

  
**Annamalai University**  
(Accredited with 'A' Grade by NAAC)

**M.A. SOCIOLOGY  
FIVE YEAR PG PROGRAMME**

**Regulations & Curriculum  
2019-2020**

**Department of Sociology and Social Work**

**REGULATIONS FOR THE FIVE-YEAR INTEGRATED POST GRADUATE PROGRAMMES  
UNDER CHOICE BASED CREDIT SYSTEM (CBCS).**

These Regulations are common to all the students admitted to the Five-Year Integrated Master's Programmes in the Faculties of Arts, Science, Languages, Marine Sciences, and Education from the academic year 2019-2020 onwards.

**1. Definitions and Nomenclature**

- 1.1 University** refers to Annamalai University.
- 1.2 Department** means any of the academic departments and academic centres at the University.
- 1.3 Discipline** refers to the specialization or branch of knowledge taught and researched in higher education. For example, Botany is a discipline in the Natural Sciences, while Economics is a discipline in Social Sciences.
- 1.4 Programme** encompasses the combination of courses and/or requirements leading to a Degree. For example, M.A., M.Sc.
- 1.5 Course** is an individual subject in a programme. Each course may consist of Lectures/Tutorials/Laboratory work/Seminar/Project work/Experiential learning/ Report writing/viva-voce etc. Each course has a course title and is identified by a course code.
- 1.6 Curriculum** encompasses the totality of student experiences that occur during the educational process.
- 1.7 Syllabus** is an academic document that contains complete information about an academic programme and defines responsibilities and outcomes. This includes course information, course objectives, policies, evaluation, grading, learning resources and course calendar.
- 1.8 Academic Year** refers to the annual period of sessions of the University that comprises two consecutive semesters.
- 1.9 Semester** is a half-year term that lasts for a minimum of 90 working days. Each academic year is divided into two semesters.
- 1.10 Choice Based Credit System** A mode of learning in higher education that enables a student to have the freedom to select his/her own choice of elective courses across various disciplines for completing the Degree programme.
- 1.11 Core Course** is mandatory and an essential requirement to qualify for the Degree.
- 1.12 Elective Course** is a course that a student can choose from a range of alternatives.
- 1.13 Value Added Courses** are optional courses that complement the students' knowledge and skills and enhance their employability.
- 1.14 Experiential Learning** is a process of learning through experience. It is specifically defined as "learning through reflection on doing".
- 1.15 Extension activities** are the activities that provide a link between the University and the community such as lab-to-land, literacy, population education, and health awareness programmes. These are integrated within the curricula with a view to sensitise the students about Institutional Social Responsibility (ISR).

- 1.16 Credit** refers to the quantum of course work in terms of the number of class hours in a semester required for a programme. The credit value reflects the content and duration of a particular course in the curriculum.
- 1.17 Credit Hour** refers to the number of class hours per week required for a course in a semester. It is used to calculate the credit value of a particular course.
- 1.18 Programme Outcomes (POs)** are statements that describe crucial and essential knowledge, skills, and attitudes that students are expected to achieve and can reliably manifest at the end of a programme.
- 1.19 Programme Specific Outcomes (PSOs)** are statements that list what the graduate of a specific programme should be able to do at the end of the programme.
- 1.20 Learning Objectives (also known as Course Objectives)** are statements that define the expected goal of a course in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.
- 1.21 Course Outcomes (COs)** are statements that describe what students should be able to achieve/demonstrate at the end of a course. They allow follow-up and measurement of learning objectives.
- 1.22 Grade Point Average (GPA)** is the average of the grades acquired in various courses that a student has taken in a semester. The formula for computing GPA is given in Section 11.3.
- 1.23 Cumulative Grade Point Average (CGPA)** is a measure of the overall cumulative performance of a student in all the semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters.
- 1.24 Letter Grade** is an index of the performance of a student in a particular course. Grades are denoted by the letters S, A, B, C, D, E, and RA.

**2. Programmes Offered and Eligibility Criteria**

The Integrated Programmes offered by the University and the eligibility criteria are detailed below.

<b>Faculty of Arts</b>	
<b>Programme</b>	<b>Eligibility</b>
M.A. Sociology	A pass in H.S.E. (10+2 level) OR Equivalent thereto.

**2.1 In the case of SC/ST and Differently-abled candidates, a pass is the minimum qualification for all the above Programmes.**

**3. Reservation Policy**

Admission to the various programmes will be strictly based on the reservation policy of the Government of Tamil Nadu.

**4. Programme Duration**

**4.1** The Five-Year Master's Programmes consist of five academic years and ten semesters.

**4.2** Each academic year is divided into two semesters, the first being from July to November and the second from December to April.

**4.3** Each semester will have 90 working days (18 weeks).

## **5. Programme Structure**

**5.1** The Five -Year Integrated Programme consists of Language Courses, Core Courses, Allied Courses, Elective Courses, Soft Skills, Experiential Learning and Project. Students shall also participate in Extension Activities as part of their curriculum.

### **5.2 Language Courses**

5.2.1 Each student shall take two languages of four courses each, one in each semester for the first two years of the programme.

5.2.2 Language-I shall be Tamil or another language such as Hindi or French.

5.2.3 Language-II shall be English.

### **5.3 Core courses**

5.3.1 These are a set of compulsory courses essential for each programme.

5.3.2 The core courses include both Theory (Core Theory) and Practical (Core Practical) courses.

### **5.4 Allied Courses**

5.4.1 Each student shall take courses in two disciplines allied to the main subject (Allied-I and Allied-II) of the programme in the first four semesters.

5.4.2 In Arts, Languages, and Education, there will be three Theory Courses each for Allied-I and Allied-II.

5.4.3 In Science and Marine Sciences, there will be two Theory courses and one Practical course each for Allied-I and Allied-II.

### **5.5 Elective Courses**

**5.5.1 Departmental Electives (DEs)** are the electives that students can choose from a range of Electives offered within the Parent Department offering the Programme.

**5.5.2 Interdepartmental Electives (IDEs)** are electives that students can choose from amongst the courses offered by other departments of the same faculty as well as by the departments of other faculties.

**5.5.3** *Students shall take a combination of both DEs and IDEs.*

### **5.6 Soft Skills**

**5.6.1** Soft skills are intended to enable students to acquire attributes that enhance their performance and achieve their goals with complementing hard skills.

**5.6.2** Soft skills include communication skills, computer skills, social skills, leadership traits, team work, development of emotional intelligence quotients, among others.

**5.6.3** Each student shall choose four courses on soft skills from a range of courses offered from the First to the Sixth Semester.

### **5.7 Value Education**

All students shall take a course on Value Education that includes human values, sustainable development, gender equity, ethics and human rights.

### **5.8 Experiential Learning**

**5.8.1** Experiential learning provides opportunities to students to connect principles of the discipline with real-life situations.

**5.8.2** In-plant training/field trips/internships/industrial visits (as applicable) fall under this category.

**5.9 Extension Activities**

**5.9.1** It is mandatory for every student to participate in extension activities.

**5.9.2** All the students shall enrol under NSS/NCC/YRC/RRC or any other Service Organisation in the University.

**5.9.3** Students shall put in a minimum attendance of 40 hours in a year duly certified by the Programme Co-ordinator.

**5.9.4** Extension activities shall be conducted outside the class hours.

**5.10 Project**

**5.10.1** Each student shall undertake a Project in the final semester.

**5.10.2** The Head of the Department shall assign a Project Supervisor to the student.

**5.10.3** The Project Supervisor shall assign a topic for the project and monitor the progress of the student periodically.

**5.10.4** Students who wish to undertake project work in recognised institutions/industry shall obtain prior permission from the University. The Project Supervisor will be from the host institute, while the Co-Supervisor shall be a faculty in the parent department.

**5.11 Value Added Courses (VACs)**

**5.11.1** Students may also opt to take Value Added Courses beyond the minimum credits required for the award of the Degree. VACs are outside the normal credit paradigm.

**5.11.2** VACs enhance the students' employability and life skills. VACs are listed on the University website and in the Handbook on Interdepartmental Electives and VACs.

**5.11.3** Each VAC carries 2 credits with 30 hours of instruction, of which 60% (18 hours) shall be Theory and 40% (12 hours) Practical.

**5.11.4** Classes for VACs are conducted beyond the regular class hours and preferably in the VIII and IX Semesters.

**5.12 Online Courses**

**5.12.1** The Heads of Departments shall facilitate enrolment of students in Massive Open Online Courses (MOOCs) platform such as SWAYAM to provide academic flexibility and enhance the academic career of students.

**5.11.2** Students who successfully complete a course in the MOOC platform shall be exempted from one elective course of the programme.

### 5.12 Credit Distribution

The credit distribution is detailed in the Table.

	Credits
<b>Semester I to VI</b>	
Language-I (Tamil or any other Language)	12
Language-II (English)	12
Core Courses	60-65
Allied-I	10
Allied-II	10
Electives	15
Soft skills	12
Environmental studies (UGC mandated)	2
Value Education	2
Experiential learning	4
Extension activities	1
<b>Total Credits (Semester I to VI)</b>	<b>140-145</b>
<b>Semester VII to X</b>	
Core Courses	65-75
Electives	15
Project	6-8
<b>Total Credits (Semester VII to X)</b>	<b>90-95</b>
<b>Total Credits Semester I to X (Minimum requirement for the award of Degree)</b>	<b>*230-240</b>

*\*Each Department shall fix the minimum required credits for award of the Degree within the prescribed range of 230-240 credits.*

### 5.13 Credit Assignment

Each course is assigned credits and credit hours on the following basis:

1 Credit is defined as

1 Lecture period of one hour per week over a semester

1 Tutorial period of one hour per week over a semester

1 Practical/Project period of two or three hours (depending on the discipline) per week over a semester.

## 6 Attendance

**6.1** Each faculty handling a course shall be responsible for the maintenance of Attendance and Assessment Record for students who have registered for the course.

**6.2** The Record shall contain details of the students' attendance, marks obtained in the Continuous Internal Assessment (CIA) Tests, Assignments and Seminars. In addition, the Record shall also contain the organisation of lesson plan of the Course Instructor.

**6.3** The record shall be submitted to the Head of the Department once a month for monitoring the attendance and syllabus coverage.

**6.4** At the end of the semester, the record shall be duly signed by the Course Instructor and the Head of the Department and placed in safe custody for any future verification.

- 6.5 The Course Instructor shall intimate to the Head of the Department at least seven calendar days before the last instruction day in the semester about the attendance particulars of all students.
- 6.6 Each student should earn a minimum of 75% attendance in the courses of the particular semester failing which he or she will not be permitted to write the End-Semester Examination. The student has to redo the semester in the next year.
- 6.7 Relaxation of attendance requirement up to 10% may be granted for valid reasons such as illness.

## **7. Mentor-Mentee System**

- 7.1 To help the students in planning their course of study and for general advice on the academic programme, the Head of the Department will attach a certain number of students to a member of the faculty who shall function as a Mentor throughout their period of study.
- 7.2 The Mentors will guide their mentees with the curriculum, monitor their progress, and provide intellectual and emotional support.
- 7.3 The Mentors shall also help their mentees to choose appropriate electives and value-added courses, apply for scholarships, undertake projects, prepare for competitive examinations such as NET/SET, GATE etc., attend campus interviews and participate in extracurricular activities.

## **8. Examinations**

- 8.1 The examination system of the University is designed to systematically test the student's progress in class, laboratory and field work through Continuous Internal Assessment (CIA) Tests and End-Semester Examination (ESE).
- 8.2 There will be two CIA Tests and one ESE in each semester.
- 8.3 The Question Papers will be framed to test different levels of learning based on Bloom's taxonomy, viz. Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation/Creativity.
- 8.4 **Continuous Internal Assessment Tests**
  - 8.4.1 The CIA Tests shall be a combination of a variety of tools such as class tests, assignments, seminars, and viva-voce that would be suitable for the course. This requires an element of openness.
  - 8.4.2 The students are to be informed in advance about the assessment procedures.
  - 8.4.3 The pattern of question paper will be decided by the respective faculty.
  - 8.4.4 CIA Test-I will cover the syllabus of the first two units while CIA Test-II will cover the last three units.
  - 8.4.5 CIA Tests will be for one to three hours duration depending on the quantum of syllabus.
  - 8.4.6 A student cannot repeat the CIA Test-I and CIA Test-II. However, if for any valid reason, the student is unable to attend the test, the prerogative of arranging a special test lies with the teacher in consultation with the Head of the Department.

## **8.5 End Semester Examinations (ESEs)**

8.5.1 The ESEs for the odd semester will be conducted in November and for the even semester in May.

8.5.2 A candidate who does not pass the examination in any course(s) will be permitted to reappear in such course(s) in the subsequent semester/year.

8.5.3 The ESE will be of three hours duration and will cover the entire syllabus of the course.

## **9 Evaluation**

### **9.1 Marks Distribution**

9.1.1. Each course, both Theory and Practical as well as Project/Internship/Field work/In-plant training shall be evaluated for a maximum of 100 marks.

9.1.2 For the theory courses, CIA Tests will carry 25% and the ESE, 75% of the marks.

9.1.3 For the Practical courses, the CIA Tests will constitute 40% and the ESE 60% of the marks.

### **9.2. Assessment of CIA Tests**

9.2.1 For the CIA Tests, the assessment will be done by the Course Instructor

9.2.2 For the Theory Courses, the break-up of marks shall be as follows:

	Marks
Test-I & Test-II	15
Seminar	5
Assignment	5
Total	25

9.2.3 For the Practical Courses (wherever applicable), the break-up of marks shall be as follows:

	Marks
Test-I	15
Test-II	15
Viva-voce and Record	10
Total	40

### **9.3 Assessment of End-Semester Examinations**

9.3.1 Double Evaluation for the ESE is done by the University Teachers.

9.3.2 In case of a discrepancy of more than 10% between the two examiners in awarding marks, third evaluation will be resorted to.

### **9.4 Assessment of Project/Dissertation**

9.4.1 The Project Report/Dissertation shall be submitted as per the guidelines laid down by the University.

9.4.2 The Project Work/Dissertation shall carry a maximum of 100 marks.

9.4.3 CIA for Project will consist of Review of literature, experimentation/field work, attendance etc.



9.4.4 The Project Report evaluation and viva-voce will be conducted by a committee constituted by the Head of the Department.

9.4.5 The Project Evaluation Committee will comprise of the Head of the Department, Project Supervisor, and a senior faculty.

9.4.7 The marks shall be distributed as follows:

Continuous Internal Assessment (25 Marks)		End Semester Examination (75 Marks)	
Review-I 10	Review-II: 15	Project / Dissertation Evaluation	Viva-voce
		50	25

## 9.5 Assessment of Value-Added Courses

9.5.1 VACs shall be evaluated completely by Internal Examiners.

9.5.2 Two CIA Tests shall be conducted during the semester by the Department(s) offering VAC.

9.5.3 A committee consisting of the Head of the Department, faculty handling the course and a senior faculty member shall monitor the evaluation process.

9.5.4 The grades obtained in VACs will not be included for calculating the GPA.

## 9.6 Passing Minimum

9.6.1 A candidate is declared to have passed in each course if he/she secures not less than 40% marks in the ESE and not less than 50% marks in aggregate taking CIA and ESE marks together.

9.6.4 A candidate who has not secured a minimum of 50% of marks in a course (CIA + ESE) shall reappear for the course in the next semester/year.

## 1. Conferment of the Master's Degree

A candidate who has secured a minimum of 50% marks in all courses prescribed in the programme and earned the minimum required credits shall be considered to have passed the Master's Programme.

## 11. Marks and Grading

11.1 The performance of students in each course is evaluated in terms of Grade Point (GP).

11.2 The sum total performance in each semester is rated by Grade Point Average (GPA) while Cumulative Grade Point Average (CGPA) indicates the Average Grade Point obtained for all the courses completed from the first semester to the current semester.

11.3 The GPA is calculated by the formula

$$GPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$$

where,  $C_i$  is the Credit earned for the Course  $i$  in any semester;

$G_i$  is the Grade Point obtained by the student for the Course  $i$  and

$n$  is the number of Courses passed in that semester.

**11.4 CGPA** is the Weighted Average Grade Point of all the Courses passed starting from the first semester to the current semester.

$$CGPA = \frac{\sum_{i=1}^m \sum_{j=1}^n C_i G_j}{\sum_{i=1}^m \sum_{j=1}^n C_i}$$

where,  $C_i$  is the Credit earned for the Course  $i$  in any semester;  
 $G_j$  is the Grade Point obtained by the student for the Course  $j$  and  
 $n$  is the number of Courses passed in that semester.  
 $m$  is the number of semesters.

**11.5** Evaluation of the performance of the student will be rated as shown in the Table.

Letter Grade	Grade Points	Marks %
S	10	90 and above
A	9	80-89
B	8	70-79
C	7	60-69
D	6	55-59
E	5	50-54
RA	0	Less than 50
W	0	Withdrawn from the examination

**11.6 Classification of Results.** The successful candidates are classified as follows:

11.6.1 For **First Class with Distinction:** Candidates who have passed all the courses prescribed in the Programme *in the first attempt* with a CGPA of 8.25 or above within the programme duration. Candidates who have withdrawn from the End Semester Examinations are still eligible for First Class with Distinction (*See Section 12 for details*).

11.6.2 **For First Class:** Candidates who have passed all the courses with a CGPA of 6.5 or above.

11.6.3 For **Second Class:** Candidates who have passed all the courses with a CGPA between 5.0 to less than 6.5.

11.6.4 Candidates who obtain highest marks in all examinations at the first appearance alone will be considered for University Rank.

### 11.7 Course-Wise Letter Grades

11.7.1 The percentage of marks obtained by a candidate in a course will be indicated in a letter grade.

11.7.2 A candidate is considered to have completed a course successfully and earned the credits if he/she secures an overall letter grade other than RA.

11.7.3 A course completed successfully, cannot be repeated for the purpose of improving the Grade Point.

11.7.4 A letter grade RA indicates that the candidate shall reappear for that course. The RA Grade once awarded stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student

will be indicated in the grade sheet of the Odd/Even semester in which the student has re-appeared.

- 11.7.5 If a student secures RA grade in the Project Work/Field Work/Practical Work/Dissertation, he/she shall improve it and resubmit if it involves only rewriting/ incorporating the clarifications suggested by the evaluators or he/she can re-register and carry out the same in the subsequent semesters for evaluation.

## **12. Provision for Withdrawal from the End Semester Examination**

**12.1** The letter grade W indicates that a candidate has withdrawn from the examination.

**12.2** A candidate is permitted to withdraw from appearing in the ESE for one or more courses in **ANY ONE** of the semesters **ONLY** for exigencies deemed valid by the University authorities.

**12.3** **Permission for withdrawal from the examination shall be granted only once during the entire duration of the programme.**

**12.3** Application for withdrawal shall be considered **only** if the student has registered for the course(s), fulfilled the requirements for attendance and CIA tests.

**12.4** The application for withdrawal shall be made ten days prior to the commencement of the examination and duly approved by the Controller of Examinations. Notwithstanding the mandatory prerequisite of ten days notice, due consideration will be given under extraordinary circumstances.

**12.5** Withdrawal is **not** granted for arrear examinations of courses in previous semesters (for which the student has secured RA Grade) and for the final semester examinations.

**12.6** Candidates who have been granted permission to withdraw from the examination shall reappear for the course(s) in the subsequent semester.

**12.7** Withdrawal shall not be taken into account as an appearance for the examination when considering the eligibility of the student to qualify for First Class with Distinction.

## **13. Academic misconduct**

Any action that results in an unfair academic advantage/interference with the functioning of the academic community constitutes academic misconduct. This includes but is not limited to cheating, plagiarism, altering academic documents, fabrication/falsification of data, submitting the work of another student, interfering with other students' work, removing/defacing department library or computer resources, stealing other students' notes/assignments, electronically interfering with other students'/ University's intellectual property. Since many of these acts may be committed unintentionally due to lack of awareness, students shall be sensitised on issues of academic integrity and ethics.

## **14. Transitory Regulations**

Wherever there has been a change of syllabi, examinations based on the existing syllabus will be conducted for two consecutive years after implementation of the new syllabus in order to enable the students to clear the arrears. Beyond that, the students will have to take up their examinations in equivalent subjects, as per the new syllabus, on the recommendation of the Head of the Department concerned.

- 15.** *Notwithstanding anything contained in the above pages as Rules and Regulations governing the Five-Year Integrated Master's Programmes at Annamalai University, the Syndicate is vested with the powers to revise them from time to time on the recommendations of the Academic Council.*

**ANNAMALAI UNIVERSITY**  
**DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK**

**M.A. SOCIOLOGY FIVE YEAR PROGRAMME**  
**ANNAMALAI UNIVERSITY**  
**DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK**

**PROGRAMME OBJECTIVES**

To introduce the students to the basic social process of society, social institutions and patterns of social behavior and to train the students to understand and to interpret objectively the role of social processes, social institutions and social interactions in their life.

**PROGRAMME LEARNING SPECIFIC OBJECTIVES**

- PLSO1: Make the students to understand basic concepts and theoretical perspectives in sociology
- PLSO2: Help the students to know the basic concepts are used in sociological explanations of social behavior
- PLSO3: Enable the students to gain familiarity with areas of sociological enquiry
- PLSO4: Enable them to understand social work ethical principles and guide professional practice
- PLSO5: Equip them with the knowledge of human behaviour and the social environment.

**PROGRAMME OUTCOMES**

- PO1 Critical thinking
- PO2 Cultivating Cognitive skills required in the job market
- PO3 Effective Communication
- PO4 Familiarity with ICT to thrive in the information age
- PO5 Cultivating aptitude for research
- PO6 Respect for alternate view-points including those conflicting with one's own perspectives
- PO7 Ability to work individually and as members in a team
- PO8 Upholding ethical standards
- PO9 Acting local while thinking global
- PO10 Commitment to gender equality
- PO11 Commitment to Sustainable development
- PO12 Lifelong learning

## PROGRAMME SPECIFIC OUTCOMES

PSO1 Ability to formulate effective communication about sociological concepts

PSO2: Familiarity with Cultural Aspects, Social Ethics, Social Action, Anthropology, Medical Sociology, Mass Communication, and acquaintance with the importance of Extension Activities and Experiential Learning

PSO3: Articulating sociological insights into social aspects of modernization, and the role of social and population policies in bringing social change

PSO4: An awareness of environmental studies, human resource management, tourism as well as operation of social institutions in rural and urban settings.

POS5: Ability to interpret and evaluate research methodologies and statistical procedures

POS6: Interpret and evaluate competing sociological perspectives in understanding religion, law, labour problems and the problems of weaker section

ANNAMALAI UNIVERSITY  
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK  
M.A. SOCIOLOGY - (FIVE YEAR PG PROGRAMME)  
Candidate admitted during the Academic Year 2019-2020  
ASOC51

Semester	Course No.	Course Code	Course Title	Course Type	Credit	University Exam. Marks	Internal Marks	Total Marks
I	1.	19ITAMC 11	Part-I : Language Tamil / IHIC - Hindi / IFRC - French	Language	3	75	25	100
I	2.	19IENGC 12	Part-II English : English Through Literature I: Prose	Language	3	75	25	100
I	3.	19ISOCC 13	Introduction to Sociology – I	Core	5	75	25	100
I	4.	19SOCC 14	Society in India: Structure and Change	Core	5	75	25	100
I	5.	19IENSC 15	Environmental Studies	Common	2	75	25	100
I	6.	19ISOCA 16	Principles of Rural Development	Allied-I	3	75	25	100
			TOTAL		<b>21</b>	<b>525</b>	<b>175</b>	<b>700</b>
II	7.	19ITAMC 21	Part-I : Language Tamil / IHIC - Hindi / IFRC - French	Language	3	75	25	100
II	8.	19IENGC 22	Part-II English : English Through Literature II: Poetry	Language	3	75	25	100
II	9.	19ISOCC 23	Introduction to Sociology – II	Core	5	75	25	100
II	10.	19ISOCC 24	Indian Society: Issues and Problems	Core	5	75	25	100
II	11.	19ISOCE 25	Departmental Elective-1: Sociology of Tourism	DE-1	3	75	25	100
II	12.	19ISOCA 26	Indian Culture	Allied-II	3	75	25	100
					<b>22</b>	<b>525</b>	<b>175</b>	<b>700</b>
III	13.	19ITAMC 31	Part-I :Language Tamil / IHIC - Hindi / IFRC - French	Language	3	75	25	100
III	14.	19IENGC 32	Part-II English : English Through Literature III: Drama	Language	3	75	25	100
III	15.	19ISOCC 33	Sociology of Weaker Sections	Core	5	75	25	100
III	16.	19ISOCA 34	Social Anthropology	Allied-I	4	75	25	100
III	17.	19ISOCA 35	Rural Development Policy and Strategies	Allied-II	3	75	25	100
	18.	19ICIAA36	Computer and Its Applications	Common	3	75	25	100
	19.	19ISOCE 37	Departmental Elective-II: Kinship, Marriage and Family	DE-II	3	75	25	100
	20.	19ISSC300	Soft Skill – I: Communication Skill	Soft skill	3	75	25	100
			TOTAL		<b>27</b>	<b>600</b>	<b>200</b>	<b>800</b>
IV	21.	19ITAMC 41	Part-I : Language Tamil / IHIC - Hindi / IFRC – French	Language	3	75	25	100
IV	22.	19IENGC 42	Part-II English: English Through Literature IV: Short Story	Language	3	75	25	100
IV	23.	19ISOCC 43	Education and Society	Core	5	75	25	100
IV	24.	19ISOCC 44	Social Action and Social Change	Core	4	75	25	100
	25.	19ISOCA 45	Social Psychology	Allied-I	3	75	25	100
IV	26.	19ISOCA 46	Social Ethics	Allied-II	4	75	25	100
IV	27.	19ISOCE 47	Departmental Elective-III: Sociology of Mass Communication	DE-III	3	75	25	100
IV	28.	19ISSC400	Soft Skill – II: Personality Development	Soft skill	3	75	25	100
			TOTAL		<b>28</b>	<b>600</b>	<b>200</b>	<b>800</b>

V	29.	19ISOCC 51	Sociology of Religion	Core	4	75	25	100
V	30.	19ISOCC 52	Sociology of Law	Core	4	75	25	100
V	31.	19ISOCC 53	Industrial Sociology	Core	4	75	25	100
V	32.	19ISOCC 54	Sociology of Popular Culture	Core	4	75	25	100
V	33.	19ISOEA 55	Extension Activities		1	75	25	100
V	34.	19ISOCE 56	Departmental Elective-IV: Sociology of Ageing	DE-IV	3	75	25	100
V	35.	19ISSC500	Soft Skill – III: Time and Stress Management	Soft Skill	4	75	25	100
			TOTAL		<b>24</b>	<b>525</b>	<b>175</b>	<b>700</b>
VI	36.	19ISOCC 61	Social Movements in India	Core	4	75	25	100
	37.	19ISOCC 62	Social Policy and Development Administration	Core	4	75	25	100
VI	38.	19ISOCC 63	Political Sociology	Core	4	75	25	100
VI	39.	19ISOCE 64	Departmental Elective-V: Globalization and Society	DE-V	3	75	25	100
VI	40.	19IVEA 65	Value Education	Common	2	75	25	100
VI	41.	19ISOEL 66	Experiential Learning		4	75	25	100
VI	42.	19ISSC600	Soft Skill – IV: Employability skills	Soft Skill	3	75	25	100
			TOTAL		<b>24</b>	<b>525</b>	<b>175</b>	<b>700</b>
			GRAND TOTAL		<b>146</b>	<b>3300</b>	<b>1100</b>	<b>4400</b>

VII	43.	19ISOCC 71	Advanced Sociology Principles	Core	5	75	25	100
VII	44.	19ISOCC 72	Early Sociological Theories	Core	5	75	25	100
VII	45.	19ISOCC 73	Rural and Urban Sociology	Core	5	75	25	100
VII	46.	19ISOCC 74	Indian Social Institutions	Core	4	75	25	100
VII	47.	19ISOCX 75	Interdepartmental Elective-1: Introduction to Sociology	IDE	3	75	25	100
			TOTAL		<b>22</b>	<b>375</b>	<b>125</b>	<b>500</b>
VIII	48.	19ISOCC 81	Modern Sociological Theories	Core	5	75	25	100
VIII	49.	19ISOCC 82	Research Methodology	Core	5	75	25	100
VIII	50.	19ISOCC 83	Statistical Methods	Core	5	75	25	100
VIII	51.	19ISOCC 84	Women in Society	Core	4	75	25	100
VIII	52.	19ISOCX 85	Interdepartmental Elective-2: Sociology of Mass Communication	IDE	3	75	25	100
VIII	53.	19ISOCE86	Departmental Elective-VI: Crime and Society	DE-VI	3	75	25	100
			TOTAL		<b>25</b>	<b>450</b>	<b>150</b>	<b>600</b>
IX	54.	19ISOCC 91	Population and Society	Core	4	75	25	100
IX	55.	19ISOCC 92	Industrial Sociology and Labour Problems	Core	5	75	25	100
IX	56.	19ISOCC 93	Sociology of Development and Modernization	Core	5	75	25	100
IX	57.	19ISOCV 94	Field Work and Report	Core	4	75	25	100
IX	58.	19ISOCX 95	Interdepartmental Elective-3: Social Problems and Social Welfare	IDE	3	75	25	100
IX	59.	19ISOCE96	Departmental Elective-VII: Sociology of Disaster Management	DE-VII	3	75	25	100
			TOTAL		<b>24</b>	<b>450</b>	<b>175</b>	<b>700</b>
X	60.	19ISOCC 101	Medical Sociology	Core	4	75	25	100
X	61.	19ISOCC 102	Social Problems	Core	5	75	25	100
X	62.	19ISOCV 103	Project and Viva-voce		8	75	25	100
X	63.	19ISOCC 104	Environmental Sociology	Core	4	75	25	100
X	64.	19IPSCI106	Constitution of India	Common				
			TOTAL		<b>23</b>	<b>375</b>	<b>125</b>	<b>500</b>
			SUB TOTAL		<b>94</b>	<b>1650</b>	<b>575</b>	<b>2300</b>
			GRAND TOTAL		<b>240</b>	<b>4950</b>	<b>1675</b>	<b>6700</b>

**L- Lectures; P- Practical; C- Credits; CIA- Continuous Internal Assessment;**

**ESE- End-Semester Examination**

**Note:**

- 1. Students shall take both Department Electives (DEs) and Interdepartmental Electives (IDEs) from a range of choices available.**
- 2. Students may opt for any Value-added Courses listed in the University website**



**Departmental Elective Courses (IDE)  
(REFER ANNEXURE-I)**

S. No.	Course Code	Course Title	Hours/ week			Marks		
			L	P	C	CIA	ESE	Total
1.	19ISOCE 25	Sociology Of Tourism	3	0	3	25	75	100
2.	19ISOCE 37	Kinship, Marriage and Family	3	0	3	25	75	100
3.	19ISOCE 47	Sociology of Mass Communication	3	0	3	25	75	100
4.	19ISOCE 56	Sociology of Ageing	3	0	3	25	75	100
5.	19ISOCE 64	Globalization and Society	3	0	3	25	75	100
6.	19ISOCE86	Crime and Society	3	0	3	25	75	100
7.	19ISOCE96	Sociology of Disaster Management	3	0	3	25	75	100

**Electives Offered to Other Departments (Interdepartmental Elective)  
(REFER ANNEXURE-II)**

S. No.	Course Code	Course Title	Hours/ week			Marks		
			L	P	C	CIA	ESE	Total
1.	19ISOCX75	Introduction to Sociology	3	0	3	25	75	100
2.	19ISOCX85	Sociology of Mass Communication	3	0	3	25	75	100
3.	19ISOCX95	Social Problems and Social Welfare	3	0	3	25	75	100

**Students shall take a combination of both DEs and IDEs.**

**Value-Added Courses  
(REFER ANNEXURE-III)**

Course Code	Course Title	Hours/ week			Marks		
		L	P	C	CIA	ESE	Total
19ISVAC87	Medical and Psychiatric Social Work	3	0	2	25	75	100
19ISVAC88	Social Criminology	3	0	2	25	75	100

**Suggested MOOC Courses:**

<b>1.</b>	<b>Crime and Society</b>	Madurai Kamaraj University 8 Weeks- Core
<b>2.</b>	<b>Effective Writing</b>	IIT – Roorkee 4 Weeks - Elective
<b>3.</b>	<b>Disaster Management</b>	University of Hyderabad 12 Weeks- Core
<b>4.</b>	<b>Enhancing Soft Skills and Personality</b>	IIT – Kanpur 8 Weeks- Core

**Model Question Paper**

**ANNAMALAI UNIVERSITY  
SOCIOLOGY AND SOCIAL WORK DEPARTMENT**

**M. A. DEGREE EXAMINATION**

**Programme:** \_\_\_\_\_ : Five Year Integrated PG  
**Course Code:**

**Year:** I/II      **Semester:**  
**Course Name:**

**Time: 3 Hrs**

**Max.Marks:100**

**Part-A**

*(Answer ALL of the questions)*

**Marks: (15x2=30)**

1. Define.....
2. What .....?
3. Choose/ Relate.....
4. How .....?
5. Why .....?
6. Find.....
7. Spell out.....
8. Multiple Choices    a.      b.      c.      d.
9. Multiple Choices    a.      b.      c.      d.
10. Multiple Choices    a.      b.      c.      d.
11. Multiple Choices    a.      b.      c.      d.
12. Match the following    i - a   ii - b   iii - c   iv - d   v - .....
13. Match the following    i - a   ii - b   iii - c   iv - d   v - .....
14. Match the following    i - a   ii - b   iii - c   iv - d   v - .....
15. Match the following    i - a   ii - b   iii - c   iv - d   v - .....

**Part-B (Level-K2)**

*(Answer any FIVE of the questions)*

**Marks: (5x5=25)**

16. Explain.....
17. Describe.....
18. Select.....
19. Classify....
20. Compare....
21. Interpret...

**Part-C**

*(Answer any FIVE of the questions)*

**Marks: (5x7=35)**

22. Apply....
23. Show.....
24. Solve....
25. Calculate....
26. Categorize...
27. Distinguish....
28. Test for....

**Part-D**

*(Answer any ONE of the questions)*

**Marks: (1x10=10)**

29. Discuss....
30. Summarize....

**Model Question Paper**

**ANNAMALAI UNIVERSITY  
SOCIOLOGY AND SOCIAL WORK DEPARTMENT**

**M. A. DEGREE EXAMINATION**

**Programme: \_\_\_\_\_ : Five Year Integrated PG**

**Year: III Semester:**

**Course Code:**

**Course Name:**

**Time: 3 Hrs**

**Max.Marks:100**

**Part-A**

*(Answer ALL of the questions)*

**Marks: (10x2=20)**

1. Define.....
2. What .....?
3. Multiple Choices      a.      b.      c.      d.
4. Multiple Choices      a.      b.      c.      d.
5. Multiple Choices      a.      b.      c.      d.
6. Multiple Choices      a.      b.      c.      d.
7. Match the following    i - a    ii - b    iii - c    iv - d    v - .....
8. Match the following    i - a    ii - b    iii - c    iv - d    v - .....
9. Match the following    i - a    ii - b    iii - c    iv - d    v - .....
10. Match the following    i - a    ii - b    iii - c    iv - d    v - .....

**Part-B**

*(Answer any FIVE of the questions)*

**Marks: (5x3=15)**

11. Explain.....
12. Describe.....
13. Select.....
14. Classify....
15. Compare....
16. Outline ....

**Part-C**

*(Answer any NINE of the questions)*

**Marks: (9x5=45)**

17. Apply....
18. Prepare....
19. Show.....
20. Solve....
21. Illustrate.....
22. Sketch....
23. Infer....
24. Categorize...
25. Analyze...
26. Distinguish....
27. Take part in...

**Part-D**

*(Answer any TWO of the questions)*

**Marks: (2x10=20)**

28. Discuss....
29. Summarize....
30. Design....

**Model Question Paper**

**ANNAMALAI UNIVERSITY  
SOCIOLOGY AND SOCIAL WORK DEPARTMENT**

**M. A. DEGREE EXAMINATION**

**Programme: \_\_\_\_\_: Five Year Integrated PG  
Course Code:**

**Year: IV  
Course Name:**

**Semester:**

**Time: 3 Hrs**

**Max.Marks:100**

**Part-A  
(Answer ALL of the questions)**

**(Marks: (10x2=20))**

1. Define.....
2. Multiple Choices      a.      b.      c.      d.
3. Multiple Choices      a.      b.      c.      d.
4. Match the following    i - a    ii - b    iii - c    iv -d    v - .....
5. Match the following    i - a    ii - b    iii - c    iv -d    v - .....
6. Explain.....
7. Select.....
8. Describe.....
9. Classify....
10. Elucidate....

**Part-B  
(Answer any EIGHT of the questions)**

**Marks: (8x5=40)**

11. Prepare.....
12. Solve.....
13. Apply.....
14. Show.....
15. Categorize...
16. Analyze...
17. Distinguish....
18. Infer....
19. Compare....
20. Compute

**Part-C  
(Answer any THREE of the questions)**

**Marks: (3x10=30)**

21. Discuss...
22. Summarize....
23. Evaluate.....
24. Disprove....

**Part-D  
(Answer any ONE of the questions)**

**Marks: (1x10=10)**

25. Design....
26. Develop...

**Model Question Paper**

**ANNAMALAI UNIVERSITY  
SOCIOLOGY AND SOCIAL WORK DEPARTMENT**

**M. A. DEGREE EXAMINATION**

**Programme: \_\_\_\_\_: Five Year Integrated PG**

**Year: V Semester:**

**Course Code:**

**Course Name:**

**Time: 3 Hrs**

**Max.Marks:100**

**Part-A**

**Marks: (10x2=20)**

*(Answer ALL of the questions)*

1. Define.....
2. Multiple Choices      a.      b.      c.      d.
3. Multiple Choices      a.      b.      c.      d.
4. Match the following    i - a    ii - b    iii - c    iv -d    v - .....
5. Match the following    i - a    ii - b    iii - c    iv -d    v - .....
6. Explain.....
7. Select.....
8. Describe.....
9. Classify....
10. Elucidate....

**Part-B**

**Marks: (6x5=30)**

*(Answer any SIX of the questions)*

11. Apply.....
12. Show.....
13. Prepare
14. Make use of....
15. Categorize...
16. Analyze...
17. Distinguish....
18. Simplify.....

**Part-C**

**Marks: (3x10=30)**

*(Answer any THREE of the questions)*

19. Discuss...
20. Recommend with
21. Evaluate.....
22. Justify....
23. Optimize...

**Part-D**

**Marks: (2x10=20)**

*(Answer any TWO of the questions)*

24. Design....
25. Formulate ...
26. Modify .....

## 19ISOCC13: INTRODUCTION TO SOCIOLOGY- I

### Learning Objectives

- LO1 To acquaint the students with the discipline of sociology and its principles distinctively
- LO2 To enable the students to have a field-based learning focusing on the social reality
- LO3 To equip them with the basic concepts of sociology, their characteristics and functions

### Course Outcomes

Upon completion of this course students will

- CO1. understand the basic concepts in sociology.
- CO2. comprehend the significant place occupied by sociology among other social sciences.
- CO3. know the aspects about social groups.
- CO4. familiarize the meaning of culture and formation of different types of culture.
- CO5. spell out the various social institutions and their nature and scope.

**Total Credit: 5**

**Total Hours: 75**

#### Unit-I (15 hrs)

Meaning, Nature and Scope of Sociology - Scientific Characteristics of Sociology - Sociology and other Social Sciences - Economics, Political Science, Anthropology, History, Psychology - Importance of Sociology.

#### Unit-II (14 hrs)

Basic Concepts - Society - Community - Institution - Association - Social Group – Role and Status.

#### Unit-III (13 hrs)

Social Groups - Definition - Characteristics - Types and Functions.

#### Unit-IV (15 hrs)

Culture - Definition, Characteristics, Elements, Functions - Cultural Lag - Ethnocentrism - Culture and Civilization - Cultural Uniformity and Variability.

#### Unit-V (13 hrs)

Major Social Institutions and their Nature and Functions - Marriage - Family - Religion - Education - Economy - Government.

### Text Books

1. Shankar Rao, C.N. Sociology, New Delhi; S.Chand & Company, 2019.
2. Inkeles, Alex. What is Sociology? An Introduction to the Discipline and Profession, Englewood Cliffs: N.J. Prentice Hall, 2014.

### Supplementary Readings

1. Ogburn, W.F & Nimkoff, M.F. A Hand Book of Sociology, Boston: Houghton Mifflin Company, 1958.
2. Horton, B and Hunt, L. Sociology, Tokyo: McGraw Hill Book Co., 1984.
3. Cuber, F, John. Sociology: A Synopsis of Principles, New York: Appleton Century Crafts, INC., 1955.
4. Shepard, John, M. Sociology, Minnesota: West Pub. Co., 1980.

5. Johnson, Harry,M. Sociology: A Systematic Introduction, New York: Brace and Co., 1960.

**Outcome Mapping**

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1					M		M		L						S			
CO2	S		L									L	S	L				
CO3											S			M	L			
CO4					M							S	S		M			
CO5	M												L	L			M	

\*L - Low, M - Medium, S - Strong



## 19ISOCC14: SOCIETY IN INDIA: STRUCTURE AND CHANGE

### Learning Objectives

- LO1 To study about the facts of Indian society.
- LO2 To provide knowledge about the structure of Indian society and its changes.
- LO3 To gain a better understanding of contemporary situations and regions.

### Course Outcomes

Upon completion of this course students will

- CO1. understand the structure of the society, Its functions, evaluation and change.
- CO2. understand the responsibility of individuals in leading the society in desirable direction.
- CO3. comprehend the textual field view of Indian society and its significance.
- CO4. understand the structural composition society in terms of village, town and cities.
- CO5. exposed to the convergence and integration of culture, language and original ethos.

**Total Credit: 5**

**Total Hours: 75**

#### Unit-I (15 hrs)

The Textual and Field View of Indian Society and its significance - The interface between the present and past.

#### Unit-II (16 hrs)

The Structure and composition of Indian Society; village, town, cities; rural-urban linkages; tribes; Dalits, women and related issues.

#### Unit-III (16 hrs)

Cultural and ethnic diversity: historically embedded diversities in respect of language, caste, religious beliefs and practices and cultural patterns.

#### Unit-IV (15 hrs)

Basic institutions of Indian Society: marriage, family, religion, caste, kinship, caste and class - Changing dimensions.

#### Unit-V (13 hrs)

Convergence and integration: Cultural space, language and regional ethos; the evolution of composite cultural legacy – Nation Building and National identity.

### Text Books

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

### Supplementary Readings

1. G.David, Manel baum, Society in India, New Delhi: Oxford University Press, , 2002.
2. Dube, Sc. Indian Village, London: Routledge, 1995.
3. Karve Irawati. Hindu Society: An Interpretation, Punay: Deccan College, 1961.
4. Srinivas, M.N. India: Social Structure, New Delhi: Hindustan Publishing Corporation, 1980.
5. Uberoi, Petricia. Family, Kinship and Marriage in India, New Delhi: Oxford University Press, 1993.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	S									L	L	L	S					
CO2				M							M	M		S				
CO3		M						L							M			
CO4						L							M				M	
CO5			M						S				L					M

\*L - Low, M - Medium, S - Strong

## 19IENSC15 - ENVIRONMENTAL STUDIES

For All 5 Year Integrated Courses of Arts Faculty

### Learning Objectives

- LO1 To make the students aware of global climate change and its impact on environment
- LO2 To impart knowledge on biodiversity and sustainable development
- LO3 To equip the students with knowledge on sources and impacts of air, noise, water and land pollution on earth

### Course Outcomes

Upon completion of this course the students will

- CO1. aware of the environmental conservation and preventive measures.
- CO2. educate the masses about avoiding the pollution in their environment; inculcate the knowledge on sustainable development and its level of achievements and develop resource conservation behaviour.
- CO3. understand about global climate change.
- CO4. know the meaning and importance of sustainable development.
- CO5. infer the policies for sustainable development.

**Total Credit: 2**

**Total Hours: 60**

#### **Unit: I THE ENVIRONMENTAL SYSTEM**

**(12 hrs)**

- (1.1) The Services Provided by the Environmental System
- (1.2) Ecosystems: Food Chains, Food Webs, Ecological Pyramids
- (1.3) Biochemical Cycles: Hydrological Cycle, Carbon Cycle.

#### **Unit: II ENVIRONMENTAL DAMAGE- POLLUTION**

**(12hrs)**

Sources and impact of

- (2.1) Air Pollution (2.2) Water Pollution
- (2.3) Land Pollution (2.4) Municipal Solid Waste
- (2.5) Noise Pollution

#### **Unit: III RESOURCE DEPLETION**

**(12 hrs)**

- (3.1) Importance of Forests: Causes and Consequences of Deforestation.
- (3.2) Bio Diversity: Meaning and Importance-Reasons and Consequences of Biodiversity Decline
- (3.3) Consequences of Overdrawing Water Resources.

#### **Unit: IV GLOBAL CLIMATE CHANGE**

**(12 hrs)**

- (4.1) The Science of Climate Change-The Green House Effect
- (4.2) Sources and Impact of Climate Change
- (4.3) Coping with Climate Change

#### **Unit: V SUSTAINABLE DEVELOPMENT**

**(12 hrs)**

- (5.1) Concepts and Definition of Sustainable Development (Brundtland Commission Definition)
- (5.2) Poverty, Population Growth and Environmental Damage
- (5.3) Policies for Sustainable Development

### **Text Books**

1. Dr. Y.K. Singh, *Environmental Science*, New Delhi:New Age International (P) Limited Publishers, 2006.
2. Erach Bharucha, *Environmental Studies*, New Delhi: University Grants Commission, 2004.
3. Erach Bharucha, *Environmental Studies*, New Delhi: UGC, 2004.

### **Supplementary Readings**

1. Kumarasamy K., A.Alagappa Moses and M.Vasanthy, *Environmental Studies*, Trichy: Bharathidasan University Pub. y, 2004.
2. Rajamannar, *Environmental Studies*, Trichy: EVR College Pub, 2004.

3. Kalavathy S. (Ed.), *Environmental Studies*, Trichy: Bishop Heber College Pub., 2004.
4. *Environmental Science: Toward a Sustainable Future* by Richard Wright and Dorothy F Boorse, New Delhi: Prentice-Hall India, 2010

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	M					M		L		L	S							
CO2			S									L	L			S		
CO3					L								M	M			M	
CO4		L		M														
CO5							S				S		M					

\*L - Low, M - Medium, S - Strong

**19ISOCA16 - PRINCIPLES OF RURAL DEVELOPMENT****Learning Objectives**

LO1 To enable the students to understand the concepts and principles of rural development.

LO2 To know the history, scope and evaluation of rural development of India.

LO3 To introduce the five-year plans of rural development, decentralized planning and its relevance.

**Course Outcomes**

Upon completion of this course, the students will

CO1. understand the history of rural development, the various methods and techniques applied in rural development.

CO2. know the impact of five-year plans on rural development.

CO3. infer the status of rural population in terms of social framework of rural society and poverty.

CO4. expertise the concept and dimensions of empowerment.

CO5. understand the method of evaluation for rural development programmes.

**Total Credit: 3**

**Total Hours: 65**

**Unit-I (12 hrs)**

History of Rural Development - Objectives and scope-Evaluation of Rural Development in India.

**Unit-II (14 hrs)**

Status of Rural Population - Concept and dimensions of poverty - Social framework of rural society and poverty - Constraints in poverty alleviation - Poverty alleviation measures pursued in India.

**Unit-III (14 hrs)**

Rural Development in Five Year Plans - Development Planning- Decentralized planning and its relevance - Five Year Plans and Rural Development

**Unit-IV (12 hrs)**

Concept and Dimensions of Empowerment - Approaches and constraints in Relevance of PRA in Rural Development

**Unit-V (13 hrs)**

Methods & Techniques of Rural Development - Participatory Development Relevance of PRA in Rural Development.

**Text Books**

1. Mukundan, N, Rural Development and Poverty Eradication in India, New Delhi: New Century Publications, 2009.
2. Govind, S, Extension Education and Rural Development 'New Delhi: Agrobios Publications, 2011.

**Supplementary Readings**

1. Katar Singh and Shishodia, Rural Development: Principles, Policies and Management, New Delhi: Sage Publications, 2016.
2. Mahesh Chand and V.K Puri, Regional Planning In India, New Delhi: PHI Learning Pvt, Ltd, 2011.

3. Barik, B .C, Panchayath Raj Institution, and Rural Development, Jaipur: Rawat Publishers, 2007.
4. Singh. A.L.Fazal, Agriculture and Rural Development, New Delhi: BR Publishing Corporation, 2004.
5. Chaurthry. R.C. and S. Rajakurtty, Fifty years of Rural Development in India, vol-II, Hyderabad: National Institute of Rural Development, 1998.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	
CO1										M		M							M
CO2	M		M						L	M	L			M					
CO3					M		S						L		M	M			
CO4	S		L							S									
CO5		M		L		M													S

\*L - Low, M - Medium, S – Strong

## 19ISOCC23: INTRODUCTION TO SOCIOLOGY-II

### Learning Objectives

- LO1 To make the students understand the determinants of human personality
- LO2 To help the students know the nature and function of social stratification and social control
- LO3 To make the students identify the factors which act as transforming agents and obstacles of social change

### Course Outcomes

Upon completion of this course students will

- C01. know the role of heredity and environment on human personality development
- C02. understand the basis of social interaction and the importance of social processes
- C03. interpret the social control mechanism adopted in various situations.
- C04. understand the nature of social change and its implications.
- C05. comprehend the difference between social progress and social development.

**Total Credit: 5**

**Total Hours: 75**

#### **Unit-I (13 hrs)**

Individual in/and Society - Heredity and Environment - Socialization - Agencies of Socialization - Importance of Socialization.

#### **Unit-II (14 hrs)**

The Concept of Social Process - Meaning of Social Interaction - Types of Social Processes - Associative and Dissociative Social Processes.

#### **Unit-III (13 hrs)**

Social Control - Meaning, Nature and Need of Social Control - Types of Social Control - Formal and Informal.

#### **Unit-IV (15 hrs)**

Social Stratification and Mobility: Meaning, Forms, Functions and Theories of Social Stratification.

#### **Unit-V (15 hrs)**

Social Change - Meaning - Factors and Theories of Social Change - Social Evolution and Revolution - Progress and Development.

### Text Books

1. Vidya Bhushan & Sachdeva, D.R. An Introduction to Sociology, Allahabad: Kitab Maha, 1995.
2. Bottomore, T.B. Sociology A Guide to Problems and Literature. New Delhi: Blackie & Son (India) Ltd., 1979.

### Supplementary Readings

1. Seema and Nitin Sangwan, Essential Sociology – For Civil Services Main Exam, New Delhi: LexisNexis, 2017.
2. Henna Tabessum, Principles of Sociology, New Delhi: Anmol Publications Pvt Ltd, 2011.
3. Shankar Rao, C.N. Sociology, New Delhi: S.Chand & Company Ltd., 1997.
4. Ram Nath Sharma. Principles of Sociology, Mumbai: Media Promoters & Publishers Pvt. Ltd., 1994
5. Gillin, J.I, & Gillin, J.P. Cultural Sociology, New York: The MacMillan Co., Ltd., 1977.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	
CO1	S									M		S							M
CO2		M			M			L			L			M					
CO3			L				L					L						S	
CO4				M											M				
CO5	M												L			M			

\*L - Low, M - Medium, S - Strong



## 19ISOCC24 : INDIAN SOCIETY: ISSUES AND PROBLEMS

### Learning Objectives

- LO1 To create an awareness among the students on some emerging social issues and problems from sociological perspectives
- LO2 to enable them to acquire sociological understanding of these issues and problems
- LO3 To make them understand the causes and consequences of social deviance due to value crisis.

### Course Outcomes

Upon completion of this course the students will

- CO1. understand social problems, social organization, social disorganization and also the causes of individual and social disorganization.
- CO2. know the structural social problems of poverty, beggary and inequality and identify the ways to overcome these problems.
- CO3. comprehend the causes and consequences of family problems.
- CO4. infer the social deviance and its implications.
- CO5. understand the various social problems prevailing in Indian society and their causes and consequences.

**Total Credit: 5**

**Total Hours: 75**

#### Unit-I (12 hrs)

Basic Concepts - Social Problem, social organization and social disorganization - Causes of individual and social disorganization.

#### Unit-II (14 hrs)

Structural Social Problems: Poverty, beggary, inequality: caste and gender disharmony - Religious, ethnic and regional, minorities; backward classes and Dalits.

#### Unit-III (14 hrs)

Familial Problems: Dowry, domestic violence, divorce, intra and intergenerational conflict, problems of elderly, problems of widows - causes and consequences.

#### Unit-IV (13 hrs)

Social Deviance: Crime and delinquency, prostitution, corruption, drug addiction, suicide - Causes and Consequences.

#### Unit-V (12 hrs)

General Problems: Child Labour and child abuse Terrorism, Bonded labour, Unemployment, AIDS, Crisis of Values.

### Text Books

1. Patel, Tulsi (ed). The family in India: Structure and practice, New Delhi: Sage Publication India Pvt. Ltd.2005.
2. Sharma.K.I, Indian Social Structure and Change, Jaipur : Rawat Publication,2008.

### Supplementary Readings

1. Xara, Virginius, State, Society and Tribes: Issues in Post – Colonial India. New Delhi: Dorling Kindersley (India) Pvt.Ltd., 2008.
2. Chandra, Bipan, Communalism in Modern India, New Delhi: Vikas, 1984.
3. Inden, Ronald, Imaging India, Oxford: Brasil Blackward, 1990.
4. Lamert, M. Social Pathology, New York: McGraw Hill Book Company, INC., 1951.

5. Merton, Robert, K. and Nisbet. Contemporary Social Problems New York: Harcourt Brace Jovanovich, 1979.

**Outcome Mapping**

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	M				M							M						M
CO2		L				L		S			L		S	L			L	
CO3				S					M						M			S
CO4		M			M											S		
CO5							M				S		M		L		M	L

\*L - Low, M - Medium, S - Strong

**DEPARTMENTAL ELECTIVE - I**

**19ISOCE25 : SOCIOLOGY OF TOURISM** (Refer Annexure-I)

**19ISOCA26 – INDIAN CULTURE**

**Learning Objectives**

LO1: To make the students aware of general features and characteristics of Indian culture.

LO2: To make the students aware of the historical development of Indian culture.

**Course Outcomes**

Upon completion of this course, the students will

CO1. understand the comparison between Hindus and Vedic culture

CO2. comprehend religious significance in Sangam literature.

CO3. know the aspects about culture and civilization and geographical background of India.

CO4. understand the pre-historical culture.

CO5. expertise on Aryan and Varnashrama Dharma.

**Total Credit: 3**

**Total Hours: 65**

**Unit-I (13 hrs)**

Definition of culture and civilization – Geographical background of India – Salient features of Indian culture.

**Unit-II (13 hrs)**

Pre-historical culture-Palaeolithic age – Neolithic age – Metal age – Indian races and their contribution to Indian culture.

**Unit-III (14 hrs)**

Indus –Valley civilization – City planning and drainage system – Social and Religious conditions – Comparison of Indus and Vedic Culture.

**Unit-IV (13 hrs)**

Aryan – Origin – Social Life – Political Life – Economical Conditions – Religious Significance – Varnashrama Dharma.

**Unit-V (12 hrs)**

Sangam age – Sangam Literature – Society – Political and Economical conditions – Religion and Fine Arts.

**Text Books**

1. B.N. Lamiya, Evolution Of Indian Culture By Narains, Australia: Generic; 2011
2. N.Jayapalan, A History of Indian Culture, New Delhi: Atlantic Publishers. 2001.

**Supplementary Readings**

1. R.N. Encyclopaedia of Indian Culture. New Delhi: Sterling Publisher Pvt., Ltd.,1981.
2. Charles a. Moore, philosophy and culture – East and West. Honolulu: University of Hawaii, 1968.
3. John Grimes. A Concise Dictionary of Indian Philosophy (Sanskrit-English). Madras: University of Madras Publication, 1998.
4. Misra, R.S. Studies in Philosophy and Religion. Varanasi: Bharathiya Vidya Prakasana, 1991.

5. Subrata k. Misra Culture and Rationality, New Delhi: Sage publications Inda Pvt. Ltd., 1998.

**Outcome Mapping**

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1			S			M					S					M		
CO2	M		M	M								S	M		M			
CO3					L		L			M							S	
CO4			M											M				
CO5	S				M													S

\*L - Low, M - Medium, S - Strong

## 19ISOCC33: SOCIOLOGY OF WEAKER SECTIONS

### Learning Objectives

- LO1 To provide the knowledge about the origin of the weaker sections in India
- LO2 To understand the problems of weaker sections
- LO3 To enrich knowledge about the welfare schemes to the weaker sections.

### Course Outcomes

Upon completion of this course the students will

- CO1. gain knowledge about the welfare needs of weaker sections in India.
- CO2. aware of the legislations pertaining to weaker sections
- CO3. know the criteria to classify the weaker sections and their problems.
- CO4. understand the changing demographics and social conditions of weaker sections.
- CO5. expertise about the organizations promoting social welfare programmes.

**Total Credit: 5**

**Total Hours: 75**

#### **UNIT- I (12 hrs.)**

Weaker Sections of the society- Definition and meaning – Criteria and Classification – Problems of weaker sections in Indian society.

#### **UNIT- II (13 hrs.)**

Changes in Demographical and social conditions of weaker sections of Indian society – Disabled, children, women, Dalits and tribes.

#### **UNIT- III (15 hrs.)**

Social welfare needs – Provision of compulsory primary education – Employment opportunities – Health care needs – Housing needs – Other needs.

#### **UNIT- IV (13 hrs.)**

Legislation pertaining to women, children, people with disability, the underprivileged – Social security and social assistance.

#### **UNIT- V (17 hrs.)**

Organizations promoting social welfare programmes for weaker sections - State Government organizations and their functioning – Nongovernmental organizations and their functioning.

### Text Books

1. Paul Chowdari, Social Welfare Administration, Jaipur; Rawat Publications, 1984
2. Kevin Gormley, (ed) Social Policy and Health Care, Edinburg; Churchill Livingstone, Harcourt Brace and Co. Ltd., 1999.

### Supplementary Readings

1. Paul spicker, Social policy (Themes and approaches), New Delhi: Rawat publications, 2008.
2. Deepak nayak, Social work with the weaker sections, New Delhi: Sage Publications Pvt., Ltd., 2013.
3. Dr.D.R.Suchdev, Social welfare administration in India, New Delhi: Sage Publications Pvt., Ltd., 1999.
4. A.K.Kar, Indian Society, New Delhi: Kalyani publishers, ,2004.
5. G.David, Mandelbaum, Society in India, New Delhi: Oxford University Press 2002

**Outcome Mapping**

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1		S			L		L						M			M		
CO2	M							L		L				S				
CO3			M								M				M		M	
CO4						L			M									
CO5	M			L							S	S			M			M

\*L - Low, M - Medium, S - Strong

**19ISOCA34: SOCIAL ANTHROPOLOGY**

**Learning Objectives**

- LO1 To know about the primitive human races and their characteristics.
- LO2 To understand about the origin and evolution of man and his culture.
- LO3 To know about the structure and functions of primitive social institutions.

**Course Outcomes**

Upon completion of this course, the students will

- C01. acquire knowledge about custom and culture of human races.
- C02. learn to differentiate the structure and functions of social institutions of primitive and modern societies.
- C03. know the custom and behavior of primitive people.
- C04. understand the culture and social interaction of primitive people.
- C05. infer the role of government in development of anthropology and applied anthropology.

**Total Credit: 4**

**Total Hours: 70**

**Unit-I (12 hrs)**

Social Anthropology - Meaning and Scope, social structure, social evolution, Importance of the study of Social Anthropology.

**Unit-II (15 hrs)**

Society - Social interaction, forms, means, effects, Primary and secondary social interaction, Social group, group solidarity, Social mobility, Complexity of society.

**Unit-III (13 hrs)**

Custom - Kinds of customs, categorization, evaluation, formality of behaviour, ethnocentrism.

**Unit-IV (16 hrs)**

Culture - Cultural organization, cultural adequacy, cultural specialization, ethos, social differentiation & roles - qualification for roles, symbols of roles, related roles and their social interaction.

**Unit-V (14 hrs)**

Anthropology – Role in Government and developmental planning in India - Applied anthropology.

**Text Books**

1. Joy Hendry. An Introduction to Social Anthropology. New Delhi: Palgrave Publishers, 2000.
2. Doshi, S.L., and Jain, P.C., Social Anthropology, New Delhi: Rawat Publications, 2001

**Supplementary Readings**

1. John Monaghan. Cultural and Social Anthropology. New Delhi: Oxford University Press, 2000.
2. Lucy Mair, An Introduction to Social Anthropology, New York: Oxford University Press, 2003.
3. Philip L Stein and Bruce M Rowe, Physical Anthropology, New York: McGraw – Hill Education, 2013.
4. Sharma, K.L. Social Stratification in India. New Delhi: Sage Publications Pvt., Ltd., 1997.

5. Uberoi, J.P.S. Religion, Civil Society and the State. New York: Oxford University Press, 1999.

**Outcome Mapping**

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	M				L		M				S						M	
CO2	S										S			M				M
CO3			M			L				L						M		
CO4	L								L									S
CO5		L		M				L				M			M			

\*L - Low, M - Medium, S - Strong



## Allied Paper -II

### 19ISOCA35 - RURAL DEVELOPMENT POLICY AND STRATEGIES

#### Learning Objectives

**LO1:** To develop the knowledge on concepts & theories of rural Development

**LO2:** To know the issues in rural development

**LO3:** To obtain knowledge on rural development programmes

#### Course outcome

Upon completion of this course the students will

**CO1:** able to adopt the different approaches towards rural development

**CO2:** apply the development theories of rural development in practice

**CO3:** know about the policies for rural development.

**CO4:** understand the rural development in developing countries.

**CO5:** familiar with agrarian movements.

**Total Credit: 3**

**Total Hours: 65**

**Unit-I (14 hrs.)**

*Development Theories:* Characteristics of LDCs - Growth and Equity issues balanced Vs. Unbalanced growth - Theories of development - Critical minimum - Bigpush and Dualistic Theories - Arthar Lewis and Ranis - Fei - Rostow process of development - Transformation in the social structure - Urbanization - Development of Market structure.

**Unit-II (12 hrs)**

*Approach to Development:* Backward Area - Rural Development - Integrated Rural Development - Systems approach - Rural Constructions. Community Development and Rural Development - Overview of Problems and Challenges.

**Unit-III (13 hrs)**

*Issues in Development:* Problem and measures for Human Resource Development - POI and HDI - Education, Poor and poverty line, Unemployment and under - employment - over population and illiteracy - Food and Nutritional security.

**Unit-IV (14 hrs)**

*Policies to Rural Development:* Rural Development - Policy Agrarian structure and reforms - land ceiling and distribution - Agrarian movements - Panchayati Raj - Co-operatives - NGOs and the other rural organizations - contributions of democratic process - peoples, participation - Empowerment of rural women.

**Unit-V (12 hrs)**

*Case Studies in Rural Development:* Rural Development in developing countries - India, Nepal, Malaysia, Srilanka and African Countries

#### Text Books

1. Malcolm J. Moseley, Rural Development: Principles and Practice, New Delhi: Sage Publications, 2010,
2. Katar Sing, Rural Development -Principles, Policies & Management, New Delhi: Sage Publications, 2016,

#### Supplementary Readings

1. Prasad, B.K, Rural Development, New Delhi: Surup and Sons, 2013,
2. Datt and Vasant, Fundamentals of Rural Development, New Delhi: Rawat publications,2005,
3. Khanna, Sulbha. Rural Development, New Delhi: Sonali Publication, 2003,
4. Datt and Rudra, Growth Poverty and Equality, New Delhi: Deep and Deep Publication, 2008,
5. Gaur K.D. Dynamics of Rural Development, New Delhi: Mittal Publication, 1992.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1		S						S					S		M		S	M
CO2	M				M									M				
CO3			S				M			L		L	M		S			
CO4		M				L									M	M		
CO5				M			L				M					S		

\*L - Low, M - Medium, S - Strong

## Common Paper

### 19ICAA 36: COMPUTER AND ITS APPLICATIONS

#### Learning Objectives

LO1: To introduce the students to the fundamentals of both software and hardware of a computer and its application

#### Course Outcomes

Upon completion of this course the students will

CO1. understand about the hardware and software

CO2. know about the employable packages

CO3. figure about the personal productivity software

CO4. understand the data communication elements like Ms-Office and others.

CO5. complete knowledge on creation of Web Pages.

**Total Credit: 3**

**Total Hours: 65**

#### **UNIT I: (16 hrs.)**

Introduction to Computers: History - Generation of Computers - Storage Devices - Primary Storage Devices (RAM, ROM, PROM, EPROM) - Secondary Storage Devices (Floppy Disk, Hard Disk, Optical Disk and Magnetic Tapes) - Input and Output Devices (Keyboard, Mouse, Joystick, Monitor, Printers and Scanners).

#### **UNIT II: (16 hrs.)**

Introduction to Operating System: Types of Operating System (DOS, Windows) – Operating System Features – Booting (Warm and Cold Booting) - Introduction to Software: Software Types (System Software, Application Software) - Computer Languages (Machine Language, Assembly Language and High-Level Language) – Computer VIRUS, WORMS and Vaccines.

#### **UNIT III (11 hrs.)**

Personal Productivity Software: Introduction to MS-Office - MS-Word - MS-Excel - MS-Power Point - MS-Access.

#### **UNIT IV: (11 hrs.)**

Data Communication: Elements - Computer Network - Types (LAN, MAN and WAN) - Topology - Transmission Media – Guided Medium (Twisted Pair, Coaxial Cable and Fiber Optic Cable) – Wireless Transmission.

#### **UNIT V: (11 hrs.)**

Introduction to Internet: Browser and Its types - World Wide Web (WWW) - Internet Service Provider (ISP) - HTTP - Electronic Mail - Introduction to Multimedia - HTML - Creation of Web Pages.

#### **Text Books**

1. V.Rajaraman, *Introduction to Information Technology*, New Delhi: PHI Private Learning Limited 2013,
2. Tay Vaughan, *Multimedia: Making It Work*, Osborne: McGraw-Hill, ,2011
3. Krishnan, *Windows and MS – Office 2000*, Chennai, Scitech Publication Pvt. Ltd, 2000
4. Ned Snell, *The Internet Starter Kit in 24 hrs.*, Tech Media, 1998

#### **Supplementary Readings**

1. Peter Norton, *Introduction to Computers*. (4<sup>th</sup> Edition). Delhi: Tata McGraw-Hill2010.
2. Alexis & Mathew, *Fundamentals of Information Technology*, New Delhi: Vikas Publishing House,2013.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1		S						S					S		M		S	M
CO2	M				M									M				
CO3			S				M			L		L	M		S			
CO4		M				L									M	M		
CO5				M			L				M					S		

\*L - Low, M - Medium, S - Strong

## DEPARTMENTAL ELECTIVE -II

### 19ISOCE37: KINSHIP, MARRIAGE AND FAMILY (Refer Annexure-I)

Soft Skills-1

Semester 3

19ISSC300: Communication Skills

Credits: 3  
Hours: 60

#### Learning Objectives

**LO1:** To identify and enhance the soft skills of the students

**LO2:** To develop effective oral and writing skills of the students

**LO3:** To enable them to communicate effectively through their body language

#### Course Outcomes

Upon completion of the course students will

CO1: make effective presentations and showcase mastery in communication

CO2: prepare their own resume and understand the importance of preparing resume

CO3 understand the barriers to effective learning.

CO4 know about the public speaking skills.

CO5 infer about Meta communication

#### Unit-1 Introduction to Soft Skills (12h)

Soft skills - Meaning and Importance - Soft Skills Vs Hard Skills – Attributes regarded as Soft Skills

Listening – Types of Listening, Effective Listening, Barriers to Listening, Developing Listening skills, Assertive communication

#### Unit-2 Communication Skills (12h)

Communication – Definition, Process, Types – Verbal and Non-Verbal Communication, Oral and Written Communication, Barriers to communication, Speaking Skills, Starting and sustaining a conversation, Presentation and interaction

#### Unit-3 Presentation Skills (12h)

Public Speaking, Types of Speeches, Combating Nervousness, Patterns & Methods of Presentation, Oral Presentation: Planning & Preparation, Making Effective Presentations, Use of Audio-Visual aids

#### Unit-4 Writing Skills (12h)

Principles of Written Communication, Purpose, Types of Business Writing, Business Letters - format and style, Professional Writing – Articles, Reports, Conference papers, Types and Layout of report, Employment Communication - Preparing Drafting an Effective Resume – Cover letter

#### Unit-5 Non-Verbal Communication (12h)

Communication Without Words, Para language - Proxemics, Kinesics - Body Language - Facial Expressions, Gestures, Postures, Haptics - The Language of Touch, Meta-communication

#### Text Books

1. Sanjay Kumar and Pushp Lata, Communication Skills, New Delhi: Oxford University Press, 2<sup>nd</sup> Edition, 2015.
2. Alex K, Soft Skills, New Delhi, Sultan Chand Company, 2014.

#### Reference Books

1. Y. Vijaya Babu, "A Course on Communication Skills for Professional Students: Basics and Concepts", Chennai :Notion Press, First Edition, 2019.
2. Mikael Krogerus and Roman Tschappeler, "The Communication Book", UK: Portfolio Penguin Publishers (Kindle edition), 2018.
3. Manish Ranjan, Communication Skills and Interpersonal Skills, Bengaluru: Pearson Education India, 2014.
4. Shalini Verma, Body Language, New Delhi, S.Chand & Company Ltd., 2006.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	L									M						M		
CO2				S			M		S		S							M
CO3	S					M								M				
CO4									L				L		M			
CO5		L			M			M			M					M		S

\*L - Low, M - Medium, S - Strong

## 19ISOCC43: EDUCATION AND SOCIETY

### Learning Objectives

- LO1: To make the students to understand the interface between education and society
- LO2: To familiarise the development of sociology of education
- LO3: To enable them students to know about the national educational policy.

### Course Outcomes

Upon completion of this course the students will

- C01. familiarise themselves with the development of Sociology of Education.
- C02. To know the history of education and national educational policies and various educational strategies for economic growth.
- C03. grasp the agents of socialization and the role of mass media in education.
- C04. comprehend the role of education in social stratification.
- C05. infer the education for national integration.

**Total Credit: 5**

**Total Hours: 75**

**Unit: I (15 hrs.)**

Education – Meaning, Aims, Functions, and Forms - Impact of Education on Society - Sociology of Education – Definition, Aims, Scope and Importance - Higher Education and Skill Development - Importance of value education in modern society.

**Unit: II (15 hrs.)**

Socialization – Agents of Socialization - Role of Mass Media in Education - Teacher as change agent - School as a System - Schooling as a Process. Curriculum and Identity - Assessment and evaluation.

**Unit: III (14 hrs.)**

Education and Social Stratification - Education and Social Change; Education & Social Mobility - Education and Culture - Ancient, Medieval and Modern India.

**Unit: IV (13 hrs.)**

Education for Political Conduct - Education for Economic Growth - Education and Science.

**UNIT: V (13 hrs.)**

National Educational Policy - Education for National Integration - Education for International understanding.

### Text Books

1. Samuel Ravi, 'A comprehensive study of Education', New Delhi: PHI Learning Private Ltd, 2011
2. Sivarajan.k, 'Education in the Emerging Indian Society', Calicut, Calicut university, 2010.

### Supplementary Readings

1. Chandra S.S and Rajendra K. Sharma, Sociology of Education, New Delhi: Atlantic publishers, 2006.
2. Srinivas Bhattacharya, Sociological Foundations of Education, New Delhi: Atlantic publishers, 2008.
3. Pathak R.P, Philosophical and Sociological Perspectives of Education, New Delhi: Kanishka publishers, 2006.
4. Yogendra K. Sharma, Sociological philosophy of Education, New Delhi: Kanishka publishers, 2007
5. Jefferey, R. Alaka M.Basu. Girls' Schooling, Women's Autonomy and Fertility Change in South Asia. New Delhi: Sage, 1996.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1				L			M					S		L			M	M
CO2	S									L	L			M				
CO3			M					L	L						S			
CO4					M											M		
CO5	M			M			M						M			M		

\*L - Low, M - Medium, S - Strong



## 19ISOCC44: SOCIAL ACTION AND SOCIAL CHANGE

### Learning Objectives

- LO1 To enable the students to define and understand social action and social change.
- LO2 To prepare the students to understand the various stages and patterns of social action which lead to social change.
- LO3 To teach the students gain the knowledge about factors and barriers of social change.

### Course Outcomes

Upon completion of this course, the students will

- C01. understand the place of social action in social work, various methods of social action and role played by leadership in social action.
- C02. get insight into relationship between social action and social change.
- C03. know the stages and methods of social action.
- C04. comprehend the types and functions of leadership in social action.
- C05. understand the patterns of social change and barriers to social change in India.

**Total Credit: 4**

**Total Hours: 70**

#### Unit-I (13 hrs.)

Concept of social action - Definition and scope – Social Action and Social work context.

#### Unit-II (16 hrs.)

Stages and methods of social action and legislation - Communication - Education and legislation, reforms and revolution.

#### Unit-III (15 hrs.)

Leadership - Definition, characteristics - Types and functions of leadership in social action, Leadership in India.

#### Unit-IV (14 hrs.)

Social change - Factors of social change – Linear, Conflict and Cyclical theories of social change.

#### Unit-V (12 hrs.)

Social change in India - Patterns of social change and barriers to change in India.

### Text Books

1. Shona Cohen, Transforming Social Action into Social Change Improving Policy and Practices, New York: Routledge, 2017.
2. Julian Jimenez, Social Policy and Social Change, University of California: Los Angeles, Sage Publications, 2010.

### Supplementary Readings

1. Janathan M.W, Shelly K. White and Kathleen Odell Korgen, Sociologists in Action, Sociology, Social Change and Social Justice, New Delhi: Sage Publication, 2016.
2. M. Lakshmipathi, Raju, Community Organization and Social Action: Social Work Methods and Practices, New Delhi: Regal Publications, 2012.
3. Yogesh Atal, Indian Society: Structure and Change : Continuity and Change, New Delhi: Pearson Education India Pvt Ltd., 2016.
4. Ram Ahuja. Indian Social System. Jaipur: Rawat Publications, 1993.
5. Vidya Bhushan & Sachdeva,D.R. An Introduction to Sociology. Allahabad: Kitab Mahal, 1995.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	S				M			M					S				M	M
CO2					M			M				L		M				S
CO3		L									L		M				S	
CO4			M						M	L					S			M
CO5	L						L						L			S		

\*L - Low, M - Medium, S - Strong

**19ISOCA45: SOCIAL PSYCHOLOGY****Learning Objectives**

- LO1. To learn the forces that creates group differences in patterns of social behavior.
- LO2. To understand and tolerate the behavior of people, particularly that members of the diverse array of groups and social categories to which they do not belong.
- LO3. recognize the limits in generalizing Psychological research to all cultural/ gender/ ethnic/ age groups.

**Course Outcomes**

Upon completion of the course the students will

- CO1. gather and analyse a range of information about the learning needs.
- CO2. identify the knowledge, skills, values and attitudes that they need to develop in their class programmes.
- CO3. familiarize about the social psychology
- CO4. know the features and significance of collective behaviour.
- CO5. understand the formation of public opinion and its dimensions.

**Total Credit: 3****Total Hours: 65****Unit-I (13 hrs)**

Social Psychology - Definition, scope and methods - origin of group life, observing and understanding human interaction, interaction and communication, relation of social psychology to other social sciences.

**Unit-II (13 hrs)**

Learning, Perception and Motivation - Needs and drives, drives and learning process, motivation as goal - orientation, the nature of motivation, variety of human motives, social-personal motives, deficit motives and growth motives, social perception & social learning.

**Unit-III (13 hrs)**

Group processes, Conformity and Deviance - The group cohesiveness, the group norms, conformity; group conflict, group effectiveness, group dynamics; deviance: Causes of deviant behaviour.

**Unit-IV (12 hrs)**

Collective Behaviour - Crowds and audience, types of crowds, some features of the crowd, crowd size, the composition of crowds, information flow in the crowds: Rumour, mob violence, violence and social structure.

**Unit-V (14 hrs)**

Public opinion, Propaganda and Mass media - Public opinion: formation of opinion, two dimensions of public opinion, the information content; Propaganda: Propaganda techniques, totalitarian indoctrination, conditions for propaganda success, propaganda and education, mass media and society.

**Text Books**

1. Miles Howstone. An Introduction to Social Psychology. New Jersey: John wiley& sons, 2012.
2. Elliot Aronson, Timothy D.Wilson and Robin M.Akert. Social Psychology. New Delhi: Pearson Publisher, 2016.

**Supplementary Readings**

1. Kassin. Social Psychology. New Delhi: Cengage Learning Publication, 2017.
2. David Myers. Social Psychology. New York: McGraw Hill Publishing, 2010.

3. Roy F. Baumeister. Advanced Social Psychology. England: Oxford University Press, 2010.
4. Anita Kumar. Social Psychology. New Delhi: Himalaya Publishing House, 2000.
5. William McDougall. An Introduction to Social Psychology, New Delhi: Atlantic, 1994.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1									L		S				L			
CO2	S			L			M		S									
CO3		M								M	L		M					
CO4					M									L	M		M	
CO5			M			L										M		

\*L - Low, M - Medium, S - Strong

## Allied Paper - II

### 19ISOCA46 – SOCIAL ETHICS

#### Learning Objectives

- LO1: To make the students aware of moral concepts and judgements.
- LO2: To make the students aware of human rights and duties
- LO3: To make the students aware of the current social evils and their impact on society.

#### Course Outcomes

- Upon completion of this course, the students will
- CO1. understand the nature, object and motive of moral judgement and ethical values.
  - CO2. acquire the knowledge to apply moral theories to eradicate current social evils.
  - CO3. know the nature, scope and importance of social ethics.
  - CO4. grasp about hedonism, utilitarianism and intuitionism.
  - CO5. expertise in rights of man, duty and moral obligation.

**Total Credit: 4**

**Total Hours: 70**

#### **Unit-I : Introduction to Social Ethics (14 hrs.)**

Definition-Nature and scope of Social Ethics – Motive and Intension – Character and Conduct.

#### **Unit-II: Origin and Development of Morality (12 hrs.)**

Instinctive Morality – Customary Morality – Reflective Morality – Agencies of Morality.  
Moral Judgement: Nature, Object and Motive of moral Judgement.

#### **Unit-III: Moral Theories (13 hrs.)**

Hedonism – Utilitarianism – Intuitionism - Perfectionism - Rigorism – Moral Absolutism –  
Theories of Punishment: Deterrent – Retributive and Reformative Theory.

#### **Unit-IV: Rights and Duties (14 hrs.)**

Nature of Rights – Rights of Man – Determination of Duties – Duty as moral obligation –  
Virtue: The meaning of Virtues – Classification of Virtues.

#### **Unit-V: Current Social Evils (12 hrs.)**

Alcoholism and Drug Addiction – Prostitution – Youth Unrest and Poverty - Religious  
Fanaticism – Dowry – Child Labour – Corruption.

#### **Text Books**

1. William Lillie, An Introduction to Ethics, London: Methuen and Co. Ltd., 1964.
2. John S. Mackenzie. A Manual of Ethics, London: University of Tutorial press Ltd., 1998.

#### **Supplementary Readings**

1. Madan, G.R. Indian Social Problems, New Delhi: Allied Publication. Pvt. Ltd.,
2. Sharma, R.N. Principles of Sociology, Meerut::Education Publishers, 1968.
3. Heroled Titus. Thics for Today, New Delhi: Eurasia publishing house, 1964.
4. Bhaskaran G. Social Philosophy (TAMIL), Tanjore: Tamil University, 1995.

5. William, K. Rankena, Ethics, New Delhi: Prentice Hall of India Pvt. Ltd. 1999.

**Outcome Mapping**

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1		S			M				L		L					M		M
CO2					M					L	L			M				
CO3	M			M				M	M						M		L	
CO4		M										M	S					
CO5				L						S					S			

\*L - Low, M - Medium, S – Strong

**DEPARTMENTAL ELECTIVE - III**

**19ISOCE46: SOCIOLOGY OF MASS COMMUNICATION (Refer Annexure-I)**

**Learning Objectives**

**LO1:** To enhance holistic development of students and improve their personality.

**LO2:** To understand themselves and be an effective goal-oriented team player.

**LO3:** To develop professionals with idealistic, practical and moral values.

**Course Outcomes**

Upon completion of the course students will

CO1: develop confidence to face the workplace and society at large

CO2: identify and kindle their inner spirit and get self motivated

CO3: understand the determinants of personality.

CO4 comprehend the development of attitudes.

CO5 know the concept of motivation and its importance and theories of motivation.

**Unit-1 Personality (12h)**

Meaning and Definition of Personality, Determinants of Personality, Characteristics of Personality, Stages of Personality Development, Personality traits.

**Unit-2: Self Analysis (12h)**

Self Awareness, SWOT Analysis, Attributes, Self Confidence- Importance of self-confidence, building self-confidence, Methods of developing self confidence, Self Esteem

**Unit-3: Attitude (12h)**

Types of Attitude, Factors influencing attitude, Positive attitude, Steps to overcome challenged attitude, Developing Positive attitude and thinking.

**Unit-4: Motivation (12h)**

Motivation-Meaning, Needs, Factors affecting motivation, Basic theories of motivation, Intrinsic & Extrinsic Motivators, Self talk, self motivation, Achievement motivation.

**Unit-5: Goal Setting (12h)**

Goals – Defined, Types of goals - Short Term, Long Term, Life Time Goals, Areas and spheres of Goal Setting, SMART principle of Goal Setting, Positive affirmations in Goal Setting

**Text Books**

1. Gajendra Singh Chauhan and Sangeeta Sharma, Soft Skills: An Integrated Approach To Maximise Personality, Kindle Edition, 2015
2. B.N.Ghosh, Managing Soft Skills for Personality Development, New Delhi:Tata McGraw Hill Education Private Limited, 2013

**Reference Books**

1. Shikha Kapoor, Personality Development and Soft Skills: Preparing for Tomorrow, U.K: International Publishing House Pvt. Ltd., 2018
2. Elizabeth B.Hurlock, Personality Development, New Delhi: McGraw Hill Education, Indian Edition, 2017
3. Barun K. Mitra, Personality Development and Soft Skills, New Delhi: Oxford University Press, Second Edition, 2016.
4. Prashant Sharma, Soft Skills-Personality Development for Success, New Delhi: BPB Publications, 2018.
5. Mitra Barun K, Personality Development and Soft Skills, UK: Oxford,2010

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	M					M				M		S			M	M		
CO2			S						M				M				S	
CO3	L				S		S				S			M				S
CO4										L			S					
CO5			S						L					S		S		M

\*L - Low, M - Medium, S - Strong



## 19ISOCC51: SOCIOLOGY OF RELIGION

### Learning Objectives

- LO1 To introduce the students to the subfield of sociology of religion  
LO2 To analyse the basic concepts and key interpretations of religion  
LO3 To focus on the interface between religion and society in India and the contestation over religion in contemporary times.

### Course Outcomes

- Upon completion of this course students will
- CO1. understand the sociological interpretation of religion.
  - CO2. equip them with knowledge on the role of religion in social change.
  - CO3. know about religion and its types and elements.
  - CO4. grasp the religions of India.
  - CO5. comprehend the aspects and contestation over religion in India.

**Total Credit: 4**

**Total Hours: 70**

#### Unit-I (13 hrs.)

Introduction, The scope of Sociology of religion, belief system, magic and religion, elements of religious experience, typology of religions.

#### Unit-II (13 hrs.)

Sociological Interpretations of Religion - Durkheim and sociological functionalism, Weber and phenomenology, Marx and dialectical materialism.

#### Unit-III (14 hrs.)

Religions of India: Hinduism, Buddhism, Jainism, Sikhism, Christianity and Islam, A social historical perspective, Demographic profile, contemporary trends.

#### Unit-IV (16 hrs.)

Aspects of and Contestation over Religion in India - Sacred knowledge, sacred space, sacred time, sacred personal, fundamentalism, communalism, secularism, proselytise.

#### Unit-V (14 hrs.)

Religion and Social Change - Socio-religious movements, popular religion and emerging cults.

### Text Books

1. Courtney Bender, Wendy Cadge and Peggy Levitt, Religion on the Edge: De-Centering and Re-Centering, UK: Oxford Publications, 2012.
2. Ole Riis Linda Woodhead, Sociology of Religious Emotion, UK: Oxford Publications, 2012.

### Supplementary Readings

1. Richard K. Fenn, Sociology of Religion, London: Continuum Publisher, 2009
2. Jones, Kenneth, W. Socio-religious Reform Movements in British India. Hyderabad: Orient Longman, 1989.
3. Muzumdar, H.T. India's Religious Heritage. New Delhi: Allied Publications, 1986.
4. Roberts, Keith, A. Religion in Sociological Perspective. New York: Dorsey Press, 1984.
5. Turner, Bryan, S. Religion and Social Theory. London: Sage Publication, 1991.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1		M			M						S				M	M		
CO2								M				M					S	S
CO3			S						L	L			M		L			
CO4		S											S				S	S
CO5	M				M			M	M					S				

\*L - Low, M - Medium, S - Strong

## 19ISOCC52: SOCIOLOGY OF LAW

### Learning Objectives

- LO1 To help the students understand the origin, evolution and importance of sociology of law.
- LO2 To make the students know the evolution of formal and informal legal systems and their integration with society
- LO3 To make the students learn working of legal system for the welfare of weaker sections

### Course Outcomes

Upon completion of this course students will

- CO1. acquire knowledge about origin and evolution of law and its integration with society.
- CO2. know the role of legal process in bringing changes among social institutions
- CO3. comprehend the law as social phenomenon and social functions of law
- CO4. understand the role of law in bringing social order.
- CO5. familiar with laws for social reform.

**Total Credit: 4**

**Total Hours: 70**

### Unit-I (13 hrs.)

Definition of Law - The origin and history of law, Sociology of Law – evolution and its importance, the legality in the modern world, human use of law.

### Unit-II (13 hrs.)

Law as a social phenomenon - Law as ethics - sociology and law. Law as a social force - the social functions of the law.

### Unit-III (16 hrs.)

Law and the social order - Imperative co-ordination of behaviour, law in progressive society, public opinion and law, integration of law in culture, the state and law, law and society.

### Unit-IV (15 hrs.)

Law and Social welfare - Labour welfare, women welfare, child welfare, environment related laws, laws related to welfare of aged and weaker section of the society.

### Unit-V (13 hrs.)

Law and Social change - Law and social reform – Law related changes in Family, Culture, Religion and Society.

### Text Books

1. Colin Campbell and Paul Wiles (ed.). Law and Society. London: Martin Robertson & Co., Ltd., 1979.
2. Lawrence M.Friedman. Law and Society an Introduction. New Jersey: Englewoodcliffs Prentice-Hall, Inc., 1977.

### Supplementary Readings

1. Roger Cotterrell, The Sociology of Law: An Introduction, 2<sup>nd</sup> edition, New Delhi: Oxford University Press, 2005.
2. Javier Trevino, The Sociology of Law: Classical and Contemporary Perspectives (Law and Society), Somerset: Transaction Publishers, 2008.
3. Eugene Kamenka, et. al., (ed), Law and Society, London: Edward Arnold Publishers Ltd.2004.
4. A.B. Kaliaiah, T.R.Subramanya (ed.). Human Rights in International Law, New Delhi: Deep & Deep Publications, 1986.
5. Naorem Sanajaoba. Socio-Legal Problems and Developing Society. New Delhi: Deep & Deep Publications, 1986.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1			L						M			M		M	M			L
CO2			S				M			M			S			S	S	
CO3	L	S							L		M				S			M
CO4				M			M											
CO5	M				S					S			M		M			M

\*L - Low, M - Medium, S - Strong

## 19ISOCC53: INDUSTRIAL SOCIOLOGY

### Learning Objectives

- LO1 To make the students understand the sociology of industry
- LO2 To provide the knowledge about the human relations and management.
- LO3 To understand the Industrial problems and method of problem-solving techniques

### Course Outcomes

Upon completion of this course students will

- CO1. understand the industrial society and the problems of industrial sectors.
- CO2. comprehend the new technology in industrial sector and learn the behavior of industrial community.
- CO3. understand industrial sociology and its relation to industrial psychology and management.
- CO4. know about the rise and development of industry.
- CO5. comprehend the characteristics of industrial law in various periods.

**Total Credit: 4**

**Total Hours: 70**

#### Unit-I (12 hrs.)

Industrial Sociology - Nature and scope, relation to industrial psychology, industrial management and labour economics.

#### Unit-II (14 hrs.)

Rise and Development of Industry, early industrialism, guild and factory, growth of industry in India, industrial organization, production process.

#### Unit-III (13 hrs.)

Labour Characteristics: The early industrial workers, Labour Supply - Sources, labour demand. The modern worker, the occupational pyramid, characteristics of Indian Labour.

#### Unit-IV (16 hrs.)

The concept of work - Work as a universal activity, the idea of work, work and recreation, work and art, the phenomenon of work, work avoidance, the role of work in man's life.

#### Unit-V (15 hrs.)

Human relations and structural approach to industry, Hawthorne experiments, Scientific management theory (Taylorism), Automation in industry.

### Text Books

1. Gisbert Pascual, S.J. Fundamentals of Industrial Sociology, Mumbai: McGraw Hill, 1979.
2. Colin Campbell and Paul Wiles (ed.). Law and Society. London: Martin Roberstson & Co., Ltd., 1979.

### Supplementary Readings

1. V.S.P.Rao and P.S.Narayana, Organizational theory and behaviour, New Delhi: Vikas publishing house, 2003.
2. V.V.Giri, Labour problems in Indian industry (ed), Mumbai: Asia publishing House, 1972.
3. S.N.Melhotra, Labour problems in India, New Delhi: Chand & co, 1984
4. Rao,V.S.P. and Narayana, P.S. Organizational Theory and Behaviour. New Delhi: Vikas Publishing House, 1986.
5. Sharma, B.R. The Indian Industrial Workes. New Delhi: Vikas Publishing House, 1974.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	S					L				L		S		M		M		
CO2			M										S	M				
CO3	M				S				L				S					
CO4						M		L						S				S
CO5		S								L			L		M			M

\*L - Low, M - Medium, S – Strong

## 19ISOCC 54: SOCIOLOGY OF POPULAR CULTURE

### Learning Objectives

- LO1 To provide sociological perspective about the popular culture
- LO2 To enable the students to know the significance of popular culture and its transformation from the general culture.
- LO3 To make students to understand the role of popular culture and the mass media in contemporary Indian society.

### Course Outcomes

Upon completion of this course students will

- CO1. know the meaning and definition of popular culture
- CO2. understand the influence of information and communication technology on popular culture
- CO3. know the different types of culture
- CO4. grasp how popular culture reflected in festivals, pilgrimages and in different stages.
- CO5. understand how popular culture is commercialized.

**Total Credit: 4**

**Total Hours: 70**

#### **Unit – I (12 hrs.)**

Popular culture, mass culture, folk culture, elite culture; role of mass media in popular culture, Relationship between popular culture and leisure and recreation.

#### **Unit – II (16 hrs.)**

Developments in information and communication Technology and their impact on popular culture: Television and the communication of leisure; popular music and its social reach.

#### **Unit – III (16 hrs.)**

Globalization and popular culture: Global media as an agency of globalization; syncretism in global culture: the diffusion of global culture through the mass media and its impact on youth values.

#### **Unit – IV (13 hrs.)**

Popular culture as reflected in festivals, Folk music, pilgrimages, folk lore. Films; their social significance and impact.

#### **Unit – V (13 hrs.)**

Commercialization of folk culture; television as an agency for the dissemination and popularization of classical and folk music.

### Text Books

1. Yogendra Singh, Culture Change in India: Identify and Globalization, New Delhi: Rawat Publications, 2000.
2. French, D. and Michael Richard, Eds. Television in Contemporary Asia, London: Sage Publications, 2000.
- 3.

### Supplementary Readings

1. Robert J. Brym and John, Sociology: Pop Culture to Social Structure, Boston: Cengage Learning, 2012.
2. Subas Mohapatra, Society and Culture in India: A Reader, New Delhi: Social Science Press, 2017.
3. Les Back, Andy, Andy B, Laura D.E., David I., Ronald, J. and Lan Woodward, Cultural Sociology: Introduction, New Jersey: Wiley-Blackwell, 2012.
4. Gunaratne, S(ed). Hand book of the Media in Aisa, London: Sage, 2000.
5. Johnson K, Television and Social change in Rural India, London; Sage, 2000

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	L		M		M				M			S			M			M
CO2								M					M					
CO3	S		S		L								S			S	S	
CO4							M				L			M				
CO5	M		L		S					M		M		M				S

\*L - Low, M - Medium, S - Strong



## **19ISOEA55: Extension Activities**

Extension Activities aim at developing amongst students a sense of participation in nation building through Social Work. This deepens understanding of the social environment and enriches his/her personality through actual participation in day-to-day life of the society. This process of learning is not only a desirable supplement to the classroom education but develops in the student a sense of responsibility, tolerance and cooperation. The extension activities play a vital role in the development of the latent aspects of the student's personality.

### **Learning Objectives**

- LO1: To arouse social consciousness of the students by providing them opportunities to work with and among the people.
- LO2: To develop an awareness and knowledge of social realities to have concern for the wellbeing of the community and engage in creative and constructive social action.
- LO3: To provide with rich and meaningful educational experiences to them in order to make their education complete and meaningful.
- LO4: To develop skill needed in the exercise of democratic leadership and programme development to help them get self-employed.
- LO5: To give them the opportunities for their personality development.

### **Course Outcomes**

Extension activities help them to

- CO1: utilize their knowledge in finding practical solution to individual and community problems.
- CO2: develop competence required for group-living and sharing of responsibilities.
- CO3: acquire leadership qualities and democratic attitude.
- CO4: develop capacity to meet emergencies and natural disasters.
- CO5: practice national integration and social harmony.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	S				M								S			M	M	
CO2							M							M			S	S
CO3		M			M							S		S				
CO4								S			M				M			
CO5	L						L			L					S			M

\*L - Low, M - Medium, S - Strong

## DEPARTMENTAL ELECTIVE - IV

### 19ISOCE56: SOCIOLOGY OF AGEING (Refer Annexure-I)

Semester 5

Soft Skills-3  
19ISSC500: Time and Stress Management

Credits: 3  
Hours: 60

#### Learning Objectives

**LO1:** To insist on the importance of time management

**LO2:** To define and prioritize tasks that aid in managing time and stress

**LO3:** To understand the relationship between time Management and stress Management

#### Course Outcomes

Upon completion of the course students will

- CO1. understand the importance of time management in personal life and career
- CO2. demonstrate methods for managing projects and commitments without stress
- CO3. understand the stress and its causes and effects in various situations.
- CO4. know the relationship between time management and stress management.
- CO5. infer stress management strategies and techniques.

#### Unit-1 Time Management – an Overview (12h)

Concept of Time: Nature and Characteristics, Principles of Time Management, objectives and significance, Recognizing the Importance of Time, Managing yourself, Dealing with other people Your time, Getting Results.

#### Unit-2 Planning and Scheduling (12h)

Benefits of Planning, Guidelines and Tools for Efficient Planning, The Difference Between, Planning and Scheduling. Methods of making scheduling, techniques in scheduling, making to-do list in scheduling.

#### Unit-3 Time Management Strategies (12h)

Identifying and Eliminating Time Wasters, Methods for Managing Time Efficiently, Productive Work, Busy vs. Productive, Indecision & Delay, Overwork, Urgency V's Importance, Prioritization, Priority Matrix

#### Unit-4 Stress (12h)

Stress – Meaning and Definition, Burnout, Types and Causes of Stress, Job Stress – causes & effects, Personality type and Stress, Symptoms of Stress, Impact of Stress on Human Health.

#### Unit-5 Stress Management (12h)

Relationship between Time Management and Stress Management, Overcoming Stress, Tools for identifying and managing Stress, Stress Management Strategies and Techniques

#### Text Books

1. Vijay Agarwal, Time Management for Students, Bhopal: Benten Books, 2009
2. Sudhir Dixit , Time Management: 30 Principles for the Best Utilization of Your Time”, Bhopal: Manjul Publishing, 2018

#### Reference Books

1. Robert W. Bly, Make Every Second Count: Time Management Tips And Techniques For More Success With Less Stress, New Delhi: Rupa Publications India, 2017.
2. Brian Tracy, Master Your Time, Master Your Life, USA: Penguin Publishing Group, 2016.
3. Cal Newport, Deep Work: Rules for Focused Success in a Distracted World, USA: Grand Central Publishing, 2016.
4. John Plante, How to Stop Procrastinating: A Handy Guide to Get the Momentum You Need to Achieve What You Need Now, Kindle Edition, 2014.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	S			M					L				M		M		L	
CO2		S									M	L						L
CO3	L				M		L			M				L		M		
CO4		L			M			M	S			S						
CO5				L			S							S		S		M

\*L - Low, M - Medium, S - Strong

## 19ISOCC 61: SOCIAL MOVEMENTS IN INDIA

### Learning Objectives

- LO1: To sensitize the students about the dynamic of various types of social movements.
- LO2: To know the role of various social movements in social transformation.
- LO3: To introduce the various theories of social change and social movements.

### Course Outcomes

Upon completion of this course, the students will

- CO1. know the various types of social movements and their role in social transformation.
- CO2. understand the various theories related to the emergence of social movements.
- CO3. grasp the influence of political intuitions on social movement.
- CO4. comprehend the influence of social movements on social change.
- CO5. understand the various movements taken place in India.

**Total Credit: 4**

**Total Hours: 70**

**Unit-I (12 hrs.)**

Social Movement - Definition, features and types of social movements.

**Unit-II (15 hrs.)**

The Social Base - Class, caste, ethnicity, gender; role and types of leadership; the bearing of political institutions and processes of social movements, role of media.

**Unit-III (12 hrs.)**

Social Movements and Social Change - Reforms, revolution, counter movements, transformation and decline.

**Unit-IV (16 hrs.)**

Theories of the Emergence of Social Movements - Marxist and Post-Marxist; Weberian and Post-Weberian, Structural – Functional.

**Unit-V (15 hrs.)**

Social Movements in India - Peasant Movement, SNDP Movement, Women's Movement, Ecological and Environmental Movement.

### Text Books

1. Ghanashyam Shah, Social Movements in India: A Review of Literature, New Delhi: Sage Publications India Pvt Ltd, 2004.
2. Rao M.S.A, Social Movements in India: Studies in Peasant, Tribal and Women's Movement, New Delhi: Manohar Publisher,2002.

### Supplementary Readings

1. Ghanshyam Shah, Social Movements and the State (Readings in Indian Government and Politics) New Delhi: Sage Publication, 2001.
2. Raka Ray and Mary Fainsod Katzenstein, Social Movements in India: Poverty, Power and Politics, USA: Rowman & Little Field Publication, 2005.
3. Rao, M.S.A., Social Movements in India, New Delhi: Manohar, 1979.
4. Shan, Ghanshyam. Social Movements in India: A Review of the Literature, Delhi: Sage, 1990.
5. Shan, Nandita. The Issues and Stake: Theory and Practice in the Contemporary Women Movements in India. New Delhi: Kali for Women, 1992.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	
CO1	L			M					M			S							M
CO2						M							M						
CO3	M		S						M				L	S	M	L			
CO4					S		L												
CO5	L				S					M			M			L			L

\*L - Low, M - Medium, S - Strong

## 19ISOCC62: SOCIAL POLICY AND DEVELOPMENT ADMINISTRATION

### Learning Objectives

- LO1 To introduce the students about the logic and skills of development administration
- LO2 To make them to participate in the welfare activities and welfare organizations
- LO3 To enable them to learn the structure, functions and the role and responsibilities of development organization.

### Course Outcomes

Upon completion of this course students will

- CO1. understand the administration of financial matters for developmental process.
- CO2. clarify the strength of financial institutions in carrying out welfare programmes of Indian Society.
- CO3. know the functions of social policy.
- CO4. understand the aspects related to social welfare administration.
- CO5. comprehend about the structure and functions of development organization.

**Total Credit: 4**

**Total Hours: 70**

#### **Unit-I (12 hrs.)**

Social Policy - Definition, meaning, function, scope, purpose, importance of the study of social policy.

#### **Unit-II (14 hrs.)**

Social Development - Evolution, progress and development - Human needs and quality of life, key issues in development policy

#### **Unit-III (15 hrs.)**

Social Welfare Administration - Concept and principles of social welfare administration, purpose and need, registration of social welfare organization.

#### **Unit-IV (13 hrs.)**

Development Organization - Structure, functions, their role and responsibilities, recent trends.

#### **Unit-V (16 hrs.)**

Finance & Evaluation - Budgeting and accounting in social welfare organizations; Financial resources for voluntary organizations, evaluation, types of evaluation and need for evaluation.

### Text Books

1. Demterius, S. Latridis, Social Policy: Institutional Context of Social Development and Human Services, USA: Cole Publishing Company, 2007.
2. Dube, S.C. Modernization and Development, New Delhi: Vistar Publications, 1998.

### Supplementary Readings

1. Krishna Kant Singh & Ram Shankar Singh, An Introduction to Social Work, Jaipur: ABD Publishers, 2011.
2. Singh, M.K. Social Welfare Administration and Social Policy, New Delhi: Vayu Education of India, 2016.
3. Kevin Gormley, (ed). Social Policy and Healthcare. Edinburg, Churchill Living Stone: Har Court Brace and Company Ltd., 1999.
4. S.C.Dube. Modernization and Development. New Delhi: Vistar Publications, 1998.
5. Pat Young. Mastering Social Welfare, Third Edition, London: MacMillan Press Ltd., 1995.
6. Rajendra Pande. Sociology of Development. Delhi: Mittal Publication, 1985.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	L										S				S			
CO2		M			S							M		M				
CO3			L			L		M								S		M
CO4					M							M			M			
CO5	S									L			L			M		S

\*L - Low, M - Medium, S - Strong



## 19ISOCC63: POLITICAL SOCIOLOGY

### Learning Objectives

- LO1 To comprehend the interrelationship between social system and political system,
- LO2 To understand the importance of political socialization and culture in the democratization of the individuals
- LO3 To identify the role of caste, religion, regional languages in determining political process.

### Course Outcomes

Upon completion of this course students will

- CO1. acquire knowledge of structure and functions of various political systems.
- CO2. Identify the balance of power and authority between intellectuals and politicians in Indian politics.
- CO3. know about political parties and leadership
- CO4. comprehend the political process in India and the role of caste and religion.
- CO5. familiar with the types of leadership.

**Total Credit: 4**

**Total Hours: 70**

#### Unit-I (12 hrs.)

Definition and Subject Matter of Political Sociology, Distinctive Approach of Political Sociology. Interrelationship between Political System and Society.

#### Unit-II (14 hrs.)

Democratic and Totalitarian Systems - Socio-economic Conditions Conducive for their emergence and Stability; Political Culture, Political socialization, Meaning, Significance and Agencies.

#### Unit-III (13 hrs.)

Distribution of Power in Society - Intellectuals, Pressure Groups and Interest Groups, Bureaucracy its Significance, Political Development of India.

#### Unit-IV (15 hrs.)

Political Parties and Leadership - Characteristics, Social Composition of Parties, Recruitment, Political Apathy: Causes and Consequences in India. Leadership - Types and Traits, Qualities of Leaders, Functions of Leaders, Changing Scenario.

#### Unit-V (16 hrs.)

Political Process in India - Role of Caste and Religion; Regionalism and Language in Indian Politics. The Role of Mass Media, Problems of Communication in Illiterate Societies, and Politicization of Social Life.

### Text Books

1. Keith Faulks, Political Sociology: A critical introduction, New Delhi: Indian Reprint, Rawat Publications, 2011.
2. Pradip Basu, ed., Political Sociology, Kolkata: Setu Prakashani, 2015.
3. Dipti Kumar Biswas. Political Sociology. Calcutta: Firma KLM Private, 1989.

### Supplementary Readings

1. Ashraf.A, and Sharma. L.N., Political Sociology: A new Grammar of Politics, Hyderabad: University Press, 2004.
2. Bottomore, Tom, Political Sociology, Bombay: B1 Publications, 1983.
3. Dahl, Robert, Modern Political Analysis, USA-Englewood: Prentice Hall, 2004.
4. Jangam,R.T. Text Book of Political Sociology. New Delhi: Oxford and IBH Publishing Company, 1980.
5. Rajani Kothari. Caste in Indian Politics. New Delhi: Orient Longmans Ltd., 1973.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1		S			S							L				M	M	
CO2	S			L				L				M			M			M
CO3			L			M			M				M			M		
CO4	S			S			M			S				M				M
CO5		L			L				L			L			L			L

\*L - Low, M - Medium, S - Strong

## DEPARTMENTAL ELECTIVE - V

### 19ISOCE64: GLOBALIZATION AND SOCIETY (Refer Annexure-I)

#### Common Paper

### 19IVEC65: VALUE EDUCATION

For All 5 Year Integrated Courses of Arts Faculty

#### .Learning objectives

- LO1: understand the building of human beings with strength and power based upon India's ancient values.
- LO2: develop the qualities of peace and co-operation.
- LO3: promote the personality development and develop individual with sense of patriotism and international understanding.

#### Course Outcomes

Upon completion of this course the students will

- CO1. gather and analyse a range of information about value education
- CO2. develop a positive and responsible attitude to their own wellbeing, respect for the rights of other people, care and concern for their community and develop a sense of social justice.
- CO3. acquire the knowledge about morality and freedom.
- CO4. understand the social ethics, its dimensions and its importance.
- CO5. know the ethical issues of present society.

**Total Credit: 2**

**Total Hours: 60**

#### Unit – I (13 hrs.)

1. Value education – Meaning – Nature and Purpose
2. Importance of Value Education

#### Unit – II (13 hrs.)

1. Basic Features of Rational Ethics
2. Moral Consciousness and Conscience
3. Love – the ultimate moral norm

#### Unit – III (13 hrs.)

1. Morality and Freedom - Human Freedom and Moral Responsibility
2. God, Religion and Morality
3. Sanction for Moral Life.

#### Unit – IV (13 hrs.)

1. Social Ethics: Value of Life and Human Beings
2. Liberty, Equality and Fraternity

#### Unit – V (13 hrs.)

1. Ethical Issues Today: Religious Ethics, Family Ethics
2. Political Ethics - Business Ethics
3. Ethics and Culture.

#### Text Books

1. Yojana Yatin Patil. Value Education: Need of the Hour. California (USA): Pasaaydaan Foundation Publication, 2015.
2. Lovat, Terence, Toomey and Ron, Clement and Nevil. International Research Hand book on Values Education and Student Wellbeing. Germany: Springer Science & Business Media,2010.

#### Supplementary Readings

1. Ahuja.R. Value Oriented Education in India.Jaipur: Rawat Publications, 2000.
2. Bhat.R.K. Towards Value based Education System. New Delhi: Association of Indian Universities, 2000.
3. Bottery.M. The Challenges of Education Leadership- Values in a Globalized Age. London: Paul Chapman Publishing, 2004.
4. William K. Frankena, *Ethics*, Delhi: Prentice Hall of India Pvt. Ltd., 1999.

**Outcome Mapping**

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	S					L					M				L			M
CO2		S		L		L		M		M		M		L				
CO3		M			M					L				M			M	
CO4	L		M			L						L			M		S	
CO5	S			S			M		L		S		S		M			M

\*L - Low, M - Medium, S - Strong

## **19ISOEL66: Experiential Learning**

**Experiential Learning** is a process of learning through experience. It is specifically defined as “learning through reflection on doing”. Experiential learning provides opportunities to students to connect principles of the discipline with real-life situations by In-plant training/field trips/internships/industrial visits

### **Learning Objectives**

- To assist people to discover and analyse their problems and identify their felt needs.
- To develop leadership among people and help them in organizing groups to solve their problems.
- To disseminate research information of economic and practical importance, useful for the people.
- To assist people in mobilizing available resources.
- To collect and transmit feedback information for solving management problem

### **COURSE OUTCOMES**

- To sensitize the student community on all the social issues prevailing in the society.
- To offer theoretical and practical knowledge on subjects relevant to nation development, such as Economic and Political system, Social Responsibility and good governance, Human rights and Social legislation.
- To inculcate social values among the students, so that they become the change agents for the betterment of the society.
- To develop leadership skills in the students by means of organising camps and programmes, so that they become the future leaders of the nation.
- To make the students culture sensitive to the social change that is happening and be aware of upholding the societal culture.
- To inspire the students to participate in social activities. This will promote them to involve in citizen participation.
- To mould the students into active social work by integrating theory to practice.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1									S	L				S	L			S
CO2	L				L					L								
CO3		M		S	M				S					M	M	S		
CO4		M					M				M			S	S		M	
CO5				M			M				M			M		M		

\*L - Low, M - Medium, S - Strong

**Learning Objectives**

**LO1:** To enhance the employability skills.

**LO2:** To develop interpersonal skills that provides good work environment.

**LO3:** To effectively prepare and present in a job interview.

**Course Outcomes**

Upon completion of the course students will able to

- CO1. demonstrate good relationship with their peer group in the workplace
- CO2. understand the importance of leadership and improve the leadership qualities
- CO3. will understand the importance of interpersonal skills.
- CO4. know the methods of group discussion.
- CO5. infer types of interview and develop the skills of preparing for interview.

**Total Credits: 3**

**Hours: 60**

**Unit-1 Etiquettes and Manners (12h)**

Etiquette – Meaning & Importance, Etiquette Vs Manners, Business and Workplace Etiquette, Ways of introducing oneself, Handshakes, Telephone Etiquette, Email Etiquette

**Unit-2 Interpersonal skills (12h)**

Understand Self – Different Categories; Diagnosis of Type of Self - Identifying own type of self, Positive character traits, Effect of Interpersonal Behaviour on Interpersonal Relationship, Formal Interpersonal skills, Emotional Intelligence

**Unit-3 Leadership skills (12h)**

Leadership – Definition, Role & Functions of a Good Leader; Traits of Leadership, Leadership styles, Developing Leadership skills

**Unit-4 Group Discussion (12h)**

Group Discussion as a Selection process, Kinds of topics for discussion, Structure of GD, Initiation Techniques, Handling Questions, Outcome of GD, Preparation for GD

**Unit-5 Interview Skills (12h)**

Types of Interview, Employment Interview, preparing fo Face- to face interview, Interview Body language, Questions commonly asked during Interview

**Text Books**

1. Alex K, Soft Skills, New Delhi: Sultan Chand Company, 2014.
2. Gopaldaswamy Ramesh, The Ace of Soft Skills: Attitude, Communication and Etiquette for Success, USA: Pearson Education, First Edition, 2013

**Reference Books**

1. Dr. K. Ravikanth Rao, Life Skills Education, Hyderabad: Neelkamal, 2016
2. Neera Jain and Shoma Mukherji, Effective Business Communication, New Delhi: Tata McGraw Hill Education Pvt. Ltd., 2013
3. M.S. Rao, Soft Skills: Enhancing Employability, Mumbai: Mumbai: I.K.International Publishing House Pvt. Ltd., 2011
4. Urmila Rai and S.M.Rai, Business Communication, New Delhi: Himalaya Publishing House, 2010
5. Sarvesh Gulati, Corporate Soft Skills, New Delhi: Rupa Publications India Pvt. Ltd., 2007

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	L												L				L	
CO2		S				S				M				L				
CO3			M				M				M	L		S				
CO4			M			M			L			S			S			M
CO5	S		S				M				M			M		M		

\*L - Low, M - Medium, S - Strong



## 19ISOCC71: ADVANCED SOCIOLOGY PRINCIPLE

### Learning Objectives

- LO1: To offer the students the information about the principles of Sociology,
- LO2: To develop in them a sociological perspective of social change
- LO3: To enable them to interpret life experiences in terms of social facts.

### Course Outcome

Upon completion of the course the students will

- C01. understand society from different sociological perspectives
- C02. develop comprehensive knowledge about social processes and social stratification
- C03. comprehend the elements and functions of culture.
- C04. learn structure and functions of major social institutions.
- C05. develop awareness about formal and informal means of social control.

**Total Credit: 5**

**Total Hours: 70**

#### Unit-I (15 hrs)

The Science of Sociology – Sociology among the Social Sciences. Perspectives: Functionalism – Conflict – Social Behaviour As Exchange – Symbolic Interactionism, Phenomenology – Ethnomethodology

#### Unit: II (13 hrs)

Culture: Definition – Elements – Functions – Cultural Lag – Ethnocentrism

#### Unit: III (14 hrs)

Groups: Characteristics – Types – Functions. Institutions: General Features – Definition – Functions. Major Social Institutions: Family – Marriage – Religion – Economic – Education – Government.

#### Unit: IV (15 hrs)

Social Processes. Associative Processes: Co-operation, Accommodation, Assimilation and Acculturation. Dissociative processes: Competition and Conflict. Social Control: Method – Positive and Negative – Formal and Informal. Means of Social Control: Folkways – Mores – Laws – Religion and Education.

#### Unit: V (13 hrs)

Social Stratification: Definition, Forms of Stratification – Functions of Stratification. Social Change: Definition – Dimensions – Factors of Social Change – Theories of Social Change.

### Text Books

1. Yogendra Singh, Culture change in India, Jaipur: Rawat Publication, 2000.
2. Bhupendra K. Nagla and Sheobahal Singh, Introducing Sociology. New Delhi: Rawat Publications, 2019.

### Supplementary Readings

1. Madan T. N. Sociological Traditions, New Delhi: SAGE, 2011.
2. Gisbert P. Fundamentals of sociology. Hyderabad: Orient Blackswan Publishers, 2010.
3. Bottomore, T.B. Sociology, A Guide to problems and Literature. New Delhi: Blackie & Son (India) Ltd.1979.
4. Gillin, J.I & Gillin, J.P. Cultural Sociology. New York: The MacMillan Co., Ltd., 1977.
5. Abraham, M. Francis, Modern Sociological Theory: An Introduction, New Delhi: Oxford University Press, 1982.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1		S				S						S					L	
CO2			M						M		L			M				M
CO3	M				L		S								S			
CO4				M				L		M			S			M		
CO5																		

\*L - Low, M - Medium, S - Strong

## 19ISOCC72: EARLY SOCIOLOGICAL THEORIES

### Learning Objectives

LO1: To provide the students the theoretical insights of early sociological thinkers

LO2: To help them analyse and interpret the social scenario around them

LO3: To familiarize them with the critical analysis of the sociological theories

### Course Outcomes

Upon completion of the course the students will

- CO1. understand the views of founding fathers of sociology on social statics and dynamics
- CO2. comprehend the theoretical insights of social evolution, social action and social change
- CO3. acquire knowledge on Durkheim's social facts, social solidarity and sociology of religion.
- CO4. understand the relationship between region and economy.
- CO5. infer the role of class struggle in social change.

**Total Credit 5**

**Total Hours: 75**

#### **Unit-I (10 hrs)**

Sociological Theory: Meaning & Characteristics – Theory and Research. Auguste Comte – Law of Three Stages – Positivism – Hierarchy of sciences – Social Statics and Dynamics.

#### **Unit-II (15 hrs)**

Herbert Spencer - Theory of Social Evolution - Organic Analogy - Evolution and Classification of Societies.

#### **Unit-III (15 hrs)**

Emile Durkheim: Social Facts, Division of Labour, Anomie and Suicide – Social Solidarity, Sociology of Religion,

#### **Unit-IV (17 hrs)**

Max Weber - Ideal Types - Social Action –Authority – Bureaucracy - Religion and Economy.

#### **Unit-V (18 hrs)**

Karl Marx – Historical and Dialectical Materialism – Theory of Class and Class Struggle – Alienation - Social Change.

### Text Books

1. Turner H. Jonathan. The Structure of Sociological Theory. Fourth Edition. Jaipur: Rawat Publications, 2001.
2. Calhoun, Craig, et.al. (ed) Contemporary Sociological Theory. UK: Oxford Blackwell publishers, 2002.

### Supplementary Readings

1. Mills, Steven. Social Theory in the Real World. London: Sage Publications, 2001.
2. Nagla, B.K. Indian Sociological Thought. Jaipur: Rawat Publications, 2006.
3. Coser, L. Masters of Sociological Thought. New York: Harcourt Brace, Jovanovich, 1971.
4. Martindale, Don. The Nature and Types of Sociological Theory. Boston: Houghton Mifflin Co., 1960.
5. Nisbet, Robert. Sociological Tradition. New York: Basic Books, 1965.

**Outcome Mapping**

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	M							M			S		S					
CO2		S			M	L	L								M		L	
CO3				S					M	L				M				
CO4								M								S		M
CO5			L									M						

\*L - Low, M - Medium, S - Strong

## 19ISOCC73: RURAL AND URBAN SOCIOLOGY

### Learning Objectives

- LO1 To make the students understand the rural and urban social structure and the importance of rural development
- LO2 To enable the students to understand the push and pull factors and theories of migration.
- LO3 To help them identify the major problems and prospects of rural and urban society.

### Course Outcomes

Upon completion of this course students will

- CO1.: understand the characteristics of rural and urban society and their existing problems.
- CO2.: well versed with rural and urban issues and the relevant development programmes by Indian government.
- CO3. interpret existing rural social problems.
- CO4. have knowledge of theories of urbanization and urbanism.
- CO5. aware of the role of urban reconstruction in town planning.

**Total Credit: 5**

**Total Hours: 75**

### Unit-I (14hrs)

Rural Sociology and Rural Social Institutions – Definition, Origin, Scope, Importance of Rural Sociology in India.

Characteristics of Rural Society; Family, Caste, Economy, Education, Religion, Recreation and Government.

### Unit: II (16hrs)

Rural Social Problem - Wages Indebtedness - Unemployment – Poverty – Health and Sanitation, Education, Housing, Untouchability, Alcoholism and Dowry

### Unit: III (18hrs)

Rural Development Programmes - Panchayat Raj, Rural Co-operative, Role of Nationalised Banks and NGO in Rural Development – Community Development Programme (CDP) – Integrated Rural Development Programme (IRDP) – Mahatma Gandhi National Rural Emplacement Guarantee Act (MGNREGA) and Self-Help Groups.

### Unit: IV (17hrs)

Urban Sociology and theories: Urbanization – Urbanism -Industrialization, Urban Ecology, Community;

Ecological Theories: The Concentric Zone, Sector and Multiple Nuclei theories.

### Unit: V (10hrs)

Urban issues: Migration - Slums – Urban Crime – Town Planning: Growth of Cities - Urban Reconstruction.

### Text Books

1. Isher Judge Ahluwalia, Ravi Kanbur and P.K. Mohanty, Urbanization in India: Challenges, Opportunities and the Way Forward, New Delhi, Sage Publications India Pvt Ltd, 2014.
2. Vinita Pandey, Rethinking Urban Development: Exploring Cosmopolitanism and Regionalism Post Industrial Cities, New Delhi: Rawat Publications, 2014.

### Supplementary Readings

1. Sharma, R.N and R.S Sandhu, Small Cities and Towns in Global Era: Emerging Challenges and Perspectives, New Delhi: Rawat Publications, 2013.
2. Sivaramakrishnan and Amitah Kunda, A Handbook of Urbanization in India, New Delhi: Oxford University Press, 2005.
3. Gottdiener, Mark and Ray Hutchison, The New Urban Sociology. USA, Boulder: West View Press, 2006.

4. Gottdiener, Mark and Leslie Budd, Key Concepts in Urban Studies. London: Sage Publications, 2006.
5. Lin Jan and Mele Christopher, ed. The Urban Sociology Reader. London: Routledge, 2005.

**Outcome Mapping**

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	M					S		L				L				L		
CO2				S						M			S					
CO3		M					M		S						M			M
CO4											M						S	
CO5						L												

\*L - Low, M - Medium, S - Strong

## 19ISOCC74: INDIAN SOCIAL INSTITUTIONS

### Learning Objectives

- LO1 To enable the students to understand the origin, growth and changes in the Indian social institutions over the years.
- LO2 To comprehend the Hindu view of life
- LO3 To analyse constitutional provisions for the protection of life, property and dignity of individuals.

### Course Outcomes

Upon completion of this course students will

- CO1. understand the structure and functions of social institutions and the changes and reforms taken place in them so far.
- CO2. will evaluate the impact of modernization on social change in India.
- CO3. apprehend the philosophy and functions of reform movements.
- CO4. infer constitutional provisions for the life and dignity of individuals
- CO5. conceive the role of modernization in emerging new India.

**Total Credit: 4**

**Total Hours: 70**

#### Unit-I (13 hrs)

Hinduism – Hindu view of life – Varna – Dharma – Ashramas and Purusharthars.  
The Hindu Caste System – Origin, Special Features – Its Persistence – Changing trends in the Caste System.

#### Unit: II (16 hrs)

The Hindu Marriage – Forms and Functions – Dowry – Widowhood – Divorce – Marriage among minorities in India.  
Family in India – Hindu Joint Family - Changes in the Structure and Functions of Family in India. The Status and Position of women in India.

#### Unit: III (16 hrs)

The philosophy and functions of reform movements – The Brahma Samaj - The Aryasamaj – Theosophical Society and Ramakrishna Movement.  
The impact of Modern Education, Industrialization and Urbanization on Indian Institutions.

#### Unit: IV (15 hrs)

Fundamental Social Legislations – Untouchability Offences Act – Hindu Marriage and Divorce Acts.  
Constitutional provisions for the protection of life, Property and dignity of individuals.

#### Unit: V (10 hrs)

Social change in India – Economic changes - Planned Economic development.  
Cultural changes – Sanskritization and Westernization – The little, great and multiple tradition.  
Modernization – Emerging New India

### Text Books

1. Sharma Rajendra Kumar, Indian Society, Institutions and Change, Chennai: Atlantic Publishers 2004.
2. Ahuja Ram, Society in Indian: Concept, Theories and Recent Trends, Jaipur: Rawat Publication 1999.

### Supplementary Readings

1. N. Jayapalan, Indian Society And Social Institutions ( Vol. 1 ), Chennai: Atlantic Publishers: 2001
2. Rajendra K. Sharma, Indian Society, Institutions and Change, Chennai: Atlantic Publishers, 2004

3. Srinivas, M.N. Social Change in Modern India, Mumbai: Allied Publishers, 1968.
4. Sing, Yogendra. Modernization of Indian Tradition, New Delhi: Thomson Press (India) Ltd., 1973.
5. Devesh Kapur and Pratap Bhanu Mehta, Public Institutions in India: Performance and Design, New Delhi: Oxford, 2007

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	L				S			S			S					S		
CO2			S				L			L			S	M				L
CO3						M											S	
CO4		M							M			M			L			
CO5																		

\*L - Low, M - Medium, S - Strong



**INTER DEPARTMENTAL ELECTIVE (IDE)  
19ISOCX75: INTRODUCTION TO SOCIOLOGY (Refer Annexure-2)**

**19ISOCC81: MODERN SOCIOLOGICAL THEORIES**

**Learning Objectives**

- LO1: To provide the students with the theoretical and methodological issues that have shaped the sociological thinking among the practitioners of sociology today.
- LO2: To help the students understand the theoretical relevance
- LO3: To develop in students an analytical utility of the contemporary theories in understanding the structure and change of the society.

**Course Outcomes**

Upon completion of the course the students will

- CO1. understand the various perspectives of modern sociological thinkers
- CO2. comprehend the basic premises of social and cultural dynamics of society
- CO3. perceive the concepts of social stratification, social mobility, and logical and non-logical actions.
- CO4. comprehend the ideas of symbolic interactionism.
- CO5. contemplate the role of phenomenology and ethnomethodology in understanding human behavior.

**Total Credit: 5**

**Total Hours: 75**

**Unit – I (13 hrs)**

Talcott Parsons - Action approach, General systems theory, Evolutionary universals, Social change.

**Unit – II (18 hrs)**

Robert K.Merton: Functional analysis, Theory of reference groups, anomie – Theory and Research.

Lewis Coser: Origins of social conflict – Consequences and social functions of conflict.

**Unit – III (18 hrs)**

Pitrim Sorokin – Theory of social and cultural dynamics – Social stratification and social mobility.

Vilfrado Pareto – Social system – Logical and non-logical action – Circulation of elites.

**Unit – IV (13 hrs)**

Blumer – Symbolic Interactionism – Interpretation- Three basic premises– Methodology.

**Unit – V (13 hrs)**

Alfred Schutz – Phenomenology. Harold Garfinkel – Ethnomethodology.

**Textbooks**

1. John Henry Morgan. Sociological Thought. UK: McMillion, 2014.
2. Anthony Thomson. Modern Social Thought, Introduction. UK: Oxford University 2015

**Supplementary Readings**

1. Haralambos & Holborn. Sociology: Themes and Perspectives. Eighth Edition. New York: Harper Collins; 2014.
2. Ritzer G. Sociological Theory. New York: McGraw-Hill, 2012.
3. Turner, Jonathan, H. The Structure of Sociological Theory. Jaipur: Rawat Publications, 1987.
4. Poloma, Margaraet. Contemporary Sociological Theory. New York: Macmillan, 1979.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	L										S		M					
CO2				M		S			M							S		
CO3		S						L						S				M
CO4					M		L					L					L	
CO5										M								

\*L - Low, M - Medium, S - Strong

## 19ISOCC82: RESEARCH METHODOLOGY

### Learning Objectives

- LO1:** To introduce the students the various appropriate research techniques.  
**LO2:** To help them to build up on the basic assumptions in adopting methodologies for different research themes.  
**LO3:** To provide the students the knowledge of research in a scientific manner.

### Course Outcomes

- Upon completion of this course, the students will
- CO1. understand the skills of scientific research and to enable them to do social research by know the various methods of data collection and their sources.  
CO2. acquire the skills of operating computer and make use them in social research.  
CO3. interpret the difference between various types of research designs and their usage in social research.  
CO4. analyse different methods and sources of data collection.  
CO5. know how to write a research report in an effective way.

**Total Credit: 5**

**Total Hours: 75**

**Unit-I (18 hrs)**

Science: Definition – Characteristics – Differences between Physical and Social Sciences.

Scientific Method: Elements – Characteristics – Major steps.

Hypothesis: Types – Sources – Characteristics of Usable Hypothesis.

**Unit: II (14 hrs)**

Social Survey and Social Research: Definition – Objectives – Differences between Social Research and Survey

**Unit: III (16 hrs)**

Research Design: Exploratory – Descriptive – Diagnostic – Experimental.

**Unit: IV (15 hrs)**

Methods of Data Collection: Census Method – Sampling Method and its various types.

Primary Sources of Data Collection: Schedule – Questionnaire – Interview Guide – Observation Secondary Sources.

Research Report: Case Study

**Unit: V (12 hrs)**

Introduction to Computer – Advantages of Computer usage in Social Sciences.

### Text Books

1. Kothari. C.R and Gaurav Garg, Research Methodology -Methods and Technique, New Delhi: New Age International Publishers, 2019.
2. Tony Greenfield and Sue Greener, Research Methods for Post Graduates, John Wiley and Sons Ltd, 2016.

### Supplementary Readings

1. Ranjith Kumar, 'Research Methodology A Step-By-Step Guide for Beginners, Singapore: Sage Publications Aisa- Pacific Pvt, Ltd, 2014.
2. Cauvery R and M. Girija, 'Research Methodology', New Delhi: S.Chand and company Ltd, 2010.
3. Panneer Selvam, Research Methodology, New Delhi: PHI Learning Private Ltd ,2014
4. Kerlinger, Fred. Foundations of Behavioural Research. Chicago: Holt Rinehart and Winston, INC., 1973.
5. Babbie, Earl. The Practice of Social Research. California: Wadsworth Publishing Co., 1975.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	S							M					L				S	
CO2				M		S					M				S			
CO3		L							M					M				M
CO4					L					L		S				L		
CO5							L											

\*L - Low, M - Medium, S - Strong

## 19ISOCC83: STATISTICAL METHODS

### Learning Objectives

- LO1 To know about the basic principles of statistics.
- LO2 To understand the application of statistical tools in social research.
- LO3 To know the scope and function of statistical methods

### Course Outcome:

Upon Completion of this course, the students will

- CO1. acquire the basic knowledge about the statistics.
- CO2. understand the statistical techniques for research which will help in building social planning and reconstruction of society.
- CO3. know about diagrammatic and graphic presentation of data.
- CO4. understand the difference measures of Central Tendency and Measures of Dispersion.
- CO5. comprehend the meaningful uses of Correlations, Regression and Chi- Square Test.

**Total Credit: 4**

**Total Hours: 70**

#### Unit-I (16 hrs)

Meaning of Statistics - Statistical Methods – Scope of Statistics, Functions and Limitations.  
Classification and Tabulation of Data – Diagrammatic and Graphic Presentation of Data.

#### Unit: II (15 hrs)

Measures of Central Tendency: Mean – Median – Mode – Definitions and Properties.

#### Unit: III (12 hrs)

Measures of Dispersion: Range – Quartile Deviation – Mean Deviation – Standard Deviation – Relative Measures of Dispersion.

#### Unit: IV (15 hrs)

Correlation: Scatter Diagram – Karl Pearson's Co-efficient of Correlation – Rank Method – Concurrent Deviant Method. Regression – Meaningful uses of Regression Lines.

#### Unit: V (12 hrs)

Measures of Association: Yule's Co-efficient of Association – Chi Square Test

### Text Books

1. Gupta, S.P. Statistical Methods. New Delhi: Sultan Chand & Sons, 2012.
2. Agarwal, B.L., Basic Statistics, New Delhi: New Age International PVT Limited publishers, 2013.

### Supplementary Readings

1. Venkatachalapathy, S.G., Premraj, H., Statistical Methods, Chennai: Margham publications, 2015
2. Das, N.G., Statistical Methods, New York: McGraw- Hill Education, 2008.
3. Medhi, J., Statistical Methods; An Introductory Text: New Delhi: New Age International Publishers, 2006.
4. Andersen, E.B. Discrete Statistical Models with Social Science Applications. Amsterdam: North-Holland, 1980.
5. Puri, V.K. Fundamentals of Statistical Methods. New Delhi: Allied Publishers, 1984.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1				M		L		S				S	M			S		S
CO2		L								M					L			
CO3					S		M				L			M			M	
CO4	M								L									
CO5			S															

\*L - Low, M - Medium, S - Strong

## 19ISOCC84: WOMEN IN SOCIETY

### Learning Objectives

LO1: To provide the students an overview of the problems of women.

LO2: To appreciate the various welfare measures of Indian women.

LO3: To provide special focus on violence against women

### Course Outcomes

Upon completion of the course the students will

- CO1. understand the problems of women in contemporary society.
- CO2. get an overview about the various welfare measures and legislations related to welfare of Indian women.
- CO3. infer the changing role and status of women in the Indian context.
- CO4. acquire knowledge on Women's movements in India.
- CO5. attain familiarity on the role of Women's Organizations in preventing violence against women.

**Total Credit: 5**

**Total Hours: 75**

#### Unit-I (12 hrs)

Women in Indian Society – A historical Perspective – Changing Role and Status of Women in India. Women's movement with special reference to India.

#### Unit: II (15 hrs)

Problems of Women: Education – Employment – Female Infanticide – Immoral Traffic in Women and Girls – Problems of Unmarried Mothers – Deserted and Divorced women.

#### Unit: III (15 hrs)

Special Focus on Violence Against Women: Rape – Battering – Dowry Death – Sexual Abuse and Victimization.

#### Unit: IV (17 hrs)

Women Welfare Programmes in India: Governmental and Voluntary Organizations – Women's Welfare Departments – Central and State Social Welfare Board – Women's Organizations.

#### Unit: V (16 hrs)

Legislations Related to Women – State Policy with Related to Women. Role of Family Court: Pre-Marital – Marital Counselling – Counselling for Maternity / Family Planning

### Text Books

1. Flavia Agnes, Sudhir Chandra, and Monmayee Basu, Women and Law in India, New Delhi: Oxford University Press, 2016.
2. Anju Beniwal, Women in Indian Society, New Delhi: Partridge Publishing, 2014.

### Supplementary Readings

1. Sukanta Sarkar, Social Problems in India, New Delhi: Kalpaz Publications, 2015.
2. Rameshwari Pandya, Women Welfare and Empowerment in India, New Delhi; New century Publications, 2008.
3. Ghadially, Rehana (Ed.) Women in Indian Society. New Delhi: Sage, 1988.
4. Dube, Lala, Women and Kinship; Comparative Perspectives on Gender in South and South East Asia: New Delhi: Sage Publications, 1997.
5. Okay, Ann. Sex, Gender and Society. New York: Harper and Row: 1972.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	M					S			S					M				
CO2			M								M					M		
CO3		S					L			L			S		M		S	
CO4				L				M				M						
CO5					M													L

\*L - Low, M - Medium, S - Strong



**INTER DEPARTMENTAL ELECTIVE (IDE):  
19ISOCX85: SOCIOLOGY OF MASS COMMUNICATION (Refer Annexure-2)**

**DEPARTMENTAL ELECTIVE -VI**

**19ISOCE86: CRIME AND SOCIETY (Refer Annexure-I)**

**19ISOCC91: POPULATION AND SOCIETY**

**Learning Objectives**

- LO1 To understand the influence of demographic factors on social phenomena
- LO2 To evaluate the trends of population control in terms of social needs.
- LO3 To comprehend the role of population policies in mitigating population problems.

**Course Outcomes**

Upon completion of this course students will

- CO1. understand the causes of population growth through relevant theory and practices.
- CO2. acquire the knowledge of various problems faced by the society due to population growth.
- CO3. be exposed to impact of population on social development.
- CO4. acquire knowledge on social factors which affect fertility, mortality and migration.
- CO5. gain knowledge on organizational approaches towards population policies.

**Total Credit: 5**

**Total Hours: 75**

**Unit-I (14 hrs)**

Population Studies - Meaning, Scope, Subject Matter, Relationship to Sociology. Population and Society, Size, structure, distribution and characteristics. Population and Social Development.

**Unit-II (17 hrs)**

Population Growth and Theories of Population - Levels and Trends of Population in the World and in India. Factors Causing Rapid Population Growth. Theories of Population, Malthusian Theory, Optimum Theory, Demographic Transition Theory and Sociological Theories.

**Unit-III (18 hrs)**

Fertility - Importance, Levels and trends of fertility in India. Davis Model on the factors affecting fertility. Mortality - Importance, levels and trends of mortality in India, infant Mortality. Migration - Factors influencing migration, theories of migration, migration streams. Basic measures of fertility and mortality. Social factors affecting fertility, mortality and migration.

**Unit-IV (13 hrs)**

Population Problems - Food, Housing, Education, Health and Medical services, unemployment, and environmental problems.

**Unit-V (13 hrs)**

Population Policy - India's Population Policy, Family Welfare Programs, Objectives, Organisational Approaches, Targets and Achievements and impact. Family and Reproductive Health.

**Text Books**

1. R.K Jain, A Text Book of Population Studies, New Delhi: Neha Publishers and Distributors, 2013.
2. Krishnamurthy Srinivasan, Population Concerns in India: Shifting Trends, Policies, Progra', New Delhi: Sage Publications, 2017.

**Supplementary Readings**

1. Clare Holdsworth, Nissa Finney, Alan Marshall, Paul Norman, Population and Society, New Delhi: Sage Publication, February 2013
2. Dubey,R.M. Population Dynamics in India. New Delhi: Chung Publications, 1981.
3. Finkle, Jason, L and C. Alison McIntosh (Ed.) The New Policies of Population. New York: The Population Council, 1997.
4. Judha Matras. Population and Societies, New Jercy: Prentice Hall Inc, 1973.
5. Srivastava, O.S. Demography and Population Studies. New Delhi: Vikas Publishing House, 1994.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	S												M					
CO2			M				M	M			M				M		M	S
CO3		S			S				L							M		
CO4						L				S				S				
CO5				L								S						

\*L - Low, M - Medium, S – Strong

## 19ISOCC92: INDUSTRIAL SOCIOLOGY AND LABOUR PROBLEMS

### Learning Objectives

- LO1 To make the students aware of the major labour problems in industry.
- LO2 To enable them understand labour legislation in labour welfare.
- LO3 To equip the students with the knowledge of the bureaucratic model of industrial organization.

### Course Outcomes

Upon completion of this course students will

- CO1. acquire the components of industrial sociology and bureaucratic models of industrial organization.
- CO2. understand the major labour problems and the way of solving the problems by participating in management
- CO3. be motivated to understand the Modern Factory System of Production.
- CO4. familiarize themselves with the aspect of Trade Unionism.
- CO5. obtain the knowledge about the importance of prevention and settlement of industrial disputes.

**Total Credit: 5**

**Total Hours: 75**

#### Unit-I (15 hrs)

Industrial Sociology - Nature and scope, Its relation to Industrial Psychology, Industrial Management and Labour Economics.

Industry and Social Theory - The general theory and middle range theories -Taylorism.

#### Unit-II (13 hrs)

The Modern Factory System of production and its special features.

Automation and Mechanization - Their effects.

#### Unit-III (17 hrs)

The Bureaucratic Model of Industrial Organization.

The Middle sections of the Industrial Bureaucracy. The Specialists - Office workers, The foreman.

Trade unionism - Unionism as an instrument of power, collective bargaining, ILO and its role.

#### Unit-IV (16 hrs)

Prevention and Settlement of Industrial Disputes -Industrial disputes legislation in India - Conciliation, arbitration, and adjudication.

Works Committee Grievance Procedure and Workers participation, in Management.

#### Unit-V (14 hrs)

Major Labour Problems - Wages, hours of work, conditions of service, health and hygiene, education. Industrial Safety.

Women and child labour, Job satisfaction.

### Text Books

1. Gisbert Pascual, S.J. Fundamentals of Industrial Sociology, Mumbai: McGraw Hill, 1979.
2. Schneider Eugene, V, Industrial Sociology, The Social Relations of Industry and the Community, Mumbai: McGraw Hill, INC., 1971.

### Supplementary Readings

1. Richardson, J.H. Industrial Relations in Great Britain: An Introduction to the Study of Industrial Relations, London: George Allen & Unwin Ltd., 1954.
2. Webb, Sidney and Webb, Beatrice. Industrial Democracy, London: Logmans Green & Co. Ltd., 1926.
3. Schumpeter, Joseph, A. Capitalism. Socialism and Democracy, New York: Harper and Broners, 1942.

4. Charles, A., Myer. Labour Problems in the Industrialisation of India, Cambridge: Harward University Press, 1958:
5. Cooper, B.M. & Barteer., A.F. Industrial Relations, London: Heineman, 1979.

**Outcome Mapping**

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	S			L			L		L			S				M		
CO2		M									L		L					
CO3					S				S						S			S
CO4			L			L				L				M				
CO5				M				M									M	

\*L - Low, M - Medium, S - Strong

## 19ISOCC93: SOCIOLOGY OF DEVELOPMENT AND MODERNIZATION

### Learning Objectives

- LO1:** To present a sociological analysis of process of modernization and development
- LO2:** To help the students to have a holistic understanding of the concepts and theories of modernization
- LO3:** To motivate students to learn the dominant strategies of modernizing societies.

### Course Outcomes

- Upon completion of this course students will
- CO1. understand a sociological analysis of the process of modernization and development.
- CO2. understand the theories and models of modernization and the dominate strategies of the modernizing societies.
- CO3. learn measures and patterns of modernization.
- CO4. get acquaintance with various sources of modernization.
- CO5. understand the recent trends in modernization and development.

**Total Credit: 5**

**Total Hours: 75**

#### Unit-I (14 hrs)

Basic Concepts: Social change, modernisation, development - Meaning and characteristics; overlapping ideas.

#### Unit-II (17 hrs)

Measures of Modernisation - Patterns of modernisation, sources of modernization, colonialism and imperialism.

#### Unit-III (16 hrs)

Theories of Modernisation - Diffusionist theories, nationalist theories, world systems theory, dependency theories

#### Unit-IV (14 hrs)

Models of Development - Capitalist model, socialist model: Soviet and Chinese, Japanese model.

#### Unit-V (14 hrs)

Recent Trends in Modernisation & Development – Post modernism, globalisation, sustainable development.

### Text Books

1. Singh Sheobahal. Sociology of Development, Jaipur: Rawat Publication, 2010.
2. Alberto, Martineili. Global Modernization Rethinking the Project of Modernity, Italy: Sage Publication Ltd, First Edition, 2015.

### Supplementary Readings

1. Kurczewska Joanna & Modi Ishwar and Mucha Janusz. India between Tradition and Modernity, Jaipur: Rawat Publication, 2014.
2. Alvin Y. SO. Social Change and Development Dependency and World System Theories, London: Sage Library of Social Research, Third Edition, 2017.
3. Simon Malpas. The Postmodern, New York and London: Routledge, Taylor and Francis Group, 2005.
4. Harrison David. The Sociology of Modernisation and Development. London: Routledge, 1997.
5. Ganguly. Tradition, Modernity and Development. New Delhi: MacMillan, 1977.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	M		S					S				S			S		M	
CO2					L						L		L	M				L
CO3		M				M												
CO4				L					L		M					S		
CO5	L						M						S				L	M

\*L - Low, M - Medium, S - Strong

## 19ISOCV94: FIELD WORK AND REPORT

Total Credit: 4

Total Hours: 70

### Objectives of Field Work:

The fieldwork programme has been designed to achieve the following objectives:

1. To help students understand the socio-economic, cultural and political milieu and develop capacity for critical examination of causative and maintenance factors of social problems and their consequences.
2. To provide students with an opportunity to apply theories in practical situations for problem solving in social conditions.
3. To help students identify, plan and implement social work interventions through the application of the methods and theories of sociology and to assess their impact on different client systems in various field settings.
4. To help students appreciate the role of sociology in empowering people and societies and in facilitating social change, ensuring human rights and social justice.
5. To help students develop skills and appropriate personality qualities required for professional extension practice.
6. To provide opportunities to accept challenges and respond to them.
7. To understand the nature of sociology in different specializations

### General Objectives in an agency setting:

1. To understand the agency as a system –governance, philosophy, objectives, structures and management of services/ programmes
2. To develop the ability to involve the client system in the problem-solving process, utilizing skills of sociology, including research
3. To enable to acquire knowledge and practice skills related to social work methods at the individual, group and community level in different fields
4. To develop documentation skills
5. To develop skills in identifying and utilizing community resources, both at Government and private levels
6. To develop the ability to work as a team
7. To reinforce the belief in the inherent strength of the people to meet their needs and resolve their problems
8. To enable to make conscious application of professional values, ethics and principles

9. To develop an understanding and skills in working with the professionals (Medicine, Law, accountancy etc.) While working with the agency of placement, the students should
  - a. Develop beginning perceptions about agency functioning and identify congruence or gaps between organizational stances or programs and client's service needs (e.g. restrictive intake policies, inadequate office hours, poor referral system for resources).
  - b. Initiate learning about how outside regulations, organizations and funding effect delivery of services.
  - c. Show beginning ability to identify problems/issues in organizational terms.
  - d. Demonstrate beginning initiative and involvement in efforts to influence agency processes on behalf of client's needs (e.g. at least, bringing situation to attention of someone who may be receptive and able to be influential).
  - e. Develop beginning confidence to participate and contribute to team effort, e.g. represent own discipline, develop some credibility, present own thinking, receptive to others' ideas.

**The report should contain the following contents:**

1. Write the report after careful observation and collection of information from the agency. An introduction about the agency, name, location, address, year of establishment, registration details, constitution of board/Trust, office bearers etc.
2. Vision and Mission of the organization, Organizational structure, resources, network details, Funds / budget details, projects undertaken
3. General profile i.e. Details about the inmates of the organization
4. Major activities of the organization, future plans
5. Extension activities in the organization for the benefit of the inmates and the locality with the prior permission of the agency.
6. Role of the sociologist in the organization
7. Skills learnt by the Trainee during the field work training
8. Copies of various forms, returns, hand bills, posters, photographs etc. of the agency may be appended at the end of the report.

**Outcome Mapping**

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	S					M							S					
CO2					S			S		S				M				M
CO3		S									M				S			
CO4			M				M											S
CO5												S						M

\*L - Low, M - Medium, S - Strong



**INTER DEPARTMENTAL ELECTIVE (IDE)  
19ISOCX95: SOCIAL PROBLEMS AND SOCIAL WELFARE (Refer Annexure-2)**

**DEPARTMENTAL ELECTIVE - VII**

**19ISOCE96: Sociology of Disaster Management (Refer Annexure-I)**

**19ISOCC101: MEDICAL SOCIOLOGY**

**Learning Objectives**

- LO1 To enable the students to become familiar with the Functional approach to deviance
- LO2 The help the student to have knowledge about development of epidemiological measures
- LO3 To clearly understand the role of medical social service in hospitals and community setting.

**Course Outcomes**

- Upon completion of this course students will
- CO1. understand the relationship between social factors and stress.
- CO2. comprehend the implementation of various health schemes at community level.
- CO3. infer interaction between mind, body and society.
- CO4. gain knowledge on the evolution of hospital as a social institution.
- CO5. get familiarity with the health policy of government of India.

**Total Credit: 4**

**Total Hours: 70**

**Unit-I (13 hrs)**

Relationship between Medicine and Sociology - Social Epidemiology- Development of Epidemiological Measures - Age, sex, race and social class.

**Unit-II (14 hrs)**

The Interaction of Mind, Body and Society - Stress, Psycho-physiological medicine, social factors and stress. Socio demographic variables in the process of seeking medical care.

**Unit-III (13 hrs)**

The Sick-role-illness as Deviance - Functional approach to deviance, the sick role, Labeling theory.

**Unit-IV (15 hrs)**

The physician in a changing society - The professionalization and socialization of the physician, the physician and social changes. Nurses and other health practitioners - Nursing - Past and present, future trends-other health practitioners. The Hospital as a social institution - Its organization, health care - a right or privilege.

**Unit-V (15 hrs)**

Medical social service in Hospitals <sup>a</sup> Medical Social Work in pediatrics, skin and STD. Psychiatry. Tuberculosis. The state and Health - Health policy of Government of India. Drug and drug industry, adulteration, drug control.

**Text Books**

1. Cockerham, William. Medical Sociology, New Jersey,;Prentice Hall, 1982.
2. Coe, Redney. Sociology of Medicine New York: McGraw Hill, 1970

**Supplementary Readings**

1. Freeman, H. Handbook of Medical Sociology, New Jersey: Englewood Cliffs, Prentice Hall, 1963.

2. Girirja Gupta (Ed.). The Social and Cultural Context Medicine in Indian, New Delhi: Vikas Publishing House Ltd., 1981.
3. Gartely Jaco (Ed.). Patients Physicians and Illness, New York: The Free Press, 1958.
4. Fred Davis (Ed.). The Nursing Profession Five Sociological Essays, New York: John Wiley and Sons, 1966.
5. Ommen, T.K. Doctors and Nurses, New Delhi: McMillan, Co., 1978.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	L		S									L			S		L	S
CO2		M			L	M		S		M		M		L		M		
CO3													S					M
CO4			L		S		L			L				L	L			
CO5								M			L		M					L

\*L - Low, M - Medium, S - Strong

## 19ISOC102: SOCIAL PROBLEMS

### Learning Objectives

- LO1: To enable the students to understand the basic concept of social problems
- LO2: To learn basic causes for crime and delinquency and analyse the issues like alcoholism and drug addiction.
- LO3: To acquire the knowledge about poverty and unemployment and the extent of beggary in India.

### Course Outcomes

Upon completion of this course, the students will

- CO1. apply sociological perspectives and use their sociological imagination in applying the causes and consequences of social problems
- CO2. able to locate themselves within social contexts to reflect on the processes that shape and address social problems.
- CO3. identify the preventive strategies of alcoholism and drug addiction.
- CO4. acquire knowledge on causes, consequences and prevention of AIDS.
- CO5. know the various methods of rehabilitation related to vulnerable groups in India.

**Total Credit: 5**

**Total Hours: 75**

#### Unit-I (13 hrs)

Social Problem - Definition and meaning of social organization and disorganization — Causes of social disorganization, Individual disorganization – Causes, stages - Mental Illness - Types, causes, suicide - Theories of Suicide.

#### Unit-II (14 hrs)

Crime and Delinquency - Crime - Causes, biological and environmental factors - Juvenile Delinquency - Causes and Prevention of Adult offenders.

#### Unit-III (13 hrs)

Alcoholism and Drug Addiction - Causes, consequences and prevention strategies.

#### Unit-IV (17 hrs)

Prostitution — Causes, types, prostitution and personal disorganization - Prostitution and Family Disorganization - Suppression of Immoral Traffic Act of 1956. AIDS - Causes, extent, consequences and prevention - Awareness perspectives and problems.

#### Unit-V (18 hrs)

Poverty, Unemployment and Beggary - Poverty Absolute and Relative causes - Unemployment – Types- Causes - Effects of unemployment. Extent of unemployment in India - Beggary, Causes -Types, techniques, extent of beggary in India, methods of rehabilitation - Relevance of U.N.

### Text Books

1. William Komblem, Social Problems, USA: Pearson Inc., 2000.
2. Madan, G.R. Indian Social Problems, New Delhi: Allied Publishers, 1973.

### Supplementary Readings

1. Ahuja, Ram, Social Problems in India, Jaipur: Rawat, 2002.
2. Jain, Prabha Shasi and Singh Mamta, Violence Against Women, New Delhi: Radha Pub. 2001.
3. Mishra, Girish and Pandey Rajkumar, White Collar Crimes, New Delhi: Gram Publication, 1998.
4. Julian Joseph. Social Problems, Prentice Hall, New Jersey: Englewood Cliffs, 1977.
5. Merton, Robert, K. and Nisbet, Contemporary Social Problems, New York: Harcourt Brace Jovanovich, 1979.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	S		L			L		M					M		S			M
CO2		M			M								L				L	
CO3			S				S			M		S		M		S		
CO4																		
CO5				M				M							M			S

\*L - Low, M - Medium, S - Strong

## 19ISOV103: PROJECT AND VIVA-VOCE

**Total Credit: 8**

**Total Hours: 100**

### **Learning Objectives**

- LO1 To enable the students to identify the research problems to be addressed
- LO2 To provide knowledge about methods to be adopted for scientific research
- LO3 To equip the students with the knowledge to analyse the data and report writing.

### **Course Outcomes**

Upon completion of this course students will

- CO1. identify the social problems to be researched.
- CO2. gain knowledge regarding application of research methodology in doing research
- CO3. able to do research independently
- CO4. equip themselves with the knowledge of data collection techniques.
- CO5. know how to apply research findings in their real-life situations.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	M	S				M						M		S		S	M	
CO2			M		M				L				M					
CO3								M			S			S	M	M		S
CO4	L			S			S											
CO5									M			M					S	M

\*L - Low, M - Medium, S - Strong

## 19ISOC104: ENVIRONMENTAL SOCIOLOGY

### Learning Objectives

- LO1 To provide knowledge about environmental degradation
- LO2 To provide awareness about planning for sustainable environment
- LO3 To enrich knowledge of environmental justice, policy and action.

### Course Outcomes

Upon completion of this course, the students will

- CO1. Gain knowledge about the impact of environment on society.
- CO2. acquire awareness about degradation of environmental conditions due to socio cultural practices.
- CO3. grasp the causes and effects of urbanization.
- CO4. equip themselves with the knowledge of alternative source of energy for pollution control.
- CO5. analyse optimistic and pessimistic assessment of environmental sustainability.

**Total Credit: 4**

**Total Hours: 70**

#### **Unit-I (12 hrs)**

Introduction – Environment –Natural environment- Socio cultural environment - The main issues.

#### **Unit-II (13 hrs)**

Effects of Environment and its degradation – Basic needs in Rural Environment – Basic needs in Urban Environment and Health – Socio Economic Implications of environmental degradation.

#### **Unit-III (16 hrs)**

Major Environmental Problems. Natural disasters – Effects of earthquakes – Effects of energy consumption – Pollution-air, water, noise – Causes and effects – Urbanization. Military activity and population growth – cause and effects.

#### **Unit-IV (15 hrs)**

Planning for Sustainable – Environment – strategies for afforestation. Water, conservation, soil conservation, sustainable agriculture – use of alternative sources of energy and pollution control strategies.

#### **Unit-V (14 hrs)**

Environmental sustainability – Environmental policy to achieve sustainable development – Role of voluntary organizations for environmental sustainability – Optimistic and pessimistic assessment of environmental sustainability.

### Text Books

1. Michael Red Clift. Development and the Environmental Crisis. New York: Meturn Co., Ltd, 2002.
2. Sharma, Lt.Col, Goutam (ed). Environment, Manand Nature. New Delhi: Reliance Publishing House, 1989.

### Supplementary Readings

1. Mohan, I. Environmental Issues and Programmes. New Delhi: Asis Publishing House, 2001.
2. Mohan, I. Environmental Pollution and Management. New Delhi: Asis Publishing House, 1990.
3. Schnaiberg Allan, The Environment. New York: Oxford University Press, 1980.
4. UNDP. Sustainable Development. New York: Oxford University Press,1999.
5. World Commission on Environment and Development. Our Common Future Bruntland Report. New Delhi: Oxford University Press, 1987.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	M						L				M				M		S	M
CO2		S							S		L		S			L		
CO3					M		S			M					S			
CO4	L			S									L					M
CO5			M				M							M			L	

\*L - Low, M - Medium, S - Strong



**Learning Objectives**

- LO 1.** To understand the basic features of Indian Constitution.
- LO 2.** To grasp about the basic Rights & duties of Indian Citizenry
- LO 3.** To ponder over the form of Indian Political System.
- LO 4.** To have broad understanding about the pivotal provisions related with liberty, Equality and fraternity.

**Course Outcomes**

After the successful completion of the course, the students will be

- CO 1.** Imbibe with the basic features of Indian Political System.
- CO 2.** Enlighten with the rights & duties of Indian Citizens.
- CO 3.** Understand the significance of rule of law.
- CO 4.** Inculcate with basic liberties.

**Unit I: Constitution of India – Basic features and Fundamental Principles**

Meaning of the Constitutional law and Constitutionalism – Historical Perspective of the Constitution of India – Salient features Characteristics of the Constitution of India.

**Unit II: Fundamental Rights and Duties**

Scheme of the Fundamental Rights – The scheme of the Fundamental Duties and its legal status – The Directive Principles of State Policy-Its importance and implementation.

**Unit III: Legislative and Financial Powers of States**

Federal Structure and distribution of legislative and financial powers between the union and the states- Parliamentary form of Government in India – The Constitution powers and states of the president of India.

**Unit IV: Constitutional Amendments in India**

The Historical perspectives of the constitutional amendments in India – Emergency Provision: National Emergency, President Rule. Financial Emergency.

**Unit V: Fundamental Rights**

Schemes of the Fundamental Right to Equality – Scheme of the Fundamental Rights to certain Freedom under Article 19 – Scope of the Right to life and Personal Liberty under Article 21.

**Text Books**

1. Bipan Chandra, Mridula Mukherjee, Adility Makherjee, India after Independence 1947-2000, New Delhi: Penguin Publishers, , 2016.
2. Durga Das Basu, Introduction to the Constitution of India, New Delhi: Prentice Hall, ,2018.
3. Jogendra Yadav, Transforming India: Dynamics of Democracy, U.K: Oxford University Press New Delhi, 2000,

**Supplementary Readings**

1. The Constitution of India, (Bare Act), Government Publications, 1950.
2. Busi S.N Ambedkar B.R, Framing of Indian Constitution, 2015.
3. Jain M.P, Indian Constitution Law, Lexis Nexis, 2014.
4. Paul R.Brass, The politics of India Since Independence, U.K, Cambridge University Press, 1999.
5. Granvila Austin, The Indian Constitution: Cornerstone of a Nation, New Delhi: Oxford University Press, 2006

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	S								S							M		M
CO2		M		S	L		M				M			L				
CO3									M			L				S	L	
CO4		L				S		M			S		M					
CO5	M			M				L							S		M	L

\*L - Low, M - Medium, S - Strong

**Departmental Elective Courses (IDE)  
(ANNEXURE-I)**

S. No.	Course Code	Course Title	Hours/ week			Marks		
			L	P	C	CIA	ESE	Total
1.	19ISOCE 27	Sociology Of Tourism	3	0	3	25	75	100
2.	19ISOCE 37	Kinship, Marriage and Family	3	0	3	25	75	100
3.	19ISOCE 46	Sociology of Mass Communication	3	0	3	25	75	100
4.	19ISOCE 56	Sociology of Ageing	3	0	3	25	75	100
5.	19ISOCE 64	Globalization and Society	3	0	3	25	75	100
6.	19ISOCE86	Crime and Society	3	0	3	25	75	100
7.	19ISOCE96	Sociology of Disaster Management	3	0	3	25	75	100

## DEPARTMENTAL ELECTIVE -I

### 19ISOCE27 - SOCIOLOGY OF TOURISM

#### Learning Objectives

- LO1 To understand the basic concepts of tourism.
- LO2 To familiarise them with the heritage and culture of India
- LO3 To make them understand the nexus between tourism and society.

#### Course Outcomes

Upon completion of this course, the students will

- CO1: get more knowledge about touristic motivations, and their impact on public in general and tourists in particular
- CO2: get information about origin and development of cultural tourism in India and its impact on socio-political environment.
- CO3: understand the sustainable tourism and eco-tourism.
- CO4: infer the cultural tourism.
- CO5: know the policies over the programmes for the development of tourism in India.

**Total Credit: 4**

**Total Hours: 70**

#### Unit-I: (13 hrs)

Sociology of Tourism: Definition, Nature and Scope, Importance of Tourism, Components, Concepts of National and International Tourism.

#### Unit-II: (14 hrs)

Tourism: Changes, Impacts, Opportunities – Socio Economic Factors in Tourism.

#### Unit-III: (14 hrs)

Sustainable Tourism: Theory and Practices – Environmental Impact of Eco-Tourism.

#### Unit-IV: (15 hrs)

Cultural Tourism in India: Globalization and Cultural Change – Impact of Media on Tourism.

#### Unit-V: (14 hrs)

Indian Tourism –Development of Tourism in India – Policies and Programmes - International Agencies and Indian Tourism.

#### Text Books

1. Krishan K. Kamra and Mohinder Chand. Basics of Tourism: Theory, Operation and Practice, New Delhi: Kanishka Publishers, 2007.
2. Sunetra Roday and More, Tourism: Operations and Management, New Delhi: Oxford University Press, 2009.

#### Supplementary Readings

1. Sampad Kumar Swain and Jitendra Mohan Mishra, Tourism Principles and Practices, New Delhi: Oxford University Press, 2011.
2. Lavkush Mishra, Cultural Tourism in India, New Delhi: Mohit Publications, 1999.
3. Bhati,A.K. Tourism in India-History and Development, New Delhi: Sterling, 1978.
4. Mctntosh,R.W. Tourism Principles, Practices and Philosophies, Ohio: Grid, 1977.
5. Nehru, Jawaharlal: Discovery of India, New Delhi: Oxford University Press, 1967.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	L					M		L				L		M				
CO2			S							M		M			M			
CO3				M			M				M		L					
CO4		M				L										S		
CO5	L			S					M								S	

\*L - Low, M - Medium, S - Strong

## DEPARTMENTAL ELECTIVE -II

### 19ISOCE37: KINSHIP, MARRIAGE AND FAMILY

#### Learning Objectives

- LO1 To acquaint the students with the basic concepts of family and kinship studies
- LO2 To demonstrate how structural principles are used by societies in a consistent logical way to organize groups and categories
- LO3 To enable the students to understand the demographic dimensions of family and marriage

#### Course Outcomes

Upon Completion of this course, the students will

- C01. understand the basic concepts in family and kinship studies and rules of marriage in the Indian context.
- C02. know the structure and composition of family and demographic dimensions of family and marriage.
- C03. Comprehend the kinship terminology and kinship organization in India.
- C04. expertise in marriage transactions.
- C05. familiarize with nature of family and its demographic dimensions.

**Total Credit: 3**

**Total Hours: 65**

#### Unit-I (12 hrs)

Basic Concepts - Incest, affiliation, consanguinity, affinity, clan, lineage, kinship and descent: unilineal, double and cognatic descent.

#### Unit-II (14 hrs)

Kinship terminology, the genealogical method, kinship organization in India, regional variations.

#### Unit-III (13 hrs)

Rules of marriage: Endogamy, exogamy, prescriptive and preferential marriage, monogamy, polygamy, levirate and sororate, hypogamy and hypergamy.

#### Unit-IV (12 hrs)

Marriage transactions: Dowry and bride wealth, challenges to marriage as an institution.

#### Unit-V (14 hrs)

Nature of family, family and household, family structure and composition: Development cycle, changes in family, family and gender issues; family in the context of care of the child and aged, demographic dimensions of family and marriage.

#### Text Books

1. Majumdar, D.N. & Madan, T.N., An Introduction to Social Anthropology, New Delhi, Asia Pub. House, 2010.
2. Shah, A.M. The Family in India; Critical Essays, New Delhi: Orient Longman, 1998

#### Supplementary readings

1. Roy, P.K., Family Diversity in India, Patterns, Practices and Ethos, Mumbai: Gyan Publishing House, 2003.
2. Joy Hendry, An Introduction to Social Anthropology, New Delhi: Palgrave Publishers, 2000
3. Kakar, Sudhir. Intimate Relations: Exploring Indian Sexuality. New York: Penguin, 1989.
4. Kolenda, Pauline. Regional Differences in Family Structure in India. Jaipur: Rawat, 1987.

5. Ramu,G.N. Family Structure And Fertility: Emerging Patterns In An Indian City. New Delhi: Sage, 1988.

**6. Outcome Mapping**

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1		S			M		L				M			M			S	
CO2	M			S					M		L		L		S			L
CO3		L				M						M		M		M		
CO4			M					S					L		S			
CO5		S		M			L			M			M		L		L	S

7.

8. \*L - Low, M - Medium, S - Strong

## **DEPARTMENTAL ELECTIVE - III**

### **19ISOCE46: SOCIOLOGY OF MASS COMMUNICATION**

#### **Learning Objectives**

- LO1 To make the students acquire knowledge in the field of communication
- LO2 To understand the role of mass communication in creating a new world
- LO3 To enable the students to understand the effects of mass communication on society

#### **Course Outcomes**

Upon Completion of this course, the students will

- CO1. acquire knowledge about mass media and the role of print, radio, television media in modern society.
- CO2. get training about the technological development in the mass communication process

**Total Credit: 4**

**Total Hours: 70**

#### **Unit – I (13 hrs.)**

Communication: Definition and meaning of communication, communication process, models, scope, and functions of communication.

#### **Unit – II (13 hrs.)**

Communication Channels: Definitions, classification, characteristics, nature and selection of communication channels.

#### **Unit – III (15 hrs.)**

Mass communications: Definition, Scope, Functions of mass communication - Theories of mass communications – Hypodermic Needle Theory, Magic Bullet Theory and Stimulus Response Theory.

#### **Unit – IV (14 hrs.)**

Mass media: Origin and growth of print media and electronic media in India (Press, Radio, Television, Tele-Communications Computer and Internet).

#### **Unit – V (15 hrs.)**

Effects of mass communication on society - Mass media and National integration - Mass media and Rural development - Diffusion of new ideas and practices.

#### **Text Books**

1. Vilanilam, J.V., Growth and Development of Mass Communication in India, New Delhi: National Book Trust, 2003.
2. Denis McQuail, Mass Communication Theory an Introduction, New Delhi, Sage Publications, 1998

#### **Supplementary Readings**

1. Devi Urmila, Mass Communication Today, New Delhi: ACE Books India, 2010.
2. Gupta, V.S., Communication Technology Media Policy and National Development, New Delhi: Concept Publishing Company, 1999.
3. Srinivas R., Melkote. Communication and Development in the Third world: Theory and Practice, New Delhi: Sage publication, 1991.
4. Gupta V.S., Communication Technology, Media Policy and National Development, New Delhi: Concept Publishing Company, 1999.
5. Vilanilam. J.V., Growth and Development of Mass Communication in India, New Delhi: National Book Trust, Govt. Of India, MHRD, 2003.



### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	S			M				L		S		M		L		S		
CO2		M			L		M		L				L					S
CO3	L					L					M				M			
CO4				S				S					S	M			L	
CO5		M					M			L		L				M		

\*L - Low, M - Medium, S - Strong

## DEPARTMENTAL ELECTIVE - IV

### 19ISOCE56: SOCIOLOGY OF AGEING

#### Learning Objectives

- LO1:** To enable the students understand the various implications of the increasing ageing population.
- LO2:** To know the various strategies, programmes and measures adopted to help ageing population.
- LO3:** To bring about psychological, sociological and economic rehabilitation of elderly people.

#### Course Outcomes

- Upon completion of this course students will
- CO1. gain knowledge about ageing and various theories associated with aging.
- CO2. comprehend support systems needed for elderly and other social security measures.
- CO3. grasp the problems of elderly people.
- CO4. understand the nature and extent of elder abuse in India.
- CO5. know the support system needed for elderly people.

**Total Credit: 4**

**Total Hours: 70**

**UNIT- I (12 hrs.)**

Ageing – Meaning and characteristics - History of aging in India –Their status in traditional and modern societies. Theories of ageing - Disengagement theory

**UNIT- II (15 hrs.)**

Myths and stereotypes about aging – Gender issues and aging – Social roles and aging – The changing role of old age homes in modern societies.

**UNIT- III (16 hrs.)**

Problems of elderly people – Social, Economic, Psychological and Physical problems – Coping strategies - Welfare measures.

**UNIT- IV (15 hrs.)**

Elder abuse – The nature and extent of elder abuse in India – Its causes, consequences and remedial measures.

**UNIT- V (12 hrs.)**

Support systems needed for elderly – Health care – Financial assistance – Insurance schemes – Other social security measures.

#### Text Books

1. Jill S. Quadagno. Aging and Life Course: An Introduction to Social Gerontology, New Jersey: MC Graw –Hill Publishing Company, 5<sup>th</sup> Edition, 2014.
2. Settersten Jr. Richard A and Angel. Hand Book of Sociology of Aging, Germany: Springer Science Business Media, LLC, 2011.

#### Supplementary Readings

1. Herry R.Moody and Jennifer R. Sasser. Sociology of Aging California – sage Publication 9<sup>th</sup> Edition 2017.
2. Ajayakumar Sahoo. Sociology of Ageing, New Delhi, Rawat Publication, 2009.
3. Hans – Werner Wahl and Andreas Hoff. New Dynamics in Old Age: Individual, Environment and Social Perspectives, London; Rutledge, Taylor and Francis Group, 2017.
4. Rao K.S. Aging, New Delhi: National Book Trust of India, 1994.
5. Sati P.N. Needs and Problems of the Aged, Udaipur: Himanshu Publishers, 1994.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	S			S					L				L	M	S		M	S
CO2		M				M			M		M							
CO3			L		M			S		L			M	L			M	L
CO4		M										S			M			
CO5				M			M	M		M				M				S

\*L - Low, M - Medium, S - Strong

## DEPARTMENTAL ELECTIVE - V

### 19ISOCE64: GLOBALIZATION AND SOCIETY

#### Learning Objectives

- LO1 To orient the students about the issues relating to globalization
- LO2 To appreciate its socio-economic impact of globalization especially in India
- LO3 To understand its cultural impact on Indian society

#### Learning Outcomes

Upon completion of this course students will

- CO1. learn the concept of globalization and its overall scenario at global as well as national level.
- CO2. get the knowledge of the agencies of globalization and their positive and negative influences on the Indian society
- CO6. acquire the knowledge on the ethos of globalization.
- CO7. understand the impact of globalization on individual and group identities.
- CO8. will infer the trends and prospects of globalization.

**Total Credit: 3**

**Total Hours: 65**

#### Unit-I (14 hrs.)

The Nature and Dynamics of Globalization - The historical and social context of globalization - Distinctive characteristics of globalization

#### Unit-II (17 hrs.)

Agencies of globalization - Multinational corporations (MNCs) - Nation-state, media – Non-governmental organizations (NGO's) - International agencies (International monetary fund, World Bank, etc.)

#### Unit-III (16 hrs.)

Globalization and culture - The ethos of globalisation - Diffusion and projection of value system and cultural patterns through the media - Global tourism - Diasporic communities.

#### Unit-IV (14 hrs.)

Social consequences of globalization - Socio-economic impact of globalization - Impact on individual and group identities.

#### Unit-V (14 hrs.)

Globalization and the Indian experience - Globalization and public policy, impact of globalization: Trends and prospects.

#### Text Books

1. Paul Dean, and George Ritzer, Globalization: A Basic Text (2<sup>nd</sup> Edition), NJ: Wiley – Blackwell, 2015.
2. Frank J. Lechner, Globalization: The Making of World Society, Wiley – Blackwell, 2009.

#### Supplementary Readings

1. Elhanan Helpman, Globalization and Inequality, New Delhi: Harvard University Press, 2018.
2. Arasu J.G. Valan., Globalization and Infrastructural Development in India, New Delhi: Atlantic Publishers, 2008.
3. Escobar, Arturo. Encountering Development: The Making and Unmaking of Third World. Princeton: Princeton University Press, 1995.
4. Hoogvelt, Ankie. Globalization and the Post-Colonial World. The New Political Economy of Development. New Delhi: Macmillan, 1997.
5. Hoogvelt, Ankie. The Sociology of Development. New Delhi: Macmillan, 1998.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	S								S			M				L	S	
CO2			M		M		M			M			L	M				
CO3		M		S								S				M		M
CO4									L						S			
CO5	L		M			L	M				L			M			L	S

\*L - Low, M - Medium, S - Strong

**DEPARMENTAL ELECTIVE -VI**  
**19ISOCE86: CRIME AND SOCIETY**

**Learning Objectives**

- LO1 To understand the crime trend over the years.  
LO2 To impart knowledge on causation and prevention of crimes.  
LO3 To acquire the knowledge on changing profile of crime and criminals

**Course Outcomes**

- Upon completion of this course students will  
CO1: develop awareness on prevention of crime and criminals  
CO2: have knowledge of types and modalities of crime.  
CO3 aware of the various theories of crime.  
CO4 get knowledge on evolution of punishments.  
CO5 understand the necessities of preventing cybercrimes.

**Total Credit: 3**

**Total Hours: 65**

**UNIT-I (14hrs)**

Social Disorganisation and Crime – Social organization and social disorganisation, individual disorganisation and family disorganisation; Legal, behavioural, sociological definitions to crime and delinquency. Nature, scope & importance of criminology.

**UNIT-II (15hrs)**

Perspectives on Crime Causation – Classification of crime and criminals, types of crimes, Theories of Crime: Classical, positivist, biological, psychological, economic, sociological and the labelling theory.

**UNIT-III (14hrs)**

Punishment – Objectives, behaviour system in crime, evolution of punishments, probation, parole; Recidivism and rehabilitation. Theories of punishment.

**UNIT-IV (13hrs)**

Changing Profile of Crime and Criminals – Corruption; Cyber crimes, entry into politics. Changing socio-economic status of criminals in contemporary Indian society.

**UNIT-V (10hrs)**

Treatment and Prevention – Meaning and types, prison based, community based, open prison, prison reforms in India, educational, vocational, psychiatric, meditation, recreation etc. Role of Police in welfare state.

**Text Books**

1. Sudherland. Edwin,H and Donald, R.Cressy. Principles on Criminology. Bombay: Times of India Press, 1968.
2. Ministry of Home Affairs. Crime in India. New Delhi: Government of India, 1998.

**Supplementary Readings**

1. Bedi, Kiran. It is Always Possible. New Delhi: Sterling Publications, 1998.
2. Gill, S.S. The Pathology of Corruption. New Delhi: Harper Colins Publishers, 1998.
3. Merton, R.K. Social Theory and Social Structure. New Delhi: Amerind Publishing Co., 1972.
4. Parsonage, William, H. Perspectives in Criminology. London: Sage Publications, 1979.
5. Reid, Suetitus. Crime and Criminology. Illinois: Deydan Press, 1976.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	S			M		M		L		M					M			M
CO2		M			L		M				M		S				M	
CO3		L		S					S					L		S		L
CO4						M					M				L			
CO5	M	L						M					M	S				S

\*L - Low, M - Medium, S - Strong

## **DEPARTMENTAL ELECTIVE - VII**

### **19ISOCE96: Sociology of Disaster Management**

#### **Learning Objectives**

- LO1 To develop in students an awareness and knowledge about the environmental process
- LO2 To impart knowledge on various natural disasters relating to the environment and their aftermath in the society
- LO3 To familiarize the students with suitable eco-system.

#### **Course Outcomes**

- Upon completion of this course students will
- CO1. understand social Impact of assessment of environmental issues
- CO2. have knowledge on eco system and eco management.
- CO3. understand the role of voluntary organizations in rehabilitation
- CO4. comprehend the social, economic and cultural environment
- CO5. infer methods and strategies of ecological restoration

**Total Credit: 3**

**Total Hours: 65**

#### **Unit-I (14hrs)**

Definition, Nature and Scope of Sociology, Sociology as a Science. Its Relation to other Social Sciences, Individual and Society, Heredity and Environment, Socialization, Culture, Functions of Culture and Cultural Variability.

#### **Unit-II (15hrs)**

Environmental Sociology – Meaning, Nature, Scope and Basic Issues – Systems and Change. Nature Vs. Nurture – Synthesis of Societal and Environmental Dialect, Social Impact of Assessment of Environmental Issues – Natural, Social, Economic and Cultural Environment.

#### **Unit-III (14hrs)**

Environmental Problems – Natural Disasters; Effects of Earthquakes, Famine; Pollution, Volcanoes, Landslides, Floods, Cyclone, Soil Erosion-Causes and Effects.

#### **Unit-IV (13hrs)**

Tsunami – Meaning, History, Causes and its Impact on Society, Relief and Rescue operations. The role of voluntary organizations and Government in Rehabilitation and Restitution.

#### **Unit-V (10hrs)**

Eco Systems and Eco Management – Ecological Restoration – Approaches, Methods and Strategies – Sustainable Coastal Ecosystem.

#### **Text Books**

1. Anthony Giddens, Sociology (Second Edition), U.K: Polity press, Cambridge, 1993.
2. Pravin Sheth, Environmentalism –Politics, Ecology and development, New Delhi: Rawat Publications, 1997.

#### **Supplementary Readings**

1. Mohan I, Environmental Pollution and Management, New Delhi: Asia Publishing house, 1989.
2. Mohan I, Environmental Pollution and management, New Delhi: Asia publishing house, 1990.
3. UNDP. Sustainable Development. New York: Oxford University Press, 1999
4. World Commission on Environment and Development our Common Future, Brundtland Report, New Delhi, Oxford University Press, 1987.



5. Impact of Tsunami in coastal villages in Tamilnadu, Report by Government of Tamilnadu, 2006.

**Outcome Mapping**

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	
CO1	S		L			S								M					M
CO2				M					M	L			M			M	L		
CO3		M			L		S					S				S			L
CO4											M			L					
CO5			S		M			L		M			M		M	M			S

\*L - Low, M - Medium, S - Strong

**ANNEXURE- II****INTER DEPARTMENTAL ELECTIVE COURSES (IDE)****Electives Offered to Other Departments (Interdepartmental Elective)**

<b>S. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Hours/ week</b>			<b>Marks</b>		
			<b>L</b>	<b>P</b>	<b>C</b>	<b>CIA</b>	<b>ESE</b>	<b>Total</b>
1.	19ISOCX75	Introduction to Sociology	3	0	3	25	75	100
2.	19ISOCX85	Sociology of Mass Communication	3	0	3	25	75	100
3.	19ISOCX95	Social Problems and Social Welfare	3	0	3	25	75	100

**INTER DEPARTMENTAL ELECTIVE (IDE):  
19ISOCX75: INTRODUCTION TO SOCIOLOGY**

**Learning Objectives**

- LO1: To offer the students information about the principles of Sociology,  
LO2: To develop in them a sociological perspective of social change  
LO3: To interpret life experiences in terms of social facts.

**Course Outcomes**

Upon completion of the course the students will

- CO1. understand society from different sociological perspectives
- CO2. develop comprehensive knowledge about social processes and social stratification
- CO3. know the characteristics elements and functions of culture.
- CO4. comprehend the types and characteristics of social groups.
- CO5. infer the methods and means of social control.

**Total Credit: 3**

**Total Hours: 65**

**Unit-I (11 hrs)**

Definition – Nature and Scope – Sociology as a Science – Its Relation to other Social Sciences.

**Unit: II (12 hrs)**

Individual and Society; Heredity and Environment; Socialization

**Unit: III (13 hrs)**

Culture: Characteristics – Elements – Functions. Ethnocentrism – Cultural Lag – Culture and Civilization – Cultural Variability.

**Unit: IV (14 hrs)**

Social Groups – Characteristics – Types. Social Institutions. Family – Marriage – Religion – Education – Economy – Government.

**Unit: V (15 hrs)**

Social Control: Methods and Means.  
Social Stratification: Forms and Functions.  
Social Processes: Associative and Dissociative.  
Social Change: Factors and Theories

**Text Books**

1. Yogendra Singh, Culture change in India, Jaipur: Rawat Publication, 2000.
2. Bhupendra K. Nagla and Sheobahal Singh, Introducing Sociology. New Delhi: Rawat Publications, 2019.

**Supplementary Readings**

1. Madan T. N. Sociological Traditions, New Delhi: SAGE, 2011.
2. Gisbert P. Fundamentals of sociology. Hyderabad: Orient Blackswan Publishers, 2010.
3. Bottomore, T.B. Sociology, A Guide to problems and Literature. New Delhi: Blackie & Son (India) Ltd.1979.
4. Gillin, J.I & Gillin, J.P. Cultural Sociology. New York: The MacMillan Co., Ltd., 1977.
5. Abraham, M. Francis, Modern Sociological Theory: An Introduction, New Delhi: Oxford University Press, 1982.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	M	S	L	M						S			M		S		M	
CO2	L				M			M			S	L						M
CO3										L				M		L		
CO4		M		L	S		M		S						L		M	
CO5	S					L					M							S

\*L - Low, M - Medium, S - Strong

**INTER DEPARTMENTAL ELECTIVE (IDE):  
19ISOCX85: SOCIOLOGY OF MASS COMMUNICATION**

**Learning Objectives**

- LO1 To make the students acquire knowledge in the field of communication
- LO2 To understand the role of mass communication in creating a new world
- LO3 To enable the students to understand the effects of mass communication on society

**Course Outcomes**

Upon Completion of this course, the students will

- CO1. acquire knowledge about mass media and its various forms such as print, radio, television media in modern society.
- CO2. Understand the technological development in the mass communication process
- CO3. learn the various theories of mass communication.
- CO4. interpret the role of mass media in national integration.
- CO5. able to understand the utility of mass communication in cultural diffusion.

**Total Credit: 3**

**Total Hours: 65**

**Unit-I (14 hrs)**

Concepts and Functions of Communication – Definition and Meaning of communication, Communication process, models, scope and functions of communication.

**Unit-II (12 hrs)**

Communication Channels - Definition, dimension, classification, nature and selection of communication channels.

**Unit-III (12 hrs)**

Mass Communication - Definition, scope characteristics and functions of mass communication Theories of mass communication — Hypodermic needle theory, Bullet theory and Stimulus Response theory.

**Unit-IV (12 hrs)**

Mass Media – Origin and growth of print media, electronic media. Mass media and mass culture - Folk art.

**Unit-V (15 hrs)**

Effects of Mass Communication on Society and culture - Mass media and national integration, mass media and social development. Diffusion of new ideas and practices - Cultural norms and diffusion.

**Text Books**

1. Vilanilam, J.V., Growth and Development of Mass Communication in India, New Delhi: National Book Trust, 2003.
2. Denis McQuail, Mass Communication Theory an Introduction, New Delhi: Sage Publications, New Delhi, 1998

**Reference Books**

1. Devi Urmila, Mass Communication Today, New Delhi: ACE Books India, 2010.
2. Gupta, V.S., Communication Technology Media Policy and National Development, New Delhi: Concept Publishing Company, 1999.
3. Srinivas R., Melkote. Communication and Development in the Third world: Theory and Practice, New Delhi: Sage publication, 1991.
4. Gupta V.S., Communication Technology, Media Policy and National Development, New Delhi: Concept Publishing Company, 1999.
5. Vilanilam. J.V., Growth and Development of Mass Communication in India. New Delhi: National Book Trust, 2003.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	S		M					L		S		M			S		M	
CO2				M			S											S
CO3		L				L			M		L		M			M		
CO4			S			M								S				
CO5					L					L	M						S	

\*L - Low, M - Medium, S - Strong

**INTER DEPARTMENTAL ELECTIVE (IDE):  
19ISOCX95: SOCIAL PROBLEMS AND SOCIAL WELFARE**

**Learning Objectives**

- LO1: To enable the students to understand the basic concepts of social problems  
 LO2: To learn basic causes for crime and delinquency and to analyse the issues like alcoholism and drug addiction and to acquire the knowledge about poverty and unemployment and the extent of beggary in India.

**Course Outcomes**

Upon completion of this course, the students will

- CO1. apply sociological perspectives and use their sociological imagination in applying the causes and consequences of social problems and evaluating.  
 CO2. able to locate themselves within social contexts to reflect on the processes that shape and address social problems  
 CO3. understand and analyse the problems of deprived groups.  
 CO4. familiarize themselves with the social welfare programmes in India.  
 CO5. acquire knowledge on the various theories of social problem.

**Total Credit: 3**

**Total Hours: 65**

**Unit-I (12 hrs)**

Concept of social problems, classification of social problems and theories of social problems.

**Unit-II (12 hrs)**

General social problems - Dowry, Divorce, Prostitution, Corruption, Terrorism and AIDS, Extent causes and consequences.

**Unit-III (14 hrs)**

Economic Problems: Poverty, Unemployment and Beggary - Extent, causes and consequences, Problems of Children, Youth, Aged and Women-Extent, causes and consequences.

**Unit-IV (13 hrs)**

Problems of Deprived Groups: Scheduled Castes and Scheduled Tribes - Extent, causes and consequences.

**Unit-V (14 hrs)**

Social Welfare: Definition and meaning, social welfare programmes in India - To Children, Women Youth, Aged, Scheduled Castes, Scheduled Tribes, Physically Handicapped, Poor and the Unemployed.

**Text Books**

1. William Komblen, Social Problems, USA: Pearson, 2000.
2. Madan, G.R. Indian Social Problems, New Delhi: Allied Publishers 1973.

**Supplementary Readings**

1. Ahuja, Ram, Social Problems in India, Jaipu:, Rawat, – 2002.
2. Jain, Prabha Shasi and Singh Mamta, Violence Against Women, New Delhi: Raddha, 2001.
3. Mishra, Girish and Pandey Rajkumar, White Collar Crimes, New Delhi, Gyam, 1998.
4. Julian Joseph. Social Problems, Prentice Hall, New Jersey, Englewood Cliffs, 1977.

5. Merton, Robert, K. and Nisbet, Contemporary Social Problems, New York: Harcourt Brace Jovanovich, 1979.

**Outcome Mapping**

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	
CO1	M						S	M				M		S					M
CO2	L		S		M				L				L				M	S	
CO3					L	L				M		S		M					L
CO4		M					L				L				L				
CO5				M				M					M			S	M	S	

\*L - Low, M - Medium, S - Strong



### ANNEXURE- III

#### Value-Added Courses

Course Code	Course Title	Hours/ week			C	Marks		
		L	P	CIA		ESE	Total	
19ISVAC87	Medical and Psychiatric Social Work	3	0	2	25	75	100	
19IVAC88	Social Criminology	3	0	2	25	75	100	

## DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

### VALUE ADDED COURSE

#### First Level:

#### 19ISVAC87: MEDICAL AND PSYCHIATRIC SOCIAL WORK

##### Learning Objectives

- LO1: To expose the students to the knowledge and skills of psychiatric social work
- LO2: To make the students understand the major, minor and other psychiatric problems.
- LO3: To enable the students aware of coping strategies for psychiatric problems.

##### Course Outcomes

Upon completion of the course the students will

- CO1. know the history, scope and changing perspectives of psychiatric problems.
- CO2. understand the various types of psychiatric problems and their treatments
- CO3. gain knowledge on modern treatment for psychiatric disorders.
- CO4. comprehend the role of psychosomatic disorder in mental illness.
- CO5. infer specific psychiatric disorders affecting women, youth and aged.

##### Unit – I

Psychiatric Social Work: Basic concepts, scope, management and treatment for psychiatric disorders.

##### Unit – II

Major Psychiatric and Psychotic disorders –Schizophrenia - Its types - Mood Disorder – Other Bipolar Disorders.

##### Unit – III

Minor Psychiatric disorders – Anxiety disorder – Panic disorder – Phobias – Post Traumatic Stress.

##### Unit – IV

Other Psychiatric Disorders – Personality Disorders – Sleep disorder – Speech disorder - Psychosomatic disorder – Suicide.

##### Unit – V

Childhood Psychiatric disorders – Mental Retardation – Learning disorders – Developmental disorders - Autism – Attention Deficit Hyper activity. Psychiatric disorder affecting Women, Youth and aged – Elimination of disorders.

##### Text Books

1. Mane, F. and Gandevia, K., Mental Health in Indian Issues and Concerns (eds.), Mumbai, Tata Institute of Social Sciences, 1993.
2. Sonia Austrian, Mental Disorders, Medications and Clinical Social Work, Columbia: Columbia University Press, 2005.

##### Supplementary Readings

1. American Psychiatric ASSN, Diagnostic Criterion from DSM-IV American Psychiatric ASSN, 1994.
2. Berrios, G.E. and Dawson, J.H. Treatment and Management in Adult, Bailliere Tindal, , London, 1983.
3. Nina Rovinelli Heller, Mental Health and Social Problems, New Delhi, Rutledge:, 2010.
4. Kappur, M. Sheppard, Ralph and Renate, Child Mental Health-Proceedings of the Indo-US Symposium, eds, NIMHANS and ADAMHA, 1993
5. World Health Organisation, Geneva, The ICD 10 classification of Mental and Behavioural Disorders, Clinical Description and Diagnostic Guidelines, New Delhi:Oxford University Press,1992.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	
CO1	M			L						L		L	S						M
CO2		S	L		S		M			S					S	L	S		
CO3						L		L				M		M					M
CO4	L		M						M				L		L				
CO5							S				M			S		M	L	S	

\*L - Low, M - Medium, S - Strong

## ADVANCE LEVEL:VALUE ADDED COURSE

### 19ISVAC88: SOCIAL CRIMINOLOGY

#### Learning Objectives

- LO1. To enable the students to understand the increasing trend in crime rates
- LO2. To make the students comprehend various crimes occurring in society,
- LO3. To impart the knowledge of causation, control and prevention of crime.

#### Learning Outcomes

Upon completion this course the students will

- CO1. understand the recent trends of crime and its causation,
- CO2. have the knowledge of types and modalities of crimes and develop awareness on control and prevention of crimes.
- CO3. acquire skills of dealing with cyber-crimes.
- CO4. know about the importance of rehabilitation of offenders.
- CO5. interpret the extent of white-collar crimes in modern society.

#### UNIT-I

Social Criminology: Concepts, Nature and importance. Social disorganization. - Individual, Family and Society.

#### UNIT-II

Crime: Causation and Types - Crimes against women and children, Media and Crimes, Property crimes – Cyber Crimes.

#### UNIT-III

Punishment – Objectives and evolution. Rehabilitation of offenders, Rights of Victims.

#### UNIT-IV

Changing Profile of Crime and Criminals – Criminalization of politics, White collar Crimes, Corruption and Scandals.

#### UNIT-V

Treatment and Prevention – Meaning and Types: Prison based, Community based, open prison, educational, vocational, psychiatric, meditation and recreation.

#### Text Books

1. Ram Ahuja, Criminology, New Delhi: Rawat Publications, 2014.
2. Pamela Davies, and et.al., Victims, Crime and Society, New York: Sage Publications. Publications, 2015.

#### Supplementary Readings

1. Bedi, Kiran. It is Always Possible. New Delhi: Sterling Publications, 1998.
2. Gill, S.S. The Pathology of Corruption. New Delhi: Harper Colins Publishers, 1998.
3. Merton, R.K. Social Theory and Social Structure. New Delhi: Emerald Publishing Co., 1972.
4. Ross Coomber and et.al. Key Concepts in Crime and Society, New York: Sage Publications, 2015.
5. Kelly Frailing and Dee Wood Harper, Fundamentals of Criminology: New Dimensions, 2<sup>nd</sup> ed, Durham, N.C: Carolina Academic Press, 2016.

### Outcome Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	M			S				S							M			S
CO2		S				L			L		M		S				L	
CO3			L		S		L			L				L				
CO4																S		
CO5		L				M			M			L		M				M

\*L - Low, M - Medium, S - Strong