



**DEPARTMENT OF SOCIOLOGY AND
SOCIAL WORK**

M.A. SOCIOLOGY

FIVE YEAR PG PROGRAMME

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

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

1. Definitions and Nomenclature

1.1 University refers to Annamalai University.

1.2 Department means any of the academic departments and academic centres at the University.

1.3 Discipline refers to the specialization or branch of knowledge taught and researched in higher education. For example, Botany is a discipline in the Natural Sciences, while Economics is a discipline in Social Sciences.

1.4 Programme encompasses the combination of courses and/or requirements leading to a Degree. For example, M.A., M.Sc.

1.5 Course is an individual subject in a programme. Each course may consist of Lectures/Tutorials/Laboratory work/Seminar/Project work/Experiential learning/ Report writing/viva-voce etc. Each course has a course title and is identified by a course code.

1.6 Curriculum encompasses the totality of student experiences that occur during the educational process.

1.7 Syllabus is an academic document that contains the complete information about an academic programme and defines responsibilities and outcomes. This includes course information, course objectives, policies, evaluation, grading, learning resources and course calendar.

1.8 Academic Year refers to the annual period of sessions of the University that comprises two consecutive semesters.

1.9 Semester is a half-year term that lasts for a minimum duration of 90 days. Each academic year is divided into two semesters.

1.10 Choice Based Credit System A mode of learning in higher education that enables a student to have the freedom to select his/her own choice of elective courses across various disciplines for completing the Degree programme.

1.11 Core Course is mandatory and an essential requirement to qualify for the Degree.

1.12 Elective Course is a course that a student can choose from a range of alternatives.

1.13 Value-added Courses are optional courses that complement the students' knowledge and skills and enhance their employability.

1.14 Experiential Learning is a process of learning through experience. It is specifically defined as "learning through reflection on doing".

1.15 Extension activities are the activities that provide a link between the University and the community such as lab-to-land, literacy, population education, and health

awareness programmes. These are integrated within the curricula with a view to sensitise the students about Institutional Social Responsibility (ISR).

1.16 Credit refers to the quantum of syllabus for various programmes in terms of hours of study. It indicates differential weightage given according to the content and duration of the courses in the curriculum.

1.17 Credit Hour is the unit of measuring educational credit in terms of number of hours per week throughout the semester.

1.18 Programme Outcomes (POs) are statements that describe crucial and essential knowledge, skills and attitudes that students are expected to achieve and can reliably manifest at the end of a programme.

1.19 Programme Specific Outcomes (PSOs) are statements that list what the graduate of a specific programme should be able to do at the end of the programme.

1.20 Learning Objectives also known as Course Objectives are statements that define the expected goal of a course in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.

1.21 Course Outcomes (COs) are statements that describe what students should be able to achieve/demonstrate at the end of a course. They allow follow-up and measurement of learning objectives.

1.22 Grade Point Average (GPA) is a numerical that represents the average value of the accumulated final grades earned in courses in a semester. It is calculated by adding all the accumulated final grades and dividing that figure by the number of grades awarded.

1.23 Cumulative Grade Point Average (CGPA) is a measure of overall cumulative performance of a student over all the semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters.

1.24 Letter Grade is an index of the performance of a student in a particular course. Grades are denoted by letters S, A, B, C, D, E, and RA.

2. Programmes Offered and Eligibility Criteria

2.1 A pass in the Higher Secondary Examination (HSE) (10 + 2) (Academic / Vocational Stream) conducted by the Government of Tamil Nadu; or an examination accepted as equivalent thereto by the Syndicate of Annamalai University.

2.2 Reservation of seats for candidates belonging to ST/SCA/SC/MBC/DNC/BC/BC (Muslim) communities and Differently-abled will be made as per the rules and regulations of the Government of Tamil Nadu.

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

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

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

3. Programme Duration

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

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

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

4. Programme Structure

4.1 The Five Year Integrated Programme consists of Language Courses, Core Courses, Allied Courses, Elective Courses, Soft Skills, Experiential Learning and Project. In addition, the students shall also participate in Extension Activities as part of their curriculum.

4.2 Language Courses

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

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

4.2.3 Language-II shall be English.

4.3 Core courses

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

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

4.4 Allied Courses

4.4.1 Each student shall take three courses each in two disciplines allied to the main subject of the programme in the first four semesters.

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

4.4.3 In Science and Marine Sciences, each allied discipline shall have two Theory courses and one Practical course (Allied-I: 2 Theory courses and 1 Practical course; Allied-II: 2 theory courses and 1 Practical course).

4.5 Elective Courses

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

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

4.5.3 Each student shall take a combination of both DEs and IDEs.

4.6 Soft Skills

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

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

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

4.7 Value Education

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

4.8 Experiential Learning

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

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

4.9 Project

4.9.1 Each student shall undertake a Project in the final semester.

4.9.2 The Head of the Department shall assign a Research Supervisor to the student.

4.9.3 The Research Supervisor shall assign a topic for research and monitor the progress of the student periodically.

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

4.10 Value added Courses (VACs)

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

4.10.2 These courses impart employable and life skills. VACs are listed in the University website and in the Handbook on Interdepartmental Electives and VACs.

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

4.10.4 Classes for a VAC are conducted beyond the regular class hours and preferably in the VIII and IX Semesters.

4.11 Online Courses

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

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

4.12 Credit Distribution

The credit distribution is summarised detailed in the Table.

*Total credits (Minimum requirement for award of Degree):

From Semester-I to Semester-VI: 140-145 credits

From Semester VII to Semester-X: 90-95 credits

From Semester I to X: 230-240 credits

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

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

4.13 Credit Hours

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

1 Credit is defined as

1 Lecture period of one hour per week over a semester

1 Tutorial period of one hour per week over a semester

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

5 Attendance

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

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

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

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

- 5.5 The Course Instructor shall intimate to the Head of the Department at least seven calendar days before the last instruction day in the semester about the attendance particulars of all students.
- 5.6 Each student should have at least 75% attendance in the courses of the particular semester failing which he or she will not be permitted to write the End-Semester Examination. The student has to redo the semester in the next year.
- 5.7 Relaxation of attendance requirement up to 10% may be granted for valid reasons such as illness, representing the University in extracurricular activities and participation in NCC/NSS/YRC/RRC.

6. Mentor-Mentee System

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

7 Examinations

- 7.1 The examination system of the University is designed to systematically test the student's progress in class, laboratory and field work through Continuous Internal Assessment (CIA) Tests and End-Semester Examination.
- 7.2 There will be two CIA Tests and one End-Semester Examination in each semester.
- 7.3 The Question Papers will be framed to test different levels of learning based on Bloom's taxonomy viz. Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation/Creativity.

7.4 Continuous Internal Assessment Tests

- 7.4.1 The CIA Tests shall be a combination of a variety of tools such as class test, assignment, seminars, and viva that would be suitable to the course. This requires an element of openness.
- 7.4.2 The students are to be informed in advance about the assessment and the procedures. The tests are compulsory.
- 7.4.3 The pattern of question paper will be decided by the respective faculty.
- 7.4.4 CIA Test-I will cover the syllabus of the first two units while CIA Test-II will cover the last three units.
- 7.4.5 CIA Tests will be for one to three hours duration depending on the quantum of syllabus.

7.4.6 A student cannot repeat the CIA Test-I and CIA Test-II. However, if for any valid reason the student could not attend the test, the prerogative of arranging a special test lies with the teacher in consultation with the Head of the Department.

7.5 End Semester Examinations

7.5.1 The End Semester Examinations for the first/third semester will be conducted in November and for the second/fourth semester in May.

7.5.2 A candidate who does not pass the examination in any course(s) of the first, second and third semesters will be permitted to reappear in such course(s) that will be held in April and November in the subsequent semester/year.

7.5.3 The End Semester Examination will be of three hours duration and will cover the entire syllabus of the course.

8 Evaluation

8.1 Marks Distribution

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

8.1.2 For the theory courses, CIA Tests will carry 25% and the End-Semester Examination 75% of marks.

8.1.3 For the Practical courses, the CIA Tests Examination will constitute 40% and the End-semester Examination 60% of marks.

8.2. Assessment of CIA Tests

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

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

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

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

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

8.3 Assessment of End-Semester Examinations

8.3.1 Evaluation for the End Semester Examinations is done by both External and Internal examiners (Double Evaluation).

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

8.4 Assessment of Project/Dissertation

- 8.4.1 The Project Report/Dissertation shall be submitted as per the guidelines laid down by the University.
- 8.4.2 The Project Work/Dissertation shall carry a maximum of 100 marks.
- 8.4.3 CIA for Project will consist of a Review of literature survey, experimentation/field work, attendance etc.
- 8.4.4 The Project Report evaluation and viva-voce will be conducted by a committee constituted by the Head of the Department.
- 8.4.5 The Project Evaluation Committee will comprise the Head of the Department, Project Supervisor, and a senior faculty.
- 8.4.7 The marks shall be distributed as follows:

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

8.5 Assessment of Value-added Courses

- 8.5.1 Assessment of VACs shall be internal.
- 8.5.2 Two CIA Tests shall be conducted during the semester by the Department(s) offering VAC.
- 8.5.3 A committee consisting of the Head of the Department, faculty handling the course and a senior faculty member shall monitor the evaluation process.
- 8.5.4 The grades obtained in VACs will not be included for calculating the GPA.

8.6 Passing Minimum

- 8.6.1 A minimum of 50% marks in each course is prescribed for a pass.
- 8.6.2 While a minimum of 40% marks in each course is essential for the End Semester Examinations, there is no passing minimum for CIA Tests.
- 8.6.3 A student is declared to have passed in each course if he/she secures not less than 40% marks in the End Semester Examination and not less than 50% marks in aggregate taking CIA and End Semester Examination marks together.
- 8.6.4 A candidate who has not secured a minimum of 50% of marks in a course (CIA + End Semester) shall reappear for the course in the next semester/year.

9. Conferment of the Master's Degree

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

10. Marks and Grading

- 10.1 The performance of students in each course is evaluated in terms of Grade Point (GP).
- 10.2 The sum total performance in each semester is rated by Grade Point Average (GPA) while Cumulative Grade Point Average (CGPA) indicates the Average Grade Point obtained for all the courses completed from the first semester to the current semester.

10.3 The GPA is calculated by the formula

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

where 'C_i' is the Credit earned for the Course i in any semester; 'G_i' is the Grade Point obtained by the student for the Course i and 'n' is the number of Courses passed in that semester.

CGPA = Average Grade Point of all the Courses passed starting from the first semester to the current semester.

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

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

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

10.4.1 For **First Class with Distinction:** Candidates who have passed all the courses prescribed in the Programme *in the first attempt* with a CGPA of 8.25 or above within the programme duration.

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

10.4.3 For **Second Class:** Candidates who have passed all the courses.

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

10.6 Course-Wise Letter Grades

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

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

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

10.6.4 A letter grade RA indicates that the candidate shall reappear for that course. The RA Grade once awarded stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student will be indicated in the grade sheet of the Odd/Even semester in which the candidate has appeared for clearance of the arrears.

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

11. Provision for Withdrawal from the End Semester Examination

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

11.2 A candidate is permitted to withdraw from appearing for the ESE for valid reasons. However, **such permission is granted only once** during the entire duration of the programme.

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

11.4 Withdrawal is **not** granted for arrear examinations of courses in previous semesters and for the final semester examinations.

11.5 Candidates who have been granted permission to withdraw from the examination shall reappear for the courses in the subsequent semester/year.

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

12. Academic misconduct

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

13. Transitory Regulations

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

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

ANNAMALAI UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

M.A. SOCIOLOGY FIVE YEAR PROGRAMME

PROGRAMME OBJECTIVES

- **Make the students to understand basic concepts and theoretical perspectives in sociology**
- **Help the students to know the basic concepts are used in sociological explanations of social behavior**
- **Enable the students to gain familiarity with areas of sociological enquiry**

PROGRAMME OUTCOME

- **Students will have familiarity and develop an understanding of core substantive areas of sociology**
- **To impart the students to develop broad knowledge of the theory, methods of discipline and in depth knowledge of a specific area of concentration.**
- **To enable the students to express sociological ideas clearly and coherently**

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

Semester	Course No.	Course Code	Course Title	Course Type	Credit	University Exam. Marks	Internal Marks	Total Marks
I	1.	19ITAC 11	Part-I : Language Tamil / IHIC - Hindi / IFRC - French	Language	3	75	25	100
I	2.	19IENC 12	Part-II English : English Through Literature I: Prose	Language	3	75	25	100
I	3.	19ISOC 13	Introduction to Sociology - I	Core	4	75	25	100
I	4.	19SOC 14	Society in India: Structure and Change	Core	5	75	25	100
I	5.	19IESC 15	Environmental Studies	Core	3	75	25	100
I	6.	19ISOA 16	Principles of Rural Development (Rural Development)	Allied	3	75	25	100
			TOTAL		21	450	150	600
II	7.	19ITAC 21	Part-I : Language Tamil / IHIC - Hindi / IFRC - French	Language	3	75	25	100
II	8.	19IENC 22	Part-II English : English Through Literature II: Poetry	Language	3	75	25	100
II	9.	19ISOC 23	Introduction to Sociology - II	Core	4	75	25	100
II	10.	19ISOC 24	Indian Society: Issues and Problems	Core	4	75	25	100
II	11.	19ISOC 25	Sociology of Tourism	Core	4	75	25	100
II	12.	19ISOA 26	Indian Culture (Philosophy)	Allied	3	75	25	100
			TOTAL		21	450	150	600
III	13.	19ITAC 31	Part-I :Language Tamil / IHIC - Hindi / IFRC - French	Language	3	75	25	100
III	14.	19IENC 32	Part-II English : English Through Literature III: Drama	Language	3	75	25	100
III	15.	19ISOC 33	Social Psychology	Core	4	75	25	100
III	16.	19ISOC 34	Social Anthropology	Core	4	75	25	100
III	17.	19ISOC 35	Kinship, Marriage and Family	Core	5	75	25	100
III	18.	19ICAC36	Computer and Its Applications	Core	3	75	25	100
III	19.	19ISOA 37	Rural Development Policy and Strategies (Rural Development)	Allied	3	75	25	100
			TOTAL		25	525	175	700
IV	20.	19ITAC 41	Part-I : Language Tamil / IHIC - Hindi / IFRC – French	Language	3	75	25	100
IV	21.	19IENC 42	Part-II English: English Through Literature IV: Short Story	Language	3	75	25	100
IV	22.	19ISOC 43	Education and Society	Core	4	75	25	100
IV	23.	19ISOC 44	Social Action and Social Change	Core	4	75	25	100
IV	24.	19ISOC 45	Personality Development and Human Behaviour	Core	4	75	25	100
IV	25.	19ISOC 46	Sociology of Mass Communication	Core	4	75	25	100
IV	26.	19ISOA 47	Social Ethics (Philosophy)	Allied	3	75	25	100
			TOTAL		25	525	175	700
V	27.	19ISOC 51	Human Resource Management And Development	Core	4	75	25	100
V	28.	19ISOC 52	Sociology of Religion	Core	4	75	25	100
V	29.	19ISOC 53	Sociology of Ageing	Core	4	75	25	100
V	30.	19ISOC 54	Sociology of Law	Core	4	75	25	100
V	31.	19ISOC 55	Industrial Sociology	Core	4	75	25	100
V	32.	19ISOC 56	Sociology of Popular Culture	Core	4	75	25	100
			TOTAL		24	450	150	600
VI	33.	19ISOC 61	Globalization and Society	Core	5	75	25	100
VI	34.	19ISOC 62	Sociology of Weaker Sections	Core	4	75	25	100
VI	35.	19ISOC 63	Social Policy and Development Administration	Core	4	75	25	100
VI	36.	19ISOC 64	Political Sociology	Core	4	75	25	100
VI	37.	19ISOC 65	Social Movements in India	Core	4	75	25	100
VI	38.	19IVEC 66	Value Education	Core	3	75	25	100
			TOTAL		24	450	150	600

VII	39.	19ISOC 71	Advanced Sociology Principles	Core	4	75	25	100
VII	40.	19ISOC 72	Early Sociological Theories	Core	5	75	25	100
VII	41.	19ISOC 73	Rural and Urban Sociology	Core	5	75	25	100
VII	42.	19ISOC 74	Indian Social Institutions	Core	4	75	25	100
VII	43.	19ISOE 75	Elective 1: Interdepartmental Elective: Introduction to Sociology	Elective	3	75	25	100
			TOTAL		21	375	125	500
VIII	44.	19ISOC 81	Modern Sociological Theories	Core	5	75	25	100
VIII	45.	19ISOC 82	Research Methodology	Core	5	75	25	100
VIII	46.	19ISOC 83	Statistical Methods	Core	4	75	25	100
VIII	47.	19ISOC 84	Women in Society	Core	5	75	25	100
VIII	48.	19ISOE 85	Elective 2: Interdepartmental Elective: Sociology of Mass Communication	Elective	3	75	25	100
VIII	49.		Elective 1: Department Elective:	DE	3	75	25	100
			TOTAL		22	375	125	500
IX	50.	19ISOC 91	Population and Society	Core	5	75	25	100
IX	51.	19ISOC 92	Industrial Sociology and Labour Problems	Core	5	75	25	100
IX	52.	19ISOC 93	Sociology of Development and Modernization	Core	5	75	25	100
IX	53.	19ISOC 94	Field Work and Report	Core	4	75	25	100
IX	54.	19ISOE 95	Elective 3: Interdepartmental Elective: Social Problems and Social Welfare	Elective	3	75	25	100
IX	55.		Elective 2: Department Elective:	DE	3	75	25	100
IX	56.	19ISSC 96	Soft Skills	Core	3	75	25	100
			TOTAL		25	450	150	600
X	57.	19ISOC 101	Medical Sociology	Core	4	75	25	100
X	58.	19ISOC 102	Social Problems	Core	5	75	25	100
X	59.	19ISOC 103	Project and Viva-voce	Core	6	75	25	100
X	60.	19ISOC 104	Environmental Sociology	Core	4	75	25	100
X	61.	19ISOE 105	Elective 4: Interdepartmental Elective: Industrial Relations & Labour Welfare	Elective	3	75	25	100
			TOTAL		22	375	125	500
			GRAND TOTAL		230	4425	1475	5900

Part -1 Language: Tamil/IHIC – Hindi /IFRC – French

Part –II English course syllabi will be added from the concerned department approved by the respective board of studies.

ISOC 13 : INTRODUCTION TO SOCIOLOGY-I

Learning Objectives

- L01 To acquaint the students with the discipline of sociology and its principles distinctively
- L02 To enable the students to have a field based learning focusing on the social reality
- L03 To equip them basic concept of sociology, the characteristics and functions.

Total Credit: 4

Total Hours: 70

Unit-I (15 hrs)

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

Unit-II (14 hrs)

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

Unit-III (13 hrs)

Social Groups - Definition - Characteristics - Types and Functions.

Unit-IV (15 hrs)

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

Unit-V (13 hrs)

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

Course Outcomes:

Upon completion of this course students will

- C01. Understand the basic concepts in sociology.
- C02. Comprehend the significant place occupied by sociology among the social sciences.

Text Books

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

Supplementary Readings

1. Ogburn,W.F & Nimkoff,M.F. A Hand Book of Sociology, Bosten: Houghton Mifflin Company, 1958.
2. Horton.B and Hunt,L. Sociology, Tokeyo: McGraw Hill Book Co., 1984.
3. Cuber,F, John. Sociology: A Synopsis of Principles, Newyork: Appleton Century Crafts, INC., 1955.
4. Shepard, John,M. Sociology, Mineesota: West Pub.Co., 1980.
5. Johnson, Harry,M. Sociology: A Systematic Introduction, New York: Brace and Co., 1960.

ISOC14 : SOCIETY IN INDIA: STRUCTURE AND CHANGE

Learning Objectives

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

Total Credit: 5

Total Hours: 75

Unit-I (15 hrs)

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

Unit-II (16 hrs)

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

Unit-III (16 hrs)

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

Unit-IV (15 hrs)

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

Unit-V (13 hrs)

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

Learning Outcomes

- CO1. This course will help the students to understand the structure of the society, Its functions, evaluation and change.
CO2. To make the students to understand the responsibility of individuals in leading the society in desirable direction.

Text Books

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

Supplementary Readings

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

IESE 15 - ENVIRONMENTAL STUDIES

For All 5 Year Integrated Courses of Arts Faculty

Learning Objectives

- L01 To make the students aware of global climate change and its impact on environment
- L02 To impart knowledge on biodiversity and sustainable development
- L03 To equip the knowledge of sources and impact of air, noise, water and land pollution

Total Credit: 3

Total Hours: 65

Unit: I THE ENVIRONMENTAL SYSTEM

(14 hrs)

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

Unit: II ENVIRONMENTAL DAMAGE- POLLUTION

(14 hrs)

Sources and impact of

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

Unit: III RESOURCE DEPLETION

(13 hrs)

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

Unit: IV GLOBAL CLIMATE CHANGE

(12 hrs)

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

Unit: V SUSTAINABLE DEVELOPMENT

(12 hrs)

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

Learning Outcomes

Upon completion of this course the students will

- C01. make aware of the environmental conservation and preventive measures.
C02. educate the masses about avoiding the pollution in their environment; inculcate the knowledge on sustainable development and its level of achievements and
C03. develop resource conservation behaviour.

Text Book:

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

Supplementary Readings:

1. Kumarasamy K., A.Alagappa Moses and M.Vasanthy,2004, *Environmental Studies*, Bharathidasan University Pub. Trichy.
2. Rajamannar, 2004, *Environmental Studies*, EVR College Pub., Trichy.
3. Kalavathy S. (Ed.) 2004, *Environmental Studies*, Bishop Heber College Pub., Trichy.
4. *Environmental Science: Toward a Sustainable Future* by Richard Wright and Dorothy F Boorse (New Delhi: Prentice-Hall India,2010)

ISOA 16 - PRINCIPLES OF RURAL DEVELOPMENT

Learning Objectives

L01 To enable the students to understand the concepts and principles of rural development.

L02 To know the history, scope evaluation of rural development of India.

L03 To introduce the five year plans of rural development, decentralized planning and its relevance.

Total Credit: 3

Total Hours: 65

Unit-I (12 hrs)

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

Unit-II (14 hrs)

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

Unit-III (14 hrs)

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

Unit-IV (12 hrs)

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

Unit-V (13 hrs)

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

Learning Outcomes

Upon completion of this course, the students will

- C01. understand the history of rural development, the various methods and techniques applied in Rural Development.
- C02. know the impact of five year plans in rural Development.

Text Books

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

Supplementary Readings

1. Katar Singh and Shishodia, 'Rural Development: Principles, Policies and Management', New Delhi, Saga Publications, 2016.
2. Mahesh Chand and V.K Puri, 'Regional Planning In India', New Delhi, PHI Learning Pvt, Ltd, 2011.
3. Barik, B .C, 'Panchayathi Raj Institution, and Rural Development', Jaipur, Rawat Publishers, 2007.
4. Singh. A.L.Fazal, Agriculture and Rural Development, BR Publishing Corporation, Delhi 2004.
5. Chaurthry. R.C. and S. Rajakurthy, Fifty years of Rural Development in India, vol-II, National Institute of Rural Development, Hyderabad, 1998.

ISOC 23 : INTRODUCTION TO SOCIOLOGY-II

Learning Objectives

- L01 To make the students understand the determinants of human personality
- L2 To help the students know the nature and function of social stratification and social control
- L03 To make the students identify the factors, which act as transforming agents and obstacles of social change

Total Credit: 4

Total Hours: 70

Unit-I (13 hrs)

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

Unit-II (14 hrs)

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

Unit-III (13 hrs)

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

Unit-IV (15 hrs)

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

Unit-V (15 hrs)

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

Course Outcomes:

Upon completion of this course students will

- CO1. know the role of Heredity and Environment in human Personality development
- CO2. understand the basis of social interaction and the importance of social process and
- CO3. study the necessity of social stratification, social statics and dynamics.

Text Books

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

Supplementary Readings

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

ISOC 24 : INDIAN SOCIETY: ISSUES AND PROBLEMS

Learning Objectives

- L01 To create an awareness among the students on some emerging social issues and problems from sociological perspective
- L02 to enable them to acquire sociological understanding of these issues and problems
- L03 To make them understand the causes and consequences of social deviance due to value crisis.

Total Credit: 4

Total Hours: 70

Unit-I (12 hrs)

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

Unit-II (16 hrs)

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

Unit-III (16 hrs)

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

Unit-IV (14 hrs)

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

Unit-V (12 hrs)

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

Course Outcomes:

Upon completion of this course the students will

- CO1. understand social problems, social organization, social disorganization and also the causes of individual and social disorganization.
- CO2. know the structural social problems of poverty, beggary and inequality and also to understand the ways to overcome all these problems.

Text Books

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

Supplementary Readings

1. Xara, Virginius, State, Society and Tribes: Issues in Post - Colonial India. New Delhi. Dorling Kindersley (India) Pvt.Ltd., 2008.
2. Chandra, Bipan, Communalism in Modern India, Vikas, New Delhi, 1984.
3. Inden, Ronald, Imaging India, Oxford: Brasill Blackward, 1990.
4. Lamert, M. Social Pathology, New York: McGraw Hill Book Company, INC., 1951.
5. Merton, Robert, K. and Nisbet. Contemporary Social Problems New York: Harcourt Brace Jovanovich, 1979.

ISOC 25 - SOCIOLOGY OF TOURISM

Learning Objectives

LO1 To understand the basic concepts of Tourism.

LO2 To familiarise them with the heritage and culture of India

LO3 To make them understand the nexus between tourism and society.

Total Credit: 4

Total Hours: 70

Unit-I: (13 hrs)

Sociology of Tourism: Definition, Nature and Scope, Importance of Tourism, Components, Concepts of National and International Tourism.

Unit-II: (14 hrs)

Tourism: Changes, Impacts, Opportunities – Socio Economic Factors in Tourism.

Unit-III: (14 hrs)

Sustainable Tourism: Theory and Practices – Environmental Impact of Eco-Tourism.

Unit-IV: (15 hrs)

Cultural Tourism in India: Globalization and Cultural Change – Impact of Media on Tourism.

Unit-V: (14 hrs)

Indian Tourism –Development of Tourism in India – Policies and Programmes - International Agencies and Indian Tourism.

Course Outcomes:

Upon completion of this course, the students will

CO1: get more knowledge about touristic motivations, and the impact on tourists in particular and public in general.

CO2: get information about origin and development of cultural tourism in India and its impact on socio-political environment.

Text Books:

1. Krishan K. Kamra and Mohinder Chand. Basics of Tourism: Theory, Operation and Practice, New Delhi: Kanishka Publishers, 2007.
2. Sunetra Roday and More, Tourism: Operations and Management, Oxford University Press, 2009.

Supplementary Readings:

1. Sampad Kumar Swain and Jitendra Mohan Mishra, Tourism Principles and Practices, Oxford University Press, 2011.
2. Lavkush Mishra, Cultural Tourism in India, New Delhi: Mohit Publications, 1999.
3. Bhati, A.K. Tourism in India-History and Development, Sterling, New Delhi, 1978.
4. McIntosh, R.W. Tourism Principles, Practices and Philosophies, Grid, Ohio, 1977.
5. Nehru, Jawaharlal: Discovery of India, Oxford University Press, Oxford, 1967.

Allied Paper

ISOA 26 – INDIAN CULTURE

Objectives

CO1: To make the students aware of general features and characteristics of Indian culture.

CO2: To make the students aware of the Historical Development of Indian Culture.

Total Credit: 3

Total Hours: 65

Unit-I (13 hrs)

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

Unit-II (13 hrs)

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

Unit-III (14 hrs)

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

Unit-IV (13 hrs)

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

Unit-V (12 hrs)

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

Text Books

1. B.N. Luniya, Evolution of Indian Culture, Messrs Lakshmi Narain Agarwal, Agra – 1951.
2. N.Jayapalan, A History of Indian Culture, Atlantic Publishers. New Delhi 2001.

Supplementary Readings

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

ISOC 33 : SOCIAL PSYCHOLOGY

Learning Objectives

A major goal of this subject is to enable students to

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

Total Credit: 4

Total Hours: 70

Unit-I (13 hrs)

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

Unit-II (15 hrs)

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

Unit-III (14 hrs)

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

Unit-IV (12 hrs)

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

Unit-V (16 hrs)

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

Course Outcomes:

Upon completion of the course the students will have

- CO1. gather and analyse a range of information about the learning needs.
- CO2. identify the knowledge, skills, values and attitudes that they need to develop in their class programmes.

Text Books

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

Supplementary Readings

1. Kassin. Social Psychology. New Delhi: Cengage Learning Publication, 2017.
2. David Myers. Social Psychology. New York: McGraw Hill Publishing, 2010.
3. Roy F.Baumeister. Advanced Social Psychology. England: Oxford University Press, 2010.
4. Anita Kumar. Social Psychology. New Delhi: Himalaya Publishing House, 2000.
5. William McDougall. An Introduction to Social Psychology, New Delhi: Atlantic, 1994.

ISOC 34 : SOCIAL ANTHROPOLOGY

Learning Objectives

- L01 To know about the human races and their characteristics.
L02 To understand about the origin, evolution and development of man and his culture.
L03 To know about the structure and functions of primitive Social institutions.

Total Credit: 4

Total Hours: 70

Unit-I (12 hrs)

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

Unit-II (15 hrs)

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

Unit-III (13 hrs)

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

Unit-IV (16 hrs)

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

Unit-V (14 hrs)

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

Course Outcomes:

Upon Completion of this course, the students will

- CO1. acquire knowledge about history and development of human races.
CO2. understand the origin, evolution and development of man and his culture in society and differentiate the structure and functions of social institutions of primitive and modern societies.

Text Books

1. Joy Hendry. An Introduction to Social Anthropology. New Delhi: Palgrave Publishers, 2000.
2. Doshi, S.L., and Jain, P.C., Social Anthropology, Jaipur and New Delhi: Rawat Publications, 2001
3. Slotkin, J.S. Social Anthropology. New Delhi: Macmillan Company, 1999.

Supplementary Readings

1. John Monaghan. Cultural and Social Anthropology. New Delhi: Oxford University Press, 2000.
2. Lucy Mair, An Introduction to Social Anthropology, New York, Oxford University Press, 2003.
3. Philip L Stein and Bruce M Rowe, Physical Anthropology, McGraw – Hill Education, 2013.
4. Sharma, K.L. Social Stratification in India. New Delhi: Sage Publications Pvt., Ltd., 1997.
5. Uberoi, J.P.S. Religion, Civil Society and the State. New Delhi: Oxford University Press, 1999.

ISOC 35 : KINSHIP, MARRIAGE AND FAMILY

Learning Objectives

- L01 To acquaint the students with the basic concepts in family and kinship studies
L02 To demonstrate how structural principles are used by societies in a consistent logical way to organize groups and categories
L03 To enable the students to understand the demographic dimensions of family and marriage

Total Credit: 5

Total Hours: 75

Unit-I (14 hrs)

Basic Concepts - Incest, affiliation, consanguinity, affinity, clan, lineage, kinship and descent: unilineal, double and cognatic descent.

Unit-II (16 hrs)

Kinship terminology, the geneological method, kinship organization in India, regional variations.

Unit-III (15 hrs)

Rules of marriage: Endogamy, exogamy, prescriptive and preferential marriage, monogamy, polygamy, levirate and sororate, hypogamy and hypergamy.

Unit-IV (14 hrs)

Marriage transactions: Dowry and bride wealth, challenges to marriage as an institution.

Unit-V (16 hrs)

Nature of family, family and household, family structure and composition: Development cycle, changes in family, family and gender issues; family in the context of care of the child and aged, demographic dimensions of family and marriage.

Course Outcomes:

Upon Completion of this course, the students will

- CO1. Understand the basic concepts in family and kinship studies and rules of marriage in the Indian context.
CO2. Know the structure and composition of family and demographic dimensions of family and marriage.

Text Books

1. Majumdar, D.N. & Madan, T.N., An Introduction to Social Anthropology, Asia Pub. House, 2010.
2. Shah, A.M. The family in India; critical Essays, New Delhi: Orient Longman, 1998

Supplementary Readings

1. Roy, P.K., family diversity in india, patterns, practices and ethos, gyan publishing house, 2003.
2. JOY HENDRY, AN INTRODUCTION TO SOCIAL ANTHROPOLOGY, NEW DELHI: PALGRAVE PUBLISHERS, 2000
3. KAKAR, SUDHIR. INTIMATE RELATIONS: EXPLORING INDIAN SEXUALITY. NEW YORK: PENGUIN, 1989.
4. KOLENDA, PAULINE. REGIONAL DIFFERENCES IN FAMILY STRUCTURE IN INDIA. JAIPUR: RAWAT, 1987.
5. RAMU,G.N. FAMILY STRUCTURE AND FERTILITY: EMERGING PATTERNS IN AN INDIAN CITY. NEW DELHI: SAGE, 1988.

Common Paper

ICAC 36 : COMPUTER AND ITS APPLICATIONS

Learning Objectives

L01: To introduce the students to the fundamentals of both software and hardware of a computer and its application

Total Credit: 3

Total Hours: 65

UNIT I: (16 hrs)

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

UNIT II: (16 hrs)

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

UNIT III (11 hrs)

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

UNIT IV : (11 hrs)

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

UNIT V: (11 hrs)

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

Course Outcome

CO1: Understand about the hardware and software

CO2: Know about the employable packages

CO3: Complete knowledge on Internet and related things

Text Books

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

Supplementary Readings

1. Peter Norton, 2010, *Introduction to Computers*. (4th Edition). Delhi: Tata McGraw-Hill.
2. Alexis & Mathew, 2013, *Fundamentals of Information Technology*, Vikas Publishing House, New Delhi

Allied Paper

ISOA 37 - RURAL DEVELOPMENT POLICY AND STRATEGIES

Learning Objectives

LO1 To develop the knowledge on concepts & theories of Rural Development

LO2 To know the approaches to development

LO3 To obtain knowledge on Rural Development programmes

Total Credit: 3

Total Hours: 65

Unit-I (14 hrs)

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

Unit-II (12 hrs)

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

Unit-III (13 hrs)

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

Unit-IV (14 hrs)

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

Unit-V (12 hrs)

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

Course outcome

CO1 Able to adopt the different approaches of rural development

CO2 Apply the theories in practice

CO3 Spread the knowledge of Rural Development Programmes

Text Books

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

Supplementary Readings

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

ISOC – 43: EDUCATION AND SOCIETY

Learning Objectives

LO1: To make the students to understand the interface between

LO2: To familiarise the development of sociology of education

LO3: To Enable them students to know about the national educational policy.

Total Credit: 4

Total Hours: 70

Unit : I (15 hrs)

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

Unit : II (15 hrs)

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

Unit : III (14 hrs)

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

Unit : IV (13 hrs)

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

UNIT : V (13 hrs)

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

Learning outcomes

- CO1. To understand the interface between Education and Society in order to familiarise the development of Sociology of Education.
- CO2. To know the history of Education and national Educational policies and various Educational strategies for economic growth.

Text Books

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

Supplementary Readings

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

ISOC 44 : SOCIAL ACTION AND SOCIAL CHANGE

Learning Objectives

- L01 To enable the students to define and understand the social action and change.
- L02 To prepare the students to understand the various stages and patterns of social action and social change.
- L03 To teach the students to gain knowledge about factors and barriers of social change.

Total Credit: 4

Total Hours: 70

Unit-I (13 hrs)

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

Unit-II (16 hrs)

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

Unit-III (15 hrs)

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

Unit-IV (14 hrs)

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

Unit-V (12 hrs)

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

Learning Outcomes

Upon completion of this course, the students will

- CO1. understand the place of social action in social work, various methods of social action and role played by communication and leadership in social action.
- CO2. get insight into relationship between social action and social change.

Text Books

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

Supplementary Readings

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

ISOC -45: PERSONALITY DEVELOPMENT AND HUMAN BEHAVIOUR

Learning Objectives

LO1. Make the students understand the determinants of human personality.

LO2. Help the students know the salient features of human behaviour.

LO3. Make the students acquire knowledge about the various concepts of personality development.

Total Credit: 4

Total Hours: 70

Unit - I (14 hrs)

Personality – Definition, Traits of personality, Types of personality. Growth and development of personality - Heredity and environment - Culture and personality.

Unit - II (15 hrs)

Understanding human behaviour - Motivations and human behaviour - Instincts and human behaviour - Killer instincts and human behaviour - Killer instincts and competitions.

Unit - III (12 hrs)

Types and Theories of personality – Psychodynamic theories, behaviour and learning theories and humanistic theories.

Unit - IV (13 hrs)

Perception – Definition, Characteristics – Factors influencing perception - Attitude – Definition, Nature, Formation, Components – Prejudice, Attitudinal change.

Unit - V (16 hrs)

Intelligence – Definition – Levels of intelligence, Measurement of mental efficiency - Adjustment – Definition – Maladjustment - Stress - Frustration – Conflict, Types of Defence Mechanisms.

Course Learning Outcome

Upon completion of this course students will

CO1. realize the need and importance of developing the personality.

CO2. understand human behaviour from the psychological perspective.

Text Books

1. Butt, Trevor. Understanding people, New York: Palgrave Macmillan, 2015.
2. James, William. The principles of psychology, New York: Cosimo, 2016

Supplementary Readings

1. Feldman, Robert.S, Understanding Psychology, 13th ed., New York: McGraw Hill, 2015.
2. Clifford T.Morgan and Richard A.King. Introduction to Psychology, New Delhi: Tata McGraw Hill Ltd, 2009.
3. Coleman, James. Abnormal Psychology and Modern Life, New Delhi: Tata McGraw Hill Ltd, 2015.
4. Rex Stainton Rogers and Paul Stenner, Social Psychology, Polity Press, 1995.
5. David G. Myers. Social Psychology, McGraw Hill College, New York, 1999.

ISOC 46: SOCIOLOGY OF MASS COMMUNICATION

Learning Objectives

- LO1 To make the students acquire knowledge in the field of communication
LO2 To understand the role of mass communication in creating a new world
LO3 To enable the students to understand the effects of mass communication on society

Total Credit: 4

Total Hours: 70

Unit – I (13 hrs)

Communication: Definition and meaning of communication, communication process, models, scope, and functions of communication.

Unit – II (13 hrs)

Communication Channels: Definitions, classification, characteristics, nature and selection of communication channels.

Unit – III (15 hrs)

Mass communications: Definition, Scope, Functions of mass communication - Theories of mass communications – Hypodermic Needle Theory, Magic Bullet Theory and Stimulus Response Theory.

Unit – IV (14 hrs)

Mass media: Origin and growth of print media and electronic media in India (Press, Radio, Television, Tele-Communications Computer and Internet).

Unit – V (15 hrs)

Effects of mass communication on society - Mass media and National integration - Mass media and Rural development - Diffusion of new ideas and practices.

Course Outcomes:

Upon Completion of this course, the students will

- CO1. acquire about mass media and how it develops communication such as print, radio, television in modern society.
CO2. Get training about the technological development in the mass communication press.

Text Books:

1. Vilanilam, J.V., Growth and Development of Mass Communication In India, National Book Trust, India, 2003.
2. Denis McQuail, Mass Communication Theory an Introduction, Sage Publications, New Delhi, 1998

Supplementary Readings

1. Devi Urmila, Mass Communication Today, ACE Books India, New Delhi, 2010.
2. Gupta, V.S., Communication Technology Media Policy and National Development, Concept Publishing Company, New Delhi, 1999.
3. Srinivas R., Melkote. Communication and Development in the Third world: Theory and Practice, Sage publication, New Delhi, 1991.
4. Gupta V.S., Communication Technology, Media Policy and National Development, Concept Publishing Company, New Delhi- 1999.
5. Vilanilam. J.V., Growth and Development of Mass Communication in India. National Book Trust, India, 2003.

Allied Paper

ISOA 47 – SOCIAL ETHICS

Learning Objectives

LO1: To make aware of the students to know the moral concepts and judgements.

LO2: To make the students aware of the knowledge of human rights and duties

LO3: To make the students aware of the current social evils and its impact on society.

Total Credit: 3

Total Hours: 65

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

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

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

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

Unit-III: Moral Theories (13 hrs)

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

Unit-IV: Rights and Duties (14 hrs)

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

Unit-V: Current Social Evils (12 hrs)

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

Text Books

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

Supplementary Readings

1. Madan, G.R. Indian Social Problems, Allied Publication. Pvt. Ltd., New Delhi.
2. Sharma, R.N. Principles of Sociology: Education Publishers, Meerut, 1968.
3. Herodotus. Thics for Today, Eurasia publishing house, New Delhi, 1964.
4. Bhaskaran G. Social Philosophy (TAMIL), Tamil University, Tanjore, 1995.
5. Willliam, K. Rankena, Ethics, Prentice Hall of India Pvt. Ltd. Delhi, 1999.

THIRD YEAR

FIFTH SEMESTER

ISOC 51 :HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT

Learning Objectives

LO1. To introduce the students the Human Resource Management as a means to achieve efficiency and effectiveness.

LO2. To Understand the importance of Acquiring right man for the right job at right time in right Quantity.

LO3. To comprehend the students how the employees should be encouraged by competitive firms to change the jobs.

Total Credit: 4

Total Hours: 70

Unit-I (16 hrs)

Human Resource Management - Concept, definition, scope and functions; human resource planning. Need and scope for human resource planning, recruitment and selection.

Unit-II (14 hrs)

Job Analysis and Evaluation: Meaning of the Job - Purpose - Uses. Steps in Job Analysis - Techniques of Job Analysis - Job Description and Job Specification.

Unit-III (15 hrs)

Training and Development - Training and Personnel Development, training policies. Wage structure - Wages, wage fixation, allowances, bonus fixation procedures.

Unit-IV (12 hrs)

Grievances Handling - Grievance procedure, enquiries and disciplinary action, industrial standing orders.

Unit-V (13 hrs)

Performance Appraisal - Personnel records, performance appraisal and counselling; Personnel Problems - Health, absenteeism, productivity.

Learning Outcomes

Upon completion of this course students will have:

- CO1. a strong Grounding in broad based fundamental human resource management.
- CO2. gain the knowledge and skills to prepare for meaningful and productive careers as human resource managers and professionals.

Text book's

1. Dessler. Human Resource Management. New Delhi: Pearson education limited, 2007.
2. Decenzo and Robbins. Human Resource Management. London: Kindle Edition, 2007.
3. Aswathappa, K. Human Resource and Personnel Management. New Delhi: Tata McGraw-Hill, 2000.

Supplementary Readings

1. Luis R.Gomez-Mejia and David B.Balkin and Robert L.Cardyn. Managing Human Resource. London: PHI Learning Publisher, 2012.
2. Bernadin. Human Resource Management. Canada: Tata McGraw Hill, 8th edition, 2012.
3. Uday kumarHaldar and Juthika Sarkar. Human Resource Management. London: Oxford, 2012.
4. William, P. Anthony et. al. Strategic Human Resource Management. New Delhi: Dryden Press, 1993.
5. Venkataratnam, C.S. and Srivastava,B.K. Personnel Management and Human Resources. New Delhi: Tata McGraw-Hill Publishing Co., 1991

ISOC 52 : SOCIOLOGY OF RELIGION

Learning Objectives

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

Total Credit: 4

Total Hours: 70

Unit-I (13 hrs)

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

Unit-II (13 hrs)

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

Unit-III (14 hrs)

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

Unit-IV (16 hrs)

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

Unit-V (14 hrs)

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

Learning Outcomes

Upon completion of this course students will

- C01. will understand the sociological interpretation of religion.
C02. equip with knowledge on the role of religion in social change.

Text Books

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

Supplementary Readings

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

ISOC 53: SOCIOLOGY OF AGEING

Learning Objectives

- LO1:** To enable the students to understand the various implications of the increasing aging population.
- LO2:** To know about the various strategies, programmes and measures adopted to help aged population.
- LO3:** to bring about psychological, sociological and economic rehabilitation of elderly people.

Total Credit: 4

Total Hours: 70

UNIT- I (12 hrs)

Ageing – Meaning and characteristics - History of aging in India –Their status in traditional and modern societies. Theories of ageing - Disengagement theory

UNIT- II (15 hrs)

Myths and stereotypes about aging – Gender issues and aging – Social roles and aging – The changing role of old age homes in modern societies.

UNIT- III (16 hrs)

Problems of elderly people – Social, Economic, Psychological and Physical problems – Coping strategies - Welfare measures.

UNIT- IV (15 hrs)

Elder abuse – The nature and extent of elder abuse in India – Its causes, consequences and remedial measures.

UNIT- V (12 hrs)

Support systems needed for elderly – Health care – Financial assistance – Insurance schemes – Other social security measures.

Learning Outcomes

Upon completion of this course students will

- CO1. Gain knowledge about ageing and various theories associated with aging.
- CO2. comprehend support systems needed for elderly and other social security measures.

Text Book

1. Jill S. Quadagno. Aging and Life Course: An Introduction to Social Gerontology New Jersey: MC Graw –Hill Publishing Company, 5th Edition, 2014.
2. Settersten Jr. Richard A and Angel. Hand Book of Sociology of Aging, Germany Springer Science Business Media, LLC, 2011.

Supplementary Readings

1. Herry R. Moody and Jennifer R. Sasser. Sociology of Aging California – sage Publication 9th Edition 2017.
2. Ajayakumar Sahoo. Sociology of Ageing, New Delhi, Rawat Publication, 2009.
3. Hans – Werner Wahl and Andreas Hoff. New Dynamics in Old Age: Individual, Environment and Social Perspectives, London; Rutledge, Taylor and Francis Group, 2017.
4. Rao K.S. Aging, New Delhi: National Book Trust of India, 1994.
5. Sati P.N. Needs and Problems of the Aged, Udaipur: Himanshu Publishers, 1994.

ISOC 54 : SOCIOLOGY OF LAW

Learning Objectives

- L01 To help the students understand the origin, evolution and importance of sociology of law.
- L02 To make the students know the influence of society on legal system values evolution of formal and informal legal system and their integration with society and.
- L03 To make students learn working of legal system for welfare of weaker sections and social change

Total Credit: 4

Total Hours: 70

Unit-I (13 hrs)

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

Unit-II (13 hrs)

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

Unit-III (16 hrs)

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

Unit-IV (15 hrs)

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

Unit-V (13 hrs)

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

Course Outcomes:

Upon completion of this course students will

- C01. acquire knowledge about origin, evolution of law and its integration with society.
- C02. understand the working of legal systems for the welfare of weaker sections of society and
- C03. know the role of legal process in bringing changes among social institutions.

Text Books

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

Supplementary Readings

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

ISOC 55 : INDUSTRIAL SOCIOLOGY

Learning Objectives

- L01 To make the students understand the sociology of industry and industrial labour
- L02 To Provide the knowledge about the human relations and management.
- L03 To Understand the Industrial problems and method of problem solving techniques

Total Credit: 4

Total Hours: 70

Unit-I (12 hrs)

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

Unit-II (14 hrs)

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

Unit-III (13 hrs)

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

Unit-IV (16 hrs)

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

Unit-V (15 hrs)

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

Learning Outcomes

The course will help the students

- CO1. to understand the industrial society and the problems of industrial sectors.
- CO2. To comprehend the new technology in industrial sector and learn the behaviour of industrial community.

Text Books

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

Supplementary Readings

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

ISOC 56 : SOCIOLOGY OF POPULAR CULTURE

Learning Objectives

- L01 To provide sociological perspective about the popular culture
L02 To enable the students to know the significance of popular culture and its transformation from the general culture.
L03 To make students to understand the role of popular culture and the mass media in contemporary Indian society.

Total Credit: 4

Total Hours: 70

Unit - I (12 hrs)

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

Unit - II (16 hrs)

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

Unit - III (16 hrs)

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

Unit - IV (13 hrs)

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

Unit - V (13 hrs)

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

Learning Outcomes

- CO1. know the meaning and definition of popular culture
CO2. know the difference between culture and popular culture
CO3. understand the influence of information and communication technology on popular culture

Text Books

1. Yogendra Singh, Culture Change in India: Identify and Globalization, New Delhi, Rawat Publications, 2000.
2. French, D. and Michael Richard, Eds. Television in Contemporary Asian, London, Sage Publications, 2000.
3. Singhal, A and E.M. Rogers. India's communication revolution, Delhi; Sage, 2000.

Supplementary Readings

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

SIX SEMESTER

ISOC 61 : GLOBALIZATION AND SOCIETY

Learning Objectives

- L01 To orient the students about the characteristics and the issues relating to globalization
- L02 To appreciate its socio-economic impact especially in India
- L03 To understand its cultural impact in India

Total Credit: 5

Total Hours: 75

Unit-I (14 hrs)

The Nature and Dynamics of Globalization - The historical and social context of globalization - Distinctive characteristics of globalization

Unit-II (17 hrs)

Agencies of globalization - Multinational corporations (MNCs) - Nation-state, media – Non-governmental organizations (NGO's) - International agencies (International monetary fund, World Bank, etc.)

Unit-III (16 hrs)

Globalization and culture - The ethos of globalisation - Diffusion and projection of value system and cultural patterns through the media - Global tourism - Diasporic communities.

Unit-IV (14 hrs)

Social consequences of globalization - Socio-economic impact of globalization - Impact on individual and group identities.

Unit-V (14 hrs)

Globalization and the Indian experience - Globalization and public policy, impact of globalization: Trends and prospects.

Learning Outcome

- CO1. Learn the concept of globalization and its overall scenario at global as well as national level.
- CO2. Get the knowledge of the agencies of globalisation and its both positive and negative influence in the Indian context.

Text Books

1. Paul Dean, and George Ritzer, Globalization: A Basic Text (2nd Edition), Wiley – Blackwell, 2015.
2. Frank J. Lechner, Globalization: The Making of World Society, Wiley – Blackwell, 2009.

Supplementary Readings

1. Elhanan Helpman, Globalization and Inequality, Harvard University Press, 2018.
2. Arasu J.G. Valan., Globalization and Infrastructural Development in India, Atlantic, 2008.
3. Escobar, Arturo. Encountering Development: The Making and Unmaking of Third World. Princeton: Princeton University Press, 1995.
4. Hoogvelt, Ankie. Globalization and the Post-Colonial World. The New Political Economy of Development. New Delhi: MacMillan, 1997.
5. Hoogvelt, Ankie. The Sociology of Development. New Delhi: MacMillan, 1998.

ISOC – 62 : SOCIOLOGY OF WEAKER SECTIONS

Learning Objectives

- L01 To Provide the knowledge to identify the weaker section
L02 To Understand the problems
L03 To enrich the knowledge about the availability of welfare schemes in India to the weaker sections.

Total Credit: 4

Total Hours: 70

UNIT- I (12 hrs)

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

UNIT- II (13 hrs)

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

UNIT- III (15 hrs)

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

UNIT- IV (13 hrs)

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

UNIT- V (17 hrs)

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

Learning Outcomes

- CO1. This subject curriculum provides to the students knowledge of weaker sections in Indian societies.
CO2. The list of the availability of welfare schemes to enrich and promoting their life.

Text Books

1. Paul Chowdari, Social Welfare administration, Jaipur;Rawat Publications, 1984
2. Kevin Gormley, (ed) Social Policy and Health Care, Ediburg; Charchill Living Stone, Har Court Brace and Co. Lt., 1999.

Supplementary Readings

1. Paul spicker, Social policy (Themes and approaches), Rawat publications, 2008.
2. Deepak nayak, Social work with the weaker sections, 2013.
3. Dr.D.R.Suchdev, Social welfare administration in india, 1999.
4. A.K.Kar, Indian Society, Kalyani publishers, New delhi,2004.

ISOC 63 : SOCIAL POLICY AND DEVELOPMENT ADMINISTRATION

Learning Objectives

- L01 To introduce the students about the logic and skills of development administration
- L02 To make them to participate in the welfare activities and welfare organizations
- L03 To enable them to appreciate the structure, functions and the role and responsibilities of development organization.

Total Credit: 4

Total Hours: 70

Unit-I (12 hrs)

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

Unit-II (14 hrs)

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

Unit-III (15 hrs)

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

Unit-IV (13 hrs)

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

Unit-V (16 hrs)

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

Learning Outcome

- C01. To understand the administration of financial matters for developmental process.
- C02. To clarify the strength of financial institutions in carrying out welfare programmes of Indian Society.

Text Books

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

Supplementary Readings

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

ISOC 64 : POLITICAL SOCIOLOGY

Learning Objectives

- L01 To make the students know about interrelationship between social system and political system,
- L02 To understand the importance of political socialization and culture in the democratization of the individuals and
- L03 To identify the role of caste, religion, regional language in determining political process.

Total Credit: 4

Total Hours: 70

Unit-I (12 hrs)

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

Unit-II (14 hrs)

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

Unit-III (13 hrs)

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

Unit-IV (15 hrs)

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

Unit-V (16 hrs)

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

Learning Outcomes

Upon completion of this course students will

- C01. acquire knowledge of structure and functions of various political systems.
- C02. understand the importance of Caste, Religion, Regional language in the political process and
- C03. identify the balance of power and authority between intellectuals and politicians in Indian politics.

Text Books

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

Supplementary Readings

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

ISOC 65 : SOCIAL MOVEMENTS IN INDIA

Learning Objectives

LO1: To sensitise the students about the dynamic of various types of social movements.

LO2: To know the various social movement and social transformation.

LO3: To introduce the various theories of social change and social movements.

Total Credit: 4

Total Hours: 70

Unit-I (12 hrs)

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

Unit-II (15 hrs)

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

Unit-III (12 hrs)

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

Unit-IV (16 hrs)

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

Unit-V (15 hrs)

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

Learning Outcomes

Upon completion of this course, the students will

- C01. know the various types of social movements and their role in social transformation.
- C02. understand the various theories related to the emergence of social movements.

Text Books

1. Ghanashyam Shah, 'Social Movements in India: A Review of Literature', New Delhi, Saga Publications India Pvt Ltd, 2004.
2. Rao M.S.A, 'Social Movements in India: Studies in Peasant, Tribal and Women's Movement' 2002.
3. Saxena S.K, 'Social Movements in India' 2011.

Supplementary Readings

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

Common Paper

IVEC 66 : VALUE EDUCATION

For All 5 Year Integrated Courses of Arts Faculty

To help students to discern the process of decision making in matters of morality.

Learning objectives

A major goal of this subject is to enable students to

1. understand the building of human beings with strength and power based upon india's ancient values.
2. develop the qualities of peace and co-operation.
3. promote the personality development and develop individual with sense of patriotism and international understanding.

Total Credit: 3

Total Hours: 65

Unit - I (13 hrs)

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

Unit - II (13 hrs)

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

Unit - III (13 hrs)

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

Unit - IV (13 hrs)

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

Unit - V (13 hrs)

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

Course Outcomes:

Upon completion of this course the students will

- CO1. gather and analyse a range of information about value education
- CO2. develop a positive and responsible attitude to their own wellbeing, respect for the rights of other people, care and concern for their community and develop a sense of social justice.

Text Books

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

Supplementary Readings

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

ISOC71 / SOCC101: ADVANCED SOCIOLOGY PRINCIPLES

Learning Objective

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

Total Credit: 4

Total Hours: 70

Unit-I (15 hrs)

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

Unit: II (13 hrs)

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

Unit: III (14 hrs)

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

Unit: IV (15 hrs)

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

Unit: V (13 hrs)

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

Course Outcome:

Upon completion of the course the students will

CO1. understand society from different sociological perspectives

CO2. develop comprehensive knowledge about social processes and social stratification

Text Books

1. Yogendra Singh, Culture change in India, Jaipur: Rawat Publication, 2000.
2. Bhupendra K. Nagla and Sheobahal Singh, INTRODUCING SOCIOLOGY. New Delhi: RAWAT PUBLICATIONS, 2019.

Supplementary Readings

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

ISOC 72/ SOCC 102: EARLY SOCIOLOGICAL THEORIES

Learning Objective

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

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

LO3: To familiarize them with the critical analysis of the writings of the thinkers

Total Credit: 5

Total Hours: 75

Unit-I (10 hrs)

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

Unit-II (15 hrs)

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

Unit-III (15 hrs)

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

Unit-IV (17 hrs)

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

Unit-V (18 hrs)

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

Course Outcome:

Upon completion of the course the students will

- CO1. Understand the views of founding fathers of sociology on social statics and dynamics
- CO2. Comprehend the theoretical insights of social evolution, social action and social change

Text Books

1. Turner H. Jonathan. The Structure of Sociological Theory. Fourth Edition. Jaipur: Rawat Publications, 2001.
2. Calhoun, Craig, et.Al. (etd) Contemporary Sociological Theory. UK: Oxford Blackwell publishers, 2002.
3. Francis Abraham and John Henry Morgan. Sociological Thought. Madras: MacMillan India Limited, 1985.
4. Timasheff, N. Sociological Theory: Its Nature and Types. New York: Random House, 1961.

Supplementary Readings

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

ISOC 73/ SOCC103: RURAL AND URBAN SOCIOLOGY

Learning Objective

- L01 To make the students understand the rural and urban social structure and the importance of rural development
- L02 To enable the students to understand the push and pull factors and theories of migration.
- L03 To help them identify the major problems and prospects of rural and urban society.

Total Credit: 5

Total Hours: 75

Unit-I (14 hrs)

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

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

Unit: II (16 hrs)

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

Unit: III (18 hrs)

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

Unit: IV (17 hrs)

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

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

Unit: V (10 hrs)

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

Course Outcome:

Upon completion of this course students will

CO1. Understand the characteristics of rural and urban society and their existing problems.

CO2. Well versed with rural and urban issues and the relevant development programmes by Indian government.

Text Books

1. Isher Judge Ahluwalia, Ravi Kanbur and P.K. Mohanty, 'Urbanization in India: challenges, opportunities and the way forward', New Delhi, Saga Publications India Pvt Ltd, 2014.
2. Vinita Pandey, 'Rethinking Urban Development: Exploring Cosmopolitanism and Regionalism Post Industrial Cities, 2014.

Supplementary Readings

1. Sharma, R.N and R.S Sandhu, 'Small Cities and Towns in Global Era: Emerging Challenges and Perspectives, 2013.
2. Sivaramakrishnan and Amitah Kunda, 'A Handbook of Urbanization in India', New Delhi, Oxford University Press, 2005.
3. Gottdiener, Mark and Ray Hutchison (2006) The New Urban Sociology. Boulder: West View Press.
4. Gottdiener, Mark and Leslie Budd (2005) Key Concepts in Urban Studies. London: Sage Publications.
5. Lin Jan and Mele Christopher, ed. (2005) The Urban Sociology Reader. London: Routledge.

ISOC 74/ SOCC104: INDIAN SOCIAL INSTITUTIONS

Learning Objective

- L01 To enable the students to understand the origin, growth and changes in the Indian social institutions over the years.
- L02 To comprehend the Hindu view of life
- L03 To analyse Constitutional provisions for the protection of life, Property and dignity of individuals.

Total Credit: 4

Total Hours: 70

Unit-I (13 hrs)

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

Unit: II (16 hrs)

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

Unit: III (16 hrs)

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

Unit: IV (15 hrs)

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

Unit: V (10 hrs)

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

Course Outcome:

Upon completion of this course students will

- C01. understand the institutions in Hindu religion, structure and functions of social institutions and changes and reforms taken place so far.
- C02. will evaluate the role of modernization in social change in India.

Text Books

1. Sharma Rajendra Kumar, Indian Society, Institutions and change” Atlantic Publishers (2004).
2. Ahuja Ram (1999), Society in Indian: Concept, Theories and Recent Trends.

Supplementary Readings

1. N. Jayapalan, Indian Society And Social Institutions (Vol. 1), Atlantic; 1 edition (2001)
2. Rajendra K. Sharma, Indian Society, Institutions and Change, 2004
3. Srinivas, M.N. Social Change in Modern India, Mumbai: Allied Publishers, 1968.
4. Sing, Yogendra. Modernization of Indian Tradition, New Delhi: Thomson Press (India) Ltd., 1973.
5. Devesh Kapur and Pratap Bhanu Mehta, Public Institutions in India: Performance and Design, 2007

ISOE 75/ SOCE 105: INTRODUCTION TO SOCIOLOGY

Learning Objective

- L01: To offer the students information about the field of Sociology,
- L02: To develop in them a sociological perspective of social change
- L03: To interpret life experience in terms of social facts.

Total Credit: 3

Total Hours: 65

Unit-I (11 hrs)

Definition – Nature and Scope – Sociology as a Science – Its Relation to other Social Sciences.

Unit: II (12 hrs)

Individual and Society ; Heredity and Environment; Socialization

Unit: III (13 hrs)

Culture: Characteristics – Elements – Functions. Ethnocentrism – Cultural Lag – Culture and Civilization – Cultural Variability.

Unit: IV (14 hrs)

Social Groups – Characteristics – Types. Social Institutions. Family – Marriage – Religion – Education – Economy – Government.

Unit: V (15 hrs)

Social Control: Methods and Means.

Social Stratification: Forms and Functions.

Social Processes: Associative and Dissociative.

Social Change: Factors and Theories

Course Outcome:

Upon completion of the course the students will

- CO1. understand society from different sociological perspectives
- CO2. develop comprehensive knowledge about social processes and social stratification

Text Books

1. Yogendra Singh, Culture change in India, Jaipur: Rawat Publication, 2000.
2. [Bhupendra K. Nagla and Sheobahal Singh](#), INTRODUCING SOCIOLOGY. New Delhi: RAWAT PUBLICATIONS, 2019.

Supplementary Readings

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

ISOC 81/ SOCC 201: MODERN SOCIOLOGICAL THEORIES

Learning Objective

L01: This Course is intended to provide the students with the theoretical and methodological issues that have shaped the sociological thinking among the practitioners of sociology today.

L02: To help the students understand the theoretical relevance

L03: To develop in students an analytical utility of the contemporary theories in understanding the structure and change of the society.

Total Credit: 5

Total Hours: 75

Unit – I (13 hrs)

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

Unit – II (18 hrs)

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

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

Unit – III (18 hrs)

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

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

Unit – IV (13 hrs)

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

Unit – V (13 hrs)

Alfred Schutz – Phenomenology. Harold Garfinkel – Ethnomethodology.

Course Outcome:

Upon completion of the course the students will

- CO1. Understand the various perspectives of modern thinkers of the functioning of society
- CO2. Comprehend the basic premises of social and cultural dynamics of society

Textbooks

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

Supplementary Readings

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

ISOC 82/ SOCC202: RESEARCH METHODOLOGY

Learning Objective

L01: To introduce the students the various appropriate research techniques.

L02: To help them to build up on the basic assumptions in adopting methodologies for different research themes.

L03: To provide the students the knowledge of research in a scientific manner.

Total Credit: 5

Total Hours: 75

Unit-I (18 hrs)

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

Scientific Method: Elements – Characteristics – Major steps.

Hypothesis: Types – Sources – Characteristics of Usable Hypothesis.

Unit: II (14 hrs)

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

Unit: III (16 hrs)

Research Design: Exploratory – Descriptive – Diagnostic – Experimental.

Unit: IV (15 hrs)

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

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

Research Report: Case Study

Unit: V (12 hrs)

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

Course Outcome:

Upon completion of this course, the students will

C01. understand the skills of scientific research and to enable them to do social research by know the various methods of data collection and their sources.

C02. acquire the skills of computer and to use them in social research.

Text Books

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

Supplementary Readings

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

ISOC 83/ SOCC203: STATISTICAL METHODS

Learning Objective

- L01 To know about the basic principles of statistics.
L02 To understand the application of statistical tools in social research.
L03 To know the structure and purpose of Social research report.

Total Credit: 4

Total Hours: 70

Unit-I (16 hrs)

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

Unit: II (15 hrs)

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

Unit: III (12 hrs)

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

Unit: IV (15 hrs)

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

Unit: V (12 hrs)

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

Course

Outcome:

Upon Completion of this course, the students will

- CO1. acquire the basic principles and skills about the statistics.
CO2. understand the statistical techniques for research and development of society and equip the basic skills for social planning and reconstruction of society

Text Books

1. Gupta, S.P. Statistical Methods. New Delhi: Sultan Chand & Sons, 2012.
2. Agarwal, B.L., Basic Statistics, New Delhi, New Age International PVT Limited, publishers, 2013.
3. Venkatachalapathy, S.G., Premraj, H., Statistical Methods, Margham publications, 2015

Supplementary Readings

1. Nagar, A.L., and Das, R.K., Basic Statistics, Oxford University press, 1997.
2. Das, N.G., Statistical Methods, McGraw- Hill Education, 2008.
3. Medhi, J., Statistical Methods; An Introductory Text: New Delhi, New Age International Publishers, 2006.
4. Andersen, E.B. Discrete Statistical Models with Social Science Applications. Amsterdam: North-Holland, 1980.
5. Puri, V.K. Fundamentals of Statistical Methods. New Delhi: Allied Publishers, 1984.

ISOC 84/ SOCC204: WOMEN IN SOCIETY

Learning Objective

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

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

LO3: To understand the welfare measures that have been undertaken to solve the problems of women in the Indian context.

Total Credit: 5

Total Hours: 75

Unit-I (12 hrs)

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

Unit: II (15 hrs)

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

Unit: III (15 hrs)

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

Unit: IV (17 hrs)

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

Unit: V (16 hrs)

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

Course Outcome:

Upon completion of the course the students will

C01. Understand the problems of women in contemporary society.

C02. Get an overview about the various welfare measures and legislations related to Indian women.

Text Books

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

Supplementary Readings

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

ISOE 85/ SOCE205: SOCIOLOGY OF MASS COMMUNICATION

Learning Objective

- LO1 To make the students acquire knowledge in the field of communication
LO2 To understand the role of mass communication in creating a new world
LO3 To enable the students to understand the effects of mass communication on society

Total Credit: 3

Total Hours: 65

Unit-I (14 hrs)

Concepts and Functions of Communication – Definition and Meaning of communication, Communication process, models, scope and functions of communication.

Unit-II (12 hrs)

Communication Channels - Definition, dimension, classification, nature and selection of communication channels.

Unit-III (12 hrs)

Mass Communication - Definition, scope characteristics and functions of mass communication Theories of mass communication — Hypodermic needle theory, Bullet theory and Stimulus Response theory.

Unit-IV (12 hrs)

Mass Media – Origin and growth of print media, electronic media. Mass media and mass culture - Folk art.

Unit-V (15 hrs)

Effects of Mass Communication on Society and culture - Mass media and national integration, mass media and social development. Diffusion of new ideas and practices - Cultural norms and diffusion.

Course Outcome:

Upon Completion of this course, the students will

- C01. acquire about mass media and how it develops communication such as print, radio, television in modern society.
C02. train the students about the technological development in the mass communication press.

Text Books:

1. Vilanilam, J.V., Growth and Development of Mass Communication In India, National Book Trust, India, 2003.
2. Denis McQuail, Mass Communication Theory an Introduction, Sage Publications, New Delhi, 1998

Reference Books:

1. Devi Urmila, Mass Communication Today, ACE Books India, New Delhi, 2010.
2. Gupta, V.S., Communication Technology Media Policy and National Development, Concept Publishing Company, New Delhi, 1999.
3. Srinivas R., Melkote. Communication and Development in the Third world: Theory and Practice, Sage publication, New Delhi, 1991.
4. Gupta V.S., Communication Technology, Media Policy and National Development, Concept Publishing Company, New Delhi- 1999.
5. Vilanilam. J.V., Growth and Development of Mass Communication in India. National Book Trust, India, 2003.

ISOC 91/ SOCC 301 : POPULATION AND SOCIETY

Learning Objective

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

Total Credit: 5

Total Hours: 75

Unit-I (14 hrs)

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

Unit-II (17 hrs)

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

Unit-III (18 hrs)

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

Unit-IV (13 hrs)

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

Unit-V (13 hrs)

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

Course Outcome:

Upon completion of this course students will

- CO1. understand the causes of population growth through relevant theory and practices.
CO2. acquire the knowledge of various problems faced by the society due to population growth.

Text Books

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

Supplementary Readings

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

ISOC 92/ SOCC302: INDUSTRIAL SOCIOLOGY AND LABOUR PROBLEMS

Learning Objective

- L01 To make the students aware of the major labour problems in industry.
L02 To enable them understand labour legislation in labour welfare.
L03 To equip the students with the knowledge of the bureaucratic model of industrial organization.

Total Credit: 5

Total Hours: 75

Unit-I (15 hrs)

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

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

Unit-II (13 hrs)

The Modern Factory System of production and its special features.

Automation and Mechanization - Their effects.

Unit-III (17 hrs)

The Bureaucratic Model of Industrial Organization.

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

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

Unit-IV (16 hrs)

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

Works Committee Grievance Procedure and Workers participation, in Management.

Unit-V (14 hrs)

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

Women and child labour, Job satisfaction.

Course Outcome:

Upon completion of this course students will

- CO1. Acquire the components of industrial sociology and bureaucratic models of industrial organization.
CO2. Understand the major labour problems and the way of solving the problems by participating in management

Text Books

1. Gisbert Pascual, S.J. Fundamentals of Industrial Sociology, Mumbai, McGraw Hill, 1979.
2. Schneider Eugene, V, Industrial Sociology, The Social Relations of Industry and the Community, Mumbai McGraw Hill, INC., 1971.
3. Giri, V.V. Labour Problems in Indian Industry (Ed.) Mumbai, Asia, 1972.

Supplementary Readings

1. Richardson, J.H. Industrial Relations in Great Britain: An Introduction to the Study of Industrial Relations, London, George Allen & Unwin Ltd., 1954.
2. Webb, Sidney and Webb, Beatrice. Industrial Democracy, London, Logmans Green & Co. Ltd., 1926.
3. Schumpeter, Joseph, A. Capitalism. Socialism and Democracy, New York, Harper and Broners, 1942.
4. Charles, A., Myer. Labour Problems in the Industrialisation of India, Cambridge, Harward University Press, 1958.
5. Cooper, B.M. & Barteer., A.F. Industrial Relations, London, Heineman, 1979.

ISOC 93/ SOCC 303 : SOCIOLOGY OF DEVELOPMENT AND MODERNIZATION

Learning Objective

L01: To present a sociological analysis of process of modernization and development

L02: To help the students to have a holistic understanding of the concepts and theories

L03: To motivate students to learn the dominant strategies of modernizing societies.

Total Credit: 5

Total Hours: 75

Unit-I (14 hrs)

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

Unit-II (17 hrs)

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

Unit-III (16 hrs)

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

Unit-IV (14 hrs)

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

Unit-V (14 hrs)

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

Course Outcome:

Upon completion of this course students will

- C01. understand a sociological analysis to the process of modernization and development.
- C02. understand the theories, models of modernization and dominate strategies of the modernizing societies.

Text Books

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

Supplementary Readings

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

ISOC 94/ SOCC 304: FIELD WORK AND REPORT

(Applicable for 2017-18)

Total Credit: 4

Total Hours: 70

Objectives of Field Work:

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

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

General Objectives in an agency setting:

1. To understand the agency as a system –governance, philosophy, objectives, structures and management of services/ programmes
2. To develop the ability to involve the client system in the problem solving process, utilizing skills of sociology, including research
3. To enable to acquire knowledge and practice skills related to social work methods at the individual, group and community level in different fields
4. To develop documentation skills
5. To develop skills in identifying and utilizing community resources, both at Government and private levels
6. To develop the ability to work as a team
7. To reinforce the belief in the inherent strength of the people to meet their needs and resolve their problems
8. To enable to make conscious application of professional values, ethics and principles
9. To develop an understanding and skills in working with the professionals (Medicine, Law, accountancy etc.) While working with the agency of placement, the students should
 - a. Develop beginning perceptions about agency functioning and identify congruence or gaps between organizational stances or programs and client's service needs (e.g. restrictive intake policies, inadequate office hours, poor referral system for resources).
 - b. Initiate learning about how outside regulations, organizations and funding effect delivery of services.

- c. Show beginning ability to identify problems/issues in organizational terms.
- d. Demonstrate beginning initiative and involvement in efforts to influence agency processes on behalf of client's needs (e.g. at least, bringing situation to attention of someone who may be receptive and able to be influential).
- e. Develop beginning confidence to participate and contribute to team effort, e.g. represent own discipline, develop some credibility, present own thinking, receptive to others' ideas.

Focused areas to be covered in the Report The report should contain the following contents:

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

ISOE 95/ SOCE 305: SOCIAL PROBLEMS AND SOCIAL WELFARE

Learning Objective

LO1: To enable the students to understand the basic concepts of social problem, the nature and its different causes of social disorganization.

LO2: To learn basic causes for crime and delinquency and to analyse the issues like alcoholism and drug addiction and to acquire the knowledge about poverty and unemployment and the extent of beggary in India.

Total Credit: 3

Total Hours: 65

Unit-I (12 hrs)

Concept of social problems, classification of social problems and theories of social problems.

Unit-II (12 hrs)

General social problems - Dowry, Divorce, Prostitution, Corruption, Terrorism and AIDS, Extent causes and consequences.

Unit-III (14 hrs)

Economic Problems: Poverty, Unemployment and Beggary - Extent, causes and consequences, Problems of Children, Youth, Aged and Women-Extent, causes and consequences.

Unit-IV (13 hrs)

Problems of Deprived Groups: Scheduled Castes and Scheduled Tribes - Extent, causes and consequences.

Unit-V (14 hrs)

Social Welfare: Definition and meaning, social welfare programmes in India - To Children, Women Youth, Aged, Scheduled Castes, Scheduled Tribes, Physically Handicapped, Poor and the Unemployed.

Course Outcome:

Upon completion of this course, the students will

CO1. apply sociological perspectives and use their sociological imagination in applying the causes and consequences of social problems and evaluating.

CO2. able to locate themselves within social contexts to reflect on the processes that shape and address social problems and able to participate as achieve citizens in their societies and communities, demonstrating respect for diversity, critical thinking and collaborations in problem solving.

Text Books

1. William Komblem, Social Problems – ISBN – 0130263133, Prentice Hall, 2000.
2. Madan, G.R. Indian Social Problems, New Delhi: Allied Publishers 1973.
3. Jogan, Sankar (ed) Social Problems and Welfare in India, Ashika, New Delhi: 1992.

Supplementary Readings

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

Common Paper
ISSC 96/ SOSC: 306 – Soft Skills
For All the 2 Year PG Programmes of Arts Faculty

Learning Objective

LO1 To train students in soft skills

LO2 To enable them to be professionally competent

LO3 To create interpersonal skills

Total Credit: 3

Total Hours: 65

Unit 1: Soft Skills and Personality Development (15 hrs)

Soft Skills: Meaning and Importance - Hard Skills versus Soft Skills - Self Concept: Self Awareness, Self Development and Self Realisation – Power of Positive Attitude – Etiquette and Manners.

Listening: Types of Listening, Effective Listening and Barriers to Listening – Assertive Communication.

Unit 2: Communication Skills (14 hrs)

Oral Communication: Forms, Types of Speeches and Public Speaking – Presentation: Elements of Effective Presentation and Use of Visual Aids in Presentation.

Written Communication: Strategies of Writing – Business Letters: Form, Structure and Formats – Types of Business Letters – Memos – Agenda and Minutes.

Non-verbal Communication: Body Language and Proxemics.

Unit 3: Interpersonal Skills (14 hrs)

Interpersonal Skills: Relationship Development and Maintenance and Transactional Analysis.

Conflict Resolution Skills: Levels of Conflict and Handling Conflict - Persuasion – Empathy – Managing Emotions – Negotiation: Types, Stages and Skills – Counselling Skills.

Unit 4: Employability Skills (12 hrs)

Goal Setting – Career Planning – Corporate Skills – Group Discussion – Interview Skills – Types of Interview - Email Writing – Job Application – Cover Letter - Resume Preparation.

Unit 5: Professional Skills (10 hrs)

Decision Making Skills – Problem Solving – Emotional Intelligence – Team Building Skills – Team Spirit – Time Management – Stress Management: Resolving Techniques.

Course Outcome

CO1 Acquire knowledge on soft skills

CO2 Able to communicate and write

CO3 Development of interpersonal skills

Text Books

1. Ghosh, B.N. *Managing Soft Skills for Personality Development*. (Ed). New Delhi: Tata McGraw Hill Education Pvt. Ltd., 2012.
2. Krishna Mohan and Meera Banerji. *Developing Communication Skills*. (2nd Edition). New Delhi: MacMillan Publishers India Ltd., 2009.
3. Neera Jain and Shoma Mukherji. *Effective Business Communication*. New Delhi: Tata McGraw Hill Education Pvt. Ltd., 2012.

Supplementary Readings:

1. Rao, M.S. *Soft Skills - Enhancing Employability: Connecting Campus with Corporate*. New Delhi: I.K International Publishing House Pvt. Ltd., 2011.
2. Ashraf Rizwi, M. *Effective Technical Communication*. New Delhi: Tata McGraw Hill Education Pvt. Ltd., 2010.
3. Bretag Tracey, Crossman Joanna and Bordia Sarbari. *Communication Skills*. New Delhi: Tata McGraw Hill Education Pvt. Ltd., 2012.

ISOC 101/ SOCC401: MEDICAL SOCIOLOGY

Learning Objective

- L01 To enable the students to become familiar with the relationship between health and social environment
- L02 To help the student to have knowledge about development of epidemiological measures, social factors and stress.
- L03 To clearly understand the role of medical social service in hospitals and community setting.

Total Credit: 4

Total Hours: 70

Unit-I (13 hrs)

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

Unit-II (14 hrs)

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

Unit-III (13 hrs)

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

Unit-IV (15 hrs)

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

Unit-V (15 hrs)

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

Course Outcome:

- Upon completion of this course students will
- CO1. understand the relationship between health and social environment and the knowledge the characterized medical sociology.
- CO2. comprehend how social factors are important for health and understand the implementation of various health schemes at community level.

Text Books

1. Cockerham, William. Medical Sociology, New Jersey, Prentice Hall, 1982.
2. Coe, Redney. Sociology of Medicine New York, McGraw Hill, 1970
3. Girirja Gupta (Ed.). The Social and Cultural Context Medicine in Indian, Vikas Publishing House Ltd., New Delhi, 1981.

Supplementary Readings

1. Freeman, H. Handbook of Medical Sociology, Englewood Cliffs, Prentice Hall, 1963.
2. Hawkins, Norman. Medical Sociology Theory, Scope and Method, 1958.
3. Gartely Jaco (Ed.). Patients Physicians and Illness, the Free Press, 1958.
4. Fred Davis (Ed.). The Nursing Profession Five Sociological Essays, New York, John Wiley and Sons, 1966.
5. Ommen, T.K. Doctors and Nurses, New Delhi, McMillan, Co., 1978.

ISOC 102/ SOCC402: SOCIAL PROBLEMS

Learning Objective

LO1: To enable the students to understand the basic concepts of social problem, the nature and its different causes of social disorganization.

LO2: To learn basic causes for crime and delinquency and analyse the issues like alcoholism and drug addiction.

LO3: To acquire the knowledge about poverty and unemployment and the extent of beggary in India.

Total Credit: 5

Total Hours: 75

Unit-I (13 hrs)

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

Unit-II (14 hrs)

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

Unit-III (13 hrs)

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

Unit-IV (17 hrs)

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

Unit-V (18 hrs)

Poverty, Unemployment and Beggary - Poverty Absolute and Relative causes - Unemployment - Types! Causes - Effects of unemployment.

Extent of unemployment in India - Beggary, Causes -Types, techniques, extent of beggary in India, methods of rehabilitation - Relevance of U.N.

Course Outcome:

Upon completion of this course, the students will

- C01. apply sociological perspectives and use their sociological imagination in applying the causes and consequences of social problems and evaluating.
- C02. able to locate themselves within social contexts to reflect on the processes that shape and address social problems.
- C03. able to participate as achieve citizens in their societies and communities, demonstrating respect for diversity, critical thinking and collaborations in problem solving.

Text Books

1. William Komblem, Social Problems – ISBN – 0130263133, Prentice Hall, 2000.
2. Madan, G.R. Indian Social Problems, New Delhi: Allied Publishers 1973.
3. Jogan, Sankar (ed) Social Problems and Welfare in India, Ashika, New Delhi: 1992.

Supplementary Readings

1. Ahaja, Ram, Social Problems in India, Rawat Jaipur – 2002.
2. Jain, Prabha Shasi and Singh Mamta, Violence Against Women, Raddha, New Delhi, 2001.
3. Mistra, Girish and Pandey Rajkumar, White Callar Crimes, Gxam, New Delhi, 1998.
4. Julian Joseph. Social Problems, Prentice Hall, Englewood Cliffs, New Jersey, 1977.
5. Merton, Robert, K. and Nisbet, Contemporary Social Problems, New York: Harcourt Brace Jovanorich, 1979.

ISOC 103 / SOCC403: PROJECT AND VIVA-VOCE

Total Credit: 6

Total Hours: 80

Learning Objective

- L01 To enable the students to identify the research problem to be addressed
- L02 To Provide knowledge about methods to be adopted for scientific research
- L03 Equip the students the knowledge to analyse the data and report writing.

Course Outcome:

Upon completion of this course students will

- C01. can identify the social problems to be researched .
- C02. gain knowledge regarding apply of research methodology in doing research
- C03. able to do research independently

ISOC 104 / SOCC404: ENVIRONMENTAL SOCIOLOGY

Learning Objective

- L01 To provide knowledge about sociological basis of environment and society
L02 To provide awareness about the environmental process and various problems relating to the environment
L03 To enrich knowledge of environmental justice, policy and action.

Total Credit: 4

Total Hours: 70

Unit-I (12 hrs)

Introduction – Environment – The main process and issues – Natural environment, socio cultural environment the main issues.

Unit-II (13 hrs)

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

Unit-III (16 hrs)

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

Unit-IV (15 hrs)

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

Unit-V (14 hrs)

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

Course Outcome:

- C01. This subject curriculum provide the students knowledge of environment and the impact of environment on society.
C02. Environmental awareness about degradation of environmental conditions due to socio cultural practices.

Text Books

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

Supplementary Readings

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

ISOE 105 / SOCE 405: INDUSTRIAL RELATIONS AND LABOUR WELFARE

Learning Objective

- L01 To make the students aware of the major labour problems in industry.
L02 To Enable them understand labour legislation in labour welfare.
L03 To equip the students with the knowledge of the bureaucratic model of industrial organization.

Total Credit: 3

Total Hours: 65

Unit-I (12 hrs)

Industrial Relations – concept, definition, scope and development of industrial relations. Labour Welfare-concept, objectives and philosophy of labour welfare.

Unit-II (13 hrs)

Employees organization - Purpose, growth and functions of employees organization – Origin, aims and functions of International labour organization.

Unit-III (14 hrs)

Industrial disputes – Causes of Industrial disputes. Methods of dispute settlements, collective bargaining and workers participation in management.

Unit-IV (13 hrs)

Labour problems – Wages, bonus, health and housing problems. Women and Child labour – their problems and special protective legislations.

Unit-V (1 hrs)

Labour Welfare in India – Working Conditions. Industrial safety, Industrial housing, labour welfare programmes and functions of labour welfare officer.

Course Outcome:

Upon completion of this course students will

- CO1. Acquire the components of industrial sociology and bureaucratic models of industrial organization.
CO2. Understand the major labour problems and solving the problems by participating in management

Text Books

1. Schneider, Eugene, V. The Social Relations of Industry and the Community, Mumbai. McGraw Hill, INC, 1971.
2. Giri, V.V. Labour Problems in India, Industry (Ed.). Mumbai: Asia. 1972.
3. Methotra, S, N, Labour problems in India, New Delhi, Chand & Co, -1984.

Supplementary Readings

1. Richardson J.H. Industrial Relations in Great Britain. An Introduction to the Study of Industrial Relations, London. George Allen & Unwin Ltd. 1954.
2. Charles, A Myer, Labour Problems in the Industrialization of India. Cambridge, Harvard University Press, 1958.
3. Copper, B. M. & Bartee. A. F. Industrial Relations. London. Hememan 1979.
4. Gilbert Pascal, Fundamentals of Industrial Sociology, Bombay, Tata McGraw Hill, 1972.
5. Ramaswamy E,R, Industrial Relations in India. New Delhi. Macmillan, 1978.

Elective Courses

Electives Offered to Other Departments

S. No.	Course Code	Course Title	Hours/week			Marks		
			L	P	C	CIA	ESE	Total
1.	19ISOE75	Introduction to Sociology	3	0	3	25	75	100
2.	19ISOE85	Sociology of Mass Communication	3	0	3	25	75	100
3.	19ISOE95	Social Problems and Social Welfare	3	0	3	25	75	100
4.	19ISOE105	Industrial Relations & Labour Welfare	3	0	3	25	75	100

Department Electives (DE)

S. No.	Course Code	Course Title	Hours/week			Marks		
			L	P	C	CIA	ESE	Total
1.	19SOCE215	Crime and Society	3	0	3	25	75	100
2.	19SOCE315	Sociology of Disaster Management	3	0	3	25	75	100

Value-Added Course

Course Code	Course Title	Hours/week			Marks		
		L	P	C	CIA	ESE	Total
VAMPSW107	Medical and Psychiatric Social Work	3	0	3	25	75	100
VASC307	Social Criminology	3	0	3	25	75	100

Department Elective Paper:
19SOCE215: Department Elective Course: CRIME AND SOCIETY

Learning Objective

- LO1 To understand the crime trend over the years.
LO2 To impart knowledge on causation and prevention of crimes.
LO3 To acquire the knowledge on changing profile of crime and criminals
- Total Credit: 3** **Total Hours: 65**

UNIT-I (14hrs)

Social Disorganisation and Crime – Social organization and social disorganisation, individual disorganisation and family disorganisation; Legal, behavioural, sociological definitions to crime and delinquency. Nature, scope & importance of criminology.

UNIT-II (15hrs)

Perspectives on Crime Causation – Classification of crime and criminals, types of crimes, Theories of Crime: Classical, positivist, biological, psychological, economic, sociological and the labeling theory.

UNIT-III (14hrs)

Punishment – Objectives, behaviour system in crime, evolution of punishments, probation, parole; Recidivism and rehabilitation. Theories of punishment.

UNIT-IV (13hrs)

Changing Profile of Crime and Criminals – Corruption; Cyber crimes, entry into politics. Changing socio-economic status of criminals in contemporary Indian society.

UNIT-V (10hrs)

Treatment and Prevention – Meaning and types, prison based, community based, open prison, prison reforms in India, educational, vocational, psychiatric, meditation, recreation etc. Role of Police in welfare state.

Course Outcome:

Upon completion of this course students will

- CO1. develop awareness about causation and prevention of crimes.
CO2. have knowledge of types and modalities of crime.

Text Books

1. Sudherland. Edwin,H and Donald, R.Cressy. Principles or Criminology. Bombay: Times of India Press, 1968.
2. Ministry of Home Affairs. Crime in India. New Delhi: Government of India, 1998.

Supplementary Readings

1. Bedi, Kiran. It is Always Possible. New Delhi: Sterling Publications, 1998.
2. Gill, S.S. The Pathology of Corruption. New Delhi: Harper Colins Publishers, 1998.
3. Merton, R.K. Social Theory and Social Structure. New Delhi: Emerind Publishing Co., 1972.
4. Parsonage, William,H. Perspectives in Criminology. London: Sage Publications, 1979.
5. Reid, Suetitus. Crime and Criminology. Illinoise. Deydan Press, 1976.

Department Elective Paper:

19SOCE315: Sociology of Disaster Management

Learning Objective

- L01 To develop in students an awareness and knowledge about the environmental process
- L02 To impart knowledge on various natural disasters relating to the environment and their aftermath in the society
- L03 To familiarize the students with suitable eco-system.

Total Credit: 3

Total Hours: 65

Unit-I (14hrs)

Definition, Nature and Scope of Sociology, Sociology as a Science. Its Relation to other Social Sciences, Individual and Society, Heredity and Environment, Socialization, Culture, Functions of Culture and Cultural Variability.

Unit-II (15hrs)

Environmental Sociology – Meaning, Nature, Scope and Basic Issues – Systems and Change. Nature Vs. Nurture – Synthesis of Societal and Environmental Dialect, Social Impact of Assessment of Environmental Issues – Natural, Social, Economic And Cultural Environment.

Unit-III (14hrs)

Environmental Problems – Natural Disasters; Effects of Earthquakes, Famine; Pollution, Volcanoes, Landslides, Floods, Cyclone, Soil Erosion-Causes and Effects.

Unit-IV (13hrs)

Tsunami – Meaning, History, Causes and its Impact on Society, Relief and Rescue operations. The role of voluntary organizations and Government in Rehabilitation and Restitution.

Unit-V (10hrs)

Eco Systems and Eco Management – Ecological Restoration – Approaches, Methods and Strategies – Sustainable Coastal Ecosystem.

Course Outcome:

Upon completion of this course students will

- C01. understand Social Impact of Assessment of Environmental Issues
- C02. have knowledge on eco system and eco management.

Text Books:

1. Anthony Giddens, Sociology (Second Edition), Polity press, Cambridge, U.K. 1993.
2. Pravin Sheth, Environmentalism –Politics, Ecology and development, New Delhi, 1997.

Supplementary Readings

1. Mohan I, Environmental Pollution and Management, New Delhi: Asis Publishing house, 1989.
2. Mohan I, Environmental Pollution and management, New Delhi: Asis publishing house, 1990.
3. UNDP. Sustainable Development. New York: Oxford University Press, 1999 World Commission on Environment and Development our Common future, Bruntland Report, New Delhi, Oxford University Press, 1987.
4. Impact of Tsunami in coastal villages in Tamilnadu, Report by Government of Tamilnadu, 2006.

DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

VALUE ADDED COURSE

MEDICAL AND PSYCHIATRIC SOCIAL WORK

Learning Objectives

- L01. To expose to the students the knowledge and skills of psychiatric social work, which includes coping strategies of stress and other psychiatric problems.
- L02. To make the students understand major, minor and other psychiatric problems.
- L03. To enable the students aware of coping strategies for psychiatric problems.

Unit – I

Psychiatric Social Work: Basic concepts, scope, management and treatment for psychiatric disorders.

Unit – II

Major Psychiatric and Psychotic disorders –Schizophrenia - Its types - Mood Disorder – Other Bipolar Disorders.

Unit – III

Minor Psychiatric disorders – Anxiety disorder – Panic disorder – Phobias – Post Traumatic Stress.

Unit – IV

Other Psychiatric Disorders – Personality Disorders – Sleep disorder – Speech disorder - Psychosomatic disorder – Suicide.

Unit – V

Childhood Psychiatric disorders – Mental Retardation – Learning disorders – Developmental disorders - Autism – Attention Deficit Hyper activity. Psychiatric disorder affecting Women, Youth and aged – Elimination of disorders.

Course Outcome

Upon completion of the course the students will

1. know the history, scope and changing perspectives of psychiatric problems.
2. understand the various types of psychiatric problems.
3. possess the skills of coping strategies for psychiatric problems.

Text Books

2. Mane, F. and Gandevia, K., Mental Health in Indian Issues and Concerns (eds.) Tata Institute of Social Sciences, Mumbai, 1993.
3. Sonia Austrian, Mental Disorders, Medications and Clinical Social Work, Columbia: Columbia University Press, 2005.

Supplementary Readings

1. American Psychiatric ASSN, Diagnostic Criterion from DSM-IV American Psychiatric ASSN, Washington DC, 1994.
2. Berrios, G.E. and Dawson, J.H. Treatment and Management in Adult Bailliere Tindal, London, 1983.
3. Nina Rovinelli Heller, Mental Health and Social Problems, Routledge: Abingdon-on-Thames, 2010.
4. Kappur, M. Sheppard, Ralph and Renate, Child Mental Health-Proceedings of the Indo-US Symposium, eds, NIMHANS and ADAMHA, 1993
5. World Health Organisation, Geneva, The ICD 10 classification of Mental and Behavioural Disorders, Clinical Description and Diagnostic Guidelines, Oxford University Press,1992.

DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

VALUE ADDED COURSE

SOCIAL CRIMINOLOGY

Learning Objectives

- LO1. To enable the students to understand the increasing trend in crime rates,
- LO2. To enable the students know the various crimes occurring in society,
- LO3. To impart the knowledge of causation, control and prevention of crime.

UNIT-I

Social Criminology: Concepts, Nature and importance. Social disorganization. - Individual, Family and Society.

UNIT-II

Crime: Causation and Types - Crimes against women and children, Media and Crimes, Property crimes – Cyber Crimes.

UNIT-III

Punishment – Objectives and evolution. Rehabilitation of offenders, Rights of Victims.

UNIT-IV

Changing Profile of Crime and Criminals – Criminalization of politics, White collar Crimes, Corruption and Scandals.

UNIT-V

Treatment and Prevention – Meaning and Types: Prison based, Community based, open prison, educational, vocational, psychiatric, meditation and recreation.

Learning Outcome

On completion of the course the students will

- CO1. understand the recent trends of crime and its causation,
- CO2. have the knowledge of types and modalities of crimes and
- CO3. develop awareness about control and prevention of crimes.

Text Books

1. Ram Ahuja , Criminology, New Delhi: Rawat Publications, 2014.
2. Parsonage, William. Perspectives in Criminology. London: Sage Publications, 1979.
3. Pamela Davies, and et.al., Victims, Crime and Society, New York: Sage Publications, 2015.

Supplementary Readings

1. Bedi, Kiran. It is Always Possible. New Delhi: Sterling Publications, 1998.
2. Gill, S.S. The Pathology of Corruption. New Delhi: Harper Colins Publishers, 1998.
3. Merton, R.K. Social Theory and Social Structure. New Delhi: Emerind Publishing Co., 1972.
4. Ross Coomber and et.al. Key Concepts in Crime and Society, New York: Sage Publications, 2015.
5. Kelly Frailing and Dee Wood Harper, Fundamentals of Criminology: New Dimensions, 2nd ed, Durham, N.C: Carolina Academic Press, 2016.

Interdepartmental Electives (IDE)

S. No.	Course Code	Course Title	Department	Hours/week		C	Marks		
				L	P		CIA	ESE	Total
1.	19 SOSE 115.1	Soft Skills	English	3	0	3	25	75	100
2.	19 MATE 215.1	Discrete Mathematics	Mathematics	3	0	3	25	75	100
3.	19 MATE 215.2	Numerical Methods		3	0	3	25	75	100
4.	19 MATE 315.1	Differential Equations		3	0	3	25	75	100
5.	19 STSE 215.1	Statistical Methods	Statistics	3	0	3	25	75	100
6.	19 STSE 215.2	Mathematical Statistics		3	0	3	25	75	100
7.	19 STSE 315.1	Bio-Statistics		3	0	3	25	75	100
8.	19PHYE 215.1	Classical Mechanics and Special Theory of Relativity	Physics	3	0	3	25	75	100
9.	19PHYE 215.2	Physics of the Earth		3	0	3	25	75	100
10.	19PHYE 315.1	Bio-Medical Instrumentation		3	0	3	25	75	100
11.	19PHYE 315.2	Energy Physics		3	0	3	25	75	100
12.	19CHEE 215.1	Applied Chemistry	Chemistry	3	0	3	25	75	100
13.	19CHEE 315.1	Basic Chemistry		3	0	3	25	75	100
14.	19CHEE 315.2	Instrumental Methods of Analysis		3	0	3	25	75	
15.	19 BOTE 215.1	Plant Tissue Culture	Botany	3	0	3	25	75	100
16.	19 BOTE 215.2	Plant Science – I		3	0	3	25	75	100
17.	19 BOTE 315.1	Gardening and Horticulture		3	0	3	25	75	100
18.	19 BOTE 315.2	Plant Science – II		3	0	3	25	75	100
19.	19 ZOOE 215.1	Animal Culture Techniques	Zoology	3	0	3	25	75	100
20.	19 ZOOE 315.1	Environmental Science		3	0	3	25	75	100
21.	19 GEOE 215.1	Environmental Geosciences	Earth Sciences	3	0	3	25	75	100
22.	19 GEOE 315.1	Applied Geophysics		3	0	3	25	75	100
23.	19 MIBE 315.1	Microbiology	Microbiology	3	0	3	25	75	100
24.	19 CISE 215.1	R Programming	Computer & Information Science	3	0	3	25	75	100