



Program name: MA (Sociology)
Syllabus for Masters in Sociology
2 years post-graduate Program structure
(Under choice-based credit system)
Program Code: SOC4201

Offered by the Department of Sociology, School of Liberal Arts and Culture Studies
Duration: 2 Years

Academic Year: 2024-2025

VISION OF THE UNIVERSITY

To be an internationally recognized university through excellence in inter-disciplinary education, research and innovation, preparing socially responsible well-grounded individuals are contributing to nation-building.

MISSION STATEMENTS OF THE UNIVERSITY

M.S 01: Improve employability through a futuristic curriculum and progressive pedagogy with cutting-edge technology

M.S 02: Foster outcomes-based education system for continuous improvement in education, research and all allied activities

M.S 03: Instill the notion of lifelong learning through a culture of research and innovation

M.S 04: Collaborate with industries, research centres and professional bodies to stay relevant and up-to-date

CHANCELLOR / VICE CHANCELLOR

**SCHOOL OF LIBERAL ARTS AND CULTURE STUDIES
DEPARTMENT OF SOCIOLOGY**

VISION OF THE SCHOOL

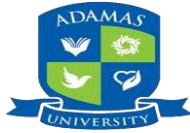
To foster inclusive excellence, shape the conversation about higher education, and develop effective leaders and resourceful problem solvers to create a culturally diverse, technologically advanced, and globally conscious community and to enact a new paradigm for liberal education that retains the proven values of a broad education while imparting career-oriented skills.

MISSION STATEMENTS OF THE SCHOOL

M.S 01: To promote inclusive excellence and academic innovation, offer professional and career development, provide resources and best practices, respond to current evolving issues, and advocate liberal learning and to engage and foster in creative activity and academic excellence of basic and applied research that advance disciplinary and interdisciplinary knowledge to a modern society and a global economy.

M.S 02: To ensure the acquisition of skills essential for professional careers and graduate study and prepare students to be knowledgeable, to question critically, think logically, communicate clearly, act creatively, live ethically and create engaged citizens who respond.

DEAN / SOLACS



VISION OF THE DEPARTMENT

To prepare socially responsible students with theoretical and substantive knowledge to contribute as skilled professionals within the institutions and organizations that shapes our future.

MISSION STATEMENT OF THE DEPARTMENT

M.S 01: Deliver high quality education with research-orientation.

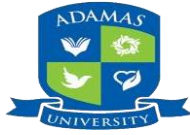
M.S 02: Impart lifelong learning for contributing local, national and international quality of life and sustainable development

M.S 03: Produce skilled professionals with theoretical and practical knowledge

M.S 04: Indoctrinate team work, professional integrity and social responsibility

HOD

DEAN/SOLACS



PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

PEO 01: Graduate will compete in national and international spheres to pursue their professional career in government jobs, NGO, public policy, social sectors, management, development, media and academia

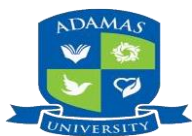
PEO 02: Graduates will apply sociological perspectives to understand and solve social problems and pursue higher education and research with continuous upgradation of their professional skills

PEO 03: Graduate will value interpersonal professional relationships in team work and will inculcate sustainable development and quality of life in society

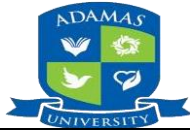
PEO 04: Graduates will become socially responsible, self-fulfilling human being

HOD

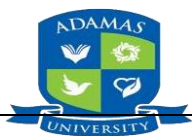
DEAN/SOLACS



Type	Track	Course Name	Page
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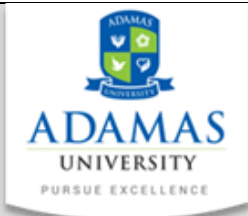
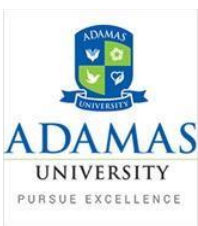
		DISCIPLINE SPECIFIC ELECTIVES	101
		DISSERTATION	



PO1	Sociological Understanding:	<i>Sociological studies range from the analysis of conversations and behaviours to the development of theories in order to understand how society works.</i>
PO2	Problem analysis and critical understanding:	Sociological insight into various social problems like poverty, illiteracy, violence against men and women and third gender helps to understand the social problems critically through a sociological lens.
PO3	Construction of social problem-solving Strategies:	Any social problem can be solved by using sociological perspective along with certain measures or steps to curtail the problems in order to create an egalitarian society irrespective of caste, class, gender, creed.
PO4	Research formulation for social issues:	Research is the foundation of any social issue or social problem which helps the researcher to develop an in-depth understanding about the social issue.
PO5	Usage of modern mechanism:	Technologically advanced learning is adopted using Modern tools like SPSS software where data collected are analyzed and interpreted through this software.
PO6	Creation of socially responsible human being:	Studying sociology helps the students to be aware about social issues and social problems happening in society and also to work in the field in order to bring about a transformation in social reality and be socially responsible as members of society.
PO7	Ecological and Sustainable Development-	Apply sociological understanding of change and development to inculcate ecological balance and sustainable development
PO8	Ethics and Values inculcation-:	Inculcate ethics, values and values to successfully implement professional ethics and responsibilities
PO9	Individual, group and society-	Understand indivial, group and society interconnectedness and implement diverse sociological investigation



PO10	Communication and social relationships-	Understand and value social relationships and communicate effectively with diverse societal organizations, being competent to comprehend and write effective reports and design documentation
PO11	Professional Skill Development-	Enhancement of critical and analytical skills along with communication and team work skills ensure the students towards successful career in sociology and other allied fields. Students would be able to get employment opportunities in the Teaching, NGOs, WBCS/UPSC, Social welfare sectors and Private sectors
PO12	Life-Long	Recognize the need for, and have the preparation and aptitude to involve in independent and life-long learning in the wide-ranging context of society.



SCHOOL OF SOCIAL SCIENCES

POST GRADUATE PROGRAMME STRUCTURE

(UNDER CHOICE BASED CREDIT SYSTEM)

M.A in SOCIOLOGY

SEMESTER 1

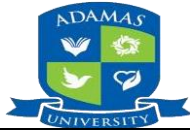
SL. NO	TYPE OF COURSE	COURSE CODE	TITLE OF THE COURSE	Contact Hours per Week				REMARKS
				L	T	P	C	
01	CC	SOC21042	CLASSICAL SOCIOLOGICAL THEORY	3	1	0	4	REQUIRED
02	CC	SOC21043	THEMES IN INDIAN SOCIETY	3	1	0	4	REQUIRED
03	CC	SOC21044	SOCIOLOGY OF CHANGE AND DEVELOPMENT	3	1	0	4	REQUIRED
04	CC	SOC21045	HISTORY OF SOCIAL MOVEMENTS	3	1	0	4	REQUIRED
05	SEC	ENG2111 1	SOFT SKILLS	1	3	0	4	REQUIRED
SUB TOTAL							20	

SEMESTER 2

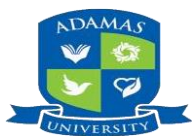
06	CC	SOC21046	MODERN SOCIOLOGICAL THEORY-I	3	1	0	4	REQUIRED
07	CC	SOC21047	GLOBALISATION AND SOCIETY	3	1	0	4	REQUIRED
08	CC	SOC21048	SCIENCE TECHNOLOGY AND SOCIETY	3	1	0	4	REQUIRED
09	CC	SOC21049	RESEARCH METHODOLOGY AND COMPUTER APPLICATIONS IN SOCIOLOGY	3	1	0	4	REQUIRED
10	MDS	SOC25050	DISSERTATION	0	4	0	4	REQUIRED
11	INT	SOC24051	INTERNSHIP	One Month			Audit , 6	OPTIONAL
SUB TOTAL							20	

SEMESTER 3

12	CC	SOC21052	INDIAN SOCIOLOGICAL THEORY	3	1	0	4	REQUIRED
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13	CC	SOC21053	URBAN SOCIOLOGY	3	1	0	4	REQUIRED
14	DSE		DISCIPLINE SPECIFIC ELECTIVES	3	1	0	4	REQUIRED
15	DSE		DISCIPLINE SPECIFIC ELECTIVES	3	1	0	4	REQUIRED
16	MDS	SOC25059	DISSERTATION	0	4	0	4	REQUIRED
SUB TOTAL							20	
SEMESTER 4								
17	CC	SOC21060	SOCIOLOGY OF FAMILY, MARRIAGE AND KINSHIP	3	1	0	4	REQUIRED
18	CC	SOC21061	MODERN SOCIOLOGICAL THEORY II	3	1	0	4	REQUIRED
19	DSE		DISCIPLINE SPECIFIC ELECTIVES	3	1	0	4	REQUIRED
20	DSE		DISCIPLINE SPECIFIC ELECTIVES	3	1	0	4	REQUIRED
21	DSE		DISCIPLINE SPECIFIC ELECTIVES	3	1	0	4	REQUIRED
22	MDS	SOC25067	DISSERTATION	0	4	0	4	REQUIRED
SUB TOTAL							24	
TOTAL REQUIRED CREDIT							84	



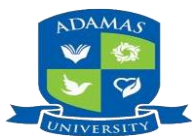
Discipline Specific Electives (DSC):

Discipline Specific Electives are offered in Semester III and Semester IV. Students are required to opt for two Discipline Specific Electives courses during each semester i.e. Semester III and Semester IV. The lists of Discipline Specific Electives are mentioned below.

List of Discipline Specific Electives (DSE)

SEMESTER III

Sl. No.	PAPER NAME	PAPER CODE	SL.NO	PAPER NAME	PAPER CODE	SL.NO	PAPER NAME	PAPER CODE
1	SOCIOLOGY OF HEALTH AND AGING	SOC21054	3	SOCIOLOGY OF EDUCATION	SOC21056	5	RURAL SOCIOLOGY	SOC21058
2	SOCIOLOGY OF KNOWLEDGE	SOC21055	4	SOCIOLOGY OF POPULATION STUDIES	SOC21057			
SEMESTER IV								
1	CULTURE PERSONALITY AND SOCIETY	SOC21062	3	SOCIOLOGY OF ENVIRONMENT	SOC21064	5	SOCIOLOGY OF SOCIAL EXCLUSION	SOC21066



2	SOCIOLOGY OF INDUSTRIAL RELATIONS	SOC21063	4	SOCIOLOGY OF RELIGION	SOC21065			
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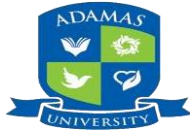
ABBREVIATIONS

CC	: Core Course
DSE	: Discipline Specific Elective Course
SEC	: Skill Enhancement Course
INT	: Internship
MDS	: Masters Dissertation

SOC21042	CLASSICAL SOCIOLOGICAL THEORY	L	T	P	C
Version 1.0	Contact Hours - 60	3	1	0	4
Pre-requisites/Exposure	understand what accounts for the emergence of the academic discipline of sociology.				
Co-requisites	--				

Course Objectives:

1. To understand what accounts for the emergence of the academic discipline of sociology.
2. To understand the role of theory in the social sciences.
3. To understand how the major classical theorists developed the academic discipline of sociology.
4. To understand the relevance of classical sociological theories in the contemporary world.
5. To engage in active learning and critical thinking.



Course Outcomes

On completion of this course, the students will be able to

CO1. **Identify** the philosophical, economic and political developments that led to the development of classic sociological theory.

CO2. **Explain** the function of theory in the social sciences.

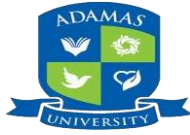
CO3. **Develop** understanding of Marx, Weber, Durkheim and Simmel's contribution for discipline of sociology.

CO4. **Recognize** sociological perspectives for analyzing social events.

CO5. **Apply** theoretical concepts to develop an analysis of contemporary society.

CO6. **Evaluate** the role of theory in the social sciences.

Catalog Description: This course aims to help students get acquainted with some of the most fundamental theoretical approaches to understanding society that emerged during the 19th century—and that continue to shape scholarship and debates in sociology. This will involve systematic, and critical examination of major theorists like Marx, Weber, and Durkheim and



Pareto. This course also aims to explore theoretical explanations of critical social issues of the society and helps to develop a critical bent of mind in the students.

Course Content:

Unit-1 **10 Lecture Hours**

Emergence of Sociology

Enlightenment, French Revolution and Industrial Revolution

Unit-2

August Comte- Positivism, Hierarchy of sciences, Law of Three Stages and its critics.

Unit-3

Karl Marx

Dialectical Materialism; Surplus Value; Alienation of labour; and Class Conflict

Unit-4 **10 Lecture Hours**

Emile Durkheim

The Division of Labour; Rules of Sociological Method; Religion and Society; Study of Suicide

Unit-5 **10 Lecture Hours**

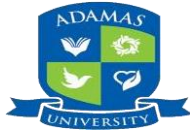
Max Weber

Verstehen; Bureaucracy, World Religions and Western Capitalism

Unit-6 **07 Lecture Hours**

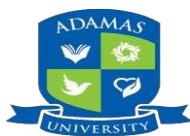
Comparing Marx, Weber and Durkheim

Methodology: Marx, Weber and Durkheim; Religion: Durkheim and Weber; Capitalism: Marx and Weber



Reference Books

1. Ritzer, George. 2010. Classical Sociological Theory, 6 editions, McGraw-Hill Education.
2. Coser, Lewis. 1977. Masters of Sociological Thought, New York: HBJ.
3. Aron, Raymond 1965. Main Currents in Sociological Thought. Vol. 1 & 2, Middlesex: Penguin Books.
4. Durkheim, Emile. 1958. The Rules of Sociological Method. New York: Free Press.
5. Durkheim, Emile. 1977. Division of Labour in Society. New York: Free Press.
6. Giddens, Anthony. 1994. Capitalism and Modern Social Theory. CUP: UK.
7. Hadden, Richard W. 1997. Sociological Theory: An Introduction to Classical Tradition, Canada: Broadview Press
8. Marx, Karl. 1970 Contribution to the Critique of Political economy. Progress Publications.
9. Marx, Karl. 1977. Economic and Philosophical Manuscripts of 1844. Progress Publications.
10. Morrison, Ken. 1995. Marx, Weber and Durkheim, London : Sage Publications
11. Nisbet, Robert A. 1979. The Sociological Tradition, London: Heinemann
12. Simmel, George. 1978. The Philosophy of Money, Boston: Routledge.
13. Smelser, N and R. S. Warner. 1976. Sociological Theory: Historical and Formal, Morristown: General Learning Press
14. Timasheff, Nicholas S. 1967. Sociological Theory -Its Nature & Growth, New York: Random House.
15. Weber, Max. 1958. Essays in Sociology. UK: OUP.
16. Zetlin, Irving M. 1990. Ideology and the Development of Social Theory. Englewood Cliffs, N J.: Prentice-Hall.



Modes of Examination:

Assignment/Quiz/Project/Presentation/Extempore/Written Exam

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	30	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Identify the philosophical, economic and political developments that lead to the development of classic sociological theory.	PO1, PO2, PO3, PO4,
CO2	Identify the function of theory in the social sciences.	PO2,PO3, PO4, PO12
CO3	Understand how Marx, Weber, Durkheim and Simmel conceived the discipline of sociology.	PO1, PO4, PO6, PO10,PO12
CO4	Recognize sociological perspectives for analyzing social events.	PO2, PO3, PO4, PO10, PO11, PO12
CO5	Apply theoretical concepts to develop an analysis of contemporary society.	PO4, PO5, PO6, PO10, PO11, PO12
CO6	Evaluate the role of theory in the social sciences.	

\	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	0	0	2	2	1	0	0	1	1
CO2	1	3	1	0	2	1	2	1	0	0	1	1
CO3	2	1	1	0	2	1	1	1	0	0	1	1



CO4	1	0	0	2	2	2	2	2	0	0	1	0
CO5	1	2	1	0	1	0	0	2	1	0	1	1
CO6	2	1	0	2	2	0	1	1	0	0	2	1

1=weakly mapped

2= moderately mapped 3=strongly mapped

SOC21043	THEMES IN INDIAN SOCIETY	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure	understand the formation of the discipline in India and the challenges that it has faced.				
Co-requisites	--				

Course Objectives:

1. To understand the formation of the discipline in India and the challenges that it has faced.
2. To develop conceptual clarity and articulate the main debates and arguments with regard to sociology in India.
3. To improve sociological understanding of Indian society.
4. To identify the consensus and contradictions of Indian society with regard to its economic, social and political institutions.
5. To analyse the role of various social forces that have given shape to the contemporary Indian society.

Course Outcomes

On completion of this course, the students will be able to--

CO1. **Understand** the formation of the discipline in India and the challenges that it has faced.

CO2. **Construct** conceptual clarity and can articulate the main debates and arguments with regard to sociology in India.

CO3. **Develop** sociological understanding of Indian society.

CO4. **Identify** the consensus and contradictions of Indian society with regard to its economic, social and political institutions.

CO5. **Analyze** the role of various social forces that have given shape to the contemporary Indian society.

CO6. Evaluate the societal factors that led to formation of Sociology in India.



Catalog Description: This course introduces the students with the critical understanding about various aspects of Indian society followed by a detailed description of the major components of the society in India, its population characteristics, and its social, political and economic institutions. The course will enable the students to have an in-depth sociological understanding of the social issues specific to India. Students will be able to learn about castes, tribes, kinship and family followed by cultural and regional diversity, the specific nature of Indian democracy, and local self-governance.

Course Content:

Unit I 08 lecture hours INTRODUCTION TO INDIAN SOCIETY

The key components that define India Society, Characteristics and Unique features of Indian Society

Unit II 12 lecture hours

THE DEMOGRAPHIC STRUCTURE OF INDIAN SOCIETY

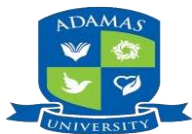
Theories & concepts in Demography: Malthusian theory, theory of demographic transition, birth rate, death rate, total fertility rate, fertility rate, sex-ratio, life expectancy and age structure, size and growth of India's population, age structure of the Indian population, Sex-ratio, Regional and rural-urban trends in population.

Unit III 10 lecture hours MARKET AND SOCIAL INSTITUTIONS

Sociological Perspectives on Market and Society, Social Organisation of Markets traditional Business Communities, Globalization- Interlinking of local, regional and international markets in India, State and Market: Welfarism and Neo-liberalism, Moral Economy

Unit IV 12 lecture hours

SOCIAL INSTITUTIONS: CONTINUITY & CHANGE



Caste- understanding caste in India, varna and jati , caste in present times, caste reservations.
Tribes: understanding the concept of tribes in India, perspectives on relationship between tribes and the wider society, tribal identity in India today, policies and mainstream attitudes towards tribal development.

Unit V 08 lecture hours

POLITICAL INSTITUTIONS AND STRUCTURES

Indian Nation – State, Introduction to Indian Democracy and it’s features, Local and Self Governance in India

Unit VI 10 lecture hours

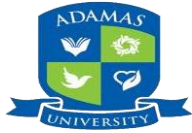
CULTURAL DIVERSITY IN INDIA:

National unity and cultural diversity: Issues and challenges of religious diversity in India, Issues and challenges of regional diversity in India , Issues and challenges of linguistic diversity in India, Regionalism, Secularism

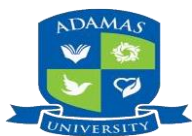
Text Books

Kirk, Dudley. 1968. ‘The Field of Demography’ in Sills, David. ed. *International Encyclopedia of the Social Sciences*. The Free Press and Macmillan. New York.

1. Visaria, Pravin and Leela Visaria. 2003. ‘India’s Population: Its Growth and Key Characteristics’, in Das, V. ed. *The Oxford India Companion to Sociology and Social Anthropology*. Oxford University Press. Delhi
2. Gupta, Dipankar. 2000. *Interrogating Caste*. Penguin Books. New Delhi.
3. Sharma, K.L. ed. 1999. *Social Inequality in India: Profiles of Caste, Class and Social Mobility*. (2nd edition), Rawat Publications. Jaipur.
4. Sharma, Ursula. 1999. *Caste*. Open University Press. Buckingham & Philadelphia.
5. Deshpande, Satish. 2003. *Contemporary India: A Sociological View*. Penguin Books. New Delhi.
6. Xaxa, Virginius. 2003. ‘Tribes in India’ in Das, Veena. ed. *The Oxford India Companion to Sociology and Social Anthropology*. Oxford University Press. Delhi.
7. Virginius Xaxa, ‘Culture, Politics and Identity: The Case of the Tribes in India’, in John et al 2006)
8. Uberoi, Patricia. ed. 1994. *Family, Kinship and Marriage in India*. Oxford University Press. Delhi.
9. Bhargava, Rajeev. 1998. ‘What is Secularism for?’, in Bhargava, Rajeev. ed. *Secularism and its Critic*. Oxford University Press. New Delhi.
10. Bhargava, Rajeev. 2005. *Civil Society, Public Sphere and Citizenship*. Sage Publications. New Delhi.



11. Miller, David. 1995. *On Nationality*. Clarendon Press, Oxford.
12. Sheth, D.L. 1999. 'The Nations-State and Minority Rights', in Sheth, D.L. and Mahajan, Gurpreet. ed. *Minority Identities and the Nation-State*. Oxford University Press. New Delhi.
13. Chandra, Bipan. 1987. *Communalism in Modern India*. Vikas Publishing House. New Delhi.



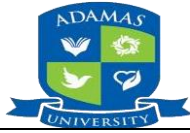
14. Bose, Ashish. 2001. *Population of India, 2001 Census Results and Methodology*. B.R.Publishing Corporation. Delhi.
 15. India, 2006. *A Reference Annual*. Publications Division, Government of India. NewDelhi.
 16. Beteille, Andre. 1991. 'The reproduction of inequality: Occupation, caste and family', in *Contributions to Indian Sociology*. N.S., Vol. 25, No.1, pp3-28.
 17. Srinivas, M.N. 1994. *The Dominant Caste and Other Essays*. Oxford University Press. New Delhi.
 18. Dumont, Louis. 1981. *Homo Hierarchicus: The Caste System and its Implications*. Second edition, University of Chicago Press. Chicago.
 19. Ghurye, G.S. 1969. *Caste and Race in India*. 5th edition, Popular Prakashan. Mumbai.
 20. John, Mary E., Pravin Kumar Jha and Surinder S. Jodhka. eds. 2006. *Contested Transformations: Changing Economies and Identities in Contemporary India*. Tulika. New Delhi.
 21. Dirks, Nicholas. 2001. *Castes of Mind: Colonialism and the Making of Modern India*. Princeton University Press. Princeton.
 22. Bhattacharyya, Harihar. 2005. *Federalism and Regionalism in India: Institutional Strategies and Political Accommodation of Identities*. working paper No. 27, South Asia Institute, Dept of Political Science. University of Heidelberg.
 23. Brass, Paul. 1974. *Language, Religion and Politics in North India*. Vikas Publishing House. Delhi.
6. Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempore/Written Exam

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand the formation of the discipline in India and the challenges that it has faced.	PO1, PO3, PO12
CO2	Construct conceptual clarity and can articulate the main debates and arguments with regard to sociology in India.	PO1, PO2, PO3, PO4
CO3	Develop sociological understanding of Indian society.	PO1, PO6, PO9, PO10, PO12

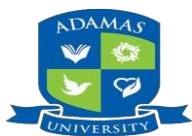


CO4	Identify the consensus and contradictions of Indian society with regard to its economic, social and political institutions.	PO1, PO2, PO6, PO9, PO11, PO12
CO5	Analyze the role of various social forces that have given shape to the contemporary Indian society.	PO1, PO2, PO6, PO9, PO11, PO12
CO6	Evaluate the societal factors that led to formation of Sociology in India	PO6, PO9, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	1	1	1	2	2	2	1	0	0	1	1
CO2	2	1	1	1	1	3	2	1	0	0	0	1
CO3	1	1	0	2	2	1	1	1	0	0	0	1
CO4	0	0	0	0	0	2	2	2	0	0	0	0
CO5	0	2	0	1	0	1	0	2	2	1	2	1
CO6	1	1	1	0	2	1	2	1	0	0	1	1

1=weakly mapped

2= moderately mapped 3=strongly mapped



SOC21044	SOCIOLOGY OF CHANGE AND DEVELOPMENT	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure	Understanding the concept of development and change from various sociological perspectives with global, comparative, and historical dimensions				
Co-requisites					

Course Objectives:

1. To introduce the students to the concept of development and change from various sociological perspectives with global, comparative, and historical dimensions
2. To explain the causes and consequences of inequalities among countries through the major theories and critiques of development and underdevelopment
3. To expose the students to the contemporary issues
4. To make students understand about various challenges cantered on the ideas and practices of development

Course outcome:

On completion of this course, the students will be able to

CO-1 **Understand** sociological understanding of change and developmental issues

CO-2 **Develop** idea about paths and agencies of Development

CO3- **Construct** knowledge about theories of change, development and Globalization

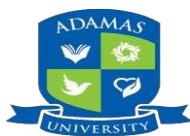
CO-4 **Develop** a critical understanding regarding Development Programmes in India

CO-5 Evaluate the effectiveness of development programmes in contemporary India.

CO-6 Apply the concept of development and change from various sociological perspectives

Catalog Description:

Society always changing. Change and development are integral part of society. This paper will provide the concept, components and directions of change and developments. The students will get detailed understanding of change and development on the basic of various sociological perspectives. The causes and consequences of inequalities among countries through the major theories and critiques of development and underdevelopment will be understood by the students. Various developmental programme and schemes of India will also be discussed to give better understanding of India.



Course Content:

Unit I **10 Lecture Hours**

Ideas of Development and Change; Sociology of Development; Meaning, significance, historical location of the idea of development, Perspectives on development; indicators of Social Development

Unit II **10 Lecture Hours**

Development: Concepts and Paradigm; Modernization and Development; Changing Paradigms of Development; Economic Growth perspective; Human Development perspective; Social Development Perspective; Sustainable Development Perspective

Unit III **12 Lecture Hours**

Theories of Development and Underdevelopment: Theory of Economic Growth; Theory of Positivist Development; Theory of Realistic Development; The World System Theory

Unit – IV **12 Lecture Hours**

Social Change: Concept, Forms and Factors. Theories of Social Change ; Social Change in Contemporary India: Trends and Processes of Change – Sanskritisation, Westernisation, Modernisation and Secularisation

Unit – V **8 Lecture Hours**

Paths and Agencies of Development; Capitalist; Socialist; Mixed; Gandhian

Unit – VI **8 Lecture Hours**

Development Programmes in India: The Five Year Plans, Idea of development planning and mixed economy, Community Development Programme, Panchayat Raj; Impact of new Panchayati Raj on Women Empowerment

Reference Books

1. Alavi, H. and T. Shanin. Introduction to the Sociology of Developing Societies. London: Macmillan, 1982
2. Desai, A.R. (1985), India's Path of Development: A Marxist Approach. Bombay:



Popular.

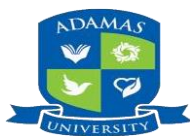
3. Dereze, Jean and Amartya Sen.(1996), India: Economic Development and Social Opportunity. New Delhi: OUP
4. Peet, R. Theories of Development. Jaipur: Rawat Publications, 2005. 2. Pietersen, J.N. Development Theory: Deconstructions/ Reconstructions. New Delhi: Vistaar Publications, 2011.

Modes of Examination: Assignment//Project/Presentation/Written Exam Examination Scheme:

Components	Internal	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand sociological understanding of change and developmental issues	PO1, PO6, PO7, PO9, PO11, PO12
CO2	Develop idea about paths and agencies of Development	PO1, PO9, PO11, PO12
CO3	Construct knowledge about theories of change, development and Globalization	PO1, PO9, PO11, PO12
CO4	Develop a critical understanding regarding Development Programmes in India	PO1, PO6, PO9, PO11, PO12
CO5	Evaluate the effectiveness of development programmes in contemporary India	PO9, PO11, PO12
CO6	Apply the concept of development and change from various sociological perspectives	PO6, PO7, PO9, PO11, PO12



	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	1	1	0	1	2	2	1	0	0	2	1
CO2	0	1	1	1	2	0	2	1	0	0	1	1
CO3	2	1	0	3	2	1	1	1	0	0	0	1
CO4	1	0	0	0	1	2	2	2	0	0	0	0
CO5	0	1	1	2	1	0	0	2	1	1	1	2
CO6	1	0	0	2	0	2	2	2	0	0	2	0

1=weakly mapped

2= moderately mapped 3=strongly mapped

SOC21045	HISTORY OF SOCIAL MOVEMENTS	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure	overview of conceptual and theoretical issues in the study of social movements.				
Co-requisites	--				

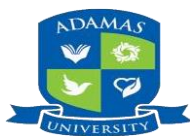
Course Objectives:

1. This course aims to inculcate students with sociological perspectives to study social movements.
2. It provides an overview of conceptual and theoretical issues in the study of social movements.
3. This course also illustrates certain significant social movements in India, stretching from pre-colonial to contemporary period.
4. This course also helps to understand the different types of old and new social movements.
5. It provides an in depth understanding about the significance of social movements in India.

Course Outcomes

On completion of this course, the students will be able to--

CO1. **Determine** the relation between social movements and social change from theoretical perspectives.



CO2. **Distinguish** between old and new social movements.

CO3. **Construct** an understanding of the nature and dynamics of social movements.

CO4. **Identify** the meaning of social movements in India.

CO5. **Illustrate** significant social movements in India, stretching from pre-colonial to contemporary period.

CO6. Evaluate the different types of old and new social movements in India.

Catalog Description: The course will emphasize the social change brought about by such movements in Indian context. This course aims to inculcate students with sociological perspectives to study social movements. It provides an overview of conceptual and theoretical issues in the study of social movements. This course also illustrates certain significant social movements in India, stretching from pre-colonial to contemporary period. Students will be able to understand the meaning and nature of social movements followed by different types of social movements in India Dalit, Peasant, working class, Women's movement and environmental movements in India.

Course Content:

Unit-1 **7 lecture hours**

Defining features and dynamics of social movements; types of social movements; social movements and Political Factions, Pressure Groups.

Unit-2 **9 lecture hours**

The social base: class, caste, ethnicity, gender; role and types of leadership; relationship between leaders and the masses; the bearing of political institutions and processes on social movements; role of media.

Unit-3

8 lecture hours

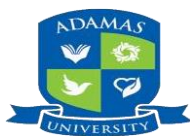
Traditional social movements: peasant movement; labour and trade union movement; tribal movement; nationalist movement.

Unit-4 **10 lecture hours**

New social movements: Dalit movement; Women's movement; Ecological and Environmental movement, Ethnic movements.

Unit-5 **15 lecture hours**

Social movements and social change: reform, revival, revolution; schisms, splits; counter movements; transformation and decline.



Unit-6

Civil Society and Citizenship; NGOs, Activism and Leadership; Reservations and Politics

Text Books

1. Banks, J.A. 1972 : The Sociology of Social Movements (London : Macmillan)
2. Desai, A.R. Ed. 1979 : Peasant Struggles in India (Bombay : Oxford University Press)
3. Dhanagare, D.N., 1983 : Peasant Movements in Indian 1920-1950 (Delhi : OxfordUniversity Press)
4. Gore, M.S., 1993 : The Social Context of an Ideology : Ambedkar's Political and Social Thoughts (New Delhi : Sage)
5. Oomen, T.K., 1990 : Protest and Change : Studies in Social Movements (Delhi ;Sage)
6. Rao, M.S.A., 1979 ; Social Movements in India (New Delhi : Manohar)
7. Rao, M.S.A., 1979 : Social Movements and Social Transformation (Delhi : Macmillan)
8. Singh, K.S., 1982 : Tribal Movements in India (New Delhi : Manohar)
9. Selliot, Eleanor, 1995 : From Untouchable to dalit : Essays on the Ambedkar Movement(New Delhi : Manohar)

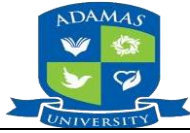
Modes of Examination: Assignment/Quiz/Film review (documentaries)/
Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

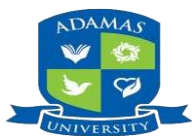
Components	Class Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Determine the relation between social movements and social change from theoretical perspectives.	PO1, PO9, PO11, PO12
CO2	Distinguish between old and new social movements.	PO1,PO4, PO6



CO3	Construct an understanding of the nature and dynamics of social movements.	PO1, PO6, PO9, PO10, PO12
CO4	Identify the meaning of social movements in India.	PO1, PO2, PO6, PO9, PO11, PO12
CO5	Illustrate significant social movements in India, stretching from pre-colonial to contemporary period.	PO1, PO2, PO6, PO9, PO11, PO12
CO6	Evaluate the different types of old and new social movements in India.	PO6, PO9, PO11, PO12



	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	1	1	2	0	2	2	1	0	0	0	1
CO2	0	1	1	1	2	0	2	1	0	0	1	1
CO3	0	1	0	2	2	1	1	1	0	0	1	1
CO4	1	0	0	0	1	2	2	2	0	0	2	0
CO5	1	1	1	2	1	0	0	2	1	1	1	2
CO6	0	1	1	0	1	1	2	1	0	0	2	1

1=weakly mapped

2= moderately mapped 3=strongly mapped

HEN51109	SOFT SKILLS	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure	Basic Knowledge in English Language and Literature				
Co-requisites	-				

Course Objectives

1. The course will help students to have a deeper understanding living and working in multicultural societies.
2. The students will better adapt themselves to the demands of twenty first century world
3. The students will learn how to share, collaborate and participate for /in the creation of a knowledge economy.

Course Outcomes

On completion of this course, the students will be able to

- CO1. Develop communication skills through verbal/ oral communication and improve the listening skills
- CO2. Understand group discussion / meetings / interviews and deliver Presentations
- CO3. Develop a personality through goal/target setting, self-motivation and practicing creative thinking.
- CO4. Evaluate effectively in multi-disciplinary and heterogeneous teams through the knowledge of team work, Inter-personal relationships, conflict management and leadership quality.
- CO5. Illustrate various skills like conflict resolution.
- CO6. Apply communication skills in real life situations



Catalog Description

One of the significant outcomes of Higher Education is to prepare an individual for entering the job/employment market. Besides knowledge and skills required for a particular job/occupation, Soft Skills are also required for an individual to be gainfully employed for a successful and satisfied life. Soft skills are part of life skills. An individual should be able to demonstrate soft skills involving the use of intuitive, logical and critical thinking, communication and interpersonal skills, not limited to cognitive/creative skills. These skills, behaviour and quality of output enhance employability. Classes will be interactive in nature and students will be encouraged to different activities which will help them to develop team building abilities. The classes may also use audio-visual aids to explain certain topics to students. Tutorials will be held to make students develop comprehending abilities and analytical skills.

Course Content

Unit 1 Effective Communication

Components of Effective Communication- Conviction, confidence & enthusiasm, Interactionist theories and models of communication, Active Listening, Barriers to Communication- Internal & External Barriers- Intrinsic Motivation, Perception, Language, Fear Power of speech etc. Non-Verbal Communication – its importance and Nuances- Facial Expression, Posture, Gesture, Eye contact, Appearance, Proxemics, Kinesics, Body language and Paralanguage **Unit 2 Personality Development and Emotional Competence**

The concept of personality - Dimensions of personality – Theories of Freud & Erickson- Significance of personality development. Attitude and motivation: Concept - Significance - Factors affecting attitudes - Positive attitude – Advantages –Negative attitude- Disadvantages - Ways to develop positive attitude - Differences between personalities having positive and negative attitude. Concept of motivation - Significance – Internal and external motives - Importance of self- motivation- Factors leading to de-motivation- SWOT analysis. Emotional Capital, Self-Esteem: Term, Symptoms - Advantages - Do's and Don'ts to develop positive self-esteem – Low self-esteem - Symptoms - Personality having low self-esteem - Positive and negative self-esteem, Interpersonal Relationships – Defining the difference between aggressive, submissive and assertive behaviors - Lateral thinking, Conflict and Stress management

Unit 3 Leadership and team building skills



Working in group- Decision making skills - Leadership and qualities of a successful leader – Character building -Team-work – Time management - Work ethics –Good manners and etiquette

Unit 4 Multicultural Competence

Understanding the Other, Respecting the Other, Avoiding Parochial Expressions, Accepting Other Worldviews, Appreciating Diversity, Non-discriminatory Communication, Interaction and Sensibility.

Text and Reference Books:

1. Adair, John. Effective Communication. London: Pan Macmillan Ltd., 2003.
2. Bonet, Diana. The Business of Listening: Third Edition. New Delhi: Viva Books, 2004.
3. Neuliep, James W. Intercultural Communication: A Contextual Approach. Boston: Houghton Mifflin Co., 2003.
4. Pease, Allan. Body Language. Delhi: Sudha Publications, 1998.
5. Turton, N. D. & J. B. Heaton. Longman Dictionary of Common Errors. Essex: Longman, 1987. First Indian Edn. 1998.
6. Seely, John. Writing Reports. New York: Oxford University Press, 2002.
7. Rogers, Natalie. How to Speak Without Fear. London: Ward Lock, 1982.
8. Collins, Patrick. Speak with Power and Confidence. New York: Sterling, 2009.
9. Anju, A. (2009), A Holistic Approach to Soft Skills Training, IUP Journal of Soft Skills
10. Dennis Nickson, Chris Warhurst, Eli Dutton, (2005) The importance of attitude and appearance in the service encounter in retail and hospitality
11. Christine Lundberg, Lena Mossberg (2008), Learning by sharing: waiters' and bartenders' experiences of service encounters

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/
Written Examination Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Effectively develop communication skills through verbal/ oral communication and improve the listening skills	PO5, PO6, PO11, PO12
CO2	Prepare themselves for group discussion / meetings / interviews and deliver Presentations	PO5, PO6, PO11, PO12
CO3	Develop a personality through goal/target setting, self-motivation and practicing creative thinking.	PO5, PO6, PO8, PO11, PO12



CO4	Function effectively in multi-disciplinary and heterogeneous teams through the knowledge of team work, Inter-personal relationships, conflict management and leadership quality.	PO5, PO6, PO8, PO9, PO11, PO12
CO5	Illustrate various skills like conflict resolution.	PO1, PO2, PO4, PO4, PO11, PO12
CO6	Apply communication skills in real life situations	PO6, PO8, PO9, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	1	1	2	1	2	2	1	0	0	1	1
CO2	2	1	1	0	0	3	2	1	0	0	0	1
CO3	1	1	0	2	2	1	1	1	0	0	1	1
CO4	0	0	0	1	0	2	2	2	0	0	1	0
CO5	1	2	1	2	1	0	0	2	1	2	1	2
CO6	0	1	0	2	2	1	1	1	0	0	1	1

1=weakly mapped

2= moderately mapped 3=strongly mapped

SOC21046	MODERN SOCIOLOGICAL THEORY	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure	understanding of the emergence of sociological theorizing				
Co-requisites	--				

Course Objectives:

- 1.To achieve an in-depth understanding of the emergence of sociological theorizing.
- 2.To learn to critically look at the sociological theories.
3. To make a detailed understanding of the theories and their relevance in the contemporary world.
- 3.To introduce students to the major criticisms against the sociological theories.
4. To enable them to distinguish between major schools of sociological theorizing.

Course Outcomes

On completion of this course, the students will be able to--



CO1. **Identify** the philosophical, economic and political developments that lead to the development of modern sociological theory.

CO2. **Demonstrate** an understanding of the major concepts used by the various schools such as structural functionalism, conflict theory, symbolic Interactionism, Neo- Marxism.

CO3. **Develop** a critical understanding of the major criticisms of the different schools of sociological theory.

CO4. **Apply** the understanding of sociological theories in concrete social situations.

CO5. **Evaluate** the relevance of the different sociological theories in understanding contemporary society.

CO6. **Understand** and distinguish between major schools of sociological theorizing.

Catalog Description: This course is intended to introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking in the latter half of the 20th century, and which continue to concern the practitioners of sociology today. The main focus of this course will be on structural, functional, and conflict theories, and symbolic interactionism, phenomenology, ethnomethodology and neo-Marxism. The course will also examine the theoretical relevance and analytical utility of the premises, methodology and conclusions of these diverse theoretical perspectives in understanding social structure and change.

Course Content:

Unit-1 **08 Lecture Hours**

Introduction

Nature of sociological theory — Relationship between theory and research

Unit-2 **12 Lecture Hours**

Structural-functionalism

The idea of social structure: A.R.Radcliffe-Brown — The problems of role analysis: S.F.Nadel — Functional dimensions of social system: T.Parsons — Codification, critique and reformulation of functional analysis: R.K.Merton —

Unit-3 **10 Lecture Hours**

Structuralism and post-structuralism



Human nature and cultural diversity: C.Levi-Strauss — Structuralism and post structuralism:
M.Foucault

Unit-4

10 Lecture Hours

Conflict theory

Marx critique and dialectics of conflict: R.Dahrendorf — Functional analysis of conflict:
L.Coser — Conflict and social change: R.Collins

Unit-5

9 Lecture Hours

The critical theory and neo Marxism

The Frankfurt school — Life world and system: J.Habermas — Structuralism Marxism:
L.Althusser

Unit-6

11 Lecture Hours

Hermeneutic and Interpretative Traditions ·

G.H. Mead · Karl Manheim · Alfred Schutz · Harold Garfinkel · Erving Goffman · Clifford
Geertz

Recent trends in sociological theorizing Structuration: Anthony Giddens — Habitus and
field: Bourdieu — Postmodernism — Semiotics — Convergence- · Manuel Castells

Text Books

1. Alexander, Jeffrey C. 1987. Twenty lectures: Sociological theory since world war II. New York: Columbia University Press.
2. Bottomore, Tom. 1984. The Frankfurt school. Chester, Sussex: Ellis Horwood and London: Tavistock Publications.
3. Craib, Ian. 1992. Modern social theory: From Parsons to Habermas (2nd edition). London: Harvester Press.
4. Collins, Randall. 1997 (Indian edition). Sociological theory. Jaipur and New Delhi: Rawat.
5. Giddens, Anthony. 1983. Central problems in social theory: Action, structure and contradiction in social analysis. London: Macmillan.
6. Kuper, Adam. 1975. Anthropologists and anthropology: The British school, 1922-72. Harmondsworth, Middlesex: Penguin Books.
7. Kuper, Adam and Jessica Kuper (eds.). 1996 (2nd edition). The social science encyclopaedia. London and New York: Routledge.
8. Ritzer, George. 1992 (3rd edition). Sociological theory. New York: McGraw-Hill.



9. Sturrock, John (ed.). 1979. Structuralism and since: From Levi Strauss to Derida. Oxford: Oxford University Press.
10. Turner, Jonathan H. 1995 (4th edition). The structure of sociological theory. Jaipur and New Delhi: Rawat.
11. Zeitlin, Irving M. 1998 (Indian edition). Rethinking sociology: A critique of contemporary theory. Jaipur and New Delhi: Rawat.

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

Components	Mid Term	Class Assessment	End Term
Weightage (%)	20	30	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mappe d Progra m Outco mes
C O1	Identify the philosophical, economic and political developments that lead to the development of modern sociological theory.	PO1, PO10, PO9, PO12
C O2	Demonstrate an understanding of the major concepts used by the various schools such as structural functionalism, conflict theory, symbolic Interactionism, Neo- Marxism.	PO1,P O4, PO10
C O3	Develop a critical understanding of the major criticisms of the different schools of sociological theory.	PO1, PO2, PO4, PO11,PO12
C O4	Apply the understanding of sociological theories in concrete social situations.	PO1, PO2, PO3, PO4, PO11, PO12



CO5	Evaluate the relevance of the different sociological theories in understanding contemporary society.	PO1, PO2, PO4, PO4, PO11, PO12
CO6	Understand and distinguish between major schools of sociological theorizing.	PO1, PO2, PO3, PO4, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010	PO1 1	PO12
CO1	1	1	1	2	1	2	2	1	0	0	1	1
CO2	0	1	1	1	1	2	2	1	0	0	0	1
CO3	1	1	0	2	2	1	1	1	0	0	1	1
CO4	0	0	0	0	1	2	2	2	0	0	2	0
CO5	1	0	1	2	1	0	0	2	1	2	1	2
CO6	1	2	1	1	0	0	2	0	1	1	1	0

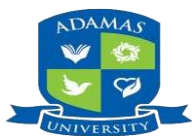
1=weakly mapped

2= moderately mapped 3=strongly mapped

SOC21047	GLOBALIZATION AND SOCIETY	L	T	P	C
	Contact Hour- 60	3	1	0	4
Version 1.0					
Pre-requisites/Exposure	understanding about the process of social change and Development				
Co-requisites	--				

Course Objectives:

1. To introduce the students to the global nature of contemporary social change
2. To understand about the process of Globalization through the theoretical approaches followed by the challenges posed by the process



3. To make students aware about ideology that supports economic globalization, consider alternative models of global society, and consider strategies for educating congregations and equipping them for action.

Course Outcomes

On completion of this course, the students will be able to-- CO1.

Determine the relation between globalization and society.

CO2. **Distinguish** between economic and political dimensions of globalization.

CO3. **Construct** an understanding of features of globalization.

CO4. **Identify** the challenges posed by globalization.

CO5. **Illustrate** the importance of post globalization and its impact on society.

CO6. **Understand** about the process of Globalization through the theoretical approaches followed by the challenges posed by the process

Catalog Description: The course will emphasize on relation between globalization and social change. This course aims to inculcate students about the process of Globalization through the theoretical approaches followed by the challenges posed by the process. It provides an overview of the theoretical perspectives of globalization. This course also illustrates certain challenges posed by globalization in society. Students will be able to understand the ideology that supports economic globalization followed by impact of post-globalization on society.

Course Content:

Unit-1 10 lecture hours

Understanding Globalization

Concept- globalization and global governance,
History, characteristics and dimensions (economic, political and cultural)

Unit-2 11lecture hours

Theoretical approaches

Martin Albrow, R. Robertson, Anthony Giddens, Emmanuel Wallerstein, David Harvey , Huntington

Unit-3 15 lecture hours

Globalization and social justice in India

Impact on education, livelihood, and health care (marginalized sections, SCs, STs, women and poor)



changing role of the state

Unit-4 **11 lecture hours**

Challenges posed by Globalization

Environmental degradation, the Patenting of indigenous knowledge, biodiversity

Fundamentalism and religious resurgence

Issues related to transnational migration

Unit-5 **13 lecture hours**

Resistance to globalization

Women's movement

Environmental movement

Civil Society initiatives

Post globalization - role of nation state, issue of infinite cyberspace

Text Books

1. Appadurai Arjun, 1996, Modernity at Large, University of Minnesota Press
2. Applebaum R. and Robinson W., 2005, Critical Global Studies, Routledge, New York.
3. Bremen Yan, 1993, Footlose Labour, Cambridge University Press, Cambridge
4. Browning, Halcli, Webster(ed), 1996, Understanding contemporary society: Theories of the present, SAGE Publications, London
5. Cohen Robin and Shirin M.(ed), Global Social Movements, The Athlone Press, London
6. Dubhashi P.R., 2002, Peoples Movement against Global Capitalism : EPW Feb.9
7. Giddens Anthony, 2000, Runaway World : How globalization is reshaping our lives, Routledge, New York.
8. Jha Avinash, 2000, Background to Globalization, Centre for Education and Documentation, Mumbai
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9. Kofman and Young, 2003, Globalization, Theory and Practice. Continuum, London
10. Lechner F. and Boli J.(ed), 2000, The Globalization, Blackwell Oxford
11. Schuurman Frans J. (ed) 2002, Globalization and Development Studies, Sage Publications, New Delhi
12. Upadhy C. and Vasavi A.R.(edt), 2007, In an outpost of the Global Economy: Work and Workers in India's information technology industry, Routledge India
13. Waters M., 1995, Globalization, Routledge, London.
14. Jogdand P. G, Bansode P., Meshram, N. G. (Ed.), 2008, Globalization and social justice, Rawat, Jaipur



Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mappe d Progra m Outco mes
C O1	Determine the relation between globalization and society.	PO1, PO9, PO11, PO12
C O2	Distinguish between economic and political dimensions of globalization.	PO1,PO4, PO6
C O3	Construct an understanding of features of globalization.	PO1, PO6, PO9, PO10,PO 12
C O4	Identify the challenges posed by globalization.	PO1, PO2, PO6, PO9, PO11, PO12
C O5	Illustrate the importance of post globalization and its impact on society.	PO1, PO2, PO6, PO9, PO11, PO12



CO6	Understand about the process of Globalization through the theoretical approaches followed by the challenges posed by the process	PO1, PO2, PO6, PO9, PO11, PO12
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	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010	PO1 1	PO1 2
CO1	1	1	1	0	1	2	2	1	0	0	1	1
CO2	0	1	1	1	2	1	2	1	0	0	2	1
CO3	2	1	0	2	2	1	1	1	0	0	1	1
CO4	1	0	0	2	0	2	2	2	0	0	0	0
CO5	1	2	1	2	1	0	0	2	0	0	1	0
CO6	3	2	2	2	1	1	1	1	0	0	0	2

1=weakly mapped

2= moderately mapped 3=strongly mapped

SOC21048	SCIENCE,TECHNOLOGY AND SOCIETY	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure	Understanding relationship between science and society				
Co-requisites	--				

Course Objectives:

- 1.To enable students to critically look at the relationship between science and society
2. To make students understand about the impact of scientific and technological development on society.
3. To aware students about how globalization has had an impact on the development of science, and its consequent effects.
4. To help students to critically understand science as a social institution and the ethos of science.



5.To provide an in-depth knowledge of the science and technology policies in India.

Course Outcomes

On completion of this course, the students will be able

to—

CO1. **Understand** the relationship between science and Society.

CO2. **Develop** knowledge of the conceptual and theoretical issues in the study of sociology of science.

CO3. **Understand** the issues relating to science, technology and society in India both in the Historical and Globalization contexts.

CO4. **Understand** the social context of production of scientific knowledge.

CO5. **Construct** engagement with critiques of scientific progress and the authority of technical experts in the era of globalization.

CO6. **Evaluate** and critically understand science as a social institution and the ethos of science.

Catalog Description: This course introduces students with the concepts of Globalization and liberalization which have brought in new dimensions of the development of Indian Science and Technology for the development of our economy vis-à-vis developed economies. Students would have an in-depth understanding of the concepts, research and current debates in the field of science, technology and society. Since today our efforts at development depends on our competitive ability in the international market to sell our products and services, and

marketability is dependent on the ability of our scientists to develop new products and processes and in the up-gradation of our technological tools in industry and other service areas, this course will benefit the students have a wholesome knowledge of the field.

Course Content:



Science-technology relationship: hierarchical, symbiotic and coalescing; History of Technological Development · Changing notions of Time and Space · Flows and Boundaries

Unit- II **12 lecture hours**

Virtual Community · Media: Print and Electronic, Visual and Social Media, Cyber Crime

Unit- III **10 lecture hours**

Technology and Changing Family Relations · Technology and Changing Health Systems · Food and Technology ·

Unit- IV **09 lecture hours**

Social legitimation: interests, meanings and values; Reception of modern science and technology in India;

Unit- V **11 lecture hours**

; E-Governance and Surveillance Society · Technology and Emerging Political Processes · State Policy, Digital Divide and Inclusion ·

Unit- VI **10 lecture hours**

Science and technology policies in India.

Text Books

1. Appleyard, R. ed. 1989. The impact of international migration on developing countries Paris:OECD,
2. Barber, Bernard 1952. Science and the social order New York: Free Press.
3. Gaillard, J 1991.Scientists in the third world Lexington: Kentucky University Press.
4. Gaillard, J., V.V.Krishna and R.Waast, eds. 1997. Scientific communities in the developing world New Delhi: Sage.
5. Kamala Cahubey ed. 1974 Science policy and national development New Delhi:Macmillan.
6. Krishna, V.V. 1993.S.S.Bhatnagar on science, technology, and development, 1938- 54New Delhi: Wiley Eastern.



7. Kornhauser, William. 1962 Scientists in industry, Berkley: University of California Press,
8. Price, Derek J.deSolla, 1963 Little science, big science New York: Columbia UniversityPress.
9. Rahman, A. 1972. Trimurti: Science, technology and society – A collection of essaysNew Delhi: Peoples Publishing House.
10. Storer, Norman W. 1966. The social system of science New York: Holt Rinehart andWinston.
11. UNCTAD/CSIR Case study in reverse transfer of technology: A survey of problems and policy in India Doc.TD/B/C/. 6/AC.4/6 and Corr.1, Geneva.
12. D. MacKenzie and J. Wajcman (eds.), The Social Shaping of Technology, 2nd Ed., McGraw Hill Education /Open University, 1999.
13. N. Stehr and V. Meja (eds.), Society and Knowledge: Contemporary Perspectives in the Sociology of Knowledge and Science, Revised 2nd Ed., Transaction Publishers, 2005.
14. E. J. Hackett, O. Amsterdamska, M. Lynch and J. Wajcman (eds.), The Handbook of Science and Technology Studies, The MIT Press, 2008.
15. T. McGrew, M. Alspector-Kelly and F. Allhoff (eds.), Philosophy of Science: An Historical Anthology, Wiley-Blackwell, 2009.
16. S. I. Habib and D. Raina (eds.), Social History of Science in Colonial India, Oxford University Press, 2007.

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

Components	Mid Term	Class Assessment	End Term
Weightage (%)	20	30	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)



Mapping between COs and Pos

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand the relationship between science and Society.	PO1, PO6, PO11, PO12
CO2	Develop knowledge of the conceptual and theoretical issues in the study of sociology of science.	PO1, PO4, PO8
CO3	Understand the issues relating to science, technology and society in India both in the Historical and Globalization contexts.	PO2, PO3, PO4, PO11, PO12
CO4	Understand the social context of production of scientific knowledge.	PO2, PO3, PO8, PO9, PO11, PO12
CO5	Construct engagement with critiques of scientific progress and the authority of technical experts in the era of globalization.	PO6, PO7, PO8, PO9, PO11, PO12
CO6	Evaluate and critically understand science as a social institution and the ethos of science.	PO2, PO3, PO8, PO9, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	1	1	0	1	2	2	1	0	0	1	1
CO2	1	1	1	0	1	1	2	1	0	0	2	1
CO3	2	1	0	2	2	1	1	1	0	0	1	1
CO4	0	0	0	1	1	2	2	2	0	0	0	0
CO5	1	0	1	2	1	0	0	2	2	1	1	0
CO6	1	0	2	2	0	1	0	1	1	1	0	0

1=weakly mapped

2= moderately mapped 3=strongly mapped



SOC21049	RESEARCH METHODOLOGY AND COMPUTER APPLICATIONS IN SOCIOLOGY	L	T	P	C
Version 1.0	Contact Hours - 60	3	1	0	4
Pre-requisites/Exposure	Understand sociological approaches to research methodology				
Co-requisites	--				

Course Objectives:

1. To enable students about sociological approaches to research methodology
2. To acquaint the students with various aspects of quantitative and qualitative research
3. To introduce statistics and data collection methods
4. To provide technological skills and statistical applications to analyze social phenomena

Course Outcomes:

On completion of this course, the students will be able to

CO-1 **Make up** the diversity of approaches in sociology and will be able to draw from multiple traditions of research

CO-2 **Understand** with nuances of qualitative and quantitative techniques and analyses
CO-3 **Develop** SPSS skills and statistical applications for data analysis of research

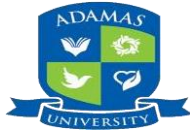
CO-4 **Construct** idea about how to produce original academic writing, send abstracts for conferences and publish in peer-reviewed academic journals.

CO-5 **Understand** the technological skills and statistical applications to analyze social phenomena.

CO-6 **Evaluate** the various aspects of quantitative and qualitative research.

Catalog Description:

This course is one of the most important courses in Sociology. This course will provide knowledge research methods, philosophy of Science, epistemology, paradigm Shifts,



theories of Knowledge. The students will get to know about scientific nature of sociology through data analysis, interpretation and result making. They will gain knowledge about both qualitative and quantitative methods of research and will be able to write their own research papers and dissertations. In this paper students will be given first hand practical based knowledge on computer and statistical applications of Sociology. Students will practice various statistical methods – frequency distribution, graphs, central tendency, dispersion and the application of those in sociology and also will be provided practical knowledge of data analysis through SPSS

software, statistical tool for analysis data and they will be involved in data analysis projects of department.

Course Content:

Unit 1 Research in Social Sciences

16 Lecture Hours

Conceptualizing Social Reality · Philosophy of Science · Scientific Method and Epistemology in Social Science · Hermeneutic Traditions · Objectivity and Reflexivity in Social Science · Ethics and Politics

Unit-2

Formulating Research Design · Reading Social Science Research, Data and Documents · Induction and Deduction · Fact, Concept and Theory · Hypotheses, Research Questions, Objectives

Unit 3 Sampling and Data Collection

Measurement and Scaling, Scaling techniques, Questionnaires and Schedule, Surveys, Sampling Techniques, Archives, Online Data Collection

Unit 4 Qualitative Research

15 Lecture Hours

Qualitative Approach, Participant and Non-participant Observation, Ethnography, Grounded Theory, Engaged Theory, Case Studies, Life Histories, Action Research, Phenomenology, Hermeneutics, Content Analysis, Literary Analyses, Qualitative Data Analysis

Unit 5 Quantitative Research

16 Lecture Hours



Quantitative Approach, Quantitative Tools-Statistical Inference, Hypothesis Testing, Goodness of Fit, Time Series, Panel Data, Factor Analysis, Discriminant Analysis, Quantitative Data Analysis-SPSS

Unit 6 Academic Writing, Publishing and Computer Applications 15 Lecture Hours

Research Proposal- Review of Literature, Research Questions and Objectives, Reference Systems, Peer review, Abstract for Conferences /Book Chapters, Research Grant Proposals, Plagiarism, Research Ethics, SPSS

Reference Books:

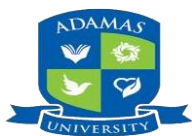
1. Babbie, E. 2004. *The Practice of Social Research*. Thomson and Wadsworth.
2. Baker, T.L. 1990. *Doing Social Research*. McGraw-Hill.
3. Bailey. F.G. 2007. *Methods of Social Research*. Free Press
4. Bose, Pradip Kumar, *Research Methodology*, ICSSR, New Delhi Kothari, C.R (2004) *Research Methodology: Methods and Techniques*, New Delhi: New Age.
5. Bryman, Alan. 1988. *Quality and Quantity in Social Research*, London: Unwin Hyman.
6. Creswell.J.2013,*Qualitative Inquiry and Research Design:Choosing Among Five Approaches (3rd Ed.)*Sage
7. Goode, G and P.K. Hatt. 1952. *Methods in Social Research*. McGraw-Hill.
8. Hughes, John., *The Philosophy of Social Research*, Longman, London, 1987.
9. Kaplan, D (2004) *The Sage handbook of quantitative methodology for the social sciences*, London: Sage.
10. Jayaram, N. 1989. *Sociology: Methods and Theory*. Madras: Mac Millian.
11. Miles, M. and A. Huberman. *Qualitative Data Analysis: an Expanded Source Book*. London: Sage, 1994
12. Neuman, W.L. *Social Research Methods: Quantitative and Qualitative Approach*. New Delhi: Pearson Education India, 2006
13. Ringer, Fritz (1997) *Max Weber’s methodology: The unification of the cultural and social sciences*, Cambridge, Mass Harvard Uni Press.
14. Smith, L.T (2012) *Decolonizing Methodologies: Research and Indigenous Peoples*, Zed Books.

Modes of Examination:

Assignment/Quiz/Project/Presentation/Written Exam Examination

Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50



Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Make up the diversity of approaches in sociology and will be able to draw from multiple traditions of research.	PO1, PO2, PO3, PO4, PO11, PO12
CO2	Understand with nuances of qualitative and quantitative techniques and analyses	PO1, PO2, PO4, PO8, PO10, PO11, PO12
CO3	Develop SPSS skills and statistical applications for data analysis of research	PO2, PO3, PO4, PO5, PO10, PO11, PO12

C O4	Construct idea about how to produce original academic writing, send abstracts for conferences and publish in peer-reviewed academic journals	PO1, PO2, PO3, PO4, PO5, PO8, PO10, PO11, PO12
CO5	Understand all new changes implemented in society and its consequences.	PO1, PO2, PO8, PO9, PO11, PO12
CO6	Evaluate the various aspects of quantitative and qualitative research.	PO2, PO3, PO4, PO5, PO8, PO10, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	0	1	1	2	0	2	2	1	0	0	1	1
CO2	1	1	1	1	1	0	2	1	0	0	2	1



CO3	2	1	0	2	2	1	1	1	0	0	1	1
CO4	1	0	0	0	1	2	2	2	0	0	0	0
CO5	1	1	1	2	1	0	0	2	2	1	1	0
CO6	0	0	0	1	2	1	1	0	1	1	1	2

1=weakly mapped

2= moderately mapped 3=strongly mapped

SEMESTER 3

SOC21052	INDIAN SOCIOLOGICAL THEORY	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure	understand the history of ideas related to the analysis of Indian society.				
Co-requisites	--				

Course Objectives:

1. To acquaint the students to the continuities and contradictions in Indian society.
2. To help students understand the history of ideas related to the analysis of Indian society.
3. To analyse the role of colonialism, democracy, nation building and globalization in shaping contemporary Indian society.
4. Understand how Indology and its processes interacts with, and can maintain, social inequalities and power structures in society.
5. Understanding of different approaches by renowned Indologists.

Course Outcomes

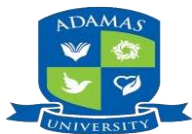
On completion of this course, the students will be able to--

CO1. **Understand** the formation of the discipline in India and the challenges that it has faced. CO2. **Develop** conceptual clarity and can articulate the main debates and arguments with regard to sociology in India.

CO3. **Construct** sociological understanding of Indian society.

CO4. **Compare** and contrast theories and thoughts of western and eastern origin and apply in research.

CO5. **Understand** all new changes implemented in society and its consequences.



CO6. **Create** insights from various sociological perspectives to propose innovative solutions for contemporary social challenges in India.

Catalog Description: This course ensure that students have understood the formation of the discipline in India and the challenges that it has faced. It also ensures that students have conceptual clarity and can articulate the main debates and arguments with regard to sociology in India. To improve sociological understanding of Indian society. To compare and contrast theories and thoughts of western and eastern origin and apply in research. It also helps to understand all new changes implemented in society and its consequences.

Course Content:

Unit- I **15 lecture hours**
Development of Sociology in India—an overview. Schools in Sociology in India

Unit-II **15 lecture hours**
Issues and challenges in
Sociology in India Sociology in
era of globalization

- Unit-III** **15 lecture hours**
- (c) Contribution of G.S.Ghurye : Approach to Sociology; Caste and Tribe; Dynamics of culture and society; Religion.
 - (c) Radha kamal Mukherjee: Social structure of values
 - (c) M N Srinivas-Sanskritization

- Unit-IV** **15 lecture hours**
- (b) Contribution of D.P. Mukerji: Personality; Methodology; Interpretation of tradition and social change in India; Middle class in India.
 - (b) Contribution of N.K. Bose: Approach to the study of society; Structure of Hindu society; Concept of tribal absorption; Study on Calcutta.

- Unit- V** **15 lecture hours**
- (b) Rabindranath Tagore: Man, Society and Personality; Nationalism—West and India; Education; Village community, Cooperative and Rural Development.
 - (b) M. K. Gandhi: Critique of Western industrialism; Alternative model of development: village reconstruction; Hind Swaraj and village republic; Concept of education (NaiTalism).



Unit VI

15 lecture hours

- (b) B. R. Ambedkar : Hinduism and Buddhism; Critique of the Varna/castebased society of India; Dalits and anti-untouchability agenda; Caste, class and democracy.

- (b) David Hardiman; Hardiman's Sociological Perspective of Subaltern, the Devi Movement in South Gujarat

Text Books

1. Andre Beteille, Sociology: Essays on Approach and Method, OUP, New Delhi, 2002.
2. D.N.Dhanagare, Themes and Perspectives in India Sociology, Rawat Publications, 1999.
3. Gail Omvedt, Dalits and Democratic Revolution, Sage, New Delhi, 1994.
4. M.N.Srinivas, Collected Essays, OUP, New Delhi, 2002.
5. Satish Deshpande, Contemporary India: Sociological Perspectives, Penguin Books: New Delhi, 2003.
6. Veena Das, The Oxford Companion to Sociology and Social Anthropology, Vol. I and II, OUP, New Delhi, 2003.
7. Oommen T. K. Mukherji Partha, (ed), Indian Sociology: Reflections and Introspections Sangam Books, 1986.
8. Vanaik, Achin. Communalism Contested — Religion, Modernity and Secularization; Vistaar Publications, Delhi, 1997.
9. Patel, Sujata. Doing Sociology in India: Genealogies, Locations and Practices, Oxford University Press: New Delhi, 2011.
10. Kapadia, K.M. Marriage and family in India Oxford University Press: India, 1966.
11. Uberoi, Patricia, Family, Kinship and Marriage in India. Oxford University Press: India, 1994.



Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempore/Written Exam

Examination Scheme:

Components	Continuous Class Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand the formation of the discipline in India and the challenges that it has faced.	PO1, PO9, PO10, PO12
CO2	Develop conceptual clarity and can articulate the main debates and arguments with regard to sociology in India.	PO1, PO4, PO6

CO3	Construct sociological understanding of Indian society.	PO1, PO6, PO9, PO10, PO11
CO4	Compare and contrast theories and thoughts of western and eastern origin and apply in research.	PO1, PO2, PO6, PO9, PO11, PO12
CO5	Understand all new changes implemented in society and its consequences.	PO1, PO2, PO8, PO9, PO11, PO12
CO6	Create insights from various sociological perspectives to propose innovative solutions for contemporary social challenges in India.	PO1, PO2, PO8, PO9, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	1	1	2	0	2	2	1	0	0	1	1
CO2	0	1	1	1	2	2	2	1	0	0	0	1



CO3	2	1	0	2	2	1	1	1	0	0	2	1
CO4	1	0	0	1	0	2	2	2	0	0	1	0
CO5	1	2	1	2	1	0	0	2	1	1	1	1
CO6	1	0	0	2	1	0	0	2	1	2	1	0

1=weakly mapped

2= moderately mapped

3=strongly mapped

SOC21053	URBAN SOCIOLOGY	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Understands sociological perspectives and sociological imagination to understand social issues				
Co-requisites	--				

Course Objectives:

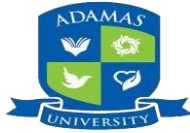
1. To enable students with sociological skills to analyse and to diagnose the urban question in India.
2. To understand urban development planning from the point of view of sociological principles
3. To sensitised students about urban dimensions of society, its social structure and social process in India.
4. To apply sociological perspectives and sociological imagination to understand social issues
5. To practice sociological understanding to ensure effective social engineering

Course Outcomes

On completion of this course, the students will be able to

CO1. **Explain** the central analytical components of traditional "human ecology" perspectives on cities, and how they describe processes of growth and development associated with industrial cities.

CO2. **Describe** the central insights and arguments presented by political economy perspective in Urban Sociology, and how they differ from traditional perspectives.



CO3. **Explain** the history of post-war suburbanization, and how it has changed spatial patterns and introduced new challenges to both urban equality and governability.

CO4. **Distinguish** among measures of segregation commonly used in the United States, and use them to make comparisons across metropolitan areas.

CO5. **Analyze** relationships of stratification within cities, especially race and class, and how that impacts personal interactions and political dynamics in urban settings.

CO6. **Evaluate** the role of urban policy and planning in shaping cities, and assess how different policy approaches address issues such as housing, transportation, and sustainability in urban contexts.

Catalog Description: The course will highlight on the central analytical components of traditional "human ecology" perspectives on cities, and how they describe processes of growth and development associated with industrial cities. It will describe the central insights and

arguments presented by political economy perspective in Urban Sociology, and how they differ from traditional perspectives. It will also explain the history of post-war suburbanization, and how it has changed spatial patterns and introduced new challenges to both urban equality and governability. Distinguish among measures of segregation commonly used in the United States, and use them to make comparisons across metropolitan areas. Lastly analyze relationships of stratification within cities, especially race and class, and how that impacts personal interactions and political dynamics in urban settings.

Course Content:

15 Lecture Hours

Unit-1

Classical sociological traditions as urban and city dimensions, Emile Durkheim, Karl Marx, Max Weber and Tonnies.

Unit-2

17 Lecture Hours

Urban community and spatial dimensions. Park, Burgers and Mc kenzie.

George Simmel: Metropolis, Louis- Wirth Urbanism and Redfield Rural-Urban continuum as cultural form.



Unit-3

13 Lecture Hours

Urban sociology in India; Urbanism, Urbanity and Urbanization, emerging trends in urbanization, Factors of urbanization, sociological dimensions of urbanization, Social consequences of urbanization.

Unit-4

14 Lecture Hours

Industry Classification of urban centers, cities and towns and Mega-Cities, Industrial urban-base, Industry, Service and Business its growth and special features, centered developments.

Unit-5

16 Lecture Hours

Changing occupational structure, and its impact on social stratification—class, caste Gender, family Indian city and its growth, migration, problems of housing, slum development, Slums and Ethnic Enclaves, Middle Class and Gated Communities, Urban Movements and Violence, urban environmental problems

Unit-6

15 Lecture Hours

Urban planning and problems of urban management in India. Urban institutions, Factors affecting planning, regional planning and the links between social and spatial theory.

Reference Books

1. Quinn J A 1955, Urban Sociology, S Chand & Co., New Delhi
2. Pickwance C G (ed) 1976, Urban Sociology; Critical Essays, Methuen.
3. Saunders peter 1981, Social Theory and Urban Question, Hutchionson.
4. Bose Ashish 1978, Studies in India Urbanisation 1901-1971, Tata Mc Graw Hill.
5. Abrahamson M 1976 Urban Sociology, Englewoot, Prentice Hall.
6. Ronnan, Paddison, 2001 : Handbook of Urban Studies. Sage : India
6. Bharadwaj, R.K. 1974 : Urban Development in India. National Publishing House.
7. Gold, Harry, 1982 : Sociology of Urban Life. Prentice Hall, Englewood Cliff.



8. Colling Worth, J b 1972 Problems of Urban Society VOL. 2, George and Unwin Ltd.
7. Alfred de Souza 1979 The Indian City ; Poverty, ecology and urban developement, Manohar, Delhi.
8. Desai A R and Pillai S D (ed) 1970 Slums and Urbanisation, Popular prakashan, Bombay.
9. Castells M 1977 : The Urban Question, Edward Arnold, London.
10. Ramachandran R 1991 Urbanisation and Urban Systems in India, OUP, Delhi.

Modes of Examination:

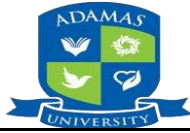
Assignment/Quiz/Project/Presentation/Extempore/Written Exam

Examination Scheme:

Components	Continuous Class Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Explain the central analytical components of traditional "human ecology" perspectives on cities, and how they describe processes of growth and development associated with industrial cities.	PO1, PO9, PO11, PO12
CO2	Describe the central insights and arguments presented by political economy perspective in Urban Sociology, and how they differ from traditional perspectives.	PO1, PO4, PO6
CO3	Explain the history of post-war suburbanization, and how it has changed spatial patterns and introduced new challenges to both urban equality and governability.	PO1, PO6, PO9, PO10, PO12
CO4	Distinguish among measures of segregation commonly used in the United States, and use them to make comparisons across metropolitan areas.	PO1, PO2, PO6, PO9, PO11, PO12



CO5	Analyze relationships of stratification within cities, especially race and class, and how that impacts personal interactions and political dynamics in urban settings.	PO1, PO2, PO6, PO9, PO11, PO12
CO6	Evaluate the role of urban policy and planning in shaping cities, and assess how different policy approaches address issues such as housing, transportation, and sustainability in urban contexts.	PO1, PO2, PO6, PO9, PO11, PO12

Mapping between COs and Pos

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	1	1	0	1	2	2	1	0	0	1	1
CO2	1	1	1	2	1	2	2	1	0	0	0	1
CO3	0	1	0	2	2	1	1	1	0	0	0	1
CO4	0	0	0	2	2	2	2	2	0	0	0	0
CO5	1	3	0	2	1	0	0	2	1	1	1	1
CO6	1	2	1	2	1	0	0	2	1	1	1	0

1=weakly mapped

2= moderately mapped

3=strongly mapped

SOC21054	SOCIOLOGY OF HEALTH AND AGING	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure	understand the importance of the institution of health through various sociological perspectives				
Co-requisites	--				

Course Objective:

1. To make students understand the importance of the institution of health through various sociological perspectives



2. To understand its intersectionality with other institutions of our society like caste, gender etc.
3. To understand the condition of health in India and the role of state machinery
4. To sensitize the students about issues related to health and the sociology of body
5. To Understand the basic concepts of aging and the problems related to it

Course Outcome:

On completion of this course, the students will be able to

CO1: **Identify and examine** the institution of health through sociological lenses and from various theoretical perspectives.

CO2: **Explain** the historicity of health, medicine, and sickness in the South Asian context.

CO3: **Outline and discuss** alternative methods of healing and the archaeology of knowledge associated with them.

CO4: **Analyze** the condition of the health system in India, focusing on communities, gender, caste, and disability.

CO5: **Develop** and articulate fundamental concepts of aging and the associated problems.

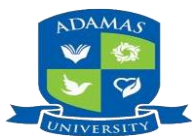
CO6: **Evaluate** the impact of globalization on health systems, focusing on how global health policies, practices, and technologies influence local health outcomes, especially in South Asia.

Catalog Description: The course will introduce the concept of health and aging. It will provide the understanding of how society will shape the health and well-being of individuals. Particularly theoretical perspectives on health and medicine - functionalist; conflict; interactionist; postmodern; feminist; subaltern, the Indian health system, historical development of health services system and medical sociology in India; healing in ancient India; health system in rural India and regional disparity; public health system in India AYUSH and sociology of Ayurveda; sociology of subaltern therapeutics, medical tourism in India and also consider how the aging process will complicate our views and treatments of health issues. Sociology graduates acquire a number of skills that are useful even in careers that are not related to aging. For example, students take courses that help them improve written and oral communication skills related to the job entails understanding that how health and aging are important in shaping people's lives and being critical of how one's health and getting older may be dictated by other social, economic, and political variables.

Course Content:

Unit- 1

10 Lecture Hours



Introduction: Basic concepts of health, medicine, illness, sickness, disease and society; the art and science of healing; sociology of body

Unit- 2 **10 Lecture Hours**

Theoretical perspectives on health and medicine within sociology: functionalist; conflict; interactionist; postmodern; feminist; subaltern

Unit- 3 **12 Lecture Hours**

The sociology of health in India: Historical Development of health services system and medical sociology in India; healing in ancient India; health system in rural India and regional disparity; public health system in India ; AYUSH and sociology of Ayurveda; sociology of subaltern therapeutics, medical tourism in India, Indigenous knowledge system and Ethnomedicine

Unit- 5

10 Lecture Hours

Health and Development: National Health Policy 2015, population control and neo liberalism; new reproductive technologies; national drug policy; health and consumer culture, Public health and Disability

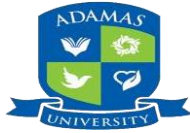
Unit- 8

Lecture Hours

Gender, disability and aging in India: reproductive health; gender health budgeting; medical sociology through feminist lens; disability in India; problems of ageing in health; sociology of aging and Care

Reference Books:

1. Balaram Ghosh, Pragnadyuti Mandal, Saroj Krishna Bhattacharya and Swapan Kumar Jana (2014) : Study of unqualified rural medical practitioners through scientific training in proper use of medicine, Global Research Journal of Public health and Epidemiology, Vol 1(2) pp 008-011
2. Cary S. Kart : The Realities of Aging : An Introduction to Gerontology, 4th edition.
3. David Hardiman (2012) : Medical marginality in South Asia: situating subaltern therapeutics



4. Daya Verma (2011) : The Art and Science of Healing Since Antiquity: Xlibris Corporation
5. Imrana Qadeer (1985): Health Services System: An Expression of Socio Economic Inequalities, Social Action, Vol.35, 197\85.
6. Imrana Qadeer (2000): Health Care Systems in Transition III, Journal of Public Health Medicine, Vol. 22, No.1, pp.25-32.
7. Imana Quadeer (2010) : The art of marketing babies , Indian Journal of Medical Ethics Vol VII No 4 October-December 2010
8. Imrana Quadeer (2011) : The challenge of building rural health services , Indian J Med Res 134, pp 591-593
9. Imrana Quadeer (2005) : Population Control in the Era of Neo-Liberalism, Health and Development, Vol 1 no. 4
10. Imrana Quadeer (2013) : A complex picture of public health, EPW, June 22, 2013
11. Imrana Quadeer (2013) : Universal Health Care in India: Panacea for Whom ?, Indian Journal of Public Health, Volume 57, Issue 4
12. Imrana Quadeer (2010) : New Productive Technologies And Health Care In Neo Liberal India: Essays : Centre for Women's Development Studies, New Delhi
13. Kenneth G. Zysk (1998) : Asceticism and Healing in Ancient India : Medicine in the Buddhist Monastery : Motilal Banarsidass Publishers Private Limited
14. Lavesh Bhandari and Sidhartha Dutta : Health Infrastructure in Rural India
15. Jen'nan Ghazal Read and Bridget K. Gorman (2010) : Gender and health inequality, The Annual review of Sociology
16. National Health Policy 2015
17. Renu addlakha (2008) : Disability, Gender and Society, Indian Journal of Gender Studies, Sage publications.
18. Sunita Reddy and Imrana quadeer (2010): Medical Tourism in India: Progress or Predicament? , EPW, May 15, 2010
19. Sheila Zurbrigg (1984): Rakku's Story: Structures of Ill Health and the Source of Charge, Bangalore: Centre for Social Action.
20. Simon.J.Williams (1996) : Medical Sociology, chronic illness and the body: a rejoinder to Michael Kelly and David Field, Sociology of Health and Illness Vol.18 No.5
21. Sarah Nettleton (1995): The Sociology of Health and Illness Cambridge: Polity Press
22. Veeranarayana Kethineni (1991): Political Economy of State Intervention in Health Care, EPW, October 19, 1991.



Modes of Examination:

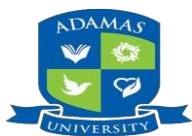
Assignment/Quiz/Project/Presentation/Extempore/Written Exam

Examination Scheme:

Components	Continuous Class Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mappe d Progra m Outco mes
CO1	Identify and examine the institution of health through sociological lenses and from various theoretical perspectives	PO1, PO2, PO3, PO11, PO12
CO2	Explain the historicity of health, medicine, and sickness in the South Asian context.	PO1, PO2, PO3, PO9, PO11
CO3	Outline and discuss alternative methods of healing and the archaeology of knowledge associated with them.	PO1, PO2, PO3, PO6, PO9, PO11, PO12
CO4	Analyze the condition of the health system in India, focusing on communities, gender, caste, and disability.	PO1, PO2, PO6, PO9, PO11, PO12
CO5	Develop and articulate fundamental concepts of aging and the associated problems.	PO1, PO2, PO3, PO6, PO9, PO11, PO12
CO6	Evaluate the impact of globalization on health systems, focusing on how global health policies, practices, and technologies influence local health outcomes, especially in South Asia.	PO1, PO2, PO6, PO9, PO11, PO12



	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO1 1	PO1 2
CO1	0	1	1	2	0	2	2	1	0	0	1	1
CO2	1	1	1	1	1	2	2	1	0	0	0	1
CO3	0	1	0	2	2	1	1	1	0	0	1	1
CO4	2	0	0	1	0	2	2	2	0	0	0	0
CO5	1	1	1	2	1	0	0	2	2	2	1	1
CO6	1	0	1	2	1	0	0	2	1	1	1	0

1=weakly mapped

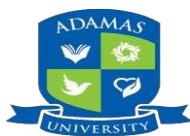
2= moderately mapped

3=strongly mapped

SOC21057	SOCIOLOGY OF POPULATION STUDIES	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure	Relationship between demography and society.				
Co-requisites	--				

Course Objectives:

1. To introduce students to population studies, which includes the analysis of population structures and dynamics overall, as well as the specific study of fertility, mortality, and migration.
2. To make student aware about the entrenched relationship between demography and society.
3. To introduce the students with the basic concepts and theories of population and their critique
4. To understand various population composition in India and its relationship with socio- economic development and its impact on society
5. To understand various population control measures and policies in India along with their critical assessment. It will help students grapple with various complex issues relating to population.



Course Outcomes

On completion of this course, the students will be able to--

CO1. **Recognize** basic demographic measures related to population structure and dynamics, fertility, mortality, and migration.

CO2. **Describe** and apply major demographic theories related to population structure.

CO3. **Evaluate** claims made about population in relation to the development and its impact on society.

CO4. **Identify** and resolve population issues, including public health, urban development and environmental concerns.

CO5. **Develop** awareness about impact of population on society and its study in the changing global scenario.

CO6. **Assess** the effectiveness of policies and interventions aimed at managing population issues in different social, political, and economic contexts.

Catalog Description: This course introduces the students with the critical understanding about the population dynamics, the basic concepts of demography and the relationship between

demography and society. The course entails a detailed discussion of concepts of fertility, mortality and migration, and their significance for demography. Students would have an understanding of the theoretical debates on demography. By studying this course, students will be able to have an in-depth understanding of the relationship between population growth and economic development, along with its environmental and health implications.

Course Content:

Unit- I

10 lecture hours

Demography and Society: Basic concepts and the relationships

Unit- II

12 lecture hours

Fertility & Mortality: Determinants and Consequences; Migration, Modernity & Social Transformation



12 lecture hours

Unit –III

Population Theories: Malthusian Theory ; Neo-Malthusian Theory ; Demographic Transition Theory ;Marxist and socialist views on population theories

Unit – IV

8 lecture hours

Population Composition in India: Age Structure (childhood, youth, old age), Sex-Ratio, Rural- Urban Composition; Urbanization

Unit – V

8 lecture hours

Population, Socio-Economic Development and its impact on Health and Environment, Public policy: Health, Education and Livelihood

Unit-VI

10 lecture hours

Population Explosion: Causes and Consequences; Population Control and Policy measures

Text Books

1. Agarwal, S.N. 1989. *Population Studies with Special Reference to India*. New Delhi: Lok Surjeet Publication
2. Bhende, A and Kanitkar, T.2011. *Principles of population studies*. Mumbai:Himalaya Pub. House
3. Dubey, Surendra Nath. 2001. *Population of India*. Delhi: Authors Press.Dudley L. Poston and Michael Micklin. 2006. *Handbook of Population*. Springer
4. Haq, E.2007. *Sociology of Population in India*. USA: MacMillan
5. Heer. D. M. 1968. *Society & Population*, Prentice –Hall
6. Judah Matras.1977. *Introduction to Population: A Sociological Approach*. Englewood Cliffs, N.J. : Prentice-Hall
7. Malthus, T.R. 1986. *An Essay on the Principle of Population*. London: William Pickering
8. Premi, M.K. 1983. *An Introduction to Social Demography*. Delhi: Vikas Publishing House
9. Rajendra .1997. *Demography and Population Problems*. New Delhi: Atlantic Publishers.
10. Shah, K.S .1995. *Population Explosion:A Different Views*.Jaipur: Sublime publications
11. Bose, A. 2010. *India's Quest for Population Stabilization*. New Delhi: National Book Trust.
12. Dube. R.S. 1990. *Population Pressure & Agrarian Change* 6. M.I.Hasan. 2005. *Population Geography*, Rawat



13. Ghosh. B. 2011. ‘Population Change and its Consequences: India’s concern in the 21st century’, *Man & Development*, 33: 1, March, 2011: 1-18
14. Lundquist,J.H. Anderton,D.L and Yaukey,D.2015. *Demography: The study of Human population*.4th ed.Long Grove, IL: Waveland Press, Inc
15. Massimo Livi-Bacci. 1997. *A Concise History of World Population* .2nd ed. Blackwell
16. Mehta S.R. (ed).1997. *Poverty, Population and Sustainable Development*. New Delhi: Rawat Publications
17. Mishra. B.D. 1982. *An Introduction to the Study of Population*, South Asian Publishers, Pvt. Ltd., New Delhi
18. Premi, M.K. 2004. *Social Demography*.Delhi: Jawahar Publishers and Distributors Sharma
19. Preston.S.1984.*Children and the elderly: divergent paths for America's dependents*. *Demography* 21:435-457
20. Shah, Baviskar and Ramaswamy. 1997. *Social Structure and Change* (Vol.4), Sage
21. Sinha, V.C & Zakaria,E 1984. *Elements of Demography*; New delhi: Allied Pub
22. Singh, D.P.1990. Inter-state Migration in India : A Comparative Stusy of Age-Sex pattern in India. *Indian Journal of Social work*, Vol-Lie, No-4,P-702
23. Srivastava. S.P. (ed) 1998. *The Development Debate*, Rawat
24. Srivastava, S.C .1989. *Studies in Demography*.“Action” (1962).UNO. E/3613, New York
25. Srivastava, O.S. 1998. *Demography and Population Studies*. New Delhi: Vikas Publishing House

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

Components	Continuous Class Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes



CO1	Recognize basic demographic measures related to population structure and dynamics, fertility, mortality, and migration.	PO1, PO2, PO3, PO4
CO2	Describe and apply major demographic theories related to population structure.	PO1, PO2, PO3, PO4, PO7
CO3	Evaluate claims made about population in relation to the development and its impact on society.	PO1, PO2, PO3, PO4, PO11, PO12
CO4	Identify and resolve population issues, including public health, urban development and environmental concerns.	PO2, PO3, PO4, PO6, PO7, PO11, PO12
CO5	Develop awareness about impact of population on society and its study in the changing global scenario.	PO2, PO3, PO4, PO6, PO7, PO11, PO12
CO6	Assess the effectiveness of policies and interventions aimed at managing population issues in different social, political, and economic contexts.	PO2, PO3, PO4, PO6, PO7, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	1	1	0	1	2	2	1	0	0	0	1
CO2	2	1	1	0	1	1	2	1	0	0	0	1
CO3	1	1	0	2	2	1	1	1	0	0	0	1
CO4	0	0	0	1	0	2	2	2	0	0	2	0
CO5	1	0	1	2	1	0	0	2	1	2	1	2
CO6	1	1	0	2	1	0	0	2	1	1	1	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

SOC21056	SOCIOLOGY OF EDUCATION	L	T	P	C
Version 1.0		3	1	0	4



Pre-requisites/Exposure	Understanding about the viewpoints of Indian thinkers on Education.
Co-requisites	--

Course Objectives:

1. To inculcate students about the importance of education from sociological perspective.
2. To provide a better understanding about the viewpoints of Indian thinkers on Education.
3. To help students to generate an idea about the contemporary issues like universalisation of school education, RTE act -2009 and Rastriya Madhyamika sikshya Abhiyan.
4. To identify importance of common school system.
5. To illustrate ideas about Indian education system as a whole and its impact on society.

Course Outcomes

On completion of this course, the students will be able to-- CO1.

Determine the relation between education and society. CO2.

Identify the significance of Indian education system.

CO3. **Construct** an understanding of the contemporary issues like universalisation of school education, RTE act -2009 and Rastriya Madhyamika sikshya Abhiyan.

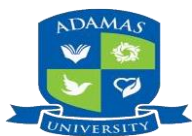
CO4. **Distinguish** between primary and secondary education.

CO5. **Illustrate** the impact of education system on youngsters of society.

CO6. **Evaluate** the effectiveness of current educational policies in India and suggest improvements to address existing challenges.

Catalog Description: Education is essentially a normative endeavour, hence is intentional. It intends, rather deliberately, to socialize children into a value frame or normative structure. That is why history reveals that every education system, at different historical periods, had been guided by certain value concerns. In contemporary times, the education system in India derives its values from the Constitution of India. While socializing children education has to negotiate within the frame of Constitutional values. Indian Constitution envisioned a humane society based on freedom, equality and justice, and this led to evolving many institutions to realize the vision.

The course will emphasize on the significance of education from sociological perspective. This course aims to inculcate students with sociological perspectives to understand education system and its impact on present youngsters. The course is designed in such a fashion that prospective teachers would be encouraged to come to terms with concerns and issues that would emerge out of their reasoned engagement with contemporary educational reality in the light of professed humanistic values



Course Content:

Unit-1 **7 lecture hours**

Formal-informal Education, Normative vision of Indian Education Normative orientation of Indian Education: A historical enquiry; Constitutional provisions on education that reflect national ideas : Democracy, Equity, Liberty, Secularism and social justice India as an evolving nation state : Vision, nature and salient feature

Unit-2 **9 lecture hours**

Vision of Indian Education : Four Indian thinkers An overview of salient features of the “Philosophy and Practice” of education advocated by these thinkers. o Rabindranath Tagore : Liberationist pedagogy o M.K. Gandhi : Basic Education

Unit-3 **15 lecture hours**

Concern for Equality in Education: Concerns and Issues Universalisation of school education (i) Issues of (a) Universal enrollment (b) Universal Retention (c) Universal success

Unit-4 **11 lecture hours**

Concern for Equality in Education Equality of Educational opportunity; Prevailing nature and forms of inequality including Dominant and Minor groups and the related issues. Inequality in schooling: Public-private schools, Rural-urban schools

Unit-5 **8 lecture hours**

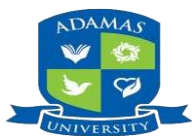
Education and Development – an interface Education for National Development: Education Commission (1964-66); Emerging trends in the interface between: Political process and education o Economic Development and Education

Unit-6 **10 lecture hours**

Social cultural – charges in Education

Text Books

1. Agrawal, J.C. & Agrawal S.P. (1992). Role of UNESCO in Educational, Vikas Publishing House, Delhi. Anand, C.L et.al. (1983). Teacher and Education in Emerging in indian Society
2. Govt, of India (1992). Programme of Action (NPE). Min of HRD,
3. Mani, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New· Book Society, New Delhi. Manoj Das (1999). Sri Aurobindo on Education, National Council for Teacher
4. Education, New Delhi. Mistry, S.P. (1986). Non-formal Education-An Approach to Education for All, Publication, New Delhi.
5. Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers.
6. Mukherji, S.M., (1966). History of Education in India, Acharya Book Depot,



7. Baroda. Naik, J.P.& Syed, N., (1974). A Student's History of Education in India, MacMillan, New Delhi.
8. NCERT (1986). School Education in India - Present Status and Future Needs, New Delhi.

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

Components	Continuous Class Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Determine the relation between education and society.	PO1, PO9, PO11, PO12
CO2	Identify the significance of Indian education system.	PO1, PO4, PO6
CO3	Construct an understanding of the contemporary issues like universalization of school education, RTE act -2009 and Rastriya Madhyamika Sikshya Abhiyan.	PO1, PO6, PO9, PO10, PO12
CO4	Distinguish between primary and secondary education	PO1, PO2, PO6, PO9, PO11, PO12
CO5	Illustrate the impact of education system on youngsters of society.	PO1, PO2, PO6, PO9, PO11, PO12
CO6	Evaluate the effectiveness of current educational policies in India and suggest improvements to address existing challenges.	PO1, PO2, PO6, PO9, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
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CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3
CO6	1	3	3	2	1	0	0	2	3	3	1	3

1=weakly mapped

2= moderately mapped 3=strongly mapped

SOC21058	RURAL SOCIOLOGY	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure	understanding about the nature of rural sociology, its subject matter and significance.				
Co-requisites	--				

Course Objectives:

1. To inculcate students about the emergence of the sub discipline Rural Sociology and the forces contributing for its origin.
2. To provide a better understanding about the nature of rural sociology, its subject matter and significance.
3. To help students to generate an idea about the topicalities of the rural society and the institutions operating therein and their dynamics.
4. To aware students about the collect information and knowledge about the mooring of the sub discipline in the Indian context.
5. To illustrate ideas about rural social problems of the country from sociological perspective.

Course Outcomes

On completion of this course, the students will be able to--

CO1. **Determine** the relation between rural society and its major social problems.



CO2. **Identify** the significance of rural society from sociological perspective.

CO3. **Construct** an understanding of the society in a better manner, to note the heterogeneities in culture, institutions and their functions, changes, the contrasts found between the rural urban societies.

CO4. **Distinguish** between different social institutions of rural India.

CO5. **Illustrate** the impact of social problems on rural society of India

CO6. **Evaluate** the role of rural society in shaping the development and structure of Indian social systems.

Catalog Description: The course will emphasize on the relation between rural society and its major social problems. This course aims to inculcate students with sociological perspectives to understand rural society in India. It provides an overview about the social institutions of rural society. This course also illustrates historical evolution of rural society followed by role of Panchayati Raj institutions. Students will be able to understand the major social problems of rural India followed by the rural development programmes along with its critiques.

Course Content:

Unit-1 **7 lecture hours**

Origin and Scope of Rural Sociology., Nature and Importance of Rural Sociology.

Unit-2 **9 lecture hours**

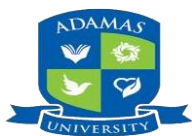
Rural social Structure: Village Community, Agrarian Economy, Caste System, Mobility and Migration. Rural-Urban Contrast and Continuum

Unit-3 **15 lecture hours**

Rural Social problems: Poverty, Unemployment, , Food Security, Landlessness, Indebtedness, Health care and Sanitation.

Unit-4 **11 lecture hours**

History and Evolution: Community Development Programme, Land Reforms, Green Revolution. Cooperative Movement, Panchayati Raj Institutions- Constitutional provisions and Structure. Role of Panchayats in Rural Development



Unit-5 **8 lecture hours**

Rural Development Programmes: MGNREGA, SGSY, Indira AwasYojana, Livelihood Mission, Health Mission

Unit-6 **10 lecture hours**

Critique of rural development programmes.

Text Books

1. Doshi S.L. & P.C. Jain 2002 Rural Sociology, Jaipur, Rawat
2. Desai A.R. Rural Sociology in India 1997 Bombay Popular Prakasan
3. Dhanagare D.N. 1988 Peasant movements in India, New Delhi, Oxford
4. Gupta D.N. 2001 Rural development System New Delhi Books India International
5. Dube, S.C.1988 India’s changing Village: Human Factor in Community Development Himalayan Publishing House, Bombay
6. Maheshwari, S.R. 1985Rural Development In India, Sage Publication, New Delhi
7. Vivek, R. & Bhattacharya 1985 The New Strategies of Development in Village India, Metropolitan
8. Jain, Gopal Lal 1985 Rural development Mangaldeep Publication, Jaipur
9. Joshi R P., and S. Narawam1985 Panchayat Raj in India : Emerging Trends across the States Rawat, Jaipur
10. Singh, Katar1995 Rural development: Principle policies and Management Sage, New Delhi

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Determine the relation between rural society and its major social problems.	PO1, PO9, PO11, PO12

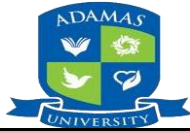


CO2	Identify the significance of rural society from sociological perspective.	PO1,PO4, PO6
CO3	Construct an understanding of the society in a better manner, to note the heterogeneities in culture, institutions and their functions, changes, the contrasts found between the rural urban societies.	PO1, PO6, PO9, PO10,PO12
CO4	Distinguish between different social institutions of rural India.	PO1, PO2, PO6, PO9, PO11, PO12
CO5	Illustrate the impact of social problems on rural society of India.	PO1, PO2, PO6, PO9, PO11, PO12
CO6	Evaluate the role of rural society in shaping the development and structure of Indian social systems.	PO1, PO2, PO6, PO9, PO11, PO12

	PO 1	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	1	1	1	1	2	2	1	0	0	2	1
CO2	2	1	1	0	2	2	2	1	0	0	1	1
CO3	1	1	0	2	2	1	1	1	0	0	0	1
CO4	0	0	0	1	0	2	2	2	0	0	1	0
CO5	1	2	0	2	1	0	0	2	2	1	1	1
CO6	1	1	1	2	1	0	0	2	0	2	1	2

1=weakly mapped

2= moderately mapped 3=strongly mapped



SOC21062	Sociology of Family, Marriage and Kinship	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure	key issues with regard to social stratification across societies				
Co-requisites	--				

Course Objective:

1. To introduce the concept of family, marriage and kinship
2. To acquaint the students with key issues with regard to social stratification across societies
3. To aware students about various theories of family, marriage and kinship
4. To offer students the opportunity to examine the world through a sociological lens

Course Outcome:

On completion of this course, the students will be able to

CO1: Analyze the evolution of family, marriage, and kinship systems across different cultures and historical periods using sociological theories.

CO2: Evaluate the relationship between changing social structures, economic transformations, and shifts in family patterns, including marriage practices and kinship ties.

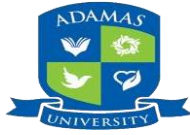
CO3: Examine the intersection of gender, class, caste, and sexuality in shaping family dynamics and kinship networks.

CO4: Identify the impact of globalization, migration, and technological advancements on traditional and contemporary family and marriage systems.

CO5: Assess the role of law, religion, and social policies in regulating marriage, family forms, and kinship practices in diverse societies.

CO6: Explore the emerging challenges and transformations in family and kinship systems, such as single-parent households, same-sex marriages, and changing generational roles, in the context of modernity.

Catalog Description: The course will introduce the concept of social stratification and its theoretical foundations. It aims to acquaint the learners with the key issues with regard to social stratification across societies. The course is weaved upon the central axes of the phenomena of stratification in the society like class, gender, race, tribe, caste, ethnicity, etc. While examining the intersection of these categories in the making of stratification in society, the relevance of applying theory and methods for



studying social stratification in contemporary India will be covered. The course will also cover social mobility, social exclusion, inclusion and various program and policies. This paper will also highlight various contemporary debates including disability and sexuality.

Course Content:

Unit-1

Family in India: diverse forms of family, family in India

Unit-2

Marriage-Forms, alternatives to marriage, Changing Marriage Practices · Changing Care and Support Systems

Unit-3

kinship in India (northern and southern kinship).

Unit-4

Gender Relations and Power Dynamics · Inheritance, Succession and Authority · Gender, Sexuality and Reproduction · Children, Youth and Elderly · Emotions and Family · Emergent Forms of Family · · Family Laws · Domestic Violence and Crime against Women · Honour Killing

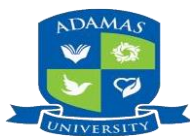
Unit-5

Theoretical Approaches: Structure-Functionalist, Alliance and Cultural

Unit-6

Family and Economy:

Business and Family · Digital Economy, E-Commerce · Global Business and Corporates · Tourism · Consumption



Reference Books:

1. Bendix R. and S.M. Lipset (Eds.). 1996. *Class, Status and Power: Social Stratification in Comparative Perspective*. New York: The Free Press.
2. Beteille, A. 1983. "Equality and Universality" in *Economic and Political Weekly*. 36 (38)
3. Beteille, A. 1985. *The Idea of Natural Inequality and Other Essays*. New Dehi: Oxford University Press.
4. Beteille. A. 1983 Introduction in Andre Beteille (ed.): *Equality and Inequality: Theory and Practice* Oxford University Press, Delhi (1-27)
5. Béteille, A. 1965. *Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village*. University of California Press
6. Benedix. R. and Lipset. M. (eds.) 1966. *Class, Status and Power: Social Stratification in comparative perspective*, New York: The Free Press (Part –I)
7. Chakravarty, U. 2003. *Gendering Caste: Through a Feminist Lens*. Calcutta: STREE.
8. Dahrendorf, R. 1959. *Class and Class Conflict in Industrial Society*. Stanford University Press
9. Dube, L. 2005. "Caste and Women" in M.N Srinivas (Ed.) *Caste: It's 20th Century Avtar*, New Delhi: Penguin Books.
10. Dumont, L. 1970. *Homo Hierachicus: The Caste System and its Implications*. Oxford: OUP.
11. Ghurye, G.S. 1990. *Caste and Race in India*. Bombay: Popular Prakashan Press.
12. Jenkins, R. 1991. "Disability and social stratification" in *British Journal of Sociology*. 42 (4): 557-580, 1991
13. Madan T.N. (Ed.). 1992. *Religion in India*. Delhi: Oxford University Press.
14. Gupta. D (Ed.) 2007. *Social Stratification*, New Delhi, Oxford University Press
15. Gerusky . D.V. 1994. *Social Stratification*, Boulder: West View Press part, pp.10-34.
16. Goldthorpe, J. H. *Social Mobility and Class Structure in Modern Britain*. Oxford: Clarendon Press, 1980.



16.Sharma. K. L.1997, *Social Stratification in India*, Sage. 17.Singh. Y. 1980. *Social Stratification and Change*, Manohar

18. Tumin, M.M. 2003. *Social Stratification: The Forms and Functions of Inequality*. New Delhi: Prentice Hall of India

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Analyze the evolution of family, marriage, and kinship systems across different cultures and historical periods using sociological theories.	PO1, PO2, PO3, PO9, PO11, PO12
CO2	Evaluate the relationship between changing social structures, economic transformations, and shifts in family patterns, including marriage practices and kinship ties.	PO1, PO2, PO4, PO6
CO3	Examine the intersection of gender, class, caste, and sexuality in shaping family dynamics and kinship networks.	PO1, PO6, PO9, PO10, PO12
CO4	Identify the impact of globalization, migration, and technological advancements on traditional and contemporary family and marriage systems.	PO1, PO2, PO6, PO9, PO11, PO12
CO5	Assess the role of law, religion, and social policies in regulating marriage, family forms, and kinship practices in diverse societies.	PO1, PO3, PO4
CO6	Explore the emerging challenges and transformations in family and kinship systems, such as single-parent households, same-sex marriages, and changing generational roles, in the context of modernity.	PO1, PO2, PO6, PO9, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	1	1	2	1	2	2	1	0	0	1	1



CO2	1	1	1	1	0	2	2	1	0	0	2	1
CO3	2	1	0	2	2	1	1	1	0	0	1	1
CO4	0	0	0	2	1	2	2	2	0	0	0	0
CO5	1	1	2	2	1	0	0	2	2	1	1	2
CO6	1	0	1	2	1	0	0	2	2	2	1	0

1=weakly mapped

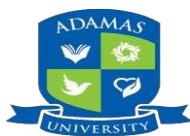
2= moderately mapped 3=strongly mapped

SOC21061	SOCIOLOGY OF POPULAR CULTURE AND MASS COMMUNICATION	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure	basic theoretical approaches applied to popular culture				
Co-requisites	--				

Course Objectives:

1. To understand the basic theoretical approaches applied to popular culture
2. To identify how society interacts with popular culture and offer analysis on the core issues and debates
3. To evaluate popular culture from differing viewpoints and perspectives and identify the strengths and errors of each stance
4. To make students aware about both popular culture and mass-communication.
5. To understand how popular culture and its processes interacts with, and can maintain, social inequalities and power structures in society.

Course Outcomes



On completion of this course, the students will be able to--

CO1. **Determine** a comparative perspective of the developed and the developing countries and issues concerning culture and media clashes.

CO2. **Explore** the roles and influence of popular culture upon daily life by defining and analyzing the phenomenon with the aid of various sociological approaches that have been used to explain popular culture

CO3. **Develop** Sociological analysis to ethical problems in popular culture and offer ethical suggestions on policy making

CO4. **Understand** The importance and influence of Pop Culture in the Digital Age Social Media and New Media

CO5. **Understanding** media and its types from different cultural angles.

CO6: **Evaluate** the interplay between popular culture, identity formation, and power structures, focusing on how media representations influence societal norms and values across diverse cultures.

Catalog Description: This course introduces the students with the critical understanding about the concept roles and influence of popular culture upon daily life by defining and analyzing the phenomenon with the aid of various sociological approaches that have been used to explain popular culture and sociological analysis to ethical problems in popular culture and offer ethical suggestions on policy making and lastly the importance and influence of Pop Culture in the Digital Age Social Media and New Media.

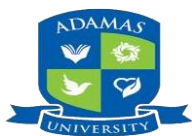
Course Content:

Unit- I 15 lecture hours

Defining Popular Culture; Culture; Ideology and Masses; Mass Civilisation and Minority Culture; Theories on Popular Culture –Marxisms, Structuralism and Post-Structuralism

Unit-II 15 lecture hours

Gender and Sexuality in Popular Culture - Feminist Theory and Depictions of Gender in the Pop Culture; Popular Culture and Queer Representation



Unit-III 15 lecture hours

Popular Discrimination; Mass Civilization and Minority Culture; Race, Racism and Representation; Modernity and Mass Culture; Commercial Culture, Subcultures

Unit-IV 15 lecture hours

Mass Culture versus Popular Youth Subcultures; Consumption of Popular Culture- The Internet, Fans, and Participant Culture; Prosumers, and Hyperconsumers

Unit- V 15 lecture hours

Pop Culture in the Digital Age Social Media and New Media

Unit VI 15 lecture hours

Globalization of Popular Culture; Local Popular Culture, Global Popular Culture Transnational Music: Bhangra, and Hip-Hop

Text Books

1. Fiske, J. (1989) Understanding Popular Culture. New York: Routledge.
2. Freccero, C. (1999) Popular Culture: An Introduction. New York: New York University Press.
3. Guins and Cruz. (2005) Popular Culture A Reader. London: Sage
4. Macdonald, D. (1957) 'A Theory of Mass Culture', in Mass Culture: The Popular Arts in America. Eds B. Rosenberg and D.M. White. New York: The Free Press

5. Storey, John . (1991). Cultural Theory and Popular Culture: An Introduction (5th Ed). Pearson

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempore/Written Exam

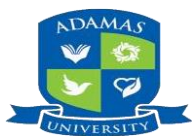
Examination Scheme:



Components	Class Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Determine a comparative perspective of the developed and the developing countries and issues concerning culture and media clashes.	PO1, PO9, PO10, PO12
CO2	Explore the roles and influence of popular culture upon daily life by defining and analyzing the phenomenon with the aid of various sociological approaches that have been used to explain popular culture	PO1, PO4, PO6
CO3	Construct Sociological analysis to ethical problems in popular culture and offer ethical suggestions on policy making	PO1, PO6, PO9, PO10, PO11
CO4	Develop importance and influence of Pop Culture in the Digital Age Social Media and New Media	PO1, PO2, PO6, PO9, PO11, PO12
CO5	Understanding media and its types from different cultural angles.	PO1, PO2, PO8, PO9, PO11, PO12
CO6	Evaluate the interplay between popular culture, identity formation, and power structures, focusing on how media representations influence societal norms and values across diverse cultures.	PO1, PO2, PO6, PO9, PO11, PO12



	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010	PO1 1	PO1 2
CO1	2	1	1	2	1	2	2	1	0	0	1	1
CO2	1	1	1	1	2	1	2	1	0	0	0	1
CO3	2	1	0	2	2	1	1	1	0	0	1	1
CO4	0	0	0	2	1	2	2	2	0	0	0	0
CO5	1	1	2	2	1	0	0	2	1	0	1	1
CO6	1	1	0	2	1	0	0	2	2	2	1	1

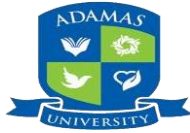
1=weakly mapped

2= moderately mapped 3=strongly mapped

SOC21063	SOCIOLOGY OF INDUSTRIAL RELATIONS	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure	how work is being organized in an industrial organization.				
Co-requisites	--				

Course Objectives:

1. To help students to understand how work is being organized in an industrial organization.



2. To make students understand how the labor is abstracted in the industrial work process.
3. To explain how the issue between labour and management is constructed and how the labour welfare measures are implemented.
4. To provide an understanding of sociology of industry, labour, human relations and management.
5. To get the student familiarised with the actual problem situations in industrial organisation in sociological perspectives.

Course Outcomes

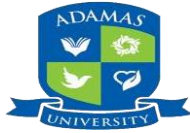
On completion of this course, the students will be able to--

- CO1. **Understand** industrial organizations and the relations that characterize such settings.
- CO2. **Familiarize** themselves with organizational sociology in the context of industries.
- CO3. **Understand** contemporary industrial conflicts in a sociological way.
- CO4. **Understand** the role of trade unions in industrial organization.
- CO5. **Illustrate** the significance of the industrial management.
- CO6: **Analyze** the impact of globalization and technological advancements on industrial organizations, labor relations, and workplace dynamics.

Catalog Description: This course introduces the students with the critical understanding of organizational sociology where students will be able to have an in-depth knowledge of industrial organizations from a sociological point of view. This course entails a detailed discussion of the relationships within industrial organizations, the causes of industrial conflict, and the role of trade unions in industrial organizations. By studying this course, students will be able to have an in-depth understanding of industrial management.

Course Content:

Unit I 10 lecture hours



Classical sociological tradition on industrial dimensions of society, Division of labour, Anomie, Bureaucracy, rationality, production relations surplus value and alienation. E, Durkheim, KMarx and M Weber

Unit II 10 lecture hours

Work, Post Modernity and Organisation: Contemporary organisational realities, dialectical organisations, Power and Subjectivity.

Family, religion, stratification, habitat, settlement and environmental problems through industrialisation process.

Work, work process, technology and labour, work culture work ethics and human relation work.

Unit III 8 lecture hours

The concept of organisation [formal and informal organisation] its structure and functions, classical theories of management.

Unit IV 12 lecture hours

Industrial relations, conflicts, causes and types Resolution of conflict, conciliation, arbitration and adjudication, collective bargaining,

Unit V 10 lecture hours

Trade union, their growth, functions and their role in industrial organisation.

Unit VI 10 lecture hours

Participatory management- varieties of such management, Industrial community labour migration, Women and child labour, family, Industrial city, social and environmental issues.

Text Books

1. Zetlin Irwing, 1969 Ideology and the development of Sociological theory VOL 1 & VOL 2. Basic Books, New York.
2. Watson, K Tony, 1995 Sociology, work and Industry, Routledge Kegan, Paul.
3. Ramaswamy E A, 1988 Industry and Labour OUP
4. Ramaswamy E A, 1978 Industrial relations in India, New Delhi.



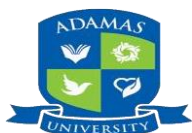
5. Karnik V B 1970 Indian trade union, A survey, Popular Prakashan, Mumbai.
6. Mamoria C B and Mamoria 1992 Dynamics of Industrial Relation in India, Himalay Publishing House, Mumbai.
7. Ramaswamy E A 1977 The worker and his union, Allied, New Delhi.
8. Ramaswamy E.A 1977 The worker and Trade Union Allied, New Delhi.
9. Agarwal R.D 1972 Dynamics of Labour Relations in India, A book readings, Tata Mc Graw Hill.
10. Laxmanna, C et all 1990 Workers Participation and industrial democracy. Global perspective Ajantha publications
11. Philip Hancock, Melissa Taylor 2001 Work Post Modernism and Organisation Sage India.
12. Aziz Abdul 1984 Labour problems or developing Economy Ashish publishing house.
13. Miller and Form 1964 Industrial Sociology, Harper and Row, New York.
14. Parker S.R Brown K, The Sociology of Industry, George Allen Chield Jaud Smith, M.A, 1964 and Urwin ltd., London.
15. Gilbert S.J 1985 Fundamentals of Industrial Socilogy, Tata Mc Graw Hill publishing co.Ltd, New Delhi.

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)



Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand industrial organizations and the relations that characterize such settings.	PO1, PO9, PO10, PO11
CO2	Familiarize themselves with organisational sociology in the context of industries.	PO1, PO2, PO3, PO10
CO3	Understand contemporary industrial conflicts in a sociological way.	PO1, PO2, PO3, PO4, PO8, PO9, PO10, PO12
CO4	Understand the role of trade unions in industrial organization.	PO1, PO3, PO4, PO10, PO11, PO12
CO5	Illustrate the significance of the industrial management.	PO1, PO3, PO4, PO9, PO10, PO11, PO12
CO6	Analyze the impact of globalization and technological advancements on industrial organizations, labor relations, and workplace dynamics.	PO1, PO3, PO4, PO9, PO10, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	1	1	2	1	2	3	1	0	0	1	1
CO2	0	1	1	1	1	0	2	1	0	0	2	1
CO3	1	1	0	2	2	1	1	1	0	0	1	1
CO4	1	0	0	1	0	2	2	2	0	0	2	0
CO5	1	1	2	2	1	0	0	2	1	1	1	2
CO6	1	0	1	2	1	0	0	2	2	2	1	1

.1=weakly mapped

2= moderately mapped 3=strongly mapped



SOC21064	SOCIOLOGY OF ENVIRONMENT	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure	understanding of environment and society				
Co-requisites	--				

Course Objectives:

1. This course aims to inculcate students with sociological perspectives to study environment.
2. This course will provide a better understanding of environment and society
3. It will help students to think critically about relationship between environment and society
4. This course seeks to unravel deeper linkages between environment, development and capitalism
5. This course also illustrates certain significant environmental movements in India, stretching from pre-colonial to contemporary period.

Course Outcomes

On completion of this course, the students will be able to—

CO1. **Determine** the relation between environment and society

CO2. **Identify the** significance of environment movements in India.

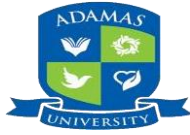
CO3. **Construct** an understanding of the theoretical approaches to environment.

CO4. **Distinguish** between Environmental realism vs. Social Constructionism.

CO5. **Illustrate** the impact of environmental justice and significant environmental movements in India.

CO6: **Evaluate** the role of policy frameworks and global environmental governance in addressing contemporary ecological challenges and promoting sustainable development.

Catalog Description: The course will emphasize on the relation between environment and society. This course aims to inculcate students with sociological perspectives to study major environmental movements in India. It provides an overview of the theoretical perspectives in the study of social movements. This course also illustrates certain significant social movements in India. Students will be able to understand the difference between Environmental realism vs. Social Constructionism followed by the impact of major environmental movements in India.



Course Content

Unit-1 7 lecture hours

Introduction to Sociology of Environment: Definition, nature and scope of sociology of environment ;The Evolution of Environmental Sociology : A brief history and assessment of the Indian scenario, Ecological Degradation and Migration

Unit-2 9 lecture hours

Social and Cultural Ecology: Diverse Forms · Technological Change, Agriculture and Biodiversity · Gender and Environment · Forest Policies, Adivasis and Exclusion

Unit-3 15 lecture hours

Theoretical approaches to Environment ;Ecofeminism and Ecological Democracy

Unit-4 11 lecture hours

· Development, Displacement and Rehabilitation · Water and Social Exclusion · Disasters and Community Responses · Environmental Pollution, Public Health and Disability · Climate Change and International Policies

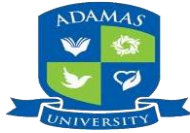
Unit-5 8 lecture hours

Environment, Sustainable development and it's critics; · Environmental Movements

Unit-6 10 lecture hours

Environmental Justice: Democracy and environmental movements in India

Text Books



1. Aggarwal , Bina .1986. Cold Hearths and Barren Slopes: The woodfuel crisis in the Third World. Delhi: Allied Publisher
2. Arnold , David and Ramchandra Guha (eds) 1994 Nature, culture , imperialism: essays in the environmental History of South Asia. New Delhi: Oxford University Press
3. A Proliferation of Ecofeminisms,” and “From Natural Identity to Radical Democracy.”
4. Chs. 1, 3, 4 in *The Good Natured Feminist: Ecofeminism and the Quest for Democracy*.
5. Minneapolis: University of Minnesota Press. pp. 3-27, 48-96.

6. Baviskar, Amita. 1995. In the Belly of the River : Tribal Conflict over development in the Narmada Valley. New Delhi: Oxford University Press

7. Friedman , John and Haripriya Rangan. 1993. In defense of Livelihood. : Comparative Studies on Environmental Action . Connecticut: Kumarian Press. Mies and Shiva .Ecofeminism. 1993. Delhi: Rawat Publications.

8. Gadgil, Madhav and Ramachandra Guha.1996. environmental Movements in India: Paper presented at TISS Mumbai Conference on movement and Campaigns for the empowerment of marginalised groups. Nov 1-4.
9. Guha, Ramchandra.1997. Social-ecological Research in India : A status Report. *Economic and Political Weekly* 32 (7)
10. Munshi Indra. Environment in Sociological theory. *Sociological Bulletin* Vol 49 (2) September 2000.
11. Merchant, Carolyn. 1992. “The Global Ecological Crisis.” Ch. 1 in *Radical Ecology. The Search for a Livable World*. New York: Routledge. Pp. 17-40.

12. Sharma S.L. 1996. Perspectives on Sustainable Development in the Asia-Pacific Region. Pp.89-97.

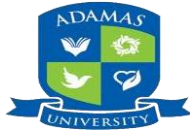
Suggested Readings:

1. Demeritt, David. 2001. “Being Constructive about Nature.” Ch. 2 in *Social Nature: Theory, Practice, and Politics*. Eds. N. Castree and B. Braun. Malden: Blackwell. Pp. 22-40.

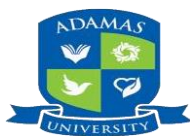
3. Redclift, Michael and Graham Woodgate. 1997. “Sustainability and Social Construction.” Ch. 3In *The International handbook of Environmental Sociology*. Eds. M. Redclift and G.

4. Woodgate. Cheltenham: Edward Elgar. Pp. 55-70.

5. Proctor, James D. 2001. “Solid Rock and Shifting Sands: The Moral Paradox of Saving a Socially



6. Constructed Nature.” Ch. 12 in *Social Nature: Theory, Practice, and Politics*. Eds. N. Castree and B. Braun. Malden: Blackwell. Pp. 225-40
7. Sandilands, Catriona. 1999. “A Genealogy of Ecofeminism,” “From Difference to Differences:
8. Rocheleau, Dianne, Barbara Thomas-Slayter, and Esther Wangari. 1996. “Gender and Environment: A Feminist Political Ecology Perspective.” Ch. 1 in *Feminist Political Ecology: Global Issues and Local Experiences*. D. Rocheleau et al. Eds. New York: Routledge. pp. 3-23.
9. Faber, Daniel. 1993. “A Legacy of Ecological Imperialism,” “Poverty, Injustice and the Ecological Crisis,”
10. Faber, Daniel. 1993. “Revolution in the Rainforest,” “The Nicaraguan Revolution and the Liberation of Nature,” “War Against Nature: Militarization and the Impacts of U.S. Policy,” and “Conclusion: The Struggle for Social and Ecological Justice.” In *Environment Under Fire: Imperialism and the Ecological Crisis in Central America*. New York: Monthly Review Press. pp. 117-236
11. Harper, Charles. *Environment and Society: Human Perspectives on Environmental Issues*. Upper Saddle, NJ: Prentice Hall. 2001.
12. Burger, Joanna and Micahel Gochfeld. “The Tragedy of the Commons.” *Environment*. December 1998.
13. Campbell, Colin and Jean Laherrere. “The End of Cheap Oil.” *Scientific American*. March 1998.
14. Catton, William and Riley Dunlap. “Environmental Sociology: A New Paradigm.” *American Sociologist*. 13 (1978), 41-49.
15. Freudenberg, William and Robert Gramling. “The Emergence of Environmental Sociology.” *Sociological Inquiry*. 59 (1989), 439-452.
16. Gardner, Gary, and Paul Stern. *Environmental Problems and Human Behavior*. Needham Heights, Mass.: Simon & Schuster. 1996.



Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Determine the relation between environment and society	PO1, PO9, PO11, PO12
CO2	Identify the significance of environment movements in India.	PO1,PO4, PO6
CO3	Construct an understanding of the theoretical approaches to environment.	PO1, PO6, PO9, PO10,PO12
CO4	Distinguish between Environmental realism vs. Social Constructionism.	PO1, PO2, PO6, PO9, PO11, PO12
CO5	Illustratethe impactofenvironmentaljusticeand significant environmental movements in India.	PO1, PO2, PO6, PO9, PO11, PO12
CO6	Evaluate the role of policy frameworks and global environmental governance in addressing contemporary ecological challenges and promoting sustainable development.	PO1, PO2, PO6, PO9, PO11, PO12



	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	1	1	2	0	2	2	1	0	0	2	1
CO2	0	1	1	1	2	2	2	1	0	0	2	1
CO3	0	1	0	2	2	1	1	1	0	0	0	1
CO4	1	0	0	2	1	2	2	2	0	0	1	0
CO5	1	2	0	2	1	0	0	2	0	2	1	0
CO6	1	0	0	2	1	0	0	2	1	1	1	1

1=weakly mapped

2= moderately mapped 3=strongly mapped

SOC21065	SOCIOLOGY OF RELIGION				
Version 1.0	Contact Hour-60	L	T	P	C
Pre-requisites/Exposure	Knowledge about interconnections between religion and other institutions of society				
Co-requisites	--				

Course Objectives:

- 1.To familiarize the students with the major sociological approaches and theoretical framework to the study of religion
- 2.To make student understand about numerous interconnections between religion and other institutions of society
- 3.To acquaint the students about recent debates in the sociology of religion
- 4.To make students understand Religion and its relevance in contemporary world.
- 5.To develop understanding about functions and dis-functions of religion.



Course Outcomes

On completion of this course, the students will be able to—

CO1. **Understand** the approaches of the religion

CO2. **Develop** sociological understanding of religion

CO3. **Construct** conceptual clarity and can articulate the main debates and arguments with regard to religion

CO4. **Understand** variety of ideas and debates and perspectives of religion

CO5. **Analyze** various changes and globalization in shaping contemporary religion.

CO6: **Evaluate** the interplay between religion, politics, and society, focusing on how religious identities and practices influence social cohesion and conflict in a globalized world.

Catalog Description: This course ensure that students have understood the approaches of the religion and to improve sociological understanding of religion. This also ensure that students have conceptual clarity and can articulate the main debates and arguments with regard to religion. It acquaints the students to the variety of ideas and debates and perspectives of religion, last but not the least it analyze various changes and globalization in shaping contemporary religion.

Course Content:

Unit- I 15 lecture hours

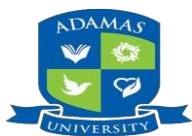
Concept and Approaches of Study of Religion

Meaning, Origin and Development, Approaches of Study of Religion - Historical Approach - Comparative Approach - Structural Functional Approach

Unit-II 15 lecture hours

Meaning and perspective of Sociology of Religion

Meaning and Nature of Sociology of Religion; Perspectives of Sociology of Religion -----



Comte, Marx, Weber, Durkheim

Unit-III 20 lecture hours

Religious and Other Social Institutions

Religion and Social Stratification; Religion and Economic Life; Religion and Political Behaviour; Religion and Ethics; Religious Beliefs

Unit-IV 20 lecture hours

Religious Organizations and Problems of Religion

Sect, Denomination, Cult; Major Religion of India; Problems Related to Religion

Unit- V 20 lecture hours

World Religions and religious society in India

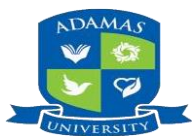
Hinduism, Islam, Christianity, Jainism, Buddhism, Sikhism, Judaism, Zoroastrianism Religion & Society in India (With Reference to Religion and Society among the Coorgs of South India); Function and Dis -function of Religion

Text Books

1. Berger, Peter L. The Sacred Canopy : Elements of a Sociological Theory of Religion (1967). Anchor Books 1990 Paperback : ISN 0-38507305-5
2. Clarke, Peter B. (ed. 2009), The Oxford Handbook of the Sociology of Religion Oxford / New York. Oxford University Press. ISBN 9780199279791
3. Kevin J. Christiano, et al., (2nd ec., 2008), Sociology of Religion: Contemporary Developments, Lanham, MD: Rowman& Littlefield Publishers. ISBN 9780742561113
4. Uberoi, J.P.S. 1996. Religion, Civil Society and the State, New Delhi, Oxford University Press.
5. Srinivas, M. N. 1952. Religion and society among the Coorgs of south India. Clarendon : Oxford, pp100-122.
6. Weber,Max. Sociology of Religion, Oxford Uni. Press, U.K.

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempore/Written Exam

Examination Scheme:



Components	Class Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand the approaches of the religion	PO1, PO9, PO10, PO12
CO2	Develop sociological understanding of religion	PO1, PO4, PO6
CO3	Construct conceptual clarity and can articulate the main debates and arguments with regard to religion	PO1, PO6, PO9, PO10, PO11
CO4	Understand variety of ideas and debates and perspectives of religion	PO1, PO2, PO6, PO9, PO11, PO12
CO5	Analyze various changes and globalization in shaping contemporary religion	PO1, PO2, PO8, PO9, PO11, PO12
CO6	Evaluate the interplay between religion, politics, and society, focusing on how religious identities and practices influence social cohesion and conflict in a globalized world.	PO1, PO2, PO8, PO9, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	0	1	1	2	0	2	2	1	0	0	1	1
CO2	2	1	1	1	1	1	2	1	0	0	0	1
CO3	1	1	0	2	2	1	1	1	0	0	0	1
CO4	1	0	0	2	1	2	2	2	0	0	0	0



CO5	1	0	1	2	1	0	0	2	1	1	1	0
CO6	1	1	2	2	1	0	0	2	1	1	1	1

1=weakly mapped

2= moderately mapped 3=strongly mapped

SOC21066		L	T	P	C
	Sociology of Social Exclusion				
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure	interconnections between social exclusion and inclusion				
Co-requisites	--				

Course Objectives:

- 1.To familiarize the students with the major sociological approaches and theoretical framework to the study of social exclusion
2. To make student understand about numerous interconnections between social exclusion and other institutions of society
3. To acquaint the students about recent debates in the sociology of social exclusion
4. How social exclusion is relevant in contemporary world.
5. Functions and dis-functions of social exclusion

Course Outcomes

On completion of this course, the students will be able to--

CO1. To ensure that students have understood the approaches of the social exclusion

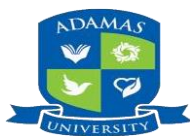
CO2. To improve sociological understanding of social exclusion

CO3. To ensure that students have conceptual clarity and can articulate the main debates and arguments with regard to social exclusion

CO4. To acquaint the students to the variety of ideas and debates and perspectives of social exclusion

CO5. To analyze various changes and globalization in shaping contemporary social exclusion.

CO6: To evaluate the role of policies, movements, and interventions in addressing social exclusion and promoting inclusion and equity in diverse societies.



Course Description:

The course is aimed to focus on those segments of the population which have lived on the margins of society and which have not received adequate scholarly attention. The focus is to sensitize students of the significance of the sociological study of Dalits, tribal communities, transgender, refugees and other deprived communities. The students will also be acquainted with the movements led by the socially excluded groups to ensure livelihood security and a life with dignity.

Course Content:

Unit I:

Historical Background of the Concept of Social Exclusion; humiliation, inequalities- social, economic and political, untouchability, stigmatization, discrimination, deprivation, Social exclusion.

Unit II:

Theories of Social Exclusion: Caste as Social Exclusion- Notions of purity and pollution and hierarchical gradation of people, inferior / superior occupations and remuneration; Property as economic exclusion- Unequal access to productive resources; Power as political exclusion, Rights as entitlements- educational opportunities, and unequal capabilities, competition, 'merit' based exclusion, and market based formal exclusions.

Unit III:

Forms of Social Exclusion I: Religion, Race, Caste, Class, Gender, Indigenous/Adivasi, Disability

Unit IV:

Forms of Social Exclusion II: Migrants and Refugees, Region, Language and Ethnicity, Illness, Poverty and Exclusion

Unit V:

Recent Trends in Social Exclusion: Human Rights and Inclusive Policy- the link: Reservation policies for the socially and educationally backward in India, Forest Policies, Adivasis and Exclusion, Water and Social Exclusion

Reading list:

1. Bryne, D. (2006). Social Exclusion. London. Open University Press



2. Foucault, Michel (2006). *History, Inequality, Exclusion: New Approaches to Theory and Practice – Pauvretes, Inegalites, Exclusions: renouveau des approches theoriques et des pratiques Sociales.* Geneva, ILO.
3. Omvedt, G. (1994). *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India.* New Delhi. Sage Publications
4. Oommen, T. K (1990): *Protest and Change Studies in Social Movements* (Delhi: Sage)
5. Murshed. Marlsoob (ed.) (2002), *Globalization, Marginalization, and Development*, London, New York: Routledge.
6. Karnataka Joshi. *Scheduled Castes and the Struggle against Inequality*, New Delhi, Indian Social Institute, 1963.
7. Kamble M.D. *Deprived Caste and their Struggle for Equality*, New Delhi, Ashish Publishing House.
8. Xaxa, Virginius (2008): *State, Society, and Tribes: Issues in Post-Colonial India.* Dorling Kindersley (India) Pvt. Ltd. 11.
9. Chaudhuri, S.N. (1988): *Changing status of depressed castes in contemporary India.* Delhi: Daya Publishing House.
10. Gore, M.S. (1993): *The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar.* New Delhi: Sage.
11. Gupta, Dipankar (1991): *Social Stratification.* New Delhi: Oxford University Press. 14.
12. Jogdand, P.G. (2000): *New Economic Policy and Dalits.* Jaipur: Rawat.
13. Omvedt, Gail (1995): *Dalit Visions: The anti-caste movement and the construction of an Indian Identity.* New Delhi: Orient Longman.
14. Singh, K.S. (1998): *The Scheduled Castes.* Delhi: Anthropological Survey of India.
15. Singh, K.S. (1995): *The Scheduled Tribes .*Delhi: Oxford University Press.
16. Zelliott, Eleanor (1995): *From Untouchable to Dalit: Essays on the Ambedkar Movement.* New Delhi: Manohar.
17. Richard Peddicord, O.P. Sheed and Ward. *Gay and Lesbian Rights: A Question Sexual Ethics or Social Justice.*

Text Books

1. Beteile, Andre (1981) *Backward Classes and the new social order*, D elhi: Oxford University press.
2. Beteille, Andre (1992) *The backward classes in Contemporary India*, Delhi: Oxford university press.
3. Charsley, S.R. and G K Karanth (1998) (eds.) *Challenging Untouchability*, Delhi: Sage
4. chako, M. Priyaram. (2005). *Tribal Communities and social change*, sage publications, New Delhi.
5. Chaudhari, S.N. (1988) *Changing status of Depressed castes in contemporary India*, Delhi: Daya Publishing House
6. Gupta, Dipankar (1991), *social Stratification*, New Delhi, Oxford University Press.



Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempore/Written Exam

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand the approaches of the marginalization	PO1, PO9, PO10, PO12
CO2	Develop sociological understanding of marginalization	PO1, PO4, PO6
CO3	Explore conceptual clarity and can articulate the main debates and arguments with regard to marginalization	PO1, PO6, PO9, PO10, PO11
CO4	Develop variety of ideas and debates and perspectives of marginalization	PO1, PO2, PO6, PO9, PO11, PO12
CO5	Analyze various changes and globalization in shaping contemporary marginalization.	PO1, PO2, PO8, PO9, PO11, PO12
CO6	To evaluate the role of policies, movements, and interventions in addressing social exclusion and promoting inclusion and equity in diverse societies.	PO1, PO6, PO9, PO10, PO11

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	1	1	2	0	2	2	1	0	0	1	1
CO2	2	1	1	1	2	2	2	1	0	0	0	1



CO3	1	1	0	2	2	1	1	1	0	0	1	1
CO4	0	0	0	0	1	2	2	2	0	0	1	0
CO5	1	2	1	2	1	0	0	2	1	2	1	2
CO6	1	1	1	2	1	0	0	2	2	1	1	0

1=weakly mapped

2= moderately mapped 3=strongly mapped

`SOC21042	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CLASSICAL SOCIOLOGICAL THEORY												
CO1	2	3	1	1	1	2	2	1	0	0	0	1
CO2	3	1	1	2	1	1	1	1	0	0	1	1
CO3	2	1	0	0	2	1	1	1	0	0	1	1
CO4	2	0	0	0	1	2	2	2	0	0	0	0
CO5	1	1	2	0	1	0	0	0	1	2	0	0
CO6	2	0	0	0	1	1	1	0	2	0	0	0

`SOC21043	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
THEMES IN INDIAN SOCIETY												
CO1	2	3	1	3	1	2	2	1	0	0	0	1
CO2	3	1	1	2	1	1	1	1	0	0	1	1
CO3	3	1	0	0	2	1	1	1	0	0	1	1
CO4	3	0	0	0	1	2	2	2	0	0	0	0
CO5	1	1	2	0	1	0	0	0	1	2	0	0
CO6	2	0	0	0	1	1	1	0	2	0	0	0

`SOC21044	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
SOCIOLOGY OF CHANGE AND DEVELOPMENT												
CO1	2	3	1	3	1	2	2	1	1	0	0	1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
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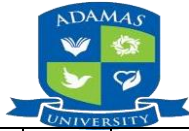


CO2	3	1	1	2	1	1	1	1	1	0	1	1
CO3	2	1	1	0	2	1	1	1	2	0	1	1
CO4	2	0	1	1	1	2	2	1	0	0	0	0
CO5	1	1	2	0	1	0	0	0	1	2	0	0
CO6	2	0	0	0	1	1	1	0	2	0	0	0

`SOC21045 HISTORY OF SOCIAL MOVEMENTS	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	1	2	3	2	2	1	1	1	0	1
CO2	3	1	1	2	1	1	1	1	1	2	1	1
CO3	2	1	1	0	2	1	1	1	2	2	1	1
CO4	1	0	1	1	1	2	2	1	0	0	1	0
CO5	1	1	2	0	1	0	0	0	1	2	1	0
CO6	2	0	0	0	1	1	1	0	2	0	0	0

`ENG21111 SOFT SKILLS	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	1	2	3	2	2	1	1	1	0	1
CO2	3	1	1	2	1	1	1	1	1	2	1	1
CO3	2	1	1	1	2	1	1	1	2	2	0	0
CO4	1	0	1	1	1	2	2	1	0	0	1	1
CO5	1	1	2	1	1	0	0	0	1	2	1	1
CO6	2	0	0	1	1	1	1	0	2	0	0	0

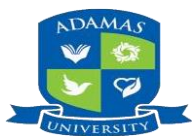
`SOC21046 MODERN SOCIOLOGICAL THEORY-I	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	1	2	1	2	2	1	1	1	1	1
CO2	3	1	0	2	1	1	1	0	1	2	1	1
CO3	2	2	0	1	2	1	1	0	2	1	0	0
CO4	2	0	1	1	1	2	2	1	0	0	1	0
CO5	1	1	2	1	1	0	0	0	1	2	1	0
CO6	2	0	0	1	1	1	1	0	2	0	0	0



`SOC21047 GLOBALISATION AND SOCIETY	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010	PO11	PO12
CO1	3	2	1	2	3	2	2	1	1	1	1	1
CO2	2	1	0	1	1	2	1	1	1	2	1	1
CO3	2	1	0	1	2	1	1	1	2	1	0	0
CO4	1	0	1	1	2	2	2	1	0	0	1	0
CO5	1	1	2	1	1	0	0	0	1	2	1	0
CO6	2	0	0	1	1	1	1	0	2	0	0	0

`SOC21048 SCIENCE TECHNOLOGY AND SOCIETY	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010	PO11	PO12
CO1	3	2	2	1	1	2	2	1	1	1	1	1
CO2	3	2	1	1	1	2	1	0	0	2	1	1
CO3	2	1	0	0	2	0	0	1	2	0	0	0
CO4	1	0	1	1	2	2	2	1	0	0	0	0
CO5	1	1	2	1	1	0	0	0	1	2	0	0
CO6	2	0	0	1	1	1	1	0	2	0	0	0

SOC21049 RESEARCH METHODOLOGY AND COMPUTER APPLICATIONS IN SOCIOLOGY`	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010	PO11	PO12
CO1	3	3	2	1	1	1	1	1	1	1	1	1
CO2	3	2	1	1	1	2	2	1	0	2	1	1
CO3	2	1	0	0	2	0	0	1	2	0	0	0
CO4	1	0	1	1	2	2	2	1	0	0	0	0
CO5	1	1	2	1	1	0	0	0	1	2	0	0
CO6	2	0	0	1	1	1	1	0	2	0	0	0



SOC21052 INDIAN SOCIOLOGICAL THEORY	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	2	1	2	1	1	1	1	1	1	1
CO2	2	2	1	1	1	2	2	1	0	2	1	1
CO3	2	1	0	0	1	0	0	1	2	0	0	0
CO4	1	0	1	1	2	2	2	1	0	0	0	0
CO5	1	1	2	1	1	0	0	0	0	2	0	0
CO6	1	0	0	1	1	1	1	0	0	0	0	0

SOC21053 URBAN SOCIOLOGY	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	1	2	1	1	1	1	1	1	1
CO2	3	2	1	1	1	2	2	2	0	2	1	1
CO3	2	1	0	0	1	0	0	1	2	0	1	0
CO4	1	0	1	1	2	2	0	1	0	0	1	0
CO5	1	1	2	1	1	0	0	0	0	2	0	0
CO6	1	0	0	1	1	1	1	0	0	0	0	0

SOC21054 SOCIOLOGY OF HEALTH AND AGING	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	2	1	2	1	1	1	1	1	1	1
CO2	2	2	1	1	1	2	2	2	0	2	1	1
CO3	2	1	0	0	1	0	0	1	2	0	1	0
CO4	1	0	1	1	2	2	0	1	0	0	1	0
CO5	1	1	2	1	1	0	0	0	0	2	0	0
CO6	1	0	0	1	1	1	1	0	0	0	0	0

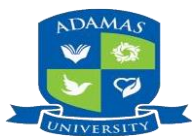
SOC21057 SOCIOLOGY OF	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12



POPULATION STUDIES												
CO1	3	1	1	1	2	1	1	1	1	1	1	1
CO2	1	2	1	1	1	2	2	2	0	2	1	1
CO3	2	1	0	0	1	0	0	1	2	0	1	0
CO4	1	0	1	1	2	2	0	1	0	0	1	0
CO5	1	1	2	1	1	0	0	0	0	2	0	0
CO6	1	0	0	1	1	1	1	0	0	0	0	0

`SOC21060 SOCIOLOGY OF FAMILY, MARRIAGE AND KINSHIP	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	1	1	2	1	1	1	1	1	1	1
CO2	2	2	2	1	1	2	2	2	0	2	1	1
CO3	2	1	0	0	1	0	0	1	2	0	1	0
CO4	1	0	1	1	2	2	0	1	0	0	1	0
CO5	1	1	2	1	1	0	0	0	0	2	0	0
CO6	1	0	0	1	1	1	1	0	0	0	0	0

`SOC21061 MODERN SOCIOLOGICAL THEORY II	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	1	1	2	1	1	1	1	1	1	1
CO2	1	2	1	1	1	2	2	2	0	2	1	1
CO3	2	1	0	0	1	0	0	1	2	0	1	0
CO4	2	0	1	1	2	2	0	1	0	0	1	0
CO5	1	1	2	1	1	0	0	0	0	2	0	0
CO6	1	0	0	1	1	1	1	0	0	0	0	0



SOC21064 SOCIOLOGY OF ENVIRONM ENT	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010	PO11	PO12
CO1	3	2	2	1	2	2	1	1	1	1	1	1
CO2	2	2	1	1	1	2	2	2	0	2	1	1
CO3	2	1	0	0	1	0	0	1	2	1	1	0
CO4	1	0	1	1	1	2	0	1	0	1	1	0
CO5	1	1	2	1	1	0	0	0	0	2	0	0
CO6	1	0	0	1	1	1	1	0	0	0	0	0

SOC21066 SOCIOLOGY OF SOCIAL EXCLUSION	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010	PO11	PO12
CO1	3	2	2	2	2	2	1	1	1	1	1	1
CO2	2	2	1	1	1	2	2	1	1	2	0	0
CO3	2	1	0	0	1	0	0	1	2	1	0	0
CO4	1	0	1	1	1	2	0	1	0	1	0	0
CO5	1	1	2	1	1	0	0	0	0	2	0	0
CO6	1	0	0	1	1	1	1	0	0	0	0	0

SOC21065 SOCIOLOGY OF RELIGION	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010	PO11	PO12
CO1	3	2	2	1	1	2	1	1	1	1	1	1
CO2	2	2	1	1	1	1	2	1	1	0	0	0
CO3	3	1	0	0	1	0	0	1	1	1	0	0
CO4	1	0	1	1	1	2	0	1	0	1	0	0
CO5	1	1	2	1	1	0	0	0	0	0	0	0
CO6	1	0	0	1	1	1	1	0	0	0	0	0