

**Integral University, Lucknow**  
**Department Of Social Sciences**  
**B.A (HONS) Sociology**

<p style="text-align: center;"><b>Program Educational Objectives (PEOs)</b></p>	<p>1- The Graduate Programme in Sociology is designed to provide advanced sociological knowledge, perspectives and skills to wide cross sections of the learners.</p> <p>2- This course has also aim to enhance the skills, capabilities and employment opportunities of the students in educational, research institutions and NGOs</p> <p>3- To develop and in-built the capacity of the students to communicate effectively and use of sociological knowledge for better society.</p> <p>4- This course has aim to make student rational, logical and critical and to develop their analytical skill of the social issues and events</p> <p>5- This course is designed to provide basic and advanced theoretical as well as methodological knowledge of sociology for application.</p>
<p style="text-align: center;"><b>Program Specific Outcomes (PSOs)</b></p>	<p>1 – Students will able to Develop the sociological knowledge and skills.</p> <p>2- Students will able to think critically about society and social issues.</p> <p>3- To Provide the students to understand various culture religion and society in present context.</p> <p>4- To Get acquaint with tribal society and culture and their problems.</p> <p>5- Create awareness in the society regarding various Governmental schemes.</p>
<p style="text-align: center;"><b>Program Outcomes (Pos)</b></p>	<p>1- <b>Critical Thinking:</b> The program provide a specific types of development in students for the sociological knowledge and skills that will help them to face all the critical and imaginative thinking about society and social issues.</p> <p>2- <b>Effective Communication</b> – to develop the ability to formulate effective and convincing communication .</p> <p>3- <b>Social Interaction</b> - Students of Sociology stream have to know about the ancient to modern society and intract with every type of people . As a result good communication skill develops while interacting with local people.</p> <p>4- <b>Effective Citizenship</b> - To develop the moral and social values , effectively and use of sociological knowledge for better society .</p> <p>5 – <b>Ethics-</b> Students have to learn about institutions, folkways , mores, culture, social control ,social inequality, population composition, population policy, society and culture of India. All these help to instill among the students of Sociology a sense of ethical and social responsibility.</p> <p>6- <b>Environment and Sustainability-</b> TO understand the issues of society related to environmental context and provide to develop the ideas of sustainable development .</p> <p>7- <b>Self- directed and Lifelong Learning</b> - Sociology provides an intellectual background for students considering careers in business, social services, public policy, government service, nongovernmental organizations, foundations, or academia.</p> <p>8-<b>Research Related to Skill-</b> with the study of sociology the students enable to apply theoretical knowledge of social research to field study and able to adjust with changing society and develop critical thinking.</p>

<b>1. Name of the Department:</b> Department of Social Sciences						
<b>2. Course Name</b>	<b>Introduction to Sociology</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>3. Course Code</b>	SS101			5	1	0
<b>4. Type of Course (use tick mark)</b>	<b>Core ()</b>	<b>DSE (□)</b>	<b>AEC ()</b>	<b>SEC ()</b>	<b>OE ()</b>	
<b>5. Pre-requisite (if any)</b>	10+2	<b>6.Frequency (use tick)</b>	Even ()	Odd (□)	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 20</b>		<b>Tutorials = 4</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:.</b>						
The course is intended to introduce the students to a sociological way of thinking. It provides an understanding of the discipline of Sociology and sociological perspective. It also provides foundation for other more detailed and specialized courses in sociology.						
<b>9. COURSE OUTCOMES (CO):</b>						
<i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	Explain basic concepts of sociology , define sociology along with its subject matter. Explain nature and scope of sociology and learn about its relationship with other subject					
<b>CO2</b>	Enhance Knowledge regarding basic concepts of sociology					
<b>CO3</b>	Learn about socialization along with its stages and agencies. Learn about contribution of George ,Cooley					
<b>CO4</b>	Extend knowledge regarding Social stratification					
<b>CO5</b>	Justify concept of group briefly					
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: Sociology</b>				
Basic concept of Sociology, Definition and Subject matter, Nature and Scope, Emergence of Sociology, Sociology and its relationship with Anthropology, Political Science, Economics, and History						
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit: : Basic Concepts</b>				
Society, Culture, Community, Institutions, Association, Social Structure, Status and Role, Norms and Values, Folkways and Mores						
<b>Unit-3</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: Individual and Society</b>				

Individual and society, Socialization, Stages and agencies of Socialization, Development of Self – contributions of George Herbert Mead, C.H. Cooley’s Looking Glass Self.

<b>Unit-4</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: Social Stratification</b>
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Caste, Class, Power, Gender and Race. Theories of Stratification – Functionalist, Marxist, Weberian. Social mobility and its determinants.

<b>Unit-5</b>	<b>Number of lectures =08</b>	<b>Title of the unit: The Concept of Group</b>
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Meaning and Definition of Group, Types of Groups – Primary and Secondary groups, In-Group and Out-group, Reference Group

**11. CO-PO mapping**

<b>Cos</b>	<b>Attributes</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>CO1</b>	Explain basic concepts of sociology , define sociology along with its subject matter. Explain nature and scope of sociology and learn about its relationship with other subjects	3	2	3	1	2	2	3	3
<b>CO2</b>	Enhance Knowledge regarding basic concepts of sociology	2	1	3	2	2	3	3	2
<b>CO3</b>	Learn about socialization along with its stages and agencies. Learn about contribution of George ,Cooley	3	1	2	2	2	3	2	2
<b>CO4</b>	Extend knowledge regarding Social stratification	2	1	3	1	3	1	2	3
<b>CO5</b>	Justify concept of group briefly	3	1	2	2	2	2	2	2

3 Strong contribution, 2 Average contribution , 1 Low contribution

**12. Brief description of self learning / E-learning component**

- **13. Books recommended:** Bottommore. T.B. 1972, Sociology: A guide to problems and literature. Bombay :George Allen and Unwin (India).
- Harlambos, M.1998. Sociology: Themes and perspectives. New Delhi Oxford University Press.
- Inkeles, Alex, 1987. What is Sociology? New Delhi: Prentice-Hall of India.
- Jaiaram, 1988 . What is Sociology .Madras: Macmillan, India.
- Johnson, Harry M. 1995. Sociology: A Systematic Introduction. New Delhi , Allied Publishers.
- Schaefer, Richard T. and Robert P. Lamm. 1999 Sociology. Tata-Mac Graw Hill, New Delhi.

<b>1. Name of the Department:</b> Department of Social Sciences						
<b>2. Course Name</b>	<b>Indian Society</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>3. Course Code</b>	<b>SS102</b>			5	1	0
<b>4. Type of Course (use tick mark)</b>	<b>Core ()</b>	<b>DSE (□)</b>	<b>AEC ()</b>	<b>SEC ()</b>	<b>OE ()</b>	
<b>5. Pre-requisite (if any)</b>	<b>10+2</b>	<b>6. Frequency (use</b>	Even ()	Odd (□)	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 40</b>		<b>Tutorials = 6</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b> Every society has its own peculiar structure. There are some institutions universal to every society, but with their unique manifestations in each society. There are some change agents and initiatives that enable the society to change with the passage of time. This paper introduces to the students the structural elements of the Indian society, its institutions and the change agents.						
<b>9. COURSE OUTCOMES (CO):</b>						
<i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	To Explore the roots of Indian civilization					
<b>CO2</b>	To Know the society of ancient India and Historical Moorings.					
<b>CO3</b>	To explain about the marriage ,family and divorce system in India.					
<b>CO4</b>	To aware about the caste and class system and provision for ST & SC					
<b>CO5</b>	To aware about religious Practices and its coexistence with different culture.					
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: Composition of Indian Society</b>				
: Religious composition, ethnic composition, caste composition. Unity in Diversities. Threats to National Integration: Communalism, Castesim, Linguism and Regionalism						
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit: Historical moorings</b>				
bases of Hindu Social Organization, Varna, Ashrama and Purushartha. Doctrine of Karma. Sanskara, Theory of Rebirth						
<b>Unit-3</b>	<b>Number of lectures = 08</b>	<b>Title of the unit : Marriage and Family in India</b>				
Hindu marriage as Sacrament, Forms of Hindu Marriage. The Hindu joint family: Patriarchal and Matriarchal systems. Marriage and family among the Muslims, Divorce and new Triple-Talaq act. Changes in Marriage and Family.						
<b>Unit-4</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: The Caste system in India</b>				

Origin, Features and Functions. Caste and Class, The Dominant Caste, Changes in Caste system, Caste and Politics in India

**Unit-5** | **Number of lectures - 08** | **Title of the unit: Religion in India**

Religious Practices, Communal Harmony, Religious Tolerance, Problems of religious minorities , Secularism and its characteristics.

**11. CO-PO mapping**

Cos	Attributes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	To Explore the roots of Indian civilization	3	1	3	3	3	2	3	2
CO2	To Know the society of ancient India and Historical Moorings	3	1	2	3	3	2	3	2
CO3	To explain about the marriage ,family and divorce system in India	3	1	2	2	2	3	2	3
CO4	To aware about the caste and class system and provision for ST & SC	3	1	2	1	2	1	2	1
CO5	To aware about religious Practices and its coexistence with different culture.	3	1	2	2	2	2	2	2

3 Strong contribution, 2 Average contribution , 1 Low contribution

**12. Brief description of self learning / E-learning component**

**13. Books recommended:**

- Bose, N.K. 1967, Culture and Society in India. Bombay : Asia Publishing House.
- Bose, N.K. 1975, Structure of Hindu Society. New Delhi.
- Dube, S.C. 1990, Society in India.(New Delhi: National Book Trust.).
- Dube, S.C. 1995, Indian Village (London : Routledge).
- Dube, S.C. 1958: India's changing Villages (London: Routledge and Kegan Paul).
- Karve, Irawati, 1961 : Hindu Society : An Interpretation(Poona : Deccan- College) :: Lannoy.
- Mandelbaum, D.G. 1970 : Society in India (Bombay: Popular Prakashan).
- Srinivas, M.N. 1980 : India: Social Structure ( New Delhi: Hindustan -Publishing Corporation).

<b>1. Name of the Department:</b> Department of Social Sciences						
<b>2. Course Name</b>	<b>Indian Society : Concept of Nation Building</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>3. Course Code</b>	SS103			4	1	0
<b>4. Type of Course (use tick mark)</b>	<b>Core ()</b>	<b>DSE (□)</b>	<b>AEC ()</b>	<b>SEC ()</b>	<b>OE ()</b>	
<b>5. Pre-requisite (if any)</b>	<b>10+2</b>	<b>6. Frequency (use</b>	Even ()	Odd (□)	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 20</b>		<b>Tutorials = 4</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:.</b> This course seeks to provide an interdisciplinary introduction to Indian society.						
<b>9. COURSE OUTCOMES (CO):</b>						
<i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	To Explore the roots of Indian civilization, caste and ethnicity					
<b>CO2</b>	To Demonstrate how caste system operates and its importance in society					
<b>CO3</b>	To aware about the role of family and Gender in Society					
<b>CO4</b>	To explain the caste mobility through Sanskritization					
<b>CO5</b>	Realize the importance of marriage and to understand its importance in society					
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit:</b>				
Ideas of India: Civilization, Colony, Nation, State and Society						
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit:</b>				
Institutions and Processes Village and Region Caste, Religion and Ethnicity						
<b>Unit-3</b>	<b>Number of lectures = 08</b>	<b>Title of the unit:</b>				
Family and Gender Political Economy						
<b>Unit-4</b>	<b>Number of lectures = 08</b>	<b>Title of the unit:</b>				
The concept of dominant Caste Caste Mobility through Sanskritization						
<b>Unit-5</b>	<b>Number of lectures =08</b>	<b>Title of the unit:</b>				

Marriage: Meaning and types  
 Marriage among Hindus and Muslims

**11. CO-PO mapping**

<b>Cos</b>	<b>Attributes</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>CO1</b>	To Explore the roots of Indian civilization, caste and ethnicity	3	1	3	3	2	2	3	-
<b>CO2</b>	To Demonstrate how caste system operates and its importance in society	3	1	3	2	2	3	3	-
<b>CO3</b>	To aware about the role of family and Gender in Society	3	1	2	2	3	3	2	
<b>CO4</b>	To explain the caste mobility through Sanskritization .	3	3	2	1	2	3	3	-
<b>CO5</b>	Realize the importance of marriage and to understand its importance in society.	3	1	2	2	3	2	2	-

3 Strong contribution, 2 Average contribution , 1 Low contribution

**12. Brief description of self learning / E-learning component**

**13. Books recommended:**

- Breman, Jan. 'The Village in Focus' from the Village Asia Revisited, Delhi: OUP 1997. Pp. 15-64
- Mines, Diane P. *Caste in India*. Ann Arbor, Mich.: Association for Asian Studies, 2009. Pp. 1-35
- Omvedt, Gail. *Understanding Caste*. New Delhi: Orient Black Swan, 2011. Chapters. 5, 9, 11 and Conclusion. Pp. 30-38, 67 – 73, 83 – 90, 97 – 105
- Sangari, Kumkum and Sudesh Vaid. *Recasting Women: Essays in Indian Colonial History*. New Brunswick: Rutgers University Press.
- Chatterjee, Partha. *State and Politics in India*. Delhi: Oxford University Press, 1997. Introduction: A Political History of Independent

**COURSE CODE:****ES101****COURSE OBJECTIVES:**

- To study the multidisciplinary nature of environmental science.
- To study the structure and function of ecosystem.
- Knowledge and concept of biodiversity and its conservation.
- Basic knowledge and concept of causes, effect and control of different type of environmental pollution.
- To study different types of Disasters and effect on Human and environment.

**COURSE OUTCOMES (CO):***After completion of the course, a student will be able to*

<b>COURSE OUTCOME (CO)</b>	<b>DESCRIPTION</b>
<b>CO1</b>	Know about the concept of multidisciplinary nature of environmental science.
<b>CO2</b>	Know about the role of individual and importance of components of ecosystem.
<b>CO3</b>	Know about the conservation of biodiversity and its importance.
<b>CO4</b>	Aware the environmental pollution and its impact on human and ecosystem.
<b>CO5</b>	Know about natural disasters and its administration.

<b>CO-PO mapping for a course of " UG program"</b>								
<b>S.No.</b>	<b>CO description</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	Know about the concept of multidisciplinary nature of environmental science.	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO2</b>	Know about the role of individual and importance of components of ecosystem.	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>
<b>CO3</b>	Know about the conservation of biodiversity and its importance.	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>



<b>CO4</b>	Aware the environmental pollution and its impact on human and ecosystem.	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>
<b>CO5</b>	Know about natural disasters and its administration.	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>

<b>1. Name of the Department:</b> Department of Social Sciences						
<b>2. Course Name</b>	<b>Sociological Thoughts</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>3. Course Code</b>	<b>SS104</b>			5	1	0
<b>4. Type of Course (use tick mark)</b>		<b>Core ()</b>	<b>DSE (□)</b>	<b>AEC ()</b>	<b>SEC ()</b>	<b>OE ()</b>
<b>5. Pre-requisite (if any)</b>	<b>10+2</b>	<b>6. Frequency (use</b>	Even ()	Odd (□)	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 20</b>		<b>Tutorials = 4</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b> This paper is intended to familiarize the students with the social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline. It reflects the philosophical contributions of the Founders who gave a systematic shape to the subject.						
<b>9. COURSE OUTCOMES (CO):</b>						
<i>After the successful course completion, learners will develop following attributes</i>						
<b>COURSE OUTCOME (CO)</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	Explain concept of Auguste Comte theory and his contribution in development of sociology					
<b>CO2</b>	Learn theory about contribution of Herbert Spencer					
<b>CO3</b>	Enhance knowledge regarding contribution of Karl Marx in formation of different theories					
<b>CO4</b>	Explain and justify concept of theories given by Emile Durkheim					
<b>CO5</b>	Explain and justify concept of theories given by Max Weber					
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: : Auguste Comte</b>				
Law of the Three Stages, Hierarchy of Sciences, Positivism						
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit: Herbert Spencer</b>				
Organismic Analogy, Theory of Social Evolution, Social Darwinism.						
<b>Unit-3</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: Karl Marx</b>				
Dialectical Materialism, Class struggle, Alienation, Sociology of Capitalism						
<b>Unit-4</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: Emile Durkheim</b>				
: Division of Labour in Society, Rules of Sociological Method, Theory of Suicide.						

<b>Unit-5</b>	<b>Number of lectures =</b>	<b>Title of the unit: : Max Weber</b>
Social Action, Protestant ethic and the spirit of capitalism, Ideal type, Bureaucracy, Authority		

### 11. CO-PO mapping

<b>Cos</b>	<b>Attributes</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>CO1</b>	Explain concept of Auguste Comte theory and his contribution in development of sociology	3	2	3	1	2	2	3	-
<b>CO2</b>	Learn theory about contribution of Herbert Spencer	3	1	2	2	2	3	3	-
<b>CO3</b>	Enhance knowledge regarding contribution of Karl Marx in formation of different theories	3	1	2	2	2	3	2	2
<b>CO4</b>	Explain and justify concept of theories given by Emile Durkheim	3	1	2	1	2	1	2	-
<b>CO5</b>	Explain and justify concept of theories given by Max Weber	3	1	3	2	2	3	2	2

3 Strong contribution, 2 Average contribution , 1 Low contribution

### 12. Brief description of self learning / E-learning component

#### 13. Books recommended:

- Ramond. 1967(1982 reprint). Main currents in sociological thoughts (2 volumes). Harmondsworth, Middlesex: Penguin Books.
- Barnes, H.E. 1959. Introduction to the history to the sociology The University of Chicago press.
- Coser, Lewis A. 1979. Masters of Sociological Thought. New York : Harcourt Brance Jovanovich.
- Morrison, Ken.1995 Marx, Durkheim, Weber: Formation of Modern Social Thought. London; sage.
- Ritzer, George. 1996. Sociological Theory . New Delhi. Tata-McGraw Hill.
- Singh, Yogendra. 1986 Indian Sociology: social conditioning and emerging Trends. New Delhi: Vistaar.

<b>1. Name of the Department:</b> Department of Social Sciences						
<b>2. Course Name</b>	<b>Social Change and Development</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>3. Course Code</b>	SS105			5	1	0
<b>4. Type of Course (use tick mark)</b>	<b>Core ()</b>	<b>DSE (□)</b>	<b>AEC ()</b>	<b>SEC ()</b>	<b>OE ()</b>	
<b>5. Pre-requisite (if any)</b>	10+2	<b>6. Frequency (use</b>	Even ()	Odd (□)	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 20</b>		<b>Tutorials = 4</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b> This paper is designed to provide some ideas to the student about such process, theories and factors.						
<b>9. COURSE OUTCOMES (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME (CO)</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	Define social change, social progress, differentiate between evolution and development					
<b>CO2</b>	Explain theories of social change which are evolutionary theory, cyclic theory, conflict theory and functionalist theory					
<b>CO3</b>	Know about factors responsible for social change like economic, technological, ideological and demographic factor					
<b>CO4</b>	Explain social development and human development index					
<b>CO5</b>	Give reason behind social change in modern India by knowing about sanskritization and westernization, concept of modernity					
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: Social Change</b>				
Meaning and nature. Social Progress, Evolution and Development.						
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit: Theories of Social Change</b>				
: Evolutionary theory, Cyclical theory, Conflict Theory, Functionalist theory.						
<b>Unit-3</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: Factors of Social Change</b>				
Cultural, Economic, Technological, Demographic.						

<b>Unit-4</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: Economic Growth and Social Development</b>
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Indicators of Social Development, Human Development Index, Gender Development Index. Economic Growth: Meaning, factors accelerating economic growth and factors preventing economic growth. Capitalist, Socialist, and Gandhian.

<b>Unit-5</b>	<b>Number of lectures =</b>	<b>Title of the unit: : Social Change in Modern India</b>
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Sanskritization and Westernization, Process of Modernization,.

### 11. CO-PO mapping

<b>Cos</b>	<b>Attributes</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>CO1</b>	Define social change, social progress, differentiate between evolution and development	3	1	3	1	2	2	3	2
<b>CO2</b>	Explain theories of social change which are evolutionary theory, cyclic theory, conflict theory and functionalist theory	1	2	3	2	2	3	3	-
<b>CO3</b>	Know about factors responsible for social change like economic, technological, ideological and demographic factor	3	1	2	2	2	3	2	3
<b>CO4</b>	Explain social development and human development index	2	1	2	1	2	1	2	-
<b>CO5</b>	Give reason behind social change in modern India by knowing about sanskritization and westernization, concept of modernity.	3	1	2	2	2	2	2	-

3 Strong contribution, 2 Average contribution , 1 Low contribution

### 12. Brief description of self learning / E-learning component

### 13. Books recommended:

- Moore,W.E. 1965 Social Change, Prentice-Hall of India. New Delhi.
- Gandhi M.K., Hind Swaraj.
- Schumacher, E.F., Small is Beautiful.
- Narain, Shreeman, Principles of Gandhian Planning.
- Mishra, B., Capitalism, Socialism and Planning.
- UNDP, Human Development Report.

<b>1. Name of the Department:</b> Department of Social Sciences						
<b>2. Course Name</b>	<b>Family and changing forms in Families</b>	<b>L</b>	<b>T</b>	<b>P</b>		
<b>3. Course Code</b>	<b>SS106</b>	4	1	0		
<b>4. Type of Course (use tick mark)</b>	<b>Core ()</b>	<b>DSE (□)</b>	<b>AEC ()</b>	<b>SEC ()</b>	<b>OE ()</b>	
<b>5. Pre-requisite (if any)</b>	<b>10+2</b>	<b>6. Frequentcy (use</b>	Even ()	Odd (□)	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 20</b>		<b>Tutorials = 4</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:.</b> This course attempts to introduce students to a range of contemporary concerns pertaining to this institution from a sociological perspective and with an interdisciplinary orientation.						
<b>9. COURSE OUTCOMES (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	Students get the knowledge about the relations that already exists.					
<b>CO2</b>	Students get better understanding of the processes that they have always been part of like the process of Family.					
<b>CO3</b>	They learn about the basic rules and regulations of the society by family and which types of conflicts creates by society.					
<b>CO4</b>	: They could identify the agencies through which a society controls its participants and this helps them in better working to survive.					
<b>CO5</b>	This unit is purely based on challenge of family system and role in developing Sociology as a separate subject.					
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit:</b>				
Concept and definition of family The family in historical perspective						
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit:</b>				
Perspectives on intimate relationships identity Diversity in the family structure						
<b>Unit-3</b>	<b>Number of lectures = 08</b>	<b>Title of the unit:</b>				
. Understanding family dynamics Conflicts in family						

<b>Unit-4</b>	<b>Number of lectures = 08</b>	<b>Title of the unit:</b>
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Parenting  
Family relationships  
Blended families

<b>Unit-5</b>	<b>Number of lectures= 08</b>	<b>Title of the unit:</b>
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Challenges to the family: stress ,abuse and family problems  
Divorce, single parenting

**11. CO-PO mapping**

<b>Cos</b>	<b>Attributes</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>CO1</b>	Students get the knowledge about the relations that already exists.	3	1	2	1	3	2	3	-
<b>CO2</b>	Students get better understanding of the processes that they have always been part of like the process of Family	3	2	3	2	2	3	3	-
<b>CO3</b>	They learn about the basic rules and regulations of the society by family and which types of conflicts creates by society	3	1	2	2	3	3	2	-
<b>CO4</b>	They could identify the agencies through which a society controls its participants and this helps them in better working to survive	3	2	2	1	2	1	2	2
<b>CO5</b>	This unit is purely based on challenge of family system and role in developing Sociology as a separate subject.	3	1	2	3	3	2	2	2

3 Strong contribution, 2 Average contribution , 1 Low contribution

**12. Brief description of self learning / E-learning component**

- **13. Books recommended:** arrett, ich le, and ary c ntosh. *The Anti-Social Family*. London: Verso, 1991. Chapter 2. The Anti-Social Family. Pp. 43 – 80
- Cartledge, Sue, and Joanna Ryan. *Sex & Love: New Thoughts on Old Contradictions*. London: Women's Press, 1983. Chapter 7 ' s a Feminist Heterosexuality Possible?' Pp. 105 – 123
- Coontz, Stephanie. *Marriage, A History*. New York: Viking, 2005. Pp. 15 – 49
- Therborn, goran. *Between Sex and Power: Family in the World, 1900- 2000*. London: Routledge, 2004. Introduction, Chapter 2 and Conclusion. Pp. 1- 12, 73 – 106 & 295 – 315
- Lannoy, Richard. *The Speaking Tree*. London: Oxford University Press, 1974. Part Two, Chapters. 1, 2 & 4 The Child, Family Relationships & Change in the Family System. Pp. 83 – 112 & 124 - 131

**Semester – I**  
**Core Courses**

<b>1. Name of the Department: Languages</b>						
<b>2. Course Name</b>	<b>Basic Professional Communication</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>3. Course Code</b>	<b>LN101</b>			2	1	0
<b>4. Type of Course (use tick mark)</b>		<b>Core (☐)</b>	<b>DSE ( )</b>	<b>AEC ( )</b>	<b>SEC ( )</b>	<b>OE ( )</b>
<b>5. Pre-requisite (if any)</b>	10+2	<b>6. Frequency (use tick marks)</b>	Even (☒)	Odd ( )	Either Sem (☒)	Every Sem ( )
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 30</b>		<b>Tutorials = 10</b>		<b>Practical = Nil</b>		
<b>COURSE OBJECTIVES:</b>						
<ul style="list-style-type: none"> <li>• The programs aim to educate the students in both the artistry and utility of the English language for professional purposes through the study of language and literature.</li> <li>• The key component of the various types of professional communication is basically communication in the English language which is now a global language.</li> <li>• The department of Languages caters to the needs of the students aspiring for training, expertise and excellence in professional communication with a marked emphasis on English for Specific/Special Purposes (ESP).</li> </ul>						
<b>9. COURSE OUTCOMES (CO):</b>						
<i>the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME (CO)</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	Students will be introduced to the basic understanding of communication and Professional Communication. Knowledge of Professional, cultural and cross-cultural communication will be imparted. Meaning and process of communication, verbal and nonverbal communication will be focused.					
<b>CO2</b>	Learning Language through literature aims to develop the students' ability to read the prescribed essays and stories critically and to understand the historical-political and cultural dynamics underlying them.					
<b>CO3</b>	Basic tools of communication and improvement in communicative competence.					
<b>CO4</b>	Understanding the structural and functional grammar and basic structure of language.					
<b>CO5</b>	Enhancement of writing skills in English i.e. writing application, report and various types of letters.					
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 08</b>		<b>Title of the unit: Professional Communication</b>			



Interpreting Professional Communication: Its Meaning and Importance, Essentials of Effective Communication, Barriers to Effective Communication.		
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit: Language through Literature</b>
A. <b>Essays:</b> 1. The Effect of Scientific Temper on Man by Bertrand Russell, 2. The Aim of Science and Humanities by Moody E Prior. B. <b>Short Stories:</b> 1. The Meeting Pool by Ruskin Bond, 2. The Portrait of a Lady by Khushwant Singh.		
<b>Unit-3</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: Basic Vocabulary</b>
Usage of Euphemism, One-word Substitution, Synonyms, Antonyms, Homophones, Idioms and Phrases, Common Mistakes, Confusable Words and Expressions		
<b>Unit-4</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: Basic Grammar</b>
Usage of Articles, Prepositions, Tenses, Concord, (Subject-Verb agreement), Modal Auxiliaries, Verbs: its Kinds and uses, Degrees of Comparison, Punctuation		
<b>Unit-5</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: Basic Composition</b>
Comprehending Report Writing: What is report? Kinds and Objectives of reports, writing reports, Business Letter writing; Introduction to Business Letters, Layout of Business letters, Letters of Enquiry/Complaint Proposal writing		

#### 11. CO-PO mapping

COs	Attributes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	Students will be introduced to the basic understanding of communication and Professional Communication. Knowledge of Professional, cultural and cross-cultural communication will be imparted. Meaning and process of communication, verbal and nonverbal communication will be focused.	3	2	2	2	2	3	2	2	3	3	0	3
CO2	Learning Language through literature aims to develop the students' ability to read the prescribed essays and stories critically and to understand the historical-political and cultural dynamics underlying them.	2	1	2	1	2	3	1	3	2	3	0	3
CO3	Basic tools of communication and improvement in communicative competence.	2	3	1	2	2	3	2	3	2	3	0	3
CO4	Understanding the structural and functional grammar and basic structure of language.	3	3	1	1	3	2	1	2	2	3	0	3

CO5	Enhancement of writing skills in English i.e. writing application, report and various types of letters.	3	3	1	1	3	2	1	2	2	3	0	3
3 Strong contribution, 2 Average contribution , 1 Low contribution													
<b>12. Brief description of self-learning / E-learning component</b>													
<b>13. Books recommended:</b> 1. Kumar, Sanjay and Pushp Lata., <i>Communication Skills</i> . Oxford University Press, Oxford 2011. 2. Raman, Meenakshi, and Sangeeta Sharma. <i>Technical Communication: Principals and Practice</i> . Second Edition, Oxford University Press, 2012. 3. Raina, Roshan Lal, Iftikhar Alam, and Faizia Siddiqui, <i>Professional Communication</i> . Himalaya Publication House 2012. 4. Agarwal, Malti. <i>Professional Communication</i> . Krishna's Educational Publishers. 2016.													

<b>1. Name of the Department:</b> Department of Social Sciences						
<b>2. Course Name</b>	<b>Research Methodology</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>3. Course Code</b>	<b>SS201</b>			5	1	0
<b>4. Type of Course (use tick mark)</b>	<b>Core ()</b>	<b>DSE (☐)</b>	<b>AEC ()</b>	<b>SEC ()</b>	<b>OE ()</b>	
<b>5. Pre-requisite (if any)</b>	<b>10+2</b>	<b>6. Frequency (use</b>	Even ()	Odd (☐)	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 20</b>		<b>Tutorials = 4</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b> The objective of this paper lies in introducing the students with these methods of research to ensure objectivity as far as practicable in social research.						
<b>9. COURSE OUTCOMES (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME (CO)   ATTRIBUTES</b>						
<b>CO1</b>	Understand some basic concepts of research and its methodologies					
<b>CO2</b>	Develop understanding on research process, research designs and sampling.					
<b>CO3</b>	Have basic awareness of data analysis-and hypothesis testing procedures					
<b>CO4</b>	Have basic knowledge on qualitative research techniques					
<b>CO5</b>	Have basic knowledge on quantitative research techniques					
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: I Meaning, Scope and Significance of Social Research</b>				
Meaning and aim, Major steps in social research, Objectivity and value neutrality, Uses of social research.						
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit: II Research Design</b>				

Meaning, need , Types of Research Design: Exploratory,Diagnostic, Descriptive, and Experimental research Design.

<b>Unit-3</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: III Hypothesis</b>
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Meaning, Characteristics, Types and sources of Hypothesis, Role of Hypothesis in Social Research **Sampling:** Meaning, and characteristics. Types: Probability and Non-Probability Sampling. Role of Sampling in Social Research.

<b>Unit-4</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: IV Qualitative Methods in Social Research</b>
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Interview, Observation, Case Study,Content Analysis

<b>Unit-5</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: V Quantitative methods in Social Research</b>
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Survey research, Questionnaires, Interview.

### 11. CO-PO mapping

<b>Cos</b>	<b>Attributes</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>CO1</b>	Understand some basic concepts of research and its methodologies	3	1	3	1	2	2	3	-
<b>CO2</b>	Develop understanding on research process, research designs and sampling.	3	1	3	2	2	3	3	-
<b>CO3</b>	Have basic awareness of data analysis-and hypothesis testing procedures	3	1	2	2	2	3	2	-
<b>CO4</b>	Have basic knowledge on qualitative research techniques	3	1	2	1	2	1	2	2
<b>CO5</b>	Have basic knowledge on quantitative research techniques	3	1	2	2	2	2	2	1

3 Strong contribution, 2 Average contribution , 1 Low contribution

### 12. Brief description of self learning / E-learning component

**13. Books recommended:**

- Bajaj and Gupta. 1972 Elements of Statistics. New Delhi: R.Chand and Co., New Delhi.
- Beteille, A. and Madan, T.N. 1975 Encounter and experience: Personal Accounts of Fieldwork. Vikas Publishing House, New Delhi.
- Bryman, Alan. 1988 Quality and Quantity in Social Research Unwin Hyman, London.
- Jayram, N.1989. Sociology: Methods and Theory. Madras: MacMillan, Madras.
- Kothari,C.R. Research Methodology : Methods and Techniques, Bangalore, Wiley Eastern.
- Punch, Keith. 1996. Introduction to Social Research, Sage, London.
- Shipmen, Martin. 1988The Limitations of Social Research Sage, London.
- Young, P.V. 1988 Scientific Social Survey and Research Prentice Hall, New Delhi.

<b>1. Name of the Department:</b> Department of Social Sciences					
<b>2. Course Name</b>	<b>Gender and Society</b>			<b>T</b>	<b>P</b>
<b>3. Course Code</b>	<b>SS202</b>			1	0
<b>4. Type of Course (use tick mark)</b>	<b>Core ()</b>	<b>DSE (□)</b>	<b>SEC ()</b>	<b>OE ()</b>	
<b>5. Pre-requisite (if any)</b>	<b>10+2</b>	<b>6. Frequency (use cv)</b>	Even ()	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practicals</b>					
<b>Lectures = 20</b>		<b>Tutorials = 4</b>		<b>Practical = Nil</b>	
<b>8. COURSE OBJECTIVES:</b> The objective of this paper is to develop an understanding about gender and society.					
<b>9. COURSE OUTCOMES (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>					
<b>COURSE OUTCOME</b>	<b>ATTRIBUTES</b>				
<b>CO1</b>	Learn about basic concepts of sex and gender, muscularity and femininity and also about patriarchy				
<b>CO2</b>	Define feminist and also emergence of families along with its type				
<b>CO3</b>	Justify women Gender development				
<b>CO4</b>	Define the Status of women in India				
<b>CO5</b>	Enhance knowledge regarding challenges to gender inequality				
<b>10. Unit wise detailed content</b>					
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: I Social Construction of Gender</b>			
Sex and Gender, Gender stereotyping, Gender Role and Identity, Gender stratification and Inequality, Gender discrimination and Patriarchy.					
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit: II Feminism</b>			
Meaning, origin and growth of Feminist Theories, Theories of Feminism: Liberal, Radical, Socialist, and Eco-Feminism.					
<b>Unit-3</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: III Gender and Development</b>			
History and Approaches, WID, WAD and GAD, Women Empowerment: Meaning and Dimensions. World Conferences on Women: Mexico ,Copenhagen, Nairobi and Beijing. Gender- Related Development Index (GDI) and Gender Empowerment Index (GEM).					
<b>Unit-4</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: IV Status of Women in India</b>			

Ancient and Medieval period, Women in pre independence India, Social Reform movements, The Nationalist movement, Status of Women in Modern India

<b>Unit-5</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: V Major Challenges and Issues Affecting Women in India</b>
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Women and Education, Women and Health, Women and Work, Policy provisions for improvement of women in these spheres.

### 11. CO-PO mapping

<b>Cos</b>	<b>Attributes</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>CO1</b>	Learn about basic concepts of sex and gender, muscularity and femininity and also about patriarchy	2	2	2	1	3	2	2	-
<b>CO2</b>	Define feminist and also emergence of families along with its type	3	1	3	2	2	3	3	-
<b>CO3</b>	Justify women Gender development	3	1	2	2	2	3	2	-
<b>CO4</b>	Define the Status of women in India	3	1	2	1	2	1	2	-
<b>CO5</b>	Enhance knowledge regarding challenges to gender inequality	3	1	2	2	1	2	1	-

3 Strong contribution, 2 Average contribution , 1 Low contribution

### 12. Brief description of self learning / E-learning component

#### 13. Books recommended:

- Bhasin, Kamla, 2003. Understanding Gender, Kali for Women.
- Bhasin, Kamala , Khany, Said Nighat 1986. Some Questions on Feminism and Its Relevance in Sourth Asia, Kali for Women, New Delhi.
- Chaudhuri, Maitrayee 2004.Feminism in India: Issues in Contemporary Indian Feminism Kali for Women, New Delhi.
- Kabeer, Naila 1994. Reversed Realities: Gender Hierarchies in Development Thought: Gender Hierarchies in Development.
- Srivastava Gouri .2005. Women Education in India: Issues and Dimensions,Academic Excellence Publishers & Distributors.
- Agarwal, S.P 2001. Women's Education in India. Concept Publishing Company.

<b>1. Name of the Department:</b> Department of Social Sciences						
<b>2. Course Name</b>	<b>Rural Sociology</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>3. Course Code</b>	SS203			5	1	0
<b>4. Type of Course (use tick mark)</b>	<b>Core ()</b>	<b>DSE (□)</b>	<b>AEC ()</b>	<b>SEC ()</b>	<b>OE ()</b>	
<b>5. Pre-requisite (if any)</b>	10+2	<b>6.Frequency (use tick)</b>	Even ()	Odd (□)	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 30</b>		<b>Tutorials = 10</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:.</b> In the present paper an attempt is made to introduce the student with the development of this branch overtime with its focus on the typicality of Indian villages, their structures, changing features and social problems faced by the rural people						
<b>9. COURSE OUTCOMES (CO):</b> <i>r the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	To develop skills among the students for constructing to the reconstruction of rural institutions/rural development programmes					
<b>CO2</b>	. To provide sociological understanding of rural social structure, change and development in India.					
<b>CO3</b>	To know the changing nature of rural social institutions and its problems					
<b>CO4</b>	To provide sociological understanding of rural social structure, change and development in India					
<b>CO5</b>	To know the approaches to the study of rural development programme					
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: Rural Sociology</b>				
: Origin and development , Nature , Importance of Rural Sociology in the Indian context, Fundamental concept of rural sociology						
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit: Rural social Structure</b>				
Village Community, Characteristics, Caste System, Mobility and Migration. Rural-Urban Contrast and Continuum						
<b>Unit-3</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: Rural Social problems</b>				
: Poverty, Unemployment, Food Insecurity, Landlessness, Indebtedness, Casteism and untouchability						
<b>Unit-4</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: History and Evolution</b>				



Community Development Programme, Land Reforms, Green Revolution, Cooperative Movement. Peasants Movement, Constitutional provisions and Structure, Role of Panchayats in Development, Functions and

**Unit-5**      **Number of lectures =08**      **Title of the unit: Rural Development Programmes**

∴ MGNREGA, SGSY, Jawahar Rozgar Yojana(JRY),JGSY, SMDA- Small Farmer Development Yojana,

### 11. CO-PO mapping

Cos	Attributes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	To develop skills among the students for constructing to the reconstruction of rural institutions/rural development programmes.	2	2	2	1	2	2	3	2
CO2	. To provide sociological understanding of rural social structure, change and development in India.	2	1	1	2	3	3	3	2
CO3	To know the changing nature of rural social institutions and its problems.	3	2	2	2	1	3	2	3
CO4	To provide sociological understanding of rural social structure, change and development in India	2	3	1	1	2	1	2	-
CO5	To know the approaches to the study of rural development programme,	2	2	1	2	3	2	3	2

3 Strong contribution, 2 Average contribution , 1 Low contribution

### 12. Brief description of self learning / E-learning component

- **13. Books recommended:** Doshi S.L. & P.C. Jain 2002. Rural Sociology, Jaipur, Rawat.
- Desai A.R. 1997. Rural Sociology in India – Bombay Popular Prakasan.
- Dhanagare D.N. 1988. Peasant movements in India, New Delhi, Oxford.
- Gupta D.N. 2001. Rural Development System. New Delhi Books India International.
- Dube, S.C. 1988. India's changing Village: Human Factor in Community Development Himalayan Publishing House, Bombay.
- Maheshwari, S.R. 1985. Rural Development In India, Sage Publication, New Delhi.
- Vivek, R.& Bhattacharya, 1985. The New Strategies of Development in Village India, Metropolitan.
- Jain, Gopal Lal, 1985. Rural development. Mangaldeep Publication, Jaipur.
- GHanshyam Shah.Social Movements In India, Sage Publication

<b>1. Name of the Department:</b> Department of Social Sciences						
<b>2. Course Name</b>	<b>Tribal Society in India.</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>3. Course Code</b>	SS204			4	1	0
<b>4. Type of Course (use tick mark)</b>	<b>Core ()</b>	<b>DSE (□)</b>	<b>AEC ()</b>	<b>SEC ()</b>	<b>OE ()</b>	
<b>5. Pre-requisite (if any)</b>	10+2	<b>6. Frequency (use</b>	Even ()	Odd (□)	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 30</b>		<b>Tutorials = 4</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES</b> The course provides a comprehensive history on the categorization of the ‘tribal’ society. It introduces the student to understand the demographic features, social structure and cultural patterns. It also seeks to enable the students to understand the problems of tribal people and the welfare policies available.						
<b>9. COURSE OUTCOMES (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME</b>		<b>ATTRIBUTES</b>				
<b>CO1</b>	Describe problems of tribes such as land alienation, poverty, indebtedness and factors responsible for change in tribal socio-cultural					
<b>CO2</b>	Understand the concept and approaches to the study of tribes.					
<b>CO3</b>	Identify Changes in Social, Economic and Political life of tribes					
<b>CO4</b>	Describe the tribes culture through ethnographies.					
<b>CO5</b>	Describe the Constitutional Safeguards for the scheduled Tribes.					
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit:</b>				
History of Nomenclature and Categorisation: Primitive, Tribe, Adivasi, Vanavasi, Girijan, Adimjati, Scheduled Tribe, De-notified Tribe, PTG..						
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit:</b>				
Distribution of Scheduled tribes in India: Racial, linguistic and geographical; Classification based on levels of Integration.						
<b>Unit-3</b>	<b>Number of lectures = 08</b>	<b>Title of the unit :</b>				
Patterns of Subsistence: Food gatherers and hunters, Shifting Cultivators, Nomads, Peasants and settled agriculturists , changing patterns of subsistence- seasonal migrant workers,						

<b>Unit-4</b>	<b>Number of lectures = 08</b>	<b>Title of the unit:</b>
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Culture through ethnographies: The Toda, Garo, Khasi, Muria, Kond.

<b>Unit-5</b>	<b>Number of lectures =</b>	<b>Title of the unit:</b>
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Tribal Welfare Policies: Changing approaches to tribal development- Pre & Post-Independence: isolation, assimilation and integration; Constitutional provisions for STs , Rights to Protect and conserve, Draft National

### 11. CO-PO mapping

<b>Cos</b>	<b>Attributes</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>CO1</b>	Describe problems of tribes such as land alienation, poverty, indebtedness and factors responsible for change in tribal socio-cultural	2	1	2	1	1	1	3	-
<b>CO2</b>	Understand the concept and approaches to the study of tribes	2	2	1	2	2	2	2	-
<b>CO3</b>	Identify Changes in Social, Economic and Political life of tribes	2	1	1	1	2	3	3	-
<b>CO4</b>	Describe the tribes culture through ethnographies	2	2	1	1	2	3	1	-
<b>CO5</b>	Describe the Constitutional Safeguards for the scheduled Tribes.	2	1	2	3	2	1	1	-

3 Strong contribution, 2 Average contribution , 1 Low contribution

### 12. Brief description of self learning / E-learning component

**13. Books recommended:** 1. Beteille, A. 1998. The Idea of Indigenous People. *Current Anthropology* **39**, 187-191.

2. Dube, S.C. 1977. *Tribal Heritage of India*. New Delhi: Vikas.

3. Elwin. V. 1990. *The Tribal World of Verrier Elwin: An Autobiography*. Delhi: Oxford University Press.

4. Haimendorf, Christoph von. 1982. *Tribes of India: The Struggle for Survival*. Oxford University Press.

5. Hasnain, Nadeem. 2005. *Tribal India*. Delhi: Palka Prakashan.

<b>1. Name of the Department:</b> Department of Social Sciences						
<b>2. Course Name</b>	<b>Basics of Computer</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>3. Course Code</b>	<b>CS110</b>			3	1	0
<b>4. Type of Course (use tick mark)</b>	<b>Core ()</b>	<b>DSE (☐)</b>	<b>AEC ()</b>	<b>SEC ()</b>	<b>OE ()</b>	
<b>5. Pre-requisite (if any)</b>	<b>10+2</b>	<b>6. Frequency (use</b>	Even ()	Odd (☐)	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 20</b>		<b>Tutorials = 4</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b> An understanding of basic concepts of computer it's introduce to the students the fundamentals of hardware, software, programming and mathematical software which help the students to understand and work easily.						
<b>9. COURSE OUTCOMES (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	Understand the basic structure of computer.					
<b>CO2</b>	Understand memory organization in a computer.					
<b>CO3</b>	learn basic principles of using operating system's					
<b>CO4</b>	Learning about computer networking					
<b>CO5</b>	Be able to access the Internet, Worldwide Web, as well as use Internet directories and search engines, and locate www addresses.					
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: I Introduction to Computers</b>				
Define Computer, Characteristics Features of Computer, Hardware and Software of Computer, Languages of Computers, Applications, Block Diagram of Computer System, and Computer generations.						
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit: II Basic Computer Organization</b>				
Essentials of computer operation, Input- Process- Output Basic Organization of Computer System in Detail- I/O Devices and its functions, Memory Management, Booting process(BIOS), Memory Management- RAM,ROM etc. Storage devices- Hard disc, Floppy disc, CD-ROM.						
<b>Unit-3</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: III Operating Devices and Operating</b>				
Features, Advantages and Drawbacks, DOS, WINDOWS & UNIX; Introduction to Data Processing and Flowchart, Operating environment, MS Office in Detail (Word, Excel & Power Point), Short cut keys used in Word, Excel & Power Point.						
<b>Unit-4</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: IV Computer Networking</b>				

Introduction to Networking, Modem, Network topology concepts and types with advantages and drawbacks of each, components of LAN, WAN, and MAN, Medium used in Networks.

**Unit-5**      **Number of lectures =**      **Title of the unit: V Internet and Web Technologies**

History and concept, Architecture, Application, Hypertext Markup Language, DHTML, WWW, Gopher, FTP, Telnet, Web Browsers, Net Surfing, Search Engines, Email, Digital Signatures, Network, Security, Firewall.

**11. CO-PO mapping**

Cos	Attributes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Understand the basic structure of computer.	3	1	3	1	2	2	3	3
CO2	Understand memory organization in a computer.	3	1	3	2	2	3	3	2
CO3	learn basic principles of using operating system's	3	1	2	2	2	3	2	-
CO4	Learning about computer networking	3	1	2	1	2	1	2	-
CO5	Be able to access the Internet, Worldwide Web, as well as use Internet directories and search engines, and locate www addresses.	3	1	2	2	2	2	2	-

3 Strong contribution, 2 Average contribution , 1 Low contribution

**12. Brief description of self learning / E-learning component**

**13. Books recommended:**

- Curtin, "Information Technology: Breaking News", TMH.
- Raja Raman, V. "Introduction To Computers".
- Nelson, "Data Compression" , BPB
- Bajpai, Kushwaha & Yadav, "Introduction to Computer and C Programming", New Age
- Lehngart, " Internet ", Addison Wesley.
- Chanchal Mittal " Foundation of Information Technology" Pragati.
- Computer Fundamentals- By Sinha. PK and Sinha P. BPB ( Publisher)

<b>1. Name of the Department:</b> Department of Social Sciences						
<b>2. Course Name</b>	<b>Sociology of Globalization</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>3. Course Code</b>	<b>SS205</b>			5	1	0
<b>4. Type of Course (use tick mark)</b>	<b>Core ()</b>	<b>DSE (☐)</b>	<b>AEC ()</b>	<b>SEC ()</b>	<b>OE ()</b>	
<b>5. Pre-requisite (if any)</b>	<b>10+2</b>	<b>6. Frequency (use</b>	Even ()	Odd (☐)	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 20</b>		<b>Tutorials = 4</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b> Globalization is the dominant process of social change in the contemporary world. It has resulted in the sinking of time and space and collapse of borders. It is a new coinage for an old process. It has its own dimensions, distinct features and impacts on society. It has given birth to new role players. All these are the focal points of discussion of this paper.						
<b>9. COURSE OUTCOMES (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME</b>		<b>ATTRIBUTES</b>				
<b>CO1</b>	Explain and justify briefly concept of globalization with its nature and scope					
<b>CO2</b>	Enhance knowledge regarding dimensions of globalization					
<b>CO3</b>	Explain consequences of globalization					
<b>CO4</b>	Learn about Globalization and Culture					
<b>CO5</b>	Enhance knowledge regarding impact of globalization on Indian society					
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: I Globalization</b>				
Meaning and characteristics of Globalization, Historical context of Globalization.						
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit: II Dimensions of Contemporary</b>				
Economic, Technological, Social and Cultural.						
<b>Unit-3</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: III Consequences of Globalization</b>				
Rising Inequality, Environmental impact, Emergence of Anti-Globalization movements.						
<b>Unit-4</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: IV Globalization and Culture</b>				
Individualism, Freedom, Consumerism, Homogenization, Hegemony.						

<b>Unit-5</b>	<b>Number of lectures =08</b>	<b>Title of the unit: V Impact of globalisation on Indian Society</b>
: Religion, Culture, Education, Family and Marriage, Impact of globalization on Women and Tribals.		

### 11. CO-PO mapping

<b>Cos</b>	<b>Attributes</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>CO1</b>	Explain and justify briefly concept of globalization with its nature and scope	3	1	3	1	2	2	3	-
<b>CO2</b>	Enhance knowledge regarding dimensions of globalization	3	1	3	2	2	3	3	-
<b>CO3</b>	Explain consequences of globalization	3	1	2	2	2	3	2	-
<b>CO4</b>	Learn about Globalization and Culture	3	1	2	1	2	1	2	2
<b>CO5</b>	Enhance knowledge regarding impact of globalization on Indian society	3	1	2	2	2	2	2	2

3 Strong contribution, 2 Average contribution , 1 Low contribution

### 12. Brief description of self learning / E-learning component

#### 13. Books recommended:

- Appadurai, Arjun 1996, Modernity at Large, University of Minnesota Press
- Applebaum, R. and Robinson, W., 2005, Critical Global Studies, Routledge, New York.
- Bremen, Yan, 1993, Footlose Labour, Cambridge University Press, Cambridge
- Browning, Halcli, Webster(ed), 1996, Understanding contemporary society: Theories of the present, SAGE Publications, London
- Cohen Robin and Shirin M. (ed), Global Social Movements, The Athlone Press, London
- Dubhashi P.R., 2002, Peoples Movement against Global Capitalism : EPW Feb.9
- Giddens, Anthony, 2000, Runaway World : How globalization is reshaping our lives, Routledge, New York.
- jha, Avinash, 2000, Background to Globalization, Centre for Education and Documentation, Mumbai
- Chander Sekhran Bal krishnana - Impact of Globalization on developing countries and India.

<b>1. Name of the Department:</b> Department of Social Sciences						
<b>2. Course Name</b>	<b>Political Sociology</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>3. Course Code</b>	SS206			5	1	0
<b>4. Type of Course (use tick mark)</b>	<b>Core ()</b>	<b>DSE (□)</b>	<b>AEC ()</b>	<b>SEC ()</b>	<b>OE ()</b>	
<b>5. Pre-requisite (if any)</b>	<b>10+2</b>	<b>6. Frequency (use</b>	Even ()	Odd (□)	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 20</b>		<b>Tutorials = 4</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:.</b> The present paper highlights the close nexus between society and polity and how dynamism in one brings dynamism in the other.						
<b>9. COURSE OUTCOMES (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	Explain various theoretical approaches in political sociology.					
<b>CO2</b>	Classify theories of power .					
<b>CO3</b>	Explain political Socialization and its functions					
<b>CO4</b>	Explain political types of political participation, political apathy .					
<b>CO5</b>	Explain political processes and parties in India.					
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: Political Sociology and state.</b>				
Meaning ,Scope and importance of Political Sociology , Aristotle’s classification of types of state: ,Monarchical, Aristocratic, Democratic .						
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit: Influence and the Distribution of Power</b>				
Meaning and types of influence, characteristics of Power, distribution of power: the Constant sum and the Variable sum approach to power, Distribution of power: Marxian, , Elite and Pluralist.						
<b>Unit-3</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: Political Socialization</b>				
Meaning and types of political socialization, agencies of political socialization and their role. Development and function of Political Socialization .						



<b>Unit-4</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: Political Participation</b>
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Meaning and types of political participation, political apathy – reasons for political apathy, Determinants of political participation – psychological,

<b>Unit-5</b>	<b>Number of lectures =</b>	<b>Title of the unit: Political Parties and Pressure groups</b>
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Political parties – features and functions , structures of political parties in modern time ; meaning of pressure groups , functions and technique of pressure groups and factors rise to pressure group in modern states..

### 11. CO-PO mapping

<b>Cos</b>	<b>Attributes</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>CO1</b>	Explain various theoretical approaches in political sociology.	2	1	3	1	2	2	3	-
<b>CO2</b>	Classify theories of power .	2	1	3	2	2	3	3	-
<b>CO3</b>	Explain political Socialization and its functions	3	2	2	2	2	3	2	-
<b>CO4</b>	Explain political types of political participation, political apathy .	2	3	2	1	2	1	2	-
<b>CO5</b>	Explain political processes and parties in India.	3	1	2	2	2	2	2	-

3 Strong contribution, 2 Average contribution , 1 Low contribution

### 12. Brief description of self learning / E-learning component

### 13. Books recommended:

- A.K.Mukhopadhyay 1980. Political Sociology, K.P.Begchi & Company. Calcutta,
- Ashaf, Ali and Sharma B.N. 2001.Political Sociology, University Press, Hyderabad .
- Bhattacharya, D.C. Political Sociology
- Baral, J.K. Political Sociology
- Bottomore,T. 1975. Political Sociology, Blackie & Sons, Bombay.
- Lipset S.M. 1983. Modern Political Analysis, Printice Hall, New Delhi
- Dhal, Robert A, Who Governs

<b>1. Name of the Department:</b> Department of Social Sciences						
<b>2. Course Name</b>	<b>Social Disorganization and Deviance</b>	<b>L</b>	<b>T</b>	<b>P</b>		
<b>3. Course Code</b>	<b>SS207</b>	5	1	0		
<b>4. Type of Course (use tick mark)</b>	<b>Core ()</b>	<b>DSE (□)</b>	<b>AEC ()</b>	<b>SEC ()</b>	<b>OE ()</b>	
<b>5. Pre-requisite (if any)</b>	<b>10+2</b>	<b>6. Frequency (use</b>	Even ()	Odd (□)	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 20</b>		<b>Tutorials = 4</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b> This present paper makes an attempt to provide an impression about the scenario of disorganization, its forms, causes and consequences with the theories explaining the situation.						
<b>9. COURSE OUTCOMES (CO):</b>						
<i>For the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	Explain Meaning and Nature Social Disorganization, and , Family Disorganization and Personality Disorganization					
<b>CO2</b>	Theoretical explanation of Deviant behavior					
<b>CO3</b>	Enrich knowledge regarding punishment theories and Concepts of Crime and Delinquency					
<b>CO4</b>	Explain Social Problems such as poverty and unemployment					
<b>CO5</b>	Study of Atrocities against women					
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: I Social Disorganization</b>				
Meaning and Nature, Family Disorganization and Personality Disorganization, Causes and Consequences.						
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit: II Theories of Deviant Behaviour</b>				
Contributions of Durkheim and Merton. labeling theory, Delinquent Sub-Culture theory, Differential Association theory,						
<b>Unit-3</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: III Crime and Punishment</b>				
Concepts of Crime and Delinquency. Causes and consequences. Theories of Punishment: Retributive, Deterrent, Reformative.						
<b>Unit-4</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: IV Social Problems</b>				
Poverty, Unemployment, Alcoholism, Corruption, and Terrorism.						
<b>Unit-5</b>	<b>Number of lectures - 08</b>	<b>Title of the unit: V Atrocities against women</b>				
Domestic violence, Dowry, Divorce, Sexual Violence						

**11. CO-PO mapping**

<b>Cos</b>	<b>Attributes</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>CO1</b>	Explain Meaning and Nature Social Disorganization, and , Family Disorganization and Personality Disorganization	3	1	3	1	2	2	3	-
<b>CO2</b>	Theoretical explanation of Deviant behavior	3	1	3	2	2	3	3	-
<b>CO3</b>	Enrich knowledge regarding punishment theories and Concepts of Crime and Delinquency	3	1	2	2	2	3	2	2
<b>CO4</b>	Explain Social Problems such as poverty and unemployment	3	1	2	1	2	1	2	2
<b>CO5</b>	Study of Atrocities against women	3	1	2	2	2	2	2	2

3 Strong contribution, 2 Average contribution , 1 Low contribution

**12. Brief description of self learning / E-learning component****13. Books recommended:**

- Ahuja, Ram. 2000. Criminology. New Delhi: Rawat Publications.
- Bajpai, Anju and Bajpai, P.K.2000. Female Criminality in India. New Delhi: Rawat Publications.
- Sharma P.D. Criminal Justice Administration: The Relay Race for Criminal .1998. New Delhi: Rawat Publications.
- Ahuja, Ram, 2000, Social Problems in India, New Delhi: Rawat Publications

<b>1. Name of the Department:</b> Department of Social Sciences						
<b>2. Course Name</b>	<b>Sociology of Education</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>3. Course Code</b>	<b>SS208</b>			4	1	0
<b>4. Type of Course (use tick mark)</b>	<b>Core ()</b>	<b>DSE (☐)</b>	<b>AEC ()</b>	<b>SEC ()</b>	<b>OE ()</b>	
<b>5. Pre-requisite (if any)</b>	<b>10+2</b>	<b>6. Frequency (use</b>	Even ()	Odd (☐)	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 20</b>		<b>Tutorials = 4</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b> This paper intends to bring out the basic theoretical ideas on education, its role in society, problems of educational inequalities and provisions to universalize education.						
<b>9. COURSE OUTCOMES (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME</b>		<b>ATTRIBUTES</b>				
<b>CO1</b>		To understand concern with interrelationship between educational system and other aspects of society				
<b>CO2</b>		To know the development and challenges of education.				
<b>CO3</b>		Know the historical perspectives to understand education system				
<b>CO4</b>		To recommend the suggestions by committee to improve the education system.				
<b>CO5</b>		To understand relationships between education and society and improve with modern education activities.				
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: Education</b>				
The concept, the theoretical explanations on education: the Functionalist theory, the Conflict theory, The Interactionist theory.						
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit: The role of Education in society</b>				

Education and Socialization, Education and Social Change, Education and Social Mobility, Role of Education in Social and Human Development ,Role of Education for Empowerment of the Marginalized.

<b>Unit-3</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: Indian Educational Period</b>
Education in ancient period . Education in medieval period ,Education in Modern period, Objective and importance of higher education in India, Distance and open Education		

<b>Unit-4</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: Educational Reforms</b>
: Committees on education, Kothari Committee , Kolkatta Ayog. the National policy on Education and the Programme of Action.		

<b>Unit-5</b>	<b>Number of lectures =</b>	<b>Title of the unit: Education in Indian Plans and Programmes</b>
India's Five Year Plans and Education; Conventional and non conventional learning Programme in India. Technical ,value and skill based education		

### 11. CO-PO mapping

<b>Cos</b>	<b>Attributes</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>CO1</b>	To understand concern with interrelationship between educational system and other aspects of society	3	1	3	1	2	2	3	1
<b>CO2</b>	To know the development and challenges of education.	3	1	3	2	3	2	2	2
<b>CO3</b>	Know the historical perspectives to understand education system	3	1	2	2	2	3	2	1
<b>CO4</b>	To recommend the suggestions by committee to improve the education system.	3	2	3	1	2	1	2	3
<b>CO5</b>	To understand relationships between education and society and improve with modern education activities.	3	2	2	2	2	2	2	2

3 Strong contribution, 2 Average contribution , 1 Low contribution

### 12. Brief description of self learning / E-learning component

### **13. Books recommended:**

- Butin, Dan W. 2005 Teaching Social Foundations of Education: Context, Theories and Issues, Lawrence Erlbaum Associates.
- Rury, John L 2002 Education and Social Change: Themes in the History of American Schooling, Lawrence Erlbaum Associates.
- Nambissan, Geetha B., Rao Srinivas,S.2012 Sociolgy of Education in India: Changing Contours and Emerging Concerns,Oxford University Press.
- Sharma Rajesh R.2012 Philosophical and Sociological Foundation of Education, APH Publishing Corporation.
- Mathur, S.S. 1996 ASociological Approach to Indian Education,Vinod Pustak Mandir, Agra.

<b>1. Name of the Department:</b> Department of Social Sciences						
<b>2. Course Name</b>	Science, Technology and Society	<b>L</b>	<b>T</b>	<b>P</b>		
<b>3. Course Code</b>	SS209	2	1	0		
<b>4. Type of Course (use tick mark)</b>	<b>Core ()</b>	<b>DSE (□)</b>	<b>AEC ()</b>	<b>SEC ()</b>	<b>OE ()</b>	
<b>5. Pre-requisite (if any)</b>	10+2	<b>6. Frequency (use</b>	Even ()	Odd (□)	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 30</b>		<b>Tutorials = 4</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b> Science Technology and Society is a pioneering paper intended to create awareness among students of the interaction between science and technology on the one hand and society on the other. Knowledge of how rapid spread of ideas of scientific ideas and technology has entirely changed the whole fabric human society and vice-versa will be immensely useful for students. They will be able to understand and interpret their surroundings more rationally than before.						
<b>9. COURSE OUTCOMES (CO):</b>						
<i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	To study the relationship between science and society.					
<b>CO2</b>	To study the approaches of environment and sustainable development .					
<b>CO3</b>	To acquaint the students with the impact of science and technology on society.					
<b>CO4</b>	To understand the the process of change by science .					
<b>CO5</b>	. To introduce students the method in science and its success.					
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit:</b>				
Introduction: Science and Technology: Concept of science- Features, ethos of science, social responsibility of science. Concept of technology –technological determinism, social control of science and technology.						
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit:</b>				
Environmental awareness & India, Educational Development , Forest Conservation ,Methods Adopted for conversation .						
<b>Unit-3</b>	<b>Number of lectures = 08</b>	<b>Title of the unit:</b>				
Concept of social Change, social change in structure and causes of social change, source and concept of social change and progress.						
<b>Unit-4</b>	<b>Number of lectures = 08</b>	<b>Title of the unit:</b>				

Process of social change: Urbanization, Modernization, Globalization, Westernization

**Unit-5** | **Number of lectures =08** | **Title of the unit:**

Technology and Social Change: Technological development and technology transfer , Criteria for success of technology transfer, Appropriate Technology, Technology Assessment.

**11. CO-PO mapping**

<b>Cos</b>	<b>Attributes</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>CO1</b>	To study the relationship between science and society.	2	1	3	1	2	2	3	-
<b>CO2</b>	To study the approaches of environment and sustainable development .	2	1	3	2	2	3	2	-
<b>CO3</b>	To acquaint the students with the impact of science and technology on society.	3	1	2	2	2	3	3	-
<b>CO4</b>	To understand the the process of change by science .	2	1	2	2	2	1	3	2
<b>CO5</b>	. To introduce students the method in science and its success.	3	1	2	2	2	2	2	2

3 Strong contribution, 2 Average contribution , 1 Low contribution

**12. Brief description of self learning / E-learning component**

**13. Books recommended:**

- Merton Robert. K: “Social Theory and Social Structure” American Publishing Co. New Delhi,1981.
- Wearley, Steven: “ Science , Technology and Social Change” Unwin Hyman, London, 1988.
- Merton Robert.K: “Sociology of Science: theoretical and Empirical Investigations” Norman W Stour (Ed.) Chicago: University of Chicago Press, 1973.
- Toffler,Alvin: “Future Shock New York: Alfred A. Knot, 1970. Toffler explores the implications of the rapid pace of change in the modern world.
- S.C. Datt and S.B Srivastave (Ed.) “Science and Society” Vikas Publishing house Pvt. Ltd. New Delhi, 1985.
- A.N. kothar. John Misquitala, S.J.Sidhansher Palsale (Ed.): “Science technology and social Change”, Wiley Eastern Ltd. New Delhi.1986



<b>1. Name of the Department:</b> Department of Social Sciences						
<b>2. Course Name</b>	<b>Sociology of Environment</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>3. Course Code</b>	SS301			5	1	0
<b>4. Type of Course (use tick mark)</b>	<b>Core ()</b>	<b>DSE (□)</b>	<b>AEC ()</b>	<b>SEC ()</b>	<b>OE ()</b>	
<b>5. Pre-requisite (if any)</b>	10+2	<b>6. Frequency (use</b>	Even ()	Odd ()	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 30</b>		<b>Tutorials = 4</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:.</b> The paper tries to create awareness among the students about the major environmental issues and the efforts geared to tackle them.						
<b>9. COURSE OUTCOMES (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	To know relation between environment and society					
<b>CO2</b>	Understanding of various aspects of environmental issues in India.					
<b>CO3</b>	To know the impact of Deforestations and movements					
<b>CO4</b>	To know environmental agencies in India.					
<b>CO5</b>	To examine constitutional provisions and environmental protections in India.					
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: Environment and its Concepts</b>				
: Ecology, Eco-system, Environment and Society their inter-relations; Eco-Feminism.						
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit: Environmental Issues</b>				
Sustainable Development, Industrialization and Development, Urbanization and Development, Environmental Degradation.						
<b>Unit-3</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: Environmental Movements</b>				

Chipko Movement, Narmada Bachao Andolan, Ganga Bachao Abhyan; the Silent Valley Movement, Forest Rights.

**Unit-4**                      **Number of lectures = 08**      **Title of the unit: Contemporary Environmental Problems**

Problems of Water, Deforestation, Urban Wastes, Slums, Global-Warming and Climate Change.

**Unit-5**                      **Number of lectures =**      **Title of the unit: Environment Protection**

Meaning of Environmental Issue , objectives ,rules and legislation , Hazardous Substance Management ,activities of Environmental Ministry.

**11. CO-PO mapping**

<b>Cos</b>	<b>Attributes</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>CO1</b>	To know relation between environment and society	3	2	3	1	2	2	3	-
<b>CO2</b>	Understanding of various aspects of environmental issues in India.	2	1	3	2	2	3	2	-
<b>CO3</b>	To know the impact of Deforestations and movements	2	2	2	2	2	3	2	-
<b>CO4</b>	To know environmental agencies in India.	3	2	2	1	2	1	2	2
<b>CO5</b>	To examine constitutional provisions and environmental protections in India.	2	1	2	2	2	2	2	1

3 Strong contribution, 2 Average contribution , 1 Low contribution

**12. Brief description of self learning / E-learning component**

### 13. Books recommended:

- Albrow, Martin & Elizabeth King (Ed.), (1990), Globalisation, Knowledge and Society, Sage: London
- Baviskar. Amita (1995), In the Valley of the River: Tribal Conflict over Development in the Narmada Valley, Delhi: OUP.
- Bhatt, Anil (1989) Development and Social Justice: Micro Action by Weaker Section, Sage: New Delhi.
- Chauhan, I.S (1998), Environmental Degradation, Delhi: Rawat Publications.
- Desh Bandhu and Garg, R.K.(eds) 1986), Social Forestry and Tribal Development, Dehradun: Natraj Publishers.
- Dubey, S.M. and Murdia, Ratno(ed)1980), Land Alienation and Restoration in Tribal Communities in India, Bombay: Himalaya Publishing House.
- Gadgil, Madhav & Ram Chandra. Guha (1996), Ecology and Equity: The use and Abuse of Nature in contemporary India:: New Delhi: OUP.
- Ghai, Dharam (ed) (1994), Development and Environment: Sustaining People and Nature. UNRISD: Blackwell Publication.
  - Giddens, Anthony (1996), “Global Problems and Ecological Crisis”, 2nd edition New York:W.W.Norton and Co.

<b>1. Name of the Department:</b> Department of Social Sciences						
<b>2. Course Name</b>	<b>Sociology of Movements</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>3. Course Code</b>	<b>SS302</b>			5	1	0
<b>4. Type of Course (use tick mark)</b>	<b>Core ()</b>	<b>DSE (☐)</b>	<b>AEC ()</b>	<b>SEC ()</b>	<b>OE ()</b>	
<b>5. Pre-requisite (if any)</b>	<b>10+2</b>	<b>6. Frequent cv (use</b>	Even ()	Odd (☐)	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 20</b>		<b>Tutorials = 4</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b> The present paper tries to provide a rudimentary impression to the students about the concept, nature and types of movements with a thrust on the movements witnessed by Indian society.						
<b>9. COURSE OUTCOMES (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME</b>		<b>ATTRIBUTES</b>				
<b>CO1</b>		To identify Social Movements and their role in the social change and transformation.				
<b>CO2</b>		To identify Religious movements in India				
<b>CO3</b>		To identify Peasants Movements in India				
<b>CO4</b>		Study of Backward Class Movements in India				
<b>CO5</b>		Study of Women's Movements in India				
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: I Social Movements</b>				
Nature, Definitions, Characteristics of social movement, Types: Revolutionary, Reform, Revival, Counter movements, Basis of social movements: Leadership, Ideology, Resource						
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit: II Religious movements in India</b>				

The SNDP Movements in Kerala, The Brahma Samaj and The Arya Samaj.

**Unit-3**      **Number of lectures = 08**      **Title of the unit: III Peasants Movements in India**

The Champaran Satyagraha (1917), the Kheda Peasant Struggle, the Bardoli Movement in Gujarat, the Peasant Revolt in Telangana, The Tebhaga Movement in Bengal.

**Unit-4**      **Number of lectures = 08**      **Title of the unit: IV Backward Class Movements in India**

Mahar Movement in Maharashtra, Dalit Movement in Tamil Nadu, and The Non Brahmin Movement in Tamil Nadu

**Unit-5**      **Number of lectures =**      **Title of the unit: V Women's Movements in India**

In the Pre independence era and the post independence period; Ecological movements.

### 11. CO-PO mapping

Cos	Attributes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	To identify Social Movements and their role in the social change and transformation.	3	1	3	1	2	2	1	-
CO2	To identify Religious movements in India	2	1	3	2	2	3	2	-
CO3	To identify Peasants Movements in India	2	1	2	2	2	3	2	-
CO4	Study of Backward Class Movements in India	2	1	2	1	2	1	2	-
CO5	Study of Women's Movements in India	1	1	2	2	2	2	1	-

3 Strong contribution, 2 Average contribution, 1 Low contribution

### 12. Brief description of self learning / E-learning component

### **13. Books recommended:**

- Foweraker Joe, 1995. *Theorising Social Movements*, Pluto Press, London.
- Buechler, S. 'New Social Movement Theories' in Buechler, S. and Cylke, F.K., Jr. (eds.) 1997. *Social Movements: Perspectives and Issues*. Mountain View: Mayfield Publishing Company.
- Rao, M.S.A. ed. 1979. *Social Movements in India Vol. I and II*, Manohar, New Delhi.
- Rao, M.S.A. 1979. *Social Movements and Social Transformation*, Manohar, New Delhi.
- Dhanagare, D.N. 1983. *Peasant Movements in India 1920-1950*, OUP, Delhi.
- Kaur, Manmohan, 1968, "Role of Women in the Freedom Movement 1857-1947", Sterling, New Delhi.
- Basu, Aparna, "Role of Women in the Freedom Movement", in B.R.Nanda, ed, 1976. *Indian Women from Purdah to Modernity*, Vikas, Delhi.
- Chattopadhyaya, Kamaladevi, 1983, "Indian Women's Battle for Freedom", Abhinav Publications, New Delhi.

<b>1. Name of the Department:</b> Department of Social Sciences						
<b>2. Course Name</b>	<b>Pioneers of Indian Sociology</b>	<b>L</b>	<b>T</b>	<b>P</b>		
<b>3. Course Code</b>	<b>SS303</b>	4	1	0		
<b>4. Type of Course (use tick mark)</b>	<b>Core ()</b>	<b>DSE (☐)</b>	<b>AEC ()</b>	<b>SEC ()</b>	<b>OE ()</b>	
<b>5. Pre-requisite (if any)</b>		<b>6. Frequency (use</b>	Even ()	Odd (☐)	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 20</b>		<b>Tutorials = 4</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b> In this paper the students are introduced to some of the Pioneers of Indian Sociology and their intellectual contributions.						
<b>9. COURSE OUTCOMES (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	To understand G.S.Ghurye, Louis Dumont's Indological perspective					
<b>CO2</b>	To understand M.N. Shrinivas, S.C.Dube's Structural-Functional perspective					
<b>CO3</b>	To understand A.R.Desai, D.P.Mukerjee's Marxian perspective					
<b>CO4</b>	To understand B.R.Ambedkar and D.Hardiman's Subaltern perspective					
<b>CO5</b>						
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: I</b> Indological perspective G.S.Ghurye, Louis Dumont.				
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit: II</b> Structural-Functional perspective				

M.N. Shrinivas, S.C.Dube

**Unit-3**      **Number of lectures = 08**      **Title of the unit: III Marxian perspective**

A.R.Desai, D.P.Mukerjee

**Unit-4**      **Number of lectures = 08**      **Title of the unit: IV Subaltern perspective**

B.R.Ambedkar and D.Hardiman.

**Unit-5**      **Number of lectures =**      **Title of the unit: V Other perspectives**

Andre Beteille's Caste, class and power; Yogendra Singh's modernization thesis. D.P Mukherjee: Cultural Diversities.

**11. CO-PO mapping**

<b>Cos</b>	<b>Attributes</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>CO1</b>	To understand G.S.Ghurye, Louis Dumont's Indological perspective	3	1	3	1	2	2	3	-
<b>CO2</b>	To understand M.N. Shrinivas, S.C.Dube's Structural-Functional perspective	3	1	3	2	2	3	3	-
<b>CO3</b>	To understand A.R.Desai, D.P.Mukerjee's Marxian perspective	3	1	2	2	2	3	2	-
<b>CO4</b>	To understand B.R.Ambedkar and D.Hardiman's Subaltern perspective	3	1	2	1	2	1	2	-
<b>CO5</b>	Study of Andre Beteille, Yogendra Singh and D.P Mukherjee's Views about Indian society.	3	1	2	2	2	2	2	-

3 Strong contribution, 2 Average contribution, 1 Low contribution

**12. Brief description of self learning / E-learning component**



**13. Books recommended:**

- Dubey, S.C.: Society in India, New Delhi.National Book Trust.
- Dubey, S.C. 1995. Indian Village, London Routledge.
- Dubey, S.C.1998 India's Changing Village, London Routledge.
- Srinivas, M.N. 1980 India: Social Structure New Delhi, Hindustan Publishing Corporation.
- Srinivas ,M.N. 1963. Social Change in Modern India, California, Berkeley University of California University Press .
- Singh,Yogendra. 1973. Modernization of Indian Tradition Delhi: Thomson Press.
- Irawati,Karve. 1961. Hindu Society: An interpretation. Poone. Deccan College .
- Ghurye G.S. 1950. Caste, Class and occupation, Popular Prakashan Bombay.
- Ghurye G.S. 1945. Culture and Society. Popular Prakashan Bombay.

<b>1. Name of the Department:</b> Department of Social Sciences						
<b>2. Course Name</b>	<b>Sociology of Migration</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>3. Course Code</b>	<b>SS304</b>			4	1	0
<b>4. Type of Course (use tick mark)</b>	<b>Core ()</b>	<b>DSE (□)</b>	<b>AEC ()</b>	<b>SEC ()</b>	<b>OE ()</b>	
<b>5. Pre-requisite (if any)</b>	<b>10+2</b>	<b>6.Frequency (use tick marks)</b>	Even ()	Odd (□)	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practical</b>						
<b>Lectures = 20</b>		<b>Tutorials = 4</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b> Migration continues to be an immensely important political, economic, social and cultural issue and one that is prone to social mobility. This course introduces students to the world of migration, mobility and migrant imagination. This course facilitates the participants understand the gender in migration and to examine critically the recruitment practices and institutional frameworks.						
<b>9. COURSE OUTCOMES (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME</b>		<b>ATTRIBUTES</b>				
<b>CO1</b>		To acquaint the basic concepts of migration				
<b>CO2</b>		To enable the students to understand Migration, modernity and social transformation				
<b>CO3</b>		To explore the Gender and migration				
<b>CO4</b>		To enable the students to understand the theoretical perspectives of migration.				
<b>CO5</b>		Enhance The process of migration from India				
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: I Migration</b>				
Conceptual issues, Typology, Migrant transnationalism.						
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit: II Migration and social mobility</b>				

Migration, modernity and social transformation

<b>Unit-3</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: III Gender and migration</b>
Women on the move, Marriage and migration, Transformation of gender relations and female identities, Forced migrant women, Migrant women and domestic work.		
<b>Unit-4</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: IV Migrant memory and imagination</b>
Narrating the migrant life- Salman Rushdie, Bharati Mukherjee, V.S. Naipaul.		
<b>Unit-5</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: V The migration and the institutional framework in India</b>
The process of migration from India, Emigration governance and recruitment practices of India, Vulnerability, corruption and institutional framework.		

#### 11. CO-PO mapping

<b>Cos</b>	<b>Attributes</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>CO1</b>	To acquaint the basic concepts of migration	3	1	3	1	2	2	3	-
<b>CO2</b>	To enable the students to understand Migration, modernity and social transformation	2	1	3	2	3	3	3	-
<b>CO3</b>	To explore the Gender and migration	2	1	3	3	2	3	2	-
<b>CO4</b>	To enable the students to understand the theoretical perspectives of migration.	3	1	2	1	3	1	2	-
<b>CO5</b>	Enhance The process of migration from India	2	1	3	2	3	2	2	-

3 Strong contribution, 2 Average contribution , 1 Low contribution

#### 12. Brief description of self learning / E-learning component

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**13. Books recommended:**

Agarwal, Anuja (ed). 2006. *Migrant Women and Work*. New Delhi: Sage Publications India Pvt. Ltd. Pp:21-45, 46-72.

Behera, Navnita Chadha (ed.). 2006. *Gender, Conflict and Migration*. New Delhi: Sage Publications India Pvt. Ltd. Pp: 205-226.

Brazil, Jana Evans. 2008. *Diaspora an Introduction*. Victoria: Blackwell Publishing. Pp: 11-36.

Dascalu, Cristina Emanuela. 2007. *Imaginary homelands of writers in exile: Salman Rushdie, Bharati Mukherjee and V.S. Naipaul*. New York: Cambria Press.

Dayton-Johnson, Jeff, et al. 2007. *Gaining from Migration : Towards a New Mobility System*. France: OECD Publishing.

Hoodfar, Homa. “ The Impact of Egyptian Male Migration on Urban Families: ‘Feminisation of the Egyptian Family’ or Reaffirmation of Traditional Gender Roles” in Rege, Sharmila. (ed.). 2003. *Sociology of Gender The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage Publications, pp: 195-224.

<b>1. Name of the Department:</b> Department of Social Sciences						
<b>2. Course Name</b>	<b>Mass Media And Society</b>	<b>L</b>	<b>T</b>	<b>P</b>		
<b>3. Course Code</b>	<b>SS305</b>	4	1	0		
<b>4. Type of Course (use tick mark)</b>	<b>Core ()</b>	<b>DSE (☐)</b>	<b>AEC ()</b>	<b>SEC ()</b>	<b>OE ()</b>	
<b>5. Pre-requisite (if any)</b>	<b>10+2</b>	<b>6. Frequency (use</b>	Even ()	Odd (☐)	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 30</b>		<b>Tutorials = 4</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b> The course intends to provide and understanding of different types of media and forms of communication. It seeks to provide a basic understating of relationship between media and society. Finally, to analyze the changes in media, society and culture.						
<b>9. COURSE OUTCOMES (CO):</b> <i>fter the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	Students would be able to communicate effectively about the research conducted, verbally as well as in written, write effective report, make effective presentation, and be an effective media communicator.					
<b>CO2</b>	Be able to analyze the nature and functions of mass media					
<b>CO3</b>	To understand the sociological perspective of mass media and it's effect on society.					
<b>CO4</b>	Students would learn about the modern and emerging trends of Journalism.					
<b>CO5</b>	Students would be able to understand, assess and analyze media effects on various sections of society, and various domain areas.					
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: I Social Interaction and Everyday Life</b>				
The study of everyday life; Types of communication Verbal and Non-verbal communication; interpersonal, intrapersonal, group, mass communication. Communication and modern technology.						
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit: II Mass media</b>				
Nature, characteristics and functions of mass media. Folk and traditional media, printing and publications, electronic media, radio, Television, cyberspace, virtual communication, internet, blogging.						
<b>Unit-3</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: III Sociological perspective of mass media</b>				
Functionalist, Feminist, Interactionist						
<b>Unit-4</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: IV Media and popular culture</b>				
Cultural studies as an interface between humanities and social sciences; popular culture, high culture, low culture.						

<b>Unit-5</b>	<b>Number of lectures =08</b>	<b>Title of the unit: V Media and Globalization</b>							
Impact of media in developing societies; democracy and issues of media regulation.									

### 11. CO-PO mapping

<b>Cos</b>	<b>Attributes</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>CO1</b>	To understand the functions of mass communication	3	1	3	1	2	2	3	-
<b>CO2</b>	Be able to analyze the nature and functions of mass media	3	1	3	2	2	3	3	2
<b>CO3</b>	To understand the sociological perspective of mass media and it's effect on society.	3	1	2	2	2	3	2	3
<b>CO4</b>	Students would learn about the modern and emerging trends of Journalism.	3	1	2	1	2	1	2	1
<b>CO5</b>		3	1	2	2	2	2	2	3

3 Strong contribution, 2 Average contribution , 1 Low contribution

### 12. Brief description of self learning / E-learning component

#### 13. Books recommended:

- Giddens, Anthony. 1997. *Sociology*. Third Edition, New York: Polity Press.
- Nick Stevenson, 1995. *Understanding media cultures: social theory and mass communication*, London: Sage.
- Williams, Raymond, 1983. *Keywords: a vocabulary of culture and society*, New York: OUP
- Schaefer 2011. *Sociology*, New York: Tata McGraw-Hill.
- Terhi Rantanen. 2005. *The media and globalization*, New Delhi: Sage.

<b>1. Name of the Department:</b> Department of Social Sciences						
<b>2. Course Name</b>	Sociology And Disasters			<b>L</b>	<b>T</b>	<b>P</b>
<b>3. Course Code</b>	SS306			4	1	0
<b>4. Type of Course (use tick mark)</b>	<b>Core ()</b>	<b>DSE (□)</b>	<b>AEC ()</b>	<b>SEC ()</b>	<b>OE ()</b>	
<b>5. Pre-requisite (if any)</b>	10+2	<b>6. Frequency (use</b>	Even ()	Odd (□)	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 20</b>		<b>Tutorials = 4</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b> The objective of this course is to introduce students to sociological examination of disasters. This course begins with the premise that disasters are fundamentally social events that reflect the ways that we live and structure our communities and societies. It examines sociological theories about the causes and consequences of disasters.						
<b>9. COURSE OUTCOMES (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	To understand the major disasters in India					
<b>CO2</b>	To know the important issues and challenges of Disaster .					
<b>CO3</b>	To know the role of local bodies in disaster.					
<b>CO4</b>	To know the various Sociological Studies and Disaster:					
<b>CO5</b>	Examine the Disaster Prevention and Mitigation					
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit:</b> Introducing Disaster				
, The Disaster Construct, Mainstream Topics of Hazards and Disaster Research, Conceptual Understanding of Societal Response to Disaster.						
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit:</b>				
Social Science Research Agenda for the Disasters						

: Theoretical, Methodological and Empirical Issues.

**Unit-3**                      **Number of lectures = 08**      **Title of the unit:** Disaster Vulnerability and Social Marginality

: Race, Class, Caste, Ethnicity, and Gender.

**Unit-4**                      **Number of lectures = 08**      **Title of the unit:** Sociological Studies and Disaster

: Case Studies from India and Beyond.

**Unit-5**                      **Number of lectures =08**      **Title of the unit:** Disaster Prevention and Mitigation

: Sustainable Reduction of Disasters

**11. CO-PO mapping**

<b>Cos</b>	<b>Attributes</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>CO1</b>	To understand the major disasters in India	3	1	3	1	2	2	2	1
<b>CO2</b>	To know the important issues and challenges of Disaster .	3	2	3	2	2	3	3	-
<b>CO3</b>	To know the role of local bodies in disaster.	3	2	2	2	2	3	2	-
<b>CO4</b>	To know the various Sociological Studies and Disaster:	2	1	2	1	2	1	2	2
<b>CO5</b>	Examine the Disaster Prevention and Mitigation	2	1	2	2	2	2	2	1

3 Strong contribution, 2 Average contribution , 1 Low contribution

**12. Brief description of self learning / E-learning component**



- **13. Books recommended:** Cutter, S. 1995. Race, class, and environmental justice. *Progress in Human Geography*, 19, 107–118.
- Cutter, S. 1996. Vulnerability to environmental hazards. *Progress in Human Geography*, 20(4), 529–539.
- Cutter, S. 2003. The vulnerability of science and the science of vulnerability. *Annals of the Association of American Geographers*, 93(1), 1–12.
- Drabek, T.E. 1986. *Human System Responses to Disaster: An Inventory of Sociological Findings*. New York: Springer-Verlag.
- Drabek, T.E. 2004. *Social dimensions of disaster* (2nd ed.). Emmitsburg, MD: Emergency Management Institute, Federal Emergency Management Agency.
- Drabek, T., & Boggs, K. 1968. Families in disaster: Reactions and relatives. *Journal of Marriage and Family*, 30,443–451.
- Dynes, R.R. 1988. Cross-cultural international research: Sociology and disaster. *International Journal of Mass Emergencies and Disasters*, 6(2), 101–129.
- Dynes, R.R. 1993. Disaster reduction: The importance of adequate assumptions about social organization. *Sociological Spectrum*, 13, 175–192.

<b>1. Name of the Department:</b> Department of Social Sciences						
<b>2. Course Name</b>	<b>Urban Sociology</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>3. Course Code</b>	<b>SS307</b>			5	1	0
<b>4. Type of Course (use tick mark)</b>	<b>Core ()</b>	<b>DSE (☐)</b>	<b>AEC ()</b>	<b>SEC ()</b>	<b>OE ()</b>	
<b>5. Pre-requisite (if any)</b>	<b>10+2</b>	<b>6. Frequency (use</b>	Even ()	Odd (☐)	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 20</b>		<b>Tutorials = 4</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b> Urbanisation is an important social process that changed the face of human civilization. It was initiated with the process of modernization, transport revolution, coming up of river valley civilizations, establishment of trade links and industrial revolution. Urbanisation has brought both prosperity and problems. It is one of the earnest tasks of Sociology to trace out the evolution of the process, social; problems associated with it and policy planning and measures undertaken to overcome these challenges. This paper Urban Sociology concentrates upon these tasks.						
<b>9. COURSE OUTCOMES (CO):</b> <i>r the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME</b>		<b>ATTRIBUTES</b>				
<b>CO1</b>		Understand the scope and importance of urban sociology				
<b>CO2</b>		Describe the theories of urbanization				
<b>CO3</b>		Describe the Basic origin and growth of Urbanization in India				
<b>CO4</b>		Describe urban social problems such as Crime and Juvenile delinquency, Slums, Beggary, Prostitution				
<b>CO5</b>		Describe the process of Urban development in India				
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: I Urban Sociology</b>				
Meaning, Nature, Scope and importance of Urban Sociology, Rural Urban Differences, rurbanization.						
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit: II Theories of patterns of city growth</b>				

Concentric zone theory- Sector model- Multiple nuclei theory; Urbanism as a way of life.

<b>Unit-3</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: III : Urbanization, Genesis and Growth</b>
History of Urbanization in India; Megalopolis, Global Cities; Urban politics, Urban Culture and Urban Governance.		

<b>Unit-4</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: IV Urban social problems</b>
Crime and Juvenile delinquency, Slums, Beggary, Prostitution		

<b>Unit-5</b>	<b>Number of lectures =</b>	<b>Title of the unit: V Urban development in India</b>
Plans, Urban development Programmes, Slum Development Programmes, Urban Basic Services.		

**11. CO-PO mapping**

<b>Cos</b>	<b>Attributes</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>CO1</b>	Understand the scope and importance of urban sociology	3	1	3	1	3	2	2	-
<b>CO2</b>	Describe the theories of urbanization	2	1	1	2	3	3	1	-
<b>CO3</b>	Describe the Basic origin and growth of Urbanization in India	1	1	2	2	2	3	1	-
<b>CO4</b>	Describe urban social problems such as Crime and Juvenile delinquency, Slums, Beggary, Prostitution	2	1	2	1	2	1	3	2
<b>CO5</b>	Describe the process of Urban development in India	3	1	2	2	2	2	2	3

3 Strong contribution, 2 Average contribution , 1 Low contribution

**12. Brief description of self learning / E-learning component**

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**13. Books recommended:**

- Lin, Jan and mele Christipher (edt.) **2012.**The Urban Sociology Reader, Routledge.
- Flanagan, W., 1993. *Contemporary Urban Sociology* Cambridge: University of Cambridge.
- Patel Sujata and Deb, Kushal(edt.) Urban Studies.
- Rao,M.S.A. 1992. Urban Sociology in India.
- Ramachandran,R 1997. Oxford University Press.
- Jayapalan, N 2002. Urban Sociology,Atlantic Publishers.
- Wilson, Robert,A Schultz,David, A , 1978. Urban Sociology, prentice Hall.

<b>1. Name of the Department:</b> Department of Social Sciences						
<b>2. Course Name</b>	<b>Population Studies</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>3. Course Code</b>	<b>SS308</b>			5	1	0
<b>4. Type of Course (use tick mark)</b>	<b>Core ()</b>	<b>DSE (☐)</b>	<b>AEC ()</b>	<b>SEC ()</b>	<b>OE ()</b>	
<b>5. Pre-requisite (if any)</b>	<b>10+2</b>	<b>6. Frequentcy (use</b>	Even ()	Odd (☐)	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 30</b>		<b>Tutorials = 4</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b> This paper is designed to provide an idea to the students about population dynamics and its impact on society.						
<b>9. COURSE OUTCOMES (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME</b>		<b>ATTRIBUTES</b>				
<b>CO1</b>		Define the Concept Definitions Origin and Scope of Demography				
<b>CO2</b>		To Understand demographic concepts and population theories to explain the population characteristics:				
<b>CO3</b>		To understand Population composition such as Age, Sex, Rural-Urban				
<b>CO4</b>		Assess the relationship between demographic Planning and policy.				
<b>CO5</b>		To understand population control				
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: I</b> Population Studies				
Meaning, Scope and Significance; Demographic Processes: Fertility, Mortality and Migration						
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit: II</b> Population Theories				

Malthusian, Demographic Transition and Optimum Population Theory.

**Unit-3**      **Number of lectures = 08**      **Title of the unit: III** Population Compositions in India  
Age Structure, Sex-Ratio, Rural-Urban Composition, Literacy in India

**Unit-4**      **Number of lectures = 08**      **Title of the unit: IV** Population Planning and Policies  
Needs and Objectives; Population Policy in India, National Health Mission.

**Unit-5**      **Number of lectures =**      **Title of the unit: V** Population Control  
Role of Technology, Women's Empowerment, Voluntary Organizations; Population Control Policies.

**11. CO-PO mapping**

<b>Cos</b>	<b>Attributes</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>CO1</b>	Define the Concept Definitions Origin and Scope of Demography	3	1	3	1	2	2	3	-
<b>CO2</b>	To Understand demographic concepts and population theories to explain the population characteristics;	3	1	3	2	2	3	3	2
<b>CO3</b>	To understand Population composition such as Age, Sex, Rural-Urban	3	1	2	2	2	3	2	2
<b>CO4</b>	Assess the relationship between demographic Planning and policy.	3	1	2	1	2	1	2	1
<b>CO5</b>	To understand population control	3	1	2	2	2	2	2	2

3 Strong contribution, 2 Average contribution , 1 Low contribution

**12. Brief description of self learning / E-learning component**

### **13. Books recommended:**

- Agarwal, S.N. 1989: Population Studies with Special Reference to India, New Delhi: Lok Surjeet Publication.
- Bose, Ashish 1991: Demographic Diversity in India, Delhi: B.R.Publishing Corporation.
- Banarjee, D. 1985: Health and Family Planning Services in India, New Delhi: Lok Parkshan.
- Chandrasekhar, S. (ed.) 1974: Infant Mortality, Population Growth and Family Planning in India, London: George Alen and Unwin Ltd.
- Dubey, Surendra Nath 2001: Population of India, Delhi: Authors Press.
- Kohli, S. 1977: Family Planning in India, New Delhi.
- Malthus, T.R. (1986): An Essay on the Principle of Population, London: William Pickering.
- Premi, M.K. 2004: Social Demography, Delhi: Jawahar Publishers and Distributors.
- Sharma, Rajendra 1997: Demography and Population Problems, New Delhi: Atlantic Publishers.
- Srivastava, O.S. 1998: Demography and Population Studies, New Delhi: Vikas Publishing House.

<b>1. Name of the Department:</b> Department of Social Sciences						
<b>2. Course Name</b>	<b>Industrial Sociology</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>3. Course Code</b>	SS309			5	1	0
<b>4. Type of Course (use tick mark)</b>	<b>Core ()</b>	<b>DSE (□)</b>	<b>AEC ()</b>	<b>SEC ()</b>	<b>OE ()</b>	
<b>5. Pre-requisite (if any)</b>	10+2	<b>6. Frequency (use</b>	Even ()	Odd (□)	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 20</b>		<b>Tutorials = 4</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:.</b> The aim of this paper is to analyse the structure and process of industrial organisations from the sociological perspective. It also deals with the social effects of industrialization on Indian Social Systems and institutions.						
<b>9. COURSE OUTCOMES (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME</b>		<b>ATTRIBUTES</b>				
<b>CO1</b>		To know sociological understanding of work and industry and social relationships.				
<b>CO2</b>		To analyze the industrialisation and classical and sociological theories.				
<b>CO3</b>		To explain the Development of Industry and its History				
<b>CO4</b>		To list social problems in industrial society				
<b>CO5</b>		To analyze the industrialization and Pattern of Labour welfare				
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: : Introduction</b>				
: Meaning and definition of Industrial sociology. Nature, scope of Industrial Sociology. Importance of Industrial Sociology in India.						
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit: Industrial Thought:</b>				
Classical Theories: Adam Smith, KarlMarx, Max Weber, Durkheim and Mayo. Sociological Theories: Likert, Herzberg, Maslow, McClelland.						
<b>Unit-3</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: The Development of Industry and History</b>				



: Liberalization of licensing policy , standardization , History of Industrial development in ancient , medieval and Modern Period. Economic consequences of Industrialization ,

**Unit-4**                      **Number of lectures = 08**      **Title of the unit: Industrial Organization:**

Formal Organization: Its nature and features, problems in the formal organization; Informal Organization: Origin and function. Informal Organization

**Unit-5**                      **Number of lectures =08**      **Title of the unit: . Industrial and Labour welfare**

: History & Pattern of Labour welfare , concept of social Security Functions and objectives of international labour organization.

### 11. CO-PO mapping

Cos	Attributes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
<b>CO1</b>	To know sociological understanding of work and industry and social relationships.	3	1	3	1	2	2	3	3
<b>CO2</b>	To analyze the industrialization and classical and sociological theories.	2	1	3	2	3	2	3	2
<b>CO3</b>	To explain the Development of Industry and its History	2	1	2	2	2	3	2	3
<b>CO4</b>	To list social problems in industrial society	3	1	2	1	2	1	2	2
<b>CO5</b>	To analyze the industrialization and Pattern of Labour welfare	2	1	3	2	3	2	2	2

3 Strong contribution, 2 Average contribution , 1 Low contribution

### 12. Brief description of self learning / E-learning component

### 13. Books recommended:

- Gisbert, Pascal, Fundamentals of Industrial Sociology, New Delhi, Tata Mcgraw Hill 1972.
- Davis, Keith Human Behavior at work, New Delhi, Mcgraw Hill 1984
- Ramaswamy, E.A. Industrial Relations in India, Delhi, MacMillan, 1978
- Schneider, Eugene Industrial Sociology, Mcgraw Hill- London, 1971.

<b>1. Name of the Department:</b> Department of Social Sciences						
<b>2. Course Name</b>	<b>Sociology of Health</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>3. Course Code</b>	<b>SS310</b>			5	1	0
<b>4. Type of Course (use tick mark)</b>	<b>Core ()</b>	<b>DSE (☐)</b>	<b>AEC ()</b>	<b>SEC ()</b>	<b>OE ()</b>	
<b>5. Pre-requisite (if any)</b>	<b>10+2</b>	<b>6. Frequency (use cv)</b>	Even ()	Odd (☐)	Either Sem ()	Every Sem ()
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 20</b>		<b>Tutorials = 4</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b>						
This paper is designed to bring awareness among the students about the social determinants of health and how the health of a community can be changed by bringing a change in the perception, attitude and practices of the people.						
<b>9. COURSE OUTCOMES (CO):</b>						
<i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	Define Nature and scope of the sociology of Health					
<b>CO2</b>	Justify and explain Justify and explain health and sanitation in rural India					
<b>CO3</b>	Learn About common disease that is prevailing in society					
<b>CO4</b>	Enhance knowledge regarding health sector reforms of Government of India					
<b>CO5</b>	Explain emerging health issues briefly					
<b>10. Unit wise detailed content</b>						
<b>Unit-1</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: I Sociology of Health</b>				
The emerging nexus between human health and Sociology, The Scope of Health Sociology in India, Social determinants of Human Health and Health Care.						
<b>Unit-2</b>	<b>Number of lectures =08</b>	<b>Title of the unit: II Health and sanitation in Rural and Urban India</b>				
Common health problems: causes and consequences, Infant mortality and morbidity, maternal mortality, Dieses in Urban						
<b>Unit-3</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: III Common Diseases</b>				
Occupational diseases among workers and their prevention, diseases among women, Old age diseases, Means to reduce them: Education, Habit formation, Regular checkups, Avoiding obsolete habits, Changing people's perception and increasing participation in health programmes.						
<b>Unit-4</b>	<b>Number of lectures = 08</b>	<b>Title of the unit: IV Health Sector Reforms of the Government of India</b>				

Protective, Promotive, Reproductive, Curative efforts, Health Policies of The Government, Role of ICDS in ensuring health to women and children.

**Unit-5**      **Number of lectures =**      **Title of the unit: V Emerging health issues**

HIV AIDS, Debates about sex education, Gerontology

**11. CO-PO mapping**

<b>Cos</b>	<b>Attributes</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>CO1</b>	Define Nature and scope of the sociology of Health	3	1	3	1	2	2	3	1
<b>CO2</b>	Justify and explain Justify and explain health and sanitation in rural India	3	1	3	2	2	3	3	-
<b>CO3</b>	Learn About common disease that is prevailing in society	2	2	2	3	3	3	3	1
<b>CO4</b>	Enhance knowledge regarding health sector reforms of Government of India	1	3	2	1	2	1	1	2
<b>CO5</b>	Explain emerging health issues briefly	3	1	2	2	1	2	2	2

3 Strong contribution, 2 Average contribution , 1 Low contribution

**12. Brief description of self learning / E-learning component**

**13. Books recommended:**

- Cockerham, William C.1978Medical sociology Englewood,Cliffs,Prentice Hall.
- Dak, T.M.1991 Sociology of Health in India,Kaveri Printers, New Delhi.
- Graham, Scombler, 1987 Sociological Theory and Medical Sociology,Tavistock Publications,London.

1. Name of the Department: Department of Social Sciences						
2. Course Name	Reading Ethnography			L	T	P
3. Course Code	SS311			5	1	0
4. Type of Course (use tick mark)	Core ()	DSE ( <input type="checkbox"/> )	AEC ()	SEC ()	OE ()	
5. Pre-requisite (if any)	10+2	6. Frequency (use	Even ()	Odd ( <input type="checkbox"/> )	Either Sem ()	Every Sem ()
7. Total Number of Lectures, Tutorials, Practicals						
Lectures = 20		Tutorials = 4		Practical = Nil		
8. COURSE OBJECTIVES: This course encourages the student to read ethnographic texts in their entirety. Any one set of texts from the four pairs are to be chosen. Readers are relatively free to interpret the texts within the parameters mentioned below. Suggested readings can be utilized to frame specific questions while reading the ethnographic texts and writing about them. The examination, however, will be patterned on the parameters mentioned in the outline.(The committee of courses at the Department of Sociology may prescribe these or any other pairs of texts for any given academic year.)						
9. COURSE OUTCOMES (CO):						
<i>After the successful course completion, learners will develop following attributes:</i>						
COURSE OUTCOME (CO)	ATTRIBUTES					
CO1	At the end of the course students should be able to identify the expanse of social scientific knowledge and be proficient with the technique and have the patience to read, understand and critically analyze full-length texts that are often about another, unfamiliar culture.					
CO2	The course aims to encourage interdisciplinary thinking between sociology, anthropology directly but also with philosophy and literature, through reading of ethnographies. It also seeks to bring the student to a global standard of familiarity with different types of classics within the combined disciplines of sociology, anthropology and ethnology					
CO3	The Course will enable students to not only come to terms with the making of human knowledge but also identifying limits of enquiry by learning and engaging in critical thinking about the research presented in the ethnographies. They are also expected to be able to work with ethnographic description as a unit of knowledge at par with numbers in quantitative studies.					
10. Unit wise detailed content						
Unit-1	Number of lectures = 08	Title of the unit: I Ethnographic Mode of Enquiry				
Unit-2	Number of lectures =08	Title of the unit: II Constructing the Ethnographic Object				

Unit-3	Number of lectures = 08	Title of the unit: III Ethnographic Practices and Styles							
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### 11. CO-PO mapping

Cos	Attributes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	At the end of the course students should be able to identify the expanse of social scientific knowledge and be proficient with the technique and have the patience to read, understand and critically analyze full-length texts that are often about another, unfamiliar culture.	3	1	3	1	3	2	3	3
CO2	The course aims to encourage interdisciplinary thinking between sociology, anthropology directly but also with philosophy and literature, through reading of ethnographies. It also seeks to bring the student to a global standard of familiarity with different types of classics within the combined disciplines of sociology, anthropology and ethnology	3	1	3	2	3	3	2	2
CO3	The Course will enable students to not only come to terms with the making of human knowledge but also identifying limits of enquiry by learning and engaging in critical thinking about the research presented in the ethnographies. They are also expected to be able to work with ethnographic description as a unit of knowledge at par with numbers in quantitative studies.	3	1	1	2	3	3	1	3

3 Strong contribution, 2 Average contribution , 1 Low contribution

### 12. Brief description of self learning / E-learning component

#### 13. Books recommended:

Rosaldo, Renato. 1989. *Culture and Truth: The Remaking of Social Analyses*. Boston: Beacon Press.

1.2. Srinivas, M. N. 1976. *The Remembered Village*. Delhi: OUP.

2.2. Taussig, Michael. 2010 (1980). *The Devil and Commodity Fetishism in South America*. Chapel Hill: University of Carolina Press.

3.1. Lewis, Oscar. 1961. *The Children of Sánchez: Autobiography of a Mexican family*. New York: Random House.

3.2. Cohen, Lawrence 1998. *No Aging in India: Alzheimer's, The Bad Family, and Other Modern Things*. London: University of California Press.

<b>1. Name of the Department:</b> Department of Social Sciences						
<b>2. Course Name</b>	<b>Sociology of Marginalized Community</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>3. Course Code</b>	<b>SS312</b>			<b>5</b>	<b>1</b>	<b>0</b>
<b>4. Type of Course (use tick mark)</b>	<b>Core ()</b>	<b>DSE (☐)</b>	<b>AEC ()</b>	<b>SEC ()</b>	<b>OE ()</b>	
<b>5. Pre-requisite (if any)</b>	<b>10+2</b>	<b>6. Frequency (use</b>	<b>Even ()</b>	<b>Odd (☐)</b>	<b>Either Sem ()</b>	<b>Every Sem ()</b>
<b>7. Total Number of Lectures, Tutorials, Practicals</b>						
<b>Lectures = 30</b>		<b>Tutorials = 4</b>		<b>Practical = Nil</b>		
<b>8. COURSE OBJECTIVES:</b> This course aims at sensitizing the students to the significance of the sociological study of marginalized communities. The focus would be on communities/groups suffering poverty, Deprivation and discrimination.						
<b>9. COURSE OUTCOMES (CO):</b>						
<i>After the successful course completion, learners will develop following attributes:</i>						
<b>COURSE OUTCOME</b>	<b>ATTRIBUTES</b>					
<b>CO1</b>	Define Nature and scope of the sociology of marginalization					
<b>CO2</b>	Justify marginalized communities and groups in INDIA briefly					
<b>CO3</b>	Learn About constitutional rights for marginalized group					
<b>Unit-1</b>						
	<b>Number of lectures = 08</b>	<b>Title of the unit: I BASIC CONCEPTS</b>				
Marginalization: Concept and Definitions, Types of Marginalization, Reasons of Marginalization, Social Exclusion						
<b>Unit-2</b>						
	<b>Number of lectures =08</b>	<b>Title of the unit: II MARGINALISED COMMUNITIES/ GROUPS IN INDIA</b>				
Scheduled Castes as a Weaker Section of Society, Problems of Scheduled Tribes: Need for Assimilation and Integration Status of Women Socio-Economic Indicators of Marginalized Communities						
<b>Unit-3</b>						
	<b>Number of lectures = 08</b>	<b>Title of the unit: III CONSTITUTIONAL RIGHTS FOR</b>				
Constitutional Rights for SCs & STs Constitutional Rights for Minorities Constitutional Rights for Women Constitutional Provisions and its Impact on Marginalized Communities						

**11. CO-PO mapping**

Cos	Attributes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Define Nature and scope of the sociology of marginalization	1	1	3	1	2	2	3	-
CO2	Justify marginalized communities and groups in INDIA briefly	2	1	2	3	2	1	3	-
CO3	Learn About constitutional rights for marginalized group	3	1	2	2	2	3	2	2

3 Strong contribution, 2 Average contribution , 1 Low contribution

**12. Brief description of self learning / E-learning component****13. Books recommended:**

- Ahuja, Ram. (1992). *Rights of Women: A Feminist Perspective*. New Delhi: Rawat Publications.
- Ahuja, Ram. (1993). *Indian Social System*. Jaipur: Rawat Publications.
- Austin, Granville. (1999). *The Indian Constitution: Cornerstone of a Nation*. New Delhi: Oxford University Press.
- Bajpai, R. (2000). Constituent Assembly Debates and Minority Rights. *Economic and Political Weekly*, XXXV (21- Pp. 1837-1845.
- Basu, Durga Das. (2003). *Shorter Constitution*. New Delhi: Prentice Hall of India (P) Ltd.
- Benerjee, S. (1990). *Shrinking Space: Minority Rights in South Asia*. New Delhi: Manohar Publication.
- Beteille, A. (1992). *The Backward Classes in Contemporary India*. Delhi: Oxford University Press.
- .Centre for Development and Human Rights. (2004). *The Right to Development A Primer*. New Delhi: Sage Publications.