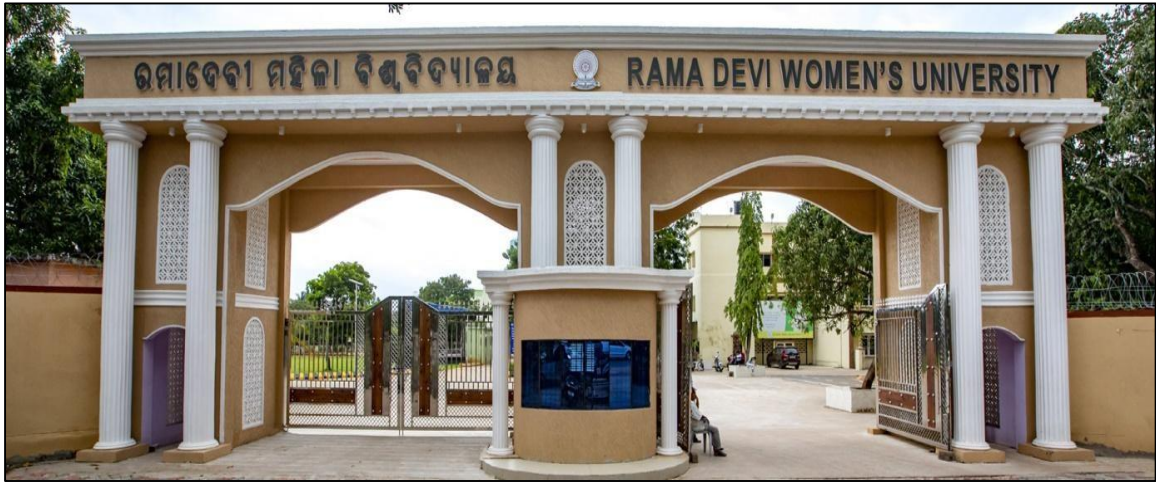


# DEPARTMENT OF SOCIOLOGY

## SYLLABUS OF PG PROGRAMME (M.A.)



**RAMA DEVI WOMEN'S UNIVERSITY**  
Vidya Vihar, Bhubaneswar-751022, Odisha  
Website: <https://rdwu.ac.in>

PG SYLLABUS FOR CHOICE BASED CREDIT SYSTEM  
(CBCS)

SOCIOLOGY



RAMA DEVI WOMEN'S UNIVERSITY  
BHUBANESWAR

*Ms. P. K. S.*  
01.11.23  
Controller of Examination,  
R.D. Women's University  
Bhubaneswar

## **Department of Sociology, RDWU**

### **PG Syllabus Structure (w.e.f from 2023-24)**

#### **PROGRAMME OUTCOMES**

**PO1:** The students will have a preliminary understanding of the discipline, the context of its emergence and knowledge of the concepts used.

**PO2:** The students will get to know about the ideas of various sociological thinkers, the theories built up by them to study the social phenomena and get a macro perspective of the discipline.

**PO3:** It enable the students to comprehend the heterogeneities in culture, institutions and their functions, changes seen in these institutions in contemporary times, and the contrasts found between different societies.

**PO4:** Help develop rational thinking, critical temper and scientific outlook to enhance productivity and demand of the learner in the market.

**PO5:** The students are enabled to comprehend the politics of development, and understand how development can be quantified, theorized and explained globally.

**PO6:** It help the students go beyond sociological boundaries and get oriented with theoretical perspectives of other social science disciplines, humanities, art and cultural studies.

**PO7:** It enable students to visualize the dynamics of social institutions, secondary institutions, informal sector and problem in the rural and urban areas.

**PO8:** The programme will help students to be gender sensitive both at home and in the public sphere, and enhances their employability as well.

**PO9:** Learners will be more sensitive, socially responsible, endowed with humane values and creativity.

**PO10:** Equip the students with conceptual, theoretical and empirical clarity about various social structures and help them plan, monitor and evaluate various developmental programmes at the local and national level.

#### **PROGRAMME SPECIFIC OUTCOMES**

**PSO1:** The programme would help the students evolve as social scientists where they would learn the techniques of research and be employable.

**PSO2:** The programme will greatly help the students preparing for UGC-NET/JRF, national scholarship, civil services and related competitive exams.

**PSO3:** Sociology provides an intellectual background for students considering careers in business, social services, public policy, government service, nongovernmental organizations, foundations, or academia.

**PS04:** It prepares an individual to become a useful member of society and nation at large. It will help the students identify various problems prevalent in society and think of measures to eradicate them.

SEMESTER-I								
Sl.No	Nature of the Course	Course Code	Paper Title	Unit	Credit	Mid-Sem	End-Sem	Total
1.	Hard Core	HC-101	Foundations of Sociology	5	5	30	70	100
2.	Hard Core	HC-102	Perspective of Indian Society	5	5	30	70	100
3.	Hard Core	HC-103	Rural Sociology	5	5	30	70	100
4.	Hard Core	HC-104	Classical Sociological Thought	5	5	30	70	100
5.	Allied Core	AC-101	Computer Application Course by E-Learning Centre	3	3	10+10	30	50
Total					23	140	310	450

SEMESTER-II								
Sl.No	Nature of the Course	Course Code	Paper Title	Unit	Credit	Mid-Sem	End-Sem	Total
6.	Hard Core	HC-201	Sociology of Change and Development	5	5	30	70	100
7.	Hard Core	HC- 202	Research Methodology	5	5	30	70	100
8.	Hard Core	HC-203	Sociology of Environment and Climate Change	5	5	30	70	100
9.	Hard Core	HC-204	Globalization and Society	5	5	30	70	100
10.	Core Elective	CE- 201	Indian Society and Culture OR Applied Research Methodology	5	5	30	70	100

<b>11.</b>	Open Elective	OE-201	Understanding social change OR Massive Open Online Course: MOOCs (SWAYAM/NPT EL)	---	4		50	50
	Total				29	150	400	550

<b>SEMESTER-III</b>								
<b>Sl.No</b>	<b>Nature of the Course</b>	<b>Course Code</b>	<b>Paper Title</b>	<b>Unit</b>	<b>Credit</b>	<b>Mid-Sem</b>	<b>End-Sem</b>	<b>Total</b>
<b>12.</b>	Hard Core	HC-301	Advanced Sociological Theories	5	5	30	70	100
<b>13.</b>	Hard Core	HC-302	Sociology of Gender	5	5	30	70	100
<b>14.</b>	Hard Core	HC-303	Sociology of Tribe	5	5	30	70	100
<b>15.</b>	Core Elective	CE- 301	Sociology of Displacement, Rehabilitation and Resettlement OR Political Sociology	5	5	30	70	100
<b>16.</b>	Core Elective	CE-302	Sociology of Health and Gerontology OR Voluntary Sector Studies	5	5	30	70	100
<b>17.</b>	Field Internship	F1-301	Field Internship	---	3	---	50	50
	Total				28	150	400	550

SEMESTER-IV								
Sl.No	Nature of the Course	Course Code	Paper Title	Unit	Credit	Mid-Sem	End-Sem	Total
18.	Hard Core	HC-401	Urban Sociology	5	5	30	70	100
19.	Hard Core	HC-402	Gender, Society and development	5	5	30	70	100
20.	Hard Core	HC-403	Dissertation	---	5	---	100	100
21.	Core Elective	CE-401	Industrial Relation OR Social Work	5	5	30	70	100
22.	Allied Core	AC-401	Women and Society (for all PG subjects)	3	3	15	35	50
	Total				23	105	345	450

### Credit Hours Structure

#### PG Department of Sociology

HC-Hard Core	14x100	1400
CE-Core Elective	4x100	400
OE-Open Elective	1x50	50
AC- Allied Core	2x50	100
FI- Field Internship	1x50	50
Total Marks		2000

Semester	Credits	Total Marks
SEM-I	23	450
SEM-II	29	550
SEM-III	28	550
SEM-IV	23	450
Total	103	2000

## RDWU PG SYLLABUS STRUCTURE (w.e.f. 2023-24) Annexure-C

SEMESTER-I								
Sl.No	Nature of the Course	Course Code	Paper Title	Unit	Credit	Mid-Sem	End-Sem	Total
1.	Hard Core	HC-101	Theory	5	5	30	70	100
2.	Hard Core	HC-102	Theory	5	5	30	70	100
3.	Hard Core	HC-103	Theory	5	5	30	70	100
4.	Hard Core	HC-104	Practical (Theory for non-practical subjects)	5	5	30	70	100
5.	Allied Core	AC-101	Computer Application Course by e-learning	3	3	Mid-Sem10+Practical 10=20	30	50
	Total				23	140	310	450

SEMESTER-II								
Sl.No	Nature of the Course	Course Code	Paper Title	Unit	Credit	Mid-Sem	End-Sem	Total
6.	Hard Core	HC-201	Theory	5	5	30	70	100
7.	Hard Core	HC- 202	Theory	5	5	30	70	100
8.	Hard Core	HC-203	Theory	5	5	30	70	100
9.	Hard Core	HC-204	Practical (Theory for non-practical subjects)	5	5	30	70	100
10.	Core Elective	CE- 201	Theory (Options will be given to choose any one out of 2 or 3)	5	5	30	70	100
11.	Open Elective	OE-201	Theory (Open for other PG students)	---	4		50	50

			OR MOOCs (from SWAYAM/NPT EL etc.)					
	Total				29	150	400	550

SEMESTER-III								
Sl.No	Nature of the Course	Course Code	Paper Title	Unit	Credit	Mid-Sem	End-Sem	Total
12.	Hard Core	HC-301	Theory	5	5	30	70	100
13.	Hard Core	HC-302	Theory	5	5	30	70	100
14.	Hard Core	HC-303	Practical (Theory for non-practical students)	5	5	30	70	100
15.	Core Elective	CE- 301	Theory (Options will be given to choose any one out of 2 or 3)	5	5	30	70	100
16.	Core Elective	CE-302	Theory (Options will be given choose any one out of 2 or 3)	5	5	30	70	100
17.	Field Internship	F1-201	Field Internship	---	3	---	50	50
	Total				28	150	400	550



SEMESTER-IV								
Sl.No	Nature of the Course	Course Code	Paper Title	Unit	Credit	Mid-Sem	End-Sem	Total
18.	Hard Core	HC-401	Theory	5	5	30	70	100
19.	Hard Core	HC-402	Practical (Theory for non-practical subjects)	5	5	30	70	100
20.	Hard Core	HC-403	Dissertation	---	5	---	100	100
21.	Core Elective	CE-401	Theory (options will be given to choose any one out of 2 or 3)	5	5	30	70	100
22.	Allied Core	AC-401	Theory: 'Women and Society (For all PG subjects/programmes)	3	3	15	35	50
	Total				23	105	345	450

### SUMMARY

HC-Hard Core	14x100	1400
CE-Core Elective	4x100	400
OE-Open Elective	1x50	50
AC- Allied Core	2x50	100
FI- Field Internship	1x50	50
Total Marks		2000

### SUMMARY

Semester	Credits	Total Marks
SEM-I	23	450
SEM-II	29	550
SEM-III	28	550
SEM-IV	23	450
Total	103	2000

### Instructions to the Board of Studies

1. Program outreach for each programme/discipline/subject must be given.
2. Each paper/course must have objectives and learning outcomes.
3. Each theory paper must have five (05) points.
4. Each unit must have three (03) components.
5. Each practical paper must include minimum eight (08) experiments/tests.

**P.G DEPARTMENT  
COURSE STRUCTURE  
SOCIOLOGY**

**HARD CORE**

HC-101	FOUNDATIONS OF SOCIOLOGY
HC-102	PERSPECTIVES OF INDIAN SOCIETY
HC-103	RURAL SOCIOLOGY
HC-104	CLASSICAL SOCIOLOGICAL THINKER
HC-201	SOCIOLOGY OF CHANGE AND DEVELOPMENT
HC-202	RESEARCH METHODOLOGY
HC-203	SOCIOLOGY OF ENVIRONMENT AND CLIMATE CHANGE
HC-204	GLOBALIZATION AND SOCIETY
HC-301	ADVANCED SOCIOLOGICAL THEORIES
HC-302	SOCIOLOGY OF GENDER
HC-303	SOCIOLOGY OF TRIBE
HC-401	URBAN SOCIOLOGY
HC-402	GENDER, SOCIETY AND DEVELOPMENT
HC-403	DISSERTATION WITH SEMINAR PRESENTATION

**CORE ELECTIVE**

CE-201	INDIAN SOCIETY AND CULTURE
	OR
	APPLIED RESEARCH METHODOLOGY
CE-301	SOCIOLOGY OF DISPLACEMENT, REHABILITATION AND RESETTLEMENT
	OR
	POLITICAL SOCIOLOGY
CE-302	SOCIOLOGY OF HEALTH AND GERONTOLOGY
	OR
	VOLUNTARY SECTOR STUDIES
CE-401	INDUSTRIAL RELATION
	OR
	SOCIAL WORK

**OPEN ELECTIVE**

OE- 201	UNDERSTANDING SOCIAL CHANGE
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**P.G DEPARTMENT  
SEMESTER WISE COURSE STRUCTURE  
SOCIOLOGY**

<b>FIRST SEMESTER</b>		
<b>COURSE</b>	<b>PAPER</b>	<b>TITLE OF THE PAPER</b>
<b>HARD CORE</b>	<b>HC-101</b>	<b>FOUNDATIONS OF SOCIOLOGY</b>
	<b>HC-102</b>	<b>PERSPECTIVES OF INDIAN SOCIETY</b>
	<b>HC-103</b>	<b>RURAL SOCIOLOGY</b>
	<b>HC-104</b>	<b>CLASSICAL SOCIOLOGICAL THOUGHT</b>
<b>ALLIED CORE</b>	<b>AC-101</b>	<b>COMPUTER APPLICATION COURSE</b>

TOTAL PAPERS- 05

TOTAL MARKS- 500

TOTAL CREDITS- 23

<b>SECOND SEMESTER</b>		
<b>COURSE</b>	<b>PAPER</b>	<b>TITLE OF THE PAPER</b>
<b>HARD CORE</b>	<b>HC-201</b>	<b>SOCIOLOGY OF CHANGE AND DEVELOPMENT</b>
	<b>HC-202</b>	<b>RESEARCH METHODOLOGY</b>
	<b>HC-203</b>	<b>SOCIOLOGY OF ENVIRONMENT AND CLIMATE CHANGE</b>
	<b>HC-204</b>	<b>GLOBALIZATION AND SOCIETY</b>
<b>CORE ELECTIVE</b>	<b>CE-201</b>	<b>INDIAN SOCIETY AND CULTURE OR APPLIED RESEARCH METHODOLOGY</b>
<b>OPEN ELECTIVE</b>	<b>OE-201</b>	<b>UNDERSTANDING SOCIAL CHANGE</b>

TOTAL PAPERS-06

TOTAL MARKS- 600

TOTAL CREDITS- 29

<b>THIRD SEMESTER</b>		
<b>COURSE</b>	<b>PAPER</b>	<b>TITLE OF THE PAPER</b>
<b>HARD CORE</b>	<b>HC-301</b>	<b>ADVANCED SOCIOLOGICAL THEORIES</b>
	<b>HC-302</b>	<b>SOCIOLOGY OF GENDER</b>
	<b>HC-303</b>	<b>SOCIOLOGY OF TRIBE</b>
<b>CORE ELECTIVE</b>	<b>CE-301</b>	<b>SOCIOLOGY OF DISPLACEMENT, REHABILITATION AND RESETTLEMENT OR POLITICAL SOCIOLOGY</b>
	<b>CE-302</b>	<b>SOCIOLOGY OF HEALTH AND GERONTOLOGY OR VOLUNTARY SECTOR STUDIES</b>
<b>FIELD INTERNSHIP</b>	<b>F1-201</b>	<b>FIELD INTERNSHIP</b>

TOTAL PAPERS- 06

TOTAL MARKS-600

TOTAL CREDITS- 28

<b>FOURTH SEMESTER</b>		
<b>HARD CORE</b>	<b>HC-401</b>	<b>URBAN SOCIOLOGY</b>
	<b>HC-402</b>	<b>GENDER, SOCIETY AND DEVELOPMENT</b>
	<b>HC-403</b>	<b>DISSERTATION</b>
<b>CORE ELECTIVE</b>	<b>CE-401</b>	<b>INDUSTRIAL RELATION OR SOCIAL WORK</b>
<b>ALLIED CORE</b>	<b>AC-401</b>	<b>WOMEN AND SOCIETY</b>

TOTAL PAPERS- 05

TOTAL-500

TOTAL CREDITS-23

**SYLLABUS FOR CHOICE BASED CREDIT SYSTEM**  
**SOCIOLOGY**  
**RAMA DEVI WOMEN'S UNIVERSITY**

**SEMESTER-I**

**HC- 101      FOUNDATIONS OF SOCIOLOGY**

Mid-Term- 30

End-Term-70

**COURSE OUTCOMES:** After studying this paper, the students can

- Develop knowledge about the emergence, nature and scope of the subject.
- Understand various concepts which would give us an understanding on the social reality.
- Get acquainted with different theories and agencies of socialization.
- Can generate ideas about the social processes and social institutions that man encounters as a member of the society
- Understand the importance of social control in maintaining social solidarity.

Unit-I: Sociology and its emergence: Historical and Social Context of the emergence and growth of Sociology; different schools, nature and scope of Sociology, changing contours of sociology.

14 marks

Unit-II: Social structure: Meaning; Status and role, their inter-relationships, multiple roles, role set, status set, status sequence, role conflict, religion, culture, norms and values, folkways and mores; Culture-Characteristics and Components.

14 marks

Unit-III: Socialization: Theories of Socialization: Cooley, Mead and Freud, Types of Socialization, re-socialization, culture and personality, anticipatory socialization, stages (Oral, Anal, Oedipal, Latency) and agencies of socialization.

14 marks

Unit-IV: Social stratification: Meaning and characteristics, – Social differentiation: Hierarchy and inequality, Forms of Stratification, Caste, Gender, Estate, Theories of social stratification:- Davis – Moore, Marx, Weber, Social Mobility: Meaning, Types, Factors.

14 marks

Unit-V: Social Control – Meaning, Types, stages and agencies of social control, Social processes: Associative and dissociative.

14 marks

## BOOKS RECOMMENDED

C.N Sankar Rao: *Principles of Sociology*, S.Chand and Co. Ltd. (2006)

Harry M. Johnson- *Sociology- A Systematic Introduction*

Albert K. Cohen- *Deviance and Control*

T.B Bottomore- *Sociology- A Guide to Problems and Literature*

Kingsley Davis- *Human Society*

Metta Spencer and Alex Inkles- *Foundations of Modern Society*

Neil Smelser- *Sociology- An Introduction*

Robert Bierstedt- *The Social Order*

Kornblum- *Sociology in the Changing World (6<sup>th</sup> Ed.)*

Thompson Hickey- *Society in Focus (3<sup>rd</sup> Ed.)*

Jean Stocked- *Sociology- Discovering Society (2<sup>nd</sup> Ed.)*

Dipankar Gupta- *Social Stratification*

## MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CP/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	1	1	3	3	1	1	1	2
CO2	3	3	3	3	1	3	2	2	1	1
CO3	3	3	2	1	3	3	1	3	2	1
CO4	3	3	3	3	3	3	2	3	3	2
CO5	3	3	1	1	1	3	2	1	2	1

HC-102

PERSPECTIVES ON INDIAN SOCIETY

Mid-Term-30

End-Term-70

**COURSE OUTCOMES:** After studying this paper, the students can

- To know the contributions of Indian Sociologists in the development of sociological thought.
- To study and understand the Indian society through different perspectives/approaches
- To reflects upon diverse essence and relevance of Indian social structures/institutions
- To get an insight of compositions of Indian society permeated with multifaceted diversities and democratic pluralism.
- To develop analytical and critical mind set about the continuity and change of Indian society

Unit-I: Indological/Textual Perspective- G.S Ghurye, L. Dumont; Structural-Functional Perspective- M.N Srinivas, S.C Dube. 14 marks

Unit-II: Marxian Perspective- D.P Mukherjee, A.R Desai, R.K Mukherjee; Sub-altern Perspective: B.R Ambedkar, David Hardiman. 14 marks

Unit-III: Composition of Indian Society: Religious, Ethnic and Cultural; Pluralism in Indian Society; Civilizational View: N.K Bose and Surjeet Sinha 14 marks

Unit-IV: Society-Continuity and Change, Impact of Islam/Christianity on Indian Society, Social Stratification: Features and Changes. 14 marks

Unit-V: Interactional and Attributional dimensions on caste and class, Agrarian class and changes, Caste and class nexus, Development of SC, ST and OBC 14 marks

### BOOKS RECOMMENDED

- Bose, N.K. 1972. "An Anthropological View of Indian Civilization", Man in India, 52(2).  
----- 1975. *The Structure of the Hindu Society*, New Delhi: Orient and Longman.
- Desai, A.R. 1966. *Social Background of Indian Nationalism*, Bombay: Popular Prakashan.
- Dhanagre, D.N. 1993. *Themes and Perspectives in Indian Sociology*, Jaipur; Rawat.
- Dube, S.C. 1955. *Indian Village*, London; Routledge and Kegan Paul.  
----- 1955. *India's Changing Villages*, London: Routledge and Kegan Paul
- Dumont, L. 1970. *Homo Hierarchicus: The Caste System and Its Implications*, London: Weidenfeld and Nicolson.
- Ghurye, G.S. 1969. *Caste and Race*, Bombay: Popular Prakashan.
- Gore, M.S. 1993. *The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar*, New Delhi: Sage
- Hardiman, D. 1987. *The Coming of the Devi: Adivasi Assertion in Western India*, London; Oxford University Press.
- Karve, Irawati. 1953. *Kinship Organization in India*, Poona: Deccan College  
----- 1961. *Hindu Society: An Interpretation*, Poona: Deccan College.
- Madan, T.N. 1994. *Pathways: Approaches to Study of Society in India*, Delhi: Oxford University Press.
- Momin, A.R. 1996. *The Legacy of G.S Ghurye: A Centennial Festschrift*; Bombay; Popular Prakashan.
- Mukherji, D.P. 1958. *Diversities*, Delhi: Peoples Publishing House.  
----- 2002. (1948). *Indian Culture: A Sociological Study*, Delhi: Rupa and Company.
- Mukherjee, Ramakrishna. 1957. *The Dynamics of a Rural Society*, Berlin: Akademie-Verlag.  
----- 1979. *Sociology of Indian Society*, Bombay: Allied.
- Oomen, T.K. and P.N. Mukherjee (eds) 1986. *Indian Sociology: Reflections and Introspections*, Bombay: Popular Prakashan.
- Singh, Y. 1986. *Indian Sociology: Social Conditioning and Emerging Concerns*, Delhi: Vistar.
- Sinha, S. 1958. "Tribal culture of Peninsular India as a dimension of little tradition in the Indian Civilization- A preliminary statement", *Journal of American Folklore*. 71(July-September).

### MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CP/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	2	3	3	3	1	1	3
CO2	3	3	3	2	3	3	3	1	1	3
CO3	3	3	3	3	3	3	3	1	3	3
CO4	3	3	3	2	3	3	3	1	3	3
CO5	3	3	3	3	3	3	3	1	3	3

### HC-103 RURAL SOCIOLOGY

Mid-sem-30 marks

End-sem- 70 marks

**COURSE OUTCOMES:** After studying this paper, the students can

- To understand the nature scope and relevance of rural sociology.
- To study village communities in contemporary times.
- Comprehend the rural social structure and analyze changes in the structure.
- Develop sensitivity towards those who are affected by various social problems
- Gain awareness about various past and current rural development programs implemented by the government while gaining an insight as to how the programs address the rural social problems.

Unit-II: Rural Sociology: Its development, importance of the study of rural sociology, National and International context, Nature and Scope 14 marks

Unit-II: Village Community- Characteristics, types, Rural-Urban contrast and continuum, Village Studies, Socio-cultural dimensions of village communities 14 marks

Unit-III: Rural Social Structure, Agrarian and Peasant Social Structure, Jajmani System, caste and Politics, Dominant Caste, Caste in rural and urban setting 14 marks

Unit-IV: Rural social problems: Trafficking, Displacement, Migration and Mobility, Assessment of PRIs. 14 marks

Unit-V: Development Programmes: IAY, SGSY, MGNREGA

#### BOOKS RECOMMENDED

Desai, A.R. 1977. Rural Sociology in India, Bombay: Popular Prakashan.

----- 1979. Rural India in Transition, Bombay: Popular Prakashan.

Dube, S.C. 1955. India's Changing Villages, London: Routledge and Kegan Paul.

Dhanagare, D.N. 1988. Peasant Movements in India, New Delhi: Oxford University Press

Joshi, P.C. 1976. Land Reforms in India: Trends and Perspectives, Bombay: Allied Publishers.

Majumdar, D.N. 1955. Rural Profiles, Lucknow: Ethnographic and Folk Culture Society.

Marriott, M. (ed.) 1955. Village India, Chicago: Chicago University Press.



Mencher, J.P. 1983. Social Anthropology of Peasantry, Part-III, New Delhi: Oxford University Press.

Oommen, T.K. 1971. "Green revolution and agrarian conflict", Economic and Political Weekly, 6(26):99-103.

Radhakrishnan, P. 1989. Peasant struggles: Land Reforms and Social Change in Malabar 1836-1982, New Delhi: Sage Publications.

Redfield, R. 1956. The Little Community, Chicago: Chicago University Press.

Srinivas, M.N. (Ed.). 1955. India's Villages, Calcutta: Government of West Bengal Press.

----- 1996. Village, Caste, Gender and Method: Essays in Indian Anthropology, New Delhi; Oxford University Press.

Thorner, Daniel and Thonet, Alice. 1962. Land and Labour in India, Bombay: Asia Publications.

Wiser, W.H. 1936. The Hindu Jajmani System, Lucknow: Lucknow Publishing House.

#### MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CP/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	1	3	3	3	1	2	3
CO2	3	1	3	1	3	3	3	1	2	3
CO3	3	3	3	2	3	3	3	1	2	3
CO4	3	1	3	3	3	1	3	3	2	3
CO5	3	1	3	1	3	1	3	3	2	3

#### HC-104 CLASSICAL SOCIOLOGICAL TRADITION

Mid-Term-30 marks

End Term-70 marks

**COURSE OUTCOMES:** After studying this paper, the students can

- Induct the students with the sociological ideas of founding fathers of Sociology.
- To elaborate the seminal ideas of the thinkers who brought the subject to the forefronts of academic discussions.
- To unfold before the students their vision of the social conditioning of various phenomena as envisioned and analysed by these thinkers and to provide them a perspective to look into the social processes and progress.
- To en skill the students with a theoretical base to critically think, and analyse the social scenario around them.
- Have a strong grasp over sociological theory on the foundation of which modern sociological theory is built.

Unit-I: Auguste Comte: Law of Three Stages, Positivism, Neo-Positivism, Statics and Dynamics  
14 marks

Unit-II: Karl marx: Dialectical Materialism, Class and Class Conflict, Alienation and Capitalism  
14 marks

Unit-III: Emile Durkheim: Rules of Sociological Method, Division of Labour, Theory of Suicide, Theory of Religion 14 marks

Unit-IV: Max Weber: Theory of Social Action, Protestant Ethics and the Spirit of Capitalism, Ideal Types, Bureaucracy. 14 marks

Unit-V: Vilfredo Pareto: Logical and Non-Logical Action, Residues and Derivations, Circulation of Elite 14 marks

**BOOKS RECOMMENDED**

Alexander, J. (Ed.).1988. Durkheimian Sociology: Cultural Studies, Cambridge: Cambridge University Press.

Aron, R. 1970. Main Currents in Sociological Thought. Vol.II, Harmondsworth: Penguin.

Beaud, Michel. 1970. A History of Capitalism, 1500-1980, New York: Monthly Review Press.

Benton, T. 1977. Philosophical Foundation of the Three Sociologists, London: Routledge and Kegan Paul.

Coser, L.A. 1977. Masters of Sociological Thought, New York: Harcourt Brace.

Durkheim, E. 1938. The Rules of Sociological Method, New York: The Free Press.

---- 1947, The Division of Labour in Society, New York: The Free Press.

---- 1952. Suicide- A Study in Sociology, London: Routledge and Kegan Paul.

---- 1961. The Elementary Forms of Religious Life, New York: Collier Books

Fletcher, Ronald. 1971. The Making of Sociology: Developments, Vol. II, London: Nelson

Giddens, A. 1994. Capitalism and Modern Social Theory: An Analysis of Writings of Marx, Weber and Durkheim, London: Sage Publications.

Goodlove, T.F. 2005. Teaching Durkheim, Oxford: Oxford University Press.

---- 1978. Durkheim, London: Fontana.

Hughes, J.A., Martin, P.J. and Sharrock, W.W. 1995. Understanding Classical Sociology- Marx, Weber and Durkheim, London: Sage Publications.

Lukes, S. 1972. Emile Durkheim: His Life and Work, New York: Haper and Row.

McIntosh, I. 1997. Classical Sociological Theory: A Reader, Edinburgh: Edinburgh University Press.

Nisbet, Robert A. 1966. The Sociological Tradition, New York: Basic Books.

Pareto, V. 1935. The Mind and Society, New York: Pall Mall Press.

---- 1966. Vilfredo Pareto: Sociological Writings, (Selected and introduced by S.E. Finer), New York: Pall Mall Press.

**MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES**

CP/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	1	1	3	1	1	2	1
CO2	3	3	3	1	1	3	1	1	2	1
CO3	3	3	3	1	1	3	1	1	2	1
CO4	3	3	3	1	1	3	1	1	2	1
CO5	3	3	3	1	1	3	1	1	2	1

## SEMESTER-II

HC- 201

### SOCIOLOGY OF CHANGE AND DEVELOPMENT

Mid-Term- 30 Marks

End-Term- 70 Marks

**COURSE OUTCOMES:** After studying this paper, the students can

- To examine different forms of change.
- To study different theories of development
- To understand the different parameters to examine the global scenario in terms of development.
- Be able to critically analyze different models of development.
- To understand the Indian experience of development.

Unit-I: Social Change, Social Progress, Social Development, Social Evolution

14 Marks

Unit-II: Theories of Social Change: Evolutionary, Deterministic, Functionalist and Conflict

14 Marks

Unit-III: Changing conceptions of development, Human development, Social development, Sustainable development, The question of Socio-Cultural Sustainability, Multiple Sustainabilities, Critical perspectives on development- Ecological, Liberal and Marxian

14 Marks

Unit-IV: Paths and Agencies of Development: Capitalist, Socialist, Mixed Economy, Gandhian; State, Market, Non-Government organizations

14 Marks

Unit-V: Indian Experience of Development: Sociological appraisal of Five Years Plans, Social consequences of economic reforms, Socio-cultural repercussions of globalization, social implications of info-tech revolution

14 Marks

### BOOKS RECOMMENDED

Eisenstadt, S.N (1973). Tradition, Change and Modernity. Krieger Publishing.

Giddens, Anthony (2006). Sociology. Cambridge: Polity Press.

Haralambos, M and Holborn, M (2004). Sociology: Themes and Perspectives, London: Harper Collins.

Harper, CL (1993). Exploring Social Change. New Jersey:Engelwood Cliffs.

Polyani, Karl. (1944). The Great Transformation. New York: Farrar and Rinehart.

Tilly, Charles (2004). Social Movements, 1768-2004. Boulder, CO: Paradigm Publishers. ISBN-1-59451-043-1.

Vago, Steven (1999). Social Change, 4<sup>th</sup> ed. Upper Saddle River, NJ: Prentice Hall. ISBN-0-13-679416-5.

## MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CP/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	1	3	3	3	1	1	2	3
CO2	3	3	1	3	3	3	1	1	2	3
CO3	3	3	3	3	3	3	3	2	3	3
CO4	3	3	3	3	3	1	3	2	3	3
CO5	3	3	3	3	3	1	3	2	3	3

### HC-202 RESEARCH METHODOLOGY

Mid-Term-30

End-Term-70

**COURSE OUTCOMES:** After studying this paper, the students can

- To differentiate between sociological knowledge and common sense knowledge and the rise of critical thinking.
- To get acquainted with the ways to scientifically analyze social phenomena.
- Help the students understand different approaches to social reality.
- To learn about the quantitative and qualitative methods of social research.
- To learn about different tools and techniques used in social research.

Unit: 1 Nature of Scientific Method: It's Relationship between Theory and Empirical Research. Major Steps in Social Research. Theory, Facts and Concepts. Methodological perspectives in Social Research, Limitations of Social research, Objectivity and Value Neutrality.

14 Marks

Unit: 2 Research Design: Exploratory, Descriptive, Diagnostic and Experimental with examples.

14 Marks

Unit: 3 Hypothesis: Meaning, Characteristics, types and Sources, role of Hypothesis in Social Research; Sampling: Meaning, Characteristics, types- Probability and Non-Probability Sampling, Role of Sampling in Social Research.

14 Marks

Unit: 4 Techniques and Methods of Qualitative Research: Observation, Case Study, Content Analysis, And Participatory Research Appraisal (PRA).

14 Marks

Unit: 5 Quantitative Methods and Survey Research: Survey Techniques and its limitations, Questionnaire Construction and administration, Interview Schedule, Scaling Techniques: Bogardus and Likert Scale, Chart, Diagram.

14 Marks

### BOOK RECOMMENDED

Bryman, Alan. 1988. Quality and Quantity in Social Research, London: Unwin. 2005. Social Research Methods, London: Oxford University Press. Corbetta, P.2003. Social Research: Theory, Methods and Techniques, London: Sage. Goode, W.J and Hatt, P.K. 1952. Methods

in Social Research, New York: McGraw- Hill. Mukherji, P.N. 2000. Methodology of Social Research: Dilemmas and Perspectives, New Delhi: Sage.

Myrdal, G.1970. Objectivity in Social Research, London: Gerald Duckworth.

Punch, Kieth. 1996. Introduction to Social Research, London: Sage.

Shipman, M. 1988: The Limitation Social Research, London: Sage.

Somekh, B. and Lewin, C. 2002. Research Methods in Social Sciences, London: Sage.

Srivastava, V. K. (Ed). 2005. Methodology and Fieldwork, New Delhi: Oxford University Press.

#### MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CP/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	1	1	3	3	3	1	3	1	3
CO2	1	1	1	3	3	3	1	3	1	3
CO3	1	1	1	3	3	3	1	3	1	3
CO4	1	1	1	3	3	3	1	3	1	3
CO5	1	1	1	3	3	3	1	3	1	3

#### HC- 203 SOCIOLOGY OF ENVIRONMENT AND CLIMATE CHANGE

Mid-Sem- 30 Marks

End-Sem- 70 Marks

**COURSE OUTCOMES:** After studying this paper, the students can

- Establish before the students the reciprocal relationship between environment and society, the scope and subject matter of Sociology of environment, the approaches to environment developed by various schools.
- Provide substantial idea about the environmental degradation process, their markers and the movements launched to protect the environment in India.
- Accumulate ideas about the ideological currents, issues that drive environment movements.
- Make the students sensitized about the great global environmental catastrophes and their consequences.
- Give a stock knowledge on the various international efforts undertaken and strategies adopted to conserve environment

Unit-I: Sociology of Environment: Scope and Subject Matter; Environment and Development Nexus; Social Ecology, Sustainable Development; Approaches: Gandhian, Eco-Feminism.

14 Marks

Unit-II: Shrinking natural resources, water scarcity, land degradation, forest depletion: Causes and impact on human society.

14 Marks

Unit-III: Environmental Issues: Pollution, Global Tragedies, Global Warming and Climate change, genetically modified food.

14 Marks

Unit-IV: International Conventions on climate change and strategies; International agencies, Brundtland Report and Stockholm Summit 1972, Rio 1992, Johannesburg 2002, Bali Declaration and Kyoto Protocols, Adaptation and Mitigation Strategies 14 Marks

Unit-V: Environmental movements: Chipko, APIKO, Narmada Bachao, Ganga Bachao Abhijaan, Silent Valley Movement, Niyamgiri Movement

14 Marks

### BOOKS RECOMMENDED

Buttel, Fredrick H. and Craig R. Humphrey. 2002. "Sociological Theory and the Natural Environment." Pp.- 33-69 in Handbook of Environmental Sociology edited by Riley E. Dunlap and William Michelson, Westport, CT: Greenwood Press.

Diamond, Jard. (2005). Collapse: How Societies Choose to Fail or Succeed, New York. Viking. ISBN 0-670-03337-5.

Dunlap, Riley E., Frederick H. Buttel, Peter Dickens, and August Gijswijt (eds.) 2002. Sociological Theory and the Environment: Classical Foundations, Contemporary Insights (Rowman and Littlefield, ISBN 0-7425-0186-8)

Dunlap, Riley E., and William Michelson (eds.) 2002. Handbook of Environmental Sociology (Greenwood Press, ISBN 0-313-26808-8).

Harper, Charles. 2004. Environment and Society: Human Perspectives on Environmental Issues. Upper Saddle River, New Jersey: Pearson Education, Inc. ISBN 0-13-111341-0.

Humphery, Craig R. and Frederick H. Buttel. 1982. Environment, Energy, and Society. Belmont, California: Wadsworth Publishing Company. ISBN 0-534-00964-6

Humphrey, Craig R., Tammy L. Lewis and Frederick H. Buttel. 2002. Environment, Energy and Society: A New Synthesis. Belmont, California: Wadsworth/Thompson Learning. ISBN 0-534-57955-8

Mehta, Michel and Eric Ouellet.1995. Environmental Sociology: Theory and Practice, Toronto: Captus Press.

Redcliff, Michael and Graham Woodgate (ed.). 1997. International Handbook of Environmental Sociology (Edgar Elgar, 1997: ISBN 1-84064—243-2).

### MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CP/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	3	3	3
CO2	2	1	3	3	3	1	3	3	3	3
CO3	3	1	3	3	3	1	3	3	3	3
CO4	2	1	3	3	3	1	3	2	3	3
CO5	1	1	3	3	3	1	3	3	3	3



## MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CP/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	3	3	3	3	3	1	3	3
CO2	3	2	3	3	3	3	3	3	3	3
CO3	3	2	3	1	3	3	3	3	3	3
CO4	1	1	3	3	3	3	3	3	3	3
CO5	1	1	3	3	3	3	3	1	3	3

### CE-201 INDIAN SOCIETY AND CULTURE

Mid-Sem- 30 Marks

End-Sem- 70 Marks

**COURSE OUTCOMES:** After studying this paper, the students can

- Understand the diversities of Indian society and challenges to National Integration.
- Understand the very bases of Hindu society which sustains it.
- Study the impact of invading religions on Indian society and the history of nationalism in India.
- To analyse the problems faced by the marginalized communities and the theoretical approaches to them.
- Study the problems of the minorities and their rights.

Unit-1 Indian society- Its Composition and diversity. Major religions of Indian Problems of National Integration. 14 Marks

Unit-2 Philosophical bases of Hindu Social Organization. Socio-Religious Reform Movement 14 Marks

Unit-3 Impact of Islam and Christianity on Indian Society. Factors leading to the rise of Nationalism, Freedom struggle in India, The Role of Gandhi and Nehru. 14 Marks

Unit-4 Marginalized Communities in India: Issues and Perspectives, Bases of Marginalization, Caste, Class, Ethnicity and Gender, Views of Gandhi, Phule and Ambedkar. 14 Marks

Unit-5 Problems of Minority, approaches and Dimensions of Problems, Minority rights in Modern India, Controversy over Minority Rights 14 Marks

### BOOKS RECOMMENDED

G.S Ghurye: Caste and Race in India: Popular Prakashan, Bombay (1969)

Kapadia K. M.: Marriage and Family in India, Oxford University Press (1980)

Ram Ahuja: Indian Social System

M.N. Srinivas: Caste in Modern India

A.R. Desai: Rural Sociology

Dube S.C.: Indian Society



Verma R.C: Tribes through the ages

Bhowmik K.L: Tribal India

Narpat Singh: Changing Status of Indian Women, Vista International Publishing House, New Delhi (2008)

Y.K Sharma: Indian Society: Issues and Problems, Lakshmi Narain Agrawal (2007)

C.N. Shankar Rao: Sociology of Indian Society, S. Chand and Co. Ltd. (2006)

Dr. Lipi Mukhopadhyay: Tribal Women in Development, Publications Division (2002)

B.N Singh and Manas Chatterjee (Ed): Tribes in India, RBSA Publishers

Fuller. C.K. (Ed): Caste Today, Oxford University Press.

Veena Das, Dipankar Gupta, Patricia Oberoi (Ed): Tradition, Pluralism and Identity, Sage Publications

Sharma. K.L: Social Inequality in India, Rawat Publications.

#### MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CP/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	3	1	3	3	3	2	3	1
CO2	3	1	3	1	3	3	3	2	3	1
CO3	3	1	3	1	3	3	3	2	3	1
CO4	3	1	3	1	3	3	3	2	3	3
CO5	3	1	3	1	3	3	3	2	3	3

**CE-201**

**APPLIED RESEARCH METHODOLOGY**

Mid-Sem-30

End-Term-70

**COURSE OUTCOMES:** After studying this paper, the students can

- Generating an understanding among the students about research, its types, designs to be adopted for various types of research.
- Learn about the ethics to be followed in research.
- Providing ideas about the needs of reviewing literature, the techniques of reviewing, getting them acquainted with the various referencing styles.
- Explaining and making them used to various types of research writing styles.
- Allowing them to have experiential knowledge in research from problem identification to application of various tools in the field situation and bringing solutions and deriving conclusions.

Unit: 1 An Introduction to Research-

Paradigms in Social Research: Positivist Paradigm and Constructivist Paradigm, Types of Research- Descriptive Research, Applied Research, Basic research, Analytical Research, Evaluative Research, Historical Research, Types of Research Design- Exploratory Design, Experimental Design, Descriptive Design, Diagnostic Design

14 Marks

Unit: 2 Ethics in Research- Meaning, History, Different Codes, Principles

14 Marks

Unit: 3 Literature Review

What is Literature review, Its need in Research, Characteristics of a good review, Sources of review, Types of Review, Process of making a review, Referencing Style- APA Style and MIA Style, Foot noting and Bibliography.

14 Marks

Unit: 4 Problem identification to field data collection, Formulation of a research problem, How to write a Project Proposal? , Selection of Research instruments, Application of tools in the field.

14 Marks

Unit: 5 Report writing : Abstract, Synopsis, Report, and thesis.

14 Marks

### **BOOKS RECOMMENDED**

- Bateille A., and T.N. Madan. 1975. Encounter and Experience: Personal Accounts of Fieldwork. New Delhi: Vikas Publishing House Pvt Ltd.
- Bryman, alan. 1988. Quality and quantity in Social research, London: unwin hyman.
- Earl, Babbie. 2001. The Practice of Social Research, Wordsworth, 2001.
- Galtung, John. 1967. Theories and Methods of Social Research. London: Allen and Unwin.
- Giddens, Anthony. 1976. New Rules of Sociological Research, Hutchinson.
- Goode, W.J. and P.K. Hatt. 1952. Methods in Social Research, N. York: Mcgraw- hill Book Co.
- Halfpenny, P. 1982. Positivism and Sociology: Explaining Social Life. London: Geor. Allen/ Unwin.
- Hughes, John. 1987. The Philosophy of Social Research. London: Longman
- John barnes, A. 1979. Who Should Know What? Social Science, Privacy and Ethics. Harmondsworth: Penguin.
- Kothari, C.R. 1989. Research Methodology: Methods and techniques, Bangalore, Wiley
- Kuhn, T. S. 1970, The Structure of Scientific Revolutions. London: University of Chicago Press
- Mukharjee, P.N. eds. 2000. Methodology in Social Research: Dilemmas and Perspectives, Sage.
- Norman, Denzin, Lincoln Yvonna (ed.) 2000. Handbook of Qualitative Research, V. I, Delhi: Sage
- Silverman, David, 1985. Qualitative Methodology and Sociology, Gower, Vermont, 1985
- Somekh and lewin (ed.). 2005. Research Practices in Social Sciences, N.Delhi: Vistar Publication.

### **MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES**

CP/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	3	1	1	1	3	1	2
CO2	3	1	1	3	1	1	1	3	1	2
CO3	3	1	1	3	1	1	1	3	1	2
CO4	3	1	1	3	1	1	1	3	1	2
CO5	3	1	1	3	1	1	1	3	1	2

## OE-201 UNDERSTANDING SOCIAL CHANGE

Full Marks- 50

**COURSE OUTCOMES:** After studying this paper, the students can

- Understand social change and the related concepts.
- Learn various theories related to social change.
- Analyse the factors responsible for social change.
- Learn about various obstacles to social change

Unit- 1 Social Change Evolution, Social Progress and Social Development

Unit: 2 Theories of Social Change- Evolutionary, Functionalist, Conflict, Cyclical

Unit: 3 Factors of Social Change- Demographic, technological, Cultural, Economic, Ideological

Unit: 4 Obstacles of Social Changes, Social, Cultural, Psychological, Economic and Political Obstacles

### BOOK RECOMMENDED

Eisenstadt, SN (1973) Tradition, Change and modernity Krieger Publishing

Giddens A (2006) Sociology Cambridge: Polity Press.

Haralambos. M and Holborn. M (2004) Sociology: Themes and Perspectives London HaperCollins.

Harper, CL (1993) exploring Social Change. New Jersey: Engelwood cliffs

Polanyi Karl (1944) The Great Trasformation. New York: Farrar and Rinehart

Tilly. Charles (2004) Social Movements, 1768-2004, Boulder, CO Paradigm Publishers. ISBN 1-59451-043-1.

Vago Steven (1999) Social Change 4<sup>th</sup> ed. Upper Saddle River, NJ Prentice Hall ISBN 0-13-679416-5.

### MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CP/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	1	1	1	2	3
CO2	3	3	3	3	3	1	1	1	2	3
CO3	3	2	3	3	3	1	3	1	2	3
CO4	3	1	3	3	3	1	3	1	2	3

**SEMESTER-III**  
**HC- 301      ADVANCED SOCIOLOGICAL THEORIES**

Mid-Term- 30

End-Term-70

**COURSE OUTCOMES:** After studying this paper, the students can

- To understand the context and concerns of advanced sociological theories.
- Discuss the theoretical perspectives in evolution of the discipline
- Discuss the role of Functionalism, Neo-Functionalism, Structuralism, Post-Structuralism, Neo-Marxism, Phenomenology, Ethno-Methodology and Symbolic Interactionism.
- Assess the role of context in rise of social theory.
- Discuss the relevance of advanced sociological theories in contemporary society.

Unit-I: Functionalism: Contributions of Talcott Parsons, R.K Merton; Neo-Functionalism: Contributions of J. Alexander. 14 Marks

Unit-II: Structuralism: Contributions of A.R Brown and L. Strauss; Post-Structuralism: Contributions of J. Derrida and M. Foucault. 14 Marks

Unit-III: Critical Theory and Neo-Marxism: J.Habermas; Structuralism- Marxism: L. Althusser 14 Marks

Unit-IV: Symbolic Interactionism: G.H Mead and H.Blumer; Dramaturgical Approach- Goffman. 14 Marks

Unit-V: Phenomenology- A.Schultz, P. Berger and T.G. Luckman; Ethnomethodology- H.Garfinkel. 14 Marks

**BOOKS RECOMMENDED**

- Berger, P. and T. Luckmann. 1967. The Social Construction of Reality, New York: Anchor.
- Black, Max (ed.). 1961. The Social Theories of Talcott Parsons: A Critical Examination, NJ: Prentice Hall.
- Blumer, H. 1969. Symbolic Interactionism, N.J.: Prentice Hall.
- Blau, P.M. 1964. Exchange and Power in Social Life, New York: Wiley.
- Collins, R. 1975. Conflict Sociology: Towards an Explanatory Science, New York: Academic Press.
- Coser, L. 1956. The Functions of Social Conflict, New York: The Free Press.
- Coser, Lewis, A. 1979. Masters of Sociological Thought, New York: Harcourt Brace.
- Dahrendorf, R. 1959. Class and Class Conflict in Industrial Society, London: Routledge and Kegan Paul.
- Homans, G.H. 1961. Social Behaviour: It's Elementary Forms, New York: Harcourt Brace.
- Mannheim, K. 1936. Ideology and Utopia, London: Routledge and Kegan Paul.
- 1952. Essays in the Sociology of Knowledge, London: Routledge and Kegan Paul.

Mead, G.H. 1962. Mind, Self and Society: From the Standpoint of a Behaviourist, Chicago: Chicago University Press.

Merton, R.K. 1968. Social Theory and Social Structure, New York: Free Press.

Parsons, T. 1951. Social System, New York: The Free Press.

Parsons, T. and Shils, E.A. and Others (Eds.). 1951. Towards a General Theory of Action, Cambridge (Mass): Harvard University Press.

Ritzer, George. 1992. Modern Sociological Theory, New York: McGraw Hills.

Schultz, A. 1967. The Phenomenology of the Social World, Evanston: Northwestern University Press.

Schultz, A. and Luckmann, T. 1973. The Structure of the Life World, Evanston: Northwestern University Press.

Stark, W. 1958. The Sociology of Knowledge: An Essay in Aid of Deeper Understanding of the History of Ideas, London: Routledge and Kegan Paul.

Turner, Jonathan, H. (1995). The Structure of Sociological Theory (4<sup>th</sup> ed.), Jaipur and New Delhi: Rawat.

**MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES**

CP/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	1	1	3	3	1	1	2	3
CO2	3	3	1	1	3	3	1	1	2	3
CO3	3	3	1	1	3	3	1	1	2	3
CO4	3	3	1	1	3	3	1	1	2	3
CO5	3	3	1	1	3	3	1	1	2	3

**HC-302 SOCIOLOGY OF GENDER**

Mid-Term- 30

End-Term-70

**COURSE OUTCOMES:** After studying this paper, the students can

- To learn about the social construction of gender.
- Evaluate how patriarchy shapes our ideas
- To understand the context of different waves of feminism and the theories
- To learn about the status of Indian women at different historical junctures and the different movements for improving their status.
- To learn different approaches on gender and development.

Unit: 1 Social construction of gender: Gender Vs Biology, Equality Vs Differences, Public and Private Dichotomy, Patriarchy as ideology and practice.

14 Marks

Unit: 2 Feminism: Meaning, Waves of Feminism: First Wave, Second Wave, Third wave, Post \_ Feminism, Theories of Feminism: Liberal Feminism, Radical Feminism, and Socialist Feminism.

14 Marks

Unit: 3 status of Women in India through various ages: Ancient, Medieval, Pre-colonial, Post- colonial, Issues affecting Women in India.

14 Marks

Unit: 4 Women and Education, Women and health, Women and work, domestic violence. Women rights, laws and reservations programs in India, Women Movements in India

14 Marks

Unit: 5 Gender and Institution: Economy – Marginalization of Women and Sexual Division of Labor, Women and Property, Religion and Culture – Women’s nature, Women’s nature, Women as Repositories of Cultural Practices and Tradition.

14 Marks

#### **BOOK RECOMMENDED**

Abbot, P. and C. Wallace. 1990. An Introduction to Sociology: Feminist Perspectives, London: Routledge and Kegan Paul.

D. H. J. 1986. “Gender” in R. Burgess (ed.) key Variables in Social Investigation, London: Routledge and Kegan Paul.

Eichler, M. 1991. Nonsexist Research Methods: A Practical Guide, London: Routledge and Kegan Paul.

Engels, F. 1972. The Origin of the Family, Private Property and the state, London: Lawrence and Wishart. Morgan.

Harding, S. (Ed) 1987 Feminism and Methodology, Milton Keynes: Open University Press.

Haralambos, M. and Holborn, M. 2000. Sociology: Themes and Perspectives, (5 th ed), London: Collins.

Oakley, Ann. 1972. Sex, Gender and Society< London, temple Smith.

Oakley, Ann. 1974. Sociology of Housework, Oxford: Martin Roberson.

Pawson, r. 1992. “Feminist Methodology” in M. Haralambos (ed). Developments in sociology, Vol 8, Ormskirk: Causeway Press.

#### **MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES**

CP/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	2	3	3	3

CO2	3	3	3	3	3	3	1	3	3	3
CO3	1	1	3	3	3	3	3	3	3	3
CO4	2	1	3	3	3	3	3	3	3	3
CO5	2	1	3	3	3	3	3	3	3	3

### HC 303 SOCIOLOGY OF TRIBES

Mid-Term- 30

End-Term-70

**COURSE OUTCOMES:** After studying this paper, the students can

- This paper helps understand the diverse tribal distribution across the country and helps us learn that tribes do not make a monolithic culture.
- It help the students understand the culture, economy of the tribes and addresses the basic issues of the tribes.
- Helps students examine and understand the different nature of tribal lives across the nation.
- Study tribal development in India with a special reference to tribal women
- Evaluate the problems faced by tribal women and suggest measures to overcome them.

Unit: 1 Tribal India: Meaning and definition, features, distribution, changing characteristics, Tribal studies in Odisha.

14 Marks

Unit: 2 Economic System, Definition, Characteristics and Classification. Forest based economy, agriculture, changing economy.

14 Marks

Unit: 3 Tribal India: Indebtedness, Land alienation, Health education, Displacement, Tribal trafficking

14 Marks

Unit: 4 Tribal Development in India: Approaches, planning and programme of tribal Development, achievement and problem, Voluntary Organization and Tribal Development, Tribal Women in Development.

14 Marks

Unit: 5 Status of Tribal Women: Controversy relating to the status of tribal Women, Socio- Economic Status of Tribal Women, Educational Status of tribal Women, Disempowerment of Tribal Women.

**BOOKS RECOMMENDED**

Benveniste, Emile Indo-European Language and Society, translate by Elizabeth palmer. London: Faber and Faber, 1973. ISBN 0-87024-250-4.

Benveniste, Emile Origins de la formation des noms en indo-European, 1935.

Fried, Morton H. The notion of Tribe. Cummings Publishings Company, 1975. ISBN 0-8465-1548-2.

James, Paul (2006). Globalism. Nationalism, Tribalism: Bringing Theory Back In. London: Sage Publications.

James Paul (2001). "Relating Global tensions: Modern Tribalism a d Postmodern Nationalism" Communal/ Plural. 9 (1).

Renfrew, Colin, and Paul g. Bahn. Archaeology: Theories, Methods and Practice. New York: Thames and Hudson, 2008.

**MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES**

CP/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	1	3	3
CO2	3	2	3	3	3	3	3	1	3	3
CO3	3	1	3	3	3	3	3	1	3	3
CO4	3	2	3	3	3	3	3	1	3	3
CO5	3	1	3	3	3	3	1	3	3	3

**CE 301 SOCIOLOGY OF DISPLACEMENT, REHABILITATION AND RESETTLEMENT**

Mid-Term- 30

End-Term-70

**COURSE OUTCOMES:** After studying this paper, the students can

- Get acquainted with the concepts of displacement, compensation, rehabilitation and resettlement.
- To gain insights of rehabilitation and resettlement policies with regard to development induced development.
- To develop an analytical framework of rehabilitation and resettlement issues
- To analyse the quintessence of displacement caused impoverishment risk and reconstruction.
- To assess the dynamics of displacement caused resettlement and resilience.



Unit: 1 Concept of Displacement: Meaning, Factors anthropogenic (Conflict development induced), natural calamities and climate change, difference between displacement and migration.

14 Marks

Unit: 2 Trends of Displacement in timeline in India: Indian planning and displacement, Industry induced displacement, development- induced, implications : social, cultural, economic.

14 Marks

Unit: 3 Popular Resistance against displacement, examples, role of state, civil society and local leadership.

14 Marks

Unit: 4 Analytical Framework of Rehabilitation and Resettlement issues: Emerging Impoverishment Risk and Reconstruction models (Michael. M. Cernea, Theodore E. Downing) on Dam versus other Projects.

14 Marks

Unit: 5 Evolution and Reshaping of resettlement and Rehabilitation policy: National policy of R and R and good practices, policy limitations.

14 Marks

### **BOOK RECOMMENDED**

B. Terminski, Environmentally\_ Induced displacement. Theoretical Frameworks and current Challenges, Liege, 2012.

Bogumil terminski, Oil- induced displacement and resettlement. Social problem and human rights issue, Simon Fraser University, March 2012

Michael Cernea, "Why Economic Analysis is Essential to Resettlement: A Sociologist's View. " In Michael Cerneaa (ed) The Economics of Involuntary Resettlement: Questions and Challenges, Washington, DC: World Bank. 1999.

Understanding Impoverishment. The Consequences of Development- Induced Displacement edited by Christopher McDowell 2005 ISBN 978-1-57181-916-1.

Development – Induced Displacement: Problems, Policies and People edited by Chris de Wet 2005 ISBN 978-1-84545-095-3.

Development- Induced Displacement: Causes, Consequences, and Socio-Legal Context Bogumil terminski, 2015. ISBN 978-3-83826-723-4.

## MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CP/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	3	3	3	3	3	1	3	3
CO2	3	2	3	3	3	3	3	1	3	3
CO3	3	2	3	3	3	3	3	1	3	3
CO4	3	3	3	3	3	3	3	1	3	3
CO5	3	2	3	3	3	3	3	1	3	3

### CE 301 POLITICAL SOCIOLOGY

Mid-Term- 30

End-Term-70

**COURSE OUTCOMES:** After studying this paper, the students can

- Discuss the nature, scope and emergence of political sociology.
- Learn about various concepts used in political sociology.
- Study various theoretical approaches in political sociology
- Understand contemporary challenges to state and democracy

Unit: 1 Political Sociology: Nature, Scope of Political Sociology. Growth of Political Sociology as an academic discipline, State and Nation relationship, Relationship between Society and Polity.

14 Marks

Unit: 2 Political Culture, Political Socialization, Voting Behaviour Pressure Group and Political Party, Political Mobilization.

14 Marks

Unit: 3 Theoretical Approaches to State: Marxian and Weberian Elite Theory: Mosca, Pareto, C. Wright Mills.

14 Marks

Unit: 4 Power, Authority and Legitimacy, Political Authority and Political Power relationship, Civil Society, Relationship of Civil Society with State, Role of Press.

14 Marks

Unit: 5 Totalitarian and Demographic Systems: Citizenship- Contemporary Challenges: Globalization, Neo- Liberal State.

14 Marks

### BOOKS RECOMMENDED

Almond, G. and J. Coleman. Politics of Developing Areas,

Aron, Raymond. 1968. Democracy and Totalitarianism, London

Bhargava, Rajeev and Ashok Acharya, 2008, Political Theory: An Introduction, New Delhi: Pearson (Longman)

Bottomore, T.B. Political Sociology

Bottomore, T.B. 1966. Elites and Society, Harmondsworth: Penguin Books.

Chandoke, Neera (edt) 1994, Understanding the post- colonial World, New Delhi: sage

Dahl, R.A 1961 Who Governs? New Heaven: Yale University Press.

Dahl, R.A 1963 Modern Political Analysis, Engle- Woods: Prentice- Hall.

Dowse, R.E and J. A. Hughes. 1972. Political Sociology, London: John Wiley and Sons.

Easton, David TA System Analysis of Political Life

Easton, David 1957 Analysis of Political System

Gupta, Dipankar. Political Sociology of India

Haralambos, M and R Heald 2000 Sociology: Themes and Perspectives, London Collins (Chapter-9)

Held, David 1989 Political thought and the Modern State, Standford: Standford University press.

Key, V. O 1950, Politics, Parties and Pressure Groups,

Lipset, S.M ET AL 1956 The Union Democracy, Glencoe: The Free Press.

Michels, R 1959 Political Parties, Glencoe The Free Press

Milbrath, L 1965 Political Participation, Chicago: Rand MC Nally

Miliband R 1977 Marxism and Politics, Oxford University Press.

Miller, David, 1995 On Nationality, Clarendon Press, Oxford

#### **MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES**

<b>CP/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>
<b>CO2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>
<b>CO3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>
<b>CO4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>
<b>CO5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>

**COURSE OUTCOMES:** After studying this paper, the students can

- Students will be able to differentiate between a common sense perception of health and the sociological perception of health.
- Understand various concepts associated with health.
- Detailed analysis of health policies and programmes in India.
- Study in detail the various perspectives of gerontology.
- Examine the elderly problems and ways to address them.

Unit: 1            Sociology of Health- Nature and Scope, Contribution of Sociology to Health, International Convention and agenda on Women's Health issues.

14 Marks

Unit: 2            Basic Concepts: Definition of Health- health and illness, health culture, sick role, community health, Evolution of Social Medicine in India.

14 Marks

Unit: 3            Health Services in India – Health Organizations and Institutions. Providers of Health- care- Doctor- Patient relationships, Traditional healers in health care, Rural Health Care, Preventive Health Education, Health Programmes in India (Malaria, TB, Leprosy and Polio) National Eradication Programmes, National AIDS control (RCH, ICDS, NFWP)

14 Marks

Unit: 4            Gerontology\_ Nature, Scope and Significance, Rural Elderly in India, Issues and Perspectives. Demographic and Economic characteristics of the aged.

14 Marks

Unit: 5            Stress and Health: Concept of Stress, models of Stress, Stress related disorder: respiration, Gastrointestinal, Cardio vascular and Genetic Urinary diseases, Stress prevention and management.

### **BOOKS RECOMMENDED**

D. Haber. 1989, Health care for an Ageing Society: Cost Conscious Community Care and Self Care Approaches, New York, Hemisphere Publishing Corporation

D P Saxena 2006 Sociology of Ageing New Delhi, Concept Publishing Company

S Vijay Kumar 1991 Family Life and socio economic problems of the aged Delhi, Ashis Publication house.

A Mahajan 1987 Problems of the Aged in Un organized Sector, Delhi, Ittal Publications.

Indrani Chakraverty 1997 Life in Twillight Years Calcutta Kwality Book Company.

Kelvin White 2009 An Introduction to the Sociology of Health and Illness. Sage Publications.

#### MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CP/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	1	3	3	2	3	1	3	3	3
CO2	3	1	3	3	1	3	1	1	3	3
CO3	1	1	3	3	2	3	3	3	3	3
CO4	3	1	3	3	3	3	3	3	3	3
CO5	1	1	3	3	1	3	2	1	3	3

#### CE- 301 VOLUNTARY SECTOR STUDIES

Mid-Term- 30

End-Term-70

**COURSE OUTCOMES:** After studying this paper, the students can

- Understand the meaning, nature and types of volunteering and the issues in volunteering
- Witness the evolution of voluntary development organizations
- Understand voluntary action and social work
- Key challenges to voluntary action
- Role of voluntary organizations in third world countries

Unit: 1 Volunteering: Meaning, Nature and Types of Volunteering, Trends in Voluntary Action; Issues and Challenges for Volunteering

14 Marks

Unit: 2 Voluntary Development Organizations: History and Evolution Alternative Development Approaches; Roles in Development

14 Marks

Unit: 3 Voluntary Action and Social work- Understanding the concepts; Areas of intervention and implications of voluntary action, Relevance of voluntary action; Govt. and Voluntary action.

14 Marks

Unit: 4 Organizational Characteristics of Voluntary Development, Organizations: Governance, Legitimacy and Accountability: Key Challenges.

14 Marks

Unit: 5 Third Sector: Emergence and Growth, Importance and Influence in Social Change; The state, market and The Third Sector: Changing Boundaries.

14 Marks

### **BOOKS RECOMMENDED**

Democratizing Development: The role of Voluntary Organizations, 1991- John Clark.

Doing Development, 1989 ed. Richard Holloway.

United Nations Volunteers; 2000

Getting into the 21<sup>st</sup> Century, 1990- David Korten

Volunteering in Cross- National Perspectives. The Johns Hopkins.

Performance and Accountability, 1995- Michel Edwards and David Hulme

The Role of NGOs: Charity and Empowerment” Special Edition of the Annals of the American Academy of Political Science, Nov. 1997.

International Perspectives on Voluntary Action, 199- D. Lewis

NGOs, Civil Society and the State, 1996- Andrew Clayton.

### **MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES**

<b>CP/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>1</b>
<b>CO2</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>1</b>
<b>CO3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>
<b>CO4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>
<b>CO5</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>

## HC 401 URBAN SOCIOLOGY

Mid-Term- 30  
End-Term-70

**COURSE OUTCOMES:** After studying this paper, the students can

- Understand basic concepts used in Urban Sociology.
- Evaluate various approaches in Urban Sociology.
- Study the trend of urbanization in India.
- Study various urban problems
- Study institutional structure in urban areas

Unit: 1            Basic Concepts: Urban, Urbanism, Urbanization, Urban Culture, City, Metropolis, Megalopolis and Global Cities.

14 Marks

Unit: 2            Urbanism as a Way of Life, Chicago School, Concentric Zone Theory, Sector Theory and Multiple Nuclei Theory, Neo- Marxist Theory- Castells and Harvey.

14 Marks

Unit: 3            Urban Growth in India: Trends and Critiques, Urban poverty, Slums and Informal sector, Urban Governance and Planning.

14 Marks

Unit: 4            The New Social Structures in Urban India: Informal Sector: Various occupations, formal Sector: Various Professions, Secondary Institutions: Educational Leisure and Recreation, Voluntary Organization.

14 Marks

Unit: 5            Problems of Urban India- Housing and Shelter, Transport, Communication, Pollution, Sanitation, Crime.

14 Marks

### BOOK RECOMMENDED

Chauhan, B R 1990 Rural Urban Articulations, Udaipur: A. C Brothers.

Anderson, N and Lindeman, E. c. 1928 Urban Sociology, New York: Free Press.

Bose, a 1973 Studies in Indian Urbanization 1901- 1971, Bombay: Tata MC Graw- Hill

Burgess, E. W. 1926 the Urban Community, Chicago: Chicago University Press

Dear Michelson and Scott, Allan (eds), 1976 Urbanization and Planning in Capitalist Society, New York.

Desai Renu and Romola Desai (eds) 2012 Urbanizing Citizenship: Contested Spaces in Indian Cities, New Delhi: Sage

Gugler, J. 2004 World Cities beyond the West: Globalization, Development and Inequality, Cambridge University Press.

Hansen. T. B 2001 Urban violence in India: Identity, Politics, Delhi: Permanent Black.

Mumford, L 1938 The Culture of Cities, New York, Free press

Quinn, J A 1955 Urban Sociology, New Delhi: S. Chand and Co.

Park R E Burgess, E W McKenzie, 1925 The City, Chicago: Chicago University Press

Patel S and Dev K 2006 Urban studies, New Delhi: Oxford University Press

Pickvance, C J Urban Sociology, London: Methuen and Co. Ltd

Rao, M.S.A 1974 Urban Sociology A reader, New Delhi: Tata Mc Graw- Hill

Thomlinson Ralph 1969 Urban Structure: The Social and Spatial Character of Cities, New York

Weber, M 1966 The City, London: Free Press.

#### **MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>3</b>
<b>CO2</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>3</b>
<b>CO3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO5</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

#### **HC 402 GENDER, SOCIETY AND DEVELOPMENT**

Mid-Term- 30

End-Term-70

**COURSE OUTCOMES:** After studying this paper, the students can

- Understand various concepts in gender and development.
- Study various perspectives in gender and development
- Analyse the policies and programmes for women
- Understand the strategies adopted for development of women
- Examine state intervention in women's development



Unit: 1 Gender and Development- Need, Approaches- welfare approach, Equality approach, Anti- poverty approach, efficiency approach, Empowerment approach, Capacity approach.

14 Marks

Unit: 2 Paradigms in Gender and Development- WID, WAD, GAD, practical gender need, strategic gender need, GDI, GEM.

14 Marks

Unit: 3 Strategies for gender development- Gender budgeting, gender auditing, generation of sex- disaggregated data, gender as a component in gender planning and programme, positive discrimination.

14 Marks

Unit: 4 Sectors of gender development: Agriculture, Health, Education, Employment, Legislation and Programmes.

14 Marks

Unit: 5 Institutional supports for women: Constitutional safeguards, Nation commission For women, State commission for women, CSWB, SSWB, Mission shakti

14 Marks

### **BOOKS RECOMMENDED**

Amy S Wharton: The Sociology of Gender- An Introduction to Theory and Research, Blackwell Publishing (2005)

Pamela Abbott, Clair Wallace and Melissa Tyler: An Introduction to Sociology Feminist Perspective, Routledge (2005).

U. Geetha: Gender, Stree (2006)

U. Geetha: Patriarchy, Stree (2007)

Uma Chakrabarti: Gendering Caste- Through a Feminist Lens, Stree (2006)

Jean and Johnson Stockard, M. Miriam: Sex and Gender in Society, Englewood Cliffs, Prentice Hall, New Jersey (1992).

### **MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>

CO2	3	3	3	3	2	3	3	3	3	3
CO3	2	2	2	3	3	3	3	3	3	3
CO4	3	2	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

### HC 403 DISSERTATION AND SEMINAR PRESENTATION

#### CE - 401 SOCIOLOGY OF INDUSTRIAL RELATIONS

Mid-Term- 30

End-Term-70

**COURSE OUTCOMES:** After studying this paper, the students can

- Understand industrial relations and approaches to industrial relations
- Study the origin and structure of trade unions
- Study trade union movements in India
- Discuss workers participation in management and necessity of collective bargaining.
- Understand industrial conflicts and disputes.

Unit: 1 Industrial relations- Concepts, Approaches and Organization.

Approaches to Industrial Relations- Psychological, Sociological and Gandhian Approach

14 Marks

Unit: 2 Trade Union – Origin, Structure and types of trade union, Problems of trade union, Trade union movements in India

14 Marks

Unit: 3 Workers Participation in Management: concepts, aims and objectives of workers participation, Forms of participation, levels of participation

14 Marks

Unit: 4 Collective Bargaining, Concept, Features of Collective Bargaining; Necessity and importance of Collective Bargaining

14 Marks

Unit: 5 Industrial conflicts and Disputes: Strikes: lockouts, Conciliation, Adjudication and Arbitration.

14 Marks

## BOOKS RECOMMENDED

Blauner R 1964 Alienation and Freedom, Chicago: Chicago University Press.

Ivar, E Berg 1979 Industrial Sociology, New York: Prentice- Hall.

Laxamana, C et. Al. 1990. Workers, Participation and Industrial Democracy, Delhi Ajanta Publication

Ramaswamy, E. A and U Ramaswamy, 1973 Industry and Labour: An Introduction, Delhi: Oxford University Press.

Schneider, E. V 1957. Industrial Sociology, New York: McGraw Hill.

Smelser, N. J. 19 Social Change in Industrial Revolution, London: Routledge and Kegan Paul.

Wilensky, Lebeaux, C. N 1958 Industry, Society and Social Welfare, New York: The Free Press.

### MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CP/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	1	3	3	3	1	3	1
CO2	3	1	2	1	3	3	3	1	3	3
CO3	3	1	2	3	3	3	3	1	3	3
CO4	3	1	2	3	3	3	3	1	3	3
CO5	3	1	2	3	3	3	3	1	3	3

### CE-401 SOCIAL WORK

Mid-Term- 30

End-Term-70

**COURSE OUTCOMES:** After studying this paper, the students can

- Study the history of social work in India
- Understand the nature and social work and study its application.
- Discuss social action and social work.
- Discuss voluntary action in India.
- Study social work ethics in India.

Unit: 1 History of Social Work- Origin and Development of Social Work, Development of Social Work in India, Social Work Profession in India, Growth of Professional Training in India.

14 Marks

Unit: 2 Basics of Social work- professional social Work- Nature, scope, Goals and functions, Its Relation with other social sciences, Generic Principles, Values and Their application.

14 Marks

Unit: 3 Social action as method of Social Work, Social Action- Definition, Concept, History and Principles, Strategy of Social Action, Use of Social Action in Social Work.

14 Marks

Unit: 4 Voluntary Action in India, Voluntary action – Definition, nature, Factors motivating voluntary action, voluntary services in India.

14 Marks

Unit: 5 Social Work Ethics in India – Need for Ethical Behaviour in Social Work, Purpose of a Code of Ethics for Indian Social Workers, Problem faced by the Social Worker in Ethical Decision Making.

14 Marks

#### **BOOK RECOMMENDED**

M.S Gore, Social Work and Social Work Education, Asia Publishing House, Bombay, 1965

Government of India, Social Welfare in India (Delhi – planning Commission, 1960).

H. Trecker, Social Group Work – Principles and Practice, New York, Association Press, 1955.

Towards a Philosophy of Social Work in India (Popular book services, Delhi, 1967)

Training for Social Work, 3<sup>rd</sup> International Survey (UN- Department of Economic And Social affairs, New York, 1958)

#### **MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES**

CP/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	1	3	2	1	3	1	3	1
CO2	3	3	1	3	2	1	3	1	3	1
CO3	3	3	1	3	2	1	3	1	3	2
CO4	3	2	1	3	2	1	3	1	3	2
CO5	3	2	1	3	2	1	3	1	3	2