

GURU NANAK COLLEGE

(AUTONOMOUS)

Guru Nanak Salai, Velachery, Chennai – 600 042

Re-accredited at 'A - Grade' by NAAC

(Affiliated to the University of Madras)



B.A. (SOCIOLOGY)

(SEMESTER PATTERN WITH CHOICE BASED CREDIT SYSTEM)

Syllabus

(For the candidates admitted in the Academic Year 2021-22 and thereafter)

VISION

To instill and impart graduates with sociological knowledge and to critically understand the Social World.

MISSION

- To impart knowledge and develop sociological understanding of society,
- To understand various theoretical frameworks,
- To critically question on various social problems,
- To understand how society is an ordered system.

PROGRAMME OUTCOME:

PO 1 :Learners will develop rational, critical and scientific thinking so as to enhance sociological approaches.

PO 2 :Learners will be more proficient in elaborating and written communication skills that are appropriate to the sociological research writing.

PO 3 :Learners will be more socially aware and perceive human society through sociological lense.

PO 4 :Conduct investigations of complex problems linked with the society.

PO 5 :Learners would be a person with a thorough grounding in the fundamentals of sociology and infused with sociological imagination

PROGRAMME SPECIFIC OUTCOMES:

PSO 1 : Learners acquire the fundamental lessons of sociological knowledge and its importance.

PSO 2 : Learners begin to critically understand social systems, institutions and relationships.

APPENDIX – 11(c)(R&S)
UNIVERSITY OF MADRAS
GURU NANAK COLLEGE (Autonomous)
B.A. DEGREE COURSE IN SOCIOLOGY
(w.e.f.2021 – 2022) REGULATIONS Choice based credit system
As per common Regulations framed by University of Madras

Semester	Part	Course Component	Title of the Course	Credits	Hours	Internal	External	Total
Semester - I	I	Language	Language – I	3	6	50	50	100
	II	Foundation English	English – I	3	4	50	50	100
	III	Core - I	Fundamentals of Sociology	4	5	50	50	100
		Core - II	Social Stratification	4	5	50	50	100
		Allied - I	Social Psychology	5	6	50	50	100
	IV	Soft Skills - I	Introduction to Study Skills	3	2	50	50	100
		NME - I	Technical Writing	2	2	50	50	100
Total Credits - 24, Total Hours/ Week- 30								
Semester - II	I	Language	Language – II	3	6	50	50	100
	II	Foundation English	English – II	3	4	50	50	100
	III	Core - III	Social Structure and Social Change	4	5	50	50	100
		Core - IV	Social Institutions	4	5	50	50	100
		Allied - II	Corporate Social Responsibility	5	6	50	50	100
	IV	Soft Skills - II	Life Skills	3	2	50	50	100
		NME- II	Creative Writing	2	2	50	50	100
Total Credits - 24, Total Hours/ Week- 30								
Semester - III	I	Language	Language – III	3	6	50	50	100
	II	Foundation English	English – III	3	4	50	50	100
	III	Core - V	Sociological Theories	4	6	50	50	100
		Core - VI	Society in India	4	6	50	50	100
		Allied - III	Entrepreneurship and Social Development	5	6	50	50	100
	IV	Soft Skills - III	Job-Oriented Skills	3	2	50	50	100
Total Credits - 22, Total Hours/ Week- 30								

B.A. DEGREE COURSE IN SOCIOLOGY
(w.e.f.2021 – 2022) REGULATIONS Choice based credit system

Semester	Part	Course Component	Title of the Course	Credits	Hours	Internal	External	Total
Semester - IV	III	Language	Language – IV	3	6	50	50	100
		Foundation English	English – IV	3	4	50	50	100
		Core - VII	Modern Sociological Theories	4	5	50	50	100
		Core - VIII	Indian Sociology	4	5	50	50	100
		Allied - IV	Organizational Structure and Development	5	6	50	50	100
	IV	Soft Skills - IV	Computing Skills	3	2	50	50	100
		EVS	Environmental Studies	2	2	50	50	100
Total Credits - 24, Total Hours/ Week- 30								
Semester - V	III	Core - IX	Research Methodology	3	6	50	50	100
		Core - X	Sociology of Family and Gender	4	6	50	50	100
		Core - XI	Social Disorganization and Emerging Problems	4	6	50	50	100
		Core - XII	Sociology of Development	4	6	50	50	100
		Inter Disciplinary Elective 1	Problems of Urban India	5	5	50	50	100
	IV	Skill Based	Value Education	2	1	50	50	100
	V	Internship	Internship	2	-	-	-	-
Total Credits - 24, Total Hours/ Week- 30								
Semester - VI	III	Core - XIII	Sociology of Law	4	5	50	50	100
		Core - XIV	Political Sociology of Peasantry	4	5	50	50	100
		Core - XV	Sociology of Marginalized Communities	4	5	50	50	100
		Core - XVI	Project	3	5	50	50	100
		Elective - III	Sociology of Environment	5	5	50	50	100
		Elective - IV	Communication and Development	5	5	50	50	100
	IV		Extension Activities	1	-	-	-	100
Total Credits - 26, Total Hours/ Week- 30								
Grand Total Credits - 144, Total Hours- 180								

SEMESTER I

CORE PAPER - I

FUNDAMENTALS OF SOCIOLOGY

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: I	CREDITS: 4	TOTAL HOURS: 75

OBJECTIVE:

This paper aims at introducing Fundamentals of Sociology to the beginners of the subject, the basic understanding about Sociology as a discipline. Study of various terms, concepts and processes will help students in formulating a Sociological Viewpoint and an easy comprehension of the discipline at later stages.

UNIT-I:

Introduction to Sociology: Origin and Development; Nature and Significance.

Relationship of Sociology with other Social Sciences –Anthropology, History and Psychology.

UNIT-II:

Understanding Society: Meaning, Characteristics, Theories of Origin of Society – Organic and Social- Contract. Relationship between Individual and Society.

Social Groups - Meaning, Characteristics and Classification Primary and Secondary Groups Ingroups & Outgroups, Reference Group.

UNIT-III:

Culture: Meaning and Features, Culture and Civilization, Cultural Lag, Acculturation, Assimilation, Cultural Pluralism.

Dimensions of Culture: Cultural Trait, Cultural Patterns, Cultural Complexes, Cultural Relativism.

UNIT-IV:

Socialization: Meaning, Stages, Agencies and Theories of Mead and Cooley.

Social Control: Meaning, Types and Agencies – Formal and Informal

UNIT-V:

Social problems – meaning, causes and consequences.

Problems faced by women, children, SC/ST, Elderly, Transgenders, and Differently Aabled.

General Social Problems - Health, Environmental Degradation, Unemployment, Poverty, Illiteracy, Displacement, Migration, Alcohol & Drug Abuse, Deviance, Violence, Crime, Honour Killings.

Legislative approach to social problems

ESSENTIAL READINGS:

1. Bhushan Vidya & Sachdeva D.D. (2014): *An Introduction of Sociology* Kitab Mahal, Allahabad
2. Bottomore, T.B. (1975): *Introduction to Sociology*, Bombay Blackie, and Sons.
3. Bottomore, T.B. (1975): *Sociology: A Guide to Problems and Literature*, Bombay: Blackie and Sons.
4. Davis, Kingsley (1978): *Human Society*, London: MacMillan Company.

5. Dube, S.C. (1990): *Understanding Society - A Textbook*, NCERT.
6. MacIver, R.M. and C.H. Page: *Society*, London: MacMillan Company.
7. Macionis, John, J. (2005): *Society: The Basics*, New York: Prentice Hall.
8. Rao, Shankar, C.N. (2013): *Sociology—Primary Principles of Sociology*. S. Chand and Company Ltd.

FURTHER READINGS:

1. Broom, L., and P. Selznick (1968): *Sociology*, New York: Harper and Row.
2. Berger, Peter L. (1998): *Invitation to Sociology: A Humanistic Perspective*, U.S.A.: Pelican Books.
3. Giddens, Anthony, Sutton Philip M (2013): *Sociology: Seventh Edition*, Polity Press
4. Haralambos, M. (2010) Heald R.M.: *Sociology: Themes & Perspectives*, New Delhi: Oxford University Press.
5. Schaefer, Richard, T., and Robert P. Lamm (1999): *Sociology*, New Delhi: Tata-McGraw Hill.

Question Paper Pattern:

Sections	Question Components	Numbers	Marks	Total
Section A	Definition/Principle Answer any 10 out of 12 questions. Each answer should not exceed 30 words.	1-12	3	30
Section B	Short Answer Answer any 5 out of 7 questions. Each answer should not exceed 200 words	13-19	6	30
Section C	Essay Answer any 4 out of 6 questions. Each answer should not exceed 500 words.	20-25	10	40
TOTAL				100

Distribution of Questions:

Sections	Units	No. of Questions
		Theory
Section A	Unit – 1	2
	Unit - 2	2
	Unit - 3	3
	Unit - 4	3
	Unit - 5	2
Section B	Unit – 1	2
	Unit - 2	2
	Unit - 3	1
	Unit - 4	1
	Unit - 5	1
Section C	Unit – 1	2
	Unit - 2	1
	Unit - 3	1
	Unit - 4	1
	Unit - 5	1

CORE PAPER - II

SOCIAL STRATIFICATION

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: I	CREDITS: 4	TOTAL HOURS: 75

OBJECTIVE:

All over the world, social groups are differentiated from one another and often ranked in terms of certain criteria. In this paper, students are exposed to the theoretical understanding of social stratification. In the Indian context, it is pertinent to apprise the students of the concept of social mobility and various factors that contribute to it. The major purpose of this course is to prepare the students to understand the hierarchical structure of groups in various societies and help them understand the social mobility.

UNIT-I:

Social Stratification – Meaning, feature and functions; Inequalities – Social and Natural.

Elements: Differentiation, Hierarchy, Ranking, Reward, Evaluation.

UNIT-II:

Theories of Social Stratification:

Functionalist – Davis and Moore.

Conflict – Marx.

Class, Status, Party – Weber.

UNIT-III:

Forms of Social stratification: Caste, Class, Race and Gender. Interface between caste and class.

UNIT-IV:

Social Mobility – Meaning, types, factors.

Indicators – Education, Occupation, Income.

UNIT-V:

Problems arising in the process of Social Mobility – Caste, Class, Gender & Race

Overcoming problems of Social Mobility

ESSENTIAL READINGS:

1. Bendix, R. & Lipset, S.M. (1974): *Class, Status & Power: Social Stratification in Comparative Perspective*, London: Routledge & Kegan Paul.
2. Ghurye, G.S. (1983): *Caste, Class and Occupation*, Bombay: Popular Prakashan.
3. Giddens, Anthony (2001): *Sociology: A Textbook for the Nineties*, London: Polity.
4. Haralambos, M. (1998): *Sociology: Themes and Perspectives*, New Delhi: Oxford University Press.
5. Macionis, John J. (2005): *Society: The Basics*, New York: Prentice Hall.
6. Sharma, K.L. (1980): *Essays in Social Stratification*, Jaipur: Rawat.
7. Tumin, M. (1987): *Social Stratification*, New Delhi: Prentice Hall.
8. Sharma K.L. (2009): *Social Inequality in India*, Jaipur Rawat Publication

FURTHER READINGS:

1. Beteille, Andre (ed.) (1978): *Social Inequality*, Auckland: Penguin Books.
2. Beteille, Andre (1996): "Varna & Jati", *Sociological Bulletin*, Vol. 45, No. 1 (March) Pages 15-27.
3. Culvert (1982): *The Concept of Class*, London: Hutchinson.
4. Gupta, Dipankar (2008): *Social Stratification*, New Delhi: Oxford University Press.
5. Hughes, John et al (1995): *Understanding Classical Sociology, Marx, Weber & Durkheim*, London: Sage.
6. Richardson, C.J. (1977): *Contemporary Social Mobility*, L and Francis Printer.
7. Inglis David & John Bone (ed) (2006): *Social Stratification Dimensions of Social Stratification Caste ethnicity & Gender* Taylor & Francis
8. Levine, Rhona (ed) (2006): *Social class & Stratification* Rowman & Littlefield Publishers.
9. Singh, Yogendra, (2006): *Social Stratification and Change in India*, New Delhi
10. Ritzer, George (2012): *Sociological Theory*, Manohar Publication Tata McGraw Hill Education Private Limited, New Delhi
11. Mac Ion's John J, Plummer Ken, (2014): *Sociology: A Global Introduction*, New Delhi, Pearson
12. Samdna Peter (1990): *Social class & Stratification* Routledge, N.Y.
13. Giddens, Anthony & Sutton W. Philip (2007): *Sociology: Introductory Readings* Polity Press
14. Schaefer, Richard, T. (2010): *Sociology: A brief Introductions* Tata McGraw Hill., N.Y.

Question Paper Pattern:

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Section C	Essay Answer any 4 out of 6 questions. Each answer should not exceed 500 words.	20-25	10	40
TOTAL				100

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Section A	Unit – 1	2
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	Unit - 3	3
	Unit - 4	3
	Unit - 5	2
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	Unit - 2	2
	Unit - 3	1
	Unit - 4	1
	Unit - 5	1
Section C	Unit – 1	2
	Unit - 2	1
	Unit - 3	1
	Unit - 4	1
	Unit - 5	1

ALLIED – I
SOCIAL PSYCHOLOGY

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: I	CREDITS: 5	TOTAL HOURS: 90

OBJECTIVE:

The purpose of this paper is to introduce the basic concepts in Social Psychology, which have a bearing on the Social-Psychological understanding of social interaction, social groups, public opinion, and leadership qualities. This course prepares the students to study social phenomena from social-psychological perspectives.

UNIT-I

Introduction – Nature, Scope, Application and Relationship of Social Psychology with Sociology.

UNIT-II

Perception, Motivation, Learning, Attitudes, and their Measurement.

UNIT-III

Social Groups – Groups and Classification. Collective Behaviour: Crowd, Audience, Mob, and their differences.

UNIT-IV

Propaganda and Public Opinion.

Leadership – Emergence, type and functions of leaders, leadership qualities.

UNIT-V:

Impact of studying Social Psychology on Social Sciences and Social Policy

ESSENTIAL READINGS:

1. Curtis, Jack H. (1960): *Social Psychology*, New York: McGraw Hill.
2. Fraser, C. & Burchell, B. (2001): *Introducing Social Psychology*, Cambridge: Polity Press.
3. Kuppaswamy, B. (1980): *Social Psychology*, Bombay, Asia Pub. House.
4. Krech, D. & Cretchfield, Richards (1948): *Theory & Problems of Social Psychology*, New York: McGraw Hill, 1948.
5. Lindgren, H. Clay (1974): *An Introduction to Social Psychology*, 2nd ed., New Delhi: Wiley Eastern.
6. Linde Smith, Strauss, A.R., Denzin, A.L. & Norman, D. (1988): *Social Psychology*, New Jersey: Prentice Hall.
7. Perry, J.B. & Pugh, M.D. (1978): *Collective Behaviour: Response to Social Stress*, Minnesota: West Publishing Co.

FURTHER READINGS

1. Baron, Robert A, Branscombe Nyla R., Byrne Donn, Bhardwaj Gopa (2012): *Social Psychology*, New Delhi, Pearson
2. Taylor, Shelley E., Pepla, Letitia Anne, Sears David O, (2006): *Social Psychology*, New Delhi, Pearson
3. Patiwal, Suprithy, (2002): Jaipur, RBSA Publication

Question Paper Pattern:

Sections	Question Components	Numbers	Marks	Total
Section A	Definition/Principle Answer any 10 out of 12 questions. Each answer should not exceed 30 words.	1-12	3	30
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Section A	Unit – 1	2
	Unit - 2	2
	Unit - 3	3
	Unit - 4	3
	Unit - 5	2
Section B	Unit – 1	2
	Unit - 2	2
	Unit - 3	1
	Unit - 4	1
	Unit - 5	1
Section C	Unit – 1	2
	Unit - 2	1
	Unit - 3	1
	Unit - 4	1
	Unit - 5	1

**UG Part IV
SOFT SKILLS**

FIRST SEMESTER: INTRODUCTION TO STUDY SKILLS

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: I	CREDITS: 3	TOTAL HOURS: 30

OBJECTIVES:

- To help, develop and improve the vocabulary of the learners
- To help the learners develop the skill of inference
- To help the learners to acquire writing skills in English

Use of Dictionary and Dictation

Speech Sounds in English & Right Pronunciation

Stress & Intonation

Vocabulary Building Exercises

Listening and Reading Comprehension

Paragraph and Essay Writing

BOOKS FOR REFERENCE:

1. *Hewings, Martin. 1999. Advanced English Grammar: A Self- study Reference and Practice Book for South Asian Students. Reprint 2003. Cambridge University Press. New Delhi.*
2. *Lewis Norman.1991. Word Power Made Easy.*
3. *Mohan, Krishna &Meenakshi Raman. 2000. Effective English Communication. Tata Mc Graw Hill Publishing Company Ltd.*
4. *Mohan, Krishna &Meera Banerji. 2001. Developing Communication Skills. Macmillan.*
5. *Syamala. 2002. Effective English Communication for You. Emerald Publishers, Chennai.*
6. *Harishankar, Bharathi. Ed. Essentials of Language and Communication. University of Madras.*
7. *Swan, Michael and Catherine Walter. 1990. The Cambridge English Course-2. Cambridge University Press.*

NON-MAJOR ELECTIVE - I

TECHNICAL WRITING

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: I	CREDITS: 2	TOTAL HOURS: 30

OBJECTIVES:

To introduce the essential features of language and communication and writing skills to instill the skill of technical writing skills in students.

- 1. COMMUNICATION:** Language and communication, differences between speech and writing, distinct features of speech, distinct features of writing.
- 2. WRITING SKILLS:** Selection of topic, thesis statement, developing the thesis introductory, developmental, transitional, and concluding paragraphs, linguistic unity, coherence, and cohesion, descriptive, narrative, expository and argumentative writing.
- 3. TECHNICAL WRITING:** Scientific and technical subjects; formal and informal writings; formal writings/reports, handbooks, manuals, letters, memorandum, notices, agenda, minutes; common errors to be avoided.

METHODOLOGY

Class Lectures

Discussing sample writings in class

RECOMMENDED READING:

1. M. Frank. Writing as thinking: A guided process approach, Englewood Cliffs, Prentice Hall Regents.
2. L. Hamp-Lyons and B. Heasley: Study Writing; A course in written English. For academic and professional purposes, Cambridge Univ. Press.
3. R. Quirk, S. Greenbaum, G. Leech and J. Svartik: A comprehensive grammar of the English language, Longman, London.
4. Daniel G. Riordan & Steven A. Panley: "Technical Report Writing Today" - Biztantra.

ADDITIONAL REFERENCE

1. Daniel G. Riordan, Steven E. Pauley, Biztantra: Technical Report Writing Today, 8th Edition (2004).

SEMESTER II

CORE PAPER - III

SOCIAL STRUCTURE AND SOCIAL CHANGE

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: II	CREDITS:4	TOTAL HOURS: 75

OBJECTIVE:

This paper introduces students both to conceptual and some theoretical understanding of social structure and social change. Students are introduced to characteristics and elements of social structure and to understand the meaning, process, and factors of social change.

UNIT-I:

Social Structure: Meaning, Characteristics, Elements – Status, Role, Power and Prestige. Norms and Values.

UNIT-II:

Social Change: Meaning and Features.

Types of Social Change: Evolution (Comte), Revolution (Marx), Development – Changing Connotations.

UNIT-III:

Factors of Social Change: Economic, Demographic, Education, Legislative, Scientific, and Technological

UNIT-IV:

Processes of Social Change: Sanskritization, Westernization, Modernization and Secularization, Globalization, and its impact on Society.

UNIT-V:

Emerging changes in Indian Institutions – Family, Polity, Religion, Education & Economy

ESSENTIAL READINGS:

1. Bierstedt, Robert (1970): *Social Order*, New York: McGraw Hill.
2. Haferkand, H. and Smelser, N.J. (1992): *Social Change and Modernity*, Berkeley: University of California Press.
3. Macionis, John, J. (2005): *Society: The Basics*, New York: Prentice Hall.
4. Moore, Wilbert (2004): *Social Change*, New Delhi, Prentice Hall.
5. Singh, Yogendra (1993): *Social Change in India*, New Delhi: Haranand Publications.
6. Srinivas, M.N. (1963): *Social Change in Modern India*, Berkeley: University of California Press.

FURTHER READINGS:

1. Radcliffe-Brown, A.R. (1979): *Structure and Function in Primitive Society*, London: Routledge and Kegan Paul.
2. Harlambos, M. (1998): *Sociology: Themes and Perspectives*, New Delhi: Oxford University Press.
3. Singh, Yogendra (1996): "Sociology and the Emerging Challenge of Change", *Sociological Bulletin*, Volume 45, No. 1, March, Page 1-14.
4. Singer, M. (1972): *When a Great Tradition Modernizes: Anthropological Approach to Indian Civilization*, New York: Praeger Publishers.
5. Yogendra Singh, (2008): *Social Change in India*, New Delhi, Har Anand Publications
6. Srinivas, M.N., (2011): *Social Change in Modern India*, Hyderabad, Orient Black Swan
7. Kuppu (Swamy, B, 2001): *Social Change in India*, Delhi, Konark



CORE PAPER - IV
SOCIAL INSTITUTIONS

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: II	CREDITS: 4	TOTAL HOURS: 75

OBJECTIVE:

In this paper, social institution as a concept is introduced to the students. Study of various institutions which are foundations of human society, will help students to look at society in an objective and analytical way.

UNIT-I:

Institutions – Meaning, Features; Normative and Relational aspects of Institutions.

Types – Social, Political, Economic and Cultural.

Difference of Institutions with Society Community and Association

UNIT-II:

Social Institutions:

Marriage –Types: Monogamy and Polygamy; Rules of Mate Selection, Contemporary Trends.

Family – Meaning, Types, Structure, Function; Development Cycle and Changing Trends.

Kinship – Meaning, Significance and a Brief Understanding of Incest, Consanguinity, Affinity, Clan, Lineage,

Contemporary Trends.

UNIT-III:

Political Institutions – State, Government and Political Parties – Features and Functions.

Economic Institutions – Features and Functions, Property, Division of Labour (Emile Durkheim).

UNIT-IV:

Cultural Institutions – Religion: Meaning elements, Types, Functions (Emile Durkheim & Max Weber), Dysfunctions

UNIT-V:

Interdependence between different Social Institutions and impact on Society as a whole

ESSENTIAL READINGS:

1. Christensen, H.(ed.) (1964): *Handbook of Marriage & Family*, New Delhi: Allyn and Bacon.
2. Fox, Robin (1967): *Kinship and Marriage: An Anthropological Perspective*. Baltimore: Penguin Books.
3. Giddens, Anthony (2013): *Sociology: A Textbook for the Nineties*, London: Polity.
4. Haralambos, M. (1998): *Sociology: Themes and Perspectives*, New Delhi: Oxford University Press.
5. Johnson, Harry, M. (1998): *Sociology: A Systematic Introduction*, Delhi: Allied Publishers.
6. Macionis, John J. (2005): *Society: The Basics*, New York: Prentice Hall.
7. Giddens, Anthony & Sutton W. Philip (2010): *Sociology: Introductory Readings*, U.K.: Polity Press.
8. Schaefer, Richard, T. (2010): *Sociology: A Brief Introductions*, N.Y.: Tata McGraw Hill.

FURTHER READINGS:

1. K.M. Kapadia (1996): *Marriage & Family in India*, Delhi, Oxford University Press
2. Bronislaw Malinowski (1944): *A Scientific Theory of Culture & other Essay (ed.)*, The University of North Carolina Press.
3. Patricia Uberoi (1997): *Family, Kinship & Marriage in India, New Delhi, Oxford University Press*
4. Max Weber (1968): *The Protestant Ethic and the Spirit of Capitalism-R.H. Tawney (ed.) Unvwin University, Book London.*
5. Radcliff Brown, A.R. (1979): *Structure and Functions in Primitive Society*, London: Routledge and Kegan Paul.
6. Madan, T.N. (2002): *Religion in India*, Delhi-Oxford University Press
7. Haralombos & Holborn, (2016): *Sociology Themes and Perspectives*, London, Collins
8. Madan, T.N., (2001): *Family and Kinship*, New Delhi, Oxford University Press
9. Froer, Peggy, (2010): *Religious Divisions and Social Conflict*, New Delhi, Esha Beteille

ALLIED – II
CORPORATE SOCIAL RESPONSIBILITY

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: II	CREDITS: 5	TOTAL HOURS: 90

UNIT I:

Corporate Social Responsibility- Definition, concept, linkages to development Growth of CSR- historical & contemporary perspectives, National & International scenario Factors influencing growth of CSR in societies ideological, socio-economic, legal & environmental perspectives Government initiatives for promoting CSR Impact of globalization & liberalization on CSR initiatives

UNIT II:

CSR & Development: -CSR activities–nature, types, impact on development programmes- CSR& development organisations–relationships, functioning & impact on organisational functioning Stakeholders’ participation & perspectives about CSR

UNIT III:

CSR Strategy and Leadership 13 Corporate motivations & Behaviour for CSR – factors influencing national & international perspectives Theories & principles of CSR- Corporate governance, style, leadership & CSR- CSR Strategies-objectives, approaches, roles and tasks of a corporate managers Strategic corporate planning - steps to make CSR Work for Business Corporate Social Responsibility: programmes& initiatives –national and international.

UNIT IV:

Ethics, CSR & Corporate Behaviour: - Ethical philosophy, Corporate reputation, the Gaia hypothesis

UNIT V:

Environmental sustainability & CSR–redefining sustainability, the Brundtland report & critique, distributable sustainability, sustainability & the cost of capital CSR

SUGGESTED READINGS:

1. Grayson D., Hodges A. (2004). *Corporate Social Responsibility- Seven Steps to Make Corporate Social Responsibility Work for Your Business*. UK: Greenleaf Publishing Limited
2. Narang R.K. (2009). *Corporate Social Responsibility-Replicable Models on Sustainable Development*. New Delhi: The Energy & Resources Institute.
3. William B Werther, Jr, David Chandler, (2010) *Strategic Corporate Social Responsibility, Stakeholders in a Global Environment*, Second Edition, SAGE Publications, New Delhi
4. Sanjay K Agarwal (2008), *Corporate Social Responsibility*, SAGE Publications, New Delhi
5. David E Hawkins, (2006), *Corporate Social Responsibility*, Palgrave Macmillan, New York
6. Raman Mullerat (2011), *The Corporate Governance of the 21st Century*, Aspen Publishers, UK
7. Wayne Visser (2014), *Transforming Corporate Social Sustainability and Responsibility*, Springer Heidelberg, New York, London
8. Aatur Rahman Belal (2008), *Corporate Social Responsibility in Developing Counties*, Ashgate Publishers. UK.

UG Part IV SOFT SKILLS

SECOND SEMESTER: LIFE SKILLS

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: II	CREDITS: 3	TOTAL HOURS: 30

OBJECTIVES:

- To build the confidence of learners to face the challenges of a globalized society
- To sensitize learners' ethical, moral and social values in their work environment
- To help them understand how to overcome stress-related problems
- To train the learners to use their time effectively

SWOC Analysis

Etiquette

Stress Management

Time Management

Discussion of Success Stories

- i. Auto-suggestions
- ii. Problem solving
- iii. Decision Making
- iv. Presentation Skills-Oral/PPT

BOOKS FOR REFERENCE:

1. Pease, Allen. 1998. *Body Language: How to read other's thoughts by their gestures*. Sudha Publications. New Delhi.
2. Powell. *In Company*. MacMillan
3. <http://www.essentiallifskills.net//>

NON-MAJOR ELECTIVE PAPER – II

CREATIVE WRITING

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: II	CREDITS: 2	TOTAL HOURS: 30

OBJECTIVE:

To enable the student to understand the basics of creative writing, analyze the various forms of creative writing and become proficient writers.

UNIT 1:

Various Kinds of Writing

1. The creative impulse, creative ability
2. Tools and Techniques
3. Genies Talent

UNIT 2:

1. Poetry
2. Prose
3. Features and non-features.
4. Writing for the media

UNIT 3:

Practice 1

1. Sketching the plot, conflict, climax, resolution
2. Character sketch
3. Action Description

UNIT 4:

Practice 2

1. Point of View
2. Dialogue
3. Setting an atmosphere

UNIT 5:

1. Film Review
2. Book Review

METHODOLOGY

Class lectures and discussions

Sample writings

Practice sessions

RECOMMENDED READING:

Creative writing: A Beginner's Manual by Anjana Neira Dev and Others, Published by Pearson, Delhi, 2009.

SEMESTER III

CORE PAPER – V

SOCIOLOGICAL THEORIES

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: III	CREDITS: 4	TOTAL HOURS: 90

OBJECTIVE:

This paper intends to familiarize the students with the contributions of major thinkers in classical Sociology and their continuing relevance to its contemporary concerns. This paper focuses on the Positivist approach in Sociology and how it influenced the development of the discipline.

UNIT-I

Auguste Comte: Laws of Three Stages, Hierarchy of Sciences, Positivism.

UNIT-II

Emile Durkheim: Social facts and division of labour, social solidarity; suicide and religion.

UNIT-III

Max Weber: Social action, class, status and power, types of authority; Protestant ethic and the spirit of capitalism.

UNIT-IV

Karl Marx: Historical materialism; dialectical materialism; class conflict, capitalism and theory of social change.

UNIT-V

Impact of classical thinkers on the discipline of Sociology, emergence of the Frankfurt School

ESSENTIAL READINGS:

1. Coser, L.A. (1997): *Masters of Sociological Thought*, New York: Harcourt Brace Jovonovich
2. Collins, Randall (1977): *Theoretical Sociology*, Jaipur: Rawat Publications.
3. Zeitlin, I.M. (1987): *Ideology and the Development of Sociological Theory*, New Jersey: Prentice Hall.
4. Stones Reb (ed) (2007): *Key Sociological Thinkers* Palgrave, NY.: McMillon
5. John A Hughes, W Sharrock Peter T. Martin (2004): *Understanding Classical Sociology* Sage, Thousand Oak
6. Bert N Adams & R.A. Sydie (2002): *Classical Sociological Theory*, Sage, New Delhi
7. Anthony Giddens & Philip W Sutton (2007): *Sociology: Introductory Readings* Maldon: Polity Press

FURTHER READINGS:

1. Haralambos, M. (1984): *Sociology, Themes and Perspectives*, Delhi: Oxford University Press.
2. Lemert, C. (ed.) (2004): *Social Theory – The Multicultural & Classical Readings*, Jaipur: Rawat Publications.
3. Marx & Engels (1967): *The Communist Manifesto*, Harmondsworth: Penguin Books.
4. Morrison, Ken, Marx, Durkheim, Weber (1995): *Formation of Modern Social Thought*, London: Sage,
5. Sorokin, P. (1978): *Contemporary Sociological Theories*, Ludhiana: Kalyani Publishers.
6. Judge, Paramjit S, (2012): *Foundations of Classical Theory*, New Delhi, Pearson
7. Kundu, Abhijit, (2012): *Sociological Theory*, New Delhi, Pearson

CORE PAPER – VI

SOCIETY IN INDIA

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: III	CREDITS: 4	TOTAL HOURS:90

OBJECTIVE:

The objective of this paper is to present a comprehensive view of Indian Society. The students are exposed to the tribal, rural, and urban societies and are presented with the social structure and social institutions to understand these segments of Indian Society. Through this paper, the students are also introduced to the problems of the underprivileged in Indian Society.

UNIT-I:

Tribal Society: Meaning, Characteristics; Classification of tribes.

Institutional Features: Family, Marriage, Economy and Changing trends.

UNIT-II:

Rural Society: Meaning; Characteristics.

Institutional Features: Family, Marriage; Economy and Polity (Village Panchayat); Changing Trends.

UNIT-III:

Urban Society: Meaning and characteristics, Concepts of urbanization and urbanism.

Institutional features; Urban family - features and changes; Economy; Voluntary associations; Slums.

UNIT-IV:

Under-privileged Sections—Women, Physically Disabled, Scheduled Castes and Scheduled Tribes: Measures to improve their status.

UNIT-V:

Legal provisions different demographic identities – Rural populations, Urban populations (slums), under-privileged sections

ESSENTIAL READINGS:

1. Bose, N.K. (1980): *Tribal Life in India*, National Book Trust.
2. Desai, A.R. (1969): *Rural Sociology in India*, Bombay: Popular Prakashan.
3. Desai, A.R. (2006): *Social Background of Indian Nationalism*, Mumbai Popular Prakashan
4. Lal, S.N. & Nahar, U.R. (1992): *Rural Social Transformations*, Jaipur: Rawat.
5. Madan & Majumdar (1989): *An Introduction to Social Anthropology*, New Delhi: National Publications
6. Mandelbaum, G. (1970): *Society in India*, Bombay: Popular Prakashan
7. Sen, Pujan Kumar, (2012): *Indian Society: Continuity and Change* Pearson, New Delhi
8. Shah, Ghanshyam (ed.) (2002): *Caste & Democratic Politics in India*, New Delhi: Permanent Black.
9. Sharma, R.K. (2004): *Indian Society: Institutions & Change*, New Delhi: Atlantic Publications.
10. Singh, K.S. (2002): *The Scheduled Castes*, New Delhi: Oxford University Press.

FURTHER READINGS:

1. Ahuja, Ram (2015): *Social Problems in India*, Jaipur, Rawat Publications.
2. Rao, M.S., Chandrashekar Bhatt, L.N. Kelkar (eds.) (1991): *A Reader in Urban Sociology*, New Delhi: Orient Longman.
3. Shah, D.S. & Sisodia, Y.S. (ed.) (2004): *Tribal Issues in India*, Jaipur: Rawat Publications.
4. Singh, K. Suresh (2001): *The Scheduled Tribes*, New Delhi: Oxford University Press.

ALLIED PAPER - III

ENTREPRENEURSHIP AND SOCIAL DEVELOPMENT

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: III	CREDITS: 5	TOTAL HOURS: 90

OBJECTIVE:

This course is acquainting the students with various theoretical developments in entrepreneurship and their implication for action programs. The paper covers the theoretical foundation of entrepreneurship and how factors like social groups and the environment have an impact on the entrepreneurial spirit.

UNIT-I:

Entrepreneur and Entrepreneurship:

Concept, Functions: Growth of Entrepreneurship with special reference to India

Theories of Entrepreneurship: Max Weber, David McClelland, E. E. Hagen, B. E. Hoselitz and Schumpeter

UNIT-II:

Entrepreneurship among Social Groups

Business Communities: Parsees, Marwaris, Ramgarhias, Ravidasias and Business Communities in South India.

Social Groups: Women, Tribal, Scheduled Castes

UNIT-III:

Development of an Entrepreneur

Implication of Theories for Action Program and Development of Entrepreneurs through Training and Entrepreneurship Development Program (EDPs).

UNIT-IV:

Entrepreneurship and Environment:

General Environment, Typology of Environment, Role of Business Associations in Controlling the Environment.

UNIT-V:

Entrepreneurship as a tool of Social Mobility – change from traditional social position to new economic positions.

SUGGESTED READINGS

1. Bhatia, B. S. and Batra, G. S. (2001) *Entrepreneurship and Small Business Management*, New Delhi: Deep and Deep Publications, Pvt. Ltd.
2. Guha, A. (1984) "More about Parsi-Seths, their roots, Entrepreneurship and Compradoe Role", *Economic and Political Weekly*, Vol. IX, No.3, June, pp 1660-18.
3. Hagen, E. E. (1962) *On the Theory of Social Change*, Bombay: Vakils, Feff and Simpson.
4. Hoselitz, B. F. (1960) *Sociological Aspects of Economic Growth*, London: Collier-McMillan.
5. Kelbagh, Chetana (ed.), (1991) *Women and Development, Women in Enterprise and Profession*, Vol. III, New Delhi: Discovery Publishing House.
6. Kirchoff B. A. *et al.* (eds.) (1988) *Frontiers of Entrepreneurship Research*, Wellesley: Babson College.
7. Leibenstein, H. (1968) "Entrepreneurship and Development", *American Economic Review*, LVIII (2), May.
8. McClelland, D. C. (1961) *The Achieving Society*, N.Y.: Van Nostrand Co.
9. Sabbarwal, S. (1990) *Organizational Approach to Environment Control*, N. Delhi: Ashish Publications.
10. Schumpeter, J. A. (1959) *The Theory of Economic Development*, Cambridge: Harvard Univ. Press.
11. Weber, Max (1947) *Theory of Social and Economic Organization*: tr. by A. R. Henderson and Talcott Parsons (ed.), Oxford: Oxford University Press.

ADDITIONAL READINGS

1. Rathore, B. S. and J. S. Saini (eds.) (2007) *A Handbook of Entrepreneurship*, Panchkula: Aapaga.
2. Hagen, E. E. (1980) *The Economics of Development*, Illinois: Irwin, Inc., Homewood.
3. Schumpeter, J. A. (1939) *Business Cycles: A Theoretical, Historical and Statistical Analysis of Capitalist Process*, London: McGraw Hill.
4. Weber, Max (1965) *The Protest and Ethic and the Spirit of Capitalism*, Tr. by Talcott Parsons, London: Union.
5. Weber, Max (1968) *Economy and Society*, New York: Bedminster Press.

UG Part IV SOFT SKILLS

THIRD SEMESTER: JOB-ORIENTED SKILLS

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: III	CREDITS: 3	TOTAL HOURS: 30

OBJECTIVES:

- To prepare the students to be job-ready.
- To help learners use English Language appropriately to the role or situation.
- To develop confidence in them to face Interviews.
- To train them to prepare their own CV/Resume

Different kinds of Interviews

Letter of Application and CV

Technical Writing - Circulars, Memos, Agenda and Minutes

Group Discussion

Review

- i. Books
- ii. Films

BOOKS FOR REFERENCE:

1. Harishankar, Bharathi. ed. *Essentials of Spoken and Presentation Skills*. University of Madras.
2. John, Seely. 1998. *The Oxford Guide to writing and speaking*. Oxford U P, 1998, Delhi.
3. *The Princeton Language Institute and Lanny Laskowski*.2001. *10 days to more confident Public Speaking*. Warner Books.
4. <http://jobsearch.about.com/cs/curriculumvitae.html//>
5. <http://www.cvtips.com//>

SEMESTER IV
CORE PAPER – VII

MODERN SOCIOLOGICAL THEORIES

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: IV	CREDITS: 4	TOTAL HOURS: 75

OBJECTIVE:

This course covers the more recent sociological perspectives that emerged because of the sensitizes the students to the works and ideas of sociologists who have contributed to the perspective of Interpretive Sociology, as against the Positivistic sociology. It focuses on the work of Action theorists, Interactionist theorists and the scholars belonging to the Frankfurt School of Critical Theory.

UNIT-I:

Action Theories: Max Weber, Talcott Parsons

UNIT-II:

Symbolic Interactionism: G.H. Mead, H. Blumer

Phenomenology : E. Husserl, A. Schutz

UNIT-III:

Dramaturgy : E. Goffman

Ethnomethodology : H. Garfinkel

UNIT-IV:

Critical Theory: J. Habermas

H. Marcuse

UNIT-V:

Social Disorganization Theory : W. I. Thomas and Florian Znaniecki, Robert E. Park and Ernest Burgess, Edwin Sutherland, Robert J. Bursik and Harold G. Grasmick

SUGGESTED READINGS

1. Adams, Bert N. and Sydie, R.A. (2001) *Sociological Theory*, California, Pine Forge Press.
2. Adams, Bert N. and Sydie, R.A., (2002) *Contemporary Sociological Theory*, California, Pine Forge Press.
3. Bernstein, R.J. (ed.) (1985) *Habermas and Modernity*, Cambridge Polity Press.
4. Blumer, H. (1969) *Symbolic Interactionism*, Englewood Cliffs, Prentice Hall.
5. Craib, Ian (1984) *Modern Social Theory*, Brighton, Harvard Press.
6. Garfinkel, H. (1984), *Studies in Ethnomethodology*, Cambridge, Polity Press.
7. Giddens. A. (1987) *Social Theory and Modern Sociology*, Cambridge, Polity Press.
8. Goffman, E. (1959) *The Presentation of Self in Everyday Life*, New York, Doubleday.
9. Gurwitsch, Aron. (1962) "The Common-sense World as Social Reality", *Social Research*, 28-1, 71-93.
10. Habermas, J. (1984) *Theory of Communicative Action*, Cambridge, Polity Press.

11. Heritage, John C. (1987) "Ethnomethodology" in A. Giddens and Turner (eds.), *Social Theory Today*, Cambridge Policy Press, 347-382.
12. Heritage, J. (1989) *Garfinkel and Ethnomethodology*, Cambridge, Polity Press.
13. Joas, Hans. (1987) "Symbolic Interactionism" in A. Giddens and J. H. Turner (eds.) *Social Theory Today*, Cambridge, Polity Press, 82-115.
14. Natanson, Maurice. (1970) "Phenomenology and Typification: A Study in the Philosophy of A. Schutz", *Social Research* 37 (1), 1-22.
15. Parsons, Talcott, (1951) *The Social System*, Glencoe, III, The Free Press.
16. Weber, Max (1947) *The Theory of Social and Economic Organization*, Glencoe, III, The Free Press.
17. Zaner, R. M. (1961) "Theory of Intersubjectivity: Alfred Schutz", *Social Research*, 28-1, 1-17.

ADDITIONAL READINGS

1. Collins, Randall (1997) *Sociological Theory*, Jaipur, Rawat Publications.
2. Elliott, Anthony, and Bryan S. Turner (eds.) (2001) *Profiles in Contemporary Social Theory*, London, Sage Publications.
3. Turner, J. (1995) *The Structure of Sociological Theory*, Jaipur, Rawat Publications.
4. Zeitlin, I.M. (1998) *Rethinking Sociology, A Critique of Contemporary Theory*, Jaipur, Rawat Publications.

CORE PAPER - VIII
INDIAN SOCIOLOGY

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: IV	CREDITS: 4	TOTAL HOURS : 75

OBJECTIVE

This paper aims to acquaint the students with some of the sociological perspectives which have been developed to study the Indian Society. The course aims at giving a chronological view on studies of Indian society. Introducing the students to important Indian Sociologists and their monographs; It further hopes to help the students formulate a link between their theoretical background and examples from the field and to sensitize students about important Indian Social Institutions: Family, Village and Caste, etc.

UNIT-I:

Emergence of Indian Sociological Thought

Indological: G.S. Ghurye, P.N. Prabhu.

Structuralist: Dumont, Louis, McKim Marriot.

UNIT-II:

Structural Functionalist: M.N. Srinivas, S.C. Dube, Yogendra Singh.

UNIT-III:

Conflict and Subaltern: B.R. Ambedkar, D.P. Mukherji, A.R. Desai.

UNIT-IV:

Current Issues in Indian Sociology: Indianization/Indigenization, Contextualization

UNIT-V:

Impact of having a Indian Sociological tradition

SUGGESTED READINGS

1. Ghurye, G.S. (1957) *Caste and Class in India*, Bombay, Popular Book Depot
2. Ambedkar, B.R. (1948) *The Untouchables: Who Were They and Why They Became*
3. *Untouchables*, Delhi, Amrit Book Company.
4. Atal, Yogesh (2003). *Indian Sociology from Where to Where: Footnotes to the*
5. *History of the Discipline*. Jaipur, Rawat Publications.
6. Beteille, Andre (1974) 'Sociology and Ethno-sociology', *International Social Science Journal*, 24(4) 703-4.
7. Burghart, R (1983) 'For a Sociology of India: An Intracultural Approach to the Study of Hindu Society', *Contributions to Indian Sociology*, 17 (2): 275-93.
8. Das, Veena (ed.) (2004). *Handbook of Indian Sociology*. New Delhi, Oxford University Press.
9. Dhanagare, D.N. (1993) *Themes and Perspectives in Indian Sociology*. Jaipur, Rawat Publications.
10. Dube, S.C. (1959) *Indian Villages*, London, Routledge & Kegan Paul Ltd.

11. Dumont, Louis and Pocock, D. (eds.) (1960). *Contributions to Indian Sociology*. Paris, Monton.
12. Jodhka S.S. (1998) 'From Book View' to 'Field View': Social Anthropological
13. Constructions of the Indian Village', *Oxford Development Studies*, Vol.26 No.3, 1998.
14. Marriot, McKim (1994) *India Through Hindu Categories*, Delhi: Sage Publication.
15. Omvedt, Gail (1994) *Dalits and the Democratic Revolution*. New Delhi, Sage Publications.
16. Oommen, T.K. (1986) *Indian Sociology: Reflections and Interpretations*. Bombay, Popular Prakashan.
17. Pramanick, S.N. (1994) *Sociology of G.S. Ghurye: Concerns*, New Delhi, Vistaar Publication.
18. Ram, Nandu (1999), *Beyond Ambedkar*, New Delhi, Har Anand Publishers.
19. Singh, Yogendra (1986) *Indian Sociology: Social Conditioning and Emerging Concerns*, New Delhi, Vistaar Publications.

ADDITIONAL READINGS

1. Madan, T.N. (1977) 'The Dialectic of Tradition and Modernity in the Sociology of D.P. Mukerji', *Sociological Bulletin*, Vol.26 (2) 155-76.
2. Marriot, McKim (1955) *Village India: Studies in the Little Community*, Chicago, The University of Chicago Press.
3. Oommen, T.K. (2007) *Knowledge and Society: Situating Sociology and Social Anthropology*. New Delhi, Oxford University Press.
4. Srinivas, M.N. (1970) *Social Change in Modern India*, Berkeley, California University Press.
5. Unnithan, T.K. N., Singh, Y. Singh Narendra, and Indra Deva (eds.) (1967) *Sociology for India*, New Delhi, Prentice Hall
6. Srinivas, M.N. (1976) *The Remembered Village*, Delhi, Oxford University Press.
7. Srinivas, M.N. (1980) *Social Structure*, Delhi, Hindustan Publishing Corporation.

ALLIED - IV

ORGANIZATIONAL STRUCTURE AND DEVELOPMENT

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: IV	CREDITS:5	TOTAL HOURS : 90

OBJECTIVE

This course focuses on a) the structural dimensions of organization; b) the phenomena of organizational power and environment; c) the emerging salience of information technology in organizational communication; and d) the processes of organizational change and development.

UNIT-I:

Organizational Structure and Goals:

Structural Dimensions – Complexity, Centralization, Bureaucratization, Professionalization.

Goals – Types, Goal Multiplicity and Goal Conflict, Goal Succession and Displacement

UNIT-II:

Organizational Regime and Environment:

Leadership – Definition, Theories and Styles

Power in Organizations – Authority (Weber)

Power and Compliance (Etzioni)

Environment – Definition and Types

UNIT-III:

Communication and Information Technology in Organizations:

Communication – Formal and Informal networks

Role of Information Technology (IT) in Modern Organizations

UNIT-IV:

Planned Change and Organizational Development (OD):

Definition, Nature and Approaches

UNIT-V:

The Process and Techniques of OD – Systemic and Interpersonal

SUGGESTED READINGS

1. Bhatnagar, Subhash (2000) *Information and Communication: Technology in Development*, New Delhi: Sage Publications.
2. Drummond, H. (2000) *Introduction to Organizational Behaviour*, New York: Oxford University Press.
3. Fiedler, F. E. (1967) *A Theory of Leadership Effectiveness*. N.Y.: McGraw-Hill.
4. Haslam, S. A. (2001) *Psychology in Organizations: The Social Identity Approach*, London, Sage.
5. Kaur, K. P. (1993) *The Professional Management in Industrial Organizations*. New Delhi: Deep and Deep.
6. Luthans, F. (2000) *Organizational Behaviour*, Boston, Irwin McGraw-Hill.
7. Manuel, C. (1996) *The Rise of Network Society*. London: Blackwell.

8. Margulies, N. and A. Raja (eds.) (1978) *Conceptual Foundations of Organizational Development*. N.Y.: McGraw-Hill.
9. Melkote, S. (2001) *Communication for Development in the Third World*. New Delhi: Sage.
10. Sabbarwal, S. (1990) *Organizational Approach to Environmental Control*. New Delhi: Ashish Pub.
11. Sharma, R. A. (2000) *Organizational Theory and Behaviour* (2nd edition), New Delhi: Tata McGraw-Hill.
12. Singh, N. (2000) *Human Relations and Organizational Behaviour*, New Delhi, Deep and Deep.
13. Zrkoczy, P. and N. Heap (1995) *Information Technology*. N.Y.: Pitman.

ADDITIONAL READINGS

1. Blumberg, R. L. (1987) *Organizations in Contemporary Society*, Englewood: Cliffs, N. J.: Prentice-Hall.
2. Champion, D. J. (1975) *The Sociology of Organization*, New York: McGraw Hill Book Company.
3. Gross, E. (1969) "The Definition of Organizational Goals" *British Journal of Sociology*, Vol. 20, (pp 277-294).
4. Harlow, D. N. & J. J. Hall, Richard H. (1972) *Organizations: Structures and Process*, N. Y.: Wiley.
5. Haralambos, M. (1980) *Sociology: Themes and Perspectives*, New Delhi: Oxford University Press.
6. Litterer J. A. (1969) *Organizational Structure and Behaviour*, N.Y.: Wiley.
7. Perrow, C. (1961) "The Analysis of Goals in Complex Organizations", *American Journal of Sociology*, Vol. 66, pp 335-341.
8. Sabbarwal, S. (1988) "Approaches to Organizational Structure and Effectiveness", *Sociological Bulletin*, 37 (1 & 2) March-September.
9. Sofer, C. (1973) *Organization in Theory and Practice*, London: Heinemann.

COURSE COMPONENT: SOFT SKILL – COMPUTING SKILLS

SUBJECT CODE:	PRACTICAL	MARKS :100
SEMESTER : IV	CREDIT :3	TOTAL HOURS: 30

(For the following UG Departments)

SHIFT –I:

B.A. (Economics), B.A. (Defence and Strategic Studies), B.Sc. Mathematics, B.Sc. Physics, B.Sc. Chemistry, B.Sc. Zoology, B.Sc. Plant Biology and Plant Biotechnology, B.Com (General), B.Com (Corporate Secretaryship)

SHIFT –II:

BBA, B.Sc. Visual Communication, B.Com (General), B.Com (Accounting & Finance), B.Com (Corporate Secretaryship), B.Com (Information System Management), B.Com (Banking Management) and B.Com (Marketing Management)

COURSE OBJECTIVES

- The major objective in introducing the Computer Skills course is to impart training for students in Microsoft Office which has different components like Ms word, MS Excel, Ms Access, Power point etc., at two levels based on their knowledge and exposure.
- It provides essential skills for the user to get adapted to any work environment, as most of the systems in any workplace have Ms Office installed for their day to day activities. The course is highly practice oriented rather than regular class room teaching

Unit I: *Word Processing* – Open, Save and close word document; Editing text- tools, formatting, bullets; Spell Checker; Navigating in word – keyword, Mouse; document formatting- paragraph alignment, indentation, headers and footers, numbering; printing- preview, options

Unit II: *Spreadsheets* – MS Excel – opening, entering text and data, formatting, navigating; Formulas – entering, handling and copying; Charts –creating, formatting and printing, header and footer, centering data, printing.

Unit III: *Presentations* – Power point – exploring, creating and editing slides, inserting tables and charts – Special effects – Clip Art, creating and drawing shapes, inserting multimedia content – Presentations – planning, animation, handouts, slideshow.

Unit VI : *Networks* – Internet Explorer- components; www – working, browsing, searching, saving – Bookmark – favorite, create, delete – Printing a web page; email- creating, receiving, reading and sending messages

Unit V: HTML – Defining HTML paragraph and spacing – HTML styles, that include Background color – Text color - Text Fonts – Text that includes Bold, Italic, Underline, Superscript and Subscript.

Note : *Unit II to Unit V needs exposure thru Practicals*

REFERENCES:

- Introduction to Computers – Peter Norton, Tata McGraw Hill
- Microsoft 2003 – Jennifer Ackerman Kettell, Guy Hat-Davis, Curt Simmons, Tata McGraw Hill

ENVIRONMENTAL STUDIES

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: IV	CREDITS: 2	TOTAL HOURS : 30

COURSE OBJECTIVES:

To create awareness among the Students community about the Environmental Issues, Causes and Remedies.

UNIT I: MULTIDISCIPLINARY NATURE OF ENVIRONMENTAL STUDIES

Definition, scope and importance-Need for public awareness.

UNIT II: NATURAL RESOURCES:

Renewable and non-renewable resources: Natural resources and associated problems.

- a) **Forest resources:** Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people.
- b) **Water resources:** Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
- c) **Mineral resources:** Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
- d) **Food resources:** World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
- e) **Energy resources:** Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies.
- f) **Land resources:** Land as a resource, land degradation, man induced landslides, soil erosion and desertification. Role of an individual in conservation of natural resources. Equitable use of resources for sustainable lifestyles.

UNIT III: ECOSYSTEMS:

Concept of an ecosystem.

- Structure and function of an ecosystem.
- Producers, consumers and decomposers.
- Energy flow in the ecosystem.
- Ecological succession.
- Food chains, food webs and ecological pyramids.
- Introduction, types, characteristic features, structure and function of the following ecosystem :-
 - a. Forest ecosystem
 - b. Grassland ecosystem
 - c. Desert ecosystem
 - d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estaries)

UNIT IV: BIODIVERSITY AND ITS CONSERVATION:

- Introduction – Definition: genetic, species and ecosystem diversity.
- Biogeographically classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic And option values
- Biodiversity at global, National and local levels.
- India as a mega-diversity nation,Hot-spots of biodiversity.
- Threats to bio diversity: habitat loss, poaching of wildlife, man-wildlife conflicts.
- Endangered and endemic species of India
- Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

UNIT V: ENVIRONMENTAL POLLUTION:

Definition: Cause, effects and control measures of:-

- a. Air pollution
 - b. Water pollution
 - c. Soil pollution
 - d. Marine pollution
 - e. Noise pollution
 - f. Thermal pollution
 - g. Nuclear hazards
- Solid waste Management: Causes, effects and control measures of urban and Industrial wastes.
 - Role of an individual in prevention of pollution.
 - Pollution case studies.
 - **Disaster management: floods, earthquake, cyclone and landslides.**

**SEMESTER V
CORE PAPER - IX**

RESEARCH METHODOLOGY

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: V	CREDITS: 3	NO.OF HOURS : 90

OBJECTIVE

Students in this Semester are supposed to do field work as a part of this Course. Hence, the Course familiarizes the students with basic elements of scientific method, apart from the process of field work, data collection and finally report writing. This course trains the students as to how to draw influences and conclusions out of empirical research.

UNIT-I:

Scientific Method:

Definition and Aims: Explanation; Generalization; Prediction; Control

Basic Elements: Concepts, Constructs, Hypotheses, Fact, Theory

Induction and Deduction

UNIT-II:

Research Design:

Exploratory, Descriptive, Experimental, Quasi-experimental, Comparative, Longitudinal and Panel studies

Problems of Experimental Studies in Social Research.

UNIT-III:

Measurement and Scaling:

Measurement: Meaning, Levels, Indices, Operationalization, Problems

Scaling Techniques - Thurstone, Likert, Guttman and Bogardus

Scales Reliability and Validity of Scales.

UNIT-IV:

Field Work:

Meaning and Uses

Techniques of Data Collection:

Observation: Structured and Unstructured; Participant and Non-Participant.

Interview Schedule: Structured and Unstructured

Interview: Types; Advantages and Disadvantages

Questionnaire: Types, Advantages and Disadvantages

Case Study; Content Analysis.

Data Analysis: Coding, Tabulation and Report Writing

UNIT-V:

Application of tools of research methodology,
Semester project highlighting use of research techniques

SUGGESTED READINGS

1. Bailey, K. D., (1997) *Methods of Social Research*, New York, The Free Press.
2. Bernard, H. Russell (2000) *Social Research Methods – Qualitative and Quantitative Approaches*, New Delhi, Sage Publications India Pvt. Ltd.
3. Colin, R. (2000) *Real World Research* Oxford, Blackwell,
4. Goode, W.J. and Hatt P.K. (1952), *Methods in Social Research*, New York: McGraw Hill, International Students Edition.
5. Kerlinger, Fred N. (1973), *Foundations of Behavioural Research*, New York, Holt, Rinehart & Winston, INC.
6. Moser and Kalton (1980) *Survey Methods in Social Investigation*. Heinemann Educational Books.
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8. Seltiz, Claire, et.al. (1959) *Research Methods in Social Relations*, New York, Henry Holt & Co.
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10. Tim, May, (2001) *Social Research: Issues, Methods and Process*. Buckingham, Open University Press.

ADDITIONAL READINGS

1. Barly, Kenneth, D. (1978) *Methods of Social Research*, New York. The Free Press.
2. Bryant, G.A. (1985) *Positivism in Social Theory and Research*, Macmillan.
3. Giddens, Anthony, (1974), *Positivism and Sociology*, London: Hienmann.
4. Hindess, Barry (1977) *Philosophy and Methodology in Social Sciences*, The Harvester Press.
5. Madge, John, (1976) *The Tools of Social Science*, London, Longman.

CORE PAPER - X

SOCIOLOGY OF FAMILY AND GENDER

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: V	CREDITS: 4	NO.OF HOURS : 90

OBJECTIVE:

In this paper, Gender as a concept is introduced and the institution and workings of Family are examined in how perceptions regarding gender & gender relations are made.

UNIT-I:

Concepts and Approaches to Family

Concepts-Family, Household and Domestic function.

Approaches- Structural Functional, Conflict, Symbolic-Interactionist,

UNIT-II:

Concept and Construction of Gender

Concepts- Sex, Gender, Gender-Identity and Gender-roles

Basic understanding of Patriarchy, Masculinity and Femininity, Gender

Socialization and Gender Stereotyping through the institutions of family, education, work, media, and religion.

UNIT-III:

Approaches to Gender.

Feminism: Meaning; Liberal, Radical, Socialist-Marxist and Post-Modernist Feminism

UNIT-IV:

Gender Analysis Framework

- Moser Gender Planning Framework (Caroline Moser)
- Social Relations Approach (Naila Kabeer)
- Harvard Analytical Framework/Gender Roles Framework
- Gender Analysis Matrix (Rani Parker)
- Women's Empowerment Framework (Sara Longwe)

UNIT-V:

Gender Equality through Legislation (in Indian Context)

Dimensions of Gender Inequality: Female Foeticide, Neglect of Girl Child, Bride Burning and Status of Elderly Women.

Brief introduction to PNDT Act, Dowry Prohibition Act and Domestic Violence Act, Sexual Harassment of Women at Workplace, Prevention, Prohibition and Redressal Act.

SUGGESTED READINGS

1. Bender, Donald R. (1970) 'A Refinement of the Concept of Household: Families, Co-residence and Domestic Functions', *American Anthropologist*, Vol.32, No.1, PP 1-15.
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12. Bhagwat, Vidyut (2004), *Feminist Social Thought: An introduction to Six Key Thinkers*, Jaipur, Rawat Publications
13. Bhasin, Kamla (1993) *What is Patriarchy*, Kali for Women, Delhi
14. Bhasin ,Kamla (2000) *Understanding Gender* . Kali for Women, Delhi
15. Bhasin Kamla (2004) *Exploring Masculinity*, Women Unlimited. Delhi

ADDITIONAL READINGS

1. Burr, Wersley R. et.al (1997), *Contemporary Theories about Family*, New York: Free Press.
2. Das, Man Singh & Gupta, Vijay Kumar (eds.) (1995), *Gender Roles and Family Analysis*, New Delhi: M.D. Pub.
3. Dube, Leela (1997), *Women and Kinship: Contemporary Perspectives on Gender in South and South-East Asia*, Tokyo: United Nations Univ. Press.
4. Hofstede, Geert, and Associates (1998), *Masculinity and Femininity*, Thousand Oaks: Sage Publication.
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6. Lengermann, Patrician M. & Jill Niebrugge-Brantley (1996) 'Contemporary Feminist Theory', in George Ritzer, *Sociological Theory*, (Fourth Edition), pp. 436-486, New York: McGraw-Hill.
7. Thorne, Barrie & Marilyn Yalom (eds.) (1982), *Rethinking the Family: Some Feminist Questions*, New York: Longman.
8. Weitz, Shirley (1977), *Sex-Roles*, London: George Allen & Unwin.

CORE PAPER - XI

SOCIAL DISORGANISATION AND EMERGING PROBLEMS

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: V	CREDITS: 4	NO.OF HOURS : 90

OBJECTIVE

This paper exposes the students to social disorganization, its levels, and current problems. It helps students to understand social realities and equips them to utilize their knowledge in various theoretical and practical exercises.

UNIT-I:

Social Disorganization: Concepts and Levels –Personal, Familial and Societal.

UNIT-II:

Personal Problems: Problems of Adolescence; Alcoholism; Drug Addiction, Suicide.

UNIT-III:

Familial Problems: Domestic Violence, Violence against Children; Female Headed Households; Problems of Working Women.

UNIT-IV:

Societal Problems: Poverty; Corruption; Problems of the Aged, Cyber Crime

UNIT-V:

Rise of deviance in society, petty crime, and organized crime due to Social Disorganization

ESSENTIAL READINGS:

1. Ahuja, Ram (2015): *Social Problems in India*, Jaipur: Rawat Publications.
2. Elliot, H.V. & Merrill, F. (1950): *Social Disorganization*, New York: Harper Brothers.
3. Gill, S.S. (1998): *Pathology of Corruption*, New Delhi: Harper Collins.
4. Macionis, John J. (2005): *Social Problems*, New York: Prentice Hall.
5. Mitra, S.M. (2005): *Indian Problems*, New Delhi: Eastern Book Corporation.
6. Mohan, J. & Sehgal, M. (2004): *Youth & Drugs*, New Delhi: Abhijit Publications.
7. Narasaiah, M.L. (2005): *Poverty & Environment*, New Delhi: Discovery Publishing House.
8. Shankar Rao, C. N., (2015): *Indian Social Problems: A Sociological Perspectives*. S. Chand & Company, New Delhi
9. Vardhan, Ranjay (1999): *Female Headed Households in Patriarchal Society: A Sociological Study*, Delhi: Indian Publishers Distributors.

FURTHER READINGS:

1. Chakraborty, Rajgopal Dhar (2004): *The Greying of India: Population, Ageing in the Context of Asia*, New Delhi: Sage.
2. Natrajan, P.S. (2003): "A Theory of Indian Communalism" in *Think India Quarterly*, Vol. 6, No. 3, July-Sept.
3. Pavrala, Vinod (1996): *Interpreting Corruption*, New Delhi: Sage.
4. Phandaris, Urmila (1989): *Ethnicity and Nation Building in South Asia*, New Delhi: Sage.
5. Shankar Rao, C.N. (2007): *Indian Society*, Delhi: S. Chand and Company.
6. Bansal, S.K. (2013): *Cyber Crime*, New Delhi, APJ Publications
7. Pendse Neelkanth Ganjan, Sarkar Sukanta, (2015): *Social Problems in India*, Delhi, Kalpur Publications

CORE PAPER - XII

SOCIOLOGY OF DEVELOPMENT

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: V	CREDITS: 4	NO.OF HOURS : 90

OBJECTIVE:

Economic development in society cannot remain unaffected by social-structural factors. Similarly, the social structure, too, is influenced by economic growth and modernization. With this in view, the present paper (a) provides the Gandhian, Marxist, Ecological, Postmodernist, Feminist and Sociological critiques of the economic growth and modernization models of development; (b) discusses how structural factors like caste, tradition, religion, and population can impede or facilitate development; (c) examines how economic development and modernization can, in turn, lead to problems related to ethnicity, disparity, displacement and (d) discuss some of the new trends in development studies.

UNIT-I:

Critiques of Economic Paradigm of Development:
Gandhian, Marxist, Ecological, Feminist, and Sociological

UNIT-II:

Social-Structural and Cultural Factors in Economic Development:
Caste, Religion, Population, Traditions and Values

UNIT-III:

Socio-Cultural Consequences of Economic Development: Disparity, Displacement and Resettlement, Ethnic Resurgence, Erosion of Traditions and Values.

UNIT-IV:

New Directions in the Understanding of Development:
Capability Approach (Amartya Sen)
New Modernity and Risk Society (Ulrich Beck)
Human Rights and Development (Peter Uvin)

UNIT-V:

Environmentally Sustainable Development, Indigenous Models of Sustainable Development, Inclusive Development

SUGGESTED READINGS

1. Biswas, S. C. (ed.) (1969) *Gandhi, Theory and Practice: Social Impact and Contemporary Relevance*, Shimla, IAS. (Articles by V. Palshikar & Raj Krishna).
2. Boyne, Roy (2003) *Risk (Concepts in the Social Sciences)*, Berkshire: Open University Press.

3. Cernea, M. M. (1988) "Involuntary Resettlement and Development" *Finance and Development*, Sept. (pp.) 44-46.
4. Desai, Vandana and Robert B Potter, (2008) *The Companion to Development Studies*, London: A Hodder Arnold Publication.
5. Development and Populations, Special Issue (1990) *Yojana*, Vol. 34, Nos. 1 & 2, Jan. 26.
6. Dube, S. C. (1958) *India's Changing Villages: Human Factors in Community Development*, London: Routledge & Kegan Paul
7. Ferreira, Francisco H. G., and Michael Walton (2006) *World Development Report: Equity and Development*, Washington DC: World Bank & N.Y.: Oxford University Press.
8. Mehta, Rani (2014) *Sociology and Environmental Sustainability*, Jaipur, Rawat Publications.
9. Mishra, G. P., D. M. Diwakar and Ashok Mathur (2006) *Deprivation and Inclusive Development*, Lucknow: New Royal Book Co.
10. Pieterse, Jan Nederveen (2010) *Development Theory*, Newbury Park, CA: Pine Forge Press.
11. Quinlivan, Gary and Antony Davies (2003) "Ethical Development and the Social Impact of Globalization", *International Journal on World Peace*, Vol. 20.
12. Rao, M. S. A. (1969) "Religion and Economic Development" *Sociological Bulletin*, Vol. XVIII, No. 1, March (pp.1-15).
13. Sabbarwal, Sherry (2010) "Globalization, Democracy and Human Rights" in S. R. Mehta (ed.) *Socio-Cultural Diversities and Globalization: Issues and Perspectives*, Shimla: Indian Institute of Advanced Study.
14. Sen, Amartya (2000) *Development as Freedom*. Oxford: Oxford University Press.
15. Uvin, Peter (2004) *Human Rights and Development*, West Hartford, Connecticut: Kumarian Press.

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1. Apthorpe, Raymond, J., and A. Krahl (1986) *Development Studies: Critique and Renewal*, Leiden, the Netherlands: Brill.
2. Foster, G. M. (1973) *Traditional Societies and Technological Change*, New Delhi: Allied Pub.
4. Giddens, A. (1996) "Global Problems and Ecological Crisis" in *Introduction to Sociology*, IInd edition, New York: W.W. Norton & Co.
5. Momsen, J. (1991) *Women and Development in the Third World*, N.Y.: Routledge.
6. Nusebaum, Martha (1993) *The Quality of Life*, Oxford: Oxford University Press.
7. Pieterse, J. N. (ed.) (1992) *Emancipations, Modern and Postmodern*, London: Sage.
8. Sharma, S. L. (1989), "Social Development: Reflection on the Concept and the Indian Experience", *Guru Nanak Journal of Sociology*, Vol.10, Nos. 1 & 2 (pp. 37-55).

IDE - ELECTIVE PAPER - I

PROBLEMS OF URBAN INDIA

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: V	CREDITS: 5	NO.OF HOURS : 75

OBJECTIVE:

This course familiarizes the students with the contemporary urban situation in India, apart from the historical trends and patterns of urbanization in India. Focus shall be on the recently emerging urban problems and the approaches which have been used to tackle them.

UNIT-I:

India's Urbanization

Historical account of Urbanization in India:

Trends and Pattern, Features

Urbanism and Urbanization, Over-urbanization

Rural-Urban Migration. Urban Informal Sector, Tertiarization

Mega Cities of India

UNIT-II:

Urban Basic Services

Definition, Intra and Inter-City variations:

Water Supply, Power, Sanitation and Sewerage, Solid Waste Management, Education, Health, etc.

Environmental Pollution

Cities and Pollution, Causes, Types and Remedies.

Urban Transport and Traffic Management.

UNIT-III:

Approaches to Urban Management

Approaches:

Public Provision, Privatization and People's Participation,

Community Participation- Strengths and Weaknesses.

Lessons from Empirical Cases

UNIT-IV:

Urban Poverty in India

Concept of Urban Poverty; Theoretical Explanations- Structural and Cultural, Economic and non-economic indicators.

Culture of Poverty, Critique.

Empirical situation of Urban poverty in India, Housing, Slums, Features of Indian slums and Causes, Women and Child Poverty.

UNIT-V:

Marginalized Groups in Urban Areas

Marginalized Groups - Urban Displaced, Street & Working Children, Homeless, Human Trafficking of Women and Children

Other Problems – Pollution, Solid Waste Management, Disaster Management

SUGGESTED READINGS

1. Bose, Ashish, (1994). *India's Urban Population- 1991 Census Data*. New Delhi, Wheeler Publishing Co. Ltd.
2. Bose, Ashish (1970). *Urbanization in India: An Inventory of Source Materials*, Bombay, Academic Books Ltd.
3. Census of India, every successive Report.
4. Dentler, Robert A., (1977). *Urban Problems, Perspectives and Solutions*. Chicago, Rand, McNally College Publishing Co.
5. D'Souza, Victor S., (1979). "Socio-Cultural Marginality: A Theory of Urban Slums and Poverty in Cities", in *Sociological Bulletin*, Vol. 28, Nos. 1-2.
6. Flanagan, William G. (1990). *Urban Sociology, Images and Structure*. Boston, Allyn and Bacon.
7. Misra, R.P. and K. Misra. 1998. *Million Cities of India*. New Delhi, Sustainable Development Foundation.
8. Sovani, N.V. 1966. *Urbanization and Urban India*. Bombay, Asia Publishing House.
9. Wratten, Ellen 1995. "What is Urban Poverty? Definitions and Characteristics". In *Environment and Urbanization*. Vol. 7 No.1.

ADDITIONAL READINGS

1. Garber, Judith A. & Turner, R.S. (eds.) 1995. *Gender in Urban Research*. Urban Annual Review, Sage Publications.
2. Misra, R.P. and Misra, Kamlesh, 1998. *Million Cities of India*. New Delhi, Sustainable Development Foundation.
3. Mohanty, Bidyut (ed.) 1993. *Urbanization in Developing Countries, Basic Services and Community Participation*. New Delhi, Concept Publishing Company.
4. Ramachandran, R. 1989. *Urbanization and Urban Systems in India*. New Delhi, Oxford University Press.
5. Spates, James. 1982. *The Sociology of Cities*. New York St. Martin Press.
6. Wit, J.W. 1996. *Poverty, Policy and Politics in Madras Slums-Dynamics of Survival, Gender and Leadership*. The Hague, Institute of Social Sciences, Development Studies, Sage

VALUE EDUCATION

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: V	CREDITS: 2	TOTAL HOURS: 15

Unit 1: Education and Values

Definition, Concept, Classification, Theory, Criteria and Sources of values Aims and objectives of value education

Role and Need for value education in the contemporary society, Role of education in transformation of values in society

Role of parents, teachers, society, peer group and mass media in fostering values

Unit 2: Value Education and Personal Development

Human Values: Truthfulness, Sacrifice, Sincerity, Self-Control, Altruism, Scientific Vision, relevancy of human values to good life.

Character Formation towards Positive Personality

Modern challenges of adolescents: emotions and behavior

Self-analysis and introspection: sensitization towards gender equality, differently abled, Respect for - age, experience, maturity, family members, neighbors, strangers, etc.

Unit 3: Human Rights and Marginalized People

Concept of Human Rights – Principles of human rights – human rights and Indian constitution – Rights of Women and children – violence against women – Rights of marginalized People – like women, children, minorities, transgender, differently abled etc

Social Issues and Communal Harmony Social issues – causes and magnitude - alcoholism, drug addiction, poverty, unemployment – communal harmony –concept –religion and its place in public domain –secular civil society

Unit 4: Value Education towards National and Global Development

Constitutional Values:(Sovereign, Democracy, Socialism, Secularism, Equality, Justice, Liberty, Freedom, Fraternity)

Social Values: (Pity and Probity, Self-Control, Universal Brotherhood).

Professional Values:(Knowledge Thirst, Sincerity in Profession, Regularity, Punctuality, Faith).

Religious and Moral Values: (Tolerance, Wisdom, character).

Aesthetic Values: (Love and Appreciation of literature, fine arts)

Environmental Ethical Values

National Integration and international understanding.

Need of Humanistic value for espousing peace in society. Conflict of cross-cultural influences, cross-border education

Unit 5:

Guru Nanak Devji's Teachings

Relevance of Guru Nanak Devji's teachings' relevance to Modern Society

The Guru Granth sahib

The five Ks

Values and beliefs

Rights and freedom (Right of equality, Right to Education, Right to Justice, Rights of women, Freedom of religion, Freedom of culture, Freedom of assembly, Freedom of speech)

Empowerment of women

Concept of Langar

Eminent Sikh personalities

REFERENCES

1. Dr. Abdul Kalam. *My Journey-Transforming Dreams into Actions*. Rupa Publications, 2013.
2. Steven R Covey, *8th Habit of Effective People (From Effectiveness to Greatness)*, Free Press, New York, 2005.
3. Prem Singh, G.J. (2004). '*Towards Value Based Education*', University News. Vol. 42 (45): P.11-12.
4. V.R. Krishna Iyer. *Dialectics & Dynamics of Human Rights in India (Tagore Law Lectures) The Yesterday, Today and Tomorrow*, Eastern Law House (1999, Reprint 2018)
5. <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>

SEMESTER VI

CORE PAPER - XIII

SOCIOLOGY OF LAW

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: VI	CREDITS: 4	TOTAL HOURS:75

OBJECTIVES

This paper focuses on the critical understanding the relationship between law and society, how legal institutions and social more impact one another. Discussions like legal pluralism as a central aspect to understanding the relationship of law and society, critically understand ideas of popular justice and institutional forms that attempt to mimic it. The presence of the legal culture in India and how the ethnographic approach helps to study law.

UNIT 1

Introduction: Sociology of Law, Influence of Indian social mores on the making of the law

UNIT II

Law & Modern Social Theory: Influence of Emile Durkheim, Max Weber & Michel Foucault on the Sociology of Law

UNIT III

Legal Anthropology & Sociology of Law: Cross-cultural study of social ordering,

UNIT IV

Law and its social application: Legal Pluralism, Legal Transparency, Popular Justice

UNIT V

Impact of social movements on the application and development of the law – popular social movements

SUGGESTED READINGS:

1. Galanter, Marc (1989) *The Displacement of Traditional Law in Modern India, Law and Society in Modern India* Delhi: OUP
2. Marc Galanter (1971) *Hinduism, Secularism, and the Indian Judiciary Philosophy East and West*
3. Gilmartin, David, (2010) Rule of Law, Rule of Life: Caste, Democracy, and the Courts in India. ” *The American Historical Review*
4. Friedman, Lawrence M. (1985) *The Law and Society Movement,*” Stan. L. Rev.
5. Comaroff, J. L. and Comaroff, J., (2009) *Reflections on the Anthropology of Law, Governance and Sovereignty* Farnham: Ashgate Publishing

6. von Benda-Beckmann, F., von Benda-Beckmann, K., and Eckert, J., eds., (2009) *In Rules of Law and Laws of Ruling: On the Governance of Law* Farnham: Ashgate Publishing
7. Cotterrell, Roger (1998) 'Why must legal ideas be interpreted sociologically?' *Journal of Law and Society* 25/ 3 1998: 171-192.
8. Conley, J. M. and O'Barr, W. M. (1988) "Hearing the Hidden Agenda: The Ethnographic Investigation of Procedure." *Law and Contemporary Problems* 51(4): pp. 181-197
9. Sally Falk Moore, (2005) *Law and Anthropology* Blackwell:
10. Max Rheinstein (ed.), (1954) *Max Weber on Law in Economy and Society*, Simon & Schuster
11. Trubek, David, "Max Weber's Tragic Modernism and the Study of Law in Society," *Law and Society Review*, Vol. 20, No.4 (1986) pp 573-598
12. Clifford Geertz, "Local Knowledge: Fact and Law in a comparative perspective," in *Local Knowledge: Further Essays in Interpretive Anthropology*
13. Tamanaha, Brian Z. (2008) *Understanding legal pluralism: past to present, local to global.* Sydney L. Rev.30: 375.
14. Watson, Alan. *Legal transplants: An approach to comparative law.* University of Georgia Press, 1974. (Selections)
15. Legrand, Pierre. (1997) *The Impossibility of Legal Transplants*, Maastricht J. Eur. & Comp. L. 4
16. Gordon, Robert. (2007) *Popular Justice." A Companion to the Anthropology of Politics*

ADDITIONAL READINGS:

1. Upendra Baxi, *Towards the Sociology of Indian Law*, (Satvahan, 1985)
2. Trubek D, "Max Weber on law and the rise of capitalism," *Wisconsin Law Review* 1972: 720-53
3. Lukes, Steven, and Andrew T. Scull, eds. *Durkheim and the Law*. Oxford: Martin Robertson, 1983.
4. Foucault, M. 1978 [1976] 'Right of Death and Power over Life', in M. Foucault, *The History of Sexuality, Vol. 1: An Introduction*. New York: Pantheon Books

CORE PAPER – XIV

POLITICAL SOCIOLOGY OF PEASENTRY

SUBJECT CODE:	THEORY	MARKS:
SEMESTER: VI	CREDITS: 4	TOTAL HOURS: 75

OBJECTIVE

Peasantry has emerged as one of the principal actors in initiating socio-political changes over the past hundred years. The agrarian question has remained one of the central and abiding concerns of political economy studies in the emerging socio-economic scene.

This course will adopt an interdisciplinary perspective to the understanding of the political role of the peasantry in the transformation of social structure, factors governing the path of Agrarian Development and the linkage between the Agriculture and overall development of social formation.

UNIT-I:

Conceptions of Peasantry:

Historical, Socio-cultural, Political

UNIT-II:

Transformation in Agrarian Structure:

Transition from Feudalism to Capitalism and Socialism; 'Mode of Production' debate in Agriculture; Role of Land Reforms

UNIT-III:

Green Revolution and Modern Rural Transformation:

Problems of Bonded, Migrant and Women Agricultural Laborers; Green Revolution and its Impact; Impact of Liberalization and World Trade Organization on Indian Agriculture. Pauperization of Indian Peasantry and Farmers' Suicide

UNIT-IV:

Peasant Uprisings and Social Change:

Conception of Peasant Movement; Features of Pre-Modern and Modern Peasant Uprisings—Tebhaga, Telangana, and Naxalite Movements; Emergence of New Farmers Movements—Jat Agitation; Interface between Naxals and Salwa Judum.

UNIT-V:

Shift of Peasantry to Urban settings – loss of employment, culture & social support system.

SUGGESTED READINGS

1. Athreya, Venkatesh B. et al. (1990) *“Barriers Broken: Production Relations and Agrarian Change in Tamil Nadu”*, New Delhi: Sage Publications.
2. Bagchi, J. (2003) *Agriculture and WTO Opportunities for India*, New Delhi: Sanskriti.
3. Breman, Jan and Sudipto Mundle (eds.) (1991) *“Rural Transformation in Asia”*, Oxford: Oxford University Press.
4. Kela, Shashank (2012) *A Rogue and Peasant Slave: Adivasi Resistance 1800–2000*, New Delhi: Navayana
5. Ludden, David (1999) *Agrarian History of South Asia*, (New Cambridge History of India, Vol. IV, 4), Cambridge: Cambridge University Press.
6. Mathur, V. (2005) *WTO and India*, New Delhi: New Century Publication.
7. Patnaik, Utsa and Manjari Dingwaney (eds.) (1985), *Chains of Servitude: Bondage and Slavery in India*, Madras: Sangam Books.
8. Santiello, V. et al. (eds.) (1998) *Agriculture and Intellectual Property Rights*, Hyderabad: University Press.
9. Singharoy, K. Debal (2004) *Peasant's Movements in Post - Colonial India: Dynamics of Mobilization and Identity*, New Delhi: Sage Publications.
10. Ferguson, D. Frances, (2014) *Rural/Urban Relations and Peasant Radicalism*, Austin: Cambridge University Press

ADDITIONAL READINGS

1. Beteille, Andre (1974) *“Studies in Agrarian Social Structure”*, London: Oxford University Press.
2. Bouton, Marshall M. (1985) *“Agrarian Radicalism in South India”*, Princeton: Princeton University Press.
3. University Press.
4. Byres, J. J. (ed.) (1983) *Sharecropping and Sharecroppers*, London: Frank Cass.
5. Cohen, Robin et al. (eds.) (1979), *Peasants and Proletarians: The Struggle of Third World Workers*, London: Hutchinson and Co.
6. Harris, John (1982) *Capitalism and Peasant Farming*, Delhi: Oxford University Press.
7. Haring, Ronald (1983) *Land to the Tiller*. Bombay: Oxford University Press.
8. Jones, Steve et al. (1982) *Rural Poverty and Agrarian Reform*, Bombay: Allied Publishers.

CORE PAPER – XV

SOCIOLOGY OF MARGINALIZED COMMUNITIES

SUBJECT CODE:	THEORY	MARKS:
SEMESTER: VI	CREDITS: 4	TOTAL HOURS: 75

OBJECTIVE

The course aims at sensitizing the students to the significance of the sociological study of Dalits, tribal and other sub-alteran groups. The focus would be on communities/groups suffering poverty, deprivation, and discrimination.

UNIT-I:

Marginalization and its Socio-economic Indices:

Poverty, Relative Isolation, Deprivation, Exploitation, Discrimination, Educational Backwardness; Inequality

A Critical View of the Caste System

Untouchability: Historical and Social Roots.

UNIT-II:

The Social Structure and Culture of marginalized communities:

The Status of SCs, STs, Nomadic Castes and Tribes and De-Notified Tribes; Problems. Social Mobility; Development; Identity Formation.

UNIT-III:

Perspectives on Marginalization:

Role of Ideology in Marginalization

The views of Jotirao Phule, Periyar, Babasaheb Ambedkar, Ram Manohar Lohiya.

UNIT-IV:

(a) Social Movements among Marginalized Communities: Nature and Dynamics.

Perspectives on Social Movements: Protest, Reform: Role of Christian Missionaries in Social Reform Movements; Role of NGOs.

UNIT-V:

Marginalization and Affirmative Action: Constitutional Provisions; Implementation.

Impact on Marginalized Communities; Limitations; Critical Review.

SUGGESTED READINGS

1. Beteille, Andre (1981) *Backward Classes and the New Social Order*, Delhi: Oxford University Press.
2. Charsley, S.R. and G.K. Karanth (1998) (eds.) *Challenging Untouchability*, Delhi: Sage Publications.
3. Chako, M. Priyaram. (2005). *Tribal Communities and Social Change*, New Delhi: Sage

Publications.

4. Gupta, Dipankar (1991) *Social Stratification*, New Delhi: Oxford University Press.
5. Jogdand, P.G. (2000) *New Economic Policy and Dalits*, Jaipur: Rawat Publications.
6. Narayan, Badri. (2006). *Women Heroes and Dalit Assertion in North India: Cultural Identity and Politics*, New Delhi: Sage Publications.
7. Singha, Roy (2004), (ed.), *Social Development and the Empowerment of Marginalized Groups. Perspectives and Strategies* New Delhi: Sage Publications.
8. Srikrishna, S., Samudrala and Anil Kumar. (Eds.). (2007). *Dalits and Human Rights*, New Delhi: Serial Publication.

Additional Readings

1. Gore, M.S. (1993) *The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar*, New Delhi: Sage.
3. Mahajan, Gurpreet (1998) *Democracy, Difference and Social Justice*, New Delhi: Oxford University Press.
4. Mehta, Rani (2011), "Globalization and Human Rights of the Marginalised Groups: A Sociological Perspective," Amritsar, *Guru Nanak Journal of Sociology*, GNDU, Vol. 32, Nos. 1&2.
5. Omvedt, Gail (1995): *Dalit Visions: The Anti-Caste Movement and the Construction of an Indian Identity*, New Delhi: Orient Longman.
6. Omvedt, Gail (1999) *Dalits and the Democratic Revolution*, New Delhi: Sage.
7. Oommen, T.K. (1990) *Protest and Change: Studies in Social Movements*, Delhi: Sage Publications.
8. Robb, Peter (1993) (eds.) *Dalit Movements and the Meeting of labour in India*, Delhi: Sage Publications.
9. Shah, Ghansham (1990) *Social Movements in India: A Review of Literature*, Delhi: Sage Publications.
10. Shah, Ghansham (2002), *Dalit Identity and Politics*, New Delhi: Sage.
12. Singh K.S. (1995) *The Scheduled Tribes*, Delhi: Oxford University Press.
13. Zelliott, Eleanor (1995) *From Untouchable to Dalit: Essays on the Ambedkar Movement*, New Delhi: Manohar

CORE - XVI

PROJECT

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: VI	CREDITS: 3	TOTAL HOURS : 75

A. Guidelines for Teachers:

1. The Project/Dissertation should be done under the direct supervision of a teacher of the department. The work of supervising the Projects should be distributed equally among all the faculty members of the department.
2. The teaching hours allotted in the sixth semester for the Project/Dissertation is to be used to make the students familiar with Research Methodology and Project writing.
3. Students have the choice between working individually or as a group (3 students in a group) and submit their project as a [single] copy for the group. Subsequently each group will submit a project/dissertation and face the viva individually/separately.
4. The list containing the groups and its members should be finalized at the beginning of the sixth semester.
5. Students will finalize their topics in consultation with the supervising teacher or the Faculty Advisor of the class.
6. Citation of source material will be marked as important part of the project work. Credit will be given to original contributions. So, students are advised not to copy from other projects.
7. There will be an external evaluation of the project by an External examiner appointed by the office of the Controller of Examinations. This will be followed by a viva voce, which will be conducted at the respective college jointly by the external examiner who valued the projects/dissertations and an internal examiner. All the members within the group will have to be present for the viva voce. The grades obtained [for external evaluation and viva voce] will be the grade for the project/dissertation for each student within that group.
8. The Project/Dissertation must be between 20 and 25 pages. The maximum and minimum limits are to be strictly observed.
9. A Works Cited page must be submitted at the end of the Project/Dissertation.
10. There should be a one-page Abstract consisting of the significance of the topic, objectives, and the chapter summaries.

11. Two copies must be submitted at the department by each group. One copy will be forwarded to the office of the Controller of Examinations for valuation and the second copy is to be retained at the department.

B. General guidelines for the preparation of the Project:

Paper must be of A4 size only. • One side Laser Printing. • Line Spacing: double. • Printing Margin: 1.5-inch left margin and 1-inch margin on the remaining three sides. • 48 Font: Times New Roman only. • Font size: Main title -14/15 BOLD• & matter - 12 normal. The project need be spiral bound only • Paragraphs and line spacing: double space between lines [MLA format] • Double space between paragraphs. No additional space between paragraphs• Start new Chapter on a new page. • Chapter headings (bold/centered) must be identical as shown: • Chapter One Introduction Sequence of pages in the Project/Dissertation: • i. Cover Page. ii. First Page. iii. Acknowledgement, with name & signature of student. iv. Certificate (to be signed by the Head of the Department and the Supervising Teacher). v. Contents page with details of Chapter Number, Chapter Heading & Page Numbers. Specimen copies for (i), (ii), (iv) and (v) will be sent to the colleges. • Chapter divisions: Total three chapters. • Preface Chapter One: Introduction - 5 pages Chapter Two: Core chapter - 15 pages Chapter Three: Conclusion - 5 pages. Works Cited [Numbering of pages to be done continuously from Chapter One onwards, on the top right-hand corner]

C. Specific guidelines for preparation of Project:

1. Only the Title of the Project Report, Year and Program/Subject should be furnished on the cover page of the University copy of the Project.
2. Details like Names of the Candidates, Course Code, Title of Program, Name of College, Title of Dissertation, etc should be furnished on the first page.
3. The pages containing the Certificate, Declaration and Acknowledgement are not to be included in the copy forwarded to the University.
5. The Abstract should come immediately before the Introductory Chapter and must be included in all the copies.

Selection of Topics: Students are permitted to choose from any one of the following areas/topics. Selection of topics/areas-have to be finalized over the first week of the final semester itself with the prior concurrence of the Faculty Advisor / Supervisor:

Details of Course Contents:

(1) Academic writing: The following areas are to be made familiar to the students during the instructional hours/week set aside for the same in the sixth semester:

- (a) Selecting a Topic
- (b) Compiling a Working Bibliography
- (c) Writing Drafts
- (d) Plagiarism and Academic Integrity
- (e) Mechanics of Writing: pages [Spelling & Punctuation]
- (f) Methods of quoting texts
- (g) Format of the Research Paper.

REFERENCE TEXT:

1. M.L.A. Handbook 8th edition.
2. Documentation of sources in the works cited page(s): Samples of different types of sources will be provided.

ELECTIVE PAPER – III

SOCIOLOGY OF ENVIRONMENT

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: VI	CREDITS:5	TOTAL HOURS:75

COURSE OBJECTIVE:

This course is designed to introduce students to the core debates of environmental sociology, different approaches within the sub-discipline and how these approaches may be used to understand environmental issues and movements in India.

UNIT I

Introduction: Environmental Sociology, Realist-Constructionist Debate

UNIT II

Theoretical Approaches: Treadmill of Production, Ecological Modernization, Sustainable Development

UNIT III

Concept of Risk in Environmental Sociology, Ecofeminism and Feminist Environmentalism
Political Ecology

UNIT IV

Socio-political and environmental movements in India – Chipko Movement, Narmada Bachao Andolan, Anti-mining movements

UNIT V

Environmental consciousness – national scale, global scale, Paris Agreement

SUGGESTED READINGS:

1. Bell, MM. (2008). *An Invitation to Environmental Sociology*. Thousand Oaks, CA: Sage 3rd ed.
2. Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and New York, 2nd ed.
3. O'Connor, J. (1994). *Is sustainable capitalism possible. Is capitalism sustainable? Political Economy and the Politics of Ecology*. The Guilford Press
4. Shiva, V. (1988). *Women in Nature*. In *Staying Alive: Women, Ecology and Development*. Zed Books.
5. Agarwal, Bina, (2007). *The Gender and Environment Debate: Lessons from India*.
6. Mahesh Rangarajan. (ed.) 2007. *Environmental Issues in India: A Reader*. New Delhi: Pearson, Longman
7. Guha, R. (2014) *Chipko: Social history of an environmental movement*, New Delhi: Penguin Random House

8. Ghanshyam Shah ed. (2002). *Social Movements and the State* (Vol. 4). Sage Publications Pvt. Ltd.,

ADDITIONAL READINGS:

1. Robbins, P. (2011). *Political Ecology: A Critical Introduction* (Vol. 16). Wiley and Sons ltd. East Sussex, U.K.
2. Baviskar, A. (1999). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Oxford University Press.

ELECTIVE PAPER - IV
COMMUNICATION AND DEVELOPMENT

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: VI	CREDITS:5	TOTAL HOURS: 75

OBJECTIVE

Effective communication is vital if development efforts are to succeed as it helps spread new technologies, multiplying the impact of a project many times over. Through this course we shall try to arrive at an understanding of the process of communication and its role in determining the nature of social change in society.

UNIT-I:

Communication: Definition, Process and Perspectives; Factors affecting the process of communication.

UNIT-II:

Development Communication: Development paradigm and its weaknesses; Critical perspectives on development communication – mass media and modernization approach, diffusion of innovation approach, communication campaign approach.

UNIT-III:

Communication and Development: Role of local radio, television, traditional media, folk media in development; Traditional communication technology and rural development (education, health, agriculture, sustainable development, awareness campaigns).

UNIT-IV:

Communication in a changing society: Communication in the new millennium – communication and the new media; Communication and empowerment – participatory action research, participatory communication strategies and alternative media; Bridging the Digital Divide. Information and Communication Technologies – applications and limitations.

UNIT-V:

Social Media as a tool of communication, Impact of Communication tools during times of Global pandemic

SUGGESTED READINGS

1. Baran, Stanley J. and Dennis K. Davis (2014) *Mass Communication Theory: Foundations, Ferment and Future*, 7th edition, Belmont (California): Wadsworth Publishing
2. Boeren, Ad and Kees Escamp (eds.). (1992) *The Empowerment of Culture: Development Communication and Popular Media*, The Hague: Centre for the Study of Education in Developing Countries.

3. Joshi, P. C. (2002) *Communication and National Development*, New Delhi: Anamika Publications.
4. Mefalopulos, P. and Kamlongera, C. (2002) *Participatory Communication Strategy Design*. SADC/FAO Harare, Zimbabwe
5. Melkote, Srinivas R., and H. Leslie Steeves (2008) *Communication for Development in the Third World – Theory and Practice*, New Delhi: Sage.
6. Melkote, Srinivas Raj (2015) *Communication for Development: Theory and Practice for Empowerment and Social Justice*, New Delhi: Sage
7. Manyozo, Linje (2012) *Media, Communication and Development: Three Approaches*, New Delhi: Sage
8. Nair, K. Sadanandan and Shirley A. White (eds.) (1993), *Perspectives on Development Communication*, New Delhi: Sage.
9. Narula, Uma (2017) *Development Communication: Theory and Practice*, New Delhi: Har Anand Publications
10. Prasad, Kiran (ed.) (2004) *Information and Communication Technology – Recasting Development*, New Delhi: BRPC (India) Ltd.
11. Servaes, J. (ed.) (2004) *Walking on the Other Side of the Information Highway: Communication, Culture and Development in the 21st Century*. Penang: Southbound.
12. Servaes, Jan (ed.) (2008) *Communication for Development and Social Change*, New Delhi: Sage
13. Wilkins, Karin Gwinn, Thomas Tufte and Rafael Obregon (eds.) (2014) *The Handbook of Development Communication and Social Change*, New Jersey: Wiley-Blackwell

ADDITIONAL READINGS

1. Hornik, Robert (1988) *Development Communication: Information, Agriculture and Nutrition in the Third World*. New York: Longman
2. Rogers, Everett M. (ed.) (1976) *Communication and Development – Critical Perspectives*, London: Sage Publications.
3. Servaes, J. (1991). “*Toward a New Perspective for Communication and Development*” in F.L. Casmir (Ed.), *Communication in Development* (pp. 51-86), Norwood, NJ: Ablex Publishing
4. Sharma, S.C. (1988) *Media, Communication, and Development*, New Delhi: South Asia