

# **M.A. SOCIOLOGY**

## **SYLLABUS**

(with effect from June 2015)



### **DEPARTMENT OF SOCIOLOGY**

The Gandhigram Rural Institute – Deemed University  
Gandhigram – 624 302 Tamil Nadu

## **M.A. in SOCIOLOGY**

**Eligibility and Admission Requirements:** As for M.A. Sociology Programme, pass in any graduate degree in Social Science/Humanities/Science subjects is eligible for admission.

- Selection will be based on merit through an Entrance test

### **Objectives:**

The major objectives of M.A. Programme in Sociology are as follows

- To enable the students to comprehend different dimensions of human society
- To enskill the students for undertaking social analysis with a comprehensive understanding of Indian society.
- To train up the students in becoming effective social development/ welfare functionaries with in-depth insight into rural resources, rural needs and the strategies needed for rural social transformation.

In short, the entire programme is designed to impart knowledge and comprehensive understanding of sociology with focus on rural society so as to make them effective development and social welfare functionaries leading to rural social transformation.

**M.A. SOCIOLOGY**  
**THE GANDHIGRAM RURAL INSTITUTE – DEEMED UNIVERSITY, GANDHIGRAM–624 302**  
**CURRICULAM DESIGN – M.A. SOCIOLOGY PROGRAMME**  
**(To be offered from the academic year 2015-16 CBCS)**

**Courses of Study and Scheme of Examination (for the batches joining in 2015-2016 and afterwards)**

SEM.	Category	Title of the Course	No.of Credits	No.of Hours	Evaluation		Total Marks
					CFA	ESE	
I	Core Courses	15SOCP0 101- Introduction to Sociology	4	4	40	60	100
		15SOCP0102 - Indian Social Structure	4	4	40	60	100
		15SOCP0103 - Rural Society – Dimensions and Dynamics	4	4	40	60	100
		15SOCP0104 - Social Ecology	4	4	40	60	100
		15SOCP0105 - Classical Sociological Theories	4	4	40	60	100
	Compulsory Non Credit Course	15ENGP00C1 - Communication and Soft Skills	-	-	50	-	50
15SOCP01FI - Extension		-	-	50	-	50	
	<b>Total</b>		<b>20</b>		<b>300</b>	<b>300</b>	<b>600</b>
II	Core Courses	15SOCP0207- Contemporary Sociological Theories	4	4	40	60	100
		15SOCP0208- Understanding Urban Sociology	4	4	40	60	100
		15APRP0209 - Research Methods and Statistics	4	4	40	60	100
		15SOCP0210- Social Change and Modernization	4	4	40	60	100
	Non Major Elective	To be chosen by students from among the courses offered by other departments	4	4	40	60	100
Compulsory Non Credit Course	15GTPP0001 – Gandhi in Every Day Life	-	-	50	-	50	
Compulsory Non Credit Course	15SOCP02F2- Extension	-	-	50	-	50	
	<b>Total</b>		<b>20</b>		<b>300</b>	<b>300</b>	<b>600</b>
III	VPP	15EXNP03V1- Village Placement Programme	2		50	-	50
	Modular Course	15SOCP03M1- Social Entrepreneurship	2	2	50	-	50
	Major Elective	15SOCP03E1 – Guidance and Counseling	4	4	40	60	100
		15SOCP03E2 – Media and Society					
		15SOCP03E3 - Human Rights and Duties					
	Core Courses	15SOCP0311 – Social Dimensions of Globalization	4	4	40	60	100
15SOCP0312- Perspectives of Ageing and Aged		4	4	40	60	100	
15SOCP0313- Sociology of Development		4	4	40	60	100	
	<b>Total</b>		<b>20</b>		<b>260</b>	<b>240</b>	<b>500</b>
IV	Modular Course	15SOCP04M2- Media Analysis	2	2	50	-	50
	Core Courses	15SOCP0414– Social Dimensions of Health	4	4	40	60	100
		15SOCP0415 –Sociology of Marginalized Groups	4	4	40	60	100
		15SOCP0416 - Population and Society	4	4	40	60	100
Dissertation	15SOCP0417 – Dissertation	8		<b>Evaluation Criteria:</b> External + 75Marks Internal+75 Marks Joint viva-voce +50 Marks Total 200 Marks		200	
	<b>Total</b>		<b>22</b>		<b>270</b>	<b>280</b>	<b>550</b>
		<b>Grand Total</b>	<b>82</b>		<b>1130</b>	<b>1120</b>	<b>2250</b>

<b>List of Non-Major Electives and Core Courses Offered by Dept. of Sociology to Other Depts.</b>	15SOCP02N1 - Education and Society	4	4	40	60	100
	15SOCP02N2 -Social Dynamics and Sustainable Development	4	4	40	60	100
	15SOCP02N3 - Industrial Sociology y	4	4	40	60	100
	15SOCP02N4 -Development Practices	4	4	40	60	100
	15SOCP02N5–Social Dimensions of Globalization					
	15SOCP02N6- Social Dimensions of Development	4	4	40	60	100
	15SOCP02N7 - Rural Society – Dimensions and Dynamics	4	4	40	60	100
	15SOCP02N8– Guidance and Counseling	4	4	40	60	100

**Per semester** Minimum Credits – 20      **Programme** Minimum Credits – 82

Maximum Credits – 24

Maximum Credits – 86

### Major Electives

1. 15SOCP03E1 – Guidance and Counseling
2. 15SOCP03E2 – Media and Society
3. 15SOCP03E3 - Human Rights and Duties

### Non Major Electives

1. 15SOCP02N1- Education and Society
2. 15SOCP02N2-Social Dynamics and Sustainable Development
3. 15SOCP02N3- Industrial Sociology y
4. 15SOCP02N4-Development Practices
5. 15SOCP02N5–Social Dimensions of Globalization
6. 15SOCP02N6- Social Dimensions of Development
7. 15SOCP02N7 - Rural Society – Dimensions and Dynamics
8. 15SOCP02N8– Guidance and Counseling

**The Department of Sociology offers the following Core/Non-Major Elective/Allied Courses to other Departments**

### Department of Rural Development (PG Programme – M.A (RD))

1. 15SOCP0103/15SOCP02N7- Rural Society – Dimensions and Dynamics

### Department of Political Science and Development Administration (PG Programme – M.A 5 Yr.Int.Dev.)

1. 15SOCP02N6- Social Dimensions of Development
2. 15SOCP0311/15SOCP02N5– Social Dimensions of Globalization

### Rural Technology Centre

1. 15SOCP02N2 -Social Dynamics and Sustainable Development

### ABSTRACT

Sl.No.	Particulars	No.of Papers	Hours/per week	No.of Credits	Percent
1.	Core Course	15	60	60	73.16
2.	Major Elective	1	4	4	4.88
3.	Non-Major Elective	1	4	4	4.88
4.	Modular Course	2	2	4	4.88
5.	Dissertation	1	8	8	9.76
6.	Village Placement Programme	1	2	2	2.44
	Total	21	82	82	100

## 15SOCP0101- INTRODUCTION TO SOCIOLOGY

### Objectives

To familiarize students with fundamentals of sociology including structure and functioning of society. The Students will be equipped to develop sociological perspectives.

### Specific Objectives of Learning

- a. The students will be able to understand roles and functions of Social Institutions
- b. The students will have clear understanding on the various bases of Social Stratification
- c. The students will be able to understand the role of formal and informal institutions in the social change and control.

### UNIT-I (20 Hours)

**Sociology:** Meaning, Definition, Nature, scope and significance of sociology, Sociology as a science, Relationship with other social sciences, **Basic concepts:** Society, Community, Association, social groups, social change, culture and civilization, Status and Role.

### UNIT-II (15 Hours)

**Social Institutions and Social Structure:** Marriage, Family types, Kinship-pattern Meaning, Structure and functions, role of kinship in social life.

### UNIT-III (15 Hours)

**Social Stratification:** Characteristics and Forms of Stratification- Caste, Class, Gender, Race, Ethnicity, Social Mobility, Social Exclusion.

### UNIT-IV (10 Hours)

**Socialization-** Meaning, Stages-Theories- Agencies and Types; Social Process and its various forms- Associative and Dis-associative

### UNIT-V (15 Hours)

**Social Control and Social Change:** Informal and Formal Means of Social Control- Folkways, Mores, Morals, Religion and Law -Nature, Theories and Factors of Social Change.

### References:

1. Mitchell, Duncan- 1959 *Sociology*, Bombay oxford university press.
2. Bottomore, T.B; 1971; *sociology: A Guide to Problems and Literature*; Bombay; Blackie and son publication Pvt.ltd.
3. Sharma, R.N; 1982; *Principles of Sociology*; London; J.K. publishers
4. Gisbert,P; 1989; *Fundamentals of Sociology*; Bombay Orient longman..
5. Jayaram, N;1990; *Introducing Sociology*; New Delhi; Macmillan India ltd.
6. Johnson, Harry M;1995; *Sociology: A Systematic Introduction*; New Delhi; Allied publishers
7. Turner, Jonathan H; 1994; *Sociology: Concepts and Uses*; New York; McGraw Hill Inc.
8. Shankar Rao-1995 *Sociology*, New Delhi, Schand and co.,
9. Schaefer, Richard T. and Robert P. Lamm; 1999; *Sociology*; New Delhi; Tata McGraw Hill.
10. Inkeles, Alex; 2003; *What is Sociology? An Introduction to the Discipline and Profession*; New Delhi; Prentice Hall of India private limited

## 15SOCP0102- INDIAN SOCIAL STRUCTURE

### Objectives:

1. To Familiarize students with conceptualize of the structure and functioning of Indian society in order to sensitize the students to the diverse dimensions and interconnectedness of perspectives on Indian society thereby developing insight into the various facets of nation building in India society.

### Specific Objectives of Learning:

1. Students will be able to understand Indian Society and indological textual perspectives
2. Students will have a clear understanding on the structural functional perspectives
3. Students will be able to understand Marxit perspectives as well as subaltern perspectives.

**UNIT-I** (20 Hours)  
Indian Society-Conceptualization-Sociology in India, past and present, regional, linguistic, religious, tribal-Unity in diversity, religious pluralism.

**UNIT-II** (15 Hours)  
Indological-Textual perspective: G.S.Ghurye, Louis Dumont-Caste in India, Varna, jati-characteristics of caste system.

**UNIT-III** (15 Hours)  
Structural functional perspectives-M.N.Srinivas; S.C.Dube: Marriage and family, changing trends, Religion and festivals, Change in religious life-Islam, Christianity, Buddhism-factors in continuity and change.

**UNIT-IV** (10 Hours)  
Marxit perspectives: D.P.Mukarjee, A.R.Desai-Agriculture allied activities-kadi and village activities-land, modernization-real estate.

**UNIT-V** (15 Hours)  
Subaltern perspectives-B.R.Ambedkar, Ranajit Guja-Modernization of Indian Tradition: Yugendra Singh-National building and social integration: issues-Indian society in 21<sup>st</sup> century.

### References:

1. Andre Beteille, (2002) Caste, Class and Power, Oxford University Press.
2. Dhanagare, D.N (1993): Themes And Perspectives In Indian Sociology, Jaipur Rawat,.
3. Dube, S.C (1967): The Indian Village, London: Routledge,.
4. Hutton, J.H (1983): Caste In India Bombay: Oxford University Press,
5. Kapadia, K.M. (1966) Marriage and family in india, bombay, oxford university press,
6. Mencher.Joan, P.(1978) Agriculture and Social Structure InTamilnadu. New Delhi.
7. Oommen, T.K And P.N.Mukharjee, Ed (1986): Indian Sociology:Reflections And Introspections, Popular Prakashan, Bombay
8. Rao, (2004), Sociology Of Indian Society, S.Chand And Company Ltd, New Delhi,
9. Sharma G.L (2003) Cast, Class & Social Inequality In India, MDP.
10. Singh, Y (1973): Modernization Of Indian Tradition, Delhi Thomson Press.
11. Srinivas, M.N.(1962) Caste In India And Other Eassys, Bombay: Asia Publishing House

## 15SOCP0103- RURAL SOCIETY – DIMENSIONS AND DYNAMICS

### Objectives:

1. To provide sociological understanding of structure, change and development in India with a view to acquainting the students with agrarian structure and development in India thereby imparting sociological skills to reconstruct rural institutions and analyze rural development programmes.

### Specific Objectives of Learning:

1. The Students will be able to understand Rural Society and Special Economy
2. The Students will have a clear understanding regarding Land Issues and Rural Problems
3. The Students will be able to understand the Rural Social Institutions and Panchayat Raj System and Rural Development

### UNIT-I

(20 Hours)

Rural sociology-nature, scope, significance-characteristics of rural society-rural, urban difference/relations-rurbanism-peasant society-class differences within peasantry in Indian context.

### UNIT-II

(15 Hours)

Peasant economy-land ownership and its types-mode of production-agrarian relations-agrarian class structure-peasant movements.

### UNIT-III

(15 Hours)

Land Issues: Development and displacement-modernization of agriculture-technological transformation in agriculture-pauperization and proletarianization-de-peasantization-rural problems-unemployment-indebtedness, poverty, migration

### UNIT-IV

(10 Hours)

Rural Social Institutions: Family-joint family-structure-functions-change-caste-rural religion, beliefs and rituals-religious conversions-rural urban continuum

### UNIT-V

(15 Hours)

Panchayat Raj and Rural Development: PRIs before and after 73<sup>rd</sup> amendments-rural development programs, wage employment and income generation programmes-trends and change in rural society.

### Reference

1. AshishNandy (1999), *Ambiguous Journey To The City*, New Delhi.
2. Chitambar J.P (2004), *Introductory Rural Sociology*, Tata And Mcgraw Hills, New Delhi, (B.T.B)
3. Desai A.R, (1977),*Rual Sociology In India*, Popular Prakashan, Bombay.
4. Dhanagare D.N, (1988), *Peasant Movements In India*, OUP, New Delhi.
5. Doshi.S.L.(2003), *Rural Sociology*, Rawat Publishers, New Delhi.
6. Gurusamy S. (1994), *Peasant Politics In South India-A Socio-Political Analysis Of A Pressure Group*-Kanishka Publishing Company Pvt., Ltd., Delhi.
7. Mencher.J.P.(1982), *Agriculture And Social Structure In Tamil Nadu*, OUP.
8. Panandikar, V.A Pai (2000), "India's Demography and Democracy", in *Millennium Conference on Population, Development and Environment Nexus*, New Delhi: PHDChamber of Commerce and Industry.
9. Rajendran T, 2002, *Evaluation Of Rural Development Programmes*, Classical Publishing Company, New Delhi

## 15SOCP0104– SOCIAL ECOLOGY

### Objectives:

To familiarize students with the recently emerged field of environmental sociology and theoretical perspective to understand relation between environment and society and help them to gain knowledge of contemporary environmental issues, problems, their causes and solutions.

### Specific Objectives of Learning:

1. The Students will be able to understand the environmental Sociology in India as well as Natural resources and their utilization.
2. The Students will have a clear understanding on Environmental Issues.
3. The Students will be able to understand Environmental movement, Development and Marginalization as well as the initiatives of the State and International Agencies.

### UNIT–I: Environmental Sociology in India (14 Hours)

Early Interest in Ecological Issues in India: Patrick Geddes, Radhakamal Mukerjee and Verrier Elwin Research in Social Ecology / Environmental Sociology in India: An Overview - Approaches: Marxian, Gandhian, Eco-feminism, Anthropocentric etc. Different types of Environmentalisms: Deep, Social, and Radical Ecology

### UNIT-II: Natural Resources and their Utilization: (12 Hours)

Common Land: Land Use Patterns in India, Water Resources: Rivers, Well, Tank, Canal-Lift Irrigation - Social Structure and Water Distribution, Problem of Drinking Water, Utilization of Water for Commercial Crops and Industrial Use, Privatization of Ground-Water Resources - Forestry in British and Post-British India: A Historical Analysis, Forest Resources: Use and over-exploitation, Timber Extraction

### UNIT-III: Environmental Issues (12 Hours)

Industrial Pollution, Quality of Urban life, Rural Industrialization and Ecological balance, Problems of Soil Erosion, Deforestation and Salination. Mega-Irrigation Projects and their Environmental Impact Development, Displacement and Rehabilitation -Environmental Degradation and issues of Sustainability of the natural resources, land, water, forest, mines etc.

### UNIT- IV: Environmental Movements, Development and Marginalization (10 Hours)

Environment Vs. Development and Development Vs. Displacement, environmental degradation and marginalization of Tribes, Dalits, women and farmers –Environmental Movements: Causes of environmental movements, Chipko Movement and Silent Valley Movement, Appiko Movement, Narmada Movement, State Power and Developmentalist Ideology, Politics of Environmental Movements.

### UNIT – V: (Self-Study): Initiatives of the State and International Agencies (10 Hours)

The role of state and non-state organization in the management of the natural resources - Role of NGOs in the protection of environment Stockholm, Environment and Sustainable Development, Rio Conference Mandates, Environmental ethics and Environmental Laws



## References:

1. Arnold, David and Guha, Ramchandra, (eds.), *Nature, Culture and Imperialism*, Oxford University Press, New Delhi, 1955.
2. Baviskar, Amita, *In the Belly of the River: Tribal Conflict over Development in the Narmada Valley*, OUP, Delhi, 1997
3. Gadgil, Madhav and Ramachandra Guha, 'Ecological Conflicts and Environmental Movements in India', *Development and Change*, Vol.25, No.1. 1999.
4. Gadgil, Madhav and Guha, Ramchandra, *Ecology and Equity: The use and Abuse of Nature in Contemporary India*, Oxford University Press, New Delhi, 1996, pp.9-191.
5. Gadgil Madhav and Guha, Ramchandra, *The Fissured Land: An Ecological History of India*, Oxford University Press, New Delhi, 1992, pp.69-110.
6. Giddens Anthony, "Global Problems and Ecological Crisis", in *Introduction to Sociology*, 2nd Edition, W.W. Norton and Company, New York, 1996, pp.384-389.
7. Guha Ramachandra, 'Forestry in British and Post-British India: A Historical Analysis', *Economic and Political Weekly*, 29 October and 5-12 November issues (in two parts), pp.1882-1896 and pp.1940-47, 1983.
8. Merchant Carolyn, *Ecology: Key Concepts in Critical Theory*, Humanities Press, New Jersey.
9. Macionis, John C, "The Natural Environment and Society", in *Sociology* 5th (Ed.), New Jersey: Prentice-Hall, 1995, pp.591-612.
10. Shiva, Vandana, *Staying Alive Women, Ecology and Survival in India*, New Delhi: Kalifor Women Press, 1988, pp.1-37, 218-228.

## 15SOCP0105- CLASSICAL SOCIOLOGICAL THEORIES

### Objectives:

To acquaint the students with the classical sociological writings by thinkers to develop basic theoretical insights and to analyse theories from a conceptual perspective and its application in society.

### Specific Objectives of Learning:

1. The Students will be able to understand Origins of Sociological Theories
2. The Students will have a clear understanding on the Karl Marx and his contributions.
3. The Students will be able to understand the contribution of Emile Durkheim, Max Weber, Vilfredo Pareto as well as Simmel's Views on Dialectical thinking.

### Unit –I

(12Hours)

Origins of Sociological Theory -Social thought prior to the emergence of sociology - Socio-political, Economic, Intellectual and Philosophical forces in the rise of sociological theory: Enlightenment, Progress, Capitalism, modernism, evolutionism –AugustComte–SociologyandSocialSciences,hierarchyofsciences,LawofThreeStages,Socialchange,Industrialsociety,Positivism- Critical Evaluation: Eurocentrism

### Unit – II

(12Hours)

Karl Marx (1818-1883): Marx's Methodology: Dialectics, Principles and Laws - Historical Materialism: Mode of Production - Basic Structure and Superstructure; Stages of development of human society. Theory of Classes and Class Struggle -Marx's theory of Surplus Value; Theory of Alienation - Critical Evaluation.

### Unit – III

(12Hours)

Emile Durkheim (1858-1917): Concept of Social Fact; Methodological Rules - Division of Labour: Transition from Mechanical to Organic Solidarity - Explanation of Division of Labour in terms of its causes and functions; Pathological Forms of Division of Labour. Theory of Suicide: Durkheim's definition of suicide, Rate of suicide, Theoretical explanation of suicide. Theory of Religion: Definition of religion, Analysis of Totemism, Social functions of religion - Critical Evaluation.

### Unit – IV

(12Hours)

Max Weber (1864-1920) Weber's Methodological Approach: Sociology as an Interpretative science; 'Verstehen' and 'Ideal Types' Social Action: Concept and Types The Protestant Ethics and the Spirit of Capitalism -Weber's Theory of Authority: 'Power' and 'Authority' -Types of Authority – Critical Evaluation.

### Unit –V

(10 Hours)

Vilfredo Pareto (1848-1920): Distinction between Logical and Non-Logical Action -Residues and Derivations -Theory of Circulation of Elites - George Simmel (1858- 1918): Simmel's Views on Dialectical thinking - Social Interaction – Forms of Social Interaction - Individual Culture and Objective Culture -Philosophy on Money

## References:

1. Robert.S.Nisbet, *Sociological Tradition*, University of Colombia Press, 1978.
  2. Aron.R *Main currents in Sociological theories*. New York: Double Day (Volume2), 1990
  3. Srivastava.. R.S, *Traditions in sociological theory*. Jaipur: Rawat Publications. 1998
  4. Francis: *Sociological Theories*: Delhi, Oxford University Press, 2001
  5. Turner. H: *The structure of Sociological Theory*: Illinois, Jonathan Dorsey Press Homewood, 2002 (B.T.B.).
  6. Doshi.S.L.-*Modernity. Post modernity and neo sociological theories* – Rawat Publications, Jaipur and New Delhi, 2003
  7. Coser.L. *Masters of sociological thought*: New York: Mac Millan, 2004
  8. Parsons.T, *The structure of social action*, McGraw Hill, New York, 2004
  9. Francis Abraham &J.H.Morgan - *Sociological Thought*- Mac Millan India, New Delhi, 2006.
- 

## **15ENGP00C1 – COMMUNICATION AND SOFT SKILLS** **(Soft Skills Course – Compulsory Non Credit course - 2 hours/wk.)**

### **UNIT I – Listening and Reading**

Ability to Listen and Document what you have heard

- Listening
- Barriers to Listening
- Documenting

Reading and Comprehension

- Reading skills
- Local comprehension
- Global comprehension

### **UNIT II – Instructions and Transcoding**

Ability to Read and Follow Instructions

- Instructions
- Language of Instructions
- Writing instructions

Ability to interpret and transcode information

- Graphic communication
- Interpretation
- Transcoding

### **UNIT III – Interpersonal Communication**

Asking for and responding to information

- Informational Communication
- Encoding and decoding strategies
- Principles of communication

Communication skill with public, fellow employees, supervisors and customers

- Relational communication
- Perception
- Emotional Intelligence

#### **UNIT IV – Employment Communication**

##### Spelling and Grammar

- Written communication
- Spelling
- Grammar

##### Ability to fill out a job application

- Employment communication
- Covering Letter
- Résumé

#### **UNIT V – Courtesy and Eye Communication**

##### Expressing Courtesy

- Politeness strategies
- Five Magic words in English
- Courteous expressions

##### Communication through eye contact

- Non-verbal communication
- Body language
- Eye Contact

#### **Textbook:**

Dhanavel, S.P. *Soft Skills for Linguistic Communication*, 2015.

---

**15SOCP01F1 EXTENSION**

## 15SOCP0207 - CONTEMPORARY SOCIOLOGICAL THEORIES

### Objectives

1. To introduce the students to the substantive theoretical and methodological perspectives of sociological thinking in 20<sup>th</sup> century and to understand social structure and change thereby developing research interest in future.

### Specific Objectives of Learning:

1. The Students will be able to understand Functionalist Perspectives and Critical Theory
2. The Students will have a clear understanding Post-Structuralist and Post- Modern Theories.
3. The Students will be able to understand the International Perspectives and Indian Perspectives of contemporary Sociological Theories.

### UNIT-I

(12Hours)

Functionalist Perspectives: Talcott Parsons: social action, social system, functional imperatives  
Robert .K.Merton: relationship between theory and research, reference group theory, relative deprivation and anomie – Neo-Functionalism of J.Alexander

### UNIT-II

(12Hours)

Critical Theory: Frankfurt School - Althusser: Ideological State Apparatus and Interpellation and  
Eric Fromm: Sane Society – Marcuse: One Dimensional Man - Jurgen Habermas: the theory of communicative action, Knowledge and Human Interest

### UNIT-III

(12Hours)

Post-Structuralist and Post- Modern Theories: Derrida: Deconstruction – Foucault: Theory of Subjectivity, Archaeology and Genealogy of Knowledge and Power/Truth – Giddens: Structuration - Jean Baudrillard: Extreme Post Modern Theory – Post-Modern feminist theories: Judith Butler and Kristeva

### UNIT-IV

(12Hours)

Interactionist perspectives: G.H Mead: Mind Self and Society - Alfred Shultz: Phenomenological Approach - Peter Berger and Luckmann: Social Construction of Social Reality – Garfinkel: Ethnomethodology and Goffman: Dramaturgical Approach– Exchange Perspectives of Homans and Blau

### UNIT-V

(8 Hours)

Indian Perspectives: Ashish Nandy: Socio Political Critique of India Society – Sudhir Kakar: Psycho-Cultural Understanding Indian Society – Andre Beittle: Weberian in India

**References:**

1. Giddens, Anthony. *Central problems in social theory: Action, Structure and Contradiction in Social analysis*. London: MacMillan, 1983
2. Coser.L: *Sociological Theory*. New York Mac Millan Publishing Company, 1984Dhanagare.D.M: *Themes and Perspectives in Indian Sociology*, Jaipur: Rawat Publications, 1985.
3. Harlambas.M: *Sociology: Themes and Perspectives*, New Delhi: OUP, 1989.
4. Asish Nandy: *Omnibus Reader*, OUP, 2003
5. Srivastava.R.S.: *Traditions in Sociological Theory*, Jaipur: Rawat Publications, 1990.
6. Jonathan Turner, *The structure of sociological theory*, Rawat Publications, Jaipur, 2002.(B.T.B.)
7. Sudhir Kakar: *Inner World: A Journey into Indian Mind*, OUP, 1991
8. George Ritzer, *Contemporary Sociological Theories*, Blackwell, 2003

## 15SOCP0208 - UNDERSTANDING URBAN SOCIOLOGY

### Objectives

To impart Sociological Skills to analyse the urban problems in India and to sensitize the Students on Urban Dimensions of Society as well as develop skills in planning and seeking for solutions for various urban problem and development.

### Specific Objectives of Learning:

1. The Students will be able to understand the Urban Sociology in India as well as Dimensions of Urban and city, to understand urbanism as a way of life.
2. The Students will have a clear understanding about classifications of urban centres and urban life in India.
3. The Students will be able to understand the urban problems and solutions so as to pave the way for urban planning and urban management in India.

### UNIT-I (20 Hours)

**Urban Sociology in India:** Emerging Trends in urbanization, Sociological Dimensions of Urbanization, and Social Consequences of Urbanization

### UNIT-II (15 Hours)

**Urban and City dimensions** – Dichotomous perspectives- Emile Durkhiem and Tonnie's- Redfield Rural-Urban Continuum as Cultural Form. Louis-wirth Urbanism as a way of Life

### UNIT-III (15 Hours)

**Classification of Urban Centres:** Cities and Towns, City Industrial Urban-base, its Growth and Special Features- Industry Centered Developments.

### UNIT-IV (10 Hours)

**Urban Life in India:** Changing Occupational Structure and Its Impact-Class, Caste, Gender, Family, Indian City and Its Growth, Migration

### UNIT-V (15 Hours)

**Urban Problems and Solutions:** Poverty, Crime, Housing, Slum, Trafficking, Drinking Water Pollution- Measures to Solve their Problems. Urban Planning and Urban Management in India

## References

1. Quinn, James A. *Urban Sociology*. Indian Reprinted. New Delhi: Euraha publishing House, 1967.
2. Desai A R and Pillai SD(ed) 1970 *Slums and Urbanization*, Popular Prakashan, Bombay
3. Morries, R.S. *Urban Sociology*. London: George Allen an Unwin, 1973.
4. Qullin worth, J.B. *Problems of Urban Society*. Vols.I& II. London: George Allen and unwin, 1973.
5. Bharadwaj, R.K. *Urban Development in India*: National publishing House, 1974.
6. Bose, Ashish. *Urbanization in India*. New Delhi: Academic Books,1978
7. Abrahamson, Mark. *Urban Sociology*, London: prentice- Hall International, 1979.
8. Alfred de Souza 1979 *The Indian City; Poverty, Ecology and Urban Development*,Manohar, Delhi
9. Ramachandran R, 1991 *Urbanization and Urban Systems in India*, OUP, Delhi.
10. Ronnan, Paddison, *Handbook of Urban Studies*. New Delhi: Sage,2001



## 15APRP0209 RESEARCH METHODS AND STATISTICS

Credit: 4

Contact hours: 64

Max. Marks: 100

(ESE 60, CFA: 40)

### Objectives

- To enable the students understand the basics of research methodology, and
- To develop skill in preparing research report

**Specific Objectives of Learning:** Upon completion of the course, the students will be able to:

- identify and formulate a problem for research.
- prepare suitable research design to study a research problem to be formulated
- choose appropriate methods of sampling, tools and techniques of data collection
- process the data collected in the field and to analyse using appropriate statistical methods
- prepare research report in a professional manner.

Unit - 1: Introduction: Research – definition - objectives-types. Research Process- Identifying and prioritizing problems - theoretical framework – review of literature, variables -its types– Hypothesis – formulation and types.

Unit - 2: Research design: Explorative; Experimental, descriptive, Case study and survey methods. Content Analysis, Intervention and Interdisciplinary Studies, Mixed methods.

Unit - 3: Data collection: Sampling and non-sampling techniques - Data collection methods – interview, schedule, Questionnaire, and observation. Online research methods, psychological tests, projective techniques. Validity and reliability of scales - Research Report - Components and format of research report - Reference materials, quotations, bibliography, footnotes, glossary and appendix, dissemination of findings.

Unit - 4: Descriptive Analysis: Measures of central tendency, dispersion, skewness and kurtosis – Correlation of Analysis, Association of attributes Multiple regression and correlation analysis, concepts of Factor analysis. Statistical software and its uses.

Unit - 5: Inferential Analysis: Basic concepts and Hypothesis testing and Estimation; Steps in hypothesis testing. Tests for Large and small samples – Z test, t-test and F-test, Chi-square test, Mann-Whitney test, and ANOVA

### REFERENCES

- 1) Gupta S.P.& M.P.Gupta, Business Statistics, New Delhi:Sultan Chand & Sons, 2006
- 2) Shajahan Dr. S., Research Methods for Management (Text and Cases), New Delh: Jaico Publishing House, 2006.
- 3) Hooda R.P., Statistics for Business and Economics, New Delhi Macmillan Ltd., 2003.
- 4) Beri G.C., Marketing Research, New Delhi: Tata McGraw-Hill Publishing Company Limited, 2000.
- 5) Donald R.Cooper, Business Research Methods, New Delhi : McGrew-Hill International Editions, 1998.
- 6) Vijayalakshmi G. & Sivapragasam C., Research Methods: Tips and Techniques, Chennai : MJP Publishers, 2009.
- 7) Krishnaswamy O.R, Methodology of Research in Social Sciences, Himalaya Publishing House, Bombay, 2002.
- 8) Kothari C.R, Research Methodology, Wishva Prakashan, New Delhi, 2001.
- 9) Donald R Cooper and Ramela S. Schindler, Business Research Methods, Tata McGraw Hill Publishing Company Limited, New Delhi, 2000.
- 10) Uma Sekaran, Research Methods for Business, John Wiley and Sons Inc., New York, 2000.

## 15SOCP0210- SOCIAL CHANGE AND MODERNIZATION

### Objectives

To enlighten the Students on precise conceptualization of social change and Modernization and sensitize them to various aspects of social change and Modernization in Rural Indian Context thereby development in them skills to analyses the problems and challenges of social change in India.

### Specific Objectives of Learning:

1. The Students will be able to understand the Concepts of social change in Indian context.
2. The Students will have a clear understanding about Social Structure and Caste in India
3. The Students will be able to understand about the Social Mobility and Social change.

### Unit I

(20 Hours)

Concepts of social change in Indian context

- |                      |                                |
|----------------------|--------------------------------|
| a) Sanskritization   | e) Social Transformation       |
| b) Westernization    | f) Social Development          |
| c) Modernization     | g) Social Structure and Change |
| d) Industrialization |                                |

### Unit II

(15 Hours)

Women in India: Tradition to Contemporary

- a. Women in ancient, medieval, pre-independence India, post-independent India.
- b. Women empowerment, feminism, women and law

### Unit III

(15 Hours)

Social Structure and Caste in India

- a. Concept of Social Structure
- b. Change and Continuity
- c. Inter-caste and Intra-caste relations- organizations
- d. Caste and Politics
- e. Honourkilling

### Unit IV

(10 Hours)

Modernization in Rural India

- a. Modernization in Rural Society
- b. Social mobility and social change
- c. Rural economy
- d. Occupational mobility
- e. Personality and change

### Unit V

(15 Hours)

Problems of social change- culture, tradition, values- conformities-modernization of Indian Tradition-social change in India- challenges in 21<sup>st</sup> century

**References:**

1. Ahuja Ram. *Society in India*. Jaipur: Rawat Publications,1999
2. Badi R.V and Badi N.V. *Indian society*. Mumbai : Himalaya publishing Home,2002
3. Saxena D.R. *Law, Justice and Social Change*. New Delhi: Deep and Deep publication,1996
4. Shah A.M. Baviskar B.S. and Ramaswamy E.A. *Social Structure and Change*. New Delhi: sage publications. Vol. 1 to 4,1996
5. Singh Paramjit and BalGurpreet. *Strategies of Social Change in India*. New Delhi: Sage Publications, 1996.
6. Singh Yogendra. *Modernization of Indian Tradition* Jaipur: Rawat Publications,1988
7. Kupuswammy.B
8. Srinivas.M.N
9. Gurusamy.S. *Development Sociology*, Sterling Publishers Pvt.Ltd. New Delhi
10. Gurusamy.S. *Inclusive Growth In India*, M.J.P.Publishers , Chennai, 2013

## 15GTPP0001 – GANDHI IN EVERY DAY LIFE

### Objective

To understand the Gandhian principles and their relevance in the contemporary times.

### Specific Objectives of Learning

1. Students would have gained knowledge in Gandhian principles
2. They would have developed conviction towards applying them in solving day to day problems.

### Unit I: Understanding Gandhi

Childhood days - Student days - influence of Books and Individuals – Religion – Family and Social factors. Gandhi as rebel - acquaintance with vegetarianism - as lawyer - encountering and transforming humiliation: in India, in South Africa - train incident- Coach incident - on path way - at court - attack by protesters - Gandhi as political leader and reformer.

### Unit II: Management

Gandhi's experiments in managing family- Eleven vows - non-possession and sacrifice begin at home – Managing Ashram - community living, service and financial ethics – Managing Social movements- Transvaal March and Salt Satyagraha and nonattachment to position (Nishkama Seva).

### Unit III: Conflict Reduction

Pursuance of truth and nonviolence - ends and means – openness – transparency - love and kindness in handling relationship - nonviolent communication - practicing nonviolence in social and political issues (Satyagraha) - conflict resolution practices - art of forgiveness and reconciliation and Shanti Sena.

### Unit IV: Humanism

Trust in goodness of human nature - respect for individual and pluralistic nature of society - dignity of differences - equal regard for all religions (Sarvadharm Samabhava) – castes – races – colours- languages simple and ethical life - swadeshi and unity of humankind.

### Unit V: Constructive Programmes and contemporary issues

Concept of Sarvodaya - poverty – terrorism - environmental degradation - problems in sharing common resources - health systems and education - science and technology centralization of power and governance.

## References

- M.K. Gandhi, (2012) *An Autobiography or The Story of My Experiments with Truth*, Navajivan Publishing House, Ahmedabad.
- . (2003) *Satyagraha in South Africa*, Navajivan Publishing House, Ahmedabad.
- . (1945) *Constructive Programme: Its Meaning and Place*, Navajivan Publishing House, Ahmedabad.
- . (2003) *Key to Health*, Navajivan Publishing House, Ahmedabad
- . (1949) *Diet and Diet Reform*, Navajivan Publishing House, Ahmedabad.
- . *Basic Education*, Navajivan Publishing House, Ahmedabad.
- . (2004) *Village Industries*, Navajivan Publishing House, Ahmedabad.
- . (1997) *Hind Swaraj*, Navajivan Publishing House, Ahmedabad.
- . (2004) *Trusteeship*, Navajivan Publishing House, Ahmedabad.
- . (2001) *India of my Dreams*, Navajivan Publishing House, Ahmedabad.
- K.S.Bharathi (1995) *Thought of Gandhi and Vinoba*, *Shanti Sena*, Sarva Seva Sangh Prakashan, Varanasi.
- V.P.Varma, (1999) *Political Philosophy of Mahatma Gandhi and Sarvodaya*, Lakshmi Narain Agarwal, Agra.
- Louis Fisher (2010) *Gandhi: His Life and Message*.
- B.R. Nanda. (2011) *Mahatma Gandhi: A Biography*, Allied Publishers Private Ltd., New Delhi.
- N.K. Bose. (2008) *Studies in Gandhism*, Navajivan Publishing House, Ahmedabad.
- Gopinath Dhawan, (2006) *The Political Philosophy of Mahatma Gandhi*, Navajivan Publishing House, Ahmedabad.
- N. Radhakrishnan, (2006) *Gandhi's Constructive Programmes: An Antidote to Globalized Economic Planning?*, Gandhigram Rural Institute, 2006.

## Films.

- Richard Attenborough, **Gandhi**.
- Syam Benegal, **The Making of Mahatma**.
- Anupam P. Kher, **Mine Gandhi Ko Nahin Mara**.
- Peter Ackerman and Jack Duvall, **A Force More Powerful**.

**15SOCP02F2 EXTENSION**

---

**15EXNP03V1 VILLAGE PLACEMENT PROGRAMME**

**15SOCP03M1 - SOCIAL ENTREPRENEURSHIP  
(MODULAR COURSE)**

**Objectives:**

To expose the students the significance of social entrepreneurship to promote enterprises in society.

**Specific Objectives of Learning:**

1. The Students will be able to understand the Social entrepreneurship and Development.
2. The Students will have a clear understanding about Sustainable Development-social action
3. The Students will be able to understand about social advocacy-empowerment of marginalized groups.

**UNIT-I**

**(20Hours)**

Social entrepreneurship-concept-scope and importance-difference between enterprise and social entrepreneurship-Theories of Social entrepreneurship-social responsibility in business transaction.

**UNIT-II**

**(15 Hours)**

Entrepreneurship development-social capital formation-CBOs-institution building at the grass roots level-MFIs-social enterprises partnership development.

**UNIT-III**

**(15 Hours)**

Social entrepreneurship and Sustainable Development-social action and social activism-social advocacy-empowerment of marginalized groups-inclusion framework through social entrepreneurship-inclusive growth-issues and dimensions.

**References:**

1. Balu.V. (1990), Entrepreneurial Development-Sri Venkateshwara Publications
2. Banga TR. InduBarga(1990), Project Planning And Entrepreneurial Development, CBS Publishers And Distributors, Delhi
3. KatarSingh (1982), Rural Development, Allied Publishers, New Delhi.
4. Saravanavel.P(1987), Entrepreneurial Development: Principles, Policies And Programmes: EssPeckay Publishing House, Madras (B.T.B).
5. Upadhayaya K.B(1976), Social Responsibility Of Business And The Trusteeship Theory Of Mahatama Gandhi-Sterling Publishing Private Ltd, New Delhi.

**15SOCP03E1 – GUIDANCE AND COUNSELLING**  
**(Major Elective – 1)**

**Objectives**

To enable the students to learn different approaches of guidance and counseling as well as Counseling skills in social service practice.

**Specific Objectives of Learning:**

1. The Students will be able to understand the Concept of Counseling and portarait of counselor..
2. The Students will have a clear understanding about models of counseling
3. The Students will be able to understand about counseling women in distress.

**UNIT I** **(10 Hours)**

Concept of Counselling – definition, elements, characteristics and goals; Processes, Stages and Limitations of Counselling - Evolution of Counselling: Foundations of Counselling - Philosophical foundations – dignity of the human person - Sociological foundations – influence of social system -Psychological foundations –Concept of Personality, elements and types – Sociological Critique

**UNIT II** **(12 Hours)**

The Portrait of Counsellor: Desirable Qualities - attitudes, values, beliefs, relationships, self-esteem, openness to others, Accepting personal responsibility, realistic levels of aspiration, self-actualization.

**UNIT III** **(12 Hours)**

Personality Theories- Psychoanalytic: Freudian and Neo-Freudian – Behaviourist and Transactional Approaches– Humanist and Existentialist Approaches: Clientcentred approach of Rogers – Anti-Psychiatric Perspectives of R.D Laing and T. Szas.

**UNIT IV** **(10 Hours)**

Models of Counselling - Group Counselling– Family Counselling–Psychological Tests and Diagnosis - Genetic Counselling - Career Counselling –Educational Counselling – Cyber Counselling

**UNIT V** **(10 Hours)**

Counselling women in distress, children in difficulties and with special needs, adolescents, Disaster Survivors, Physically challenged, Persons affected with HIV/AIDS and other vulnerable groups – Transgender Counselling -Counselling Cyber victims.

**References:**

1. Kochhar.S.K-*Guidance in Indian Education*, Sterling Publishers Pvt Ltd., New Delhi, 1979.
2. Gerald.L.Stone-*A cognitive behavioral approach to counselingpsychology*, Praeger Publishers, New York, 1980
3. Nandha.S.K.*Educational and Vocational Guidance*, Parkash Brothers, Ludhiana, 1982.
4. Indu Dave, *The Basic Essentials of Counselling*-Sterling Publishers Pvt. Ltd, New Delhi, 1983
5. Sharma.R.N.*Guidance and Counselling*, Surjeet Publication, New Delhi, 2001.
6. NarayanaRao.S – *Counselling and Guidance*, Tata McGraw-Hill Publishing Company Ltd., 2002.(B.T.B.).
7. Nayak.A.K-*Guidance and Counselling*, APH Publishing Corporation, New Delhi, 2002



**15SOCP03E2 – MEDIA AND SOCIETY  
(Major Elective -2)**

**Objectives**

To enable students to develop a basic understanding of the nature, structure and influence of media on individuals and society there by facilitating them to develop and in-depth analysis about the role of media.

**Specific Objectives of Learning:**

1. The Students will be able to understand the role of Media Society and Technology in creating new identities..
2. The Students will have a clear understanding on Key Ideas in Media Studies
3. The Students will be able to understand about Mass Media and Social Structure as well as Media laws in India.

**UNIT-I: (14 Hours)**

Introduction and Review of Basic Concepts – Understanding Mass Media-Characteristics, Types and Functions of Mass Media. -Power of mass media on Individual, Society and Culture – Role of Press in a emerging country or a country like India – Social construction of reality by media-Rhetoric of the image, Narrative etc. Media myths - Media, Society and Technology changes and effects - Media in India-are view, contributions to creating new identities(Indian Independence), changing power structures, impact of politics on media.

**Unit -II: (12 Hours)**

Key Ideas in Media Studies - Marxism, Ideology and the Media - Gramsci, Althusser, Frankfurt School - Media Technologies and Power -Marshall McLuhan, Brian Winston- Postmodernism and the Media - Baudrillard, Angela McRobbie - Semiotic approach - Discourse analysis -Psychoanalytic Perspective – Feminist Perspective

**UNIT-III (12 Hours)**

Mass Media and Social Structure – Media impact and their effectiveness in the context of different audience – Mass Media preference and use among diverse audience – Role of Mass Media in Nationalism, Regionalism, Citizen's Rights, Secularism, promoting democracy, Social Justice, Gender - Contemporary Issues-Information Technology- Knowledge World-Impact of the internet – Regulation and Control of Media-Media Ethics.

**UNITIV (12 Hours)**

Media laws in India – Media and the IPC and the CR PC Self Regulation – Print media and the origins of the ‘ Press Laws’ – Broadcast media, evolution and the challenges to policy – Internet and the New Media Policy. –Media Law and Women

**UNIT- V (12 Hours)**

Practical – Making a media content: Short film/documentary/Magazine/alternative newspaper/weblog/content – Developing critical media literacy – Media Appreciation

## References

1. Silverstone, Rogers. *Why Study Media?* Sage Publications 1999
2. Potter, James W *Media Literacy*. Sage Publications 1998.
3. Grossberg, Lawrence et al *Media-Making: Mass Media in a Popular Culture*, Sage Publications 1998.
4. Evans, Lewis and Hall, Stuart *Visual Culture: The Reader*. Sage Publications 2000.
5. Berger, As a Author *Media Analysis Techniques*. Sage Publication 1998.
6. Pradip N. Thomas (eds.) *Who Owns the Media?* Zed Books, London. 2004
7. Downing, John, Mohammadi Ali and Srebemy- Mohammadi *Questioning the Media: A Critical Introduction*, New Delhi, Sage. 1992
8. Mackay, H. and O'Sullivan, T. *The Media Reader: Continuity and Transformation*, London Open University and Sage 1999

## 15SOCP03E3 - HUMAN RIGHTS AND DUTIES

### **Objectives**

To sensitize the students to the human rights and Duties, Human rights movement and Social development.

### **Specific Objectives of Learning:**

1. The Students will be able to understand the Historical Evaluation of Human rights
2. The Students will have a clear understanding on Political and Economic Rights
3. The Students will be able to understand about Human Rights Activities in India and Human Rights Movements for Social Development.

### **Unit:1 Introduction**

**(20 Hours)**

Meaning and Definitions of Human Rights-Historical Evaluation of Human rights- Formation of UNO, Universal Declaration of Human Rights 1948-Constitutional Provision for protection of Human Rights- Fundamental Rights and Directive principles of state Policy- Fundamental Duties and Human Rights Education

### **Unit:2 Civil, Political and Economic Rights**

**(20 Hours)**

Right to work – Right to personal Freedom-Right to freedom of expression – Right to property – Right to education – Right to equality – Right to religion – Right to form Association and Unions — Right to vote and contest in Elections – Right to hold Public Offices- Right to Information – Right to Democratic Government. Right to work – Right to adequate wages – Right to reasonable hours of work – Right to fair working conditions.

### **Unit:3 Human Rights Activities in India**

**(15 Hours)**

Human Rights Act 1993 – Structure and Functions of National Human Rights Commission-State Human Rights Commission Courts – Rules and Regulations of State Human Rights Commission 1997.

### **Unit:4 Human Rights Movements for Social Development**

**(10 Hours)**

Indian Freedom Movement – Peasant Movement – Women's Movement – SC/ST movements- Environment Movements.

## Unit:5 Human Rights Violation

(10 Hours)

Violation Rights among Children, Women, Minorities, SCs and STs, HIV/Aids Patients, Transgender, Convicts and Prisoners, Slavery and Disabled, Provision of Constitutional during the arrest.

### References:

1. Baradat Sergio and Swaronjali Ghosh. Teachings of Human Rights: Dominant Publishers and Distributers, New Delhi, 2009.
2. Umesh Bhatt. Human Rights Achievements and Challenges: Vista International Publishing House, Delhi, 2005.
3. Roy A.N.Human Rights Tasks, Duties and Functions: Aavishkar Publishers and Distributors, Jaipur, 2007.
4. Asish Kumar Das and Prasant Kumar Mohanty, Human Rights in India: Sarup and Sons, New Delhi, 2007.
5. Sankar Sen. Human Rights in a developing Society. A.P.H. Publishing Corporation, New Delhi, 2009.
6. Bani Borgohain. Human Rights Social Justice and Political Challenge. Kanishka Publishers and Distributers. New Delhi, 2007.
7. Rathod, P.B. Focus on Human Rights: ABD Publishers, Jaipur, 2007.
8. Velan, G. Human Rights and Development Issues: The Associated Publishers, Ambala Cantt. 2008.
9. Meena, P.K. Human Rights Theory and Practice: Murali Lal and Sons, New Delhi, 2008.
10. Bhavani Prasad Panda. Human Rights Development and Environmental Law: Academic Excellence, Delhi,2007.
11. Viswanathan, V.N. Human Rights – Twenty First Century Challenges: Kalpaz Publications, New Delhi, 2008.
12. Goswami. Human Rights and reforming the law. Raj Publishing House, Jaipur, 2008.
13. Digvijay Nath Pandey. Teaching of Human Rights: Lotus Press, New Delhi, 2007.
14. Ansari, M.R. Protecting Human Rights: Max Ford Books, New Delhi, 2006.
15. Rao, M.S.A. Social Movements in India – Social Movements and Social Transformation in India Vol.1&2: Manohar Publications, New Delhi, 1978.
16. Bakshi,P.M. The Constitution of India: Universal Law Publishing Co.Pvt.Ltd., Delhi, 2006.

## 15SOCP0311 – SOCIAL DIMENSIONS OF GLOBALISATION

### Objectives:

To delineate the characteristics and the issues relating to globalization and socio-economic and cultural impact in the Indian Context.

### Specific Objectives of Learning:

1. The Students will be able to understand the nature and dynamics of globalization
2. The Students will have a clear understanding on Agencies of Globalization and Globalization and culture
3. The Students will be able to understand the Social consequences of globalization and Impact of Globalization in India.

### Unit I (10 Hours)

The nature and dynamics of globalization the historical and social context of Globalization – Modernization and Globalization – Distinctive characteristics of Globalization – Benefits and disadvantages of Globalization. – End of Globalization

### Unit II (10 Hours)

Agencies of Globalization. Political economy of globalization – Agencies of globalization: Multinational corporations (MNCs), nation-state, media, market, international agencies (International Monetary Fund, World Bank, etc.,).

### Unit III (11 Hours)

Globalization and culture: The ethos of globalization (unbridled freedom, individualism, consumerism) – Diffusion and projection of American value system and cultural patterns through the media – cultural homogenization, hegemony and dominance – Globalization and the resurgence of ethnic consciousness: global tourism, diasporas communities.

### Unit IV (8 Hours)

Social consequences of globalization inequality within and among nation states – Differential perception of Globalization among nations and their populations – socio-economic impact of globalization – Impact on individual and group identities.

### Unit V (8 Hours)

Globalization and the Indian experience Globalization and public policy – Debate on globalization – Impact of Globalization in India: Trends and prospects:

### References:

1. P.W.Preston, *Development theory – An introduction*. Oxford Blackwell Waters, Malcolm. 1996. *Globalization*. London: Routledge.1996
2. Ankie, Hoogvelt. *Globalization and the post – colonial world – The new political economy of development*. London: Macmillan, 1997
3. Arjun, Appadurai, *Modernity at large: Cultural dimensions of globalization*. New Delhi: Oxford University Press.1997
4. Ankie, Hoogvelt. *The sociology of development*: London: Macmillan, 1998
5. Kiely, Ray and Phil Marfleet (eds.), *Globalization and the third world*. London: Routledge. 1998.
6. Joseph Stiglitz, *Globalization and its Discontents*, Harper and Collins,2005. (B.T.B.)
7. Joseph Stiglitz, *Making Globalization work*, Harper and Collins, 2007.  
Titmus. H, *Social Policy*, sterling publishers (p) ltd., New Delhi,1980

## **15SOCP0312 – PERSPECTIVES OF AGEING AND AGED**

### **Objectives**

To enable the students to understand the perspectives on ageing and aged and National policies for old persons.

Specific Objectives of Learning:

1. The Students will be able to understand the Scope and Significance of Sociology of the Aged
2. The Students will have a clear understanding on Concept of age Grades and set and Problems of Aged
3. The Students will be able to understand the Policies and programmes for the Aged and Measures

**UNIT-I** (20 Hours)

Scope and Significance of Sociology of the Aged- Trends of Increasing Aged Population in Different Societies-Factors Responsible for Social, Economic and Political Implications of Aged Populations- Theoretical and Social Perspectives of Aged.

**UNIT-II** (15 Hours)

Concept of age Grades and set-The Aged-Definition Differentiation of Social Role and Their Status and the Treatment in Traditional and Modern Societies

**UNIT-III** (15 Hours)

Problems of Aged- Socio-Economic, Psychological and Physical Problems- Coping with old Age – Aged People in Organized and Unorganized Sectors- Need and Functions of Old Age Homes- Role of GO and NGOs

**UNIT-IV** (10 Hours)

Policies and programmes for the Aged- National Policy on Older Persons, Support Systems needed for the Aged at Community, Family and State Levels.

**UNIT-V** (15 Hours)

Measures: Definition, Need, Historical Background of Social Security in Indian Context, Recreation and Social and Economic Security Measures for the Aged.

## References:

1. Soodan K.S: *Ageing in India*; Calcutta: T.K. Mukherjee Minerva Association (Pvt.) Ltd., 1973
2. Sati P.N.: *Needs and the Problems of the Aged*; Himanshu Publishers, Udaipur, 1987
3. Dhillon P.K. *Psycho- Social Aspects of Ageing in India*,: Concept publishing company, New Delhi,1992
4. Choudary S.K.(ed.): *Problems of the Aged and of old Age Homes*: Akshar prathi Roop limited., Bombay, 1992
5. Rao, K.S.; *Ageing*, National Book Trust of India, New Delhi, 1994.
6. Vinodkumar(ed.): *Ageing Indian Perspective and Global Scenario*, All India Institute of Medical sciences, New Delhi,1996.
7. Phobebe. S Liebig, *An Ageing India- Perspectives, Prospects and Policies*, Rawat Publications, 2005 (B.T.B).
8. Irudayarajan.S. *Problems of Aged in India*, 2006
9. Husain M.G., *Changing Indian Society and Status of Aged*, Manak publication private ltd., New Delhi.

## 15SOCP0313 - SOCIOLOGY OF DEVELOPMENT

### Objectives:

To provide conceptual and theoretical understanding of development and enskills the structure to analyze the various facets of development.

### Specific Objectives of Learning:

1. The Students will be able to understand the Sociology of development and sustainable development.
2. The Students will have a clear understanding on Changing Paradigms of Development
3. The Students will be able to understand the Theories of Development and Social Structure and Development

### UNIT-I (20Hours)

Sociology of development: conceptualization, scope-development, concepts and paradigms-development, growth, progress, economic growth-planned development, sustainable development.

### UNIT-II (15 Hours)

Changing Paradigms of Development: Economic growth perspectives, human development perspective, sustainable development perspectives-Indicators of development-Socio-cultural-political aspects.

### UNIT-III (15 Hours)

Theories of Development and Under development: World systems-Centre-periphery-theories of under development: Baran's views, Frank's theory, uneven development.

### UNIT-IV (10 Hours)

Paths of Development: Capitalist-socialist, mixed-Gandhian globalization: Agencies of development: state-politics-market-NGO.

### UNIT-V (15 Hours)

Social Structure and Development: Structure as facilitator/Inhibitor-culture and developments, Social structure and development, Indian experiences of development-Development and displacement.

### References:

1. Desai A.R. (1985), Indian Path of Development: A Marxist Approach, Popular Prakashan, Bombay.
2. Giddens, Anthony (1996), Global Problems and Ecological Problems In Introduction to Sociology, 2<sup>nd</sup>ed, New York: W.W.Norton & Co.
3. Gurusamy .S (2000), Development Sociology, Sterling Publishers Pvt.Ltd, New Delhi.
4. Madan G.R. (2010), Sociology Of Development On Indian Perspectives, Allied Publisher, New Delhi
5. Mishra, G. P., D. M. Diwakar and Ashok Mathur (2006), *Deprivation and Inclusive Development*, Lucknow: New Royal Book Co.
6. Mukherjee P.N, (1989), Sociologists and Social Change, Asia Publishing House, New Delhi .
7. Pieterse, Jan Nederveen (2010) *Development Theory*, Newbury Park, CA: PineForge Press.
8. UNDP (1997), Human Development Report, Oxford University Press, New York.



**15SOCP04M2 - Media Analysis  
(Modular Course)**

**Objectives**

To develop a critical understanding of Mass Media, its potentialities and impact.

**Specific Objectives of Learning:**

1. The Students will be able to understand the Media and Communication
2. The Students will have a clear understanding and on Analyzing Magazines and Advertising
3. The Students will be able to understand the Film Appreciation

**UNIT- I**

**(8 Hours)**

Understanding Media and Communication- Mass Media, Folk Media, Niche Media – Understanding factors in Communication and especially Mass Communication - Types of Communication - Verbal and non-verbal; group and interpersonal; one-to-one and one-to-many; Functions of Communication – Communication Models - Media Values and Social Development: Media and minority rights Media, Sex and Violence Media and Education

**UNIT- II**

**(10 Hours)**

Understanding and Analyzing Magazines and Advertising: Definition and types of magazines - news, special interest, general, lifestyle, glamour, gossip -Magazine formats and their difference from other media; Developing Hand written -Magazines – Analyzing magazine formats within a genre and unique features that are developed - Advertising: history, meaning, definition and functions – Analyzing advertisement and advertising media and their social political cultural significance – Developing social marketing advertisements and jingles.

**UNIT- III**

**(10 Hours)**

Film Appreciation: Types of films – Feature, documentary and short films - Techniques, aesthetics and politics of films and film making – Film reviewing and critiquing – Film as a medium of social change- Making socially relevant documentaries and short films. Using internet and social media for social and organizational development – websites, blogs, facebook and whatsapp - internet research – designing People centered social media – Developing blogs and websites.

**References:**

1. Berger, J; Media Analysis Techniques, Routledge; London, 2009
2. De Fleur, Melvin and Dennis, Everette; Understanding Mass Communication; 3rd edition; Houghton Mifflin Co. 1988
3. Hall, Stuart; On-line Journalism; Pluto Press, London, 2001
4. Stanley Baran, Introduction to Mass Communication: Media Literacy and Culture; McGraw-Hill New York 2011
5. Wilson, John; Understanding Journalism; Routledge; London, 1996

## 15SOCP0414 – SOCIAL DIMENSIONS OF HEALTH

### Objectives

To introduce the students the health as a social science subject and highlight the inter-relationship between Society and Health, the problems of Health in India.

### Specific Objectives of Learning:

1. The Students will be able to understand the Sociology to Health and Social Medicines
2. The Students will have a clear understanding and on Social Epidemiology and Social Components in Therapy and Rehabilitations.
3. The Students will be able to understand the Hospital and Inter Personal Relationship and Community Health Problems in India.

### UNIT-I (20 Hours)

**Sociology of Health:** Definition, its aim and scope, Relationship of Sociology to Health, Dimensions of Health, Institutional Context of Health, Evolution of Social Medicine in India and Abroad.

### UNIT-II (15 Hours)

**Social Epidemiology:** Vital and Public Health Concepts and Statistics, Epidemiology of Disease- Natural History of Disease- Man and his Environment- Social Etiology and Ecology of Disease.

### UNIT-III (15 Hours)

**Social Components in Therapy and Rehabilitations:** Culture and Disease, Attitudes, Beliefs and Values Associated with Diseases, Types and Problems of Therapy and Methods of Rehabilitations.

### UNIT-IV (10 Hours)

**Hospital and Inter Personal Relationship:** Hospital as a Social Institutions, Type of Hospitals- Co-Operations and Supervision in Hospitals. Interpersonal Relationship in Hospital Settings, Medical Social Service in Hospitals, Socialization of Physicians.

### UNIT-V (15 Hours)

**Community Health Problems in India:** Concepts of Integrated Health Service, the Primary Health Centres, Their Organization and Functioning. Implementation and Utilization of Health Programmes in Rural and Urban Communities, Medical Ethics-Health Policies of Government of India.

## References:

1. Venkataratnam, R. *Medical sociology in an Indian setting*, Macmillan, Madras, 1979.
2. Guanatillake, G. *Inter-sectoral Linkages and Health Development: Case Studies in India(kerala state)*, Jamaica, Norway, Srilanka, and Thailand (WHO offset series) Geneva: WHO.1984
3. Schwatz, Howard. *Dominant Issues in Medical sociology*, McGraw Hill, New York, 1994.
4. Scrambler, graham and Paul Higgs, *Modernity, Medicine and Health: Medical sociology towards 2000*. Routledge, London, 1998
5. Rao, Mohan. *Disinvesting in Health: The world Bank's Prescription for Health* , sage , New Delhi, 1999
6. Conrad, peter etal. *Hand book of Medical sociology*, Prentice Hall, New Jersey 2000.
7. Ajit K. dalal & Subha Ray, *Social Dimensions of Health*, Rawat Publications, New Delhi, 2005 (B.T.B)
8. Park.K, *Park's Text Book of Preventive and Social Medicine*, M/S Banarsidas Bhanot, publishers, 1167 Prem Nagar , Javalpur, 482001(India)

## 15SOCP0415 - SOCIOLOGY OF MARGINALIZED GROUPS

### Objectives:

To inform the students of the conditions of marginalized communities with reference to the historical roots of Marginalization

### Specific Objectives of Learning:

1. The Students will be able to understand the Social Marginalization and its socio-economic roots and indices
2. The Students will have a clear understanding on Perspectives on Social Marginalization
3. The Students will be able to understand the Excluded Communities and Social movement excluded and marginalized communities.

### UNIT-I

(12 Hours)

Social Marginalization and its socio-economic roots and indices: Poverty, Relative deprivation, exploitation, social discrimination, social inequality - Categories of excluded communities- agents and institutional forces of Marginalization – Processes of Exclusion and Marginalization.

### UNIT-II

(12 Hours)

Perspectives on Social Marginalization- Social Capital and Capability Approaches – Jyothi Rao Phulae, Periyar EVR, Babasaheb Ambedkar; M. K. Gandhi– Feminist Perspectives

### UNIT-III

(12 Hours)

Excluded Communities: Profile, Marginalizing Conditions and Inclusive Strategies – Dalits: Caste system a social critique, untouchability - Nomadic castes and Tribes and De-notified tribes - Homeless, Beggars and People with Disability, Women and Children in Difficult Circumstances- Child Labour, Street Children, Sex Workers

### UNIT-IV

(10 Hours)

Social movements among excluded and marginalized communities: The Scope, Nature and Dynamics - Perspectives on social movement, - Mobilization Strategies of Social Movements, Role of NGOs and CBOs.

### UNIT-V

(8 Hours)

Social Marginalization and affirmative action- social legislation, social welfare programmes for the excluded communities- Social Policy Contexts: Globalization and Neoliberal regimes – Contemporary challenges.

**References:**

1. Betellie, Andre: *Caste, Class and Power*, Oxford university press, New Delhi, 1981
2. Chaudari. S. N.: *Changing status of depressed castes in Contemporary India*, Daya publishing House, New Delhi, 1988.
3. Oommen, T. K.: *Protest and change: studies in social movements*, Sage Publication, New Delhi, 1990.  
Jogdand. P. G.: *Dalit movement in Maharastra*, Kanishka publications, New Delhi 1991.
4. Betellie, Andre: *The Backward classes in contemporary India*, oxford university press, New Delhi, 1992.
5. Robb, Peter, eds: *Dalit movements and the meeting of labour in India*, Sage Publication, New Delhi, 1993.
6. Omvedt, Gail: *Dalits and the democratic revolution*, New Delhi 1999.
7. Harsh Mander and Vidya Rao: *Agenda for Caring*, Voluntary Health Association of India, 1996
8. Parasuraman, et al, *Listening to People Living in Poverty*, Books for Change, 2003

## 15SOCP0416 - POPULATION AND SOCIETY

### Objectives:

To familiarize the students with demographic concepts and population variables

### Specific Objectives of Learning:

1. The Students will be able to understand the Nature, scope and importance of population studies
2. The Students will have a clear understanding on Fertility and fecundity with special emphasis on India
3. The Students will be able to understand the Growth of Indian population and India's population policy.

### UNIT-I (12 Hours)

Nature, scope and importance of population studies-sociology and demography-Theories of population: Malthusian, Marxian, Optimum-Demographic transition theories-Population processes, social religious, spatial and political dimensions of population.

### UNIT-II (12 Hours)

Fertility and fecundity-definition, determinants-differentials with special emphasis on India: rural, urban, age, gender, caste-determinants of fertility (Davis and Blake variables)-measurement of fertility.

### UNIT-III (12 Hours)

Mortality, definition and determinants, differentials with special reference to India: rural, urban, age, gender, caste, religion measurements-migration, definition and determinants, impact of migration, factors in migration.

### UNIT-IV (10 Hours)

Growth of Indian population since 1901, causes and consequence of population growth-census of 2011.

### UNIT-V (8 Hours)

Population control – population education- National population policy- Family welfare programmes- India's population policy.

### References:

1. Agarwala. S.N.(1982),India's Population Problems, Tate Mcgraw Hill Publishing Company, New Delhi
2. AshaA. Bhende and Tara Kanitkar (1985), (Principles Of Population Studies, Himalaya Publication House, Bombay,.
3. Gurusamy.S.(1997), Social Demography: Process And Perspectives, Sterling Publishing House, New Delhi.
4. Hanp, Arthur and Thomas, T. (2001) *Population Reference Bureaus, PopulationHandbook*, 4th ed., Washington, PR3.
5. *National Population Policy (2000)*, Government of India.
6. Pathak L.P. (1998), Population Studies, Rawat, Press.
7. Samuel.H, Prestant, et al, (2003), Demography, Blackwell,
8. Sen, Amartya and Jean Dreze (1996), *Indian Development*, Oxford University
9. Thompson, Warren Sand Lewis David T.(1965), Population Problems Tata McGraw-Hill Publishing Company, 5<sup>th</sup>ed, New Delhi
10. U.N. (2002) *World Population Reports*, N.Y.

**15SOCP0417 – DISSERTATION**

---

**NON-MAJOR ELECTIVES**

**Offered by Dept. of Sociology to Other Departments**

## 15SOCP02N1- EDUCATION AND SOCIETY

### Objectives

To get acquainted with the approaches and contributions in sociology of education

### Specific Objectives of Learning:

1. The Students will be able to understand the Philosophical and social foundations of Education
2. The Students will have a clear understanding on the Indian Tradition of Education
3. The Students will be able to understand the Policies and programmes and Contemporary trends in education

### UNIT –I

(14 Hours)

**Sociology of Education;** Scope and Subject matter of sociology of education- Theoretical Approaches and Contributions in Sociology of Education-- Marxist – Radical and Feminist perspectives on education: Parsons, Gramsci, Bourdieu

### UNIT –II

(12 Hours)

**Philosophical and social foundations of Education**– Francis Bacon, J Dewey, Freire, Ivan Illich, John Holt – Hindu, Islamic and Christian philosophy of education – social context of education – European- Industrial Revolution – Education and socialization - Agents of education: Family, school, religion, media, Teacher.

### UNIT - III

(14 Hours)

The Indian Tradition of Education: Historical Background of Education in India - Colonial education, contribution of social reformers: Raja Ram Mohan Roy, Gandhi, Tagore – education and modernization – nationalism - Counter discourses on Education - Subaltern and popular responses to education.

### UNIT -IV

(12 Hours)

**Policies and programmes:** Policy contexts of education – The arrival of New Educational Policy – Evaluation of the place of education in Indian Society: issues of inequality, Child Labour and gender – Impact of globalization and Neoliberal Regime – Impact of Digital technologies on education

### UNIT – V

(10 Hours)

Contemporary trends in education – privatization, vocationalization – commercialization, technicalization of education – the decline of moral quest in education. Alternative Education Programmes – Global and Indian Models: Mirambika and Rishi Valley experiments.



## References

1. Banks. Olive. Sociology of Education, (2nd Ed.) London: Batsford. 1971.
2. Blackledge, D and Hunt, B. Sociological Interpretations of Education. London : Crom Helm. 1985
3. Channa, Karuna: Interrogating Women's Education, Jaipur and New Delhi, Rawat Publications, 2001.
4. Gore, M.S. et. all (ed.): Papers on Sociology of Education in India, New Delhi, NCERT, 1975.
5. Jerome Karabel and H. Halsey. Power and Ideology in Education. Oxford University, 1997
6. Kabeer, Nambissan & Subrahmaniam (eds.) Child Labour and Right to Education in South Asia. Sage Publication, New Delhi. 2000
7. Pathak, A vijit, Education and Moral Quest, Rainbow Publishers, New Delhi 2010
8. Pathak, A vijit, Social Implications of Schooling, Rainbow Publishers, New Delhi, 2003
9. Press. 1977
10. Ramachandran, V. Gender and Social Equity in Primary Education, Sage Publication. 2004
11. Sen and Dreze: India: Economic Development and Social Opportunity, New Delhi: OUP, 1997

## 15SOCP02N2- SOCIAL DYNAMICS AND SUSTAINABLE DEVELOPMENT

### Objectives:

To enable students to develop a sense of rural social life and serve as change-agents in society.

### Specific Objectives of Learning:

1. The Students will be able to understand the Nature and subject matter of Rural Sociology
2. The Students will have a clear understanding on the Rural Social Structure and Rural Political System
3. The Students will be able to understand the Rural problems and Rural Social change.

### UNIT I (10 Hours)

Rural Sociology- Nature and subject matter of Rural Sociology - Methods and Tools of Rural Sociology - Importance of the study of Rural Sociology - Ruralism and Urbanism: Rural- Urban dichotomy - Rural- Urban continuum

### UNIT II (8 Hours)

Rural Social Structure: Social institutions: family, marriage, kinship, caste Characteristics of rural economy, Jajmani system Agrarian Structure - Market economy – Land reforms and Green revolution - Impact of Globalization - Rural Habitat Patterns and formations.

### UNIT III (8 Hours)

Rural Political System: Village panchayat: its organization functions and finances, Panchayat Raj, 73<sup>rd</sup> Amendment - Role of panchayats in rural development. – Rural power structure and the place women in rural society.

### UNIT IV (10 Hours)

Rural problems: Rural poverty, Landless labour, Bonded labour & Migrant labour – casteism – alcoholism - child marriage - - Illiteracy - Health - Gender Disparities.

### UNIT V (8 Hours)

Rural Social change: Social change: factors responsible for change in rural communities - The role of media, technology, ICT and NGOs in effecting social change.

### References:

1. Chithambar JB. *Introductory Rural Sociology*, 2004
2. Datt and Sundaram, *Indian Economy*, S. Chand & Co., New Delhi , 2008
3. Dosh.S.L. and Jain.P.C. *Rural Sociology*, Rawat Publications, New Delhi, 1999. (B.T.B.).
4. Joshi N.P. and Narwani.G.S. *Panchayatiraj in India, Emerging Trends across the states*, Rawat Publications, New Delhi, 2000.
5. Katar Singh, *Rural Development, Principles policies and Management*, Sage Publications, New Delhi, 1999.
6. Kuppusamy.B. *Social Change in India*, 2000.
7. Madan.G.R., *Indian Rural Problems*, Radha Publications, New Delhi, 2003
8. Rajendra K.Sharma *Rural Sociology*, Atlantic Publishers and Distributors, New Delhi, 1997.

## 15SOCP02N3- INDUSTRIAL SOCIOLOGY

### **Objectives:**

To introduce students to sociological explorations related to Industrial Sociology

### **Specific Objectives of Learning:**

1. The Students will be able to understand the Industrial Society in India
2. The Students will have a clear understanding on the Industrial Relations
3. The Students will be able to understand the Organizational Sociology and Post-Industrial India

### **UNIT-I: (12Hours)**

Subject matter of Industrial Sociology – The rise of Industrial Sociology – Industrial Society-Industrialization in India – Classical Sociological Tradition on Industry-Society Interface – Division of labour, Anomie- Emile Durkheim - Bureaucracy, Rationality-Max Weber – Production Relations, Surplus Value, Alienation-Karl Marx

### **UNIT- II: (14 Hours)**

Industrial Relations – Industrial Relations: Definition, Concept, Nature, Importance-Three Actors of Industrial - Relations-Conditions for congenial Industrial relations – Industrial Disputes Concept, features and kinds, Prevention and Settlement of disputes - Collective Bargaining-Characteristics, forms, process and significance – Workers participation in Management-objectives, features, forms, process and levels of participation -Trade Union: Concept, Nature, and Characteristics, Objectives, Functions, importance, and structure of unions, Trade Union movement in India

### **UNIT- III (14 Hours)**

Industrial Work, Organization and Management – Work and the Social Context- Motivation, Morale and Leadership and Productivity - Structuring of work in Industrial Organization- Formal and Informal Organizations, Inter and Intra Organizational Network, Line and Staff – Industrial Management-Levels of management and Functions of management – Perspectives on Industrial Management: Scientific management, Human Relation - Approach, Systems theory (Dunlop & Flanders)

### **UNIT- IV (10 Hours)**

Organizational Sociology Beginning - Bureaucracy, Management, The Chicago School - culture and control in organization – organizations and change: Power, Conflict, and Movements – inequality in organizations: caste, Class, and Gender – organizations in a globalized world

### **UNIT-V (11 Hours)**

The post-industrial India- Issues and Trends- Post Industrial India –Meaning and Characteristics - Socio-Ecological Issues: Crowding, Growth of Slums, Environmental Degradation, Health - Hazards, Crimes and Corruption, Risk Society. - Globalization, Information Technology, Fordism and Post-Fordism -Socio-Cultural Values on the Industry-Corporate Social Responsibility - Constitutional provisions and legal enactments with reference to Industry.

## References

1. Gisbert Pascaul: 1972, Fundamentals of Industrial Sociology, Bombay: Tata McGraw Hill.
2. Schneider, Eugene: 1969, Industrial Sociology, New York: McGraw Hill Book Company,
3. Watson, Tony: 1995, Sociology, Work and Industry, London; Routledge and Kegan Paul.
4. Miller, D.C. & Form, W.H. 1964, Industrial Sociology, New York: Harper and Row, II Ed.
5. Seth N. R., (1982), Social Frame work of an Indian factory, Delhi, Hindustan Publishing Co.
6. Ramaswamy ER 1978 Industrial relations in India, MacMillan, New Delhi.
7. Mamoria C B and Mamoria 1992 Dynamics of Industrial Relation in India, Himalaya Publishing House, Mumbai.
8. Agarwal R. D 1972 Dynamics of Labour Relations in India, Tata McGraw Hill.
9. Laxmanna, C et al 1990 Workers Participation and industrial democracy, Global perspective Ajantha publications
10. Philip Hancock, Melissa Taylor 2001 Work Post Modernism and Organization Sage India.

## 15SOCP02N4- DEVELOPMENT PRACTICES

### **Objectives:**

To Equipping students with the practical skills and theoretical foundations for addressing the challenges and complexities of the field of Social Development.

### **Specific Objectives of Learning:**

1. The Students will be able to understand the Practicing development Approaches and Issues
2. The Students will have a clear understanding on the Action Research and Activist Research
3. The Students will be able to understand the Documenting and reporting development outcomes.

**UNIT-I:** (10 Hours)  
Practicing development: Approaches and Issues – Methods and Strategies for participatory and people-centered identification of development issues – Conducting baseline survey – Understanding and undertaking project formulation and programme planning.

**UNIT-II:** (12 Hours)  
Identifying Stakeholders thorough stakeholder analysis – Resource mapping and mobilization for development – Social mobilization and Community organizing: Issues and Strategies

**UNIT-III:** (12 Hours)  
Action Research and Activist Research – Planning and undertaking research projects with social groups and communities – Disseminating research results through campaign, networking and policy advocacy

**UNIT-IV:** (10 Hours)  
Documenting and reporting development outcomes – Understanding methods and tools for process documentation – Learning about qualitative reporting of development outcome and impacts – Use of video, social media and web resources for development documentation

**UNIT-V:** (10 Hours)  
Working with women/gender issues – working with health and sanitation issues – working with issues relating to caste based inequality – working with excluded groups.

**References:**

1. Narayan, Deepa and Jennifer Rietbergen-McCracken, *Participation and Social Assessment: Tools and Techniques*, World Bank, 1998
2. Jouwert van Geene, *Participatory Capacity Building*, The Institute of Cultural Affairs – Zimbabwe, 2003
3. Desirée de Leeuw, J. J. Hox, Don A. Dillman (Eds), *International Handbook of Survey Methodology*, Taylor & Francis, 2008
4. William M. Babiuch and Barbara C. Farha, *Stakeholder Analysis: Methodologies Resource Book*, National Renewable Energy Laboratory, Colorado, 1994
5. Stringer, E. *Action Research* (3rd ed.). Sage Publication, Thousand Oaks, California: Sage Publications 2007
6. Greenwood, DavyddandMorten Levin. *Introduction to Action Research: Social Research for Social Change*, Sage Publication, 2007

## 15SOCP02N5- SOCIAL DIMENSIONS OF GLOBALIZATION

### Objectives:

To introduce the students the nature and dynamics of Globalization and explain the various agencies involved in this process.

### Specific Objectives of Learning:

1. The Students will be able to understand the historical and Social Contexts of Globalization.
2. The Students will have a clear understanding on the Critical appreciation of different Agencies of globalization.
3. The Students will be able to understand the Social consequences of globalization and the Indian experience.

### Unit I

(10 Hours)

The historical and social contexts of Globalization – The nature and dynamics of globalization: Imperialistic Project? – Distinctive characteristics of Globalization - the differences and similarities between Modernization and Globalization — Benefits and disadvantages of Globalization – Globalization: Third World, feminist and Dalit Critiques

### Unit II

(12 Hours)

Critical appreciation of different Agencies of globalization: Roles and consequences possible for Multinational corporations (MNCs), nation-state, media, ICTs, market, and international agencies such as International Monetary Fund, World Bank, WTO and UN

### Unit III

(12 Hours)

Globalization and culture: The ethos of globalization (unbridled freedom, individualism, consumerism) – Globalization or Americanization? : Diffusion and projection of American value system, world-view and cultural tastes – The effects of globalization: cultural homogenization, hegemony and dominance – Globalization and the resurgence of ethnic consciousness: terrorism, communalism and Diaspora.

### Unit IV

(10 Hours)

Social consequences of globalization: inequality and intensification of conflicts within and among nation states – Differential perception of Globalization among nations and their populations: Social Movements for and against globalization – socio-economic impact of globalization on individual and group identities and its political consequences

### Unit V

(10 Hours)

Globalization and the Indian experience: Co-existence of poverty and wealth - Globalization and the emerging anti-poor stance of Social policy in India – Evolving a debate on the inclusive and marginalizing tendencies of globalization – The prospects and threats of Globalization in India

## References:

1. Ankie, Hoogvelt. Globalization and the post – colonial world – The new political economy of development. London: Macmillan, 1997
2. Arjun, Appadurai, *Modernity at large: Cultural dimensions of globalization*. New Delhi: Oxford University Press.1997
3. Joseph Stiglitz, *Globalization and its Discontents*, Harper and Collins,2005. (B.T.B.).
4. Kiely, Ray and Phil Marfleet (eds.), *Globalization and the third world*. London: Routledge. 1998.
5. Pieterse, Jan Nederveen, *Development theory – An introduction*. Sage Publication, India, 2010.
6. Rantanen, Terhi. *The Media and Globalization*. Thousand Oaks, CA: Sage, 2005
7. Waters, Malcolm. 1996. *Globalization*. London: Routledge.1996



## **15SOCP02N6- SOCIAL DIMENSIONS OF DEVELOPMENT**

### **Objectives:**

To enable the students to understand the dimensions of development and acquaint them with the social and structural constraints in social development

### **Specific Objectives of Learning:**

1. The Students will be able to understand the Changing Conceptions of Development
2. The Students will have a clear understanding on the Social – Structural constraints in development
3. The Students will be able to understand the Social Policy and Population and Development.

### **UNIT I**

**(12 Hours)**

Aims and Scope of Sociology of Development – Changing Conceptions of Development – Socio-cultural Dimensions – Indications of Development –Gendered Development – Sociological Critique – Easter and Western Perspectives: Gandhi, Wallerstein, Gunter Frank and Samir Amin

### **UNIT II**

**(14 Hours)**

Social – Structural constraints in development – Development Disparities – caste, class, power and its influence. Globalization and Development – Displacement and Development- Induced Social Problems.

### **UNIT III**

**(10 Hours)**

Village Development in India – Role of Sociologists in National Development – Micro and Macro Linkages – Development Planning and Socio-cultural context – Social Planning – Imperatives of Sociology in Development Planning.

### **UNIT IV**

**(10 Hours)**

Social Policy – Social context of development, Social legislations for weaker segments – Social welfare programmes for SC/ST, women & children, small farmers, marginal farmers, agricultural labour, rural artisans – Social organizations – role of GOs and NGOs – bottlenecks of development programmes – Participatory social development.

### **UNIT V**

**(8 Hours)**

Population and Development – Relationship of Population with development – Mass Media and Development – Development Communication – ICT and Development

## References

1. Deb, Debal. *Beyond Developmentality: Constructing inclusive freedom and sustainability*. Earthscan, 2009
2. Fernandes.W. *Development with people*, Indian Social Institute, New Delhi, 1991.
3. Gupta, Dipankar) *Development Without Growth*, Oxford University Press. Delhi, 2010
4. Gurusamy.S., *Development Sociology, A Reader*, Sterling Publishers Pvt., Ltd., New Delhi, 1996.
5. Khandwalla.P.N., *Social Development*, Sage Publications, New Delhi, 1993
6. Madan.G.R., *Village Development in India: A Sociological Approaches*, Allied Publishers Pvt., Ltd., New Delhi, 1992.
7. Oommen.T.K. *Social Transformation in Rural India*, Vikas Publishing House Private Ltd., New Delhi, 1989.
8. Panikar.V., *Society in Transition*, Printwell Publishers, Jaipur, 1987.
9. Sharma.S.L. *Development-Socio-Cultural Dimension*, Rawat Publications, Jaipur, 1988.

## 15SOCP02N7 - RURAL SOCIETY – DIMENSIONS AND DYNAMICS

### Objectives:

1. To provide sociological understanding of structure, change and development in India with a view to acquainting the students with agrarian structure and development in India thereby imparting sociological skills to reconstruct rural institutions and analyze rural development programmes.

### Specific Objectives of Learning:

1. The Students will be able to understand Rural Society and Special Economy
2. The Students will have a clear understanding regarding Land Issues and Rural Problems
3. The Students will be able to understand the Rural Social Institutions and Panchayat Raj System and Rural Development

### UNIT-I

(20 Hours)

Rural sociology-nature, scope, significance-characteristics of rural society-rural, urban difference/relations-rurbanism-peasant society-class differences within peasantry in Indian context.

### UNIT-II

(15 Hours)

Peasant economy-land ownership and its types-mode of production- agrarian relations-agrarian class structure-peasant movements.

### UNIT-III

(15 Hours)

Land Issues: Development and displacement-modernization of agriculture-technological transformation in agriculture-pauperization and proletartization-de-peasantization-rural problems-unemployment-indebtedness, poverty, migration

### UNIT-IV

(10 Hours)

Rural Social Institutions: Family-joint family-structure-functions-change-caste-rural religion, beliefs and rituals-religious conversions-rural urban continuum

### UNIT-V

(15 Hours)

Panchayat Raj and Rural Development: PRIs before and after 73<sup>rd</sup> amendments-rural development programs, wage employment and income generation programmes-trends and change in rural society.

### Reference

1. AshishNandy (1999), Ambiguous Journey To The City, New Delhi.
2. Chitambar J.P (2004), Introductory Rural Sociology, Tata And Mcgraw Hills, New Delhi, (B.T.B)
3. Desai A.R, (1977),Rual Sociology In India, Popular Prakashan, Bombay.
4. Dhanagare D.N, (1988), Peasant Movements In India, OUP, New Delhi.
5. Doshi.S.L.(2003), Rural Sociology, Rawat Publishers, New Delhi.
6. Gurusamy S. (1994), Peasant Politics In South India-A Socio-Political Analysis Of A Pressure Group-Kanishka Publishing Company Pvt., Ltd., Delhi.
7. Mencher.J.P.(1982), Agriculture And Social Structure In Tamil Nadu, OUP.
8. Panandikar, V.A Pai (2000), "India's Demography and Democracy", in*Millennium Conference on Population, Development and Environment Nexus*,New Delhi: PHDChamber of Commerce and Industry.
9. Rajendran T, 2002, Evaluation Of Rural Development Programmes, Classical Publishing Company, New Delhi

## 15SOCP02N8 – GUIDANCE AND COUNSELLING

### Objectives

To enable the students to learn different approaches of guidance and counselling as well as Counseling skills in social service practice.

### Specific Objectives of Learning:

1. The Students will be able to understand the Concept of Counselling and portrait of counselor.
2. The Students will have a clear understanding about models of counseling.
3. The Students will be able to understand about counseling women in distress.

### UNIT 1

(10 Hours)

Concept of Counselling – definition, elements, characteristics and goals; Processes, Stages and Limitations of Counselling - Evolution of Counselling: Foundations of Counselling - Philosophical foundations – dignity of the human person - Sociological foundations – influence of social system -Psychological foundations –Concept of Personality, elements and types – Sociological Critique

### UNIT II

(12 Hours)

The Portrait of Counsellor: Desirable Qualities - attitudes, values, beliefs, relationships, self-esteem, openness to others, Accepting personal responsibility, realistic levels of aspiration, self-actualization.

### UNIT III

(12 Hours)

Personality Theories- Psychoanalytic: Freudian and Neo-Freudian – Behaviourist and Transactional Approaches– Humanist and Existentialist Approaches: Client centred approach of Rogers – Anti-Psychiatric Perspectives of R.D Laing and T. Szas.

### UNIT IV

(10 Hours)

Models of Counselling - Group Counselling– Family Counselling–Psychological Tests and Diagnosis - Genetic Counselling - Career Counselling –Educational Counselling – Cyber Counselling

### UNIT V

(10 Hours)

Counselling women in distress, children in difficulties and with special needs, adolescents, Disaster Survivors, Physically challenged, Persons affected with HIV/AIDS and other vulnerable groups – Transgender Counselling -Counselling Cyber victims.

### References:

1. Kochhar.S.K-*Guidance in Indian Education*, Sterling Publishers Pvt Ltd., New Delhi, 1979.
2. Gerald.L.Stone-*A cognitive behavioral approach to counseling psychology*, Praeger Publishers, New York, 1980
3. Nandha.S.K. *Educational and Vocational Guidance*, Parkash Brothers, Ludhiana, 1982.
4. Indu Dave, *The Basic Essentials of Counselling*-Sterling Publishers Pvt. Ltd, New Delhi, 1983
5. Sharma.R.N.*Guidance and Couselling*,Surjeet Publication, New Delhi, 2001.
6. NarayanaRao.S – *Counselling and Guidance*, Tata McGraw-Hill Publishing Company Ltd., 2002.(B.T.B.).
7. Nayak.A.K-*Guidance and Counselling*, APH Publishing Corporation, New Delhi, 2002