

# **GURU NANAK COLLEGE (AUTONOMOUS)**

**GURU NANAK SALAI, VELACHERY, CHENNAI – 600042**

**(Re-accredited at 'A-Grade' by NAAC) Affiliated to University of Madras**



## **B.A. SOCIOLOGY**

**(SEMESTER PATTERN WITH CHOICE BASED CREDIT SYSTEM)**

## **SYLLABUS**

**(For the candidates admitted for the Academic year 2022-2023 and there after)**

## **PREAMBLE**

BA Sociology programme syllabus in Guru Nanak College has been compiled to provide a holistic course framework that includes the widest scope and subject matter of Sociology at the Under Graduate level. The amalgamation of Core, Allied and Elective papers that are offered as part of the BA Sociology programme at Guru Nanak College cater to students aspiring to become academic researchers, entrepreneurs, civil servants or corporate employees. The course framework provides a firm foundation in Sociological theories and subject matter. At the end of the course, students will develop critical and analytical thinking through the combination of courses offered in the programme. They will be able to reflect on the society and social phenomena around them. The outcome-based education framework that has been employed focuses on all round development of the student and in providing them the necessary skills to increase their employment opportunities.

## **LEARNING OUTCOME BASED CURRICULUM FRAMEWORK**

**From the Academic Year (2022- 23) and there after**

### **VISION:**

To provide the sociological knowledge and to encourage the students to understand the social world as a system with structure and function from both micro and macro level perspective through conferences, field visit and guest lectures and to apply these to promote intellectual growth and to shape their personality as a social being.

### **MISSION:**

- By imparting the sociological knowledge that the society is a man-made entity and change is inevitable, so these young minds can be possible leaders to social change towards a better society without antisocial elements.
- To enlighten that in a society even though stratification is essential yet to give due respect, dignity and treat all sectors/categories of people with equality irrespective of these caste, class, creed, religion, linguistics, status or nationality.
- To enable the students to critically analyze the root cause of any social problem through research knowledge and to find out the best possible solutions to resolve these social problems.
- By enabling the students with sociological knowledge, research skill and logically apply these in fetching job opportunities in International organisations like UN, UNICEF, etc.
- By imparting the knowledge on society and societal makeup especially to Indian context it will help the students not only to crack UPSC exams but also help them to function better as a civil servant.

## **PROGRAMME OUTCOMES**

### **B.A. SOCIOLOGY**

- PO 1:** To understand the fundamentals of sociology, branches of Sociology and its concepts through different theories and approaches by various sociological thinkers.
- PO 2:** To analyze and study various social problems and to find out the solutions to resolve those problems, specifically to India.
- PO 3:** To critically analyze and apply various concepts learnt to historical events, current phenomena and individual's life.
- PO 4:** To examine social changes through Development, Social Movements, Legislations, International Organizations, etc.
- PO 5:** To demonstrate Research Skills, communication skills, professional and technical knowledge to succeed as a Research scholar and in competitive exams and skills on Organization, CSR, Entrepreneurship for employability.

## **PROGRAMME SPECIFIC OUTCOMES**

### **B.A. SOCIOLOGY**

- PSO 1:** Critically analyze social structure and various social systems specifically to the Indian context.
- PSO 2:** Through research provide solutions for any social problem.

**B.A. SOCIOLOGY**  
**COURSE STRUCTURE 2022-25 BATCH**

Semester	Part	Course Component	Subject Name	Credits	Hours	Internals	Externals	Total
I	I	Language	Language I	3	6	50	50	100
	II	English	English I	3	4	50	50	100
	III	Core – I	Fundamentals of Sociology I	4	5	50	50	100
	III	Core – II	Indian Society	4	5	50	50	100
	III	Allied – I	Social Psychology	5	6	50	50	100
	IV	Non-Major Elective-I / Basic / Advanced Tamil	(a) Linguistic Studies (b) Industrial Sociology	2	2	-	100	100
	IV	Soft Skills-I	Introduction to Study Skill	3	2	-	100	100
<b>Total Credits: 24 / Total Hours per week: 30</b>								
II	I	Language	Language II	3	6	50	50	100
	II	English	English II	3	4	50	50	100
	III	Core – III	Fundamentals of Sociology II	4	5	50	50	100
	III	Core – IV	Indian Social Problems	4	5	50	50	100
	III	Allied – II	Socio-cultural Anthropology	5	6	50	50	100
	IV	Non-Major Elective-II / Basic / Advanced Tamil	(a) Sociology of Food (b) Sociology of Sport	2	2	-	100	100
	IV	Soft Skills – II	Life Skills	3	2	-	100	100
<b>Total Credits: 24 / Total Hours per week: 30</b>								
III	I	Language	Language III	3	6	50	50	100
	II	English	English III	3	4	50	50	100
	III	Core – V	Classical Sociological Thinkers	4	6	50	50	100
	III	Core – VI	Rural Sociology	4	6	50	50	100
	III	Allied – III	Entrepreneurship and Social Development	5	6	50	50	100
	IV	Soft Skills – III	Job Oriented Skills	3	2	-	100	100
<b>Total Credits: 22 / Total Hours per week: 30</b>								

**B.A. SOCIOLOGY**  
**COURSE STRUCTURE 2022-25 BATCH**

Semester	Part	Course Component	Subject Name	Credits	Hours	Internals	Externals	Total
IV	I	Language	Language IV	3	6	50	50	100
	II	English	English IV	3	4	50	50	100
	III	Core – VII	Contemporary Sociological Theory	4	5	50	50	100
	III	Core – VIII	Urban Sociology	4	5	50	50	100
	III	Allied – IV	Corporate Social Responsibility	5	6	50	50	100
	IV	Soft Skills – IV	Computing Skills	3	2	-	100	100
	IV	EVS	Environmental Studies	2	2	-	100	100
<b>Total Credits: 24 / Total Hours per week: 30</b>								
V	III	Core – IX	Fundamentals of Social Research	4	6	50	50	100
	III	Core – X	Gender and Society	4	6	50	50	100
	III	Core – XI	Indian Sociological Thinkers	4	6	50	50	100
	III	Core – XII	Sociology of Development	4	6	50	50	100
	III	Elective - I (IDE)	Medical Sociology	5	5	50	50	100
	IV	Value Education	Value Education	2	1	-	-	-
	V	Internship	Internship	2	-	-	-	-
<b>Total Credits: 25 / Total Hours per week: 30</b>								
VI	III	Core – XIII	Sociology of Law	4	6	50	50	100
	III	Core – XIV	Environmental Sociology	4	6	50	50	100
	III	Core – XV	Migration Studies	4	6	50	50	100
	III	Elective - II	Social Innovation	5	6	50	50	100
	III	Elective – III	Media and Society	5	6	50	50	100
	IV	Project	Final Semester Project	1	-	-	-	-
	IV	Extension Activity	Extension Activity	1	-	-	-	-
<b>Total Credits: 24/ Total Hours per week: 30</b>								
<b>Grand Total Credits: 143/ Total Hours 180</b>								

**SEMESTER I**  
**CORE PAPER – I**  
**PAPER TITLE: FUNDAMENTS OF SOCIOLOGY I**

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: I</b>	<b>CREDIT: 4</b>	<b>TOTAL HOURS: 75</b>

**COURSE FRAMEWORK:**

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.

**COURSE OUTCOMES:**

On completion of the course the students will be able to

1. To understand the origin, scope and importance of sociology as a discipline.
2. To analyze the basic concepts in sociology, and how they help in the societal makeup
3. To demonstrate social structure and the elements that make the structure of the society and that stratification and inequalities are practiced universally.
4. To understand social institutions and how these institutions help in controlling and satisfying the needs of the individuals in the society.
5. To critically analyze the social groups, present in the society

**UNIT 1 – Introduction** **(15 Hours)**

- Introduction to Sociology: Origin and Development; Nature and Significance;
- Scope and importance
- Relationship of Sociology with other Social Sciences –Economics, Anthropology, History and Psychology

**UNIT-II: Basic Concepts** **(15 Hours)**

- Meaning and Characteristics of
  - Family, Society, Community, Associations, Institutions.
- Difference between Society, Community, Association and Institutions

**UNIT III: Social Structure and Social Stratification** **(15 Hours)**

- Social Structure: Meaning, Characteristics,
- Elements – Status, Role, Power and Prestige.
- Social Stratification – Meaning, Characteristics and types

**UNIT IV: Social Institutions** **(15 Hours)**

- Meaning and Characteristics of Social Institutions
- Types of Institution – Social, Political, Cultural, Economic Institutions

**UNIT V: Social Groups** **(15 Hours)**

- Meaning and characteristics
- Types – meaning, characteristics and difference
- Reference Groups

**ESSENTIAL READINGS:**

1. RaoShanker, C.N., 7 thed, (2015), SOCIOLOGY: Principles of Sociology with an Introduction to Social Thought, S.Chand Publications, New Delhi.
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.

**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:**

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

**DISTRIBUTION OF QUESTIONS:**

Sections	Units	NO. of Questions
		Theory
<b>Section A</b>	Unit – 1	2
	Unit – 2	3
	Unit – 3	3
	Unit – 4	2
	Unit – 5	2
<b>Section B</b>	Unit – 1	2
	Unit – 2	2
	Unit – 3	1
	Unit – 4	1
	Unit – 5	1
<b>Section C</b>	Unit – 1	1
	Unit – 2	1
	Unit – 3	2
	Unit – 4	1
	Unit -5	1



**CORE PAPER-II**  
**PAPER TITLE: INDIAN SOCIETY**

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: I</b>	<b>CREDIT: 4</b>	<b>TOTAL HOURS: 75</b>

**COURSE FRAMEWORK:**

Each society will have its own structure and features in a nation. Indian society has specific features due to linguistic, ethnic and cultural diversity. This course introduces the student to the structure and evolution of Indian Society.

**COURSE OUTCOMES:**

On completion of the course the students will be able to

1. Identify the composition of Indian society and understand the many pluralities that unite the nation.
2. Discuss basic social institutions and their relevance in Indian society.
3. Describe the change processes that have contributed to the formation of Indian society.
4. Critically examine various problems of Indian society such as casteism, communalism and regionalism.
5. Define the composite cultural legacy of Indian society.

**Unit I: Introduction** (15 Hours)

- Historical Perspective of Indian Society: Hindu social Organization – Its normative and scriptural bases.
- Composition of Indian Society: Ethnic, religious, linguistic, racial and cultural groups – Unity in diversity.

**Unit II: Social Institutions in Indian Society:** (15 Hours)

- Basic institutions – marriage, family and kinship
- Structural aspects - Varna, Jati and caste; class and power,
- Tribal society, rural society and urban society

**Unit III: Change processes in Indian Society** (15 Hours)

- Sanskritization, Westernization, Modernization and Secularization.

**Unit IV: Religion in Indian Society and social problems:** (15 Hours)

- Social organization of Hindus, Buddhists, Jains, Christians and Muslims in India
- Problems of Indian society: Regionalism, Casteism and Communalism

**Unit V: Modern Indian Society** (15 Hours)

- Dynamics of social institutions
- Evolution of composite cultural legacy
- Challenges of social transformation

**RECOMMENDED BOOKS:**

1. Dube, S.C. (1990). Society in India. New Delhi: National Book Trust. **Reference Books**
2. Coser, L. (1979). Masters of Sociological Thought. New York: Harcourt Brace Jovanovich.
3. Dube, S.C. (1998). Indian Villages. London: Routledge.
4. Singh, Y. (1973). Modernization in India. Delhi: Thomson Press.
5. Srinivas, M.N. (1962). Caste in Modern India. Bombay: Asia Publishing House.
6. Srinivas, M.N. (1967). Social Change in Modern India. Berkeley: University of California Press.
7. Lannoy, R. (1971). The Speaking Tress: A Study of Indian Society and Culture. Delhi: Oxford University Press.

**QUESTION PAPER PATTERN:**

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

**DISTRIBUTION OF QUESTIONS:**

Sections	Units	NO. of Questions
		Theory
<b>Section A</b>	Unit – 1	2
	Unit – 2	2
	Unit – 3	3
	Unit – 4	3
	Unit – 5	2
<b>Section B</b>	Unit – 1	2
	Unit – 2	2
	Unit – 3	1
	Unit – 4	1
	Unit – 5	1
<b>Section C</b>	Unit – 1	2
	Unit – 2	1
	Unit – 3	1
	Unit – 4	1
	Unit -5	1

**ALLIED PAPER - I**  
**PAPER TITLE: SOCIAL PSYCHOLOGY**

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: I</b>	<b>CREDIT: 5</b>	<b>TOTAL HOURS: 90</b>

**COURSE FRAMEWORK:**

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.

**COURSE OUTCOMES:**

On completion of the course the students will be able to

1. Discuss basic concepts and scope of Social Psychology.
2. Articulate the importance of Social Psychology in understanding human behaviour.
3. Critically evaluate inter group conflict situations.
4. Identify how propaganda influences public opinion.
5. Reflect on social identity and its functions.

**UNIT-I** **(18 Hours)**

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

**UNIT-II** **(18 Hours)**

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

**UNIT-III** **(18 Hours)**

Social Groups – Groups and Classification. Collective Behaviour: Crowd, Mob, Inter-group conflict, Intervention techniques

**UNIT-IV** **(18 Hours)**

Propaganda and Public Opinion.

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

**UNIT-V:** **(18 Hours)**

Self and its processes.

Concept of self, Self-esteem, and self-presentation; Social identity and its functions. Social Cognition, Social perception, Psychology of love, Strategies for attitude change.

**RECOMMENDED BOOKS:**

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

#### **QUESTION PAPER PATTERN:**

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

#### **DISTRIBUTION OF QUESTIONS:**

<b>Sections</b>	<b>Units</b>	<b>NO. of Questions</b>
		<b>Theory</b>
<b>Section A</b>	Unit – 1	2
	Unit – 2	2
	Unit – 3	3
	Unit – 4	3
	Unit – 5	2
<b>Section B</b>	Unit – 1	2
	Unit – 2	2
	Unit – 3	1
	Unit – 4	1
	Unit – 5	1
<b>Section C</b>	Unit – 1	1
	Unit – 2	1
	Unit – 3	1
	Unit – 4	1
	Unit -5	2

## NON-MAJOR ELECTIVE – I

### (A) PAPER TITLE: LINGUISTIC STUDIES

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: I</b>	<b>CREDIT: 2</b>	<b>TOTAL HOURS: 30</b>

#### **COURSE FRAMEWORK:**

To have a fundamental understanding of the basic nature, branches and history of linguistic inquiry as humans have evolved and civilized along with their language.

#### **COURSE OUTCOME:**

On completion of the course the students will be able to

1. To understand linguistics, language and dialect and how important is language in the development of a society.
2. To analyze the origin and evolution of writing and how human history can be traced by the writings in-scripted in archaeological sites.
3. To acquire the knowledge about the ancient languages around the world.
4. To demonstrate the history of Indian Languages and language families they belong to.
5. To critically analyze how language has been politicized in India.

#### **Unit 1: Introduction**

**(6 Hours)**

- Linguistics – Meaning and branches
- Language: Origin, Definition, Characteristics and importance
- Dialect: Definition, Relationship between language and dialect, Types of dialect
- Socio-linguistics – Language & Society

#### **Unit 2: Writing**

**(6 Hours)**

- Different stages of writing; Syllabic writing; Alphabetic writing
- Differences between spoken and written language
- Relationship between writing and language
- Graph, Grapheme, Allograph
- Evolution of script: Kharosthi script; Brahmi script; Devanagari script; Kutila script.

#### **Unit 3: Ancient World Language**

**(6 Hours)**

- Sumerian, Elamite, Egyptian, Greek, Aramaic, Hebrew, Chinese, Persian.

#### **Unit 4: Indian Language**

**(6 Hours)**

- History of Indian language
- Four major language families of India
  - Dravidian
  - Indo-European
  - Austro-Asiatic
  - Tibeto-Burman

#### **Unit 5: Language and Politics**

**(6 Hours)**

- Linguistic Politics in India
- Linguistic divisions - States Reorganisation Act, 1956
- Linguistic Discrimination
- Linguistic Imperialism

**RECOMMENDED BOOKS:**

1. The Handbook of Linguistics (2003) Mark Aronoff and Janie Rees-Miller
2. Introductory Linguistics (2010) Bruce Hayes
3. The Study of Language (2010) George Yule
4. Principles of Historical Linguistics (1991) Hans Henrich Hock
5. Historical Linguistics: An Introduction (2013) Lyle Campbell
6. Sociolinguistic Theory (2008) J. K. Chambers.
7. An introduction to sociolinguistics (2008) Janet Holmes and Nick Wilson
8. Language in Society: An Introduction to Sociolinguistics (2000) Suzanne Romaine

**QUESTION PAPER PATTERN:**

<b>Section</b>	<b>Question Component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
A	Answer any 5 out of 10	1-10	20	100
<b>TOTAL MARKS</b>		<b>100</b>		

**DISTRIBUTION OF QUESTIONS**

<b>Sections</b>	<b>Units</b>	<b>NO. of Questions</b>
		<b>Theory</b>
<b>Section A</b>	Unit – 1	2
	Unit – 2	2
	Unit – 3	2
	Unit – 4	2
	Unit – 5	2

## ELECTIVE I (NON-MAJOR ELECTIVE)

### (B) INDUSTRIAL SOCIOLOGY

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: I</b>	<b>CREDIT: 2</b>	<b>TOTAL HOURS: 30</b>

#### **COURSE FRAMEWORK:**

To be concerned broadly with the study of industrial society (and) also with the analysis of the social organization of work.

#### **COURSE OUTCOMES:**

On completion of the course the students will be able to

1. To understand sociology of industry, labour, and human relations.
2. To get familiarized with actual problem situations in industrial organization.
3. To impart knowledge on management and organization workers in industry.
4. To study industrial society, industrialization process, and work transformation.
5. To understand the bearing of society and industry on each other.

#### **Unit -I Introduction**

**(6 Hours)**

- a. Meaning and Scope of Industrial Sociology
- b. The Rise of Industrial Sociology
- c. Importance of Industrial Sociology

#### **Unit -II Evolution of Industry**

**(6 Hours)**

- a. Industrial Development in India
- b. Division of Labour: The Manorial and Guild System; Bureaucracy
- c. Multi-National Companies, Corporates

#### **Unit –III Concept of Work**

**(6 Hours)**

- a. Meaning and Importance of Work
- b. Work in Industrial Society, White Collar and Blue Collar Workers
- c. Production Relations – Surplus Value, Alienation

#### **Unit – IV Industrial Problems and Trade Union Movement**

**(6 Hours)**

- a. Absenteeism, Monotony and Fatigue; Industrial Disputes.
- b. Functions, Problems and Prospects of Trade Unions in India
- c. Labour Legislations; Industry and Safety Measures

#### **Unit -V: Industry and Social Change in India**

**(6 Hours)**

- a. Impact on Social Institutions – Family, Education, Caste and Religion
- b. Obstacles and Limitations of Industrialization
- c. Industry as Agent of Development

**RECOMMENDED BOOKS:**

1. Agrawal, R.D. 1972. Dynamics of Labour Relations in India : A book Readings ; Tata MacGraw Hill.
2. Agrawal, V.N. 1972. Labour Problems in India, Asia Publishing House, Bombay.  
Bell, Daniel.1976 Industrial Sociology. Englewood Cliffs: Prentice Hall.
3. Giri, V.V. 1972. Labour Problems in Indian Industry, Bombay: Asia Publishing House.  
Gisbert, Pascual S.J. 1983. Fundamentals of Industrial Sociology, New Delhi: Tata McGraw Hill Publishing Company Ltd.,.
4. Memoria,C.B. and Mamoria. 1992. Dynamics of Industrial Relations in India. Himalaya Publishing House, Mumbai.
5. Miller, Delbert C. and William H. Form. 1964. Industrial Sociology. Work in Organizational Life, London, Hurper and Row Publishers.
6. Mongia, J.N. (ed.) 1980. Readings in Indian Labour and Social Welfare, Atma Ram, Delhi.

**QUESTION PAPER PATTERN:**

Section	Question Component	Numbers	Marks	Total
A	Answer any 5 out of 10	1-10	20	100
<b>TOTAL MARKS</b>		<b>100</b>		

**DISTRIBUTION OF QUESTIONS**

Sections	Units	NO. of Questions
		Theory
<b>Section A</b>	Unit – 1	2
	Unit – 2	2
	Unit – 3	2
	Unit – 4	2
	Unit – 5	2



## SOFT SKILLS -I

### INTRODUCTION TO STUDY SKILLS

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: I</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 30</b>

#### COURSE FRAMEWORK:

- 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

#### REFERENCE BOOKS:

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. Syamala. 2002. Effective English Communication for You. Emerald Publishers, Chennai.
5. Harishankar, Bharathi. Ed. Essentials of Language and Communication. University of Madras.
6. Swan, Michael and Catherine Walter. 1990. The Cambridge English Course-2. Cambridge University Press.

#### QUESTION PAPER PATTERN

Section	Question Component	Numbers	Marks	Total
A	Answer any 5 out of 7	1-7	2	10
B	Answer any 4 out of 6	8-13	5	20
C	Answer Internal Choice	14 & 15	10	20
<b>TOTAL MARKS</b>				<b>50</b>

**SEMESTER II**  
**CORE PAPER- III**  
**PAPER TITLE: FUNDAMENTALS OF SOCIOLOGY II**

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: II</b>	<b>CREDIT: 4</b>	<b>TOTAL HOURS: 75</b>

**COURSE FRAMEWORK:**

To Introduce the Students to the Discipline of Sociology to familiarize students with the basic concepts in Sociology. To provide basic understanding of the social structure of Society

**COURSE OUTCOMES:**

On completion of the course the students will be able to

1. To analyze the process of Socialization and how it helps in the development of individual.
2. To impart the knowledge on culture and its elements and dimensions as an important social institution.
3. To acquire the importance of social processes and the ways in which it helps the individuals and groups interact and establish social relationships.
4. To demonstrate how individuals in society are controlled and why certain actions get approved or disapproved by the society.
5. To critically analyze social change and the factors influencing these changes.

**UNIT I: Socialization** **(15 Hours)**

- Meaning and importance
- Types – Primary, Anticipatory, Developmental Socializations and Re-socialization
- Agents of socialization
- Theories – C.H. Cooley, G.H. Mead and Sigmund Freud

**UNIT II: Culture** **(15 Hours)**

- Meaning and characteristics of culture
- Civilization
- Culture contents: Material culture & Non-material Culture
- Sub-culture, contra-culture, Acculturation, Enculturation, Ethnocentrism, xenocentrism, Cultural Lag, multiculturalism.
- Dimensions of Culture: Cultural Trait, Cultural Patterns, Cultural Complexes, Cultural Relativism

**UNIT III: Social Processes** **(15 Hours)**

- Cooperation, Competition, Conflict, Accommodation and Assimilation

**UNIT IV: Social Control and Sanctions** **(15 Hours)**

- Social control – Meaning, purpose, types and agents
- Social Norms – Folkways, Mores, Taboos and Laws
- Social Values
- Social Sanctions – Meaning and Types

**UNIT V: Social Change****(15 Hours)**

- Meaning and characteristics
- Sources – Diffusion and invention
- Theories - Linear, cyclical and Conflict
- Factors of Social Change

**ESSENTIAL READINGS:**

1. RaoShanker, C.N., 7<sup>th</sup> ed, (2015), **SOCIOLOGY: Principles of Sociology with an Introduction to Social Thought**, S.Chand Publications, New Delhi.
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.

**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:**

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

**DISTRIBUTION OF QUESTIONS:**

<b>Sections</b>	<b>Units</b>	<b>NO. of Questions</b>
		<b>Theory</b>
<b>Section A</b>	Unit – 1	2
	Unit – 2	3
	Unit – 3	2
	Unit – 4	3
	Unit – 5	2
<b>Section B</b>	Unit – 1	2
	Unit – 2	2
	Unit – 3	1
	Unit – 4	1
	Unit – 5	1
<b>Section C</b>	Unit – 1	1
	Unit – 2	1
	Unit – 3	2
	Unit – 4	1
	Unit -5	1

**CORE PAPER-IV**  
**PAPER TITLE: INDIAN SOCIAL PROBLEMS**

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: II</b>	<b>CREDIT: 4</b>	<b>TOTAL HOURS: 75</b>

**COURSE FRAMEWORK:**

To Sensitive the student to the Emerging social issues in India. To enable them to acquire sociological understanding of these issues and problems over and above their common-sense understanding. To empower them, to deal with these issues and problems

**COURSE OUTCOME:**

On completion of the course the students will be able to

1. To understand that society has social problems and view them as diseased conditions of the social organism.
2. To demonstrate that each section in the society face some form of inequality.
3. To critically analyze the socio-economic problems and how it affects the development of the society.
4. To acquire knowledge of the health-related problems that are prevalent in the society.
5. To analyze the various crimes affecting peace and proper functioning of the society.

**Unit I: Introduction (15 Hours)**

- Social Problems – meaning, characteristics, causes & consequences
- Theoretical Perspectives – Functionalist, Conflict and Interactionalist
- Social Disorganization – meaning and characteristics
- Deviance

**Unit 2: Social Exclusion and inequality (15 Hours)**

- Violence against women – Female Infanticide, female feticide, Rape, Dowry Death, Domestic violence, Harassment & objectification of women & Gender pay gap
- Problems faced by men, LGBTQ, Children, Aged
- Caste based inequality and discrimination - SC/ST

**Unit 3: Socio-Economic Challenges (15 Hours)**

- Poverty, Unemployment, Child Labour, Illiteracy, Corruption

**Unit 4: Health Problems (15 Hours)**

- Substance abuse – Alcohol, Drug Abuse, Tobacco
- Environmental Degradation
- Problems faced by Differently Abled
- Social Stigma with Health Conditions - HIV/AIDS, Covid-19

**Unit 5: Crime and Juvenile Delinquency (15 Hours)**

- Crime: Meaning, Causes, Preventive and Reformatory Measures.
- Honor Killing, Human Trafficking, Cyber crime
- Juvenile delinquency: Meaning and Causes and Rehabilitation Measures.
- Meaning of Terrorism

### RECOMMENDED BOOKS

1. Ahuja,Ram; 2014, Society In India: Concepts, Theories & Changing Trends, Rawat Publication
2. Sharma, R.N, 2010, ISD, Media Promoters &Publishers, Mumbai
3. Beteille, Andre; 1992, Backward Classes In Cont. India, OUP,New Delhi

### QUESTION PAPER PATTERN:

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

### DISTRIBUTION OF QUESTIONS:

Sections	Units	NO. of Questions
		Theory
<b>Section A</b>	Unit – 1	2
	Unit – 2	2
	Unit – 3	2
	Unit – 4	3
	Unit – 5	3
<b>Section B</b>	Unit – 1	1
	Unit – 2	1
	Unit – 3	2
	Unit – 4	2
	Unit – 5	1
<b>Section C</b>	Unit – 1	1
	Unit – 2	2
	Unit – 3	1
	Unit – 4	1
	Unit -5	1

## ALLIED PAPER -II

### PAPER TITLE: SOCIO-CULTURAL ANTHROPOLOGY

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: II</b>	<b>CREDIT: 5</b>	<b>TOTAL HOURS: 90</b>

#### **COURSE FRAMEWORK:**

This course introduces Socio-Cultural anthropology. Students will explore the meaning, scope and relevance of the discipline, core concepts and relationship with other sciences.

#### **COURSE OUTCOMES:**

On completion of the course the students will be able to

1. Discuss the relationship between Socio-cultural Anthropology and Sociology.
2. Understand the basic theories in Socio-Cultural Anthropology.
3. Develop an appreciation for the diversity in family, kinship and marriage practices.
4. Identify fundamental cultural themes of at least one society other than their own.
5. Discuss the changes incurring in contemporary Indian family.

#### **UNIT-1**

**(18 Hours)**

-Introduction and scope

-Relationship of Socio-cultural Anthropology with Sociology, Psychology, History, Economics and Political Science.

#### **UNIT- 2**

**(18 Hours)**

Basic concepts: culture, civilization, tribe, caste, ethnocentrism, social institutions, cultural relativism and ethnicity.

#### **UNIT- 3 Classical theories**

**(18 Hours)**

Evolutionism, Diffusionism, Functionalism; Structural-functionalism, Symbolic approach

#### **UNIT – 4**

**(18 Hours)**

Marriage: Problems of Universal Definition of Marriage, Nature and Functions of Marriage, Types of Marriage

-Prohibitive Rules: Incest Taboo, Exogamy, Endogamy, Hypergamy (Anuloma), Hypogamy (Pratiloma).

-Preferential Rules: Parallel Cousin and Cross Cousin Marriage, Levirate and Sororate.

Marriage Payments: Bride Price/Bride Wealth, Dowry.

#### **UNIT – 5: Kinship and family:**

**(18 Hours)**

-Kinship - Category of Kin: Primary, Secondary and Tertiary, Functions of Kinship, Descent and descent groups: Lineage, clan, phatry, moiety, Principles of Descent.

-Family- Meaning and Definition, Characteristics of Family, Functions of Family, Types of Family, Development cycle of Family, Characteristics of Joint Family, Merits and Demerits of Joint Family, Dynamics in Indian Family.

**Recommended books:**

1. Beals, R.L. et al, 1977. An Introduction to Anthropology. New York: Macmillan Publishing  
Herskovits, M.J. 1969. Cultural Anthropology. New Delhi: IBH Publishing Company.
2. Madan & Majumdar. An Introduction to Social Anthropology
3. Rapport, N. and J. Overing. 2000. Social and Cultural Anthropology: The Key Concepts. London: Routledge.

**QUESTION PAPER PATTERN:**

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

**DISTRIBUTION OF QUESTIONS:**

Sections	Units	NO. of Questions
		Theory
<b>Section A</b>	Unit – 1	2
	Unit – 2	2
	Unit – 3	2
	Unit – 4	3
	Unit – 5	3
<b>Section B</b>	Unit – 1	2
	Unit – 2	1
	Unit – 3	1
	Unit – 4	1
	Unit – 5	2
<b>Section C</b>	Unit – 1	1
	Unit – 2	1
	Unit – 3	1
	Unit – 4	1
	Unit -5	2



## NON-MAJOR ELECTIVE - II

### (A) PAPER TITLE: SOCIOLOGY OF FOOD

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: II</b>	<b>CREDIT: 2</b>	<b>TOTAL HOURS: 30</b>

#### **COURSE FRAMEWORK:**

As a daily biological need, food is often overlooked as a topic of exploration in its own right. The sociological analysis of food highlights this taken-for-granted status and underscores the historical and contemporary significance of food for human societies. This course explores the intersection of food and society from a variety of inter-disciplinary perspectives.

#### **COURSE OUTCOME:**

On completion of the course the students will be able to

1. To understand Sociology of food and the basic concepts related to food.
2. To acquire the knowledge of the food-related revolutions and how it has impacted the society.
3. To critically analyze how social factors like caste, class, religion, gender, etc has influenced on food consumptions.
4. To demonstrate food adulteration and fortification and how they impact the society.
5. To explore how food has been globalized with the emergence of junk and fast food.

#### **Unit 1: Introduction**

**(6 Hours)**

- Sociology of Food – Meaning and importance
- Concepts – Food, Food Science, Food processing Technology, Food Engineering, Nutrition, food preservation
- Food and Technology and its impact on Society

#### **Unit 2: Revolutions in Food**

**(6 Hours)**

- Green Revolution
- White Revolution
- Protein Revolution
- Blue Revolution
- Golden Revolution
- Red Revolution
- Silver revolution

#### **Unit 3: Food, Nutrition and Society**

**(6 Hours)**

- Caste and Food – Katcha and Pakka Food
- Social Class and Food consumption
- Religion associated with food consumption
- Poverty and Malnutrition
- Women. Children and nutrition
- Other Social Influences on food consumption
- Food insecurity

**Unit 4: Adulteration of Food****(6 Hours)**

- Food Adulteration - Meaning and case studies
- Impact of food Adulteration on society
- Food safety and Standards
- Food fortification and its impact

**Unit 5: Globalization of Food****(6 Hours)**

- Glocalization of Food, Mcdonalization
- Emergence of Organic food
- Junk Food and Obesity
- Eating Disorder

**Recommended Books:**

1. Madhu Nagla, Sociology of Food, Rawat Publication, 2020.
2. John Germov, Dr Lauren Williams, A Sociology of Food and Nutrition: The Social Appetite, OUP Australia & New Zealand; 3rd edition (3 July 2008).
3. Stephen Mannell, Anne Murcott, Anneke H Van Otterloo, 'The Sociology of Food: Eating, Diet and Culture', Sage Publications, New Delhi, 1992.
4. Jean-Pierre Poulain, 'The Sociology of Food', Bloomsbury Publishing, 2017

**QUESTION PAPER PATTERN:**

Section	Question Component	Numbers	Marks	Total
A	Answer any 5 out of 10	1-10	20	100
<b>TOTAL MARKS</b>		<b>100</b>		

**DISTRIBUTION OF QUESTIONS**

Sections	Units	NO. of Questions
		Theory
Section A	Unit – 1	2
	Unit – 2	2
	Unit – 3	2
	Unit – 4	2
	Unit – 5	2

## ELECTIVE II (NON-MAJOR ELECTIVE)

### (B) PAPER TITLE: SOCIOLOGY OF SPORTS

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: II</b>	<b>CREDIT: 2</b>	<b>TOTAL HOURS: 30</b>

#### **COURSE FRAMEWORK:**

This course introduces students to employ a sociological lens while analyzing sport or physical activities.

#### **COURSE OUTCOMES:**

On completion of the course the students will be able to

1. Application of sociological theory to understand issues and problems in sport and physical activity.
2. Present topics in sport sociology using the sport sociology literature;
3. Examining own sport experiences using sociological concepts and methods
4. Discuss various concepts in Sociology of sport.
5. Apply sport sociology to the analysis of sport policy.

#### **Unit 1**

**(6 Hours)**

Studying Sport - Definition and scope of Sociology of Sport  
Sport Socialization  
Sport Biographies

#### **Unit 2**

**(6 Hours)**

Children and sport  
Youth and sport  
Sport and ethnicity  
Sports and the differently abled (PwD) - Paralympics

#### **Unit 3**

**(6 Hours)**

Deviance in Sport  
Violence in Sport

#### **Unit 4**

**(6 Hours)**

Gender and Sport  
Gendering sports , Homophobia in Sports

#### **Unit 5**

**(6 Hours)**

Sport and Education  
Sports Education in India  
Ethics and fairness in Sports  
Sports policy in India

#### **RECOMMENDED READINGS:**

1. Craig, P., & Beedie, P. A. (2008). Sport sociology. Exeter: Learning Matters.
2. Malcolm, D. (2012). Sport and sociology. Abingdon: Routledge.

**QUESTION PAPER PATTERN:**

<b>Section</b>	<b>Question Component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
A	Answer any 5 out of 10	1-10	20	100
<b>TOTAL MARKS</b>		<b>100</b>		

**DISTRIBUTION OF QUESTIONS**

<b>Sections</b>	<b>Units</b>	<b>NO. of Questions</b>
		<b>Theory</b>
<b>Section A</b>	Unit – 1	2
	Unit – 2	2
	Unit – 3	2
	Unit – 4	2
	Unit – 5	2

**SOFT SKILLS - II**  
**LIFE SKILLS**

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS 50</b>
<b>SEMESTER: II</b>	<b>CREDITS: 2</b>	<b>TOTAL HOURS: 30</b>

**COURSE FRAMEWORK:**

- 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.essentiallifefskills.net//>

**QUESTION PAPER PATTERN**

<b>Section</b>	<b>Question Component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
A	Answer any 5 out of 7	1-7	2	10
B	Answer any 4 out of 6	8-13	5	20
C	Answer Internal Choice	14 & 15	10	20
<b>TOTAL MARKS</b>				<b>50</b>

**SEMESTER III  
CORE PAPER - V**

**PAPER TITLE: CLASSICAL SOCIOLOGICAL THINKERS**

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: III</b>	<b>CREDIT: 4</b>	<b>TOTAL HOURS: 90</b>

**COURSE FRAMEWORK:**

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.

**COURSE OUTCOMES:**

On completion of the course the students will be able to

1. To understand the origin of Sociological thought and the meaning and type of Sociological theories.
2. To acquire the knowledge on Positivism and other contributions of Auguste Comte.
3. Compare the global relevance of theories like Division of Labour, Suicide and Religion and the other contributions of Emile Durkheim.
4. Elaborate the Class Struggle and the emergence of Communalism contributed by Karl Marx.
5. Examine Social Actions, Protestant Ethics and the Spirit of Capitalism, Bureaucracy and the other contributions of Max Weber.

**UNIT I – Introduction**

**(18 Hours)**

- Social Theory: Meaning and Characteristics
- Emergence of Sociological thought: Enlightenment, French Revolution & Industrial Revolution
- Perspectives – Functionalism, Conflict & Symbolic Interactionism
- Types of Theories: Micro/Macro & Grand/Miniature

**UNIT II – August Comte**

**(18 Hours)**

- Law of 3 stages, Hierarchy of Science, Social Static and Social Dynamic, Positivism

**UNIT III – Emile Durkheim**

**(18 Hours)**

- Social Facts, Social Solidarity and Division of Labour, Theory of Suicide, Theory of Religion

**UNIT IV – Karl Marx**

**(18 Hours)**

- Dialectical materialism, Alienation, class conflict and Class struggle

**UNIT V – Max Weber**

**(18 Hours)**

- Ideal Type – Verstehen, Social Action, Authority, Bureaucracy, Protestant ethic and the spirit of capitalism.

**RECOMMENDED BOOKS:**

1. Coser L A., (1977), Masters of Sociological Thought, New York: Harcourt Grace Javenovich.
2. Abraham, Francis and John Henry Morgan (1996), Sociological Thought from Comte to Sorokin, Chennai: Macmillan.
3. Jesser, Clinton J, (1975)., Theory Revisited, Illinois: The Dryden.
4. Timasheff, Nicholas.S (1967), Sociological theory: Its Nature and Growth, New York: Random House.
5. Ritz, George, Sociological Theory

**QUESTION PAPER PATTERN:**

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

**DISTRIBUTION OF QUESTIONS:**

Sections	Units	NO. of Questions
		Theory
<b>Section A</b>	Unit – 1	3
	Unit – 2	2
	Unit – 3	3
	Unit – 4	2
	Unit – 5	2
<b>Section B</b>	Unit – 1	2
	Unit – 2	1
	Unit – 3	1
	Unit – 4	1
	Unit – 5	2
<b>Section C</b>	Unit – 1	1
	Unit – 2	2
	Unit – 3	1
	Unit – 4	1
	Unit -5	1

**CORE PAPER - VI**  
**PAPER TITLE: RURAL SOCIOLOGY**

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: III</b>	<b>CREDIT: 4</b>	<b>TOTAL HOURS: 90</b>

**COURSE FRAMEWORK:**

To acquaint students with the fundamental concepts and principles of rural sociology and to focus on the need for rural development. This paper helps to understand the different aspects of Rural Community living.

**COURSE OUTCOMES:**

On completion of the course the students will be able to

1. To acquire the knowledge on Rural Society and Rural Society.
2. To outline the historical evolution of villages, their settlement its types and the social relations practiced in villages.
3. Analyze the structure of rural economy and land rights and the important of rural industries.
4. To elaborate on the various peasant movements that has shaped the agriculture and rural economy till now.
5. To evaluate the relevance of Panchayat Raj and examine the central rural development programs currently effective.

**Unit 1: Introduction (15 Hours)**

- Rural Sociology – Nature, Scope and Significance
- Characteristics of Rural Society, Difference between Rural and Urban Societies

**Unit 2: Indian Villages: (18 Hours)**

- Emergence of village, Village Settlement Patterns – Dwelling Patterns, Types of Villages
- Factors of Growth of village Community, Social Relations – Jajmani System

**Unit 3: Rural Land and Economy (18 Hours)**

- Peasant economy, Land ownership & Rights – Land revenue system, Mode of Production
- Agrarian relations – agrarian class structure, Rural industries, Rural indebtedness – Farmer's suicide

**Unit 4: Peasant Movements (18 Hours)**

- Champran Movements, Kheda Movement, The Bardoli Movement, Moplah Movement, Tebhaga Movement, Indian Farmers Protest 2021-2022

**Unit 5: Rural Development (21 Hours)**

- Need for Rural Development
- 73<sup>rd</sup> Amendment, Panchayat Raj System, Local Self Governance Community Development Program
- Current Rural Development Programs – Pradhan Mantri Gram Sadak Yojana, Prime Minister Rural Development Fellows Scheme, MGNREGA, Sampoorna Grameen Razgar Yojana, Samagra Siksha Abhiyan, Sansad Adarsh Gram Yojana, National Social Assistance Program, Pradhan Mantri Awas Yojana, Antyodaya Anna Yojana, Provision of Urban Amenities in Rural Area.



**RECOMMENDED BOOKS:**

1. Desai A.R (Ed) (1970). Rural sociology in India. Popular Prakashan, Bombay.
2. Vidyutjoshi (1987). Submerging villages: problems and prospects. Ajanta publications, Delhi
3. IP desai and Banwarilal Choudhry (ed) (1997), history of rural development in modern India, vol. II impex India, new Delhi.
4. Mishra P.S (1994), changing pattern of village family inIndia: a sociological study. Ajanta publications, delhi

**QUESTION PAPER PATTERN:**

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

**DISTRIBUTION OF QUESTIONS:**

Sections	Units	NO. of Questions
		Theory
<b>Section A</b>	Unit – 1	2
	Unit – 2	2
	Unit – 3	3
	Unit – 4	2
	Unit – 5	3
<b>Section B</b>	Unit – 1	1
	Unit – 2	2
	Unit – 3	2
	Unit – 4	1
	Unit – 5	1
<b>Section C</b>	Unit – 1	1
	Unit – 2	1
	Unit – 3	1
	Unit – 4	1
	Unit -5	2

## ALLIED PAPER - III

### PAPER TITLE: ENTREPRENEURSHIP AND SOCIAL DEVELOPMENT

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: III</b>	<b>CREDIT: 5</b>	<b>TOTAL HOURS: 90</b>

#### **COURSE FRAMEWORK:**

This course acquaints 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.

#### **COURSE OUTCOMES:**

On completion of the course the students will be able to

1. Discuss the growth and challenges of entrepreneurship in India.
2. Identify entrepreneurship in various specific social groups.
3. Devise strategies to integrate environmental sensibilities into businesses.
4. Critically evaluate social entrepreneurial ventures at regional, national and global levels.
5. Construct a business model to become an entrepreneur.

#### **UNIT-I:**

**(18 Hours)**

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:**

**(18 Hours)**

Entrepreneurship among Social Groups

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

Social Groups: Women, Tribal, Scheduled Castes

#### **UNIT-III:**

**(18 Hours)**

Development of an Entrepreneur

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

#### **UNIT-IV:**

**(18 Hours)**

Entrepreneurship and Environment:

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

#### **UNIT-V:**

**(18 Hours)**

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. Kirchhoff 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.

### QUESTION PAPER PATTERN:

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

**DISTRIBUTION OF QUESTIONS:**

<b>Sections</b>	<b>Units</b>	<b>NO. of Questions</b>
		<b>Theory</b>
<b>Section A</b>	Unit – 1	2
	Unit – 2	2
	Unit – 3	3
	Unit – 4	3
	Unit – 5	2
<b>Section B</b>	Unit – 1	2
	Unit – 2	2
	Unit – 3	1
	Unit – 4	1
	Unit – 5	1
<b>Section C</b>	Unit – 1	2
	Unit – 2	1
	Unit – 3	1
	Unit – 4	1
	Unit -5	1

**SOFT SKILLS - III**  
**JOB ORIENTED SKILLS**

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 30</b>

**COURSE FRAMEWORK:**

- 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//>

**QUESTION PAPER PATTERN**

<b>Section</b>	<b>Question Component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
<b>A</b>	Answer any 5 out of 7	1-7	2	10
<b>B</b>	Answer any 4 out of 6	8-13	5	20
<b>C</b>	Answer Internal Choice	14 & 15	10	20
<b>TOTAL MARKS</b>				<b>50</b>

**SEMESTER IV  
CORE PAPER - VII**

**PAPER TITLE: CONTEMPORARY SOCIOLOGICAL THEORIES**

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: IV</b>	<b>CREDIT: 4</b>	<b>TOTAL HOURS: 75</b>

**COURSE FRAMEWORK:**

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.

**COURSE OUTCOMES:**

On completion of the course the students will be able to

1. To examine the structural functional and structuration perspective from the works of Talcott Parson, Robert Merton and Randall Collins.
2. To elaborate on the conflict perspectives from the contributions by Ralf Dahrendorf, Lewis A. Coser and Jurgen Habermas
3. To analyze phenomenology, symbolic interactionism and ethnomethodology
4. To estimate the basic notion of exchange theory from the works of Peter M. Blau and George C. Homans.
5. To critically analyze the works contributed for Post Modernism theorist

**UNIT I - Structure- Functionalism and Structuralism (15 Hours)**

- Talcott Parsons
- Robert Merton
- Randall Collins

**UNIT II – Conflict Theory (15 Hours)**

- Ralf Dahrendorf
- Lewis A. Coser
- Jurgen Habermas

**UNIT III – Interactionalism (18 Hours)**

- Phenomenology - E. Husserl, Alfred Schutz
- Symbolic Interactionism - H. Mead, H. Blumer
- Ethnomethodology - Harold Garfinkel

**UNIT IV: Exchange Theory (12 Hours)**

1. George C. Homans
2. Peter M. Blau

**UNIT V - Post Modernism (15 Hours)**

- Anthony Giddens
- Michel Foucault
- Pierre Bourdieu

## REFERENCE BOOK

1. Coser, Lewis A. (1971), Masters of Sociological Thought, Ideas In Historical And Social Context, Harcourt Jovonovich, New York.
2. Abraham, Francis And J.H.Morgan, (1985) MazmillanPublication, New Delhi
3. Abraham, Francis, 1985, Modern Sociological Theories, Macmillan Publication, New Delhi.
4. Timasheff, Nicholas. S, (1967) Sociological Theory: Its Nature and Growth, Random House, New York.
5. Aron, Raymond, (1967), Main Currents in Sociological Thought, Penguin Books, London

## QUESTION PAPER PATTERN:

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

## DISTRIBUTION OF QUESTIONS:

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

**CORE PAPER - VIII**  
**PAPER TITLE: URBAN SOCIOLOGY**

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: IV</b>	<b>CREDIT: 4</b>	<b>TOTAL HOURS: 75</b>

**COURSE FRAMEWORK:**

This paper helps in understanding the reality, nature and theories of urban areas. It also attempts to critically analyze the problems faced by the urban population and how effective planning can solve these urban problems.

**COURSE OUTCOMES:**

On completion of the course the students will be able to

1. To develop broad understanding of Urban Sociology and its basic concepts.
2. To evaluate the emergence and growth of towns and cities and how cities have been classified.
3. To examine the various urban Sociological theories.
4. To demonstrate the various social problems prevailing in the urban societies.
5. To critically analyze the various programs taken by the state and the central government for Urban planning and development.

**Unit 1: Introduction (12 Hours)**

- Urban sociology – meaning, nature, scope and importance
- Urbanism
- Urbanization – history and growth
- Urban settlement, Rurbanization, Rural Urban Continuum

**Unit 2: Cities (13 Hours)**

- Growth of cities
- Concepts – Town, Cities, Metropolis, megapolis, Sub-urban
- Neighbourhood, ethnic Enclave, Gated Communities

**Unit 3: Urban Sociological Theories (18 Hours)**

- Concentric zone theory – Ernest Burgess
- Sector Thoery – Homer Hoyt
- Multiple Nuclei Theory – Harris & Ullman
- Central Place Theory – Walter Christaller
- Sociological works of Robert Park, Louis Wirth

**Unit 4: Urban Social Problems (12 Hours)**

- Housing and Slums –Culture of Poverty
- Inadequate infrastructure, Crowding, Pollution, Water supply & drainage, Transportation and Traffic, Crime & Juvenile delinquency



**Unit 5: Urban Planning****(20 Hours)**

- Meaning Objective and need for urban planning, Technology in urban planning
- Concepts: garden cities, satellite cities, smart cities, urban agglomeration
- 74<sup>th</sup> Amendment
- JNNURM, Atal Mission for Rejuvenation and urban transformation, Pradhan Mantri Awas Yojana, Smart city mission, National Rural Livelihood Mission, Deen Dayal

**TEXT BOOK**

1. Dasgupta Samir (2012) Urban Sociology, New Delhi: Pearson.
2. GargArun (2013) Urban Sociology in New Millenium, New Delhi: Global Vision Publishing House.
3. Pandey, Vinita, Urban Sociology, Rawat Publications, 2021.

**REFERENCE**

1. Jayapalan, N. (2013) Urban Sociology, New Delhi: Atlantic Publishers & Distributors.
2. Sharma. R.K. (2007) Urban Sociology, New Delhi: Atlantic Publishers & Distributors.

**QUESTION PAPER PATTERN:**

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

**DISTRIBUTION OF QUESTIONS:**

Sections	Units	NO. of Questions
		Theory
<b>Section A</b>	Unit – 1	2
	Unit – 2	3
	Unit – 3	2
	Unit – 4	3
	Unit – 5	2
<b>Section B</b>	Unit – 1	1
	Unit – 2	1
	Unit – 3	2
	Unit – 4	1
	Unit – 5	2
<b>Section C</b>	Unit – 1	1
	Unit – 2	1
	Unit – 3	1
	Unit – 4	2
	Unit -5	1

## ALLIED PAPER - IV

### PAPER TITLE: CORPORATE SOCIAL RESPONSIBILITY

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: IV</b>	<b>CREDIT: 5</b>	<b>TOTAL HOURS: 90</b>

#### **COURSE FRAMEWORK:**

This course introduces the student to the basic concepts, perspectives and strategies with respect to Corporate Social Responsibility. It provides an idea of how CSR is governed, formulated and practiced at regional, national and global levels.

#### **COURSE OUTCOMES:**

On completion of the course the students will be able to

1. Analyze CSR activities of various Corporate companies.
2. Describe the nature and role of CSR activities at regional, national and global level.
3. Analyse various ethical philosophies.
4. Critically evaluate the Brundtland report
5. Enlist Government of India initiatives in promoting CSR activities.

#### **UNIT I: (18 Hours)**

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: (18 Hours)**

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: (20 Hours)**

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: (16 Hours)**

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

#### **UNIT V: (18 Hours)**

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.

**QUESTION PAPER PATTERN:**

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

**DISTRIBUTION OF QUESTIONS:**

<b>Sections</b>	<b>Units</b>	<b>NO. of Questions</b>
		<b>Theory</b>
<b>Section A</b>	Unit – 1	2
	Unit – 2	2
	Unit – 3	3
	Unit – 4	3
	Unit – 5	2
<b>Section B</b>	Unit – 1	2
	Unit – 2	2
	Unit – 3	1
	Unit – 4	1
	Unit – 5	1
<b>Section C</b>	Unit – 1	2
	Unit – 2	1
	Unit – 3	1
	Unit – 4	1
	Unit -5	1

**SOFT SKILLS IV  
COMPUTING SKILLS**

<b>SUBJECT CODE:</b>	<b>PRACTICAL</b>	<b>MARKS :100</b>
<b>SEMESTER : IV</b>	<b>CREDIT :2</b>	<b>NO.OF.HOURS PER WEEK:3</b>

**(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*

**REFERENCE BOOKS:**

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

## PAPER TITLE - ENVIRONMENTAL STUDIES

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: IV</b>	<b>CREDITS: 2</b>	<b>TOTAL HOURS:30</b>

### **COURSE FRAMEWORK:**

This course introduces the concepts of Environmental Studies

### **COURSE OUTCOME:**

On completion of the course the students will be able

1. To know the importance of environmental studies and methods of conservation of natural resources.
2. To describe the structure and function of an ecosystem.
3. To identify the values and conservation of bio-diversity.
4. To explain the causes, effects and control measures of various types of pollutions. 5.To select the appropriate methods for waste management.

### **UNIT-1:**

The Multidisciplinary nature of environmental studies Definition; Scope and importance, Need for public awareness

### **UNIT-2:**

- a) Natural Resources: Renewable and non-renewable resources: Natural resources and associated problems.
- b) Forest resources: Use and Over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.
- c) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water dams benefits and problems.
- d) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
- e) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
- f) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, Case studies.
- g) 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-3:**

- 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, estuaries)

**UNIT-4:**

- Biodiversity and its Conservation
- Introduction-Definition: genetic, species and ecosystem diversity.
- Biogeographical 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 biodiversity: 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-5: Environmental Pollution: Definition - Causes, 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**  
**PAPER TITLE: FUNDAMENTALS OF SOCIAL RESEARCH**

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: V</b>	<b>CREDIT: 4</b>	<b>TOTAL HOURS: 90</b>

**COURSE FRAMEWORK:**

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.

**COURSE OUTCOMES:**

On completion of the course the students will be able to

1. This course provides an introductory yet comprehensive view on field-based research.
2. Students will be acquainted with theoretical aspects of field-based research such as framing research questions; sampling; data collection and analysis methods.
3. Students will be also be acquainted with introductory statistical methods in social research.
4. This course provides an introduction to data analysis.
5. This course enables students to grasp a sound understanding of qualitative and quantitative social research.

**UNIT-I: Basics of Social Research (18 Hours)**

Meaning of research, Scope of social research, Objectives of social research.  
Subjectivity and objectivity in social research.

**UNIT-II: Elements of social research: (18 Hours)**

Research Design: Exploratory, Descriptive, Experimental, Quasi-experimental, Comparative, Longitudinal and Panel studies  
Importance of literature review  
Formulation of research problem – Research Questions, Objectives, Hypothesis, concepts, variables

**UNIT-III: Methods of Social Research (18 Hours)**

Sources of data: Primary and secondary sources of data  
Research methods: Observation, interview, social survey, ethnography, oral history –  
Tools of Data collection – Questionnaire, Interview Schedule, Interview Guide  
Sampling: Probability and Non-Probability

**UNIT-IV: (15 Hours)**

Data Analysis: Coding, Tabulation and Report Writing

**UNIT-V: Statistics and data presentation (21 Hours)**

- (a) Graphic Presentation of Data -Pie Chart, Bar Diagram, Histogram, Frequency Polygon
- (b) Measures of Central Tendency – Mean, Mode, Median (Sums-Grouped data)
- (c) Introduction to Excel

## 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.
7. Punch, K. F, (1998) *Introduction of Social Research, Quantitative & Qualitative Approach*, New Delhi, Sage Robson,
8. Seltiz, Claire, et.al. (1959) *Research Methods in Social Relations*, New York, Henry Holt & Co.
9. Tashakkori, A. and Charles Teddlie, (2003) *Handbook of Mixed Methods*, New Delhi, Sage.
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.
1. Bryant, G.A. (1985) *Positivism in Social Theory and Research*, Macmillan.
2. Giddens, Anthony, (1974), *Positivism and Sociology*, London: Hienmann.
3. Hindess, Barry (1977) *Philosophy and Methodology in Social Sciences*, The Harvester Press.
4. Madge, John, (1976) *The Tools of Social Science*, London, Longman.

## QUESTION PAPER PATTERN:

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

**DISTRIBUTION OF QUESTIONS:**

<b>Sections</b>	<b>Units</b>	<b>NO. of Questions</b>
		<b>Theory</b>
<b>Section A</b>	Unit – 1	2
	Unit – 2	2
	Unit – 3	3
	Unit – 4	3
	Unit – 5	2
<b>Section B</b>	Unit – 1	1
	Unit – 2	2
	Unit – 3	2
	Unit – 4	1
	Unit – 5	1
<b>Section C</b>	Unit – 1	1
	Unit – 2	1
	Unit – 3	2
	Unit – 4	1
	Unit -5	1

## CORE PAPER X

### PAPER TITLE: GENDER AND SOCIETY

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: V</b>	<b>CREDIT: 4</b>	<b>TOTAL HOURS: 90</b>

#### **COURSE FRAMEWORK:**

The course introduces gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the categories of gender, sex, and sexuality.

#### **COURSE OUTCOMES:**

On completion of the course the students will be able to

1. Discuss the basic concepts and theoretical perspectives in sociology of gender
2. Relate the concept of gender to social institutions and practices in Indian society.
3. Analyse the centrality of gender in cultural, social and political institutions and practices.
4. Discuss the idea that gender is a spectrum and not a binary.
5. Describe contemporary social trends surrounding gender.

#### **Unit 1: Gendering Sociology (18 Hours)**

- Introduction to Sociology of Gender
- Historical and contemporary significance of the sub-discipline

#### **Unit 2: Gender as a Social Construct (18 Hours)**

- Gender, Sex, Sexuality
- Production of Masculinity and Femininity
- Gender as performativity

#### **Unit 3: Gender: Differences and Inequalities (18 Hours)**

- Class, Caste
- Family, Work

#### **Unit 4: Gender and Power (18 Hours)**

- Power and Subordination
- Normalization of violence
- Resistance and Movements

#### **Unit 5: Gender sensitization (18 Hours)**

- Gender Stereotypes
- Gender as a spectrum
- Gender equity
- Social activism and gender sensitive legal measures.

**RECOMMENDED BOOKS:**

1. Menon, Nivedita .2012. Seeing like a Feminist. India: Penguin. Introduction.
2. Ortner, Sherry. 1974. "Is male to female as nature is to culture?" M.Z. Rosaldo and L. Lamphere (eds.) Women, Culture and Society. Stanford: Stanford University Press (pp. 67-87)
3. Cornwall, Andrea and Nancy Lindisfarne (ed.). 1994 Dislocating Masculinity: Comparative Ethnographies. Routledge. Chapter 1.
4. Channel. 2011. A Transgender Primer: An introduction to transgender people and some issues they face. London: Flamingo.
5. Polawary, H. 2014. 'Portrayal of Women in Indian Mass Media: An Investigation.' Journal of Education & Social Policy.

**QUESTION PAPER PATTERN:**

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

**DISTRIBUTION OF QUESTIONS:**

Sections	Units	NO. of Questions
		Theory
<b>Section A</b>	Unit – 1	2
	Unit – 2	3
	Unit – 3	2
	Unit – 4	3
	Unit – 5	2
<b>Section B</b>	Unit – 1	1
	Unit – 2	2
	Unit – 3	1
	Unit – 4	1
	Unit – 5	2
<b>Section C</b>	Unit – 1	1
	Unit – 2	1
	Unit – 3	1
	Unit – 4	2
	Unit -5	1

**CORE PAPER - XI**  
**PAPER TITLE: INDIAN SOCIOLOGICAL THINKERS**

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: V</b>	<b>CREDIT: 4</b>	<b>TOTAL HOURS: 90</b>

**COURSE FRAMEWORK:**

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.

**COURSE OUTCOME:**

On completion of the course the students will be able to

1. To examine the emergence of sociology and sociological theories in India.
2. To elaborate Indological approach from the works of G.S. Ghutye, P.N. Prabhu and Irawathi Karve
3. To analyze structural Functionalism from the Indian context, contributed by Indian Sociologist.
4. To demonstrate the dialectical perspective contributed by D.P. Mukherji, A.R. Desai and T.K. Oommen.
5. To discuss and understand the subaltern perspectives from the works of B.R. Ambedkar, Ranajit Guha.

**Unit 1: (18 Hours)**

Emergence of Indian Sociological – pre-independence and post-independence  
Teaching and research in Sociology

**Unit 2: (18 Hours)**

Indological – G.S. Ghurye, P.N. Prabhu, Irawathi Karve

**Unit 3: (18 Hours)**

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

**Unit 4: (18 Hours)**

Dialectical: D.P. Mukherji, A.R. Desai, T.K. Oommen

**Unit 5: (18 Hours)**

Subaltern: B.R. Ambedkar, Ranajit Guha

**RECOMMENDED BOOKS:**

1. Dhanagare D.N., Themes and Perspectives in Indian Sociology, Rawat Publications, Jaipur, 1993
2. Nagle B. K., Indian Sociological Thought, Rawat Publication, Jaipur, 2008
3. Oomen T.K and Murkerjee Partha N, Indian, Sociology – Reflections and Interpretations, Popular Prakashan, Bombay, 1986

**QUESTION PAPER PATTERN:**

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

**DISTRIBUTION OF QUESTIONS:**

<b>Sections</b>	<b>Units</b>	<b>NO. of Questions</b>
		<b>Theory</b>
<b>Section A</b>	Unit – 1	2
	Unit – 2	2
	Unit – 3	3
	Unit – 4	3
	Unit – 5	2
<b>Section B</b>	Unit – 1	1
	Unit – 2	2
	Unit – 3	1
	Unit – 4	2
	Unit – 5	1
<b>Section C</b>	Unit – 1	1
	Unit – 2	1
	Unit – 3	2
	Unit – 4	1
	Unit -5	1

**CORE PAPER - XII**  
**PAPER TITLE: SOCIOLOGY OF DEVELOPMENT**

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: V</b>	<b>CREDIT: 4</b>	<b>TOTAL HOURS: 90</b>

**COURSE FRAMEWORK:**

This course discusses theories, dimensions, outcomes and impact of development on the society and social systems. It also maps the trajectory and challenges of Indian society on account of developmental changes.

**COURSE OUTCOMES:**

On completion of the course the students will be able to

1. Identify factors of development.
2. Analyze the various processes and strategies of development.
3. Discuss various theories of social change and development.
4. Assess strategies of development.
5. Critically evaluate development activities in Indian context.

**Unit 1 Understanding Change and Development (18 Hours)**

-Concepts of Change, Progress, Growth, Modernization and Development, Development indices

-Historical location of the idea: Rise of nationalism and desire for development

**Unit 2: Factors of social change (18 Hours)**

Theories of social change –Bio-technology and Information technology approaches to social changes Paths of development – Capitalist, Socialist, Mixed Economy

**Unit 3: Theoretical Approaches (18 Hours)**

Modernization theory- Lerner, dependency Theory- A.G. Frank, Samir Amin, Mahatma Gandhi and Schumacher on Alternative Development Model; Frankfurt School – Habermas; Development Capability approach ,Epistemological critiques of development

**Unit 4: Process and Strategies of Development (18 Hours)**

Agencies of development – market, NGO's

Planning and Development – Development initiatives, State policies of protective discrimination and inclusive growth; Liberalization, privatization and globalization;

Grassroots initiatives for planning and development

**Unit 5: Development in India (18 Hours)**

Development induced displacement; Ethnicity conflicts; Disparities in development – local, regional and national ; Social Auditing in development, Participatory approaches to Development - PRA and RRA.



**RECOMMENDED BOOKS:**

1. Harrison, D. (1989). The Sociology of Modernization and Development. New Delhi. Sage.
2. Haq, M. (1991). Reflections on Human Development. New Delhi. Oxford University Press.
3. Srinivas, M.N. (1966). Social Change in Modern India. Berkeley: University of Berkley.
4. Webster, A. (1984). Introduction to the Sociology of Development. London:McMillan.

**QUESTION PAPER PATTERN:**

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

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

## ELECTIVE I (INTER-DISCIPLINARY ELECTIVE)

### PAPER TITLE: MEDICAL SOCIOLOGY

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: V</b>	<b>CREDIT: 5</b>	<b>TOTAL HOURS: 75</b>

#### **COURSE FRAMEWORK:**

Sociology of Health and Illness has emerged as a new way of looking at the social contextualization of health which otherwise has been overlooked in the discourse on medicalisation and health care in general.

#### **COURSE OUTCOMES:**

1. Understanding the scope and nature of Medical Sociology.
2. Engaging with various theories in Medical Sociology.
3. Comprehending the relationship between health and culture.
4. Understanding institutionalization of hospitals.
5. Interpreting problems of Indian health policy.

#### **Unit 1 (15 Hours)**

-Basic Concepts- health, illness, sickness, disease, hygiene  
-Cultural indicators of health and disease

#### **Unit 2 (15 Hours)**

-Theoretical approaches – Functionalist, Conflict, Interactionist, Social behaviour theory and Individual Health Behaviour theory

#### **Unit 3 (15 Hours)**

-Healthcare Institutions

- i) Family and healthcare: Geriatric care, child-care
- ii) State and healthcare : Health for all, maternal and pediatric health, family planning, Sanitation
- iii) NGO's : Collaborative health programmes, health awareness programmes
- iv) Hospitals : Hospital as a social organization, Community health, Commercialization of health

#### **Unit 4 (15 Hours)**

##### **Social Epidemiology**

-- Social determinants of health in India, Epidemiological approach, Epidemiological triads.

#### **Unit 5: Health and policy in India (15 Hours)**

Politics of Insurance

Health awareness campaigns in rural and urban India

#### **RECOMMENDED BOOKS:**

1. Kevin White 2009. An Introduction to the Sociology of Health and Illness. New Delhi: Sage Publications.
2. Nagle Madhu 1988. Medical Sociology, Printwell Publishers, Jaipur
3. D Banerjee 1982. Poverty, Class and Health Culture in India, Vol. 1, New Delhi: Prachi Prakasan

4. Venkataratnam, R. 1979. Medical sociology in an Indian setting, Madras: Macmillan.
5. Thamilarasan, M. 2016. Medical Sociology. Rawat Publications.
6. Wilson Caroline 2009. Dis-embedding Health Care: Marketisation and the Rising Cost of Medicine in Kerala, South India Journal of South Asian Development April 4: 83-101.

**QUESTION PAPER PATTERN:**

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

**DISTRIBUTION OF QUESTIONS:**

Sections	Units	NO. of Questions
		Theory
<b>Section A</b>	Unit – 1	2
	Unit – 2	2
	Unit – 3	3
	Unit – 4	3
	Unit – 5	2
<b>Section B</b>	Unit – 1	2
	Unit – 2	2
	Unit – 3	1
	Unit – 4	1
	Unit – 5	1
<b>Section C</b>	Unit – 1	1
	Unit – 2	1
	Unit – 3	2
	Unit – 4	1
	Unit -5	1

## PAPER TITLE - VALUE EDUCATION

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: V</b>	<b>CREDITS: 2</b>	<b>TOTAL HOURS: 15</b>

### **COURSE FRAMEWORK:**

- To teach and inculcate the importance of value-based living.
- To give students a deeper understanding about the purpose of life

### **COURSE OUTCOME:**

On completion of the course the students will be able

1. To inculcate the value system in their real life scenarios.
2. To implement the role of culture and civilization, roles and responsibilities in the society.
3. To effectively follow Salient values for life such as forgiveness, ability to sacrifice, self-esteem, teamwork and creative thinking.
4. To reflect the human rights, social values and welfare of the citizen.
5. To consider the relation between values and personal behavior affecting the achievement of a sustainable future.

### **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 BOOKS:**

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>

## SUMMER INTERNSHIP

<b>SUBJECT CODE:</b>	<b>PRACTICAL</b>	<b>MARKS: 100</b>
<b>SEMESTER: V</b>	<b>CREDIT: 2</b>	<b>TOTAL HOURS:</b>

### **COURSE FRAMEWORK**

An internship is a program offered by an employer that provides potential employees with work experience. Internships are typically targeted towards students, who work between one – two months at their chosen company to gain practical on-the-job or research experience.

### **COURSE OBJECTIVES:**

- To provide opportunities for experiential learning and to gain relevant knowledge, skills, and experience while establishing important connections in the field of the discipline beyond 'teaching-training'.
- To gain first-hand exposure of working in the real world and enhance professional growth of the students.
- To help students prepare for career in Sociology by practically applying knowledge in real-world settings.
- To enable students to identify their strengths, facilitates to increase their strengths and enhance skills/ competencies that need improvement in line with their career goals
- To enable students to strengthen their confidence needed to take on the challenges in stored, later in their professional life and towards becoming responsible well-trained professionals with a code of ethics.

**SEMESTER VI**  
**CORE PAPER - XIII**  
**PAPER TITLE: SOCIOLOGY OF LAW**

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: VI</b>	<b>CREDIT: 4</b>	<b>TOTAL HOURS: 75</b>

**COURSE FRAMEWORK:**

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.

**COURSE OUTCOME:**

On completion of the course the students will be able to

1. Demonstrate how society has influenced in the formulation of laws
2. To understand the Sociological perspective of Law with the help of social theories.
3. To elaborate on the Cross-cultural study of social ordering,
4. To elucidate on how Laws are applied in the Society
5. To critically analyze how social movements have impacted the application and development of laws.

**UNIT 1** **(15 Hours)**

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

**UNIT II** **(15 Hours)**

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

**UNIT III** **(15 Hours)**

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

**UNIT IV** **(15 Hours)**

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

**UNIT V** **(15 Hours)**

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,*"
5. Stan. L. Rev. 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,*
11. Simon & Schuster 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 Politic*

**QUESTION PAPER PATTERN:**

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



**DISTRIBUTION OF QUESTIONS:**

<b>Sections</b>	<b>Units</b>	<b>NO. of Questions</b>
		<b>Theory</b>
<b>Section A</b>	Unit – 1	2
	Unit – 2	2
	Unit – 3	3
	Unit – 4	3
	Unit – 5	2
<b>Section B</b>	Unit – 1	2
	Unit – 2	2
	Unit – 3	1
	Unit – 4	1
	Unit – 5	1
<b>Section C</b>	Unit – 1	2
	Unit – 2	1
	Unit – 3	1
	Unit – 4	1
	Unit -5	1

**CORE PAPER - XIV**  
**PAPER TITLE: ENVIRONMENTAL SOCIOLOGY**

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: VI</b>	<b>CREDIT: 4</b>	<b>TOTAL HOURS: 75</b>

**COURSE FRAMEWORK:**

This paper attempts to understand the impact of Society on Environment and vice versa. This also tries to understand the effective ways to manage these environmental issues and laws to protect the environment.

**COURSE OUTCOME:**

On completion of the course the students will be able to

1. To examine the interrelationship between environment and society and understand the emergence & importance of Environmental Sociology using theoretical knowledge.
2. Explain the environmental issues, problems and its impact on societies.
3. To critically analyze the various methods to manage the environmental problems.
4. To elaborate on the legal provisions for environmental justices and agents which work for environmental provisions.
5. To create a project report by applying the concepts practically by taking one key environmental area for study.

**Unit 1: Introduction**

**(18 Hours)**

- Basic concepts of environment - Ecology, Eco-system
- Social Ecology, Cultural Ecology
- Definition, importance and Emergence of Environmental Sociology
- Theoretical perspective in Environmental Sociology: Dunlap and Catton, Ulrich Beck's and Ecofeminism

**Unit 2: Environmental Issues**

**(18 Hours)**

- Environmental issues pertaining to population, water, sanitation, pollution, energy, Housing and urban development and rural poverty, technology.
- Development, Displacement, Reallocation and environmental problems.
- Global-Warming and Climate Change
- Disasters: Meaning, Types: Man- Made Disasters & Natural Disasters

**Unit 3: Management of environmental problems**

**(20 Hours)**

- Social Impact Assessment on environmental issues (EIA)
- Disaster management cycle
- Introduction to UNEP and UN Environmental Conventions – Stockholm, Vienna, Montreal, Kyoto, United Nations Framework Convention on Climate Change, Rio Summit, Cartagena and Nagoya
- Concept of Sustainable Development

**Unit 4: Environmental Protection****(15 Hours)**

- Environmental Justice
- Environmental Laws
  - The Environmental Protection Act, 1986
  - The National Green Tribunal Act, 2010
  - Disaster Management Act, 2005
- Role of NGOs and International Agencies in Environmental Protection

**Unit 5: Practical Component****(4 Hours)**

- Report submission on any one area

**Text Books**

1. Michael Mayerfeld Bell, An Invitation to Environmental Sociology, Fourth Edition, Sage Publication, 2012
2. Riley E. Dunlap and William Michelson (Eds.) "HANDBOOK OF ENVIRONMENTAL SOCIOLOGY" Rawat Publication, 2008
3. John Hannigan, Environmental Sociology, Third Edition, Routledge Publication, 2014.
4. R. Rajagopalan, Environmental Studies From Crisis to Cure, Third Edition, OUP, 2015

**Reference Books**

1. David Goldblatt, Social Theory and the Environment, polity press
2. Carter, W. nick (1992). Disaster Management: A Disaster manager's handbook. ADB Publication, Manila
3. P.B. Sahasranaman "Handbook of Environmental Law" Second Edition, OUP, 2012 (9780198087342)
4. Agarwal SK "Environmental Protection" Himanshu Publications, 1993
5. Rani Mehta, Sociology And Environmental Sustainability A Study Of Fragile Ecology, Health Risks And Population Pangs, Rawat Publications, 2014.

**QUESTION PAPER PATTERN:**

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

**DISTRIBUTION OF QUESTIONS:**

<b>Sections</b>	<b>Units</b>	<b>NO. of Questions</b>
		<b>Theory</b>
<b>Section A</b>	Unit – 1	3
	Unit – 2	3
	Unit – 3	3
	Unit – 4	3
	Unit – 5	-
<b>Section B</b>	Unit – 1	2
	Unit – 2	2
	Unit – 3	1
	Unit – 4	2
	Unit – 5	-
<b>Section C</b>	Unit – 1	2
	Unit – 2	1
	Unit – 3	1
	Unit – 4	2
	Unit - 5	-

**CORE PAPER - XV**  
**PAPER TITLE: MIGRATION STUDIES**

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: VI</b>	<b>CREDIT: 4</b>	<b>TOTAL HOURS: 75</b>

**COURSE FRAMEWORK:**

To advance understanding of how migration shapes our world and is shaped by broader development processes. To provide knowledge-based foundation and framework for understanding, management and governance of migration in our nation and world.

**COURSE OUTCOME:**

On completion of the course the students will be able to

1. To outline the concepts population and Migration and how media portrays them and how fake news thrash them.
2. To elaborately understand the types of migration and how its impacting the migrant populations.
3. To critically analyse the diaspora population especially Indian Diaspora and the problem they face.
4. To examine how United Nations are working towards the betterment of the Global Migrant Population
5. To demonstrate the migration statistics of India and the migration policies in India.

**Unit 1: Introduction (15 Hours)**

Demography, population composition  
Migration – meaning, causes, types and impacts  
Migrants' Use of Media, Media Portrayals and Fake News

**Unit 2: Ethnic migration (15 Hours)**

States and Borders, Asylum and Refugees, Forced migration, Illegal immigrants, War and Migration

**Unit 3: Diaspora population (15 Hours)**

Diaspora – meaning  
Indian Diaspora – Significance and challenges faced  
The Impact of Diasporas on Homeland Politics

**Unit 4: UN on Migration (15 Hours)**

The International Organization on Migration  
New York Declaration for Refugees and Migrants  
Migration and SDGs  
UN Network on Migration, Global Compact for Safe, Orderly and Regular Migration (GCM), UHCHR - International Law of Refugee Protection, OHCHR on Migration  
International migrant stocks and migrant flow

**Unit 5: Migration and India (15 Hours)**

Migration statistic of Indians, Reason for migration in India, Migrant Population in India,  
Migration Policies in India

**REFERENCE BOOKS:**

1. Ricard Zapata-Barrero, Dirk Jacobs, Riva Kastoryano, 'Contested Concepts in Migration Studies', Routledge, 2021
2. Advanced Introduction to Migration Studies, Ronald Skeldon, Edward Elgar Publishing, 2021.
3. Peter Scholten, Asya Pisarevskaya & Nathan Levy, 'An Introduction to Migration Studies: The Rise and Coming of Age of a Research Field', Springer, 2022.
4. Md Mizanur Rahman and Rakesh Ranjan , Indian Migrant Organizations: Engagement in Education and Healthcare, Oxford University Press, 2020.
5. Khalid Koser, International Migration: A Very Short Introduction, Oxford University Press, 2016.

**QUESTION PAPER PATTERN:**

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

**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	1
	Unit – 2	1
	Unit – 3	1
	Unit – 4	2
	Unit -5	1

## ELECTIVE PAPER - II

### PAPER TITLE: SOCIAL INNOVATION

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: VI</b>	<b>CREDIT: 5</b>	<b>TOTAL HOURS: 75</b>

#### **COURSE FRAMEWORK:**

The course provides an overview of the concept and process of social innovation while promoting innovative ideas among students to solve societal problems.

#### **COURSE OUTCOMES:**

On completion of the course the students will be able to

1. Understand, what social innovation is.
2. State main principles of the social innovation spiral.
3. Critically assess the different types of social challenges.
4. Outline main elements of project cycle.
5. Understand the role of advocacy for implementing social innovation

#### **Unit I - Definition**

**(15 Hours)**

Defining Social Innovation; The Context for Social Innovation; Materials Economy; Fields for Social Innovation; A Short History of Social Innovation; An Emerging Social Economy.

#### **Unit II – The Process of Social Innovation**

**(15 Hours)**

Prompts, Inspirations and Diagnoses – Identifying Problems and Opportunities; Proposals and Ideas; Prototyping and Pilots; Sustaining; Scaling and Diffusion; Systemic Change.

#### **Unit III – Connecting People, Ideas and Resources**

**(15 Hours)**

Intermediaries; Championing Innovation; Innovation Teams; Innovation Hubs; Institutions to Drive Innovation; Innovation Networks; Innovation Platforms; Support in the Informal or Household Economy.

#### **Unit IV – Entrepreneurial and Administrative Contexts of Social Innovation (15 Hours)**

Corporate Social Responsibility; Corporate Irresponsibility; Instances of Social Innovation in the Government, Public Sector and Private Sector; Social Entrepreneurship.

#### **Unit V – Case Studies in Community Innovation for Social Change**

**(15 Hours)**

Amul; Akshayapatra Foundation; Aravind Eye Hospitals.

#### **TEXT BOOK**

1. Mulgan, G., Tucker, S., Ali, R. & Sanders, B. (2007). *Social Innovation: What it is, why it matters and How it can be Accelerated*. London: The Young Foundation.

## REFERENCE BOOKS

1. Murray, R., Caulier-Grice, J. & Mulgan, G. (2010). *The Open Book of Social Innovation*. London: The Young Foundation.
2. Nicholls, A., Simon, J. & Gabriel, M. (2015). *New Frontiers in Social Innovation Research*. New York: Palgrave Macmillan.

## QUESTION PAPER PATTERN:

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

## 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



**ELECTIVE PAPER - III**  
**PAPER TITLE: MEDIA AND SOCIETY**

<b>SUBJECT CODE:</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: VI</b>	<b>CREDIT: 5</b>	<b>TOTAL HOURS: 75</b>

**COURSE FRAMEWORK:**

The course is aimed at helping you to develop critical perspectives on mass media and to explore mass media and the social, cultural and political influences and effects on society and the individual.

**COURSE OUTCOME:**

1. To understand the meaning, types of mass media and the role if media in social, cultural, political and economic life.
2. To examine the democratic approach to media to strengthen public service broadcasting and rights that media enjoy.
3. To critically analyze how credibly media is functioning in the recent times.
4. To elaborate how media represents each sector of its audience and its impact.
5. To demonstrate the digital media and how these digital media has influenced the consumer behavior.

**Unit 1: Introduction (15 Hours)**

Meaning, characteristics, functions and types of Mass Media  
The role of mass media in society  
Mass communication – Meaning and types

**Unit 2: Media and Democracy (15 Hours)**

Media Democracy – Meaning, Media Ownership Concentration  
Public Sphere, Freedom of Press, Right to Privacy, Right to Information, Role of Media in Democracy

**Unit 3: Media Credibility (15 Hours)**

Media Credibility – Meaning, Factors affecting media credibility  
Contemporary issues  
Media performance and its role  
Paid news, Checkbook Journalism, Red Tape

**Unit 4: Media and Audience (15 Hours)**

Representation of gender in media – Male, Female and Transgender  
Media representation of age – Adolescence, Youth and Aged  
Media and Caste  
Media representation of Social Class  
Role of media in Social Movements

**Unit 5: Digital Media (15 Hours)**

Digital Media – Meaning &Types  
Impact of Digital Media on Society  
Digital Marketing and its impact on consumer buying behavior  
Social media and political communication

## RECOMMENDED BOOKS

1. Curran , James & Hesmondhalgh, David ‘Media and Society’, Bloomsbury Publishing USA, 2019.
2. Athique, Adria, ‘Digital Media and Society: An Introduction ‘, Wiley Publication, 2013.
3. Hodkinson, Paul ‘Media, Culture and Society: An Introduction’, Sage Publication, 2017.
4. Michael O’Shaughnessy, Jane Stadler, and Sarah Casey, Media and Society, Oxford University Press, 2016.
5. Regina Luttrell and Adrienne A. Wallace, ‘Social Media and Society: An Introduction to the Mass Media Landscape’, Rowman and Littlefield , 2021.

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

**SEMESTER - VI  
PROJECT**

<b>SUBJECT CODE:</b>	<b>PRACTICAL</b>	<b>MARKS: 100</b>
<b>SEMESTER: VI</b>	<b>CREDIT: 1</b>	<b>TOTAL HOURS: -</b>

**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.
4. 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:**

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