

Periyar University  
Salem-636 011



M.Phil. Sociology  
(Semester Pattern)  
Under Choice Based Credit Systems  
&  
Outcome Based Education

Regulations and Syllabus  
(2018-19 onwards)

**M.Phil., Sociology-Choice Based Credit System  
(CBCS) & Outcome Based Education  
Regulations and syllabus  
(For the candidates who admitted from 2018-2019)**

**1. Eligibility for Admission**

A Master Degree in Sociology of Periyar University or any other university recognized by the syndicate as equivalent with minimum of 55 per cent of marks are eligible to apply. For SC/ ST candidates a concession of 5 per cent of marks shall be given in the minimum eligibility marks.

**2. Duration of the course**

The duration of the M.Phil programme shall be one year consist of two semesters under Choice Based Credit system.

**3. Distribution of credit points**

The minimum credit required for one year M.Phil programme shall be 24 credits. The break-up of credits for the programme is as follows:

Part – I

Paper I	(Core Course)	: 4 Credits
Paper II	(Core Course)	: 4 Credits
Paper III	(Elective Course)	: 4 Credits

Part – II

Dissertation and Viva-Voce	: 12 Credits
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**Structure of the Programme:**

The programme of study for the degree shall consist of (a) Part-I Comprising three written papers according to the syllabus prescribed from time to time; and (b) Part-II Dissertation .

<b>S. No.</b>	<b>Course Code</b>	<b>Title of the Course</b>	<b>Core/ Elective</b>	<b>Credit</b>
<b>First Semester</b>				
1	18DMPSO01	Research Methodology and Statistics	Core	04
2	18DMPSO02	Advanced Sociological Theories	Core	04
3	18DMPSO03	Guide Paper	Elective	04
<b>Second Semester</b>				
4	18DMPSO010	Dissertation	Core	12
<b>Total Credits</b>				<b>24</b>

**Scheme of Examinations:****Part-I Written Examinations**

The examination for the courses of Papers I, II and III shall be held at the end of the first semester. Duration of the examination for each course shall be 3 hours carrying a maximum of 100 marks.

The examiners will be appointed from the panel of four names of each course (I and II) submitted by the department concerned. If one examiner awards a pass mark and the other fail mark, the paper will be valued by a third examiner whose award of marks will be final.

**Part-II Dissertation**

The exact title of the dissertation shall be intimated within one month after the registration of the programme. Candidates shall submit the dissertation to the University through the supervisor and Head of the Department at the end of the year from the commencement of the programme which shall be valued by internal examiner (supervisor) and one external examiner appointed by the

university from a panel of four names sent by the supervisor through the Head of the Department at the time of submitting the dissertation.

The examiners who value the dissertation shall report on the merit of the candidates as 'Highly commended' (75% and above) or 'commended' (50% and above and below 75%) or 'not commended' (below 50%).

If one examiner commends the dissertation and the other examiner, does not commend, the dissertation will be referred to a third examiner and the third valuation shall be final.

Submission or resubmission of the dissertation will be allowed twice a year.

**PERIYAR UNIVERSITY  
SALEM- 636 011**

**TEMPLATE FOR OBE ELEMENTS**

Name : **Department Of Sociology**

Designation & Department/Centre : **Department Of Sociology**

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

**OBE Elements for M.Phil. Sociology Programme**

**Programme Educational Objective (PEO)**

**Programme the Graduates will be able**

**PEO 1:** To acquire the various nuances of sociological research and their application on the social policies' implication.

**PEO 2:** To apply the acquired sociological perspectives to understand the social issues

**PEO 3:** To create social scientists with sense of knowledge on social change to mitigate the social problems

**PEO 4:** To sensitize the pupil on various issues of gender in different context

**PEO 5:** To prepare professionals with sociological expertise to promote health by preserving eco-system.

**PEO 6:** To comprehend the context and various issues of marginalized communities

**PEO 7:** To impart the knowledge on structural and functional aspects of rural and urban society

**PEO 8:** To inculcate the knowledge about industrial organizations to promote industrial relations

**Programme Outcomes (PO)**

**PO 1:** Ability to demonstrate the social research process and it's applications on society

**PO 2:** Able to delineate the various sociological theories with its different dimensions

**PO 3:** To construct a sense of knowledge on social change

**PO 4:** Able to understand the various issues of gender in past and present society

**PO 5:** To imbibe the significance of sociological aspects on health and environment

**PO 6:** To learn the structural and functionalistic views of marginalized communities

**PO 7:** To rationalize the dimensions of rural and urban social life

**PO 8:** Able to achieve the knowledge about industrial organizations

### **PROGRAMME SPECIFIC OUTCOMES**

**PSO 1:** Scholars will be able to apply the various aspects of sociological research approach to interpret the social phenomena

**PSO 2:** Will be able to analyze societal issues with various sociological lenses.

**PSO 3:** Will have the caliber to analyze the contemporary issues of social change to resolve the social problems

**PSO 4:** Will have the ability to inculcate the knowledge to the public on gender parity

**PSO 5:** Will have the ability to apply the sociological knowledge on public health

**PSO 6:** Will be able to analyze and discuss the environmental issues through sociological views

**PSO 7:** Will be able to synthesize the knowledge of past and present issues concerning marginalized communities for their development

**PSO 8:** Will be able to utilize the gained knowledge on the rural and urban society's development

**PSO 9:** Will have the competency to work with the industrial personnel for the better industrial relations

<b>Course Code &amp; Title</b>	<b>18DMPSO01</b>	<b>Research Methodology and Statistics</b>	
Class	M.Phil. Sociology	Semester	I
Cognitive Level	K1,K2,K3,K4,K5,		
Course Objectives	<ol style="list-style-type: none"> <li><b>1. To make the students to comprehend the philosophical roots of social research.</b></li> <li><b>2. To throw a light on basic understanding of research process.</b></li> <li><b>3. To get acquaintance on methods and tools of data collection.</b></li> <li><b>4. To understand the significance of statistics in data analysis.</b></li> <li><b>5. To instill the students with processing of data and report writing.</b></li> </ol>		
<b>Unit</b>	<b>Content</b>	<b>No. of Hours</b>	
I	<b>Philosophical Roots of Social Research</b> – a. Issues of epistemology b. Hermeneutics – inductive analysis, Positivism, Phenomonology, Ethnomethodology and Symbolic Interactionism, Interpretative understanding. Problems in Social Research; Objectivity and subjectivity in social sciences Types of Social Research- Pure/Basic/Fundamental, Action, Applied and Policy research.	16 Hours	
II	<b>Research Process:</b> Role of theory, fact and hypothesis in social research. Concepts; Problems of Conceptualization and operationalisation Steps to be followed in social research. Research Design: Meaning and Types- Explorative/Formative, Descriptive, Diagnostic and Experimental	16 Hours	
III	<b>Data Collection:</b> Methods: Observation, Interview, Case Study, Content Analysis oral History and Narrative. Tools: Interview Guide, Interview Schedule, Questionnaire and Mailed questionnaire. Sources of data: Primary and secondary sources, Participatory Research. Measurement and Scaling method – Likert, Bogardus social distance.	16 Hours	

IV	<b>Analysis of Data:</b> Statistics: Meanings, Functions and Importance of Statistics in Social Sciences. Measures of Central Tendency and Dispersion. <b>Association:</b> Chi-square, Association of Attributes, Gamma test. <b>T-test.</b> Correlation: Rank Correlation and Karl Pearson Co-efficient of Correlation. Use of computer in social research-Statistical Packages for Social Sciences (SPSS).	16 Hours
V	<b>Processing of data and Report writing:</b> Editing, Coding, Classification, Tabulation and Interpretation of data. Procedures and Steps in Report Writing. Features of good research report.	16 Hours
References	<ol style="list-style-type: none"> <li>1. Ahuja, Ram. 2006. Research Method. Jaipur, Rawat Publications.</li> <li>2. Kothari, C.R. 1992. Research Methodology: Methods and Techniques. New Delhi, Wiley Eastern Limited.</li> <li>3. Krishnaswami, O.R. 1996. Methodology of Research in Social Sciences. Mumbai, Himalaya Publishing House.</li> <li>4. Sharma, Ram Nath and Sharma. 1983. Research Methods in Social Sciences. Mumbai, Media Promoters &amp; Publishers Pvt. Ltd.</li> <li>5. Das, Lal.D.K. 2008. Designs of Social Research. Jaipur, Rawat Publications.</li> <li>6. Goode, William, J and Hatt, P.K. 1952. Methods of Social Research, New Delhi, McGraw-Hill.</li> <li>7. Young, P.V. 1966. Scientific Social Surveys and Research, New Delhi, Prentice Hall.</li> <li>8. Wilkinson, T.S. and Bhandarkar, P.L. 1984. Methods and Techniques of Social Research, Bombay, Himalaya Publishing House.</li> <li>9. Galtung, John. 1967. Theory and Methods of Social Research, London, Allen &amp; Unwin.</li> <li>10. Gupta, S.P. 1991. Statistical Methods. New Delhi, Sultan Chand &amp; Sons Publishers.</li> </ol>	
Course Outcomes	<b><i>After completion of the course, the students will able to</i></b>	
CO1	<b><i>Remember the basic roots of sociological research.</i></b>	
CO2	<b><i>Identify the basic process of research in conducting sociological research.</i></b>	



C03	<b><i>Demonstrate the appropriate methods and tools of data collection instruments on par with field as well as nature of research.</i></b>
C04	<b><i>Equip necessary skills to understand the concepts of statistics and SPSS and its' application in testing the hypotheses.</i></b>
C05	<b><i>Explain the importance of data processing and basic facets of report writing.</i></b>

<b>Course Code &amp; Title</b>	<b>18DMPSO02</b> <b>Advanced Sociological Theories</b>		
<b>Class</b>	M.Phil. Sociology	Semester	I
<b>Cognitive Level</b>	K1,K2,K3,K4,K5		
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To acquaint students with advanced sociological theorists and their work.</li> <li>2. To provide a historical context within which sociological theory/ideas have developed.</li> <li>3. To develop critical thinking through advanced sociological theories.</li> <li>4. To understand the complexity of social systems through comparing and contrasting of various sociological theory.</li> <li>5. To analyze contemporary society and social issues through the application of advanced sociological perspectives.</li> </ol>		
<b>UNIT</b>	<b>Content</b>	<b>No. of Hours</b>	
I	<b>Functionalism</b> – Intellectual background of Functionalism- Robert K. Merton's Codifications of Functional Analysis: Postulate of the functional unity of the society, Postulate of universal functionalism and Postulate of functional indispensability. Varieties of Functionalism - Functionalism as model and perspective.	16 Hours	
II	<b>Conflict Theory – Karl Marx:</b> The theory of Class struggle, <b>C. Wright Mills:</b> The Power Elite, <b>Ralf Dahrendorf:</b> The Rulers and Ruled, <b>Randall Collins:</b> The Analytic Conflict Theory, <b>Lewis Coser:</b> Conflict functionalism.	16 Hours	
III	<b>Symbolic Interactionism – Charles Horton Cooley:</b> Looking glass self, The primary group, <b>George Herbert Mead:</b> The coherent theory: Mind, Self and Society. The functions of self, <b>Herbert Blumer:</b> Symbolic Interactionism, Methodological Orientation and Society as Symbolic Interaction.	16 Hours	

IV	<b>Modernity</b> – What is modernity? Intensification of the process of modernity: Aspects of modernity. <b>Anthony Giddens</b> ; Modernity is multi-dimensional. <b>Zygmunt Bauman</b> : Modernity as holocaust. <b>Jurgen Habermas</b> : Modernity is rationality and an unfinished project. Characteristics of modernity.	16 Hours
V	<b>Post Modern Thinkers – Jean Baudrillard</b> : Simulation Society, Simulation and Consumerism. <b>Michel Foucault</b> : Madness and Civilization, The order of Things. <b>Jean-Francois Lyotard</b> : Scientific Narratives, Impact of Post Modern Science on Humanities.	16 Hours
References	<ol style="list-style-type: none"> <li>1. <b>Doshi, S.L., <i>Modernity, Post Modernity and Neo-Sociological Theories</i>, Rawat Publications, New Delhi, 2006.</b></li> <li>2. <b>Craig Calhoun et.al (Ed), <i>Contemporary Sociological Theory</i>, Blackwell Publishing Oxford, UK, 2007.</b></li> <li>3. <b>Francis Abraham, M, <i>Modern Sociological Theories</i>, Oxford University Press, New Delhi, 1982.</b></li> <li>4. <b>Charles Lemert et.al (Ed), <i>Social Theory – The multicultural and Classic Readings</i>, Rawat Publications, New Delhi, 2004.</b></li> <li>5. <b>Nagla, B.K., <i>Indian Sociological Thought</i>, Rawat Publications, New Delhi, 2008.</b></li> <li>6. <b>E.C. Cuff, W.W. Sharrock and D.W. Francis, <i>Perspectives in Sociology</i>, Routledge, London, 2009.</b></li> <li>7. <b>Jonathan H. Turner, <i>The Structure of Sociological Theory</i>, Rawat Publications, New Delhi, 2007.</b></li> <li>8. <b>Lewis Coser, <i>Masters of Sociological Thought</i>, Rawat Publications, New Delhi, 2008..</b></li> <li>9. <b>Doshi, S.L. <i>Post Modern Perspectives on Indian Society</i>, Rawat Publications, New Delhi, 2008.</b></li> <li>10. <b>Yogendra Singh, <i>Ideology &amp; Theory in Indian Sociology</i>, Rawat Publications, New Delhi, 2005.</b></li> </ol>	
Course Outcomes	<b><i>After completion of the course, the students will able to.</i></b>	
CO1	Write the theoretical perspectives of functionalism with its premises and propositions.	
CO2	Explain the conflict theories with illustration and apply the same in the sociological research.	
CO3	Comprehend the nature of social exchange theories and link the same in their day to day research activities.	

CO4	Grasp the perspectives of modernity and utilize the same in the research arena.
CO5	Demonstrate the ideas of postmodernism in the course of research by understanding the ideologies.

<b>Course Code &amp; Title</b>	<b>18DMPSO03 (1)</b>	<b>Social Change and Development</b>	
Class	M.Phil. Sociology	Semester	I
Cognitive Level	K1,K2,K3,K4,K5		
Course Objectives	<ol style="list-style-type: none"> <li>1. To comprehend the basic concepts of social change and development.</li> <li>2. To throw light on various theories of social change and development.</li> <li>3. To enlighten the students on various facets of changes and developmental paths.</li> <li>4. To highlight the students on trends of change that takes place in the independent India.</li> <li>5. To orient the students regarding developmental activities that initiated during the recent days in India.</li> </ol>		
<b>UNIT</b>	<b>Content</b>	<b>No. of Hours</b>	
I	<b>Basic Concepts:</b> Concept, Forms and Factors of Social Change - Social Evolution, Social Progress and Social Transformation - Concept and Features of Development – Concepts of Under Development, Human Development, Economic Development, Social Development and Sustainable Development.	16	
II	<b>Theories of Social Change:</b> Linear (Spencer), Cyclical (Pareto), Fluctuation (Sorokin), Conflict Theory (Karl Marx). <b>Theories of Development:</b> Modernization, Centre-peripheri, World-systems, Unequal exchange.	16	
III	<b>Social Change in Contemporary India:</b> Trends and Processes of Social Change – Industrialization, Sanskritisation, Westernization, Modernization, Urbanization and Secularization. <b>Paths of Development:</b> Capitalist, Socialist and Mixed Economy.	16	
IV	<b>Independent India and Trends of Social Change:</b> Salient feature of Constitution of India – Community Development and Democratic Decentralization – Land Reforms – Constitutional Safeguards for Weaker Sections (SC, ST, OBC, Women, Differently abled and Children).	16	

V	<b>Indian Experience of Development:</b> Meaning of Planned Development – Overview of Objectives and Achievement of Five Year Plans – Green Revolution – Social Consequences of Economic Reforms – Globalization and Consequences – Social Implications of Info-tech Revolution – Social and Inclusive Policies – Development and Induced Displacement.	16
References	<ol style="list-style-type: none"> <li>1. Appadurai, Arjun. (1997). <i>Modernity at Large: Cultural Dimensions of Globalization</i>. New Delhi, Oxford University Press.</li> <li>2. Bernd, Hamns and Pandurang K. Mutagi. (1998). <i>Sustainable Development and Future of Cities</i>. Intermediate Technology Publication, UNSECO.</li> <li>3. Desai, A.R. (1985). <i>India's Path of Development</i>. Bombay, Popular Parkashan.</li> <li>4. Dube, S.C. (1988). <i>Modernization and Development: The Search for Alternative Paradigm</i>. New Delhi, Vistaar Publication.</li> <li>5. Gadgil, Madhav &amp; Ramachandra Guha. (1996). <i>Ecology and Equity: The use and Abuse of Nature in Contemporary India</i>, Oxford University Press, New Delhi.</li> <li>6. Satyanarayan, B. (1998). <i>Social Sciences and Planning for Sustainable Development</i>. Himalaya Publishing House, New Delhi.</li> <li>7. Chauhan, IS. (1998). <i>Environmental Degradation</i>, Rawat Publications, New Delhi.</li> <li>8. Singh, Yogendra. (1977). <i>Essays on Modernization in India</i>. New Delhi, Manohar Publications.</li> <li>9. Singh, Yogendra. (1993). <i>Social Change in India: Crisis and Resilience</i>. New Delhi, Har-Anand Publication.</li> <li>10. Singh, Yogendra. (2000). <i>Culture Change In India: Identity and Globalization</i>. New Delhi, Rawat.</li> </ol>	
Course Outcomes	On completion of the course, Students should be able to	
CO1	Remember the basic understandings of social change and development.	
CO2	Have in-depth knowledge on various theories of social change and development.	
CO3	Interpret the process of social change and paths of development.	
CO4	Understand the trends of social change in India.	
CO5	Appraise the experience of development of India.	

<b>Course Code &amp; Title</b>	<b>18DMPSO03 (2) Environmental Sociology</b>		
Class	M.Phil Sociology	Semester	I
Cognitive Level	K1,K2,K3,K4,K5		
Course Objectives	<ol style="list-style-type: none"> <li>1. To understand the basic information on environment and its relationship with society.</li> <li>2. To provide knowledge on basic concepts such as ecosystem, ecology, biodiversity, eco-feminism.</li> <li>3. To get awareness on environmental degradation and pollution.</li> <li>4. To discuss major environmental issues at present in the society.</li> <li>5. To give knowledge about various environmental movements and protection in India.</li> </ol>		

<b>UNIT</b>	<b>Content</b>	<b>No. of Hours</b>
I	<b>Introduction:</b> Meaning and Definitions – Nature and Scope – Origin and Development – Need for the study of Environment – Relationship between Environment and Society.	16
II	<b>Basic Concepts and Theoretical Parameters:</b> Environment – Ecosystem – Ecology – Biodiversity - Eco-feminism – Contributions of Dunlop and Cotton, Radhakamal Mukherjee, Ramachandra Guha.	16
III	<b>Environmental Degradation and Pollution:</b> Global Warming and Green House Effect – Ozone Depletion – Acid Rain – Deforestation – Causes, Impacts and Remedial Measures of Air, Water, Noise and Land Pollution.	16
IV	<b>Major Environmental Issues in India:</b> Issues and Debates of Genetically Modified Food - Sustainable Agriculture – Industrialization, urbanization and Environmental Problems – Population Growth and Environmental Problems – Environment and Human Health.	16

V	<b>Environmental Movements and Environmental Protection in India:</b> Chipko Movement – Narmada Bachao Andolan – Ganga Bachao Abhiyan – Constitutional Provisions and Environmental Laws in India – Environmental Education – Sustainable Development.	16
References	<ol style="list-style-type: none"> <li>1. John A.Hannigan. (1995). Environmental Sociology, Routege, London.</li> <li>2. Ramachandra Guha (Ed). (1994). Social Ecology, Oxford University Press, Mumbai.</li> <li>3. Agarwal, SK. (1997). Environmentl Issues and Themes, APH Publishing Corporation, New Delhi.</li> <li>4. Agarwal, SK. (2003). Environmental Scenario for 21<sup>st</sup> Century, APH Publishing Corporation, New Delhi.</li> <li>5. Gadgil, Madhav &amp; Ramachandra Guha. (1996). Ecology and Equity: The use and Abuse of Nature in Contemporary India, Oxford University Press, New Delhi.</li> <li>6. Satyanarayan, B. (1998). Social Sciences and Planning for Sustainable Development. Himalaya Publishing House, New Delhi.</li> <li>7. Chauhan, IS. (1998). Environmental Degradation, Rawat Publications, New Delhi.</li> <li>8. Pawar, SN and Patil RB. (1998). Sociology of Environment. Rawat Publications, New Delhi.</li> <li>9. Barry John. (2006). Environment and Social Theory, Routledge, London.</li> <li>10. Michael Redclift and Graham Woodgate. (2010). The International Handbook of Environmental Sociology, Edward Elgar Publshing, London.</li> </ol>	
Course Outcomes	On completion of the course, Students should be able to	
CO1	Gain basic understanding on environment and its viable relationship with society.	
CO2	Familiarize the concepts of ecosystem, ecology, biodiversity, and eco-feminism.	
CO3	Understand the responsiveness on environmental degradation and pollution.	
CO4	Have a holistic idea on the major environmental issues which caused by various factors.	
CO5	Explain the importance of various environmental movements in India.	



<b>Course Code &amp; Title</b>	<b>18DMPSO03 (3)</b>		<b>SOCIAL PROBLEMS IN INDIA</b>
Class	M.Phil. Sociology	Semester	I
Cognitive Level	K1,K2,K4		
Course Objectives	<ol style="list-style-type: none"> <li><b>1. To make the students to understand the various concept and approaches of social problems.</b></li> <li><b>2. To highlight the social issues those are embedded in structure of the society.</b></li> <li><b>3. To orient the students regarding social problems emanate from familial relationships.</b></li> <li><b>4. To discuss the development induced social problems.</b></li> <li><b>5. To shed a light on social problems which manifestation of disorganization.</b></li> </ol>		
<b>UNIT</b>	<b>Content</b>	<b>No. of Hours</b>	
I	<b>Unit – I: UNDERSTANDING SOCIAL PROBLEMS:</b> Meaning, Defintion, Characteristics, Causes and types of social problems – Approaches to social problems: Functional Approach (anomie, social pathology, deviant behaviour and social disorganization) Conflict Approach (Deprivation, exploitation, inequality, oppression)	16 Hours	
II	<b>Unit – II: STRUCTURAL :</b> poverty, casteism, regionalism, communalism, untouchability – The problem of population – Inequality of caste and gender – Rural poverty – unemployment – plight of agriculture in rural – Farmers suicide – conditions of marginalized in rural and urban	16 Hours	
III	<b>Unit – III: FAMILIAL:</b> Child marriage – Dowry - Gender inequality - Emergence of nuclear family - Dual role of women in family and working sector - Domestic violence and suicide – Patriarchal issues - plight of Elderly – Elderly abuse	16 Hours	
IV	<b>Unit – IV: DEVELOPMENTAL:</b> Regional disparities – Low women education – Inequal infrastructure facilities – Ecological degradation – Displacement and migration – Environmental pollution – urbanization issues – Media role in society – Role of consumerism	16 Hours	

V	<b>Unit – V: DISORGANIZATIONAL:</b> Crime and Delinquency – white collar crime – Alcoholism – Drug addiction – Terrorism – Child abuse – Effects of material culture – Role of westernization among individual – political corruption – Black money and government officials corruption.	16 Hours
References	<ol style="list-style-type: none"> <li>1. Jogan, Sankar. (ed.), <b>Social Problems and Welfare in India</b>, Ashish, New Delhi, 1992.</li> <li>2. Madan, G.R. <b>Indian Social Problems</b>, Vol. I and II, Allied, Bombay, 1973.</li> <li>3. Ahuja, Ram. <b>Social Problems in India</b>, Rawat, Jaipur, 2002.</li> <li>4. Jain, Prabha Shasi and Singh Mamta. <b>Violence Against Women</b>, Radha, New Delhi, 2001.</li> <li>5. Mishra, Girish and Pandey Brajkumar. <b>White-Collar Crimes</b>, Gyan, New Delhi, 1998.</li> <li>6. Ahmad, Siddique. <b>Criminology</b> (5<sup>th</sup> ed.), Eastern Book Company, New Delhi, 2005.</li> <li>7. Paranjape, N.P. <b>Criminology</b> (12<sup>th</sup> ed.), Central, Allahabad, 2005.</li> <li>8. Horton, Paul B and Leslie, Gerald R. <b>The Sociology of Social Problems</b> (Fifth ed.) Prentice - Hall, New Jersey, 1974.</li> <li>9. Weinberg, M.S., Rubington Earl Sue Kiefer Hammersmith. <b>The Solution of Social Problems - Five Perspectives</b>, (2<sup>nd</sup> Edition), Oxford University Press, New York, 1981.</li> <li>10. Robert K. Merton and Robert Nisbet, (ed.) <b>Contemporary social problems</b>, Harcourt Brace, New York. 1971.</li> <li>11. Elliot, Mabel A and Merrill, Francis E., <b>Social Disorganization</b>, Harper and Brothers, New York, 1950</li> </ol>	
Course Outcomes	<b>After completion of the course, the students will able to</b>	
CO1	<b>Remember the basic knowledge in the field of Social Problems.</b>	
CO2	<b>Interpret the social problems which are connected to the social structure of the given territory.</b>	
CO3	<b>Analyze the social problems which are rooted in familial setup.</b>	
CO4	<b>Examine the linkage between developmental initiatives and social problems.</b>	
CO5	<b>Categorize disorganization issues.</b>	

<b>Course Code &amp; Title</b>	<b>18DMPSO03 (4) Sociology of Marginalized Communities</b>		
Class	M.Phil. Sociology	Semester	I
Cognitive Level	K1,K2,K3, K4		
Course Objectives	<ol style="list-style-type: none"> <li><b>1. To enlighten the students on marginalization and its process.</b></li> <li><b>2. To throw a light on various perspectives of Marginalization.</b></li> <li><b>3. To introduce the various marginalized groups' problems.</b></li> <li><b>4. To give a glimpse on constitutional measures to these deprived sections..</b></li> <li><b>5. To highlight various new marginalized groups.</b></li> </ol>		
<b>UNIT</b>	<b>Content</b>	<b>No. of Hours</b>	
I	<b>UNIT – I : Introduction:</b> Meaning and definitions of Marginalization Nature, Scope and Importance of the Study of Marginalization. Causes and consequences of marginalization. Poverty, Relative deprivation, Exploitation, Discrimination, Backwardness, and Inequality	16 Hours	
II	<b>UNIT – II : Perspectives on Marginalization:</b> Role of Ideology in Marginalization. Subaltern perspective - Views of Phule, Periyar and Ambedkar Human rights perspective.	16 Hours	
III	<b>UNIT – III: Marginalized Groups in India:</b> Schedule Castes and Scheduled Tribes Minorities: Muslims, Christians, Parsees Women, Aged, widows, widowers, separated and divorced.	16 Hours	
IV	<b>UNIT – IV: Marginalization and assenting actions:</b> Constitutional Provisions b. Governmental Policies and Programmes Role of N.G.Os, CBOs, Voluntary Organizations.	16 Hours	

V	<b>UNIT – V: Emerging Marginalized Groups: LGBT:</b> Lesbians, Gay, Bi-sexual and Transgender. Displaced by development projects. Refugees and Environmental Refugees. Problems and issues related to resettlement.	16 Hours
References	<ol style="list-style-type: none"> <li>1. Ahuja, Ram Indian Social System, Rawat, Jaipur, 1993/2002.</li> <li>2. Beteille, Andre Backward classes and the new social order, Oxford, Delhi, 1981.</li> <li>3. Beteille, Andre The Backward Classes in Contemporary India, Oxford, Delhi, 1992 56</li> <li>4. Charsley, S.R. and G.K. Karanth (Eds.) Challenging Untouchability, Sage, Delhi , 1998</li> <li>5. Chaudhuri, S.N. Changing Status of depressed castes in contemporary India Daya Publishing House, Delhi, 1988.</li> <li>6. Gore, M.S. The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar, Sage, New Delhi, 1993.</li> <li>7. Gupta, Dipankar, Social Stratification, Oxford University Press, New Delhi, 1991.</li> <li>8. Jogdand, P.G., New Economic Policy and Dalits (Jaipur : Rawat) 2000</li> <li>9. Jogdand P.G., Dalit Movement in Maharashtra, Kanak Publications, New Delhi, 1991.</li> <li>10. Mane Suresh Glimpses of Socio-Cultural Revolts in India, Samrudh Bharat Mumbai, 2006.</li> </ol>	
Course Outcomes	<b><i>After completion of the course, the students will able to</i></b>	
CO1	<b><i>Recollect the basic understandings in Marginalization.</i></b>	
CO2	<b><i>Categorize the various perspectives of Marginalization.</i></b>	
CO3	<b><i>Have in-depth knowledge about marginalized groups of India.</i></b>	
CO4	<b><i>Appraise the constitutional measures meant for marginalized section.</i></b>	
CO5	<b><i>Develop an understanding on emerging new marginalized groups.</i></b>	

<b>Course Code &amp; Title</b>	<b>18DMPSO03 (5) Social Gerontology</b>		
Class	M.Phil Sociology	Semester	I
Cognitive Level	K1,K2,K3,K4,K5		
Course Objectives	<ol style="list-style-type: none"> <li>1. To achieve the realistic knowledge about social gerontology with its different dimension and approaches</li> <li>2. To learn the knowledge of ageing with its multiple aspects in social institutions as well as cultural point of view.</li> <li>3. To study the various types of theories related with ageing</li> <li>4. To bring out the understanding of ageing problems in the aspects of rural, urban, within family, health care supports as well as socio-economic stages.</li> <li>5. To study the various welfare programmes that supports the promotion of socio-economic, health as well as dignity of elderly through legal provisions.</li> </ol>		

<b>UNIT</b>	<b>Content</b>	<b>No. of Hours</b>
I	<b>UNIT I: Introduction:</b> Meaning of Social Gerontology – difference between Gerontology and Social Gerontology – Aged in India – Role of the family in protecting aged – role of aged in socialization processes – Indian value system in providing care to the aged – Classification of aged population.	16
II	<b>UNIT II: Ageing:</b> Concept of Ageing, Demographic Profile of the Elderly, Globalization and Ageing, Myths and Assumptions about Ageing, Factors affecting the population ageing – decline in fertility and mortality - increasing life expectancy; reducing family sizes.	16
III	<b>UNIT III: Theories on Elderly:</b> Theories of ageing – Life cycle theory – Erikson, Buhler - Social theories: Role theory, Activity Theory, Disengagement Theory. Indian Theory of Ashrama Dharmas	16
IV	<b>UNIT IV: Issues of the aged:</b> Gender dimensions of ageing, rural, urban perspectives, Healthcare support and caregivers, Old Age Homes, Socio-Economic and Health problems, elder abuse, living arrangements and adjustment problems in the family.	16

V	<b>UNIT V: Policies and schemes for elders:</b> National Policy on Older Persons (NPOP) - National Council of Older Persons (NCOP) – Integrated Programme for Older Persons (IPOP) - National Old age Pension Scheme (NOAP) - Old Age Social and Income Security (OASIS) - National Initiative on Care for Elderly (NICE) - The Maintenance and Welfare of Parents and Senior Citizens Act, 2007 – Constitutional provisions and legal provisions for Old age people in India – Role of NGO’s and Institutional care.	16
References	<ol style="list-style-type: none"> <li>1. Alfred de Souza and Walter Fernandes (ed). 1982. Ageing in South Asia : Theoretical Issues and Policy Implications, New Delhi, Indian Social Institute.</li> <li>2. Atechley. 1972. Social Process in Later life. Belmont California, Wadsworth.</li> <li>3. Bhatla, P. C. 2000. (ed.); Lecture-Series in Geriatrics, New Delhi : National Institute of Primary Health. Biswas,</li> <li>4. S. K. 1987. (ed.) Ageing in Contemporary India Calcutta : Indian Anthropological Society. Bond John Coleman Peter and Sheila Peace.1993. An Introduction to Social Gerontology. Sage Publications, New Delhi.</li> <li>5. Bond, Lynne (ed). 1994. Ageing in Society: An Introduction to Social Gerontology 2nd edition, London, Sage. Borgalta. E F. 1980. Ageing and Society. Sage Publications, New Delhi.</li> <li>6. Chen, Martha. 1998. Widows in India, New Delhi, Sage. Chowdhary,</li> <li>7. S. K. (ed). 1992. Problems of the Aged and of Old Age Homes, Bombay, Akshar Prathi Roop Ltd.</li> <li>8. Cox. 1984. Later Life: The Realities of Ageing. Prentice Hall. Inc. New Jersey. Dhillon, P. K. 1992. Psycho-Social Aspects of Ageing in India, New Delhi : Concept Publishing Company.</li> <li>9. Indira Jai Prakash (ed). 1991. Quality Ageing: Collected Papers, Varanasi, Association of Gerontology.</li> <li>10. Kumar S. Vijaya. 1991. Family Life and Socio-Economic Problems of the Aged, New Delhi : Ashish Publishing House.</li> <li>11. Kumudini, Dandekar. 1996. The Elderly in India, New Delhi, Sage. Marshall.V.W. 1986. Later Life : The Social Psychology of Ageing.</li> <li>12. Mishra. S. 1987. Social Adjustment in Old Ages. B.R. Publishers, New Delhi.</li> <li>13. Sati P. N. 1987. Needs and the Problems of the Aged; Udaipur : Himanshu Publishers.</li> <li>14. Sharma.M.L. and T.M. Dak. 1987. Ageing in India, Ajantha Publications New Delhi.</li> <li>15. Soodan K. S. 1975. Ageing in India; Calcutta : T. K. Mukherjee Minerva Association (Pvt.) Ltd.</li> </ol>	

Course Outcomes	On completion, the course, Students should be able to
CO1	Define the social gerontology with its nature and able to evaluate the role of aged in different situation of social system in the day to day life.
CO2	Identify the demographic causes of ageing problems and analyze how the non-demographic factors that determines the population ageing
CO3	Utilize knowledge to indicate the different types of ageing theories and will be able to classify of causes of its emergence
CO4	Examine the various dimensions of rural and urban perspective related with ageing as well as will be able to evaluate the role of different care givers of ageing including family relation.
CO5	Analyze role of different social welfare programme that promotes the wellbeing of elderly and bring a chance to the students to create a new innovative ideas to rehabilitate the suffering elderly.

<b>Course Code &amp; Title</b>	<b>18DMPSO03 (6) SOCIOLOGY OF HEALTH</b>		
Class	M.Phil. Sociology	Semester	I
Cognitive Level	K1,K2,K3,K4,K5		
Course Objectives	<ol style="list-style-type: none"> <li>1. To address the concept of health with its nature, scope, dimensions and different determinants with various social medicine systems.</li> <li>2. Students will learn the concept of social epidemiology with different types of communicable and non-communicable diseases and able to attain the knowledge how the life style diseases have been emerged in our day to day life.</li> <li>3. Explain the role of hospital and its function to health development and how it is related to bring the changing value of individual health with the support of different medicine methods.</li> <li>4. Understand the sick role of the patients with its impact allied with occupational and community health.</li> <li>5. To understand the role of different health services of the government and its impact on health promotion as well as the role of social taboos in the health beliefs.</li> </ol>		

<b>UNIT</b>	<b>Content</b>	<b>No. of Hours</b>
I	Concept of Health – Meaning – Definition - Nature and Scope of Sociology of Health – Determinants of health: Physical, Economic and Social. Dimensions of Health - Class and Health inequalities – Gender and Health - Illness and Disease – Origin and development of medicine - Social Medicine and its classes: Siddha - Ayurveda – Unani – Acupuncture.	16
II	Social epidemiology – Epidemiology of diseases – Characteristics of diseases - Communicable diseases: Cholera, Malaria, AIDS, Yellow fever, Tuberculosis, Rubella, Rabies – Non-communicable diseases: Parkinsons diseases, Alzheimers disease, Breast cancer - Life style diseases - Distribution and emergence of new diseases: Ebola and Marburg hemorrhagic fevers, human monkeypox, bovine spongiform encephalopathy, severe acute respiratory syndrome (SARS) )	16
III	Hospital as social organization – Functions of Hospitals – Doctors as provider of Health care – Role of Nurses – Interpersonal relationship in Hospital Settings – Treatment and rehabilitation measures – Role of Primitive and Folk Medicine in hospital settings – supremacy of Allopathic methods in hospital settings – Role of Government hospitals in curing diseases	16
IV	Patient role or Sick role – Impact of Illness role in society – Occupational Health – Community health – Patient as a consumer health care – Role of government and private Health insurance policies for Patients – Role of Health Tourism	16
V	Health Service in India; History of Public Health in India – Health delivery system in India; Primary health centres, sub-centres and Government Hospitals. Factors influencing community health and nutrition - Socio-economic perspectives of Malnutrition – social Taboos - The <b>Pradhan Mantri Swasthya Suraksha Yojana (PMSSY) - Integrated Child Development Service - Ayushman Bharat</b>	16



	health scheme	
References	<ol style="list-style-type: none"> <li>1. Albert, Gary L. and Fitzpatrick.R. (1994),<i>Quality of life in Health care: Advances in Medical Sociology</i>, Mumbai: Jai Press.</li> <li>2. Anne – Marie Barry and Chris Yuill (2002), <i>Understanding Health – A Sociological Introduction</i>, New Delhi: Sage Publications.</li> <li>3. Bloom,S.W. (1963), <i>The Doctor and His Patient</i>, New York: Free Press.</li> <li>4. Banks, Leslia A. ‘<i>Social Aspects of Disclosure</i>’</li> <li>5. Cockarham, William C. <i>Medical Sociology</i>, Prentice Hall Inc., U.S.A., 1978.</li> <li>6. Conrad, Peter et. al., <i>Handbook of Medical Sociology</i>, McGraw Hill, New York,. 1994.</li> <li>7. Dingwal, Robert (1976), <i>Aspects of Illness</i>, London, Martin Press</li> <li>8. Dutt, P.K. (1965), <i>Rural Health Services</i>, New Delhi: DGHS</li> <li>9. Hasan,K. (1967), <i>The Cultural Frontiers of Health in Village India</i>, Bombay: Mankatlas</li> <li>10. Park,K. (2000). <i>Text book of Preventive and Social Medicine</i> Jabalpur, M/S. Banarsidas Bhanot Publishers</li> <li>11.Rajiv Misha, Rachel Chatterjee and Sujatha Rao (2003), <i>Indian Health Report</i>, New Delhi: Oxford University Press</li> <li>12.Rameshwaram, G. (1989) <i>Medical and Health Administration in Rural India</i>, New Delhi, Asia Publishing House.</li> </ol>	
Course Outcomes	On completion, the course, Students should be able to	
<b>CO1</b>	Define health and its determinants and able to describe how health and gender are socially constructed by reading and they also able to how the categories of medicines have established.	
<b>CO2</b>	Apply the knowledge of social epidemiology in connection with the communicable and non-communicable diseases and they will be able to overcome from their life style health crisis by applying the same in their day to day life.	
<b>CO3</b>	Explain the important role of medical personnel in hospital settings and also able to discuss the role of different medicine system which supported the curing of diseases. The relationship between the government hospital and their effective curing of diseases also to be reviewed by the students.	

<b>C04</b>	Analyze and appraise how the sick roles of the patients have been treated by the public and also the role of community, occupational health. They will also able to investigate the role of insurance companies for the welfare of the patients.
<b>C05</b>	Able to reveal the importance of the functions public health system and also will be able to analyze how the socio-economic factors influencing the health of individuals. Will be able to appraise the different health schemes of the governments

<b>Course Code &amp; Title</b>	<b>18DMPSO03 (7) RURAL AND URBAN SOCIOLOGY</b>		
Class	M.Phil Sociology	Semester	I
Cognitive Level	K1,K2,K3,K4,K5		
Course Objectives	<ol style="list-style-type: none"> <li>1. To provide the basic knowledge on the concepts of rural and urban sociology.</li> <li>2. To make them understand the impact of modernization on rural agrarian structure.</li> <li>3. To provide a exposure to the role of 73<sup>rd</sup> amendments in the rural development.</li> <li>4. To familiarize various schools of thoughts on urban sociology.</li> <li>5. To give knowledge about urbanization and its consequences on Indian society.</li> </ol>		

<b>UNIT</b>	<b>Content</b>	<b>No. of Hours</b>
I	<b>Rural Sociology and Rural Institutions:</b> Rural sociology-nature, scope, significance-characteristics of rural society-rural, urban difference/relations-rurbanism-peasant society-class differences within peasantry in Indian context. Rural Social Institutions: Family-joint family-structure-functions-change-caste-rural religion, beliefs and rituals.	16
II	<b>Land Issues and Impact on Rural Society:</b> Peasant economy-land ownership and its types-mode of production-agrarian relations agrarian class structure-peasant movements. Land Issues: Development and displacement-modernization of agriculture-technological transformation in agriculture. Globalisation and its impact on Village - Mass media of Communication and its impact on Rural Society.	16
III	<b>Panchayat Raj and Rural Reconstruction:</b> Panchayat Raj and Rural Development: PRIs before and after 73 <sup>rd</sup> amendments-rural development programs, wage employment and income generation programmes-Trends and change in rural society. Approaches to Study of Rural Society; Rural sociology a guide to rural reconstructions.	16

IV	<b>Urban Sociology, Theories of Urban Sociology and Typology of Cities:</b> Understanding Urban Sociology, Origin and Development of Urban Sociology. Urban Theory –An overview; Simmel, Louis Wirth; Chicago school, Concentric zone theory, Sector theory and Multiple Nuclei theory. Cities: Origin and the Growth of cities in the west and the third world; Typology of Cities: Pre-modern, Modern and Post-modern - City and Globalization.	16
V	<b>Urbanization and Urban Governance:</b> Urbanization in India: History and Processes - Urban Trends in India: Culture of the shopping mall, e-governance services, Types of crime - Migration: Causes, Consequences and Reflections - Rural-Urban transition: i) Marginalized groups in urban societies; ii) Suburbs and Metropolis; Urban Fringe and Urban Hinterland; iii) Urban Agglomeration -Urban Governance and Urban Planning.	16
References	<ol style="list-style-type: none"> <li>1. Chitambar J.P (2004), Introductory Rural Sociology, Tata And Mcgraw Hills, New Delhi, (B.T.B)</li> <li>2. Desai A.R, (1977),Rural Sociology In India, Popular Prakashan, Bombay.</li> <li>3. Dhanagare D.N, (1988), Peasant Movements In India, OUP, New Delhi.</li> <li>4. Doshi.S.L.(2003), Rural Sociology, Rawat Publishers, New Delhi.</li> <li>5. Mencher.J.P.(1982), Agriculture And Social Structure In Tamil Nadu, OUP.</li> <li>6. Quinn, James A. Urban Sociology. Indian Reprinted. New Delhi: Euraha publishing House, 1967.</li> <li>7. Desai A R and Pillai SD(ed) 1970 Slums and Urbanization, Popular Prakashan, Bombay</li> <li>8. Morries, R.S. Urban Sociology. London: George Allen and Unwin, 1973.</li> <li>9. Qullin worth, J.B. Problems of Urban Society. Vols.I&amp; II. London: George Allen and unwin, 1973.</li> <li>10. Bharadwaj, R.K. Urban Development in India: National publishing House, 1974.</li> <li>11. Bose, Ashish. Urbanization in India. New Delhi: Academic Books,1978.</li> <li>12. Abrahamson, Mark. Urban Sociology, London: prentice- Hall International, 1979.</li> </ol>	
Course Outcomes	On completion of the course, Students should be able to	
CO1	Understand the functioning of rural and urban society in India.	
CO2	Sensitize on the development and displacement of agrarian	

	society in India.
CO3	Examine the various rural development programmes in India.
CO4	Acquire the skills to understand the nuances of sociological theories for urban society.
CO5	Examine the changes occurred due to rural to urban transistion.

<b>Course Code &amp; Title</b>	<b>18DMPSO03 (8) SOCIOLOGY OF SUBALTERN STUDIES</b>		
Class	M.Phil. Sociology	Semester	I
Cognitive Level	K1,K2,K3,K4,K5		
Course Objectives	<ol style="list-style-type: none"> <li>1. To inculcate the basic knowledge on social exclusion and inclusion.</li> <li>2. To comprehend the various policies for inclusion of marginalized groups in India.</li> <li>3. To familiarize on the views of different social thinkers on subaltern perspective.</li> <li>4. To provide basic understanding on various approaches to understand marginalized groups in Indian society.</li> <li>5. To delineate the subaltern studies have done on Indian society by different social thinkers.</li> </ol>		

<b>UNIT</b>	<b>Content</b>	<b>No. of Hours</b>
I	<b>Understanding Social Exclusion:</b> Meaning, Exclusion-Inclusion Perspective; Marginalized Groups—Scheduled Castes, Scheduled Tribes, Minorities, Women and other Social Isolates.	16
II	<b>Affirmative Action:</b> Inclusive Policies for Scheduled Caste, Scheduled Tribes, Other Backward Classes; Welfare of Religious Minorities and Women.	16
III	<b>Discourse on subaltern perspectives:</b> Subaltern (B.R. Ambedkar, David Hardiman) Subaltern perspective - Views of Phule, Periyar and Ambedkar	16
IV	<b>Approaches to Understanding Indian Society:</b> Exclusion, Inequality, Humiliation, Hegemony, Alienation, Discrimination, Social Structure and Exclusion, Freedom	16
V	<b>Subaltern Studies</b> - Ranajit Guha - Sumit Sarkar - Dipesh Chakravarty – Partha Chatterjee – Gyanendra Pandey - Gayathri Chakravorty Spivak- Critique of Subaltern Studies.	16
References	<ol style="list-style-type: none"> <li>1. Ambedkar, B.R.: The Untouchable Who Were They and Why They Became Untouchable,: Amrit Book, Delhi: (1949).</li> <li>2. Ambedkar, B.R. - His relevance today, J.S. Narayan Rao, Gyan Publishing House, New Delhi, 1984.</li> <li>3. David Arnold and David Hardiman (Ed.), 1994 Essays in Honour of Ranajit Guha, Subaltern Studies, Volume VIII Oxford University Press</li> <li>4. David Arnold, Ranajit Guha, and David Hardiman, 1999).</li> </ol>	

	<p>Subaltern studies: Essays in Honour of Ranajit Guha, Oxford University Press.</p> <ol style="list-style-type: none"> <li>5. David E. Ludden, 2003. Reading Subaltern Studies: Critical History, Contested Meaning, and the Globalisation of South Asia, Orient Blackswan.</li> <li>6. Gautam Bhadra, Gyan Prakash and Susie Tharu (Eds) 1999 Writings on South Asian History and Society, Subaltern Studies, Volume X Oxford University Press</li> <li>7. Partha Chatterjee and Gyanendra Pandey (Ed.), 1992 Writings on South Asian History and Society, Subaltern Studies, Volume VII Oxford University Press</li> <li>8. Partha Chatterjee and Pradeep Jeganathan (Ed) 2000 Community Gender and Violence (Subaltern Studies XI), Ravi Dayal Publisher</li> <li>9. Perspective on Social Exclusion and Inclusive Policy, S.K. Thorat and Narendra Kumar, OUP, 2008</li> <li>10. Ranajit Guha, 1997). Dominance without Hegemony: History and Power in Colonial India, Harvard University Press.</li> <li>11. Ranajit Guha, 1997. A Subaltern Studies Reader, 1986-1995, University of Minnesota Press.</li> <li>12. Ranajit Guha, 2002. History at the Limit of World-history, Columbia University Press.</li> <li>13. Shahid Amin and Dipesch Chakarabarty (Ed.) 1996 Writings on South Asian History and Society, Subaltern Studies, Volume IX Oxford University Press</li> <li>14. Shail Mayaram, M.S.S. Pandey and Ajay Skaria (Ed.) 2005 Muslims Dalits and the fabrications of history, Subaltern Studies XII, Ravi Dayal Publisher</li> <li>15. The Untouchable- Subordination, Poverty and the State in Modern India, Oliver Mendelshon and Marika Vicziany, Cambridge.</li> <li>16. Thus Spoke Ambedkar, Ed. by Bhagwan Das, Volume I, Dalit Today Prakashan, Lucknow.</li> </ol>
Course Outcomes	On completion, the course, Students should be able to
CO1	Identify with the various marginalized groups in India.
CO2	Evaluate the affirmative actions to mainstream the marginalized society.
CO3	Examine the different theoretical perspectives on marginalized groups.
CO4	Acquire the skills to understand the various approaches of marginalized groups.
CO5	Recognize the significance of subaltern studies on Indian society.

<b>Course Code &amp; Title</b>	<b>18DMPSO03 (9) GENDER AND SOCIETY</b>		
Class	M.Phil Sociology	Semester	I
Cognitive Level	K1,K2,K3,K4,K5		
Course Objectives	<ol style="list-style-type: none"> <li>1. To understand the fundamental concepts of gender.</li> <li>2. To present the importance of gender role divisions in family system.</li> <li>3. To examine the causes and consequences of violence against women in Indian society.</li> <li>4. To know the various programmes and constitutional provisions for women empowerment.</li> <li>5. To explicate the status and role of women in entrepreneurship.</li> </ol>		

<b>UNIT</b>	<b>Content</b>	<b>No. of Hours</b>
I	<b>Introduction:</b> Basic concept of Gender - Difference between Sex and Gender - Social construction of Gender - Gender Socialization - Gender discrimination - Gender Stereotyping. Feminism, Theory of Feminism: Social, Liberal, Marxist, Radical, Ecological, Post-Modern, Queer Theory - Emergence of women Studies in India.	16
II	<b>Women in Family and Society:</b> Gender Role Divisions in Family - Unrecognized Women's Role in family - Dual Role Burden: Family and Working place - Role Conflict and Coping Mechanisms. Gender and Health: Reproductive Health – Female Infanticide - Gender and Parenting Roles - Female headed Household - Single Parenthood.	16
III	<b>Violence against Women:</b> Society: Caste, Class and Religion patterns of violence against women, Status of Widowhood, Prostitution. Family: Child Marriage, Rape, Dowry, Domestic violence. Atrocities faced by Dalit women and Tribal women. Marginalization: Minority women, Physically challenged women, Elderly women. Media: Media Violence against women, Portrait of Women in Media.	16



IV	<b>Women and Empowerment:</b> Women Education – Current Women status in India - Women’s Movements in India - Constitutional Provision for Women Empowerment: 73 <sup>rd</sup> and 74 <sup>th</sup> Constitutional Amendments - Policies and Programmes for Women’s Development - The impact of <b>LGPs</b> on Women Development - Women Empowerment through self help groups and NGO’s - Economic Development through women.	16
V	<b>Women Entrepreneurs:</b> Status of Women Entrepreneurs in India - Motivating Factors - Internal and External barriers - Role conflict in work place and Work perception - Case Studies of Successful Women Entrepreneurs: Lijjat Papad (SMGULP), Shahnaz Hussain, Kiran Mazumdar Shaw, Indra Nooyi.	16
References	<ol style="list-style-type: none"> <li>1. Maccoby, E and Jacklin, C.1975. <b>The psychology of Sex differences</b>, Stanford: Stanford University Press.</li> <li>2. Mocormark,C and M.Strathern.1980. <b>Nature, Culture and Gender</b>, Cambridge: Cambridge University Press.</li> <li>3. Sharmila Rege (ed), 2003. <b>Sociology of Gender</b>, Sage publications, London.</li> <li>4. Bhasin, Kamala. 2000. <b>Understanding Gender</b>. New Delhi: Kali for Women.</li> <li>5. Oakley, A. 1972. <b>Sex, Gender and Society</b>, New York: Harper and Row.</li> <li>6. Ramu, G.N. 1989. <b>Women, Work and Marriage in Urban India</b>. New Delhi: Sage Publications.</li> <li>7. Ghadially, R. (ed), 1988. <b>Women in Indian Society</b>, New Delhi: Sage,.</li> <li>8. Barua, Nayan and Borkakoty, Aparajeeta, 2005. <b>Women Entrepreneurship</b>, APH Pub. Corp., New Delhi.</li> <li>9. Opportunities for Women Entrepreneurship (with Project Profiles), National Institute of Industrial Research, Delhi, 2005.</li> <li>10. Bamshali, S. G, 1987. <b>Entrepreneurship Development</b>, Himalayan Publishing House, New Delhi.</li> <li>11. Gupta, C. B., 1992. <b>Entrepreneurial Development</b>, Sultan Chand and Sons, New Delhi.</li> <li>12. Fox, Mary Frank, Johnson, Deborah G. and Rosser, Sue V, (eds.), 2006. <b>Women, Gender and Technology</b>, University of Illinois.</li> <li>13. Tharu, Susie &amp; Niranjana, Tejaswini. 2004. <b>‘Problems for a contemporary theory of gender. In Feminism in India’</b>. Maitrayee Chaudhuri (Ed.). Kali for Women New Delhi. pp. 259-270.</li> <li>14. Vanitha, Ruth. 1996. <b>‘Thinking beyond Gender in India’</b>. In Seminar, No. 446, pp. 68-71.</li> </ol>	

	<p>15. John, E Mary. 2004. <b>Gender and Development in India, 1970-90's: some reflections on the constitutive role of context'</b> (ed.) Chaudhuri, Maitrayee. Feminism in India, New Delhi: Kali for women.</p> <p>16. Thorne, B.1994. <b>Gender Play: Girls and Boys in School</b> .Brunswick, WJ:Rutgers University Press</p> <p>17. Sumi Krishna, 2004. <b>Livelihood and Gender Equity in community resource Management</b>, Sage Publications, India Pvt.Ltd. New Delhi.</p> <p>18. Batra, G.S. and Dangwal, R.C. (eds), 2004. <b>Globalization and Liberalization: New Development</b>, Deep &amp; Deep, New Delhi.</p> <p>19. Boserup, E. 1970. <b>Women's Role in Economic Development</b>, St. Martin Press, New York, U.S.A.</p>
Course Outcomes	On completion of the course, Students should be able to
CO1	Able to differentiate the gender base on socially constructed roles.
CO2	Able to understand the significance of women in family and society.
CO3	Ability to comprehend the magnitude of violence against women in different sections of society.
CO4	Able to realize the effectiveness of programmes and policies for women empowerment.
CO5	Capable of understanding the importance of women in entrepreneurship

<b>Course Code &amp; Title</b>	<b>18DMPSO03 (10) INDUSTRIAL SOCIOLOGY</b>		
Class	M.Phil. Sociology	Semester	I
Cognitive Level	K1,K2,K3,K4,K5		
Course Objectives	<ol style="list-style-type: none"> <li>1. To comprehend the evolution of industry and industrial revolution.</li> <li>2. To provide Exposure to the better understanding on structure of industrial organization.</li> <li>3. To impart the knowledge on Industrial Society in the Classical Sociological Tradition.</li> <li>4. To gain knowledge of the different ways of industrial dispute settlements.</li> <li>5. To inculcate the causes and consequences of industrialization in different segments of society.</li> </ol>		

UNIT	Content	No. of Hours
I	<b>Industry and Industrial Sociology:</b> Meaning, Rise and Development of Industry – Causes and Consequences of Industrial Revolution – Definition, Nature and Scope of Industrial Sociology – Relationship of Industrial Sociology with Industrial Psychology and Industrial Economics. Human resource management – Motivation	16
II	<b>Organization:</b> Meaning – Characteristics, Types and Functions of Organizations. Industry as a Social System and System of Production – Structure of Industrial Organization: Formal and Informal – Line and Staff organization. Theories of Organization; Contingency Theory - Mechanistic and Organic Organizations, Resources Dependence Theory, Population Ecology, Institutional Theory.	16
III	<b>Industrial Society in the Classical Sociological Tradition:</b> Division of Labour – Power and Authority-Bureaucracy – Rationality – Alienation – Discipline – Leadership and Morale. Post modern society.	16
IV	<b>Industrial Relations:</b> Definitions and main aspects. Industrial Disputes - Disputes Settlement: Conciliation – Adjudication – Arbitration, Collective bargaining. Trade Union: Characteristics and Functions of Trade Union. Trade Union Movement in India.	16

V	<b>Industry and Society:</b> Impact of Industrialization on Family – Impact of Industry on Society – Technology and Industrial Relations – Human relations in Industry and India’s Industrial Policies since Independence.	16
References	<ol style="list-style-type: none"> <li>1. Gisbert, Pauscal. Fundamentals of Industrial Sociology. Mumbai, Tata McGraw Hill, 1979.</li> <li>2. Spaulding, Charles, B. An Introduction to Industrial Sociology, Mumbai, Taraporawala Sons &amp; Co., 1970.</li> <li>3. Sharma, B.R. The Indian Industrial Workers, New Delhi, Vikas Publishing House, 1974.</li> <li>4. Champion, J.D. The Sociology of Organization, New Delhi, McGraw Hill, 1975.</li> <li>5. Schenider, Eugene, V. Industrial Sociology: The Social Relations of Industry and the Community. Mumbai, Mcgraw Hill, Inc, 1971.</li> <li>6. Giri, V.V. Labour Problems in Industry (ed.). Mumbai, Asia, 1972.</li> <li>7. Copper, B. M. and Barter, A.F. Industrial Relations. London, Heineman, 1979.</li> <li>8. Monappa, Arun. Industrial Relations. New Delhi, Tata Mcgraw-Hill Publishing Company Ltd., 1985.</li> <li>9. Mukhi. H.R. Industrial Sociology. New Delhi, R.B. Publications, 1985.</li> <li>10. Sinha, P.R.N. Industrial Relations, Trade Unions, and Labour Legislation. Dorling Kindersley (India) Pvt. Ltd., 2006.</li> <li>11. Mary Jo Hatch. Organization Theory, Modern, Symbolic and Postmodern Perspectives. Oxford University Press, 1997.</li> </ol>	
Course Outcomes	On completion of the course, Students should be able to	
CO1	Understand the history and progress of industrial revolution.	
CO2	Analyze the organizational structure with the suitable theories.	
CO3	Grasp the various aspects of industrial society in different perspectives.	
CO4	Capable of examine the industrial dispute and provide corrective measures.	
CO5	Get sensitization on the impact of industrialization in various social institutions.	