

**PERIYAR UNIVERSITY
SALEM-636 011**



**M.A Sociology
(Semester Pattern)
Under Choice Based Credit Systems
[CBSC]
and
Outcome Based Education [OBE]**

**Regulations and Syllabus
(2018 – 19 academic year onwards)**

M.A.Sociology (CBCS Pattern) Regulations

1. Candidate for Admission

A candidate who passed any UG degree of this University or an examination of some other University accepted by the syndicate as equivalent shall be permitted to appear and qualify for the M.A.Sociology.

2. Eligibility for the award of degree

A candidate shall be eligible for the award of the degree only if he/she undergo the prescribed course of study in the college affiliated to the university for a period of not less than two academic years, passed the examination of all the four semester prescribed, earning minimum 50 % of marks and fulfilled such conditions as have been prescribed thereafter.

3. Duration of the Programme

The two year Master's Programme in Sociology comprises four semesters under Choice Based Credit System (CBCS).

4. Examination

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

5. Courses

A master degree program consists of a number of courses. The term course is used to indicate a logical part of subject matter of the program. The details of credit are as follows;-

Core courses	: 48 Credits
Elective courses	: 08 Credits
Supportive courses	: 08 Credits
Human Rights	: 02 Credits
Field Work (Compulsory)	: 15 Credits
Internship	: 06 Credits
Project Work & Viva-Voce	: 06 Credits

Total 93 Credits

6. Requirement for proceeding to subsequent semester

1. Candidate shall register their names for the first semester examination after the admission in the PG course.
2. 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.
3. Candidates shall be eligible to go to subsequent semester, only if they earn 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 obtain not less than 50% of marks prescribed for the examination. He / She shall be declared to have passed the whole examination, if he/ she does pass in all papers wherever prescribed / as per scheme of examination earning 90 credits.

8. Classification of successful candidate

A candidate who secured not less than 60 per cent of the aggregate in the whole examination shall be declared to have passed the examination with first class. All other successful candidates shall be declared to have passed with second class. Candidates who obtained 75 per cent of the marks in aggregate shall be deemed to have passed the examination prescribed for the course in the first appearance.

9. No. of students to be admitted

25 students will be admitted to study MA Sociology from the academic year 2009 – 10 onwards until further information.

Department of Sociology
Periyar University, Salem-636 011

Part	Semester	Paper code	Paper Title	Credit	Internal Mark	External Mark
1	I Semester	18SOCC01	Principles of Sociology	4	25	75
		18SOCC02	Classical Sociological Thought	4	25	75
		18SOCC03	Social Research Methodology	4	25	75
		18SOCC04	Indian Society	4	25	75
		18SOCP01	Village Adoption Scheme [VAS] – Working with Individuals	5	75	25
2	II Semester	18SOCC05	Modern Sociological Theories	4	25	75
		18SOCC06	Rural Reconstruction	4	25	75
		18SOCC07	Urban Sociology	4	25	75
		18SOCC08	Sociology of Health	4	25	75
		18SOCC16	General Sociology (For Competitive Examinations)	4	25	75
		18SOCP02	Village Adoption Scheme [VAS] – Working with Groups	5	75	25
		06PHR01	Human Rights	2	25	75
3	III Semester	18SOCC09	Population and Society	4	25	75
		18SOCC10	Sociology of Environment	4	25	75
		18SOCC11	Human Resource Management	4	25	75
		18SOCC12	Social Movements in India	4	25	75
		18SOCC15	Personality Development	4	25	75
		18SOCP03	Village Adoption Scheme [VAS] – Working with Community Organization	5	75	25

4	IV Semester	18SOCC13	Social Problems in India	4	25	75
		18SOCC14	Gender and Society	4	25	75
		18SOCI01	Internship/Field Placement at different Sectors	6	75	25
		18SOCP04	Dissertation and Viva-Voce	6	75	25
Total				93	800	1400

**PERIYAR UNIVERSITY
SALEM 636 011.**

TEMPLATE FOR OBE ELEMENTS

Name : **Department of Sociology**

Academic Programme offered : **M.A. Sociology**

OBE Elements for M.A. Sociology Programme

Programme Educational Objectives (PEOs)

- PEO1:** To acquire knowledge of sociology to familiarize or socialize with Indian social system.
- PEO2:** To utilize the acquired sociological knowledge and perspectives to conduct the quantitative and qualitative social research.
- PEO3:** To design social engineers with hands on training on social issues and developmental programmes.
- PEO4:** To shape socially committed citizens by imbibing and practicing of sociological knowledge for social transformation.
- PEO5:** To prepare professional for social transformation institutions as well as developmental organizations by demonstrating academic and administrative skills.

Programme outcomes (POs)

- PO1:** Having the ability to understand the sociological concepts and theories and apply the same in the work environment.
- PO2:** Gain the knowledge on nuances of social research methodology and its applications on society.
- PO3:** To acquaint a sense of ecological consciousness in terms of sustainable development.
- PO4:** Inculcate managerial skills to execute developmental programmes of civil society and corporate.
- PO5:** Apply the knowledge's of rural & urban society for nation building activities.
- PO6:** Get Sensitization on gender issues to achieve gender parity in society.
- PO7:** Develop social engineering skills to resolve the social pathologies.
- PO8:** Acquire knowledge on health and sanitation through sociological understanding.
- PO9:** Gain the knowledge by reciprocally connecting class room and rural society through the village extension activities.

Programme Specific Outcomes (PSOs)

- PSO1:** Impart knowledge and skills of sociology and apply the competencies for the societal needs.
- PSO2:** Develop skills and ability to crack subject oriented competitive examinations like NET, SET as well as Public Service Commission's like UPSC and TNPSC.
- PSO3:** Demonstrate analytical skills to analyse and resolve the social maladies.
- PSO4:** Gain knowledge and ability through sociological extension programmes to uplift the livelihood of downtrodden communities.
- PSO5:** Build up just society with the values of social integration and social harmony through sociological understanding.

FIRST SEMESTER

Template for Course Syllabus

Course Code & Title	(Core: 1) 18SOCC01- PRINCIPLES OF SOCIOLOGY		
Class	M.A.(2 yr.) Sociology	Semester	I
Cognitive Level	K-1: ✓ K-2: ✓		
Course Objectives	<ol style="list-style-type: none"> 1. To create foundational knowledge in sociology. 2. To understand the basic concepts of sociology. 3. To understand the changes that have 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	Content	No. of Hours
I	Sociology: Origin and Development - Meanings and Definitions - Nature and Scope of Sociology - Relationship of Sociology with Economics, History, Anthropology, Political Science and Philosophy- Importance and relevance of Sociology	16 Hours
II	Basic Concepts: Society – Community – Institution – Association – Norms and Values – Role and Status – Culture-Material and Non-Material culture and Cultural Lag.	16 Hours
III	Social Process and Socialization: Meaning, Characteristics, Stages, Types and Agencies of Socialization – Associative Processes (Cooperation, Accommodation and Assimilation) and Dissociative Processes (Competition and Conflict.	16 Hours
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.	16 Hours
V	Social Change and Social Control: Meaning,	16 Hours

	Processes, Factors and Theories of Social Change – Meaning, Nature, Purpose, Types and Agencies of Social Control.	
References	<p>Text Books:</p> <ul style="list-style-type: none"> • Shankar Rao C.N Introduction to Sociology Schand 2008 • Abigail Fuller “ Introduction to Sociology” Connections Rice University Jan 2014 • Inkeles, Alex, “What is Sociology” An Introduction to the Discipline and Profession, Prentice Hall of India Private Limited New Delhi.2003 • Gisbert, P. “Fundamentals of Sociology” Orient Lomgman, Bombay 1989. <p>References:</p> <ul style="list-style-type: none"> • Harlambos, J. 1988. <i>Introduction to Sociology</i>, New Delhi: Oxford University Press • Bottomore, T.B; 1971; <i>Sociology: A Guide to Problems and Literature</i>; Bombay; Blackie and son publication Pvt.ltd. • Gisbert,P; 1989; <i>Fundamentals of Sociology</i>: Bombay, Orient longman.. • Jayaram, N; 1990; <i>Introducing Sociology</i>;New Delhi, Macmillan India ltd. • Johnson, Harry M; 1995; <i>Sociology: A Systematic Introduction</i>, New Delhi; Allied publishers. • Inkeles, Alex; 2003; <i>What is Sociology? An Introduction to the Discipline and Profession</i>; New Delhi; Prentice Hall of India private limited. 	
Course Outcomes	The student after studying these chapters will be able to	
CO	1. Explain the origin and development of sociology;	
CO	2. Discuss the basic concepts used in sociology;	
CO	3. Describe about process of socialization;	
CO	4. Describe the nature of social groups;	
CO	5. Describe social change and social control;	

Template for Course Syllabus

Course Code & Title	Paper II: Classical Sociological Thought (Core: 2) (Code No: 18SOCC02)		
Class	M.A.(2 yr.) Sociology	Semester	I
Cognitive Level	K-1: ✓ K-2: ✓ K-6: ✓		
Course Objectives	<ol style="list-style-type: none"> 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 Durkheim'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	Content	No. of Hours
I	August Comte: The Law of Human Progress, hierarchy of Sciences, Social Static and Social Dynamics, Positivistic Scheme of Social Reconstruction.	16 Hours
II	Herbert Spencer: Theory of Evolution, Types of Society, Militant and Industrial Society, Organic Analogy.	16 Hours
III	Emile Durkheim: Social Solidarity, Division of Labor, Suicide, Social fact, Social Interpretation of Religion.	16 Hours
IV	Max Weber: Social Action, Ideal Types, Authority, Bureaucracy, Protestant Ethics and Spirit of Capitalism. Status, Politics and Power	16 Hours
V	Karl Marx: Historical materialism, Mode of Production, Alienation, Class Struggle, Theory of Social Change.	16 Hours
References	Text Books: Aron, R. Main Currents in Sociological Thought (Vol. I & II). London: Penguin, 1981. 2.	

	<p>Giddens, A. Capitalism and Modern Social Theory. New Delhi: Cambridge University P, 1994.</p> <p>Collins, R. Sociological Theory. sNew Delhi: Rawat Publications, 1997. 2.</p> <p>Ritzer, G. Modern Sociological Theory. New Delhi: McGraw Hill Company, 1996.</p> <p>References:</p> <p>Coser, Lewis, A. 1971. Masters of Sociological Thought, New York, Harcourt Brace Jovanvich, Inc.</p> <p>Timasheff, Nicholas, S. 1967. Sociological Theory – Its Nature and Growth, New York, Random House.</p> <p>Nishet, Robert, A. 1979. The Sociological Tradition, London, Heinemann.</p> <p>Bogardus, Emory, S. 1960. The Development of Social Thought, Bombay, Vakils, Borrer and Simons Pvt. Ltd.,</p> <p>Aron, Raymond. 1965. Main Currents in Sociological Thought, Vol. 1 & 2, Hammondsworth, Middlesex, Penguin Books.</p> <p>Abel, Theodore, 1980. The Foundation of Sociological Theory, Indian Ed., Jaipur, Rawat Publications, 1980.</p> <p>Abraham, Francis, M. 1982. Modern Sociological Theory: An Introduction, Delhi, Oxford University Press. 1982</p> <p>Sorokin, Pitrim. 1978. Contemporary Sociological Theories, Indian Ed., New Delhi, Kalyani Publishers.</p> <p>Craig Calhoun, Joseph Gerteis, James Moody, Steven Pfaff and Indermohan Virk 2007, Contemporary Sociological Theory Blackwell Publishing, USA</p> <p>Tyagi, S.P 2006, Sociology and Social Conflict, Sublime Publication, Jaipur</p>
<p>Course Outcomes</p>	<p>The student after studying these chapters will</p> <ul style="list-style-type: none"> CO 1. Apply knowledge in the analysis of broad spectrum of the early theoretical discourses of August Comte in sociology CO 2. Gain the skill of writing about and analyzing critical sociological significance of Herbert Spencer CO 3. Analyze on the impact and implications of Emile Durkhiem’s theories social division of labour CO 4. Demonstrate knowledge about the ideas of Max Weber in the conflict situations. CO 5. Gain knowledge about the theoretical contributions of pioneer of the discipline with regards to Karl Max’s theory

Template for Course Syllabus

Course Code & Title	Paper III: Social Research Methodology (Core: 3) (Code No: 18SOCC03)		
Class	M.A. (2yr.) Sociology	Semester	I
Cognitive Level	K-1: ✓ K-2: ✓ K-5: ✓		
Course Objectives	<p>Unit: 1</p> <p>1.1 To retrieve the meaning and definitions of social research</p> <p>1.2 To compare and contrast the different type of social research</p> <p>1.3 To substantiate the need of the formulation of research problem in social research</p> <p>1.4 To identify and interpret the major steps in social research</p> <p>1.5 To interpret and summaries the need of research design</p> <p>Unit: 2.1</p> <p>2.1 To compare and contrast census with sampling method in social research</p> <p>2.2 To discuss the principles and strategies of sample selection</p> <p>2.3 To illustrate probability and non-probability sampling.</p> <p>2.4 To clarify and paraphrase sampling error and the problem of sample size</p> <p>2.5 To design and implement proper statistical method</p> <p>2.6 To infer the result of the analysis using statistic</p> <p>Unit: 3</p> <p>3.1 To interpret the importance of different method and tools of data collection</p> <p>3.2 To identify and substantiate the proper methods and tools for each particular studies.</p> <p>Unit: 4</p> <p>4.1 To retrieve and clarify the uses of different scales for data collection in social research</p> <p>4.2 To compare and contract different scales of data collection</p> <p>Unit: 5</p> <p>5.1 To identify the proper statistic which is to be used in a social research?</p> <p>5.2 To evaluate the meaning and function of statistic in social research</p> <p>5.3 To implement the data processing properly in order to infer the findings of social research.</p>		
UNIT	Content	No. of Hours	

I	Research: Meaning and Definitions of Research, Types of Social Research: Pure, Applied, Action and Policy. Formulation of Research Problem in Social Research. Fact and Theory-Relationships; Hypothesis; Types and Sources. Major Steps in Social Research; Research Design: Exploratory & Formularize, Descriptive and Diagnostic and Experimental.	12 Hours
II	Sampling: Meaning; Census and Sampling Method; Probability and Non-probability Sampling Methods. Estimating Sampling Error, Problem of Sample Size.	12 Hours
III	Methods and Tools of Data Collection: Methods: Observation, Interview, Case Study, Content Analysis, Narrative, Oral History. Tools: Interview Guide, Interview Schedule, Questionnaire.	12 Hours
IV	Scaling: Meaning, Attitude Scales, Social Distance, Principles and Techniques of Socio-metric Scales. Thurstone, Likert and Guttman Scales. Validity and Reliability.	14 Hours
V	Research Process: Statistics: Meaning, Functions and Importance of Statistics in Social Science. Measure of Central Tendency & Dispersion. Association: Chi-square & T-test. Correlation: Rank Correlation and Karl Pearson Co-efficient of Correlation. Data Processing: Editing, Coding, Classification and Tabulation. Interpretation and Report Writing. Application of Computer Assistance Programs in Analyzing Data. Uses of SPSS	14 Hours
References	<p>Text Books:</p> <ul style="list-style-type: none"> • Wilkinson, T.S. and Bhandarkar, P.L. 1984. <i>Methods and Techniques of Social Research</i>, Bombay, Himalaya Publishing House. • Goode, William, J and Hatt, P.K. 1952. <i>Methods of Social Research</i>, New Delhi, McGraw-Hill. • Galtung, John. 1967. <i>Theory and Methods of Social Research</i>, London, Allen & Unwin. • Kothari, C.R. 1992. <i>Research Methodology: Methods and Techniques</i>. New Delhi, Wiley Eastern Limited. <p>References:</p> <p>Ahuja, Ram. 2006. <i>Research Method</i>. Jaipur, Rawat Publications.</p> <p>Kothari, C.R. 1992. <i>Research Methodology: Methods and Techniques</i>. New Delhi, Wiley Eastern Limited.</p> <p>Krishnaswami, O.R. 1996. <i>Methodology of Research in Social Sciences</i>. Mumbai, Himalaya Publishing House.</p> <p>Sharma, Ram Nath and Sharma. 1983. <i>Research Methods in Social</i></p>	

	<p>Sciences. Mumbai, Media Promoters & Publishers Pvt. Ltd. Das, Lal.D.K. 2008. Designs of Social Research. Goode, William, J and Hatt, P.K. 1952. Methods of Social Research, New Delhi, McGraw-Hill. Young, P.V. 1966. Scientific Social Surveys and Research, New Delhi, Prentice Hall. Wilkinson, T.S. and Bhandarkar, P.L. 1984. Methods and Techniques of Social Research, Bombay, Himalaya Publishing House. Galtung, John. 1967. Theory and Methods of Social Research, London, Allen & Unwin. Gupta, S.P. 1991. Statistical Methods. New Delhi, Sultan Chand & Sons Publishers.</p>
Course Outcomes	<p>The student after studying these chapters will</p> <p>CO 1. Compare different research method in social science and identify the most appropriate one to answer the question being asked.</p> <p>CO 2. Utilize the knowledge in applying for action researches.</p> <p>CO 3. Implement the appropriate sampling technique to conduct proper research.</p> <p>CO 4. Critically judge and identify best methods and tools for data collection for a particular study planned</p> <p>CO 5. Use proper statistical method for analysis.</p>

Template for Course Syllabus

Course Code & Title	Paper IV: INDIAN SOCIETY (Core: 4) (Code No: 18SOCC04)		
Class	M.A.(2yr.) Sociology	Semester	I
Cognitive Level	K-1: ✓ K-2: ✓		
Course Objectives	<ol style="list-style-type: none"> 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	Content	No. of Hours
I	Hindu Social Organization: Purusharthas: Karma, Artha, Kama and Moksha. Varnashrams: Pramacharuya, Grahasta, Vanaprastha and Saniyasa.	16 Hours
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.s	16 Hours
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.	16 Hours
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.	16 Hours
V	Theoretical perspective: Indological/Textual (G.S. Ghurye, Louis Dumont) b. Marxism (D.P. Mukhaerjee, A.R. Desai) c. Subaltern (B.R. Ambedkar, David Hardiman)	16 Hours

References	<p>Text Books:</p> <ul style="list-style-type: none"> • Shankar Rao C.N Introduction to Sociology Schand 2008 • Abigail Fuller “ Introduction to Sociology” Connections Rice University Jan 2014 • Inkeles, Alex, “What is Sociology” An Introduction to the Discipline and Profession, Prentice Hall of India Private Limited New Delhi.2003 • Gisbert, P. “Fundamentals of Sociology” Orient Longman, Bombay 1989. <p>References:</p> <ol style="list-style-type: none"> 1. Mandelbaum, D.G. 1990. <i>Society in India</i>, Berkeley, University of California Press, Vol. 1. 2. Singh, Yogendra. 1983. <i>Modernization of Indian Tradition: A Systematic Study of Social Change</i>, New Delhi, Thompson Press. 3. Srinivas, M.N. 1962. <i>Caste in Modern India and Other Essays</i>. Bombay, Asia Publishing House. 4. Srinivas, M.N. 1966. <i>Social Change in India</i>. Orient Longman, Delhi. 5. Dhanagare, D.N. 1999. <i>Themes and Perspectives in Indian Sociology</i>. Jaipur, Rawat Publications. 6. Beteille, Andre. 2002. <i>Sociology: Essays on Approach and Method</i>, New Delhi, OUP. 7. Deshpande, Satish. 2004. <i>Contemporary India: Sociological Perspectives</i>. New Delhi, Sage Publications. 8. Ahuja, Ram. <i>Society in India: Concepts, Theories and Changing Trends</i>. 1999. Rawat Publications, Jaipur. 9. Kuppusamy, B. 1993. <i>Social Change in India</i>. Konark Publishers Pvt. Ltd. Delhi. 10. Singh, Yogendra. 2004. <i>Ideology & Theory in Indian Sociology</i>: Rawat Publications, Jaipur.
Course Outcomes	<p>The student after studying these chapters will be</p> <p>CO 1. Understand the components of social structure.</p> <p>CO 2. Analyzing social institutions and social structure</p> <p>CO 3. Identify the impact and implications of contemporary problems and issues of society</p> <p>CO 4. Demonstrate knowledge about the roles and functions of marriage and family</p> <p>CO 5. Gain knowledge about the contemporary relevance of the various indological theories of Indian society</p>

SECOND SEMESTER
Template for Course Syllabus

Course Code & Title	Code No: 18SOCC05 - Paper VI – Modern Sociological Theories (Core: 5)		
Class	M.A . Sociology	Semester	II
Cognitive Level	K1; K2; K3; K4; K5		
Course Objectives	<ol style="list-style-type: none"> 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	Content	No. of Hours
I	Functionalism: Premises and Propositions; Robert K. Merton's Codification and Functional Analysis. Functionalism as Theory; Functionalism as a Method; Functionalism as a Perspective	14 Hours
II	Conflict Theory: C.W.Mills, Ralf Dahrendorf, Lewis A. Coser, and Jurgen Habermas	12 Hours
III	Social Exchange Theory: Levi-Strauss, George C.Homans, Peter M.Blau, Richard Emerson	12 Hours
IV	Interaction Theory: Symbolic interactionism of Herbert Blumer, Looking Glass Self of Charles Horton Cooley, Mind, Self and Society of George Hebert Mead, Role Theory of Ralph H. Turner. Phenomenology and Ethnomethodology.	12 Hours
V	Post Modernism: Michel Foucault: Archaeology of Knowledge, Power and knowledge, Anthony Giddens: Structuration and the quality of structure.	14 Hours

References	<p>Text Books:</p> <ol style="list-style-type: none"> 1. Francis Abraham, 1982, M, <i>Modern Sociological Theory: An Introduction</i> Oxford University Press, New Delhi. 2. Jonathan H Turner, 2001, <i>The structure of sociological theory</i>, 4th ed, Jaipur, Rawat publications. 3. Randall Collins, 2004, <i>Theoretical Sociology</i>, Jaipur and New Delhi, Rawat Publications’. <p>References:</p> <ol style="list-style-type: none"> 4. Aron, Raymond. 1965. <i>Main Currents in Sociological Thought, Vol. 1 & 2</i>, Hammondsworth, Middlesex, Penguin Books. 5. Charles Lemert, 2004, <i>Social Theory the multicultural and classical readings</i>, 2nd ed,, Jaipur and New Delhi, Rawat Publications. 6. Coser, Lewis, A. 1971. <i>Masters of Sociological Thought</i>, New York, Harcourt Brace Jovanvich, Inc. 7. Timasheff, Nicholas, S. 1967. <i>Sociological Theory – Its Nature and Growth</i>, New York, Random House. 8. Alex Callinicos, 2007, <i>Social Theory A historical Introduction</i>, Cambridge, Polity Press. 9. Craig Calhoun et al, 2007, <i>Contemporary Sociological Theory</i>, 2nd Ed, USA, Blackwell publishing (P) Ltd. 10. Nisbet, Robert, A. 1979. <i>The Sociological Tradition</i>, London, Heinemann.
Course Outcomes	<p>On completion of the course, Students should be able to</p> <ol style="list-style-type: none"> 1. Students will able to define and write the theoretical perspectives of functionalism with its premises and propositions. CO 2. Having the ability to explain and discuss the conflict theories with great illustration. CO 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. CO 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. CO 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. CO

Template for Course Syllabus

Course Code & Title	Code: 18SOCC06; Paper VII - Rural Reconstruction (Elective: 1)		
Class	M.A. Sociology	Semester	II
Cognitive Level	K1; K2; K3; K4		
Course Objectives	<p>1. To create foundational knowledge on Rural Reconstruction.</p> <p>2. To understand the rural social structure in India.</p> <p>3. To make the students to understand the issues and problems of rural society in India.</p> <p>4. To understand the concept of Democratic decentralization of Panchayat Raj and the importance of Rural Local Governance and Self Help Groups (SHGs).</p> <p>5. To enable students learn about policies and programmes of Government of India concerning rural development sector.</p>		

UNIT	Content	No. of Hours
I	Rural Reconstruction: Meaning and Definitions of Rural Reconstruction - Nature and Scope of Rural Reconstruction – Nature of villages, Rural Urban contrast, Rurbanism – Experiments of Rural Reconstruction.	12 Hours
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.	12 Hours
III	Problems of Rural Society: Illiteracy, Unemployment, Poverty, Untouchability, Indebtedness among small and medium farmers, Farmer’s Suicide.	12 Hours
IV	Empowerment Programmes: Emergence of Panchayat Raj System in India, 73 rd Constitution Amendment and Rural Governance, Community based organization (CBOs), and Self Help Groups (SHGs).	14 Hours
V	Welfare Programmes: 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 - Role of	14 Hours

	NGOs.	
References	<p>Text Books:</p> <ol style="list-style-type: none"> 1. A.R.Desai, 2006 <i>Rural Sociology in India</i>, 5TH ed, Bombay , Popular Prakasan. 2. Ashok Narang, 2006, <i>Rural Sociology</i>, NewDelhi, Murari Lal & Sons. 3. Chitambar J.P 2004, Introductory Rural Sociology, New Delhi, Tata andMcgraw Hills. 4. Doshi.S.L.2003, Rural Sociology, New Delhi, Rawat Publishers. <p>References:</p> <ol style="list-style-type: none"> 1. Rajbir Singh, 2004, <i>Rural Development Administration</i>, NewDelhi, Anmol Publications. 2. Madan Mohan, 2008, <i>Encyclopedia of Rural Development</i> 5 Vols , NewDelhi, Omega Publications. 3. N.Kannan, 2008, <i>Rural Development and Social Change</i>, Delhi, Abjijeet Publications. 4. Laxmi Devi, 1998, <i>Rural Sociology, Institute for sustainable development</i>, Lucknow and Anmol Publications Pvt Ltd. 5. Manpal Singh, 2007, <i>Rural Sociology</i>, NewDelhi, Anmol Publications Pvt Ltd. 	
Course Outcomes	<p>On completion, the course, Students should be able to</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • 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. • Able to categorize different welfare programs with its effects and will have the knowledge to explain the magnitude of various social welfare schemes. 	

Course Code & Title	Code: 18SOCC07; Paper VIII - Urban Sociology (Elective-2)		
Class	M.A. Sociology	Semester	II
Cognitive Level	K1; K2; K4; K5; K6		
Course Objectives	<p>1. To understand the meaning, nature, origin and development of urban sociology</p> <p>2. To study about the process of urbanisation and its implication on developing countries in particular India.</p> <p>3. To develop critical thinking and evaluation of urban sociological theories.</p> <p>4. To understand the issues and problems of Urban Society.</p> <p>5. To gain knowledge about urban planning and assess the changes taking place in urban society.</p>		

UNIT	Content	No. of Hours
I	Urban Sociology – Definition, Nature, Scope, Importance of Urban Sociology, Urban Society in India, Characteristic features of Urban Society.	12 Hours
II	Urbanization – Meaning, Emerging trends in urbanization, Factors of Urbanization, Sociological dimensions of Urbanization, Social consequences of Urbanization. Classification of Urban Centers, cities and towns, Satellite Cities, Smart Cities.	12 Hours
III	Urban Sociological Theories – George Simmel: Metropolis and Mental Life, Louis-Wirth: Urbanism and Redfield: Rural-Urban continuum as cultural form, Robert E. Park, Burgess: Spatial Dimension.	14 Hours
IV	Urban Social problems – Changing occupational structure, and its impact on Urban Life, Migration, Problems of Housing, Slum development, Urban Environmental Problems, Urban Poverty.	12 Hours
V	Urban planning – Fundamentals of Urban Planning, Scope of Urban Planning, Relevance of Sociology in Urban planning, Attitude of Urban planners and Social Change. Urban Agglomeration.	14 Hours
References	<p>Text Books:</p> <ol style="list-style-type: none"> 1. Quinn J.A. (1955). <i>Urban Sociology</i>, New Delhi: S Chand & Co., 2. Abrahamson, M (1976). <i>Urban Sociology</i>, Englewood: 	

	<p>Prentice Hall.</p> <p>3. Ronnan, Paddison (2001). <i>Handbook of Urban Studies</i>, India: Sage.</p> <p>References:</p> <ul style="list-style-type: none"> • ChhayaShukla, 2002, Women, <i>Family and Social Problem in India</i>, New Delhi, Mohit • Publications. • Dhillon, H. S. 1995, <i>Leadership and Group in South Indian Village</i>, New Delhi: Planning Commission. • Doshi. S. I and P. C. Jain, 1999, <i>Rural Sociology</i>, New Delhi, Rawat Publications. • Kar, P. K, 1997, <i>Conflict and Society</i>, New Delhi: Dominant Publication and Distributors. • Madhan, G. R. 2002, <i>Indian Social Problem</i>, New Delhi, Radha Publications. • Pandharinath, H. Prabhu, 1991, <i>Hindu Social Organization</i>, Bombay: Popular Prakasam. • Ram Ahuja, 2005 (FP), <i>Social Problem in India</i>, New Delhi, Rawat Publication. • Rementa, S, 1973, <i>Emerging Patterns of Rural Leadership</i>, New Delhi: Willey, Easter Pvt. Ltd.
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion the course, Students should be able to</p> <p>Students will be able to define and recall the basic concepts of Urban Sociology in a detailed manner.</p> <p>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.</p> <p>Students will be able to bring the outline and also explain the features of urban related theories with its importance.</p> <p>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.</p> <p>Students will be able to discuss the urban planning issues in a elaborated manner through their effective learning.</p>

Course Code & Title	Code No: 18SOCC08; Paper IX – Sociology of Health (Core: 6)		
Class	M.A. Sociology	Semester	II
Cognitive Level	K1; K2; K4		
Course Objectives	<p>1. To understand the basic idea on Health Sociology.</p> <p>2. To provide information on the health care system as an important component of health sociology.</p> <p>3. To help students to understand the issues and the functions of community health and cultural health practices.</p> <p>4. To inform the students about the role of government towards development of health system in India.</p> <p>5. To inculcate the students with health delivery systems of India</p>		

UNIT	Content	No. of Hours
I	Health – Meaning – Definition - Nature and Scope of Sociology of Health – Determinants of health: Physical, Economic and Social factors - Dimensions of Health – Origin and Development of Health care system in India.	12 Hours
II	Social epidemiology – Epidemiology of diseases – Characteristics of diseases - Communicable diseases and Non-communicable Diseases - Relation between environment and epidemiology.	14 Hours
III	Hospital as social organization – Functions of Hospitals – Doctors as provider of Health care –Patient role or Sick role – Impact of Illness role in society – Occupational Health.	12 Hours
IV	Health and cultural Practices - Factors influencing community health and nutrition - Socio-economic perspectives of Malnutrition – social Taboos - Characteristics of Primitive and Folk Medicine.	10 Hours
V	Health Service in India; History of Public Health in India – Health delivery system in India; Primary health centers, sub-centers and Government Hospitals - National Rural Health Mission and various health schemes in India.	14 Hours
References	Text Books: 1) Cockarham, William C. (1978) <i>Medical Sociology</i> ,	

	<p>Prentice Hall Inc., U.S.A.,.</p> <p>2) Conrad, Peter et. al., Handbook of Medical Sociology, McGraw Hill, New York,. 1994.</p> <p>3) Park,K. (2000). Text book of Preventive and Social Medicine Jabalpur, M/S. Banarsidas Bhanot Publishers.</p> <p>References:</p> <p>1) Anne – Marie Barry and Chris Yuill (2002), Understanding Health – A Sociological Introduction, New Delhi: Sage Publications.</p> <p>2) Bloom, S.W. (1963), The Doctor and His Patient, New York: Free Press.</p> <p>3) Dutt, P.K. (1965), Rural Health Services, New Delhi: DGHS.</p>
<p>Course Outcomes</p>	<p>On completion of the course, Students should be able to</p> <p>CO 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.</p> <p>CO 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.</p> <p>CO 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.</p> <p>CO 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.</p> <p>CO 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.</p>

THIRD SEMESTER
Paper XIII: Population and Society
(Elective: 3) (Code No: 18SOCC09)

Course Code & Title	18SOCC09 & Population and Society		
Class	M.A. Sociology	Semester	III
Cognitive Level	K1,K2,K4		
Course Objectives	<ol style="list-style-type: none"> 1. To make the students to comprehend the various concepts and theories in population studies. 2. To throw a light on nexus between population and development. 3. To apply the knowledge for developmental actions 4. To inculcate the basic concepts of population studies to understand its share in developmental issues. 5. To introduce the various wherewithal of population control and initiatives of Gol Population control. 		
UNIT	Content	No. of Hours	
I	Introduction: Definition, Origin and Development, Nature and Scope of Population Studies. Importance of Studying Population Studies, Sources of Demographic Data: Vital Statistics, Civil Registration System and Sample Surveys.	16 Hours	
II	Theories of Population: The Malthusian Perspective – Optimum Population Theory – Demographic Transition Theory - Marxist Perspective – Neo- Marxist Perspective.	16 Hours	
III	Concepts of Fertility, Mortality, and Migration: Age and Sex Composition – Fertility: Meaning, Measurement and its Determinants, Mortality: Meaning, Measurement and its Determinants, Migration: Meaning, Push and Pull Factors of Migration.	16 Hours	

IV	Population Growth and Development: Growth of Indian Population Since 1901 – Determinants of Population Growth – Population as a Constraint on and a resource for Development – Socio-cultural Factors Affecting Population Growth.	16 Hours
V	Population Control: Methods of Birth Control - Problems and Perspectives of Population Policy in India – Population Education – Measures taken for Population Control.	16 Hours
References	<ol style="list-style-type: none"> 1. Te Asha Bhende & Tara Kanitkar, Principles of Population Studies, Himalaya Publishing House, Bombay 2003. 2. Asha Bhende & Tara Kanitkar, Principles of Population Studies, Himalaya Publishing House, Bombay 2003. 3. Weeks, John R, 'Population: An Introduction to Concepts and Issues', Belmont, California: Wadsworth, 1977. 4. Nam, Charles B, 'Population and Society', Boston: Houghton Mifflin, 1968. 5. Hawthorn, Geoffrey, 'The Sociology of Fertility', London, Collier – Macmillan, 1970. 6. Heer, David M., 'Society and Population' Englewood Cliffs, Prentice Hall, 1975. 7. Lassande, Louise, Coping with Population Challenges, London, Earthscan, 1997. 	
Course Outcomes	<p>After completion of the course, the students will able to</p> <p>CO1 Remember the basic knowledges in the field of population studies</p> <p>CO2 Compare and contrast the various perspectives of population studies</p> <p>CO3 Illustrate the knowledge of fertility and mortality in the development discourse.</p> <p>CO4 Appraise the share of Socio-cultural factors affecting population growth.</p> <p>CO5 Categorize the various birth control means.</p>	

Paper XIV

Course Code & Title	18SOCC10 & Sociology of Environment		
Class	M.A.	Semester	III
Cognitive Level	K1,K2,K4		
Course Objectives	<ol style="list-style-type: none"> 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	Content	No. of Hours	
I	Unit I Introduction: Meaning and Definitions – Nature and Scope – Origin and Development – Need for the study of Environment – Relationship between Environment and Society.	16 Hours	
II	Basic Concepts and Theoretical Parameters: Environment – Ecosystem– Ecology – Biodiversity - Eco-feminism – Contributions of Dunlop and Cotton, Radhakamal Mukherjee, Ramachandra Guha.	16 Hours	
III	Environmental Degradation and Pollution: Global Warming and Green House Effect – Ozone Depletion – Acid Rain – Deforestation – Causes,	16 Hours	

	Impacts and Remedial Measures of Air, Water, Noise and Land Pollution.	
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.	16 Hours
V	Environmental Movements and Environmental Protection in India: Chipko Movement – Narmada Bachao Andolan – Ganga Bachao Abhiyan – Constitutional Provisions and Environmental Laws in India – Environmental Education – Sustainable Development.	16 Hours
References	<ol style="list-style-type: none"> 1. John A. Hannigan, (1995). <i>Environmental Sociology</i>, London: Routledge. 2. Ramachandra Guha (1994). <i>Social Ecology (Ed.)</i>, Bombay: Oxford University Press. 3. Carolyn Merchant (1996). <i>Ecology Key Concepts in Critical Theory (Ed.)</i>New Delhi: Rawat Publications. 4. Giddens, Anthony, <i>Global problems and Ecological Crisis</i>. 5. Harper, <i>Environmental Sociology: A Sociological Constructionist perspective</i>. 6. Schnaiberg. Millan & Senkumar, <i>The Environment</i>. 7. Gadgil, Madav and Ramachandran, <i>Equity – The case and abuse of Nature in Contemporary India</i>. 8. Abraham Francis, M. (2006). <i>Contemporary Sociology – An introduction to concepts and theories</i>, New Delhi: Oxford University Press. 9. Harish Kumar, (2001). <i>Environmental Health Hazards</i>, New Delhi: Ivy Publishing House. 10. Michael Redclift and Graham Woodgate. (2010). <i>The International Handbook of Environmental Sociology</i>, Edward Elgar Publishing, London. 11. Michael Mayerfeld Bell (1998). <i>Sociology for New Century: An Invitation to Environmental Sociology</i>. Pine Forge Press, Newbury 	

	Park, USA.
Course Outcomes	<p>At end of the semester, the students will able to</p> <p>CO1. Remember the basics of environment and its relationship with society.</p> <p>CO2. Recognize the various perspectives of environment.</p> <p>CO3. Interpret the the various causes of environmental degradation</p> <p>CO4. Analysis critically india specific environmental issues.</p> <p>CO5. Explain the background of Indian eco movement and environmental legislations</p>

Paper XV: (Core: 7) (Code No:)

Course Code & Title	18SOCC11 & Human Resource Management		
Class	M.A. Sociology	Semester	III
Cognitive Level	K1, K2, K4, K5		
Course Objectives	<p>1. To learn the significance of human factors in work organizations</p> <p>2. To study the different schools of management</p> <p>3. To understand the significance of Human Resources Management in work environment.</p> <p>4. To develop a sense of knowledge on various HRM practices in industrial organizations</p> <p>5. To comprehend the various facets of HRM like HR Planning, recruitment, selection, and job analysis.</p>		
UNIT	CONTENT	No. of Hours	
I	Human Resources: Meanings, definitions, nature and scope of human sources. Human factor in organizations importance of human resources in originations, Characteristics of Hawthorne studies.	16 Hours	
II	Human Resource Management: Definitions, objectives, goals, scope, principles, importance of Human Resource Management. Structure and Functions of Human Resource Management in industrial organizations.	16 Hours	
III	Human Resource Policies and planning: Meaning, objectives, content of human resource policies: Principles and necessities of human resource policies. Human Resource Planning: Contributory factors to influence the human resource planning.	16 Hours	
IV	Recruitment, selection and placement: 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. Placement - Principles and importance of placements.	16 Hours	
V	Job Analysis: Job-Analysis: meanings, tools, techniques, methods and importance of job analysis. Promotions and Transfer: Meaning, goals, principles, policies, criteria, types, salient features of promotion and transfer policies.	16 Hours	
References	<p>1. Armstrong, Mechael Baron, Angela (2006) Handbook of Strategic HRM, Mumbai: Jaico Publishing House.</p> <p>2. Bhagoliwel, T. N. (1990) Personnel Management and IR, Agra: Sahitya Bhavan Hospital.</p>		

	<ol style="list-style-type: none"> 3. . 4. Bhagoliwel, T. N. (1990) <i>Personnel Management and IR</i>, Agra: Sahitya Bhavan Hospital. 5. Botton, Trevor (2001) <i>An Introduction to Human Resource Management</i>, New Delhi :Infinity Books. 6. Flippo, Edwin B. (1971) <i>Principles of Personnel Management</i> Ed. 4, Tokyo : McGraw Hill Publication. 7. Pattanayak, B. and Verma, Harish C. (1998): <i>Human Resource Management</i>, New Delhi : Wheeler Publication. 8. Rao, P. Subba (1999) <i>Essentials of Human Resource Management & I. R;</i> Mumbai : Himalaya Publications. 9. Saiyadain, Mirza S. (1988) <i>Human Resource Management;</i> New Delhi: Tata McGraw – Hill Publication Com. Ltd. 10. Sehgal, Seema (2006) <i>Handbook on Competency Mapping</i>, New Delhi: Sage Publication. 11. Akhilesh, K. B. and Nagaraj, D. R. Edu. (1990) <i>Human Resource Management 2000</i>, New Delhi : Wiley Eastern Ltd. 12. Aswathappa, K (2001) <i>Human Resource Management, Text & Cases</i>, New Delhi: Tata McGraw- Hill Edition. 13. Batia, S. K. (2006) <i>Human Resource Management</i>, New Delhi: Deep & Deep Publication 14.
<p>Course Outcomes</p> <p>CO1</p> <p>CO2</p> <p>CO3</p> <p>CO4</p> <p>CO5</p>	<p><i>After completion of the course , the students will able to</i></p> <p><i>Explain the role of human factors in organizations</i></p> <p><i>Identify the basic facts about Human Resource Management</i></p> <p><i>Express the knowledge of Human Resource policies and planning.</i></p> <p><i>Demonstrate Skills on process of recruitment and selection.</i></p> <p><i>Interpret tools and techniques of job analysis</i></p>

Paper XVI: (Elective: 5) (Code No:)

Course Code & Title	18SOCC12 & Social Movements in India		
Class	M.A.Sociology	Semester	III
Cognitive Level	K1, K2, K4		
Course Objectives	<ol style="list-style-type: none"> 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	CONTENT	No. of Hours	
I	Introduction: Meaning and Characteristics of Social Movements - Structural Determinants of Social Movements - Life cycle of social movement - Types of social movement.	14 Hours	
II	Theories of Social Movement: Marxist Theory - Weberian Theory- Relative Deprivation, Strain and Revitalization Theories.	12 Hours	
III	Social Movement and Leadership: Role and Types of Leadership - Relationship between Leaders and Masses - Social Movement and Social Change.	12 Hours	
IV	Reform Movements in India: Brahmo Samaj - Arya Samaj – DK Movement – SNDP Movement – Naxalbarri Movement.	12 Hours	
V	Empowerment Movement: Tribal Movements – Women Movements – Dalit Movements – Peasant Movements.	14 Hours	
References	<ol style="list-style-type: none"> 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, OUP 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, 		

	<p>Manohar, 1979.11</p> <p>7. Rao, M.S.A.- Social Movements and Social Transfromation, Delhi, Macmillan, 1979.</p> <p>8. Singh K.S.- Tribal Movements in India, New Delhi, Manohar 1982.</p> <p>9. Zilliot, Eleanor- From Untouchable to Dalit : Essays on the Ambedkar Movement,New Delhi, Manohar 1995.</p> <p>10. Gouldner, A.W.- Studies in Leadership New York : Harper and Brothers, 1950.</p> <p>11. Oomen T.K. Charisma, Stability and Change: An Analysis of Bhodan and Gramdan Movement, New Delhi, Thomas Press, 1972.</p> <p>12. Shah, Ghanashyam, Protest Movements in two Indian States, New Delhi, Ajanta, 1997.</p> <p>13. Shah, Ghanashyam, Social Movements in India; A Review of the Literature(Delhi :Sage) 1990.</p> <p>14. Shah,Nandita, The Issues at Stake : Theory and Practice in the Contemporary Women’s Movements in India, New Delhi : Kali for Women,1992</p> <p>15. Jogand, P.G.,New Economic Policy and Dalits, Jaipur, Rawat, 1991</p> <p>16. Omvedt, Gail, Dalit Visions; The Anti caste Movement and the construction of an Indian Identity, New Delhi, Orient Longman, 1995</p>
<p>Course Outcomes</p> <p>CO1</p> <p>CO2</p> <p>CO3</p> <p>CO4</p> <p>CO5</p>	<p>Completion of this course enables students to</p> <p>Remember the features ,Characteristics and determinants of social movements</p> <p>Compare and contrast different perspectives on social movements.</p> <p>Anaylsis Critically the leadership patterns involved in social movements</p> <p>Explain the context and significance of Indian social movements</p> <p>Discuss the importance of empowerment movements.</p>

FOURTH SEMESTER
Template for Course Syllabus

Course Code & Title	18SOCC13 & SOCIAL PROBLEMS IN INDIA		
Class	M.A. Sociology	Semester	IV
Cognitive Level	K1,K2,K3,K4,K5,K6		
Course Objectives	6. To achieve the realistic knowledge about social problems with its different dimension of approaches 7. To learn the knowledge of structural problems of society which become the social problems from the downtrodden and up to the developed too. 8. To carry out the issues of familial problems with its all aspects 9. 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. 10. To study the disorganizational causes which promote the crime, white collar crime, drug addiction, suicide and terrorism and so on.		

UNIT	Content	No. of Hours
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).	16 Hours
II	STRUCTURAL: Poverty – Types, Causes and Consequences. Measurement of Poverty line. Inequality of Caste and Gender - Problems related to Religious, Ethnic and Regional Minorities, backward classes, SC.	14 Hours
III	FAMILIAL: Dowry - Domestic Violence – Divorce - Intra and inter- Generational Conflict – Problems of Elderly.	12 Hours
IV	DEVELOPMENTAL: Regional Disparities - Development induced displacement - Ecological Degradation and Environmental Pollution – Consumerism - Crisis of Values.	14 Hours
V	DISORGANIZATIONAL: Crime and Delinquency, White Collar Crime - Drug Addiction – Suicide – Terrorism - Cyber Crime – Black Money and Corruption.	12 Hours

References	<p>1Jogan, Sankar. (ed.), Social Problems and Welfare in India, Ashish, New Delhi, 1992.</p> <p>2Madan, G.R. Indian Social Problems, Vol. I and II, Allied, Bombay, 1973.</p> <p>3Ahuja, Ram. Social Problems in India, Rawat, Jaipur, 2002.</p> <p>4Jain, Prabha Shasi and Singh Mamta. Violence Against Women, Radha, New Delhi, 2001.</p> <p>5Mishra, Girish and Pandey Brajkumar. White-Collar Crimes, Gyan, New Delhi, 1998.</p> <p>6Ahmad, Siddique. Criminology (5th ed.), Eastern Book Company, New Delhi, 2005.</p> <p>7Paranjape, N.P. Criminology (12th ed.), Central, Allahabad, 2005.</p> <p>8 Horton, Paul B and Leslie, Gerald R. The Sociology of Social Problems (Fifth ed.) Prentice - Hall, New Jersey, 1974.</p> <p>9Weinberg, M.S., Rubington Earl Sue Kiefer Hammersmith. The Solution of Social Problems - Five Perspectives, (2nd Edition), Oxford University Press, New York, 1981.</p> <p>10. Robert K. Merton and Robert Nisbet, (ed.) <i>Contemporary social problems</i>, Harcourt Brace, New York. 1971.</p> <p>11. Elliot, Mabel A and Merrill, Francis E., <i>Social Disorganization</i>, Harper and Brothers, New York, 1950</p>	
Course Outcomes	<p>On completion of the course,</p> <p>CO 6. 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.</p> <p>CO 7. 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</p> <p>CO 8. Utilize knowledge to indicate the different types of familial issues and will be able to classify of causes of its emergence</p> <p>CO 9. 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</p> <p>CO 10. 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.</p>	

Template for Course Syllabus

Course Code & Title	18SOCC14 GENDER AND SOCIETY		
Class	M.A. Sociology	Semester	IV
Cognitive Level	K1,K2,K3,K4,K5,K6		
Course Objectives	<ol style="list-style-type: none"> 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	Content	No. of Hours
I	The Biological Construction of Gender: Defining Sex and gender- Gender and Biology- Gender identity and self image- socialization and gender roles- gender inequality- sex preference- sex ratio	12 Hours
II	Theoretical perspectives: socio- historical and socio-biological approach- Liberal feminism- Marxist / socialist feminism –feminist theory and psychology- deconstruction feminist theory- post modern feminism.	14 Hours
III	Women in family and marriage: Gender role division- invisible role – dual role- role conflict and coping mechanism- network and support for working and non- working women- gender and health.	12 Hours
IV	Gender and work: employment trends- description, trends of labour force participation and occupational sex –segregation- construction of masculinities and feminities in various occupational settings – pay equity and affirmative action.	14 Hours
V	Women and development- women's work and technology- impact of development policies, liberalization and globalization on women- the role of women in development-sustainable development	12 Hours

	-Factors responsible for women empowerment	
References	<ol style="list-style-type: none"> 1. Maccoby, E and Jacklin, C.1975. <i>The psychology of Sex differences</i> , Stanford: Stanford University Press 2. Sharmila Rege(ed), 2003 <i>Sociology of Gender</i>, Sage publications, London 3. Mocormark,C and M.Strathern.1980. <i>Nature, Culture and Gender</i>, Cambridge: Cambridge University Press. 4. Oakley, A. 1972..<i>Sex, Gender and Society</i>, New York, Harper and Row. 5. Philips, L.2000 <i>Flirting with danger: young women’s reflections on sexuality and domination</i>. New York: New York university press. 6. Connel, R.W.1995..<i>Masculinities</i>. Berkeley: University of California press 7. Folbre, N.1994. <i>Who pays for the kids? Gender and the structures of constraint</i>. New york Routledge. 8. Thorne, B.1994 <i>Gender Play: Girls and Boys in School</i> .Brunswick, WJ:Rutgers University Press 9. Marget Pernau, Intiaz Ahmad and Helmut Reifeld, 2003 <i>Family and Gender- Changing values in Germany and India</i>. Sage publications, London, United Kingdom. 10. Sumi Krishna,2004 <i>Livelihood and Gender Equity in community resource Management</i>, Sage Publications, India Pvt.Ltd.New Delhi. 	
Course Outcomes	<p>On completion, the course, Students should be able to</p> <ol style="list-style-type: none"> CO 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. CO 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 CO 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. CO 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. CO 5. Able to reveal the importance of liberalization and globalization era for women and also prove the influence of women in economic development. 	

Supportive Paper-1

Course Code & Title	18S0CC16 GENERAL SOCIOLOGY (For competitive Examinations)		
Class	M.A. Sociology	Semester	II
Cognitive Level	K1,K2,K3,K4,K5,K6		
Course Objectives	<ul style="list-style-type: none"> ➤ To understand the knowledge about the sociology with its nature and scope and know the relationship between sociology with other social sciences ➤ Obtain the sociological knowledge of the basic concepts such as society, community, association and also the group. ➤ To understand the idea about the social groups with its characteristics and importance and their different types with their functions ➤ Learn the social processes of associative and dissociative process and also the socialization stages as well as agencies ➤ To understand the various theories of social change with its causes. 		

UNIT	Content	No. of Hours
I	Introduction: Origin and Development of Sociology; Nature, Scope and importance of Sociology; Relationship of Sociology with Economics, History, Anthropology, Political Science and Philosophy.	12 Hours
II	Basic Concepts: Society, Community, Association, Institution, Group, Norms and Values, Role and Status.	12 Hours
III	Social Groups: Definition and Characteristics – Importance of Social Groups- Classifications: Primary group, secondary group, organized, unorganized, reference group.	12 Hours
IV	Social Process: Associative Process (Co-operation, Accommodation, and Assimilation), Dissociative Process (Conflict, Competition). Socialization: Meaning, Characteristics, Stages of Socialization, Agencies of Socialization, Types of Socialization.	14 Hours
V	Social Change: Meaning and Definition- Nature and Characteristics – causes –Theories of Social Change – Social evolution and Social Progress	12 Hours
References	<ol style="list-style-type: none"> 1. Vidya Bhushan and Sachdeva. 1999. <i>Introduction to Sociology</i>, New Delhi, Kitab Mahal. 2. Rao, C.N.S. 2002. <i>Sociology: Primary Principles</i>. Mumbai, Sultan Chand. 3. Bierstedt, R. 1970. <i>The Social order</i>, New Delhi: Tata McGraw Hill. 	

	<ol style="list-style-type: none"> 4. Fiechter, 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
<p>Course Outcomes</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p> <p>CO</p>	<p>On completion the course,</p> <ol style="list-style-type: none"> 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.

Supportive Paper-2

Course Code & Title	18SOCC15- PERSONALITY DEVELOPMENT		
Class	M.A., Sociology	Semester	
Cognitive Level	K1,K2,K3,K4,K5,K6		
Course Objectives	<ul style="list-style-type: none"> ➤ To improve the concept of personality development among the students with its nature, elements and determinants ➤ Projecting the values of self Esteem and positive attitude to build a positive personality ➤ Understand the concept of motivation and introduce the internal/External motivation with the concept of inspiration ➤ 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 ➤ Understanding the art of creating positive relationships and also the body language projections 		

UNIT	Content	No. of Hours
I	What is personality: Elements of personality, Determinants of personality, Personal SWOT analysis.	12 Hours
II	Personality enrichment: Self Esteem, Self concept, Advantages of high self esteem, Characteristics of people with high and low self esteem, Steps to building positive self esteem, Attitude, Factors that determine our attitude., Benefits of a positive attitude and consequences of a negative attitude, Steps to building a positive attitude	12 Hours
III	Motivation - The difference between inspiration and motivation, Motivation redefined, External motivation v/s internal motivation	12 Hours
IV	Success: Defining success - Real or imagined obstacles to success Qualities that make a person successful Reasons for failure - Interpersonal skills, Dealing with seniors, colleagues, juniors, customers, suppliers at the workplace.	14 Hours
V	Positive Relationships - Factors that prevent building and maintaining positive relationships, the difference between ego and pride the difference between selfishness and self interest, Steps for building a positive personality, Body	12 Hours

	language: Understanding body language, Projecting positive body language	
References	1. Arun Agarwal, <i>How to get the job you want</i> -. Published by Vision books, New Delhi 2. Rohit Anand and Sanjeev Bikchandani <i>Get that job</i> -. Published by Harper Collins. 3. Shiv Khera, <i>You can win</i> . MacMillan India Ltd. 4. Dale Carnegie. <i>How to develop self-confidence and influence people by Public speaking</i>	
Course Outcomes	On completion of the course, <ol style="list-style-type: none"> 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 be 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 be 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. 	