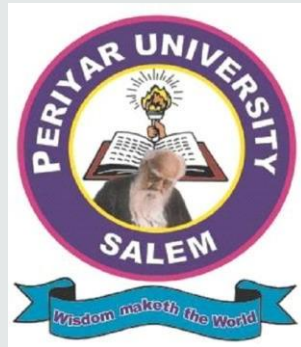# PERIYAR UNIVERSITY
SALEM – 636 011.

DEPARTMENT OF SOCIOLOGY

M.A. SOCIOLOGY

CHOICE BASED CREDIT SYSTEM

REGULATIONS / SYLLABUS

(Effective from the Academic Year 2020-2021 Onwards)

DEPARTMENT OF SOCIOLOGY

PERIYAR UNIVERSITY

SALEM-11

REGULATIONS

1. CONDITIONS FOR ADMISSION

Any candidate who has passed B.A. Sociology or any other Bachelor's degree examination of this University or any other University recognised by the syndicate as equivalent thereto shall be permitted to appear and qualify for M.A. Sociology (2 years programme).

2. ELIGIBILITY FOR THE AWARD OF DEGREE

A candidate shall be eligible for the award of the degree only if he/she undergoes the prescribed programme of study in the University Department - Periyar University, Salem -11 for a period of not less than two academic years, passed the examination of all the four semesters prescribed, earning minimum 50% of marks and fulfilled such conditions as have been prescribed thereafter.

3. DURATION OF THE PROGRAMME

The programme of the degree of Master of Arts in Sociology shall consist of two academic years, consisting of four semesters. The course of study shall be based on Choice Based Credit System (CBCS) pattern with internal assessment. For this purpose each academic year shall be divided into two semesters. First and Third Semester - July to November and Second and Fourth Semester - December to April.

4. EXAMINATION

There shall be four examinations. First semester examination at the middle and the second semester examination at the end of the first academic year, the third semester examination at the middle and the fourth semester examination at the end of the second academic year.

5. COURSES

A Master degree programme consists of a number of courses. The term course is used to indicate a logical part of subject matter of the programme. The details of credit are as follows:

Core Courses	-	60 Credits
Elective Courses	-	16 Credits
Supportive Course	-	06 Credits
Project	-	14 Credits
Value Added	-	08 Credits
Human Rights	-	02 Credits

Total		106 Credits
		----------------

6. REQUIREMENT FOR PROCEEDING TO SUBSEQUENT SEMESTER

Candidates shall register their names for the first semester examinations after the admission in the Postgraduate programme.

Candidates shall be permitted to proceed from the first semester up to final semester irrespective of their failure in any of the Semester Examinations subject to the condition that the candidates should register for all arrear subjects of earlier semesters along with current (subsequent) semester subjects.

Candidates shall be eligible to go to subsequent semester, only if they possess sufficient attendance as prescribed by the syndicate of the Periyar University from time to time.

7. PASSING MINIMUM

A candidate shall be declared to have passed in each paper wherever prescribed if he/she obtains NOT LESS THAN 50% OF MARKS prescribed for the examination. He / She shall be declared to have passed the whole examination, if he/she passes in all the papers wherever prescribed as per scheme of examinations earning 106 credits.

Candidates who do not obtain the required minimum marks for a pass in a paper(s) shall be required for a pass in the same at a subsequent appearance.

8. CLASSIFCATION OF SUCCESSFUL CANDIDATE

Candidates who secured not less than 60% of aggregate marks in the whole examination shall be declared to have passed the examination in the **FIRST CLASS.**

All other successful candidates shall be declared to have passed in

SECOND CLASS.

Candidates who obtained 75% of the marks in aggregate shall be deemed to have passed the examination in FIRST CLASS WITH DISTINCTION, provided they passed all the examination prescribed for the course in the first appearance.

9. RANKING

Candidate who passed all the examination prescribed for the programme in the **FIRST ATTEMPT ONLY** is eligible for Classification / Ranking / Distinction.

Common Course Structure under CBCS – MA Sociology

Course		Sem – I			Sem – II			Sem – III			Sem – IV			Total Courses	Total Hours	Total Credits
		No	hr	Cr	No	hr	cr	No	hr	Cr	No	hr	cr			
Core	Theory	4	20	16	4	20	16	4	20	16	3	15	12	15	60	60
	Project	1	2	2	1	2	2	2	4	4	1	10	6	5	18	14
Elect	Theory	1	4	4	1	4	4	1	4	4	1	4	4	4	16	16
	Supportive Course				1	3	3	1	3	3				2	6	6
Compul-sory	Value Added	1	-	4				1	-	4				2	-	8
	Human Rights				1	-	2							1	-	2
Total		7	26	26	8	29	27	9	31	31	5	29	22	29	100	106

COURSE OF STUDY AND SCHEME OF EXAMINATION

Part	Semester	Paper code	Paper Title	Credit	Internal Mark	External Mark
1	I Semester	20SOCC01	Principles of Sociology	4	25	75
		20SOCC02	Classical Sociological Thought	4	25	75
		20SOCC03	Social Research Methodology	4	25	75
		20SOCC04	Indian Society	4	25	75
		20SOCE01	Social Demography	4	25	75
		---	Value Added Paper	4	25	75
		20SOCP01	Village Adoption Scheme [VAS] – Working with Individuals	2	75	25
			Total	26	225	475
2	II Semester	20SOCC05	Contemporary Sociological Theories	4	25	75
		20SOCC06	Rural Reconstruction	4	25	75
		20SOCC07	Statistics in Social Research	4	25	75
		20SOCC08	Sociology of Health	4	25	75
		20SOCE02	Media and Society	4	25	75
		20SOCP02	Village Adoption Scheme [VAS] – Working with Groups	2	75	25
		06PHR01	Human Rights	2	25	75
		---	Supportive Paper which is offered by Other Departments	3	25	75
			Total	27	250	550
3	III Semester	20SOCI01	Summer Internship	2	75	25
		20SOCC09	Indian Sociological Thinkers	4	25	75
		20SOCC10	Environmental Sociology	4	25	75
		20SOCC11	Urban Sociology	4	25	75

		20SOCC12	Social Movements in India	4	25	75
		20SOCE03	Human Resource Management	4	25	75
		---	Value Added Paper	4	25	75
		20SOCP03	Village Adoption Scheme [VAS] – Working with Community Organization	2	75	25
		---	Supportive Paper which is offered by Other Departments	3	25	75
			Total	31	325	575
4	IV Semester	20SOCC13	Current Debates in Social Theory	4	25	75
		20SOCC14	Social Problems: Perspectives and Intervention	4	25	75
		20SOCC15	Gender and Society	4	25	75
		20SOCE04	Technology, Society and Change	4	25	75
		20SOCP04	Dissertation and Viva-Voce	6	75	25
			Total	22	175	325
			Total	106	975	1925

Elective Papers

S. No.	Paper code	Paper Title	Credit	Internal Mark	External Mark
1	20SOCE01	Social Demography	4	25	75
2	20SOCE02	Media and Society	4	25	75
3	20SOCE03	Human Resource Management	4	25	75
4	20SOCE04	Technology, Society and Change	4	25	75
5	20SOCE05	Sociology of Ageing	4	25	75
6	20SOCE06	Industrial Sociology	4	25	75
7	20SOCE07	Sociology of Development	4	25	75
8	20SOCE08	Political Sociology	4	25	75

Value Added Papers

S.No.	Paper code	Paper Title	Credit	Internal Mark	External Mark
1	20SOCV01	Social Marketing	4	25	75
2	20SOCV02	Social Entrepreneurship	4	25	75
3	20SOCV03	Corporate Social Responsibility	4	25	75
4	20SOCV04	Public Policy	4	25	75
5	20SOCV05	Strategies for Development Practice	4	25	75
6	20SOCV06	Sustainable development	4	25	75
7	20SOCV07	Civil Society and Development	4	25	75
8	20SOCV08	Project Planning and Management	4	25	75
9	20SOCV09	Rural Community Development	4	25	75
10	20SOCV10	Urban Community Development	4	25	75

Supportive Papers for Other Department Students

S. No.	Semester	Paper code	Paper Title	Credit	Internal Mark	External Mark
1	Odd Semester	20SOCS01	Personality Development	3	25	75
2	Even Semester	20SOCS02	General Sociology (For Competitive Examinations)	3	25	75

PG SYLLABUS

2020 – 2021 Academic year Onwards

Choice Based Credit System

Core	:	XV + 4 Projects	=	XIX
Internship	:		=	I
Elective	:		=	IV
Supportive Course	:		=	II
Value Added	:		=	II
Human Rights	:		=	I

Total   =   XXIX

I M.A. SOCIOLOGY
I SEMESTER

Core I	Principles of Sociology
Core II	Classical Sociological Thought
Core III	Social Research Methodology
Core IV	Indian Society
Elective I	Social Demography
---	Value Added Paper
Project	Village Adoption Scheme [VAS] – Working with Individuals

II SEMESTER

Core V	Contemporary Sociological Theories
Core VI	Rural Reconstruction
Core VII	Statistics in Social Research
Core VIII	Sociology of Health
Elective II	Media and Society
Project	Village Adoption Scheme [VAS] – Working with Groups
Compulsory Paper	Human Rights
---	Supportive Paper which is offered by Other Departments

II MA SOCIOLOGY
III SEMESTER

Internship	Summer Internship
Core IX	Indian Sociological Thinkers
Core X	Environmental Sociology
Core XI	Urban Sociology
Core XII	Social Movements in India
Elective III	Human Resource Management
---	Value Added Paper
Project	Village Adoption Scheme [VAS] – Working with Community Organization
---	Supportive Paper which is offered by Other Departments

IV SEMESTER

Core XIII	Current Debates in Social Theory
Core XIV	Social Problems: Perspectives and Intervention
Core XV	Gender and Society
Elective V	Technology, Society and Change
Project	Dissertation and Viva-Voce

FIRST SEMESTER
Paper I: Principles of Sociology
(Core: 1) (Code No: 20SOCC01)

Course Objective:

1. To create foundational knowledge in sociology.
2. To understand the basic concepts of sociology.
3. To understand the changes that has taken place in social process and socialization in explaining Associative Processes and Dissociative Processes.
4. To understand knowledge in social groups.
5. To identify the means of social control and apply the knowledge in social change.

Unit I Sociology: Origin and Development - Meanings and Definitions - Nature and Scope of Sociology - Importance and relevance of Sociology -Relationship of Sociology with Economics, History, Anthropology, Political Science and   Philosophy.

Unit II Basic Concepts: Society – Community – Institution – Association – Norms and Values – Role and Status – Culture-Material and Non-Material Culture and Cultural Lag.

Unit III Social Processes and Socialization: Meaning and Features of Social Processes - Associative Processes (Cooperation, Accommodation and   Assimilation) and Dissociative Processes (Competition and Conflict). Meaning,   Characteristics, Stages, Types and Agencies of Socialization

Unit IV Social Groups: Meanings, Definitions, Characteristics and Importance of Social Groups–Classifications: Primary Group, Secondary Group, Reference Group, In-Group and out-Group, Pressure Group, pressure Group Organized and Unorganized Group.

Unit V Social Control and Social Change: Meaning, Nature, Purpose, Types and Agencies of Social Control. Meaning, Processes, Factors and Theories of Social Change.

References:
1. Vidya Bhushan and Sachdeva. 1999. *Introduction to Sociology*, New   Delhi, Kitab Mahal.
2. Rao, C.N.S. 2002. *Sociology: Primary Principles*. Mumbai, Sultan Chand.
3. Bierstedt, R. 1970. The Social order, New Delhi: Tata McGraw Hill.
4. Fiehter, J.H. 1971. *Sociology (2nd Edn.) London*: The University of   Chicago Press.
5. Bottomore, T.B. 1972. *Sociology-A Guide to Literature and Problems*, New Delhi, Creavge Allen and unwin.
6. Ogburn, W.F. and Nimkoff, M.F.1964. *Hand Book of Sociology*, London: Rout-ledge and Keganpual.
7. Poucek, J.H, 1965. *Social Control, (Second Edn.)* New Delhi: Affiliated East West Press.

8. Inkless, Alex. 1987. *What is Sociology*, New Delhi: Prentice Hall.
9. Giddens, A. 1989. *Sociology*, Cambridge: Polity Press.
10. Harlambos, J. 1988. *Introduction to Sociology*, New Delhi: Oxford   University Press.

Course Outcome:

The student after studying these chapters will be able to

1. Explain the origin and development of sociology
2. Discuss the basic concepts used in sociology
3. Describe about process of socialization
4. Describe the nature of social groups
5. Describe social change and social control

Paper II: Classical Sociological Thought
(Core: 2) (Code No: 20SOCC02)

Course Objective:

1. To create the students to the broad spectrum of the early theoretical discourses of August Comte in sociology
2. To remember the ideas of leading social thinkers which have critical sociological significance of Herbert Spencer
3. To acquaint the students with the ideas of Emile Durkhiem's theories who works have profoundly influenced sociological discourses.
4. To acquaintance with the ideas of Max Weber in the conflict perspective would prepare the student to grapple with various conflict situations.
5. To create to the students to select aspects of theoretical contributions of pioneer of the discipline with regards to Karl Max's theory.

Unit I August Comte: The Law of Human Progress, Hierarchy of Sciences, Social Static and Social Dynamics, Positivistic Scheme of Social Reconstruction**.**

Unit II Herbert Spencer: Theory of Evolution, Types of Society, Militant and Industrial Society, Organic Analogy.

Unit II Emile Durkheim: Social Facts, Social Solidarity, Division of Labor, Theory of Suicide, Social Interpretation of Religion.

Unit-IV Max Weber: Social Action, Ideal Types, Authority, Bureaucracy, Protestant Ethics and Spirit of Capitalism, Class, Status and Power.

Unit V Karl Marx: Historical Materialism, Mode of Production, Alienation, Class Struggle, Theory of Social Change.

References:
1. Coser, Lewis, A. 1971. *Masters of Sociological Thought*, New York, Harcourt Brace Jovanvich, Inc.
2. Timasheff, Nicholas, S. 1967. *Sociological Theory – Its Nature and Growth*, New York, Random House.
3. Nishet, Robert, A. 1979. *The Sociological Tradition*, London, Heinemann.
4. Bogardus, Emory, S. 1960. *The Development of Social Thought*, Bombay, Vakils, Borrer and Simons Pvt. Ltd.,
5. Aron, Raymond. 1965. *Main Currents in Sociological Thought, Vol. 1 & 2*, Hammondsworth, Middleses, Penguin Books.
6. Abel, Theodore, 1980. *The Foundation of Sociological Theory*, Indian Ed., Jaipur, Rawat Publications, 1980.
7. Abraham, Francis, M. 1982. *Modern Sociological Theory: An Introduction*, Delhi, Oxford University Press, 1982.

8. Sorokin, Pitrim. 1978. *Contemporary Sociological Theories*, Indian Ed., New Delhi, Kalyani Publishers.
9. Craig Calhoun, Joseph Gerteis, James Moody, Steven Pfaff and Indermohan Virk 2007, *Contemporary Sociological Theory* Blackwell Publishing, USA
10. Tyagi, S.P 2006, *Sociology and Social Conflict,* Sublime Publication, Jaipur.

Course Outcome:

The student after studying these chapters will
1. Apply knowledge in the analysis of broad spectrum of the early theoretical discourses of August Comte in sociology
2. Gain the skill of writing about and analyzing critical sociological significance of Herbert Spencer
3. Analyze on the impact and implications of Emile Durkhiem's theories social division of labour
4. Demonstrate knowledge about the ideas of Max Weber in the conflict situations.
5. Gain knowledge about the theoretical contributions of pioneer of the discipline with regards to Karl Max's theory

Paper III: Social Research Methodology
(Core: 3) (Code No: 20SOCC03)

Course Objective:

1. To retrieve the meaning and definitions of social research
2. To clarify and paraphrase sampling error and the problem of sample size
3. To design and implement proper statistical method
4. To identify and substantiate the proper methods and tools for each particular studies
5. To implement the data processing properly in order to infer the findings of social research

Unit I Social Research: Meaning and Definitions of Social Research; Steps in Scientific Method; Qualitative and Quantitative Techniques in Social Research - . Role of Concept and Theory in Social Research. Induction and Deduction.

Unit II Research Process: Formulation of Research Problem; Review of Literature and its Sources; Hypothesis; Types and Sources; Research Design: Exploratory, Descriptive, Diagnostic and Experimental. Sampling: Meaning; Census and   Sampling Method; Probability and Non-probability Sampling Methods. Sampling   Error.

Unit III Methods and Tools of Data Collection: Methods: Observation, Interview, Case Study, Content Analysis, Focused Group Discussion. Tools: Interview Guide, Interview Schedule, Questionnaire. Pilot Study and Pretest.

Unit IV Scaling: Meaning, Level of Measurement, Principles and Techniques of Socio-metric Scales. Thurstone, Likert, Bogardus and Guttman Scales. Validity and Reliability.

Unit V Data Processing and Presentation: Processing: Editing, Coding,   Classification – Presentation: Qualitative – frequency table and its components, bar graph, pie chart. Quantitative - histogram, polygon – Data Analysis and interpretation - Report Writing: Structure, Significance and Different Steps – Footnotes and   Reference/Bibliography.

References:
1. Ahuja, Ram. 2006. *Research Method*. Jaipur, Rawat Publications.
2. Kothari, C.R. 1992. *Research Methodology: Methods and Techniques*. New Delhi, Wiley Eastern Limted.
3. Krishnaswami, O.R. 1996. *Methodology of Research in Social Sciences*. Mumbai, Himalaya Publishing House.
4. Sharma, Ram Nath and Sharma. 1983. *Research Methods in Social Sciences*. Mumbai, Media Promoters & Publishers Pvt. Ltd.
5. Das, Lal.D.K. 2008. *Designs of Social Research*. Jaipur, Rawat Pubications.
6. Goode, William, J and Hatt, P.K. 1952. *Methods of Social Research*, New Delhi, McGraw-Hill.

7. Young, P.V. 1966. *Scientific Social Surveys and Research*, New Delhi, Prentice Hall.

8. Wilkinson, T.S. and Bhandarkar, P.L. 1984. *Methods and Techniques of Social Research*, Bombay, Himalaya Publishing House.

9. Galtung, John. 1967. *Theory and Methods of Social Research*, London, Allen& Unwin.

10. Gupta, S.P. 1991. *Statistical Methods*. New Delhi, Sultan Chand & Sons Publishers.

Course Outcome:

The student after studying these chapters will

1. Compare different research method in social science and identify the most appropriate one to answer the question being asked.
2. Utilize the knowledge in applying for action researches.
3. Implement the appropriate sampling technique to conduct proper research.
4. Critically judge and identify best methods and tools for data collection for a particular study planned
5. Use proper statistical method for analysis.

Paper IV: Indian Society
(Core: 4) (Code No: 20SOCC04)

Course Objective:

1. To understand the changes that have taken place in the social structure, cultural values like Purusharthas and Varnashrams.
2. To identify the students with different approaches, issues and debates in studies of marriage and kinship.
3. To understand the changing contemporary nature of family, family Disharmony: Domestic Violence, Dowry, Divorce and Inter-generational Conflict relation in the modern world.
4. To understand the concepts of caste, and religion and their significance in the study of the Indian society.
5. To understand the theoretical perspectives of Indological studies from sociological perspectives.

Unit I: Hindu Social Organization: Purusharthas: Karma, Artha, Kama and Moksha. Varnashrams: Pramacharuya, Grahasta, Vanaprastha and Saniyasa.

Unit II : Marriage and Kinship: Marriage: Meaning, Types and Norms. Marriage as Contract and as a Sacrament. Marriages of Hindus, Christians and Muslims. Kinship: Meaning, Terms and Usages. Rules of Residence, descent and inheritance.

Unit III : Family: Meaning, Forms of family, Functions of family. Changes in the   Indian Family Structure. Family Disharmony: Domestic Violence, Dowry, Divorce and Inter-generational Conflict.

Unit IV: Religion and Caste: Religion: Meaning, Characteristics and Functions. Origin of Caste. Recent Changes in Caste System. Jajmani System. Dominant Caste. Caste and Class; Caste and politics.

Unit V :Unity and Diversity: Concepts of Unity and Diversity – Forms of Diversity in India – Reasons for somuch Diversity - Bonds of Unity in India – Geo-political Unity – National Integration – Communalism – Regionalism and Secularism.

References
1. Mandelbum, D.G. 1990. *Society in India*, Berkeley, University of California Press, Vol. 1.
2. Singh, Yogendra. 1983. *Modernization of Indian Tradition*: A Systematic Study of Social Change, New Delhi, Thompson Press.
3. Srinivas, M.N. 1962. *Caste in Modern India and Other Essays*. Bombay, Asia Publishing House.
4. Srinivas, M.N. 1966. *Social Change in India*. Orient Longman, Delhi.
5. Dhanagare, D.N. 1999. *Themes and Perspectives in Indian Sociology*. Jaipur, Rawat Publications.

6. Beteille, Andre. 2002. *Sociology: Essays on Approach and Method*, New Delhi, OUP.
7. Deshpande, Satish. 2004. *Contemporary India: Sociological Perspectives*. New Delhi, Sage Publications.
8. Ahuja, Ram. *Society in India: Concepts, Theories and Changing Trends*. 1999. Rawat Publications, Jaipur.
9. Kuppusamy, B. 1993. *Social Change in India*. Konark Publishers Pvt. Ltd. Delhi.
10. Singh, Yogendra. 2004. Ideology *& Theory in Indian Sociology*: Rawat Publications, Jaipur.

Course Outcome:

The student after studying these chapters will be
1. Understand the components of social structure.
2. Analyzing social institutions and social structure
3. Identify the impact and implications of contemporary problems and issues of society
4. Demonstrate knowledge about the roles and functions of marriage and family
5. Gain knowledge about the contemporary relevance of the various indological theories of Indian society

Paper V: Social Demography
(Elective: 1) (Code No: 20SOCE01)

Course Objective:
1. To understand the concept of demography and population study.
2. To acquire knowledge on various theories of population study.
3. To bring out the concept of fertility and mortality in India.
4. To learn about the population composition and distributions.
5. To study the population policies and education.

Unit I: *Introduction*: Definition, Origin and Development, Nature, Scope and Importance of Social Demography - Concept of Demography and Population Study – Relationship between Demography and Sociology - Sources of Demographic Data: Population Census, Civil Registration System, Vital Statistics and Sample Surveys.

Unit II: *Theories of Population*: Mercantilist and related Theories - The Malthusian Perspective – Optimum Population Theory – Demographic Transition Theory - Marxist Perspective – Biological Theory: Ester Boserup.

Unit III: *Population Dynamics:* Fertility: Concept, measurement, Factors affecting Fertility and Fertility in India. Mortality: Concept, Measurement, Infant, Child and Maternal Mortality and Mortality in India. Migration: Measuring migration-Types of Migration - Theories of Migration, Consequences of Migration.

Unit IV: *Population Size, Composition and Distributions:* Population Size, Population Growth and Process of Population Change. Age, Sex, Literacy, Occupation, Religion, Rural and Urban Composition. Distribution and Density of Population in India.

Unit V: *Population Policy and Education:* Meaning, Features and Types of Population Policy – Population Policies in India. Population Education: Meaning, Objectives and Problems. Family Planning in India.

References:
1. Asha Bhende & Tara Kanitkar, Principles of Population Studies, Himalaya Publishing House, Bombay 2003.
2. Weeks, John R, `Population: An Introduction to Concepts and Issues', Belmont, California: Wadsworth, 1977.
3. Nam, Charles B, `Population and Society', Boston: Houghton Mifflin, 1968.
4. Hawthorn, Geoffrey, `The Sociology of Fertility', London, Collier – Macmillan, 1970.
5. Heer, David M., `Society and Population' Englewood Cliffs, Prentice Hall, 1975.
   6.Lassande, Louise, Coping with Population Challenges, London, Earthscan,1997.

Course Outcome:
   The students will be able to
   1. Define the basic concepts of population study.

2. Students will be able to analyse various theories of population study.
3. Students able to apply the concept of fertility and mortality in the present day scenario.
4. Students will be able to explain the India's population composition.
5. Students able to reveal the importance of population policies.

Paper VI- Village Adoption Scheme (VAS) –
Code No: 20SOCP01 (Field Work-1)
Working with Individuals

SECOND SEMESTER
Paper VII – Contemporary Sociological Theories
(Core: 5) (Code No: 20SOCC05)

Course Objective:

1. To acquaint students with contemporary sociological theorists and their work.
2. To provide a historical context within which sociological theory/ideas have developed.
3. To develop critical thinking and evaluation of sociological theory.
4. To discuss the complexity of social systems.
5. To analyse contemporary society and social issues through the application of sociological perspectives.

Unit I Functionalism: Talcott Parsons: Social Action – Social System – AGIL Model – Pattern Variables. Robert K. Merton's Codification and Functional   Analysis. Functionalism as Theory.

Unit II Conflict Theory: C.Wright Mills – Power Elite Theory, Ralf Dahrendorf – Dialectical Conflict, Lewis A. Coser – Conflict Functionalism, and Jurgen Habermas – Critical Theory.

Unit III Social Exchange Theory: George C.Homans – Social Behaviour as   Exchange, Peter M.Blau – Exchange and Power in Social Life, Levi-Strauss – Power of Gift, Richard Emerson – Power Dependence Relations.

Unit IV: Interaction Theory: Herbert Blumer - Symbolic Interactionism, Charles Horton Cooley - Looking Glass Self, George Hebert Mead - Mind, Self and Society, Ralph H. Turner – Role Theory.

Unit V: Post Modernism: Michel Foucault - Archaeology of Knowledge, Anthony Giddens – Structuration, Pierre Bourdieu – Theory of Practice, Edward Said - Orientalism.

REFERENCES:
1. Coser, Lewis, A. 1971. *Masters of Sociological Thought*, New York, Harcourt Brace Jovanvich, Inc.
2. Timasheff, Nicholas, S. 1967. *Sociological Theory – Its Nature and Growth,* New York, Random House.
3. Nishet, Robert, A. 1979. *The Sociological Tradition*, London, Heinemann.
4. Francis   Abraham,   1982,   M,   *Modern   Sociological   Theory   :An Introduction* Oxford University Press, New Delhi
5. Aron, Raymond. 1965. *Main Currents in Sociological Thought, Vol. 1 & 2*, Hammondsworth, Middleses, Penguin Books.

6. Jonathan H Turner, 2001, *The structure of sociological theory,* 4th ed, Jaipur, Rawat publications.

7. Charles Lemert,2004, *Social Theory the multicultural and classical readings* ,2nd ed,, Jaipur and New Delhi, Rawat Publications

8. Randall Collins, 2004, *Theoretical Sociology*, Jaipur and New Delhi, Rawat Publications'.

9. Alex Callinicos, 2007, *Social Theory A historical Introduction*, Cambridge, Polity Press.

10. Craig Calhoun et all, 2007, *Contemporary Sociological Theory*, 2nd Ed, USA, Blackwell publishing (P) Ltd.

Course Outcome:

On completion of the course, Students should be able to

1. Students will able to define and write the theoretical perspectives of functionalism with its premises and propositions.
2. Having the ability to explain and discuss the conflict theories with great illustration.
3. Students will be able to examine the nature of social exchange theories and may have the chance to connect this theory with their present day to day social happenings.
4. Students will be able to appraise and highlight the perspectives of interactionist views and may have the power to analyze the role of interaction which runs the society as smooth manner.
5. Students will be able to analyze and discuss the various concepts related with postmodernism. They will be able to have the quality of elaborate presentation.

Paper VIII - Rural Reconstruction
(Core: 6) (Code No: 20SOCC06)

Course Objective:

1. To create foundational knowledge on Rural Reconstruction.
2. To understand the rural social structure in India.
3. To make the students to understand the issues and problems of rural society in India.
4. To understand the concept of Democratic decentralization of Panchayat Raj and the importance of Rural Local Governance and Self Help Groups (SHGs).
5. To enable students learn about policies and programmes of Government of India concerning rural development sector.

Unit-I Introduction: Meaning and Definitions of Rural Reconstruction - Nature and Scope of Rural Reconstruction –Nature of villages, Rural Urban contrast, Rurbanism – Experiments of Rural Reconstruction.

Unit-II Rural Social Institutions: Features of Rural Family, Joint Family Institution, Rules and Forms of rural Marriage, Role of Dominant Caste in Rural India, Concept and Features of a Rural Economy, Changes in Jajmani system, The Impact of the New Economic Policy on the Rural Economy in India.

Unit-III Problems of Rural Society: Illiteracy, Unemployment, Poverty,   Untouchability, Indebtedness among small and medium farmers, Decline of Agrarian Economy, De-Peasantization, Agrarian Unrest, Farmer's Suicide.

Unit-IV Empowerment Programmes: Emergence of Panchayat Raj System in   India, 73rd Constitution Amendment and Rural Governance, Structure and Functions of Rural Local Governance in India, Community based organization (CBOs), and Self Help Groups (SHGs). Impact of Digitalization on Rural India, Concept of Smart Village.

Unit-V Welfare Programmes and Rural Transition: Land Reform, Integrated Rural Development Programme- National Rural Employment programmes – National pulses Development Project- An overview of Contemporary Rural development (with special reference to SGSY and MGNREG schemes) in India - Impact of   Urbanization, Industrialization, Modernization and Globalization on Rural India.

References:
1. M.Adil Khan, 2007- *Rural Reconstruction* – New Delhi, Anmol Publications Pvt.Ltd.
2. A.R.Desai, 2006 *Rural Sociology in India,* 5TH ed, Bombay , Popular Prakasan,
3. Ashok Narang, 2006, *Rural Sociology*, NewDelhi, Murari Lal & Sons.
4. Sawalia Bihari Verma et al, 2008, *Rural Infrastructure- Sanitation, Housing and Health Care,* NewDelhi, Sarup & Sons.
5. Rajbir Singh, 2004, *Rural Development Administration*, NewDelhi, Anmol   Publica-

tions.

6. Madan Mohan, 2008, *Encyclopedia of Rural Development* 5 Vols , NewDelhi, Omega Publications.
7. David Atchoarena and Lavinia Gasperini, 2006, *Education for rural Development:towards new policy responses*, Jaipur, Rawat Publications.
8. N.Kannan, 2008, *Rural Development and Social Change*, Delhi, Abjijeet Publications.
9. Laxmi Devi, 1998, *Rural Sociology, Institute for sustainable development*, Lucknow and Anmol Publications Pvt Ltd.

Course Outcome:

On completion, the course, Students should be able to
1. Students will be able to recall the meaning and basic concepts of rural reconstruction and having the ability to explain its nature and differences too.
2. Students will be able to know how the rural social institutions are functioning in rural areas and they also understand its purpose which helps to construct the better rural society.
3. Have the skills to examine and analyze the problems of rural society and also receive academic caliber to investigate the causes and it's impact on rural society.
4. Able to prioritize the role of empowerment programs and may have the quality to point out the importance of 73rd amendment in Panchayat Raj, role of CBOs and SHGs regarding rural development.
5. Able to categorize different welfare programs with its effects and will have the knowledge to explain the magnitude of various social welfare schemes.

Paper IX – Statistics in Social Research
(Core: 7) (Code No: 20SOCC07)

Course Objective:

1. To provide the basic knowledge on statistics in social research.
2. To learn about the usage of measures of central tendency in different situations.
3. To bring out the importance of dispersion measures in social research analysis.
4. To understand the basic need and function of correlation and test of significance.
5. To address the statistical software and big data analysis used in social research.

Unit I: Introduction: Meaning, Nature, Characteristics, Functions, Relevance and Scope of Social Statistics - Limitations of Statistics - Sociology and Social Statistics.

Unit II: Measures of Central Tendency: Meaning, Nature, Purpose -Kinds of   Central Tendency: Mean (Arithmetic & Geometric) – Median – Mode -Merits and   Limitations - Significance of Central Tendency in Social Research.

Unit III: Measures of Dispersion: Meaning, Nature, Purpose - Kinds of Dispersion: Range, Quartile Deviation, Mean Deviation, Standard –Deviation - Merits and   Demerits of each Measurement-Significance of Dispersion in Social Research.

Unit IV: Correlation & Tests of Significance: Correlation: Types – Means of   Computing Correlation and Interpretation-Karl Pearson's Coefficient of Correlation, Spearman's Rank Correlation-Tests of Significance a) Chi-Square, " t" Test,   b)   Importance of Correlation and Tests of Significance in Social Research.

Unit V: Social Research & SPSS: Meaning – Scope for the Application of SPSS - Role of SPSS in Social Research -Application of SPSS in Social Research – SPSS and Big Data Analysis - Practical Application Classes.

Reference Books

1. Altman, Micah, Jeff Gill and Michael McDonald (2003). Numerical Issues in   Statistical Computing for The Social Scientist New York: John Wiley and Sons.
2. Brayman, Alan (1988). Quantity in Social research, London: London: Unwin Hyman.
3. P.R. Jocobson,(1976) Introduction to Statistical Measures for the social and   Behavioral Sciences, Hinsdale The dryden Press.
4. Irvine, J.,I. Miles And J.Evans. (ed.) (1979). Demystifying Statistics, London: Pluto Press.
5. Shipman, Martin (1988).The Limitations of Statistics, Longman.

Course Outcome:

1. Students will be able to acquire knowledge on basic concepts in statistics in social research.

2. Students can identify the usage and application of central tendency in social research.

3. Students will be able to reveal the importance of dispersion measures in social research.

4. Student will be able to analyse the data with help of correlation and test of significance.

5. Students will be able to utilize the statistical software to analyse the data.

Paper X – Sociology of Health
(Core: 8) (Code No: 20SOCC08)

Course Objective:

1. To understand the basic idea on Health Sociology.
2. To provide information on the health care system as an important component of health sociology.
3. To help students to understand the issues and the functions of community health and cultural health practices.
4. To inform the students about the role of government towards development of health system in India.
5. To inculcate the students with health delivery systems of India

Unit I: Introduction: Meaning, Definitions, Emergence, Nature, Scope and relevance of Sociology of Health; Concepts of Health, Illness, Disease; Social Epidemiology and Social Etiology of Disease; Dimension of Health – Changing concepts of Health; Sociological Perspectives on Health; Social Inequality and Access to Health care; Socio – Cultural Component of Health and Illness.

Unit II: Theoretical Perspectives on Medicine and society: Functionalism; Marxist/ Political Economic Perspective; Symbolic Interactionism; Feminism; Postmodernism; Foucault.

Unit III: Illness and Sick Role: The Process of seeking medical care: Illness Behaviour; Models of Help seeking – General theory of help seeking – Stages of illness experience, Health belief; Model, Predisposing and Enabling Theory: Prediagnostic Illness Behaviour; Sick Role – Concept and Theories; Illness as Deviance; Sick Role Concept, Labelling Theory.

Unit IV: Therapeutic Process, The Social System and Alternative Medicines:
Doctor – Patient relationship – Basic model; Parsonian Model; Patients Behaviour and Hospitalization; Hospital as a Social system; Structure of the system; - Belief system, Medicine, Nursing and Pharmacy as professions; Alternative Medical Systems: Ayurveda, Homeopathy, Siddha, and Folk Medicine.

Unit IV: Man, Environment and Disease: Social Ecology of Disease; Social Epidemiology Measures; Cultural factors bearing on health in India; Health and Social Problems: Malnutrition; Maternal and child health; Sanitation problems; Mental illness; Ageing. Health Care Management and Services in India.

References
1. Anne – Marie Barry and Chris Yuill (2002), *Understanding Health – A Sociological Introduction,* New Delhi: Sage Publications.
2. Bloom,S.W. (1963), *The Doctor and His Patient*, New York: Free Press.

3. Banks, Leslia A. '*Social Aspects of Disclosure*'.
4. Cockarham, William C. (1978) *Medical Sociology*, Prentice Hall Inc., U.S.A.,.
5. Conrad, Peter et. al., *Handbook of Medical Sociology*, McGraw Hill, New York,. 1994.
6. Dutt, P.K. (1965), *Rural Health Services*, New Delhi: DGHS.
7. Park,K. (2000). *Text book of Preventive and Social Medicine* Jabalpur, M/S. Banarsidas Bhanot Publishers.

Course Outcome:

On completion of the course, Students should be able to

1. The students will be able to remember the meaning, nature and scope of Sociology of Health discipline. Become expertise to list out factors which are responsible for health and capable to explain the origin and development.
2. The students will be able to explain the concept of social epidemiology with its different sub-classes and will have the expertise to bring out its relation with environment.
3. The students will be able to know the functions of hospitals and will have the ability to examine the role of doctor as well as patient. The students will be interpreting the hospital as social organization.
4. The students will be able to explain the health and cultural practices and also will have the ability to indicate the influencing factor which is responsible for nutrition, taboos as well as malnutrition.
5. The students will be able to discuss the history of public health system in India and classify the different health delivery system of India. Various health related schemes will also be explained to the students.

Paper XI: Media and Society
(Elective: 2) (Code No: 20SOCE02)

Course Objective:

1. To understand the characteristics and types of media.
2. To learn about theoretical perspectives of mass media.
3. To address the media issues in the contemporary society.
4. To provide the linkages of media and globalization concepts.
5. To bring out the impact of mass media in social development.

UNIT – I: Introduction: Media – Meaning - definition – Nature – Characteristics. Types of Media – Folk, Print and Electronic Media: Puppet Show, Koothu, Printing and Publications, Radio, Television, Cinema, Cyber Space, Virtual communication,   Internet, Blog - Relationship between Media and Society.

UNIT – II Theoretical Perspectives of Mass Media: Semiotics School - Process School - Selective Influence Theory – Desensitization Theory – Modelling Theory.

UNIT – III Media Issues: Media and youth, women and children: Values, Food   Preferences, Consumerism, Entertainment, Usage of Apps. Media and Formation of Public Opinion and Propaganda, Media and Environment.

Unit – IV Media And Globalization: Globalization and Mass Media, Popular   Culture, Americanization, Cultural Diversity, Neo-liberalism and its Implications, Transnational and Diasporic Visual Culture – Social Media and its Impacts on   Society.

UNIT – V Mass Media and Social Development: Mass Media and its impact on   Society – Emergence of ICTs – Commercialization of Lgeisure – Human Rights and Social Development.

References
1. Media and culture an introduction to mass communication - Richard Campbell
2. Mass media issues analysis and debate – Jeorge Oddman
3. Media and Democracy in Asia - An AMIC compilation, 2000.
4. Dynamics of mass communication: Media in Transition - Joseph Dominick.
5. Conflict sensitive journalism - Ross Howard.
6. Media power in politics - Graber, Doris. 1980.
7. Media and Society - Arthur Asa Berger.
8. Media and Society: challenges and opportunities - Edited by Vir Bala Aggarwal.
9. New Media and Society - Ed: Nicholas Jankowski - Pub: Sage Publications
10. Communication and Persuasion by CI, Hovland/I.L Janies/H H Kelly, Yale   University ,Newyork, 1953.

Course Outcome:

1. Students will be able to understand the characteristics and types of media.

2. Students able to analyze the theoretical perspectives of mass media on society.

3. Students able to reveal the various issues in the contemporary society.

4. Students able to examine the role of media in globalization.

5. Students will be able to identify the impact of media in the social development.

Paper XII - Village Adoption Scheme (VAS) -
Code No: 20SOCP02 (Field Work-2)
(Working with Groups)

Paper XIV: HUMAN RIGHTS & DUTIES
(Compulsory Paper) (Code No. 06PHR01)

Course objective:
1. To provide the basic idea of various concepts in human rights.
2. To acquire knowledge on different rights of an individual.
3. To bring out various human rights activities in India.
4. To discuss human rights movements for social development.
5. To address the issues of human rights violation.

Unit – I Introduction: Meaning and Definitions of Human Rights – Historical Evolution of Human Rights –Formation of UNO, Universal Declaration of Human Rights 1948 – Constitutional Provision for Protection of Human Rights – Fundamental Rights and Directive Principles of State Policy – Fundamental Duties and Human Rights Education.

Unit – II: Civil, Political and Economic Rights : Right to Work – Right to Personal Freedom – Right to Freedom of Expression – Right to Property – Right to Education – Right to Equality – Right to Religion – Right to Form Association and Unions – Right to Movement – Right to Family – Right to Contract – Right to Constitutional Remedies – Right to Vote and Contest in Elections – Right to Hold Public Offices – Right to Information – Right to Criticize the Govt. - Right to Democratic Governance. Right to Work – Right to Adequate Wages – Right to Reasonable Hours of Work – Right to Fair Working Conditions – Right to Self Govt. in Industry – Customer Rights – Social and Cultural Rights – Rights to Life – Right to Clean Environment.

Unit – III: Human Rights Activities in India : Human Rights Act 1993 - Structure and Functions of National Human Rights Commission - State Human Rights Commission and Human Rights Courts- Rules and regulations of State Human Rights Commission 1997.

Unit – IV: Human Rights Movements for Social Development : Indian Freedom Movement – Peasant Movement – Women's Movement – SC/ST Movements – Environment Movement.

Unit – V: Human Rights Violation: Violation of Rights among Children, Women, Minorities, SCs and STs, HIV/AIDS Patients, Trans-genders, Convicts and Prisoners, Slavery and Disabled, Provision of Constitutional Rights during the Arrest.

References:
1. **Baradat Sergio** and **Swaronjali Ghosh**. Teachings of Human Rights: *Dominant Publishers and Distributors*, New Delhi. 2009.
2. **Umesh Bhatt**. Human Rights Achievements and Challenges: *Vista International Publishing House*, Delhi. 2005.
3. **Roy A.N**. Human Rights Tasks, Duties and Functions: *Aavishkar Publishers and Distributors*, Jaipur. 2007.
4. **Asish Kumar Das** and **Prasant Kumar Mohanty**. Human Rights in India: *Sarup*

and Sons. New Delhi. 2007.

5. **Sankar   Sen**. HumanRights in   a   Developing   Society. *A.P.H. Publishing Corporation*, New Delhi. 2009.

6. **Bani   Borgohain**.   Human Rights Social Justice and   political   Challenge. *Kanishka Publishers and Distributors*. New Delhi. 2007.

7. **Rathod, P.B**. Focus on Human Rights: *ABD Publishers*, Jaipur. 2007.

8. **Velan, G**. Human Rights and Development Issues: *The Associated Publishers*, Ambala Cantt. 2008.

9. **Meena, P.K**. Human Rights Theory and Practice: *Murali Lal and Sons*, New Delhi, 2008.

10. **Bhavani   Prasad Panda**. Human Rights Development and Environmental Law: *Academic Excellence*, Delhi. 2007.

11. **Viswanathan, V.N**.   Human Rights – Twenty First   Century Challenges: *Kalpaz Publications*, New Delhi. 2008.

12. **Goswami.** Human Rights and Reforming the Law. *Raj Publishing House*, Jaipur. 2008.

13. **Digvijay Nath Pandey**. Teaching of Human Rights: *Lotus Press*, New Delhi, 2007.

14. **Ansari, M.R.** Protecting Human Rights: *Max Ford Books*, New Delhi, 2006.

15. **Rao, M.S.A**. Social Movements in India – Social Movements and Social Transformation in India Vol. 1 & 2: *Manohar Publications*, New Delhi. 1978.

16. **Bakshi, P.M**. The Constitution of India: *Universal Law Publishing Co. Pvt. Ltd*., Delhi. 2006.

Course outcome:
1. Students will be able to understand the basic concepts of human rights.
2. Students will be able to utilize the knowledge on various rights of an individual.
3. Students will be aware of human rights activities in India.
4. Students able to demonstrate the contribution of human rights movement for social development.
5. Students able to explain the issues related to human rights violation.

Paper XV – Summer Internship (Field Work - 3)
(Code No: 20SOCI01)

THIRD SEMESTER
Paper XVI - Indian Sociological Thinkers
(Core: 09) (Code No: 20SOCC09)

Course objectives:
1. To discuss the history and development of sociology in India.
2. To acquire knowledge on indological perspective in sociological study.
3. To learn the structural – functional perspectives in Indian context.
4. To study the contributions of different Indian thinkers to Marxist and civilizational perspective.
5. To understand the Dr.B.R.Ambedkar's concept of subaltern perspective.

Unit – I: Development of Sociology in India: Pre-independence and Post-independence Era. Indianization of Sociology – Meaning and Characteristics of   Different Perspectives – Emergence of Different Branches in Sociology.

Unit – II : Indological perspective : G.S. Ghurye: Caste and Race, City and   Civilization, Rural Urban Community. Louis Dumont: Homo Hierarchicus, Concept of Pure and Impure. R.K.Mukerji: Indian Culture and Civilization – Personality, Society and Values.

Unit – III : Structural-Functional Perspective : M.N.Srinivas: Caste system and the Village, Social Change – S.C.Dube: Indian Village, Society: Continue and Change – Irawati Karve: Kinship Organization in India.

Unit – IV : Marxist and Civilizational perspective : A.R.Desai: Pre-Colonial stage, Colonial Stage and Post-Colonial Stage – D.P.Mukherjee : Tradition and Modernity, Middle class. N.K.Bose: Indian Civilization, Caste System.

Unit – V : Subaltern Perspectives and Non-violence Satayagrah: Dr.B.R.Ambedkar: Castes in India – Their mechanism, Genesis and Development, Untouchability, identity David Hardiman: Sociological Perspective of Subaltern - Devi Movement in South Gujarat. Mahatma Gandhi: Peace and Non-violence.

References
1. Oommen T.K. and P.N. Mukerji, (Eds.) 1986. *Indian Sociology*. Popular Prakashan: Bombay.
2. Ghurye G.S. 1945. *Culture and Society*. Bombay: Popular Prakashan.
3. Ghurye G.S. 1962, *Cities and Civilization*, Delhi: Poular Prakashan.
4. Dumont, Louis 1970, *Homo Hierarchicus*: The Caste System and its implications, New Delhi, Vikas
5. Mukerjee, Radhakamal 1950, *The Social Structure of Values*, London: George Allen and Unwin Chp 2,3,5,6 &9
6. Srinivas, M.N. 1971, *Social Change in Modern India*, University of California Press Berkeley Chp 4-5
7. Srinivas, M.N. 1980, *India: Social Structure,* New Delhi: Hindustan Publishing

8. Dube, S.C, 1958. *India's changing Village*, London: Routledge.
9. Dube. S.C, 1973, Social Sciences in Changing Society (Lucknow University Press)
10. Desai, A.R. 1971, *Social Background of Indian Nationalism:* Bombay Popular Praka-shan.
11. Mukerjee, D.P.1958, *Diversities*: Delhi People's Publishing House.
12. Nagla B.K. 2007, *Indian Sociological Thought*, New Delhi: Rawat

Course Outcome:
1. Students will be able to explore on the development of sociology in India.
2. Students able to explain the indolological perspective.
3. Students able to apply the structural-functional perspective in Indian context.
4. Students able to analyze the contributions Indian thinkers to Marxist perspective.
5. Students able to critically examine the concept of subaltern perspective.

Paper XVII: Environmental Sociology
(Core: 10) (Code No: 20SOCC10)

Course Objective:
1. To get acquaintance of basic concepts of environment
2. To make understand the relationship between society and environment
3. To impart knowledge on perspectives of an ecosystem and to understand the personal role in protecting the environment.
4. To understand the various environmental issues of contemporary society.
5. To familiar with environmental movements and various environmental legislations of India.

Unit I: Introduction: Meaning and Definitions – Nature and Scope – Origin and Development – Need for the study of Environment – Relationship between Environment and Society.

Unit II :Basic Concepts and Theoretical Parameters: Environment – Ecosystem– Ecology – Biodiversity - Eco-feminism - Deep Ecology; Ecology and Imperialism – Contributions of Dunlap and Catton, Radhakamal Mukherjee, Ramachandra Guha.

Unit III: Environmental Degradation and Pollution: Global Warming and Green House Effect – Ozone Depletion – Acid Rain – Deforestation – Causes, Impacts and Remedial Measures of Air, Water, Noise and Land Pollution.

Unit IV: Major Environmental Issues in India: Issues and Debates of Genetically Modified Food - Sustainable Agriculture – Industrialization, urbanization and Environmental Problems – Population Growth and Environmental Problems – Environment and Human Health.

Unit V: Environmental Movements and Environmental Protection in India: Chipko Movement – Narmada Bachao Andolan – Ganga Bachao Abhiyan –   Constitutional Provisions and Environmental Laws in India – Role and Functions of Green Tribunal – Environmental Education – Sustainable Development.

References:
1. John A. Hannigan, (1995). *Environmental Sociology*, London: Routledge.
2. Ramachandra Guha (1994). *Social Ecology (Ed.),* Bombay: Oxford University Press.
3. Carolyn Merchant (1996). *Ecology Key Concepts in Critical Theory (Ed.)* New Delhi: Rawat Publications.
4. Giddens, Anthony, *Global problems and Ecological Crisis.*
5. Harper, *Environmental Sociology: A Sociological Constructionist perspective*.
6. Schnaiberg. Millan & Senkumar, *The Environment.*
7. Gadgil, Madav and Ramachandran, *Equity – The case and abuse of Nature in Con-*

temporary India.

8.   Abraham Francis, M. (2006). *Contemporary Sociology – An introduction to concepts and theories,* New Delhi: Oxford University Press.
9.   Harish Kumar, (2001). *Environmental Health Hazards*, New Delhi: Ivy   Publishing House.
10. Michael Redclift and Graham Woodgate. (2010). **The International Handbook of Environmental Sociology**, Edward Elgar Publshing, London.
11. Michael Mayerfeld Bell (1998). Sociology for New Century: An Invitation to Environmental Sociology. Pine Forge Press, Newbury Park, USA.

Course Outcome:

At end of the semester, the students will able to
1.   Remember the basics of environment and its relationship with society.
2.   Recognize the various perspectives of environment.
3.   Interpret the various causes of environmental degradation
4.   Analysis critically India specific environmental issues.
5.   Explain the background of Indian eco movement and environmental legislations

Paper XVIII - Urban Sociology

(Core: 11) (Code No: 20SOCC11)

Course Objective:
1. To understand the meaning, nature, origin and development of urban sociology
2. To study about the process of urbanisation and its implication on developing countries in particular India.
3. To develop critical thinking and evaluation of urban sociological theories.
4. To understand the issues and problems of Urban Society.
5. To gain knowledge about urban planning and assess the changes taking place in urban society.

UNIT – I Introduction – Meaning, Definition, Origin and Development, Nature, Scope, Importance of Urban Sociology, Urban Society in India, Characteristic   Features of Urban Society.

UNIT – II Urbanization and Its Related Concepts – Meaning, Emerging trends in urbanization, Characteristics and consequences of Urbanization. Urbanism,   Urbanity, Rururban, Suburban. Classification of Urban Centers: Towns, Cities, Corporation, Metropolitan Cities, Mega Cities, Satellite Cities, Smart Cities. Urban Agglomeration.

UNIT – III Urban Sociological Theories – George Simmel: Metropolis and Mental Life, Louis-Wirth: Urbanism as a Way of Life, Robert Redfield: Rural-Urban   Continuum as cultural form, Robert E. Park and Burgess: Spatial Dimension,   Homer Hoyt: Sector Model.

UNIT – IV Urban Social problems –   Urban Sprawl, Overcrowding, Housing, Unemployment, Slums and Squatter Settlements, Transport, Water, Sewerage Problems, Trash Disposal, Urban Crimes and Problem of Urban Pollution.

UNIT – V Urban planning and Development Programmes – Fundamentals of Urban Planning, Scope of Urban Planning, Relevance of Sociology in Urban   Planning**.** Pradhan Mantri Awas Yojana (PMAY) (Urban), Swachh Bharat Mission – Urban, Atal Mission for Rejuvenation and Urban Transformation (AMRUT),   Heritage City Development and Augmentation Yojana (HRIDAY) and National   Urban Policy Framework, 2018.

References:
1. Quinn J.A. (1955). *Urban Sociology*, New Delhi: S Chand & Co.,
2. Abrahimson, M (1976). *Urban Sociology*, Englewood: Prentice Hall.
3. Ronnan, Paddison (2001). *Handbook of Urban Studies*, India: Sage.
4. Sawders, Peter (1981). *Social theory and Urban Question*, Hutchionson.
5. Bose Ashish. (1978). *Studies in India Urbanization*, New Delhi: McGraw Hill.
6. Bharaswaj, R.K. (1974). *Urban Development in India*. National Publishing House.
7. Gold Harry. (1982). *Sociology of Urban life*. Englewood Chiff: Prentice Hall.
8. Colling Worth, J.B. (1972). *Problems of Urban Society* Vol. 2., George and Unwin

Ltd.
9. Desai, A.R. and Pillai S.D. Ed. (1970). *Slums and Urbanization*. Bombay: Popular Prokashan.
10. Ramachandran, R. (1991). *Urbanizations and Urban Systems in India*, Delhi
11. Castells, M. (1977). *The Urban Question*, London: Edward Arnold.
12. Gistand Fava. (1969). *Urban Society*, New York: Thomas Gowell.

Course Outcome:

On completion the course, Students should be able to

1. Students will be able to define and recall the basic concepts of Urban Sociology in a detailed manner.
2. Students will be able to explain and indicate the factors responsible for urbanization and its related issues and further they will be able to classify the various concepts of urban society.
3. Students will be able to bring the outline and also explain the features of urban related theories with its importance.
4. Students will be able to analyze the urban social problems with its effects on urban society. They also become well versed about the influential factors which cause social problems in urban society with its importance.
5. Students will be able to discuss the urban planning issues in a elaborated manner through their effective learning.

Paper XIX: Social Movements in India
(Core: 12) (Code No: 20SOCC12)

Course Objective:

1. To create basic understanding on social movements.
2. To study the various determinants of social movements
3. To get acquaintance on social movement and the change
4. To provide Theoretical orientation regarding social movement formation
5. To Sensitize about the context of Indian social movements and and leaderships

Unit I: *Introduction*: Meaning and Characteristics of Social Movements - Structural Determinants of Social Movements - Life cycle of social movement - Types of social movement – Meaning of Pressure Group – New Social Movement: Meaning and Characteristics.

Unit II: *Theories of Social Movement*: Marxist Theory - Weberian Theory - Relative Deprivation, Strain and Revitalization Theories – New Social Movement Theories.

Unit III: *Social Movement and Leadership*: Role and Types of Leadership - Relationship between Leaders and Masses - Social Movement and Social Change – Ideology and Social Movement.

Unit IV: *Reform Movements in India*: Brahmo Samaj - Arya Samaj – DK Movement – SNDP Movement – Naxalbarri Movement - Satyashodhak.

Unit V: *Empowerment Movement*: Tribal Movements: The Santhal Insurrection and The Bodo Movement – Women Movements: AIDWA and SEWA – Dalit Movements: Dalit Sangarsh Samiti and Mahar Dalit Movement – Peasant Movement: The Bardoli Movement and Tebaga Movement.

References:
1. Banks, J.A. – The Sociology of Social Movements, London Macmillan 1972.
2. Desai, A.R. Ed- Peasant Struggles in India, Bombay, OUP 1979.
3. Dhanagare, D.N.- Peasant Movements in Indian 1920-1950, Delhi, 1983.
4. Gore, M.S.- The Social Context of an Ideology : Ambekdar's Political and Social Thoughts, New Delhi, Sage 1993.
5. Oomen, T.K. : Protest and Change : Studies is Social Movements, New Delhi, Sage,1990
6. Rao, M.S.A.- Social Movement, in India, New Delhi, Manohar, 1979.11
7. Rao, M.S.A.- Social Movements and Social Transfromation, Delhi, Macmillan, 1979.
8. Singh K.S.- Tribal Movements in India, New Delhi, Manohar 1982.
9. Zilliot, Eleanor- From Untouchable to Dalit : Essays on the Ambedkar Move-

ment,New Delhi, Manohar 1995.
10. Gouldner, A.W.- Studies in Leadership New York : Harper and Brothers, 1950.
11. Oomen T.K. Charisma, Stability and Change: An Analysis of Bhodan and Gram-dan Movement, New Delhi, Thomas Press, 1972.
12. Shah, Ghanashyam, Protest Movements in two Indian States, New Delhi, Ajanta, 1997.
13. Shah, Ghanashyam, Social Movements in India; A Review of the Litera-ture(Delhi :Sage) 1990.

Course Outcome:

Completion of this course enables students to
1. Remember the features ,Characteristics and determinants of social movements
2. Compare and contrast different perspectives on social movements.
3. Anaylsis Critically the leadership patterns involved in social movements
4. Explain the context and significance of Indian social movements
5. Discuss the importance of empowerment movements.

Paper XX: Human Resource Management
(Elective-03) (Code No: 20SOCE03)

Course Objective:

1. To learn the significance of human factors in work organizations
2. To study the different schools of management
3. To understand the significance of Human Resources Management in work environment.
4. To develop a sense of knowledge on various HRM pratices in industrial organizations
5. To comprehend the various facets of HRM like HR Planning, recruitment, selection, and job analysis.

Unit-I Introduction: Meanings, definitions, nature, scope and importance of human sources. Characteristics of Hawthorne studies. Definitions, objectives, goals, scope, principles, importance of Human Resource Management. Functions of Human Resource Management in industrial organizations.

Unit-II Human Resource Policies, Planning and Job Analysis: Meaning, objectives, content of human resource policies: Necessities of human resource policies. Human Resource Planning: Definition, Significance, Human Resource Planning Process, Contributory factors to influence the human resource planning. Job-Analysis: meanings, Goals of Job analysis, Process of Job Analysis.

Unit-III Job Design, Talent Management and Employee Engagement: Job Design: Definitions. Methods: Job rotation, job enrichment, job enlargement. Talent Management: Concept and Evolution of Talent Management, Role and Competencies of Talent HR Manager, Concept and Need of Talent Acquisition. Employee Engagement: Concept and Evolution, Developing Employee Engagement-Strategy, Managing, Maintaining Employee Engagement

Unit-IV Recruitment, selection, and Performance appraisal: Recruitment: Meanings, objectives, types, internal, external sources of recruitment. Process of recruitment- selection processes, criteria, steps and methods, importance of systematic and scientific selection procedures. Performance Appraisal: Definitions, objectives, Methods of Appraisal: Traditional and Modern.

Unit-V Trade Union, and Labour Legislation: Trade Unions: Concepts, Evolution, The Trade Unions Act, 1926. Labour Legislation: Objectives, Principles, Classification and Evolution. The Factories Act, 1948; The Minimum Wages Act, 1948; The Contract Labour (Regulation and Abolition) Act, 1970; The Child Labour (Prohibition and Regulation) Act, 1986.

References
1. Armstrong, Mechael Baron, Angela (2006) *Handbook of Strategic HRM*, Mumbai:

    Jaico Publishing House.
2.   Botton, Trevor (2001) *An   Introduction   to Human Resource Management*, New Delhi :Infinity Books.
3.   Flippo, Edwin B. (1971) *Principles of Personnel Management* Ed. 4, Tokyo : McGraw Hill Publication.
4.   Pattanayak,   B. and Verma,   Harish C. (1998): *Human   Rsource Management*, New Delhi : Wheeler Publication.
5.   Saiyadain, Mirza S. (1988) *Human Resource Management*; New Delhi: Tata McGraw – Hill Publication Com. Ltd.
6.   Akhilesh, K. B. and Nagaraj, D. R. Edu. (1990) *Human Resource Management* 2000, New Delhi : Wiley Eastern Ltd.
7.   Aswathappa, K (2001) *Human Resource Management, Text & Cases*, New Delhi: Tata McGraw- Hill Edition.

Course Outcome:
> *After completion of the course, the students will able to*
>   1. Explain the role of human factors in organizations
>   2. Identify the basic facts about Human Resource Management
>   3. Express the knowledge of Human Resource policies and planning.
>   4. Demonstrate Skills on process of recruitment and selection.
>   5. Interpret tools and techniques of job analysis

Paper XXI- Village Adoption Scheme (VAS)
(Code No: 20SOCP03)
(Field Work - 4)
Working with Community Organization

FOURTH SEMESTER
Paper XXIII: Current Debates in Social Theory
(Core: 13) (Code No: 20SOCC13)

Course objective:
1. To discuss the important contributions of re-emergence of Frankfurt school.
2. To understand the concept of reflexive sociology.
3. To learn integrated sociological paradigm and multidimensional sociology
4. To provide knowledge on the origin and development of post structural thoughts.
5. To discuss the contributions of thinkers towards post modern developments.

Unit I: Critical Theory: Re-emergence of Frankfurt School – Max Hokheimer, Theodor Adorno – Jurgen Habermas: Theory of Communicative Action – Public Sphere – Views on Evolution

Unit II: Reflexive Sociology: Pierre Bourdieu: Theory of Capital – Habitus and Field, Language and Symbolic Power – Ulrich Beck: Reflexive Modernization

Unit III: Integrative Developments: George Ritzer: Integrated Sociological   Paradigm , The Mcdonalization of a Society – Anthony Giddens: Juggernaut of   Modernity – Jeffery C Alexander -Multidimensional Sociology – Randall Collins – The Micro Foundations of Macro Sociology

Unit IV: Post Structural Developments: Post Structuralism – Origin and   Development, Michel Foucault: Discourse Analysis – History of Sexuality, Power-Knowledge-Discipline and Punish, Jacques. Derrida: Deconstruction.

Unit – V: Post Modern Developments : Post Modernism: Origin and Development – Ulrich Beck: Risk Society - Jean Baudrillard: Hyper Reality, Simulacra – Jean   Francois Lyotard - The Postmodern Condition

Reference:

1. Althusser, L. For Marx. London: Verso. 1986
2. Berger, P. L. and T. Luckmann. 1967. The Social Construction of Reality. London: Allan Lane and Penguin Press
3. Bourdieu, Pierre.1997. Outline of a theory of Practice, London.
4. Derrida, Jacques. 1976. Of Grammatology, trans. GayatriChakravortySpivak.
5. Baltimore & London: Johns Hopkins University Press
6. Giddens, A and Turner J.H. (ed). 1987. Social Theory Today. Stanford University Press
7. Giddens, Anthony. 1983. Central Problems in Social Theory: Action, structure and contradiction in social analysis. London: Macmillan. London: Harvester Press.
8. Goffman, Erving. 1962. Asylams. Chicago: Aldine Publishing Co.

9. Goffman, Erving. 1973. The Presentation of Self in Everyday Life. New York: the Over-look Press.
10. Gramsci, Antonio. 1992. Prison Notebooks. Tr. Joseph A. Buttigieg and Antonio Callari. New York: Columbia UP
11. Michel Foucault. 1979. Discipline and Punishment. New York: Vintage Books.
12. Michel Foucault. The History of Sexuality. 1980New York: Vintage Books.

Course Outcome:
1. Students will be able to demonstrate the re-emergence of Frankfurt school.
2. Students able to explain the concept of reflexive sociology.
3. Students will be able to examine the multidimensional sociology.
4. Students able to define the origin and development of post structural thoughts.
5. Students able to reveal the important contributions of post modern developments.

Paper XXIV: Social Problems: Perspectives and Intervention
(Core: 14) (Code No: 20SOCC14)

Course Objective:

1. To achieve the realistic knowledge about social problems with its different dimension of approaches
2. To learn the knowledge of structural problems of society which become the social problems from the downtrodden and up to the developed too.
3. To carry out the issues of familial problems with its all aspects
4. To bring out the understanding of social problems in the aspect of developmental aspects i.e., regional disparities, ecological disorganization and also its values which disrupts the existing social structures.
5. To study the disorganizational causes which promote the crime, white collar crime, drug addiction, suicide and terrorism and so on.

Unit I UNDERSTANDING SOCIAL PROBLEMS: Meaning, Definition, Characteristics, Causes and types of social problems - Approaches to social problems: Functional Approach (*anomie, social pathology, deviant behavior, and social disorganization*) Conflict Approach (*deprivation, exploitation, inequality, oppression*).

Unit II STRUCTURAL SOCIAL PROBLEMS: Poverty – Types, Causes and Consequences. Measurement of Poverty Line - Inequality of Caste and Gender - Problems related to Religious, Minorities, Backward Classes, SC/ST, Differently Abled.

Unit III PROBLEMS OF SOCIAL INSTITUTION: Dowry - Domestic Violence – Divorce - Intra and inter- Generational Conflict – Problems of Elderly – Elder Abuse – Problems of Widow – Single Parent Family – Female Headed Family – Crime against Women - Child Marriage – PACSO Act.

Unit IV DEVELOPMENTAL PROBLEMS: Regional Disparities - Development induced displacement - Ecological Degradation and Environmental Pollution – Consumerism - Crisis of Values.

Unit V DISORGANIZATIONAL: Crime and Delinquency, White Collar Crime – Alcoholism – Drug Addiction – Commercial Sex Workers - Suicide – Terrorism Cyber Crime – Black Money and Corruption.

References:
1. Jogan, Sankar. (ed.), Social Problems and Welfare in India, Ashish, New Delhi, 1992.
2. Madan, G.R. Indian Social Problems, Vol. I and II, Allied, Bombay, 1973.
3. Ahuja, Ram. Social Problems in India, Rawat, Jaipur, 2002.
4. Jain, Prabha Shasi and Singh Mamta. Violence Against Women, Radha, New Delhi, 2001.
5. Mishra, Girish and Pandey Brajkumar. White-Collar Crimes, Gyan, New Delhi, 1998.
6. Ahmad, Siddique. Criminology (5th ed.), Eastern Book Company, New Delhi, 2005.
7. Paranjape, N.P. Criminology (12th ed.), Central, Allahabad, 2005.
8. Horton, Paul B and Leslie, Gerald R. The Sociology of Social Problems (Fifth

ed.) Prentice - Hall, New Jersey, 1974.

9. Weinberg, M.S., Rubington Earl Sue Kiefer Hammersmith. The Solution of Social Problems - Five Perspectives, (2nd Edition), Oxford University Press, New York, 1981.

10. Robert K. Merton and Robert Nisbet, (ed.) *Contemporary social problems*, Harcourt Brace, New York. 1971.

11. Elliot, Mabel A and Merrill, Francis E., *Social Disorganization*, Harper and Brothers, New York, 1950

Course Outcome:

On completion of the course,

1. Students will be able to define the social problems with its nature and able to evaluate the role of different approaches of social problems in their day to day life.
2. Identify the causes of structural issues or problems with its variety of types and analyze how it is disrupts the existing social activities by that provide the solution to the social problems
3. Utilize knowledge to indicate the different types of familial issues and will be able to classify of causes of its emergence
4. To examine the root causes of social problems as well as its different types which helps to evaluate the existing social structures to bring the new dimension of ideas
5. To analyze the main influential factors which promotes the various types of crimes and bring a chance to the students to create a new ideas about to solve the existing crime levels and how to rehabilitate the affected criminals.

Paper XXV - Gender and Society
(Core: 15) (Code No: 20SOCC14)

Course Objective:
1. To address the nature of gender and gender equity by looking at the intersectionality of class, race, gender, and understanding there are different outcomes for women and men as expressed through various masculinities or and feminist views.
2. Students will learn to identify major feminist approaches (liberal, radical, and socialist feminisms) used to analyze gender diversity and equity and the social barriers to these goals through the reading, analysis, and critique of original research in the area of gender.
3. Explain the role of education in women development and how it is related to bring the changing value of their own self as well as new social gender identity of them.
4. Understand the intersections of gender, employment and constitutional provisions to women so forth as they intersect with the family, education systems, workplaces and political field.
5. To understand the role of women in globalization era and it's impact on social development as well as the self development of women.

Unit-I Introduction: Meaning and Definition of Sex and Gender- Gender Role Socialization – Patriarchal and Matriarchal Families – Gender Stereotype – Gender Mainstreaming - Status of Women in Current Context.

Unit-II Theoretical perspectives: Liberal Feminism - Marxist Feminism – Radical Feminism – Psychological Feminism – Cyber Feminism - Post Modern Feminism.

Unit-III Gender and Education: Gender Disparity in Education – Gender Bias and Gender Stereotyping in Curriculum – Promoting Gender Equality through Education – Portrayal of Women in Mass Media.

Unit-IV Gender and Economy: Patriarchy and Gender division of Labor – Glass Ceiling Theory and Pipeline Theory - Women and Work- Invisibility – Unpaid - Productive and Unproductive Work- Gender and Wage Differences- Economic Reforms and changing work pattern- Increasing informalisation and casualisation of women's labor. Technology and displacement of women in agriculture and other fields.

Unit - V Gender and Polity: Political Participation of Women – Constitutional Provisions – 73rd and 74th Amendment – The Inter-state Migrant Workmen (Regulation of employment and conditions of service) Act, 1979 – Maternity Benefit Act, 1961 and its Amendment 2017, The Sexual Harassment of Women at Workplace (PREVENTION, PROHIBITION and REDRESSAL) Act, 2013, Reservation Bill for Women.

References:
1. Maccoby, E and Jacklin, C.1975. *The psychology of Sex differences* , Stanford: Stanford University Press
2. Sharmila Rege(ed), 2003 *Sociology of Gender*, Sage publications, London
3. Mocormark,C and M.Strathern.1980. *Nature, Culture and Gender,* Cambridge: Cambridge University Press.

4. Oakley, A. 1972.*Sex, Gender and Society*, New York, Harper and Row.
5. Philips, L.2000 *Flirting with danger: young women's reflections on sexuality and domination*. New York: New York university press.
6. Connel, R.W.1995.*Masculinities*. Berkeley: University of California press
7. Folbre, N.1994. *Who pays for the kids? Gender and the structures of   constraint.* New york Routledge.
8. Thorne, B.1994 *Gender Play: Girls and Boys in School* .Brunswick, WJ:Rutgers University Press
9. Marget Pernau, Imtiaz Ahmad and Helmut Reifeld, 2003 *Family and Gender- Changing values in Germany and India*. Sage publications, London, United Kingdom.
10. Sumi Krishna, 2004 .*Livelihood and Gender Equity in community resource Management*, Sage Publications, India Pvt.Ltd.New Delhi.

Course Outcome:

On completion, the course, Students should be able to

1. Students will be able to define and describe how sex and gender are socially constructed by reading and they also able to how the categories are maintained or transformed with regard to concerns of equity.
2. Students will be able to apply theoretical approaches of feminism and connect with the relationship of the complexities of race, class and gender inequality and they will be able to overcome from their day to day life crisis
3. Students will be able to explain how one's educational achievements within intersecting social forces impacts one's worldview and able to discuss the changing attitude in relationships in personal, familial and working settings. The relationship between gender and health also to be reviewed by the students.
4. Students will be able to analyze and appraise how the modern economy and political field are offering a new face value and social identity to women. They will also able to investigate the cause and effect of women contribution in the working sectors and political arena too.
5. Able to reveal the importance of liberalization and globalization era for women and also prove the influence of women in economic development.

Paper XXVI: Technology, Society and Change
(Elective: 04) (Code No: 20SOCE04)

Course objective:
1. To provide knowledge on the concept of technology and society.
2. To discuss the impact of technology on industrial revolution.
3. To address the relationship of technology and gender.
4. To bring out various perspectives on technology.
5. To explain the impact of technology on social world.

Unit I: Technology and Society: Concepts and definitions – Relationship between technology and society – Social media and civic engagement – Socio-technical effects: social isolation – Technology shape society

Unit-III Technology and Industrial Revolution
Historical changes in Technology, Transition from manufacturing to service sector, Transition from industrialism to informationalism, Transformation of work and employment (changing concept of work), Organizational network

Unit II: Gender and Technology
Gender influences technologies – technologies constructed as masculine and feminine – equal conditions for participation – technologies as both 'liberating' and 'limiting' women – Gender and Information and Communication Technologies (ICT)

Unit-IV Perspectives on Technology
Critical Theory of Technology – Social Shaping of Technology theory (SST) - Social Construction of Technology theory (SCT) - Actor Network Theory - Transition in Socio-Technical Systems: Multi-Level Perspective

Unit-V Technology and New Social Divisions
Global Disparities – Rural Urban Disparities – Gender Disparities – Impact of technology on Community life work, health, communication, social participation – Cyber crime – Public Engagement with technology

Reference:
1. Callon, Michael. 1986. "Some Elements of a Sociology of Translation: Domestication of the Scalops and the Fisherman of St. Brieuc Bay", in Law, John 1986. Power, Action and
2. Belief: A New Sociology of Knowledge? London: Routledge and Kegan Paul. Pp. 196–229.
3. Collins, H.M. 2001. "Tacit Knowledge, Trust and the Q of Sapphire", Social Studies of Science 31(1): 71–85.
4. Cutcliffe, Stephen H. 1989." The Emergence of STS as an Academic Field", Research in Philosophy and Technology 9: 287–31.

5. Erikowitz, Henry. 1990. "The Capitalisation of Knowledge", Theory, Culture and Society 19: 107–21.

6. Fausto-Sterling, Anne 1989. "Life in the XY Corral", Women's Studies International Forum 12/3: 319–31.

7. Feenberg, Andrew. 2005. "Critical Theory of Technology: An Overview." Tailoring Biotechnologies 1(1): 47-64.

8. Galison, Peter and Stump, David (eds.). 1996. The Disunity of Science: Boundaries, Contexts, and Power. Stanford, CA: Stanford University Press.

9. Geels, F. W. (2004). "From Sectorial Systems of Innovation to Socio-technical Systems: Insights about Dynamics and Change from Sociology and Institutional Theory." Research Policy: 33:897-920.

10. Gibbons, Michael et al. 1994. The New Production of Knowledge: The Dynamics of Science and Research in Contemporary Societies. London: Sage.

Course Outcome:

1. Students will be able to define the concept of technology and society.
2. Students will be able to reveal the impact of technology in the industrial revolution.
3. Students able to demonstrate the relationship of technology and gender.
4. Students able to examine the various perspectives on technology.
5. Student will be able to analyze the various impact of technology on community life.

**Paper XXVII Dissertation and Viva Voce –
(Code No: 20SOCP04) Project Work**

ELECTIVE PAPERS
Sociology of Ageing
(Elective: 05) (Code No: 20SOCE05)

Course objective:
1. To learn the concept of sociology of ageing and the gerontology.
2. To acquire knowledge on various theories and perspectives of ageing.
3. To bring out the changing role of aged in modern societies.
4. To study different problems and needs of aged in contemporary society.
5. To address the various issues and health care system of aged people.

Unit I Introduction to the Sociology of Ageing: Concepts- ageing – old age- senior citizenship - The field of the gerontology - Demographic trends of ageing - Concept of life course and transitions.

Unit II Theories and Perspectives of Ageing: Biological Theories - Social Theories- disengagement theory- modernization theory –dependency theory. Psychological theories – theories of loneliness- theories of alienation - Historical and cross cultural perspectives of ageing.

Unit III Aging and Society: Ageing in traditional Societies- ageing in modern   societies – changing role and status of the elderly. Changing demographic structure – its social implications - Ageing and Sex - Migration and its implications on ageing   population. Poverty among the aged and social variables affecting inequality - Aged and politics.

Unit IV Problems and the Needs of the Aged: Psychological Problems - Socio-economic problems - Physiological problems - Elderly abuse - Social Support   Mechanisms of the elderly in the family, community, and the state - living   arrangements - Work and retirement of the aged - Issues of ageing in India and   selected countries.

Unit V Social Security and Health Care of Aged in India: Families and Community in providing care - Government policies and programmes – Old Parents Maintenance Act, 2007, Old Age Policy- concessions and considerations for senior citizens - Meaning of Geriatric Care - Social Dimensions of Geriatric Care - Types and   Agencies of Geriatric Care - Role of Non-Governmental organizations in care of Aged.

References:
1. Ara, S. 1996. Old age among slum dwellers, New Delhi: South Asian Publishers.
2. Calasanti, Toni M. and Kathleen F. Slevin. 2001. Gender, Social Inequalities, and Aging, CA: Alta Mira Press.
3. Chahana, H.B., and Talwar, P.P. 1987. Aging in India: Its socio-economic and health implications, Asian Pacific Population Journal, 2 (3), pp 24.
4. Cox, Harold G. 2004. Annual Editions: Aging 04/05 (Ed). Guilford, CT: McGraw- Hill, Inc.
5. Dandekar, K. 1986. The elderly in India, New Delhi: Sage publications.

6. Eleanor Palo Stoller and Rose Gibson. 1999. Worlds of Difference (3rd ed.), Thousand Oaks, CA: Sage.
7. Goyal, R.S. 1997. Implications for the elderly of the demographic transition: An illustration from India. BOLD quarterly journal of INIA (UN), 7 (2), 2-10.
8. Harry R. Moody. 2009. Aging: Concepts and Controversies (6th ed.), Pine Forge Press: Thousand Oaks, CA.

Course Outcome:
1. Students will be able to define the concept of sociology of ageing and gerontology.
2. Students able to demonstrate various theories and perspectives of ageing.
3. Students will be able to analyze the role of aged people in the modern society.
4. Students able to examine the problems and issues faced by aged people.
5. Students will be able to reveal the importance of health care system for aged.

Industrial Sociology
(Elective: 06) (Code No: 20SOCE06)

Course objective:
1. To study the meaning and definition of industrial sociology.
2. To learn the various social-industrial thoughts from different thinkers.
3. To understand the rise and development of industry in India.
4. To discuss the contemporary issues related to industry.
5. To address the policies and labor welfare programmes in India.

UNIT I – Introduction: Meaning and definition of Industrial Sociology – Origin and Development of Industrial Sociology - Subject Matter, Nature and Scope of Industrial Sociology – Relevance of Studying Industrial Sociology. Industrial Revolution, Industrialism, Industrial Society and Post Industrial Society.

UNIT II – Social – Industrial Thought: A) Classical Theories : Likert, Herzberg, Maslow, Mclelland., Adam Smith, W.F Taylor and Mayo B) Sociological Theories: Karl Marx, Max Weber, Durkheim

UNIT III – Rise and Development of Industry: Early Industrialism – Types of Productive Systems – The Manorial or Feudal system. The Guild system, The domestic or putting-out system, and the Factory system. Characteristics of the Factory System. Industrial Evolution in India.

UNIT IV - Contemporary Issues: Grievances and Grievance handling Procedure. Industrial Disputes: Causes, Strikes and Lockouts. Trade Unions: Origin and functions of trade unions in India. Workers Participation in Management- Works Committee, Collective Bargaining, Bi-partite & Tri-partite Agreement, Code of Discipline, Standing Orders. Labour courts & Industrial Tribunals.

UNIT V – Labour Welfare and Industrial Policy: Labour Welfare: Concept, Scope, Types, Industrial Health and Hygiene, Industrial Accidents and Safety, Occupational Diseases. Social Security: Concept and Scope. Industrial policies in India: Liberalization, Privatization and Globalization, Industrial Policy in India after 1991.

References:

1. Gisbert, Pauscal, Fundamentals of Industrial Sociology,.Tata Mcgraw Hill New Delhi, 1972.
2. Schreider, Eugene, Industrial Sociology, Tata McGraw Hill, 1980.
3. Davis, Keith Human Behaviour at work. New Delhi. Mcgraw Hill 1984.

4. Ramaswamy, E.A. Industrial Relations in India. Delhi. MacMillan, 1978.
5. Miller and Form, Industrial Sociology, Harper and Row, 1964.
6. Singh, V.B., Industrial Labour in India.

Course Outcome:
1. Students will be able to demonstrate the basic concept of industrial sociology.
2. Students able to analyze the social-industrial thoughts.
3. Student will be able to reveal the rise and development of industry in India.
4. Students will be able to examine the contemporary issues of industrial relations.
5. Students able to examine the policies and programmes of labor welfare.

Sociology of Development
(Elective: 07) (Code No: 20SOCE07)

Course objective:
1. To provide knowledge on the concept of development and sociology.
2. To explain the theories of development in the modern world.
3. To understand the relationship of globalization and development.
4. To address the development related issues in India.
5. To bring out the social development of Tamil Nadu.

Unit I: Concepts of Development: Definition and meaning of development – Social development - Economic development - Human development - Gender development – Sustainable development - Perspectives on development: Liberal, Marxist and   Ecological, Epistemological critiques of development

Unit II: Theories of Development : Modernization theory- Daniel Lerner, Talcott Parsons, W W Rostow – Dependency theory: A.G. Frank, Samir Amin, Immanuelt Wallerstein – Alternative views: M.K. Gandhi, E.F. Schumacher, Sudipta Kaviraj – Welfare model: Amartya Sen – Eco-feminism and Cultural Feminism

Unit III: Globalization and Development: Concept and Features of globalization – Globalization and world capitalism – Cultural homogenization through globalization – Social impact and increasing inequalities

Unit IV: Development related issues in India: Social disparity (Education and Health) – Gender Disparity – Economic Disparity – Regional disparity – Agrarian crises and corporatization – Economic and dept crisis of farmers – Responses to crises: Grassroots initiatives, NGOs, Development Aid and Corporate Social   Responsibility

Unit V: Social Development of Tamil Nadu: Women Empowerment - Children's Health - Reproductive Health - Life Expectancy - Literacy – TN Welfare Schemes (farmers, children & women) - TN Sustainable Development Goals 2030 (SDG 2030).

Reference:
1. Kiely Ray and Phil Marfleet (eds). 1998. Globalization and the Third World. London: Routledge.
2. Nederveen Pieterse Jan. 2010. Development Theory.New Delhi: Sage.
3. UNDP. Sustainable Development.New York: OUP
4. Harrison D. 1989. The Sociology of Modernization and Development.New Delhi: Sage.
5. Yadav R. 2008. Social Planning and Development in India.New Delhi: Alfa Publications.
6. Nayak Pulin B et al. 2010. India‟s Economy and Growth.New Delhi: Sage.
7. Desai A.R., 1971, *Essays on Modernization of Underdeveloped Societies*, Thacker and Co., Bombay

8. Eade D. & Ligteringen E., 2006, Debating Development – NGOs and the future, Rawat Publications, Jaipur
9. Kothari Uma, A Radical History of Development Studies: Individuals, Institutions and ideologies, David Philip, Zed books, New York.
10. Singh, Sheobahal (2010). Sociology of Development, Rawat, jaipur
11. SighaRoy, D.K. 2003. Social Development and the Empowerment of the Marginalised: Perspectives and Strategies. Sage Publication: New Delhi.

Course Outcome:
1. Students will be able to define the concept of development.
2. Students will be able to examine the theories of development.
3. Students will be able to analyze the relationship of globalization and development.
4. Students able to reveal various issues of development.
5. Students will be able to demonstrate the social development of Tamil Nadu.

Political Sociology
(Elective: 08) (Code No: 20SOCE08)

Course objective:
1. To study the emergence and importance of political sociology.
2. To explain the theoretical approaches of political sociology.
3. To acquire knowledge on the basic concepts power, authority, legitimacy and democracy.
4. To learn the role of caste in politics in India.
5. To understand the relationship between state and civil society.

Unit I: **Introduction**:   Meaning and Definition of Political Sociology - Nature and Scope of Political Sociology - Emergence of Political Sociology - Importance of   Political Sociology - Relation between Sociology of Politics & Political Sociology -   Relationship between Sociology & Political Science - Difference between Sociology and Political Science.

Unit II: **Theoretical Approaches of Political Sociology**: Elite and Pluralist Theory: Pareto's theory of Elite, Ganteo Mosca's theory of Elite, Robert Michel's Iron Law of Oligarchy - Functionalist Analysis: Almond's Functionalist analysis, David Easton's System's Approach, David Apter's Politics of Modernization – Neo-Marxist Theory: Antonio Gramsci's Hegemony and Foucault's Analysis of Power.

Unit III: Power, Authority, Legitimacy and Democracy: Power: Characteristics and Sources of power, Forms and Bases of Power, Perspectives on Power. Authority: Nature and Aspects of Authority, Types of Authority. Legitimacy: Types of Legitimacy, Sources of Legitimacy. Meaning of Democratic System, Features of Democratic   System, Forms of Democratic System and Advantages and Disadvantages of   Democracy.

Unit IV: Caste and Ethnicity in Politics: Role of Caste in Politics, Emergence of Elite on Caste Basis, Effect of Caste on Voting Behaviour, Mobilization of Castes by Political Parties and Politicization of Castes. Nation-States as Original Combinations, Linguistic, Nativist and Regional Politics, Independence and the Hindu-Muslim Divide and Factors Responsible for Inflamed Ethnicity in India.

Unit V: Nation-State, Civil Society and Political Party: Understanding Nation-State, Conceptualizing state and Nation state, Comparative Political Development and Nation-Building. Concept of civil society, Relationship between State and Civil Society, Civil Society and Democracy. Meaning of Political Party,   Importance/Functions of Political parties, Structure of Political party, Classification of   Political parties and Role of Political Parties in Civil Society.

References
1. Ashraf, Ali & Sharma, L.N. 1983. Political Sociology- A New Grammar of   Politics. Universities Press (India).
2. Bottomore, T. 1979. Political Sociology, Bombay: B.I. Publication.
3. Faulks, Keith.2011. Political Sociology: A Critical Introduction, New Delhi: Rawat Publications.
4. Kaviraj, Sudipta & Sunil Khilnani. 2002. Civil Society: History and Possibilities, New Delhi: Cambridge University Press.
5. Mukhopadhyay, A.K. 1977. Political Sociology- An Introduction Analysis, K.P.Bagchi& Company.
6. Ralhan, S.S. & Lambat, S.R. 2006. Political Sociology. NewDelhi: Commonwealth Publishers.

Course Outcome:
1. Students will be able to demonstrate the importance of political sociology.
2. Students able to analyze the theoretical approaches of political sociology.
3. Students will be able to define the basic concept of political sociology.
4. Students able to examine the role of caste in politics in India.
5. Students will be able to identify the relationship between state and civil society.

VALUE ADDED PAPERS

Social Marketing
(Code No: 20SOCV01)

Course objective:
1. To provide the basic understanding of social marketing and its environment.
2. To discuss the social marketing plan, segmentation, targeting and positioning.
3. To learn the managing behavior of social change.
4. To study the various agencies of social marketing and corporate social responsibility.
5. To bring out the role of social marketing in different sectors.

UNIT I: Introduction to Social Marketing and Its Environment: Definition of Social Marketing, Features, Need for Social Marketing, Evolution of Social Marketing, Social Marketing V/s Commercial Marketing, Challenges of Social Marketing, Social Marketing Unique Value Preposition, Relevance of Social Marketing, Environment in Social Marketing, Components, Impact of Environment on Social Marketing.

UNIT II: Social Marketing Plan, Segmentation, Targeting and Positioning: Social Marketing Plan, Steps in Developing Social Marketing Plan, Importance of Planning, Segmentation, Basis of Segmentation, Criteria for Evaluating Segments, Targeting, Selecting Target Audience for Social Marketing, Positioning and Types of Positioning.

UNIT III: Managing Behaviour for Social Change: Types of Behaviour Objectives, Knowledge Objectives and Belief Objectives, Behaviour Change Models, Theories and Framework: Social Norm Theory, The Diffusion of Innovation Model, The Health Belief Model, The Ecological Model, Theory of Reasoned action and Theory of Planned Behaviour, Social Cognitive Theory/Social Learning.

UNIT IV: Agencies of Social Marketing and Corporate Social Responsibility (CSR): Meaning, NGO, Voluntary Organisation, Third Sector, Status of Voluntary Sector in India, CSR, Meaning, Overview of CSR in India, CSR Impact Evaluation, NPO Sector, Need for Governance in Not for Profit Sector, Ethics in Social Marketing.

UNIT V: Social Marketing – A Sectoral Overview and Careers: Marketing Health, Marketing Education, Marketing Medicare, Marketing Sanitation, Marketing Financial Literacy and Savings, Marketing Digital Literacy, Marketing of Social Issues of Youth, Social Entrepreneurship, Careers in Social Marketing.

References:
1. Andreason, Alan R. and Alan A. Andreason. Marketing Social change: Changing Behaviour to Promote Health, Social Development and the Environment (Jossey Bass Nonprofit Sector Series)
2. Kotler, Philip and Roberto L. Eduardo. 1989. Social Marketing: Strategies for

Changing Public Behaviour. New York: The Free Press – A division of Macmillan, INC.

3. Kotlet, Philip. 1981. Marketing for Non-profit Organizations. New Delhi: Prentice Hall of India.
4. Manoff Richard K. 1985. Social Marketing. New York: Praeger.
5. McKenzie- Mohr, Doug and William Smith. Fostering Sustainable Behaviour: An Introduction to Community-Based Social Marketing (Education for Sustainable Series)
6. Packard Vance. The Hidden Persuaders. Hammondsworth: Penguine Books
7. Packard Vance. The Status Seekers. Hammondsworth: Penguine Books
8. Paul N. Bloom, et.al. 2001, Hand book of Marketing and Society. Sage : India.
9. Rohit Deshpande, 2001 : Using Market Knowledge. Sage India.
10. Seabrook, John. Nobrow: The Culture of Marketing, the Marketing of Culture

Course Outcome:
1. Students will be able to explain the social marketing related with its environment.
2. Students will be able to demonstrate the social marketing plan, segmentation, and targeting.
3. Students able to utilize the knowledge of managing behavior of social change.
4. Students will be able to explain the agencies of social marketing.
5. Students will be able examine the role of social marketing in different sectors.

Social Entrepreneurship
(Code No: 20SOCV02)

Course objective:

1. To study the importance of social entrepreneurship and social capital.
2. To bring out the growth and promotion of entrepreneurship in India.
3. To learn the various forms of social enterprises and its registrations.
4. To understand the relationship of social enterprise and social marketing.
5. To explain the various information support system.

UNIT I: Introduction of Social Entrepreneurship: Social Entrepreneurship - Concept, Definition, The characteristics of social entrepreneurs and approaches - Comparison between business and social entrepreneurship - Importance of social entrepreneurship — social entrepreneurs and social change – qualities and Personality traits of social entrepreneur - Innovations and social entrepreneurship - Financing Social Enterprises – Social Capital promotion through voluntary sectors - difference between enterprise and social entrepreneurship.

UNIT II: Entrepreneurship Development in India: Growth and promotion of Entrepreneurship in India, Institutional arrangements, Entrepreneurial motivation, Values and Culture, Entrepreneurship in various sectors - Access to finance, market, R&D and Technology, Policies and programmes related to entrepreneurship development.

UNIT III: Forms of Social Enterprises: Profit and non-profit Proprietorships – partnership - company Non-Governmental organisation - Society – Trust and Company (sec. 25) registration - Factors determining selection of forms of registration

UNIT IV: Social Enterprise and Social Marketing: Market – types – channels – commercial marketing – Understanding Social Marketing – distinguishing Social from commercial Marketing - Principles of Social Marketing - Emerging markets - Entrepreneurship and skill development policy for social enterprise

UNIT V: Information Support System: Government schemes, NGO, state/central motivation Policy, CED, IDI, EDI, MSME, Statutory laws of state & central Govt. for Registration, ESI, Factory Act 1948, etc. PATENT, COPY RIGHT & TRADE MARK LAWS:- Patent Acts for Design, IC circuit layout, Literacy, Art, copy right, Trade mark, PCT, Patent definition, patentable & non-patentable, merits & de-merits, Patent procedure, Monitoring system, Govt. agencies, patent norms, etc.

References:

1. Mair, J., Robinson, J., & Hockerts, K. (Eds.). (2006). *Social entrepreneurship*, New York: Palgrave Macmillan.
2. Dees, J. G. (1998). The meaning of social entrepreneurship.
3. Shaw, E., & Carter, S. (2007). *Social entrepreneurship*. Journal of small business and enterprise development.

4. Steyaert, C., & Hjorth, D. (Eds.). (2008). *Entrepreneurship as social change*: A third new movements in entrepreneurship book (Vol. 3). Edward Elgar Publishing.
5. Adam, S. (2004). *The emergence of social enterprise* (Vol. 4). Psychology Press.
6. Ziegler, R. (2011). *An introduction to social entrepreneurship*. Edward Elgar Publishing.

7. Volkmann, C. K., Tokarski, K. O., & Ernst, K. (2012). *Background, characteristics and context of social entrepreneurship*. In Social entrepreneurship and social business (pp. 3-30). Gabler Verlag.
8. Brooks, A. C. (2009). *Social Entrepreneurship: A Modern Approach to Social Value*. Pearson Prentice Hall.
9. London, M., & Morfopoulos, R. G. (2009). *Social entrepreneurship: How to start successful corporate social responsibility and community-based initiatives for advocacy and change*. Routledge.
10. Singh, A. (2016). *The process of social value creation: A multiple-case study on social entrepreneurship in India*. Springer.
11. Szirmai, A., Naudé, W., & Goedhuys, M. (Eds.). (2011). *Entrepreneurship, innovation, and economic development*. Oxford University Press.
12. Sud, M., VanSandt, C. V., & Baugous, A. M. (2009). *Social entrepreneurship: The role of institutions*. Journal of business ethics, 85(1), 201-216.
13. Hodgetts, R. M., & Kuratko, D. F. (2001). *Entrepreneurship: A contemporary approach*. South-Western/Thomson Learning.
14. Bhargava, S. (Ed.). (2007). *Developmental aspects of entrepreneurship*. SAGE Publications India.
15. Széll, G. (2012). *Social innovation, social entrepreneurship and development. In Challenge Social Innovation* (pp. 183-195). Springer, Berlin, Heidelberg.
16. Andreasen, A. R. (Ed.). (2006). *Social marketing in the 21st century*. Sage.

Course outcome:
1. Students will be able to define the concept of entrepreneurship and social capital.
2. Students will be able to demonstrate the growth and promotion of entrepreneurship.
3. Student able to examine the various forms of social enterprises and the registration process.
4. Students will be able to identify the relationship of social enterprise and social marketing.
5. Students will be able to analyze the information support system.

Corporate Social Responsibility
(Code No: 20SOCV03)

Course objective:
1. To study the importance of social entrepreneurship and social capital.
2. To bring out the activities of corporate social responsibilities.
3. To discuss the CSR strategy and leadership.
4. To explain the Ethics, CSR and Corporate Behaviour.
5. To address the various standards and codes of CSR.

Unit I: Introduction: Corporate Social Responsibility - Definition, concept, linkages to development Growth of CSR-historical & contemporary perspectives, National & International scenario Factors influencing growth of CSR in societies ideological,   socio-economic, legal & environmental perspectives Government initiatives for   promoting CSR Impact of globalization & liberalization on CSR initiatives.

Unit II: CSR & Development: CSR activities–nature, types, impact on development programmes - CSR and development organisations–relationships, functioning &   impact on organisational functioning Stakeholders' participation & perspectives about CSR.

Unit III: CSR Strategy and Leadership : Corporate motivations & Behaviour for CSR – factors influencing national & international perspectives Theories & principles of CSR-Corporate governance, style, leadership & CSR- CSR Strategies-objectives, approaches, roles and tasks of a corporate managers Strategic corporate planning - steps to make CSR Work for Business Corporate Social Responsibility: programmes & initiatives – national and international.

Unit IV: Ethics, CSR & Corporate Behaviour:- Ethical philosophy, Corporate   reputation, the Gaia hypothesis Environmental sustainability & CSR–redefining   sustainability, the Brundt land report & critique, distributable sustainability,   sustainability & the cost of capital CSR.

Unit V: Standards and Codes: (ISO – 14001, OHSAS – 18001- SA – 8000, OECD Guidelines for Multinational Companies, Global Compact, AA – 1000, BS / ISO Guideline on CSR Management ISO-26000) companies Act 2013 and rules 2014 - Evaluating & reporting performance of CSR initiatives - Social accounting,   environment audits and performance measurement – Case Studies of any   Leading Organization – Ministry of Corporate Affairs .

References
1. Grayson D., Hodges A. (2004). Corporate Social Responsibility- Seven Steps to Make Corporate Social Responsibility Work for Your Business. UK: Greenleaf Publishing Limited

2. Narang R.K. (2009). Corporate Social Responsibility-Replicable Models on Sustainable Development. New Delhi: The Energy & Resources Institute.
3. William B Werther, Jr, David Chandler, 2010 Strategic Corporate Social Responsibility, Stakeholders in a Global Environment, Second Edition, SAGE Publications, New Delhi
4. Sanjay K Agarwal (2008), Corporate Social Responsibility, SAGE Publications, New Delhi
5. David E Hawkins, 2006, Corporate Social Resonsibility , Palgrave Macmillan, New York.
6. Raman Mullerat (2011), The Corporate Governance of the 21st Century, Aspen Publishers, UK

Course outcome:
1.   Students able to define the importance of social entrepreneurship and social capital.
2.   Students will be able to reveal the activities of corporate social responsibilities.
3.   Students will be able to demonstrate the CSR strategy and leadership qualities.
4.   Students able to explain the basic concepts such as ethic, CSR and corporate behavior.
5.   Students will be able to examine the various standards and codes of CSR.

Public Policy
(Code No: 20SOCV04)

Course objective:
1. To provide the basic knowledge on public policy and its concepts.
2. To learn different approaches to public policy analysis.
3. To explain the various models of public policy.
4. To discuss the ways of policy implementation and evaluation.
5. To understand the impact of globalization on public policy.

Unit I : Introduction: Public Policy - Concept - Nature, Scope and Importance of Public Policy - Evolution of Public Policy and Policy Sciences- Public Policy and   Public Administration- Models – Institutional, Rational, Systems and Classical   models- Types of Rural Development Policies in India.

Unit II: Approaches to Public Policy Analysis: The Process Approach -The Logical Positivist Approach -The Phenomenological Approach-The Participatory Approach and Normative Approach - Intergovernmental Relations- Role of Political, Executive, Legislature, Bureaucracy and Judiciary. Major Determinants: Political Parties, Interest Groups, Mass Media, Social Movements, NGOs and International Agencies.

Unit III: Models of Public Policy : Wilfred Pareto Optimality and Improvement- John Rawls: A Theory of Justice - Almond Gabriel: Interest Aggregation and   Articulation - Harold Lass well: Policy Sciences - Yehezkel Dror : Mega Policy and Meta Policy - Charles Lindblom: Incrementalism - William Niskanen: Budget   Maximizing Model - Elinor Ostrom : Institutional Rational Choice- Amartya Sen :   Development as   Freedom – Theories:- Game Theory- Group Theory - Elite Theory -   Systems Theory.

Unit IV: Policy Implementation and Evaluation: Concept   of   Policy Implementation- Techniques of Policy Implementation- Concept of Policy Evaluation- Constraints of Public Policy Evaluation - Public policy Management and Delivery Managing Discretion, Centralization and Decentralization - Managing Reforms Policy enforcement modes - New Public Management in the rural   development sector- Pressures that affect public service organizations, Market based   arrangements, Multi-service provider arrangements in public sector setting.

Unit V: Globalization and Public Policy: Global Policy Process- Transnational   Actors: Impact on Public Policy Making - Impact of Globalization on Policy Making.

References:
1. Anderson J.E., (2006) Public Policy-Making: An Introduction, Boston, Houghton.

2. Bardach, Eugene (1977), The Implementation Game: What Happens After a Bill Becomes a Law, Cambridge, MA: MIT.
3. Bergerson, Peter J. (ed.), (1991), Teaching Public Policy: Theory, Research and Practice, Westport, RI: Greenwood Press.
4. Birkland Thomas A., (2005), An Introduction to The Policy Process: Theories, Concepts, And Models of Public Policy Making, Armonk; M.E. Sharpe , New York.
5. Brewer, Gary D., and Peter de Leon (1983), The Foundations of Policy Analysis, Homewood, IL.: The Dorsey Press.
6. Dahl, Robert and Charles Lindblom, (1976), Politics, Economics and Welfare, New York, Harper.
7. Dror.Y, (1989), Public Policy making Re-examined, 2nd ed., San Francisco, Chandler.
8. Dye Thomas (2008), Understanding Public Policy, Singapore, Pearson Education.

Course outcome:
1. Students will be able to define the basic concepts of public policy.
2. Students will be able to examine the different approaches of public policy.
3. Students able to demonstrate the various models of public policy.
4. Students will be able to analyze the policies and implementations.
5. Students able to examine the impact of globalization on public policy.

Strategies for Development Practice
(Code No: 20SOCV05)

Course objective:
1. To provide knowledge on the practice and strategies for development.
2. To learn the concept of community organization and its approaches.
3. To bring out the various methods of community organization.
4. To discuss the different phases of community organization.
5. To understand the role extension in development.

Unit I - Introduction: Understanding the concept of Community - community power structure minority groups; community dynamics: integrative and disintegrative processes in the community. Leadership: types and qualities; leadership in different types of communities, theories of leadership.

Unit II: Community Organization: concept, definition, objectives, philosophy, approaches, principles and skills; community organization as method of social work; community welfare councils and community chests; models of community organisation; community participation: concept, imperatives, types, constraints, methods and techniques; components of community work and community relation.

Unit III: Methods of community Organization: Planning, education, communication, community participation, collective decision making, involvement of groups and organizations, resource mobilization, community action, legislative and non-legislative promotion, co-ordination, community organization as an approach to community development-PRA.

Unit IV: Phases of community organization - Social Action: Concept, objectives, principles, methods and techniques; scope of social action in India; enforcement of social legislation through social action; Approaches: rights based approach and advocacy based approach; role of Paulo Freire and Saul Alinsky Marx; Gandhi, Jayaprakash Narayan, and Vinoba Bhave; - Extension: concept, goals, philosophy and history.

Unit V: Extension In Development: Principles of extension- role of extension in development- Extension Approaches and Methods -Stakeholders in development- People's participation and social mobilization in development- Extension systems- types, advantages and disadvantages- Diffusion of innovation and adoption   Extension methods and approaches - classification, characteristics and selection.

References
1. Biklen, Douglas. Community organizing: Theory and practice. Prentice Hall, 1983.
2. Desai, Akshayakumar Ramanlal. "Peasant struggles in India." 1979.

3. Champerlain, Edna. Strategies in Social Action: An Essay Review, Australian Journal of Social Work, Volume 20, Issue 4, (1967) : 25-27.

4. Gittell, Ross, and Avis Vidal. Community organizing: Building social capital as a development strategy. Sage publications, 1998.

5. Government of India, Encyclopedia on Social Work., Publication division. 1980.

6. Hillman, Arthur, Community organization and planning. Macmillan, 1950.

7. Kramer, Ralph M., and Harry Specht. Readings in community organization practice. Prentice-Hall, 1983.

8. McMillen, Ardee Wayne. "Community organization for social welfare." (1945).

9. Murphy, Campbell G., & Marion Hathway. Community organization practice. Houghton.

10. Mifflin, 1954. Poplin, Dennis E. "The Concept of Communities." A Survey of Theories and Methods of Research (1979): 1-25.

Course objective:
1. Students will be able to demonstrate the strategies for development.
2. Students able to explain the concept of community organization.
3. Students will be able to examine the various methods of community organization.
4. Students will be able to identify the different phases of community organization.
5. Students will be able to analyze the role of extension in development.

Sustainable Development
(Code No: 20SOCV06)

Course objective:
1. To study the basic concepts of sustainable development.
2. To know the relationship of sustainable development and social exclusion.
3. To discuss the strategies for sustainable development.
4. To address the process of sustainable development in contemporary world.
5. To bring out the concept of social justice.

Unit-I: Sustainable Development: Basic Concepts- Definition and Criteria -   challenges of sustainability perspectives of sustainable development- stakeholders of   sustainable development- issues in sustainable development policies.

Unit-II: Sustainable Development and social exclusion: Impact among socially excluded and marginalized sections: Dalits, Adivasis, Religious Minorities, Women, Transgender, Differently Abled, HIV-AIDS victims, Migrants and other marginalized groups.

Unit-III: Strategies for sustainable development: Public-Private Partnership -   Social Action - community based development and maintenance- Goals of   Sustainable Development -Institutions for Sustainable Development.

Unit-IV: Process of Sustainable Development in contemporary world: Developed, Developing and Third world countries, its impacts on sector wise,   interface between Liberalization, Privatization and Globalization, advantages and   challenges of Globalization in India.

Unit-V: Social Justice: Debates on Social Justice, Thinkers of Social justice: Gandhi, Nehru, Ambedkar, Periyar, Phule and Marxist Perspectives of social justice. Components of Social Justice: Constitutional Rights, Fundamental Rights and Duties, Directive Principles of State Policy, Human Rights, Gender Justice.

References
1. Jagdish Bhagwati, In Defense of Globalization, The 2005 Angelo Costa Lecture, Rome.
2. Deepak Nayyar, Liberalization and Development, Oxford University Press, Delhi, 2008.
3. Joseph E. Stiglitz, Globalization and Its Discontents, WW Norton and Company 2002, New York.
4. "Discrimination and Justice: Beyond Affirmative Action", Economic and Political Weekly, Volume XLVI, Number 42, 15 October 2011, pp.52-59.

5. "The Millennium Development Goals Beyond 2015: Old Frameworks and New Constructs", Journal of Human Development and Capabilities, Volume 14, Issue 3, August 2013.
6. Choudry, Paul. Social Welfare Administration, Atma Ram & Sons, Delhi, 1979.
7. Dubey,S.N. Administration of Social Welfare Programs in India, Somaiya Publication, Bombay.
8. Bose, A.B. Social Welfare Planning in India, U.N.Publication, Bangkok.
9. Gangrade, K.D. Social Legislation in India, Vol. I & II.

Course objective:
1. Students will be able to define the basic concepts of sustainable development.
2. Students able to identify the relationship of sustainable development and social exclusion.
3. Students will be able to demonstrate the strategies for sustainable development.
4. Students will be able to analyze the process and progress of sustainable development.
5. Students will be able to explain the concept of social justice.

Civil Society and Development
(Code No: 20SOCV07)

Course objective:
1. To provide the basic understanding of civil societies.
2. To bring out various facets of Non-Governmental Organization.
3. To discuss the different strategic management in NGOs.
4. To learn the concept of event marketing and its benefits.
5. To discuss the role of NGOs in civil society.

Unit I: Understanding Civil Societies: Concept of Civil Society, classification of Civil Societies, methods, approaches and dimension of civil society, Role of Civil Societies - Civil society and social change; social movements and civil society - Type and characteristics of NGOs, Administrative and financial structure of NGOs.- Guideline for NGO Management, NGOs as Society, NGOs as non-profit company, NGOs as Trust, provision for 80G, FCRA, etc.

Unit II: Facets of NGOs: NGO as nonprofit organizations involved in development work- Strategic planning of NGOs – Developing Vision, Mission and Goals and translating them into programmes and projects. Interfacing with community, community based organizations, corporate and government. Ethical and moral responsibilities of NGOs- NGOs and grass root level dimensions: tribal welfare, providing card to the needy, upliftment of illiterates- social welfare aspects- social change.

Unit III: Strategic management in NGOs : The management context in NGOs - Scope of financial management in an NGO -Differences between economic and financial management - Human resources policies and strategies in personnel management and internal communication - Competency-based management.

Unit IV: Event Marketing: Need for Events-Types-Steps for planning an event -benefits of organizing events - Limitations of Events-Internet applications for fund raising and build a brand- Networking-Exchange information-Sharing Experience, Lobbying- Corporate Partnership Transparency in NGOs.

Unit V: NGO and Social Development: Role of NGOs in civil society, development of children, empowerment of women, Self Help Groups, youth employment. Challenges of NGOs – fund raising, achieving the targets, Duplication of NGOs.

References
1. Ian Smillie, John Hailey (2000), Managing For Change: Leadership, Strategy and

Management in Asian NGOs. Earthscan Publications.
2. Deb Prasanna Choudhury (2011), Strategic Planning and Management of Nonprofit Organizations and NGOs Theory, Practice, Research and Cases. Asian Books.
3. United Nations (2005). UN System Engagement with NGOs, Civil Society the Private Sector and Other Actors: A Compendium. United Nations, New York.
4. Ian Smillie, John Hailey (2000), Managing For Change: Leadership, Strategy and Management in Asian NGOs. Earthscan Publications.
5. Deb Prasanna Choudhury (2011,. Strategic Planning and Management of Nonprofit Organizations and NGOs Theory, Practice, Research and Cases. Asian Books.
6. United Nations (2005), UN System Engagement with NGOs, Civil Society the Private Sector and Other Actors: A Compendium. United Nations, New York.
7. Brinkerhoff Smith (2007), NGOs and the Millennium Development Goals, Palgrave Scholarly US.

Course outcome:
1. Students will be able demonstrate the basic concept of civil society.
2. Students will be able to explain the various facets of Non-Governmental Organization.
3. Students able to reveal the different strategic management in NGOs.
4. Students will be able to display the concept of event marketing and its benefits.
5. Students will be able to analyze the role of NGOs in civil society.

Project Planning and Management
(Code No: 20SOCV08)

Course objective:
1. To provide the basic knowledge on project planning and management.
2. To discuss the project feasibility studies.
3. To know the methodology for project evaluation.
4. To learn the project planning and its different steps in appraisal.
5. To discuss the difference between managing and leading a project.

UNIT-I: Introduction: Project – Meaning – classification – importance of project management – An Integrated Approach – Project Portfolio Management System – The Need – Choosing the appropriate Project Management structure: Organizational considerations and project considerations – steps in defining the project – project Rollup – Process breakdown structure – Responsibility Matrices – External causes of delay and internal constraints.

UNIT-II: Project feasibility studies: Opportunity studies, General opportunity studies, specific opportunity studies, pre-feasibility studies, functional studies or support studies, feasibility study – components of project feasibility studies – Managing Project resources flow – project planning to project completion: Pre-investment phase, Investment Phase and operational phase – Project Life Cycle – Project constraints.

UNIT-III: Project Evaluation: Net Present Value (Problems - Case Study), Benefit Cost Ratio, Internal Rate of Return, Urgency, Payback Period, ARR – Project Evaluation under uncertainty – Methodology for project evaluation – Commercial vs. National Profitability – Social Cost Benefit Analysis, Commercial or National Profitability, social or national profitability.

UNIT-IV: Developing a Project Plan: Developing the project network – constructing a project network (Problems) – PERT – CPM – crashing of project network (Problems - Case Study) – resource leveling and resource allocation – how to avoid cost and time overruns – Steps in Project Appraisal Process – Project Control Process – control issues – project audits – the project audit process – project closure – team, team member and project manager evaluations.

UNIT-V: Managing versus leading a Project: Managing project stakeholders – social network building (Including management by wandering around) – qualities of an effective project manager – managing project teams – Five Stage Team Development Model – Situational factors affecting team development – project team pitfalls.

References

1. Clifford F. Gray and Erik W. Larson, Project management ,The Managerial Process, Tata Mc Graw Hill.
2. Gopalakrishnan P and Ramamoorthy, V.E., Project Management, Macmillan.
3. Prasanna Chandra, Projects: Planning, Analysis, Selection, Implementation and Review, TMIH.
4. UNIDO SERIES on Project Management.
5. B.B. Goel, Project Management – Principles and Techniques, Deep and Deep.

Course outcome:
1. Students will be able to define the basic concepts of project planning and management.
2. Students will be able to demonstrate the feasibility of a project.
3. Students able to apply suitable methodology for the project evaluation.
4. Students will be able to prepare a project planning.
5. Students will be able to explain the difference between managing and leading a project.

Rural Community Development
(Code No: 20SOCV09)

Course objective:
1. To know the origin and basic concept of rural development.
2. To discuss the rural life and its problems.
3. To examine the causes and the need for planned change.
4. To learn the administrative and organizational arrangement for rural development.
5. To discuss Agrarian relations and movements in India.

UNIT I - Introduction: Rural development-concept, definition, meaning, need, objectives and scope. Rural development in India - Orgin and background - early experiments like Srinekethan, Sevagram, Marthandam, Gurugen expriment, Baroda expriment, Firka development in Madras, Nilokheri expriment, Etowah pilot project etc. Rural development programmes since independence. Approaches to rural development - Gandhian contractive programme - contribution of Vinobaji.

UNIT II – Rural Life and its Problems: Problems and prospects of rural life with reference to agriculture and allied actives like land and its use, animal husbandry, irrigation, preproduction, production and post harvest technology, rural infrastructure- drinking water, housing, health and education.

UNIT III - Rural backwardness: Causes and the need for planned change. Rural poverty - causes, consequences, measurement. Five year plans and major rural development programs- objectives, characteristics, strategies, organization and administration.

UNIT IV – Rural Administration: Administrative and organizational arrangement for rural development from block to National level. Panchayat Raj - origin, philosophy and characteristics - Constitution 73rd amendment and its implications. Role of co-operatives and rural banks, NABARD, District Rural Development Agency in rural development.

UNIT V - Rural Development: Agrarian relations and movements in India with special reference to Bhoodan and Gramdhan. Role of NGOs, Industries in rural development. Voluntary efforts in rural community development with reference to Tamilnadu - case studies on specific rural development projects like Kundrakudi, ASSEFA etc.

References
1. Ram K. Parma (1996) Policy Approach to Rural Development, Print well, Jaipur.
2. George H. Axinn and nancy W. Axinn (1997) Collaboration in International Rural Development, Sage Publication, New Delhi.
3. Laxmi Devi (Ed) (1996) Encyclopedia of rural Development (set of 5 vol.) Anmol Publications Pvt. Ltd. New Delhi.

4. Katar Singh (1986) Rural Development, principles, polices and Management, Sage Publication, New Delhi.
5. Venkatta Reddy. K. (2000) Rural Development in India, Himalaya Publishing House, New Delhi.
6. N.Lalitha, Rural Development in India: Emerging Issues and Trends- Dominant Publishers, Delhi, 2004.
7. A.Vinayak Reddy and M. YadagiraCharyulu, Rural Development in India : Policies and Initiatives, New Century Publications, New Delhi, 2009.

Course outcome:
1. Students will be able to demonstrate the origin and basic concepts of rural development.
2. Students will be able to explain the rural life and analyze its problems.
3. Students will be able to analyze the causes and the need for planned change.
4. Students able to reveal the administrative and organizational arrangement for rural development.
5. Students will be able to examine the agrarian relations and movements in India.

Urban Community Development
(Code No: 20SOCV10)

Course objective:
1. To provide the basic understanding of urban community development.
2. To discuss the theories of urbanization process.
3. To learn the concept of urban community development.
4. To examine the Structure and functions of Urban Development Agencies.
5. To discuss the various urban development programmes.

UNIT I Introduction : Understanding the concept and urban growth in India –   definition and characteristics of urban areas, town, city, metropolis, suburbs, satellite towns, the relevance of urban ecology, urban sociology and environmental   psychology for urban community development practice. The demographic and land use pattern in urban areas social area analysis- rural urban linkages and contrast.

UNIT II. Urbanization & Urbanism: Meaning, Trends in urbanization process,   theories of urbanization, characteristics of urbanism, slums – definition, approaches, theories and classification and culture of slums; Urban Problems: Housing, Drug Addiction, Juvenile Delinquency, Prostitution and Pollution.

UNIT III. Urban Community Development: Definition, Concept, objectives and Historical background; approaches, principles process and methods of Urban Community Development, Welfare extension projects of Central Social Welfare Board, Urban Development Planning: Legislation related to Urban Development 9Urban Land Ceiling Act, Town and country planning Act, Nagarpalika Act and Tamil Nadu Slum Clearance and Improvement Act) Community Planning and Community Participation.

UNIT IV. Urban Development Administration: National, state and local levels; Structure and functions of Urban Development Agencies: Urban services and Urban deficiencies; Metropolitan Development Authorities, Housing and Urban Development Corporation (HUDCO) and United Nations Centre for Human Settlement (UNCHS); Housing Board, Role of Voluntary Agencies in Urban Development.

UNIT V. Urban Development Programmes: Five year plans and Urban Development; Madras Urban Development Projects (MUDP) I & II; Tamil Nadu Urban Development Project (TNUDP); Urban Basic Services Programmes (UBSP), Nehru Rozgar Yojana(NRY), Tamil Nadu Slum Area (Clearance and Improvement) Act 1971, Problems in implementation of Urban Community Development Programmes- Role of Development worker in Urban Development.

References
1. Clinard, Marshell B (1970), Slums and Community Development, The Free press,

New York.
2. Diddee, Jayamala (1993), Urbanisation - Trends, perspectives and challenges, Rawat Pub.Jaipur.
3. Mitra, Arup (1994) Urbanisation, slums, informal sector employment and poverty, B.R. Pub.
4. Rajesh, Slums as Urban villages, Rawat Pub. Jeipur, 1994.
5. Ramachandran (1989) Urbanisation and Urban System in India, Oxford University Press, New Delhi.
6. Thudipara, Jacob Z.(1993), Urban Community Development, Rawat Pub., New Delhi. Gill,

Course objective:
1. Students will be able to demonstrate the concept of urban community development.
2. Students will be able to apply the various theories of urbanization process.
3. Student able to define the concept of urban community development.
4. Students able to analyze the structure and functions of urban development agencies.
5. Students will be able to evaluate the different urban development programmes.

SUPPORTIVE PAPERS
Personality Development
(Supportive Paper: 1) (Code No: 20SOCS01)

Course Objective:

1. To improve the concept of personality development among the students with its nature, elements and determinants
2. Projecting the values of self Esteem and positive attitude to build a positive personality
3. Understand the concept of motivation and introduce the internal/External motivation with the concept of inspiration
4. Introduce the value of Greetings, Introductions, The Art Of Small Talk and sweet Conversations which creates a successful career and better intrapersonal skill among the students
5. Understanding the art of creating positive relationships and also the body language projections

Unit – I : Introduction: Meaning and Definitions of Personality - Elements of   Personality, Sigmund Freud and Erik Erikson's Stages of Personality Development, Types of Personality, Determinants of Personality, Personal SWOT Analysis.

UNIT – II : Personality enrichment: Term Self-esteem - Symptoms - Advantages - Do's and Don'ts to develop positive self-esteem – Low self-esteem - Symptoms - Personality having low self esteem - Positive and Negative Self-esteem, Attitude - Concept - Significance - Factors affecting attitudes - Positive attitude – Advantages –Negative attitude- Disadvantages - Ways to develop positive attitude.

UNIT – III : Motivation: Meaning, the difference between Inspiration and Motivation, Importance of Self-motivation- Factors leading to de-motivation, Maslow and   McClelland theory of Motivation. Stress – Meaning, Causes and Consequences of stress. Stress management: Handling the Stress and Stress Management   Techniques.

UNIT – IV :   Success: The concept of Success and Failure: What is Success? - Hurdles in achieving success - Overcoming hurdles - Factors responsible for   Success – What is failure - Causes of Failure - Interpersonal Relationships – Defining the difference between aggressive, submissive and assertive behaviours - Lateral   Thinking.

Unit – V : Other Aspects of Personality Development: Body language - Problem-solving - Decision-making skills - Leadership and qualities of a successful leader – Character building - Team-work – Time management - Work ethics – Positive   Relationships - Factors that prevent building and maintaining positive relationships, Steps for building a positive personality,

References:
1. Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill.
2. Stephen P. Robbins and Timothy A. Judge(2014), Organizational Behavior 16th Edition: Prentice Hall.
3. Heller, Robert.Effective leadership. Essential Manager series. Dk Publishing, 2002
4. Hindle, Tim. Reducing Stress. Essential Manager series. Dk Publishing, 2003
5. Lucas, Stephen. Art of Public Speaking. New Delhi. Tata - Mc-Graw Hill. 2001
6. Mile, D.J Power of positive thinking. Delhi. Rohan Book Company, (2004).
7. Pravesh Kumar. All about Self- Motivation. New Delhi. Goodwill Publishing House. 2005

Course Outcome:

On completion of the course,
1. Student will be able to describe and understand the meaning of personality with its elements and determinants.
2. Student will be able to understand the purpose of self-esteem and its importance. The students will able to build good self by their own and also apply the same in their day to day life to bring social changes.
3. Student will be able to know the functions of motivations and they will be able to employ these concepts in their academic career and also bring the just society through motivation.
4. Students will able to maximize their quality in terms of handling difficult situations which improve their future professionalism. They will be able to know why the interpersonal skills are needed in their day to day life?. These concepts will be able to support the students who will transform from rural to urban setting for job and will be able to offer job opportunities too.
5. Students will be able to apply the positive relationships in their social environments which construct the right impression to them. They will be able to explain the concept of body language and the same will be expressed by them in their social environment which offers good value.

Paper XI: General Sociology (For Competitive Examinations)
(Supportive Paper - 2) (Code No: 20SOCS02)

Course Objective:

1. To understand the knowledge about the sociology with its nature and scope and know the relationship between sociology with other social sciences
2. Obtain the sociological knowledge of the basic concepts such as society, community, association and also the group.
3. To understand the idea about the social groups with its characteristics and importance and their different types with their functions
4. Learn the social processes of associative and dissociative process and also the socialization stages as well as agencies
5. To understand the various theories of social change with its causes.

Unit I Introduction: Origin and Development of Sociology; Nature, Scope and importance of Sociology; Relationship of Sociology with Economics, History, Anthropology, Political Science and Philosophy.

Unit II Basic Concepts: Society, Community, Association, Institution, Norms and Values, Folkways and Mores, Culture and Civilization, Role and Status, Social Mobility.

Unit III Social Groups and Social Control: Definition and Characteristics – Importance of Social Groups- Classifications: Primary group, secondary group, organized, unorganized, reference group. **Social Control**: Meaning, Characteristics, Formal and informal Means of Social Control.

Unit-IV Social Process and Socialization: Associative Process (Co-operation, Accommodation, and Assimilation), Dissociative Process (Conflict, Competition). **Socialization:** Meaning, Characteristics, Stages of Socialization, Agencies of Socialization, Types of Socialization.

Unit V Social Change and Development: Meaning, Definition, Characteristics – causes of Social Change – Social evolution and Social Progress. **Development:** Human Development, Social Development, Economic Development, Sustainable Development.

References:
1. Vidya Bhushan and Sachdeva. 2016. *Introduction to Sociology*, New Delhi, Kitab Mahal.
2. Rao, C.N.S. 2018. *Sociology: Primary Principles*. Mumbai, Sultan Chand.
3. Bierstedt, R. 1970. *The Social order*, New Delhi: Tata McGraw Hill.
4. Fiehter, J.H. 1971. *Sociology* (2nd Edn.) London: The University of Chicago Press.

5. Bottomore, T.B. 1972. *Sociology-A Guide to Literature and Problems*, New Delhi, Creavge Allen and unwin.
6. Ogburn,   W.F.   and   Nimkoff,   M.F.1964.   *Hand   Book   of   Sociology*, London:Routledge and keganpual.
7. Poucek, J.H, 1965. *Social Control*, (Second Edn.) New Delhi: Affiliated East West Press.
8. Inkless, Alex. 1987. *What is Sociology*, New Delhi: Prentice Hall.
9. Giddens, A. 1989. *Sociology*, Cambridge: Polity Press.
10. Harlambos, J. 1988. *Introduction to Sociology,* New Delhi: Oxford University Press.

Course Outcome:

On completion the course,
1. The student will be able to define and write the meaning, nature and scope of sociology and able to know what are the difference between sociology and other social sciences which useful in their competitive examinations.
2. The student will be able to describe the basic concepts of sociology and know the importance of its functions. The student able to know why these concepts are needed to maintain a smooth society.
3. The student will be able to classify the different types of social groups and they able to know the importance of its functions of the society. They will be able to get excel in social transformations too.
4. The student will be able to describe various social processes with its different nature. The students will be able to how socialization improve the human personality and also apply the same in their day to day lives, also may have the chance to bring new model of living styles on the basis of above said.
5. The student will be able to explain how the social change affects the existence of social structures and individuals with its causes. They also become to eligible to classify the theories of social change in a detailed manner and. Explain how the culture and social structure vary across the time and place in the globe.

PERIYAR UNIVERSITY

M.A. SOCIOLOGY

TITLE OF THE PAPER
(PAPER CODE)

Question Paper Pattern

Time: 3 Hrs   **Max. Marks: 75**

Section – A

I   Choose the correct answer   (20 x 1 =20)

20 multiple choice questions with 4 choices. Four questions from each unit.
Questions 1, 2, 3 and 4 - From Unit I
Questions 5, 6, 7 and 8 - From Unit II
Questions 9, 10, 11 and 12 - From Unit III
Questions 13, 14, 15 and 16 - From Unit IV
Questions 17, 18, 19 and 20 - From Unit V

Section – B

II   Answer any THREE of the following   (3 x 5 =15)

(Open pattern)
Five questions to test the overall understanding of the paper concerned –
to be analytical and creative in nature. One question from each unit.
21 – Question From Unit I
22 – Question From Unit II
23 – Question From Unit III
24 – Question From Unit IV
25 – Question From Unit V

Section – C

Answer the following   (5 x 8 = 40)

(Either or pattern)

One question from each unit with internal choice.
26. a) or b) – Questions From Unit I

27. a) or b) - Questions From Unit II
28. a) or b) - Questions From Unit III
29. a) or b) - Questions From Unit IV
30. a) or b) - Questions From Unit V