2000. 6. Gore, M.S. et. all(ed.):Papers on Sociology of Education in India, New Delhi, NCERT, 1975. 7. Jerome Karabel and H. Halsey. Power and Ideology in Education. Oxford University, 1997 8. Kabeer, Nambissan & Subrahmaniam(eds.) Child Labour and Right to Education in South Asia. Sage Publication, New Delhi. 2000 9. Mohanty, J. Indian Education in the Emerging Society. New Delhi: Sterling Publishers Private Limited, 1994. 10. Pathak, Avijit, Education and Moral Quest, Rainbow Publishers, New Delhi 2010			
<b>Course Outcomes</b>	On completion of the course, Students should be able to 1. Recognize the concept, meaning and types of education; 2. Sketch the Philosophical and social foundations of Education; 3. Interpret the Indian Tradition of Education; 4. Explain the social agents and agencies of education; 5. Summarise the Policies and Programmes of education in Indian; society.		

Course Code & Title		24SOXIXXXX – SOCIOLOGY OF MEDIA AND COMMUNICATION			
Class		Semester			
Cognitive Level		K-3 (UNDERSTAND), K-4: (ANALYZE), K-5:(EVALUATE)			
Course Objectives		<ol style="list-style-type: none"> <li>1. To analyse the key idea in media studies.</li> <li>2. To develop a demonstrable and clear understanding of key ideas in media studies.</li> <li>3. To develop a basic understanding of the nature, structure and influence of media on individuals and society, facilitating them to develop an in-depth analysis of the role of media.</li> <li>4. To critically evaluate media-related laws in India.</li> <li>5. To evaluate the impact of media in the society.</li> </ol>			
UNIT		Content		No. of Hours	
I	<b>Introduction and Review of Basic Concepts</b>	Understanding Mass Media-Characteristics, Types and Functions of Mass Media; Power of mass media on Individual, Society and Culture –Media, Society and Technology changes and effects - Media in India: An overview - changing power structures, impact of politics on media.		12 Hours	
II	<b>Key Ideas in Media Studies</b>	Marxism, Ideology and the Media - Gramsci, Althusser, Frankfurt School - Media Technologies and Power -Marshall McLuhan, - Postmodernism and the Media - Semiotic approach - Psychoanalytic Perspective – Feminist Perspective		10 Hours	
III	<b>Mass Media and Social Structure</b>	Media and audience - Role of Mass Media in promoting Nationalism, Regionalism, Secularism, democracy, Social Justice, Gender sensitivity – Information Technology-Impact of the internet - Regulation and Control of Media-Media Ethics.		10 Hours	
IV	<b>Media laws in India</b>	Media and the IPC and the CR PC Self-Regulation – Print media and the origins of the 'Press Laws' – Broadcast media, evolution and the challenges to policy – Internet and the New Media Policy. –Media Law and Women		8 Hours	
V	<b>Practical</b>	Making media content: Short film/documentary/Magazine/alternative newspaper/weblog/content – Developing critical media literacy – Media Appreciation		10 Hours	
<b>References</b>					
<ol style="list-style-type: none"> <li>1. Campbell, Richar (Author), et al. (2011) <i>Media and Culture: An Introduction to Mass Communication</i>, Bedford/St. Martin's; Eighth Edition</li> <li>2. Kim H Veltman (2006) <i>Understanding New Media: Augmented Knowledge and Culture</i>. University of Calgary Press.</li> <li>3. Robert Hassan Julian Thomas (2006), <i>The New Media Theory Reader</i>, Open University Press, London</li> <li>4. Sanjukta Dasgupta, et. al, (2012), <i>Media, Gender, and Popular Culture in India</i>, Sage Publication, New Delhi</li> <li>5. Uwe Skoda &amp; Birgit Lettmann (eds) (2017) <i>India and Its Visual Cultures</i>, Sage Publication, New Delhi</li> <li>6. Berger, Asa Author 1998 <i>Media Analysis Techniques</i>. Sage Publication.</li> <li>7. Downing, John, Mohammadi Ali and Srebemy 1992- Mohammadi <i>Questioning the Media: A Critical Introduction</i>, New Delhi, Sage.</li> <li>8. Evans, Lewis and Hall, Stuart 2000 <i>Visual Culture</i>:</li> </ol>					
<b>Course Outcome</b>					
On completion of the course, Students should be able to					
<ol style="list-style-type: none"> <li>1. Explain the role of Media Society and Technology in creating new identities.</li> <li>2. Deploy Key Ideas in Media Studies for evolving alternative media models.</li> <li>3. Apply knowledge on Mass Media and Social Structure for developing new socially conscious media content.</li> <li>4. Developing the skill in making short films.</li> <li>5. Critique and Formulate effective media policies in India.</li> </ol>					

Course Code & Title	24SOXIXXXX - SOCIOLOGY OF SCIENCE AND TECHNOLOGY		
Class		Semester	4 Credits
Cognitive Level	K-2:(UNDERSTAND) K-3: ( APPLY ), K-4: (ANALYZE)		
Course Objectives	<p>The students will be able to</p> <ol style="list-style-type: none"> <li>To explain the history and philosophy of science to locate sociology of science as a sub-discipline.</li> <li>To undertake critical study of science by drawing upon such critiques from scientists themselves and classical sociologist.</li> <li>To introduce the students to the discourse of science from the sociological point of view.</li> <li>To illustrate the Indian tradition to illustrate the conflict between the traditional and themodern scientific practices.</li> <li>To examine the role and place of science in Indian Society, by looking at the history, evolution and social movements of science.</li> </ol>		
UNIT	Content	No. of Hours	
I	<b>Perspectives in the Philosophy, History and the Sociology of Science</b> -Classical theory and The Sociology of Knowledge - Introduction to Problems of the Sociology of Science - Origin of Modern European Science: Society and the Relation of Man and Nature - Influential thoughts on the development of a Sociology of Knowledge – Mannheim	<b>12 Hours</b>	
II	<b>Functionalist Theory of Science: Norms, Productivity and Rewards</b> - Marxist Theory of Science and Society: A Case Study - Structuralist Theory of Science: Paradigm or Gestalt: Kuhn and-The Social Construction of Reality- Peter L Berger – Open Science – Feyerabend.	<b>10 Hours</b>	
III	<b>The Social Construction of Scientific Knowledge;</b> Science and the State in India, Colonial and Post- Colonial Science and Technology Policy; Programs and Institutions (CSIR, IIT) – Knowledge and Social Class – Knowledge and Human Interest&The Legitimization of Knowledge: Ideology and Knowledge: Habermas.	<b>12 Hours</b>	
IV	<b>Establishing the boundaries of knowledge:</b> academic, artistic, scientific and religious - Science, Society and Social Movements in India and the West(People Science Movements) Science, Ethics, Religion and Culture.	<b>8 Hours</b>	
V	The Gatekeepers of Knowledge - Ethnography of the Laboratory - The Corporate Framework of Knowledge - The Information Highway -The Internet and Knowledge - A critical analysis of the Information Age	<b>8 Hours</b>	
<b>References</b>			
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