



M.O.P. VAISHNAV COLLEGE FOR WOMEN
(AUTONOMOUS)

Choice Based Credit System

Course of Study for the batch of Candidates
admitted in

2018 – 2019

2017 – 2018

2016 – 2017

ACADEMIC YEAR 2018 – 2019

B.A SOCIOLOGY

Activities / Content with direct bearing on
Employability/ Entrepreneurship/ Skill Development

M.O.P. VAISHNAV COLLEGE FOR WOMEN (AUTONOMOUS), CHENNAI-34
(Effective for the batch of Candidates admitted in 2018 - 2019)
B.A SOCIOLOGY

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B.A SOCIOLOGY

CORE -I-PRINCIPLES OF SOCIOLOGY-I

COURSE CODE: 14USOC301	YEAR/SEMESTER: I / I	MAXIMUM MARKS: 100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS: 60

GENERAL OBJECTIVE

To introduce the students to the subject matter of sociology and familiarize them with basic concepts in the subject.

COURSE OBJECTIVES

Co No.	Course objective
Co 1	To familiarize the students to the subject of Sociology
Co 2	To familiarize the students with the origins of society and its characteristics
Co 3	To teach the importance, functions and types of various social institutions
Co4	To teach classification and functions of groups To make the students understand about the importance of
Co 5	Socialization in every aspect of an individual's life

UNIT – I

Introduction

Definition, origin, nature, scope and importance of Sociology
 Relationship between sociology and other social sciences (Anthropology, Psychology, Political Science and Economics)
 Primary Concepts: Society, Community, Institution, Association, Status and Role.

(12Hrs)

UNIT – II

Individual and Society

Definition and Characteristics of Society
 Theories of origin of society
 Relationship between individual and society

(12 Hrs)

UNIT – III

Social Institutions

Marriage: Rules of Marriage, Types of marriage-polygyny, polyandry, monogamy-
 Functions of Marriage
 Family: Types of family: Patriarchal and Matriarchal- Functions of Family
 Religion: Elements of Religion – Social functions of Religion

(14hrs)

UNIT – IV

Groups

Classification of Groups as given by Cooley and Sumner
 Definition, Characteristics and Functions of Primary, Secondary and Reference Groups
 Identifying the Primary, Secondary and Reference groups in India

(12hrs)

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UNIT – V

Socialization

Definition and theories of socialization by Cooley and Mead

Types of Socialization

Agencies of Socialization: Family, Peer Group, School, Religion and Mass Media

(10hrs)

TEXT BOOKS

- C.N.Shankar Rao (2014) Sociology, S.Chand&Co, New Delhi.

Reference books

- Schaefer.T.Richard&Lamm.P.Robert (2011) Sociology, 13thEdition McGraw-Hill, Inc, NewYork,.
- Applebaum, Richard.P and William J.Chambliss(1997) Sociology, Addison Wesley Educational Publishers Inc, New York.
- Giddens, Anthony(2013), Sociology, Seventh Edition, Polity Press, U.K.
- Giddens, Anthony, Mitchell Duneier, Richard .P.Applebaum(2003) Introduction to sociology , Norton Publication
- Inkeles, Alex(1982), Foundations of Modern Sociology, Prentice Hall, Inc. New Jersey.
- Jayaram.N(1998) Introductory Sociology, Macmillan, India.
- Bottomore, T.B.(1975) Sociology, Blackie and Sons India.
- Harlambos, M. 1998. Sociology: Themes and perspectives. Oxford University Press.New Delhi.

e-RESOURCES

1. <https://www.sociologygroup.com/emergence-development-sociology/>
2. <https://egyankosh.ac.in/bitstream/123456789/18917/1/Unit-1.pdf>
3. <https://www.yourarticlelibrary.com/marriage/major-functions-of-marriage/47620>
4. <https://www.sociologyguide.com/marriage-family-kinship/Types-of-the-family.php>
5. <https://www.sociologydiscussion.com/primary-group/primary-group-meaning-and-characteristics-of-primary-group/2226>
6. <https://egyankosh.ac.in/bitstream/123456789/66020/1/Unit12.pdf>

ACTIVITY PLANNER

List of activities for Employability/Skill Development/Entrepreneurship Skill Development
(Course faculty may conduct any, all or any other activities as well)

1. To make a real time model on Ideal community
2. Identifying Sociologists- Quiz using puzzles, crosswords and Hangman
3. Assignment on relationship with Sociology and other Social science, Families and marriages around the world
4. Group discussion on current trends in Marriageand changes in family patterns in India.
5. “EkPratha Ye bhi” Documentary film reviews on Polygamy.

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COURSE OUTCOMES

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

CO No.	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL
CO1	Develop broad knowledge on the nature, scope, and importance of the discipline.	1,3,4,5	C
CO2	Discuss the theories of the origin of society.	1,2,3,4	An
CO3	Analyze the role and functions of various social institutions.	1,2,3,4	E
CO4	Examine the need for man to live in groups, its formation, and its functions, in order to inculcate human values.	1,2,3,4,5	An
CO5	Evaluate the importance, relevance, and agents of Socialization.	1,2,3,4,5	E

- **R= Remember, U= Understand, Ap= Apply, An=Analyze, E= Evaluate, C= Create**

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B.A SOCIOLOGY

CORE II: SOCIOLOGY OF INDIAN SOCIETY

COURSE CODE:14USOC303	YEAR/SEMESTER: I / I	MAXIMUM MARKS:100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS: 60

GENERAL OBJECTIVE

To present a comprehensive and systematic picture of Indian society and provide an insight into the traditions that make the fabric of Indian Society

COURSE OBJECTIVES

Co No.	Course objective
Co 1	The students will be able to trace our roots and gain an insight into how we reached here from pre-historic times
Co 2	The students will be able to gain an insight into the origins of Hindu social organization and the role it plays in our daily life
Co 3	The students will be able to create a profile of a stratified Indian Society based on the caste system existing even today
Co4	The students will be able to identify the social factors that influence the changes that are happening in the various social institutions.
Co5	The students are able to see the structure and change happening in our pluralistic society

UNIT- I

Historical Moorings of Indian society

Cultural and Ethnic Composition

Linguistic and Racial Composition

Religious Groups

Tribes of India: Regional grouping of tribes found in India.

(12 Hrs)

UNIT- II

Roots of Hindu Social Organization

Varnashrama dharma

Doctrine of Karma

Purusharthas

(12 Hrs)

UNIT- III

Caste in India

Definition and Characteristics of Caste, Theories of Origin of Caste

Caste in Modern India: Changing Trends and New identities

(12 Hrs)

UNIT- IV

Marriage, Family and Kinship

Marriage- Forms of Marriage- Hindu Marriage, Muslim Marriage and

Christian Marriage, Dowry and Divorce

Joint- Family: Characteristics, Functions and Dysfunctions

Changing Trends in Joint Family System

Kinship: Types.

(14Hrs)

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UNIT- V

Social Change in India

Islamization, Westernization and Modernization
Sanskritization and Secularization
Industrialization and Globalization

(10 Hrs)

TEXT BOOKS

- C.N.Shankar Rao,(2014) Sociology of Indian Society, S.Chand&Co, New Delhi.
- Ahuja Ram(2013) Society in India: Concepts, Theories and Changing Trends. Rawat Publication New Delhi.

REFERENCE BOOKS

- BeteilleAndre(1992), Backward Classes in Contemporary India, OUP, New Delhi.
- Bose.N.K(1975), Structure of Hindu Society, New Delhi.
- YogendraSingh(1975), Modernization of Indian Tradition.
- Dube, S.C. (1995): Indian Village (London: Routledge)
- DeSouza, P.R. ed. 2000 Contemporary India – Transitions (New Delhi: Sage)
- Dhanagare, D.N. 1993: Themes and Perspectives in Indian Sociology (Jaipur Rawat).

e-RESOURCES

1. <https://www.yourarticlelibrary.com/hindu/hindu-social-organisation-and-its-characteristics/47361>
2. <https://www.achieveriasclasses.com/hindu-social-organisation/>
3. <http://cgcompetitionpoint.in/hindu-social-organization-religion-ashram-varna-purusharth-indian-social-problems/>
4. <https://www.britannica.com/topic/Hinduism>

ACTIVITY PLANNER

List of activities for Employability/Skill Development/Entrepreneurship Skill Development
(Course faculty may conduct any, all or any other activities as well)

1. **MAPPING:** Students will use a map of India and demarcate the composition of various races and languages across the country.
2. **BLENDED LEARNING:** Students are asked to identify various types of values practiced in Indian society both individual and social.
3. Identify the practice of dharma in present day society. Presentation in class
4. **REPORT:** Students are asked to identify And submit a report on the caste dimensions in the North and south India
5. **SURVEY:** Students are encouraged to identify respondents from three different generations. Questions related to type of Marriage and family system practiced will be asked to understand the changes in these institutions.
6. Draw a **FAMILY TREE**.

B.A SOCIOLOGY

COURSE OUTCOMES

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

CO NO.	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL
CO 1	Outline the formation of Indian society and its Cultural, Ethnic, Linguistic and Racial Composition	1,2,4,5	An
CO 2	Examine the features of the traditional Indian society like the Varna system and the Doctrine of Karma.	1, 3,4,5	An
CO3	Evaluate the changing trends in the Indian caste system and its new identities	1,2,3,4,5	E
CO4	Discover the changing trends in the social institutions of marriage, family, and kinship.	1,2,3,4,5	An
CO5	Appraise the social changes caused by Sanskritization, Secularization, Industrialization, Globalization, etc	1,2,3,4,5	An

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B.A SOCIOLOGY

ALLIED I- SOCIAL PSYCHOLOGY

COURSE CODE: 14USOC302	YEAR/SEMESTER: I / I	MAXIMUM MARKS: 100
COURSE TYPE: THEORY	CREDITS: 5	TOTAL TEACHING HOURS: 75

GENERAL OBJECTIVE

To make students understand the nature of individual and group behavior in society and how it is perceived by the society.

COURSE OBJECTIVES

Co No.	Course Objective
Co 1	To introduce the students to the origin, importance various methods, scope and relevance of Social Psychology.
Co 2	To teach perception and various mechanisms of perception.
Co 3	To make the students understand what is Personality and how people are individually different due to psychological forces.
Co4	To make the students understand about Leadership and various leadership types and functions.
Co5	To make the students understand about the concepts of Aggression and Prejudice, nature, challenges and its prevention.

UNIT- 1

Introduction

Scope and nature of Social Psychology
Methods of Social Psychology
Importance of Social Psychology.

(15 hrs)

UNIT- II

Social Perception

The Perceptual process: Person perception, Halo effect, Evaluation effect, and Stereo types, Empathy.

(15 hrs)

UNIT- III

Personality

Role and personality formation
Theories of personality
Social dependence and Independence
Culture and personality
Birth order and personality.

(15 hrs)

UNIT- IV

Leadership

Characteristics of leadership
Types of Leaders
Functions of Leader.

(15 hrs)

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UNIT- V

Aggression and Prejudice

Types, Cause of Aggression

Cause, Consequences, cure and prevention of prejudice

Management of Aggression.

(15 hrs)

TEXT BOOKS

- Kimball Young(2014) Handbook of Social Psychology, Routledge and Keg an Paul, London
- Adinarayanan, S.P., Social Psychology, Longman, India
- Baron. A. Robert Boon Byrne(2012), Social Psychology, Prentice Hall of India, India.

REFERENCE BOOKS

- Lindgren, Henry Clay(1998), Social Psychology, Wiley Eastern Publishers, New Delhi.
- Aronson, Elliot, Wilson K.Timothy and Akery M. Robert(1997) , Social Psychology, Longman Publishers 1997
- Bhatia Hans Raj(2000), Elements of Social Psychology, Somaya Publications, Bombay.

e – RESOURCES

1. <https://egyankosh.ac.in/bitstream/123456789/20862/1/Unit-1.pdf>
2. <https://psychology.wikia.org>
3. www.yourarticlelibrary.com
4. www.zigya.com
5. <https://childmind.org>
6. www.simplypsychology.org

ACTIVITY PLANNER

List of activities for Employability/Skill Development/Entrepreneurship Skill Development
(Course faculty may conduct any, all or any other activities as well)

1. Presentation on birth order and personality- Students to find out what birth order position they are and make a group accordingly. Each group to generate a list of pros/cons to being in that position of their family like parental expectations, rules, chores, discipline and treatment of siblings etc.
2. One minute talk- Experience sharing on gender and stereotype
3. Report on various charismatic, political and social Personality.
4. A debate on “Are leaders born or made”
5. List out the means of managing aggression
6. Group Discussion on Culture and Personality.

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COURSE OUTCOMES

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

CO NO:	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL
CO1	Outline the principles of social psychology and its application in everyday life	1,2,3,4	An
CO2	Discuss the process of social perception and the factors that influence it.	1,2,3	C
CO3	Assess the nature and factors affecting personality development and describe the theoretical approaches to understand personality.	1,2,3,4,5	E
CO4	Estimate the characteristics, functions, and role of Leadership and leadership style.	1.2,3,4,5	E
CO5	Appraise the causes of aggression and prejudice and its impact on everyday life.	1,2,3,4,5	An

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B.A SOCIOLOGY

CORE III-PRINCIPLES OF SOCIOLOGY-II

COURSE CODE: 14USOC304	YEAR/SEMESTER: I / II	MAXIMUM MARKS: 100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS: 60

GENERAL OBJECTIVE

To familiarize the students with various concepts in sociology in order to help them understand and analyze the social structure

COURSE OBJECTIVES

Co No.	Course objective
Co 1	To teach four basic principles and theoretical perspectives of social stratification and concept of Social Mobility and its significance.
Co 2	To introduce Students to the basic sociological processes of Society and patterns of social behavior.
Co 3	To teach how society maintains Social Control through its Agencies.
Co4	To make the students understand about the concept of Culture and Cultural variation between and within societies.
Co5	To introduce sources, processes, patterns and consequences of social change.

UNIT I

Social Stratification

Forms of stratification- Slavery, Estate, Caste and Class

Theories of stratification – Functionalist Theory (Davis & Moore)

Social Mobility- Vertical and Horizontal.

(12 hrs.)

UNIT II

Social Processes

Introduction, Types of Social Processes- Cooperation, Accommodation, Assimilation,

Functions of Social Process

Acculturation, Competition and Conflict.

(12 hrs.)

UNIT III

Social Control

Definition, objectives and importance of Social Control

Informal means of Social Control: Values, Norms, Customs, Folkways, Mores,

Public opinion, Taboo, Religion

Formal means of Social Control: Education, Laws, Policing, Community policing,

Citizen on Patrol (COPS)

Typology of sanctions- formal and informal

(12 hrs.)

UNIT IV

Culture

Definition and Elements of Culture

Components of culture- Material and Non-material Culture

Cultural Process, Cultural lag, Sub-culture, Contra-culture, Counter- culture,

Cultural Relativism, Ethnocentrism,

Cultural Diffusion and Culture shock.

(12 hrs.)

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UNIT IV

Social Change

Definition and Sources (internal and external) of Social Change

Factors of Social Change

Theories of Social Change- Evolutionary, Functionalist, Cyclical and Conflict theories.

(12hrs)

TEXT BOOKS

- C.N.Shankar Rao(2014), Sociology, S.Chand&Co, New Delhi,
- Jayaram.N(1998) Introductory Sociology, Macmillan, India.
- Bottomore, .T.B(2000). Sociology, Blackie and Sons India Ltd.

REFERENCE BOOKS

- Schaefer.T.Richard&Lamm.P.Robert(2011), Sociology, 13TH Edition McGraw-Hill, Inc, 13THNewYork,
- Spencer and Alex Inkeles(1982), Foundations of Modern Sociology, Prentice Hall Inc., New Jersey.
- Alex Inkeles, Social Change Reading on Modern Society, Prentice Hall.
- James M. Henslin,(1997) Sociology: A Down to Earth Approach, Allyn and Bacon.

e-RESOURCES

1. www.sociologyguide.com
2. www.sociologydiscussion.com
3. www.britannica.com
4. <https://soc120.wordpress.com>
5. www.yourarticlelibrary.com
6. <https://www.thoughtco.com>

ACTIVITY PLANNER

List of activities for Employability/Skill Development/Entrepreneurship Skill Development
(Course faculty may conduct any, all or any other activities as well)

1. Report- The students to identify the indicators of stratification in global/national/local level with illustrations.
2. Group Assignment on -Role of Education in Promoting Social Mobility
3. Make a list of common law-breaking activities or actions that most people do not consider serious.
4. Statistical report on – Juvenile Delinquents substantiate with real case reports from news paper
5. Documentary reviews on Religion is the greatest system of Control.
6. Documentary Reviews on Cultural Shock and Counter Culture.

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COURSE OUTCOMES

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

CO NO.	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL
CO1	Develop a broad knowledge of the impact of social stratification in society and evaluate theoretical perspectives related with this	1,2,4	C
CO2	Elaborate the various social processes and its consequences on society	1,2,3,5	C
CO3	Evaluate the mechanism of social control and its importance	1,2,3,4,5	E
CO4	Discover how similarities and differences in cultural practices impact social life across the world.	1,2,3,4,5	An
CO5	Appraise the factors and sources of social change and describe the theories co-relate with contemporary society.	1,2,3,4	An

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B.A SOCIOLOGY

CORE IV: RURAL SOCIOLOGY

COURSE CODE:15USOC302	YEAR/ SEMESTER: I/ II	MAXIMUM MARKS:100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS: 60

GENERAL OBJECTIVE

To understand the Rural Society and its various aspects and complexities, and fundamental social reality.

COURSE OBJECTIVES

Co No.	Course Objective
Co 1	Students become familiar with characteristics and types of rural society along with forms of villages
Co 2	Students will be able to identify the land tenure systems in pre-independent India and compare it with the present systems
Co 3	Students become familiar with multiple types of rural economies and their evolution over time
Co4	Students appreciate the micro level governance of our large country
Co5	Students will be able to critically evaluate the good and the bad schemes that the Government has framed for the benefit of the Rural society

Unit 1

Introduction

Meaning, Nature, Scope and importance of Rural Sociology
 Significant difference between rural and urban society
 Characteristics of rural communities Forms of Villages

(12 Hrs)

Unit II

Social Stratification in Rural Society

Meaning of stratification, Land tenure system – Zamindari, Mahalwari, Ryotwari, system
 Caste, Class and agrarian social relations – Landlord, sharecroppers, tenants and labourers
 Jajmani System

(12Hrs)

Unit III

Economic Structure

Agriculture and Rural Economy – Artisans and service Classes, Rural Industries and their problems
 Rural indebtedness, the role of money lenders
 Agrarian unrest- Causes and consequences,
 Impact of Green Revolution and village co-operatives.

(12 Hrs)

Unit IV

Political Structure

Panchayat Raj System, Local Self Governance - 73rd Amendment. Traditional and Emerging patterns of leadership

(9 hrs.)

Unit V

Rural Development

Definition, objectives and importance of rural development

History of rural development - Community development Program (CDP), Area specific program, Target group program, Poverty Elevation and Employment generation program. Integrated Rural Development Programme (IRDP), National Rural Employment Programme (NREP), Rural Landless Employment Guarantee programme (RLEGP), Training Rural Youth for Self Employment (TRYSEM), Development of Women and Children in Rural Areas (DWCRA), Jawahar Gram Samridhi Yojna (JGSY), Swarnajayanthi Gram Swarozgar Yojana (SGSY) 1999, Indira Awaas Yojana (IAY) 1985, Employment Assurance Scheme (EAS) 1993-1991, Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS), National Rural Health Mission (NRHM), Rajiv Gandhi National Drinking Water Mission (RGNDWM) and current rural development programs. Impact of Rural Development in Rural India and its Social Change.

(15 Hrs.)

TEXT BOOKS:

- Rajendra Kumar Sharma (2004), Rural Sociology, Atlantic Publisher,
- Sathya Sundaram, I (2015), Rural Development, IVth Edition, Himalaya Publishing House

REFERENCE BOOKS

- A.R Desai (1959), Rural Sociology in India, Popular Prakashan, Bombay
- Andre Betille, Studies in Agrarian Structure
- Chitambar J, B (1998), Introduction to Rural Sociology, New Age international publication.
- Doshi. S.L and P.C Jain. (1999), Rural Sociology, Rawat Publication, Jaipur
- S, C Jain Community Development and Panchayat Raj in India, Allied Publishers, Pvt., Chennai
- Sharma K.L (2014) (Ed), **Readings in Indian Sociology** Volume II: Sociological Probing in Rural Society, Sage publication,
- Sharma. B.K (2012), Rural Sociology, Neha Publishers & Distributors,

e-RESOURCES

1. <https://www.sociologydiscussion.com>
2. <https://www.mgkvp.ac.in>
3. www.yourarticlelibrary.com
4. <https://rural.nic.in>
5. <https://transformingindia.mygov.in>
6. <https://www.researchgate.net>
7. <https://brainly.in>

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ACTIVITY PLANNER

List of activities for Employability/Skill Development/Entrepreneurship Skill Development
(Course faculty may conduct any, all or any other activities as well)

1. Album- Students will make E- album on Villages around India-
2. Audio Presentation and Report- Identify Beneficiaries- groups to find five beneficiaries who have utilized government schemes in their upliftment under the category of handloom and small-scale industries.
3. Discussion on the outcome of farmer unrest 2020 in India
4. Mock gram sabha- Students will enacting the functions of gram sabha
5. Quiz on all the rural development programmes

COURSE OUTCOMES

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

CO NO.	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL
CO 1	Outline the historical evolution of rural settlements in India and the types of rural society.	1,2,4	An
CO 2	Analyze the various land tenure systems in rural society.	1,2,3,4,5	An, E
CO 3	Estimate the structure of the rural economy and the importance of rural industries.	1,2,3,4,5	E
CO 4	Evaluate the relevance of the Panchayat Raj system.	1,2,3,4,5	E
CO5	Examine the central and state rural development Programs since independence.	1,2,3,4,5	An

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ALLIED - II SOCIAL ANTHROPOLOGY

COURSE CODE: 14USOC305	YEAR/SEMESTER: I / II	MAXIMUM MARKS: 100
COURSE TYPE: THEORY	CREDITS: 5	TOTAL TEACHING HOURS: 75

GENERAL OBJECTIVE

The students will be able to identify the primitive as well as traditional elements of social life.

COURSE OBJECTIVES

Co No	Course objective
Co 1	To provide a basic understanding about basic social institutions, organization
Co 2	To familiarize the structural principles working in primitive society.
Co 3	To emphasis on the basics of socio- cultural elements of social life
Co4	To explain political and economic life of primitive life
Co5	To familiarize primitive religion and magic

UNIT I

Introduction:

Meaning and scope of Anthropology

Branches of Anthropology: Physical, Cultural and applied anthropology

Relation with other social sciences

(10 Hrs)

UNIT II

Culture

Functions of Culture

Attributes of Culture

Culture Complex

Culture Integration

Enculturation and transculturation

(15 Hrs)

UNIT III

Marriage and Kinship

Marriage- Typology by mate selection, levirate and sororate, hypergamy and hypo- gamy

Types of descent, Lineage, residence, authority

Kinship- types, Usages, moiety and phratry

(15 Hrs)

UNIT IV

Economic and political organization

Property- Production, consumption and distribution

Systems of Trade Exchange- reciprocity, redistribution, barter and market.

Band, Tribe and State

Primitive Law and justice

(18 Hrs)

UNIT V

Religion and Magic

Religion- animism, animatims, bongaism, totemism, Naturism

Religious practioners - Shaman, Witch and Sorcerers, Priest

Magic- types and functions of Magic

(17 Hrs)

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TEXT BOOKS

- Lucy Mair(2006). An Introduction to Social Anthropology. Oxford University Press.
- D.N Madan and Majumdar(2014). An Introduction to Social Anthropology, Mayoor paper backs, Noida

REFERENCE BOOKS

- Richney. H. Crapo (1999), Cultural Anthropology, Brown and Bench Mart.
- Uberoi, Patricia. 1993. Family, Kinship and Marriage in India. New Delhi, Oxford University Press.
- Shah, A.M. 1998. The Family in India: Critical Essays, New Delhi: Orient Longman. Carol R. Ember. Melvin Ember(2014). Anthropology. Prentice Hall of India Pvt. New Delhi
- MakhanJha(1994). An Introduction to Social Anthropology. Vikas Publication, New Delhi.
- Beals, R & Haijer, H(1960). Introduction to Anthropology, Mac Millan, New Delhi

e- RESOURCES

1. <https://www.americananthro.org/LearnAndTeach/Content.aspx?ItemNumber=1733>
2. <https://www.discoveranthropology.org.uk/about-anthropology/what-is-anthropology/social-and-cultural-anthropology.html>
3. <https://www.youtube.com/watch?v=FOIMJKMrTcY>
4. <https://www.youtube.com/watch?v=FOIMJKMrTcY>
5. <https://www.youtube.com/watch?v=OYAcc03PnoM>

ACTIVITY PLANNER

List of activities for Employability/Skill Development/Entrepreneurship Skill Development (Course faculty may conduct any, all or any other activities as well)

1. Mapping and Concept Book: The students will be able to understand the basics concepts and significance of the subject.
2. Assignment- Investigate and write death rituals from a culture other than mainstream Indian culture.
3. Demonstration reports: The students can explore the usage of kinship and other features of descent
4. Case Study Report: The students will be able to identify the role of religion and religious practitioners in societal formation
5. Collect a database on employability and higher education prospects of Social Anthropology.

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B.A SOCIOLOGY

COURSE OUTCOMES

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

CO No.	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL
CO1	Evaluate the contemporary as well as traditional elements of social life.	1,2 ,3	E
CO2	Outline the role of culture in everyday life and examine enculturation, culture complex, etc.	1,2,4,5	An
CO3	Recognize the roots of socio-cultural elements and cultural competency	1,2,4,5	E
CO4	Explain the economic and political organization of property and trade exchange.	1,2,3,4,5	E
CO5	Assess the social perceptions of religion and magic by examining the anthropological concepts.	1,2,3,4,5	C

- **R= Remember, U= Understand, Ap= Apply, An=Analyse, E= Evaluate, C= Create**

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B.A SOCIOLOGY

NON MAJOR ELECTIVE –I- MARRIAGES IN INDIA -I

COURSE CODE: 12UNME401A	YEAR/SEMESTER: I/II	MAXIMUM MARKS: 100
COURSE TYPE: THEORY	CREDITS: 2	TOTAL TEACHING HOURS: 60

GENERAL OBJECTIVE

To familiarize the concepts, and make the students to understand the importance of the institution of marriage.

COURSE OBJECTIVES

Co No.	Course objective
Co 1	To introduce the students to institution of Marriage.
Co 2	To make the students understand the forms of marriages in India.
Co 3	To sensitize the practises of mate selection.
Co4	To make students understand the changing trends in marriage practises
Co5	To sensitize students on the customs associated with Hindu marriage.

PAPER I

UNIT- I Introduction

- Concept of Marriage
- Definition of Marriage
- Characteristics of Marriage
- Functions of Marriage.

(6 hrs.)

UNIT-II Classification of Marriage

- Forms of Marriage
- Types of Marriage: Poly gamy: Polygyny, Polyandry, Monogamy, Group Marriages.

(6 hrs.)

UNIT- III Rules of Marriage

- Selection in Marriage: Prescriptive and Preferential.
- Rules of Marriage: Endogamy, Exogamy.

(6 hrs.)

UNIT –IV The Hindu Marriage

- A Sacrament
- Aim of Hindu Marriages
- Sacred Beliefs and Values involved in Hindu Marriages
- Changing Trends in Hindu Marriages.
- Factors Affecting Hindu Marriage: Urbanization, Education, Legislations.

(6 hrs.)

UNIT- V Customs and Traditions in Hindu Marriages

- Important Rites Associated with Hindu Marriages.

(6 hrs.)

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TEXT BOOKS

1. Antony Giddens(1997)Sociology,3rd Edition Polity Press,U.K
2. C.N. Shankar Rao (2009) “Sociology of Indian Society” S. Chand Publication
3. Ram Ahuja (2000) Indian Social System, Rawat Publication
4. C.N. Shankar Rao (2007) “Sociology” S. Chand Publication

REFERENCE BOOK

1. K.M.Kapadia (1979).Marriage and Family in India .Oxford University Press. Delhi
2. David H.Olson, John Defrain (1994)Marriage and The Family: Diversity and Strengths, Mayfield Publication London
3. Harry M. Johnson, Sociology: A systematic Introduction (1960) Allied Publication.

ACTIVITY PLANNER:

List of activities for Employability/Skill Development/Entrepreneurship Skill Development
(Course faculty may conduct any, all or any other activities as well)

1. Giving Situational questions and games on marriage
2. Students to bring in Videos to show and discuss the difference types of marriages and weird marriages
3. Discussion with the students the importance of ethnic identity in a marriage and how caste makes a marriage endogamous. Students should find cases of honor killing due to inter caste marriages.
4. Students should make videos & presentations on the different marriage styles of hinduism based on their community

COURSE OUTCOMES

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

CO No.	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL
CO1	Develop broad knowledge on the institution of marriage.	1,2,4,5	C
CO2	Examine the marriage practises in Hinduism.	1,2,4,5	An
CO3	Examine the mate selection process in marriages.	1,2,4,5	An
CO4	Explain the marriage practises among Hindus.	1,2,4,5	E
CO5	Outline the customes and traditions of Hindu marriages	1,2,4,5	An

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B.A SOCIOLOGY

NON MAJOR ELECTIVE –II- MARRIAGES IN INDIA -II

COURSE CODE: 12UNME401B	YEAR/SEMESTER: I/II	MAXIMUM MARKS: 100
COURSE TYPE: THEORY	CREDITS: 2	TOTAL TEACHING HOURS: 60

GENERAL OBJECTIVE

To familiarize the concepts, and make the students to understand the importance of the institution of marriage.

COURSE OBJECTIVES

Co No.	Course objective
Co 1	To introduce the students to Muslim Marriage practises.
Co 2	To make the students understand the marriage practices in India.
Co 3	To sensitize the students on causes and consequences of divorce
Co4	To make students understand the marriage legislations in India
Co5	Students to be aware of the recent trends in marriages.

PAPER –II

UNIT: I Marriages among Muslims in India

- Pre-conditions of Muslim marriages
- Conditions of void Marriages
- Importance of Mahr in Muslim Marriages

(6 hrs.)

UNIT: II Marriages among Christians

- Objectives of Christian marriages
- Christians Marital Practices
- Provision of Divorce
- Position of Women in Christian Community

(6 hrs.)

UNIT: III Divorce

- Definition of Divorce
- Divorce in India
- Causes of Divorce
- Individual and Social Consequences of Divorce
- Remedial Measures of Divorce

(6 hrs.)

UNIT: IV Marriage Legislations

- Marriage Legislations in India

(6 hrs.)

UNIT: V Recent Trends in Marriages

- Remarriage and Step families, Saying No to kids
- Alternative to Marriage and the Family: Staying Single, Living together
- The debate about “Family Values”

(6 hrs.)

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B.A SOCIOLOGY

TEXT BOOKS:

- Antony Giddens(1997)Sociology,3rd Edition Polity Press,U.K
- C.N. Shankar Rao (2009) “Sociology of Indian Society” S. Chand Publication
- Ram Ahuja (2000) Indian Social System, Rawat Publication
- C.N. Shankar Rao (2007) “Sociology” S. Chand Publication

REFERENCE BOOK:

1. K.M.Kapadia (1979).Marriage and Family in India .Oxford University Press. Delhi
2. David H.Olson, John Defrain (1994)Marriage and The Family: Diversity and Strengths, Mayfield Publication London
3. Harry M. Johnson, Sociology: A systematic Introduction (1960) Allied Publication.

ACTIVITY PLANNER:

List of activities for Employability/Skill Development/Entrepreneurship Skill Development (Course faculty may conduct any, all or any other activities as well)

1. Giving Situational questions and games on marriage
2. Students to bring in Videos to show and discuss the difference types of marriages and weird marriages
3. Discussion with the students the importance of ethnic identity in a marriage and how caste makes a marriage endogamous. Students should find cases of honor killing due to inter caste marriages.
4. Students should make videos & presentations on the different marriage styles of hinduism based on their community

COURSE OUTCOMES

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

CO No.	COURSE OUTCOME	PSOs ADDRESSED	COGNITIVE LEVEL
CO1	Develop broad knowledge on Muslim marriage.	1,2,4,5	C
CO2	Examine the marriage practises among Christians	1,2,4,5	An
CO3	Examine the impact of divorce on society.	1,2,4,5	An
CO4	Outline the legal provisions for marriages in India.	1,2,4,5	E
CO5	Examine the new trends in marriages in India	1,2,4,5	An

- **R= Remember, U= Understand, Ap= Apply, An=Analyse, E= Evaluate, C= Create**

Choice Based Credit System
Course of Study for the batch of
Candidates admitted in 2017 – 2018

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B.A SOCIOLOGY

CORE V- SOCIOLOGICAL THEORY

COURSE CODE: 15USOC303	YEAR/SEMESTER: II / III	MAXIMUM MARKS: 100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS: 60

GENERAL OBJECTIVE

Students will gain an understanding of some of classical contributions in sociology, and their continuing relevance in the contemporary world

UNIT I

Auguste Comte: Law of three stages, Hierarchy of Sciences, Positivism.

Herbert Spencer: Social Darwinism, Super-organic evolution.

(12 Hrs)

UNIT II

Emile Durkheim: Theory of social facts, Rules of sociological Method – division of Labour Social solidarity, and Theory of Suicide

Max Weber: Authority, Protestant Ethic and the Spirit of Capitalism

(12 Hrs)

UNIT III

Functionalism

Talcott Parsons: Functionalism – theory of voluntaristic action, Pattern Variables

Robert Merton: Concept of Functionalism – Function, Dis-function, Latent and Manifest function, Functional postulates Theories of Middle range, Anomie

(12 Hrs)

UNIT IV

Conflict Perspective

Karl Marx: Materialist interpretation of history, Theory of Class and Class Struggle

C. Wright Mills: Power Elite,

Ralf Dahrendorf: Ruler and the ruled

(12 Hrs)

Unit V

Development of sociological thought in India

A.R Desai: Social background of Indian nationalism

Yogendra Singh: Integrated model of modernization

(12 Hrs)

TEXT BOOKS

- Abraham, Francis, Henry Morgan, (2013) Sociological Thought, Macmillan Publishers, Delhi
- Coser, Lewis A. 1979. Masters of sociological thought. New York: Harcourt Brace Jovanovich. Sociology 20
- Aron, Raymond. 1967 (1982 reprint). Main currents in sociological thought (2 volumes). Harmondsworth, Middlesex: Penguin Books.
- Barnes, H.E. 1959. Introduction to the history of sociology. Chicago: The University of Chicago Press.

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B.A SOCIOLOGY

ESSENTIAL READINGS

- Coser, Lewis A. 1979. Masters of sociological thought. New York: Harcourt Brace Jovanovich. Sociology.
- Fletcher, Ronald. 1994. The making of sociology (2 volumes). Jaipur: Rawat.
- Morrison, Ken. 1995. Marx, Durkheim, Weber: Formation of modern social thought. London: Sage.
- Ritzer, George. 1996. Sociological theory. New Delhi: Tata-McGraw Hill.
- Singh, Yogendra. 1986. Indian sociology: Social conditioning and emerging trends. New Delhi: Vistaar.
- Zeitlin, Irving. 1998 (Indian edition). Rethinking sociology: A critique of contemporary theory. Jaipur: Rawat.

ACTIVITY PLANNER

List of activities for Employability/Skill Development/Entrepreneurship Skill Development
(Course faculty may conduct any, all or any other activities as well)

1. Meet the Sociologist- selected students will play the role of sociologists and communicate with other students
2. Theory Gallant Quiz series to develop different perspectives to understand social functions and problems
3. Chain notes- class activity, one student will start a comment/ criticism others will add their opinions
4. Create a simulation of a conversation between two different sociological theorists on the nature of society in a social media platform
5. Mapping- chronological mapping of sociologists

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B.A SOCIOLOGY

ALLIED III-SOCIAL PATHOLOGY

COURSE CODE: 14USOC306	YEAR/SEMESTER: II / III	MAXIMUM MARKS: 100
COURSE TYPE: THEORY	CREDITS: 5	TOTAL TEACHING HOURS: 75

GENERAL OBJECTIVE

To familiarize the students with various social issues and social problems with respect to Indian society.

UNIT I

Concept and Approaches

Concept of Social Problem

Characteristics and Causes of Social Problem

Theoretical perspectives on social problems: The Functionalist perspective, The Conflict perspective, The Integrationist perspective.

(15 hrs)

UNIT II

Social Issues

Regionalism and Linguistic Issues

Religion and Minority Issues

Communalism.

(15 hrs)

UNIT III

Social Inequality

Caste and Social Inequality

Constitutional Categories: SC, ST, and OBC.

Protective Discrimination.

(15 hrs)

UNIT IV

Social Exclusion

Gender Issues: Violence against Women- Female Infanticide -Female feticide – Dowry -

Domestic Violence – rape - sexual harassment - Eve teasing

Domestic violence bill 2005

Problems of the elderly – economic, psychological and physical problems

Support system of the elderly – family, community and policies of the government.

(15 hrs)

UNIT V

Social Deviance

Crime – juvenile Delinquency - Drug abuse - Alcoholism

Terrorism – concept, characteristics, terrorism in India

Corruption-. Cause, consequences and remedial measures.

(15 hrs)

TEXTBOOKS

- Ahuja Ram(2014) Society in India: Concepts, Theories and Changing Trends.
- Ahuja Ram(2014) Social problems in India, Rawat Publication
- R.N.Sharma(2010), Indian Social Problems, Media Promoters &Pub Mumbai 2010.

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B.A SOCIOLOGY

REFERENCES

- Beteille Andre, (1992) Backward Classes in Contemporary India, OUP, New Delhi
- Prabhu.P.H, (2000) Hindu Social Organisation, Popular Prakasam, Chennai
- Bose.N.K(1975), Structure of Hindu Society, New Delhi
- Yogendra Singh, (1975) Modernization of Indian Tradition

ACTIVITY PLANNER

List of activities for Employability/Skill Development/Entrepreneurship Skill Development
(Course faculty may conduct any, all or any other activities as well)

1. Presentation on the topic – Dowry demand and harassment: Prevalence and risk factors in India.
2. Role play on Eve Teasing and Juvenile Delinquency and Parental Role
3. Pictionary – A game where Students have to guess the situation by analyzing the pictures
4. Article reviews on eve teasing and problems faced by elderly people.
5. Students are asked to present on the topic – Religious Minorities in Asia and the problems faced by them.
6. Discussion on the topic – Minority Rights
7. Article Reviews on Communalism in India
8. Group Discussion on the Topic- Caste in the 21st century India
9. Article review on – Examining the concept of equal opportunity and application of ‘Protective Discrimination’ to ‘vulnerable Groups’

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B.A SOCIOLOGY

ELECTIVE I - RESEARCH METHODOLOGY

COURSECODE: 14USOC316	YEAR/SEMESTER: II / III	MAXIMUM MARKS: 100
COURSE TYPE: THEORY	CREDITS: 5	TOTAL TEACHING HOURS: 75

GENERAL OBJECTIVE

To provide a comprehensive overview on the research process

UNIT - I Introduction

Meaning and significance of social research

Types of research: pure and applied

Scientific method, objectivity and subjectivity.

(15 hrs.)

UNIT - II.

Research Problem and Hypothesis

Identification and formulation of research problem

Definition and types of hypotheses

Sources of hypothesis

Formulation of hypothesis .

(15 hrs.)

UNIT III. Research Design

Types of research design: Descriptive- Explanatory- Exploratory- Diagnostic –Experimental

Components of good research design.

(15 hrs.)

UNIT IV Methods of Research and Data Collection

Methods of research: Qualitative Quantitative

Sources of data – Primary, Secondary and tertiary

Sampling techniques

Tools of data collection: Observation- Questionnaire Schedule

Interview Method , Ethnography Case study, Content analysis.

(15 hrs.)

UNIT – V REPORT WRITING

Requisite of a good report.

Component of Research report

(15 hrs.)

TEXT BOOKS

- Kothari C R. (2009). Research Methodology. Methods and Techniques (Second Revised Edition), New Age International Private Ltd, Publishers.
- Krishnaswami O R. (2002). Methodology of Research in Social Sciences. Himalaya Publishing House, Delhi.

REFERENCE BOOKS

- Dasgupta, Manas. (2007). Research Methodology in Economics, Problems and Issues. Deep & Deep Publications Pvt. Ltd, New Delhi.
- Ahuja Ram. (2010). “Research Methods”, Rawat Publication, New Delhi.
- Cooper Donald R and Pamela S Schindler. (2010). Business Research Methods (9th Edition), The McGraw- Hill companies, New Delhi.

B.A SOCIOLOGY

- J.K. Sachdeva (2019), Business Research Methodology, Himalaya Publishing House, Mumbai, Third Revised Edition
- Evans, A.N., & Rooney, B.J. (2008). Methods in Psychological Research, Sage Publications, New Delhi

ACTIVITY PLANNER

List of activities for Employability/Skill Development/Entrepreneurship Skill

Development(Course faculty may conduct any, all or any other activities as well)

1. EM: Snap short survey - students will be able to conduct research in their employment and higher education of subject area
2. SD: Quantitative and Qualitative tool making

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B.A SOCIOLOGY

CORE VI- URBAN SOCIOLOGY

COURSE CODE :15USOC306	YEAR/ SEMESTER: II / IV	MAXIMUM MARKS:100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS: 60

GENERAL OBJECTIVE

To introduce to the students urban social structure, process, and way of life and also the problems of city dwellers and the means to urban reconstruction.

UNIT I

Introduction

Nature- Scope and Importance of Urban Sociology

Rural Urban Differences: Specific traits of Urban World – Continuum and dichotomy perspective – Urbanism as away of life.

(10Hrs)

UNIT II

Origin of Cities and Urban Ecology

Early cities – Urbanization – Modern patterns of Urban Development

The Nature of Human Ecology – the ecological systems – Elements of ecological system –

Inter-relationship of the ecological elements – The Social component in Human Ecology -

Ecological Processes – Ecological Processes of Urban Growth: Burger's Concentric Zone

Theory. Hoyt's Sector Theory, Ullman's Multiple Nucleic Theory –Limitations of ecological theories.

(10 Hrs)

UNIT III

Urban Social Problems

Housing, Slum, Health and Sanitation in urban areas, Transport and Displacement and Resettlement

(15 Hrs)

UNIT IVUrban Planning

Background factors and problems, Major aspects of the Master plan, Planning of the Local Subareas, Making Plans Effective, Urban Renewal- Meaning, scope and importance, Urban

renewal projects - Garden cities and Satellite towns

(15Hrs)

UNIT V

Urban Development

Urban Administrative agencies of Development: HUDCO, CMDA.

(10Hrs)

TEXT BOOKS

- M.S.A Rao (2013) Urban sociology in India, Orient Longman, New Delhi
- Sharma Ramnath (1998) Text book of urban sociology, Rajhans Press Publication. India.

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REFERENCE BOOKS

- Gist N P S Fava, Urban society.1969
- Sharma Rajendra K (1997)Urban sociology, Atlantic publishers, New Delhi
- Amiya Kumar Das, (2007)Urban Planning in India, Rawat Publications
- Jasmeet Sandhu and Gurpreet Bal, (2013) Urban Development and Governance, Rawat Publications
- Ministry of Housing and Urban Poverty and Alleviation Government of India(2014), Inclusive Urban
- Planning, State of the Urban Poverty Report 2013, Oxford University Press.

ACTIVITY PLANNER

List of activities for Employability/Skill Development/Entrepreneurship Skill Development.

(Course Faculty may conduct any, all or any other activities as well)

1. Students to identify the Specific traits of Urban India and the factors operating on Rural Urban divide and submit the report as a group.(SD)
2. Class to be divided into small groups and each group leader to represent the group in the discussion on “Increasing urbanization and its impact on global environment.”(SD)
3. Activity based on Creative skill development: Sketching a plan of a city of their dream.
4. Activity based on employability and entrepreneurship: Students are asked to identify and browse information on NGOs working on urban social problems and submit a report
5. Presentation by students on the government of India’s programs and Tamil Nada’s state governments program on urban development projects.(EM)

ALLIED IV: SOCIAL DEMOGRAPHY

COURSE CODE:15USOC305	YEAR/ SEMESTER: II / IV	MAXIMUM MARKS:100
COURSE TYPE: THEORY	CREDITS: 5	TOTAL TEACHING HOURS: 75

GENERAL OBJECTIVE

To equip the students with knowledge about the importance of population and its related aspects, the causes and effects of a growing population with particular reference to the Indian situation.

UNIT I

Introduction to Population Studies

Nature, Scope and Importance of Social Demography

Basic Concepts- Fertility, Fecundity, Mortality and Migration

Factors affecting fertility, Factors responsible for Maternal and Infant Mortality, Factors affecting Migration in India-Push and Pull factors.

(15 hrs)

UNIT II

Theories of Population

Malthusian theory of Population

Theory of Demographic Transition

Social theories of Population.

(15 hrs)

UNIT III

Sources of Demographic Data

Census

National Sample Survey

Vital Registers

Composition and Distribution of Population in India: Age, Sex, Demographic dividend.

(15 hrs)

UNIT IV

Population Policy and Programme in India

Population Policies in India- Pre-natal and antenatal policies, Effectiveness of population policies.

Family planning Programmes in India- camp approach, Clinical approach, Extension education

(15 hrs)

UNIT V

Emerging Trend in population: The framework of Millennium Development Goals,

Reproductive and child health.

Gender inequalities and empowerment of women. Reducing maternal mortality.

(15 hrs)

TEXT BOOKS

1. Bhende Asha A Kanitkar Tara (2003) 6thedn Principles of Population Studies, Himalaya Publishing House, Mumbai
2. Raj,Hans D (1986) Fundamentals of Demography4THEdn, Surjeet Publications, New Delhi

B.A SOCIOLOGY

REFERENCES

1. Narain, VatsalaPrakasam.C.P. (1983) Population Policy Perspectives in Developing Countries. Himalaya Publishing House, Mumbai
2. Matras Judah (1977) Introduction to Population: A Sociological Approach, Prentice Hall, Inc., New Jersey
3. Bose Ashish, Mitra Ashok Desai (1974) Population in India's Development 1947-2000, Vikas Publishing House, Delhi
4. Cox, Peter.R (1989) Demography 5thedn, Cambridge university Press, Cambridge
5. Ministry of Information and Broadcasting, Government of India(2006) Publication, Publication Division, India.
6. Mahadevan and P.Krishnan (1993) Methodology for Population Studies and development, Sage Publication.

ACTIVITY PLANNER

List of activities for Employability/Skill Development/Entrepreneurship Skill Development (Course faculty may conduct any, all or any other activities as well)

1. EM: Collecting information from official websites to create a directory of effective implementation of the various schemes related to women to aid internship
2. SD: Making project reports to analyse population policies around the world
3. EMPATHY –PUT YOURSELF IN OTHERS' SHOE-Students will be divided into groups and asked to anticipate various social situations with extreme Mortality, fertility, migration trends and conduct role play to deal with such situations.
4. Advertisement analysis- groups can choose any 3 advertisements related to migration/ infertility, etc and do effective content analysis and submit report
5. CENSUS ENUMERISTStudents will prepare a census of their own class and critically analyze all the sources of demographic data
6. ROLE-PLAY The students will be encouraged to find funny/inhumane elements of population/related policies in different countries in the world and enact it in class

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B.A SOCIOLOGY

ELECTIVE II-INTER DISCIPLINARY ELECTIVE -COUNSELLING FOR LIFE SPAN

COURSE CODE: 11UELE302D	YEAR/SEMESTER: II / IV	MAXIMUM MARKS: 100
COURSE TYPE: THEORY	CREDITS: 5	TOTAL TEACHING HOURS: 75

GENERAL OBJECTIVE

To educate the students with the cognitive, emotional social changes that people go through.

Unit I

Counseling For Children and Adolescent

Issues related to single parent families, child neglect and abuse

Guidance program for children.

(15 hrs)

Unit II

Counseling With Young Adults

Problems related to new environment and new relation ship

Problems related to marriage and divorce.

(16 hrs)

Unit III

Counseling In Mid Life

Stress

Menopause.

(10 hrs)

Unit IV

Counseling For Senior Citizens

Leisure time activities

Preparing for retirement

Depression and loneliness.

(17 hrs)

Unit V

Special Areas During Life Span

Counseling addicts

Sexual abuse

Terminal illness

Family conflict.

(17 hrs)

TEXT BOOKS

- Ray Wolfe and Windy Dryden (1996). Handbook of Counseling Psychology, Sage publications Ltd,
- Thomas R.Murray (1990) Counseling and Life Span Development. Sage Publications.

REFERENCE BOOKS:

- Robert L. Gibson and Marianne H.Mitchell (2005), Introduction to Counseling and Guidance, Pearson Education, New Delhi.

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B.A SOCIOLOGY

ACTIVITY PLANNER

List of activities for Employability/Skill Development/Entrepreneurship Skill Development
(Course faculty may conduct any, all or any other activities as well)

- 1.Presentation on Challenges faced by Single Parenting Teenager care.
- 2.Documentary film reviews on - struggles of successful single mothers- &Single Parenthood-Raising a child Alone.
- 3.Discussion on Child sex abuse and relevant legal provisions.
- 4.Role Play on the impact of early emotional neglect.

Choice Based Credit System
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B.A SOCIOLOGY

CORE -VII - SOCIAL MOVEMENTS IN INDIA

COURSE CODE: 14USOC314	YEAR/SEMESTER: III / V	MAXIMUM MARKS: 100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS: 60

GENERAL OBJECTIVE

To provide knowledge of the various social movements in India, Students will gain insight into the political, social, economic and cultural situations

UNIT I

Introduction

Definition, Characteristics, and theories of social movements
Types of social movements
Social movements and social change.

(12 hrs.)

UNIT II

Socio Religious and National Movements

Brahma Samaj, Arya Samaj
Veerasaiva Movement
Civil disobedience movement
Quit India movement.

(12 hrs.)

UNIT III

Social Reform Movement

Self respect movement in Tamil Nadu
SNDP movement in Kerala
Mahar movement in Maharashtra.

(12 hrs.)

UNIT IV

Peasant Movement and Tribal Movements

Telegana Movement
Naxalbari Movement
The Santal Movement
Jarkhand movement.

(12 hrs.)

UNIT V

New Social Movements

Women's Movement
Dalit Movement
Environment movement.

(12 hrs.)

TEXTBOOKS

- AmitesMukhopadhyay – (2012) Social Movements in India, Pearson.
- Banks, J.A. (1992). The sociology of Social Movements, McMillan, London

REFERENCES

- Rao M.S.A. (1979). Social Movements in India, Manohar, New Delhi
- Rao M.S.A. (1979). Social Movements and Social Transformation, McMillan, New Delhi

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- Desai, A.R. (1979), Peasant Struggle in India, OUP. India.
- Desai, A.R (1987), Social Background of Indian Nationalism, Popular - Prakasam, Bombay
- Dharngare, D.N. (1983). Peasant Movements in India: 1920-50.OUP.Delhi
- Oomen, TK. (1990), Protest and Change: Studies in Social Movements, Sage India Pvt.Ltd, Delhi.
- Selliot, Elmer. (1995), From Untouchable Dalit: Essays on The Ambedkar Movement, Manohar

ACTIVITY PLANNER

List of activities for Employability/Skill Development/Entrepreneurship Skill Development
(Course faculty may conduct any, all or any other activities as well)

1. Students are asked a plan a women social movement. Identify the social issue and feasible methodology to carry for the movement. Discuss each group to present their action plan in order to understand which technique would be more successful.
2. SD: Evaluate important contemporary movements and its participation like, Jallikettu, farmers protest 2020
3. Quescussion- students will discuss only questions/ statements on National reform movements, environmental movements & women's movement.
4. One minute paper on any environmental concerns /issues/ protests in your locality
5. Think- pair- repair- individual student will discuss about a problem like, reservation system and student will share her ideas to another student. Based on the knowledge gained through interaction students have to come up with their own assumption on given topic

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CORE VIII- SOCIOLOGY OF DEVELOPMENT

COURSE CODE: 14USOC315	YEAR/SEMESTER: III / V	MAXIMUM MARKS: 100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS: 60

GENERAL OBJECTIVE

To educate the students on various aspects of development.

UNIT I

Introduction

Definition and meaning of development, Characteristics and Perspectives of development
Economic growth and human development
Social development and social indicators
Sustainable development, Socio-cultural sustainability, Multiple sustainability.

(12 hrs.)

UNIT II

Theories of development

Modernization theory of Development- Daniel Lerner
Theory of Underdevelopment – A.G Frank
World System Theory – Immanuel Wallerstein
Gandhian Model of Development.

(12 hrs.)

UNIT III

Development disparities in India

Social disparity – Education and Health
Gender disparity, Economic Disparity and Rural – Urban disparity
Development induced displacement.

(12 hrs.)

UNIT IV

Indian Experience of Development

Planned Development through Five Year Plans
Social implications of Info-Tech revolution
Regional Development – Gujarat, Maharashtra and Tamil Nadu.

(12 hrs.)

UNIT V

Recent trends in Development and Post Development

Technology and Development
Public-Private Partnership
Welfare and Development
Development Indices : HDI, GDI, Happiness Index.

(12 hrs.)

TEXTBOOKS

- Singh, Sheobahal (2010) Sociology of Development, Rawat Publications, Jaipur,
- Derez, Jean and Amartya Sen., (1996) India; Economic Development and Social opportunities, OUP, New Delhi
- Harrison - (1989) the Sociology of Modernization and Development, Sage. New Delhi

B.A SOCIOLOGY

- Webster, Andrew (1984) Introduction to sociology of development, MAC MILLAN Publishers Ltd, London.

REFERENCES

- Appadurai, Arjun.(1997) Modernity At Large: Cultural Dimensions of Globalization. New Delhi: OUP
- HaqManbub, UL (1991) Reflections and Human Development, OUP, New Delhi.
- Sharma, SL (1986), Development: Socio – Cultural Dimensions, Jaipur, Rawat
- UNDP, (2010) Human development Report OUP, New Delhi
- Amin, Samir ,(1979), Unequal Development, OUP, New Delhi

ACTIVITY PLANNER

List of activities for Employability/Skill Development/Entrepreneurship Skill Development
(Course faculty may conduct any, all or any other activities as well)

1. Documentary reviews on the challenges of income inequality.
2. Group discussion on the Topic – Gender inequalities: Past issues and future possibilities.
3. Panel Discussion: Development and displacement ,Technology and Development.
4. Survey: Women Teachers and happiness index in Tamil Nadu during Pandemic.
- 5 Model: Sustainable development model for a mixed economy .

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CORE IX- SOCIOLOGY OF ORGANISATION

COURSE CODE: 14USOC309	YEAR/SEMESTER: III / VI	MAXIMUM MARKS: 100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS: 60

GENERAL OBJECTIVE

This Course aims to make the students understand the organizational Dynamics. It explores different perspectives on why complex organizations look and operate the way that they do, and examines the social consequences of their behavior.

UNIT I: Introduction

Nature of organizational concepts, types, Organization as a system
Significance of Sociology of Organisation.

(12 hrs.)

UNIT II

Organizational Environment

Nature of organizational environment and interface
Strategies to deal with environment.

Nature of Organizational environment and interface.

(12 hrs.)

Unit III

Approaches to the Study of Organization

Classical approach

Human relations approach

Modern organization theory- open systems approach

Contingency approach.

(12 hrs.)

UNIT IV

Group Dynamics

Definition and classification of groups

Group behavior, Group cohesiveness

Group decision making process.

(12 hrs.)

UNIT V

Leadership

Definition- -Leadership style emerging approaches to leadership. Team: Team building,

Team Formation.

Nature of leadership.

(12 hrs.)

TEXT BOOKS

- Davis Keith and John W Newstrom “Human behavior at work”—Tata McGrawHill, New Delhi 1998
- L.M.Prasad Organizational Behavior—Sultan Chand and Sons, New Delhi 2003

REFERENCE BOOKS

- Fred, Luthans Organizational Behavior-- McGrawHill, New York 1989
- Monappa Personnel Management, --Tata McGrawHill, New Delhi 1997

B.A SOCIOLOGY

- Martin Albrow Do Organizations Have Feelings—Routledgr, London 1997
- Peter. F .Drucker Management Challenges For 21st Century –Butterworth Heinemann , Replika Press PvtLtd,New Delhi 1999

ACTIVITY PLANNER

List of activities for Employability/Skill Development/Entrepreneurship Skill Development
(Course faculty may conduct any, all or any other activities as well)

1. SD: Students will be asked to recreate an organization in class, allocate roles and perform various roles to understand group dynamics.
2. To prepare a list of Indian industrialist and their contribution in nation building .
3. To write a report on the list of organization who venture into education for children and environmental concern as their CSR.
4. Suggestion: students to give in their recommendation to organization for improving their productive and work satisfaction among the employees.

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CORE X- CORPORATE SOCIAL RESPONSIBILITY

COURSE CODE : 15USOC307	YEAR/ SEMESTER: III / V	MAXIMUM MARKS:100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS: 60

GENERAL OBJECTIVE

This course aims to inform the students about the core concepts of CSR and highlights major themes and issues addressed through CSR

UNIT –I

Introduction

Definition, Importance of CSR, Philosophical Foundations. History of CSR –Role of the state,

The case for and against CSR- Milton Friedman and Henry Mintzberg.

(12 hrs.)

UNIT-II

Evolution of Corporation and CSR in India

Seeds of early corporations, Development of modern corporations.

Approaches to CSR – Trusteeship and Social Enterprise approach

Theories of Corporate Governance- Agency theory, Stewardship theory, Shareholder theory

Models of CSR.

(12 hrs.)

UNIT –III

Stakeholders and CSR

Taxonomy of stakeholders – stakeholder relationship

Stockholder – employers, suppliers, customers, competitors, Government, Society and community

Intangible aspects of stakeholder approach.

(12 hrs.)

UNIT-IV

Framework for rating CSR

Understanding CSR rating, frameworks- global reporting initiative, regulatory bodies and stock exchanges- BITC's CSR index.

(12 hrs.)

UNIT- V

Practical Component: Report submission on any one specified area : **CSR practices in areas of health, education, community development, Women's welfare.**

(12 hrs.)

TEXT BOOKS

- Chatterjee, Madhumita (2012) Corporate Social Responsibility, OUP, New Delhi.
- Crane, Andrew, (et al) eds (2009) Corporate Social Responsibility: Reading and cases in Global context, Routledge, London,

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REFERENCE BOOKS

- Bhattacharya, C.N (et al) (2011) Leveraging Corporate Social Responsibility: The Stakeholder route to maximizing business and social value, Cambridge University Press, New Delhi.
- Baxi, C.V,(2007) Corporate Social Responsibility, Concepts and cases, Vika Publishing, New Delhi,

ACTIVITY PLANNER

List of activities for Employability/Skill Development/Entrepreneurship Skill Development

(Course faculty may conduct any, all or any other activities as well)

1. **EM: Report submission about CSR practices in any one specific area of interest**
2. **SD: Role play in groups of 5 will be done by the whole class to describe the impact of CSR on direct and indirect stakeholders**

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ELECTIVE III: HUMAN RESOURCE MANAGEMENT

COURSE CODE : 14UMAN314	YEAR/ SEMESTER: III V	MAXIMUM MARKS:100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS: 60

GENERAL OBJECTIVE

This Course aims to elucidate the basic principles of strategic human resource management. To demonstrate the practices and techniques for evaluating performance, structuring teams, coaching and mentoring people in an organization

UNIT I

Introduction

Meaning, goals and importance of HRM

Environment for HRM.

(12 hrs.)

UNIT II

Manpower Planning, Recruitment and Selection

Nature, Objectives and importance of manpower planning

Manpower audit

Job Analysis - Job description - Job design

Sources of Recruitment

Methods of Selection.

(12 hrs.)

UNIT III

Training and Development

Significance of training and development

Types of training: On-the Job and Off-the Job

Methods of training.

(12 hrs.)

UNIT IV

Performance Appraisal

Meaning and objectives of performance appraisal

Methods of performance appraisal

Essentials for a sound appraisal.

(12 hrs.)

UNIT V

Employee Grievances

Nature and types of grievances

Causes of grievances

Procedure for grievance redressal.

(12 hrs.)

TEXT BOOK

- Dessler, G and Varkkey, B. (2011). Human Resource Management. 12th Edition. Pearson

B.A SOCIOLOGY

RECOMMENDED BOOKS

- T.V.Rao (2006) Human Resource Management. New York: McGraw Hill.
- Ashwathappa K (2005) Human Resource and Personnel Management: Text and Cases. New Delhi. Tata McGraw Hill.

ACTIVITY PLANNER

List of activities for Employability/Skill Development/Entrepreneurship Skill Development
(Course faculty may conduct any, all or any other activities as well)

1. EM: Industrial visit and internship to facilitate entry into industries Students will prepare and present Training programmes for a new recruit in a corporate office.
2. SD: A letter box is fixed in class for a week at the start of the unit. The students are encouraged to drop in their grievances in written form (with/without their names). On the day of the activity the class is set up in accordance to an organization structure and grievance redressal process is executed as a mock session

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CORE XI POLITICAL SOCIOLOGY

COURSE CODE : 14USOC319	YEAR/ SEMESTER: III / VI	MAXIMUM MARKS:100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS: 60

GENERAL OBJECTIVE

To present a comprehensive picture of the political structure, functions and processes and the relationship between society and polity.

UNIT I

Introduction

Definition and subject matter of Political Sociology

Distinctive approach of Political Sociology

Interrelationship between political system and society.

(12hrs)

UNIT II

Democratic and totalitarian systems

Socio-economic conditions conducive for their emergence and stability

Political culture: meaning and significance

Political socialization – meaning, significance and agencies.

(12hrs)

UNIT III

Elite theories of distribution of power in society (with reference to Mosca, Pareto, R. Mitchels and C. W. Mills and others)

Intellectuals – Political role of intellectuals – significance

Bureaucracy - characteristics, types, significance in political development with special reference to India.

(12hrs)

UNIT IV

Political Parties

Characteristics, social composition of parties, recruitment, mass participation, political apathy, its causes and consequences (with special reference to India)

Political Process in India: Role of caste, Religion, Regionalism and language in Indian Politics.

(12hrs)

UNIT V

Public opinion

Role of mass media

Problems of communication in illiterate societies - its reference on parties and polity

Politicization of social life

(12hrs)

TEXTBOOKS

- Dowse, R. E. & Hughes 1971 – Political Sociology, New York, Basic Book.
- Horowitz, Irving L., 1972 – Foundation of Political Sociology, New York, Harper and Row.
- Saroj Kumar Jena – Political Sociology, Anmol Publications.
- Das Gupta – Political Sociology, Pearson.

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REFERENCES

- Eisenstadt, S. N. (ED) 1971 – Political Sociology, New York, Basic Book.
- Kornhauser, W. 1971 – The Politics of Mass Society, Penguin.
- Merton R. K. 1952 (Ed) – Reader in Bureaucracy. Glenco the Free Press.
- Key V. O. 1964 – Politics, Parities and Pressure Groups, Crowell New York.

ACTIVITY PLANNER

List of activities for Employability/Skill Development/Entrepreneurship Skill Development
(Course faculty may conduct any, all or any other activities as well)

1. MAPPING: Students will use the world map and identify the prominent countries and the system of governance.
2. Observation and reporting: Students to find out and submit a report on state political party's ideology, its symbols, and manifesto.
3. Class Debate on role of women in politics.
4. Seminar: Indian Women and Political Apathy.
5. Survey: Interview 50 student respondents on the objective: To find out if student respondents have been influenced by print media, visual media or social media on political participation..
6. Students to submit 1-pagereport.

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CORE XII - GLOBALIZATION AND SOCIETY

COURSE CODE: 15USOC309	YEAR/SEMESTER: III / VI	MAXIMUM MARKS: 100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS: 60

GENERAL OBJECTIVE

This paper aims to delineate the characteristics of and the issues relating to Globalization.

UNIT I

The nature and dynamics of globalization

The historical and social context of globalization — World capitalism, modernization and globalization — Distinctive characteristics of globalization — The role of information and communication technology — Benefits and disadvantages of globalization.

(12 hrs.)

UNIT II

Agencies of globalization

Political economy of globalization —

Agencies of globalization: Multinational Corporations, nation-state, media, market, nongovernmental organizations

International agencies: International Monetary Fund, World Bank.

(12 hrs.)

UNIT III

Globalization and culture

The ethos of globalization -unbridled freedom, individualism, consumerism

Diffusion and projection of American value system and cultural patters through the media:

Cultural homogenization, hegemony and dominance

Globalization and the resurgence of ethnic consciousness: global tourism, Diaspora communities, transnational ethnic and religious movements, religious fundamentalism.

(12 hrs.)

UNIT IV

Social consequences of globalization

Inequality within and among Nation states

Differential perception of globalization among nations and their populations

Socioeconomic impact of globalization

Impact on individual and group identities.

(12 hrs.)

UNIT V

Globalization and the Indian experience

Globalization and public policy — Debate on globalization — Impact of globalization:

Trends and prospects.

(12 hrs.)

TEXT BOOK

- George Ritzer, Paul Dean(2014), Globalization: A Basic Text, 2nd Edition, Blackwell Publication,
- Frank J. Lechner, John Boli, (2014) The Globalization Reader, 5th Edition, Blackwell Publication.
- Malcolm Waters(2010), Globalization: Key Ideas, 2ndEdition, Rawat Publication
- Manfred B. Steger(2004), Globalization Rawat Publication

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ACTIVITY PLANNER

List of activities for Employability/Skill Development/Entrepreneurship Skill Development
(Course faculty may conduct any, all or any other activities as well)

1. Debate on Americanization and Globalization.
2. Documentary reviews on -The reflection of Globalization
3. Students to present a report on challenges of various diasporic communities across the world.
4. Group Activity :Presentation on how globalization influence government policies.
5. Discussion on Impact of Globalization on Indian Society
6. Debate on “Globalization is a curse for the poor”-

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CORE XIII- SOCIAL WELFARE AND SOCIAL LEGISLATION

COURSE CODE:14USOC318	YEAR/SEMESTER: III / VI	MAXIMUM MARKS: 100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS: 60

GENERAL OBJECTIVE

The students will identify the important social legislation in connection with social as well as individual welfare.

UNIT I

Constitution of India

Fundamental rights and duties - Directive Principles of State Policy and related instruments of the constitution initiating the welfare goals of the state
Social Legislation as an instrument of social welfare and as instrument of social change
Limitations of social legislation.

(12 hrs.)

UNIT II

Social welfare needs

Provision of compulsory primary education – full employment - Health care needs, welfare of women and children, welfare of disadvantaged groups (Handicapped, elderly, Dalits and tribes), and Housing needs.

(12 hrs.)

UNIT III

Social Legislations

Constitutional provisions in favor of dalits tribes other backward classes, women and children.

Law relating to compulsory primary education, employment, labor legislations, health for all, social security, insurance schemes, human rights, trafficking in women and children

Legislations initiated by State Legislative Bodies to meet regional and local social welfare needs.

(12 hrs.)

UNIT IV

Organizations promoting social welfare programs

Central and State Government organizations and their functioning.

Semi-government and non governmental organizations: their role in social welfare and their functioning.

(12 hrs.)

UNIT V

New approaches and efforts to reach the constitutional goals

In the context of - liberalization and globalization of Indian economy.

(12 hrs.)

TEXTBOOKS

- Pathak, S. (1981) Social Welfare: An Evolutionary and Development Perspective, McMillan Delhi,
- Katalia&Majumdar. (1981) The Constitution of India:, Orient Publishing Company, New Delhi

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REFERENCES

- Kulkarni, P.D.(1979) Social Policy and Social Development in India.. ASSWI. Madras
- Patil, B.R.(1978) The Economics of Social Welfare in India, Somayya, , Bombay
- Bhatia, K.L. (1994) Law and Social Change Towards 21st Century, , Deep and
- Deep, New Delhi
- Robert, F.M. Law and Social Change-Indo-American Reflections, ISI. , New Delhi
- Shams Shamsuddin(1991). Women, Law and Social Change, , Ashish Publishing
- House, New Delhi
- Indian Social Institute.(1998) Annual Survey of Indian Law, , ISI, New Delhi
- Antony, M.J.(1997) Social Action through Courts, ISI, , New Delhi

ACTIVITY PLANNER

List of activities for Employability/Skill Development/Entrepreneurship Skill Development
(Course faculty may conduct any, all or any other activities as well)

1. **Concept book-** Prepare a concept book on constitutional terms and keywords, A concept concept book containing 3-4 sentence explanation of thematic concepts related to the subject area to be collect and write in an orderly fashion. It is to be submitted on every Monday.
2. **Panel Discussion** on the importance of social welfare needs- A panel discussion will be conducting on the importance of social welfare needs among the selected as well as interested representatives from the class, remaining students will act as an active audience, who can comment and question on any opinion and statement from the panel.
3. **Role play** on constitutional provisions and limitations- A selected team will plan and perform role play on day to day experiences on constitutional provisions and limitations.
4. **Concept quiz** on the functions of central and state government- An interested team will prepare and coordinate concept quiz session on the functions of central and state government
5. **Practical Session – policy formulation on their project of Vth semester-** Students are already conducted a empirical study on different sociologically relevant research topic- the knowledge acquired from this chapter will be use pragmatically, each group will formulate policy draft on their research area based on their suggestions and research results. This is to be discussed and finalized.

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CORE XIV-ENVIRONMENT AND SOCIETY

COURSE CODE : 15USOC308	YEAR/ SEMESTER: III VI	MAXIMUM MARKS:100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS: 60

GENERAL OBJECTIVE

To provide knowledge of Environment and society interface, to sensitize the students on environmental issues and understand the impact of global warming.

UNIT I

Introduction

Basic concepts of environment - Ecology, Eco-system
Environment and Society – their inter-relations
Definition, importance and Emergence of Environmental Sociology
Theoretical perspective in Environmental Sociology: Dunlap and Catton, Ulrich Beck's & Ecofeminism

(12 Hrs)

UNIT II

Environmental Issues

Environmental issues pertaining to population, water, sanitation, pollution, energy, technology.

Development, Displacement, Reallocation and environmental problems.

Global-Warming and Climate Change

Disasters: Meaning, Types: Man- Made Disasters & Natural Disasters

(12 Hrs)

UNIT III

Management of environmental problems

Social Impact Assessment on environmental issues (EIA)

Disaster management cycle

Need of Eco-Friendly Technologies

(12 Hrs)

UNIT IV

Environmental Protection

Legal provisions for environmental justice

- The Environmental Protection Act, 1986
- The National Green Tribunal Act, 2010
- Disaster Management Act, 2005

Agencies of environmental protection - Role of NGOs, International Agencies, Pollution Control Board in India

(12 Hrs)

UNIT V

Societal Responses

Indigenous Cultures-Environmental Knowledge, Practice and Rights

Ecotourism, Future of Environmental Sociology

(12 Hrs)

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TEXT BOOKS

- Michael MayerfeldBell(2012) An Invitation to Environmental Sociology, Fourth Edition, Sage Publication New York.
- Riley E. Dunlap and William Michelson (Eds.) (2008)“Handbook Of Environmental Sociology” Rawat Publication ,New Delhi.
- John Hannigan (2014) Environmental Sociology, Third Edition, Routledge Publication U.K.
- R. Rajagopalan (2015) Environmental Studies From Crisis to Cure, Third Edition, OUP.

REFERENCE BOOKS

- David Goldblatt(1996) Social Theory and the Environment, polity press, New York.
- Carter, W. nick (1992). Disaster Management: A Disaster manager’s handbook. ADB Publication, Manila
- P.B. Sahasranaman (2012)“Handbook of Environmental Law” Second Edition, OUP (9780198087342)
- Agarwal SK (1993) “Environmental Protection” Himanshu Publications, New Delhi.
- Rani Mehta (2014) SociologyAnd Environmental Sustainability A Study Of Fragile Ecology, Health Risks And Population Pangs, Rawat Publications, New Delhi.
- C.P. Prakasam and R.B. Bhagat (Eds.)(2007) Population and Environment Linkages, Rawat Publications,
- V.S. Phadke and Swapna Banerjee-Guha (Eds.)(2007) Urbanization, Development and Environment, Rawat Publications New Delhi.

ACTIVITY PLANNER:

List of activities for Employability/Skill Development/Entrepreneurship Skill Development
(Course faculty may conduct any, all or any other activities as well)

1. Students will prepare and present models for eco-friendly technologies that can be adapted in everyday life
2. Village visit to understand the effects of environmental degradation
3. Students will undertake role plays to show effects of displacement and other environmental issues
4. Multimedia presentation on environmental practices
5. Documentary films will be screened to introduce the concepts of Ecology and eco systems

CORE XV -PROJECT

COURSE CODE: 16UMIP301	YEAR/SEMESTER: III / VI	MAXIMUM MARKS: 100
	CREDITS: 4	

GENERAL OBJECTIVE

To give the students hands on experience in Social research.

GUIDELINES

Students are required to undertake a snap shot project either individually or in groups. The project can be either descriptive or analytical in nature focusing on social perspective. The project report should contain Five Units- Introduction, Review of Literature, Research Methodology, Analysis of Data, Summary and Conclusion. Written Report should have a minimum of 50 pages.

ACTIVITY PLANNER

List of activities for Employability/Skill Development/Entrepreneurship Skill Development. (Course Faculty may conduct any, all or any other activities as well)

- Resource formulation of different research methodologies Booster survey/experiment
- Snap short surveys and social experiments to facilitate researcher jobs in various sectors
- Experience in Survey and Report writing help the student to start own NGO/ research consultancy

Internal Evaluation – (50 Marks):

- Internal evaluation is done by the concerned faculty who guide's the project.
- The group should have minimum of 3 to maximum of 5 students.
- Criteria for Internal Evaluation: (10 marks each)
 1. Adhering to deadlines and periodic reporting
 2. Choice of the topic
 3. Content
 4. Presentation
 5. Group coordination

External Evaluation: 50 Marks

- The External examiner should be an Academician belonging to Sociology fraternity from other Arts and Science colleges.
- Criteria for External Examiner:
 1. Presentation of Report – (Oral and Written)
 2. Content
 3. Group participation
 4. Tackling questions.

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CORE XV- INDUSTRIAL SOCIOLOGY

COURSE CODE: 16USOC301	YEAR/SEMESTER: III/VI	MAXIMUM MARKS: 100
COURSE TYPE: THEORY	CREDITS: 4	TOTAL TEACHING HOURS: 75

GENERAL OBJECTIVE

To introduce to the student the nature, scope and importance of industrial sociology with specific reference to India.

UNIT I: INTRODUCTION

Scope and importance of Industrial Sociology.

Socio-Industrial thought –Taylor, Mayo, Maslow, and Mclelland.

(15 hrs.)

UNIT II: EVOLUTION OF INDUSTRY

Manorial system

Guild System

Domestic System

Factory System.

(15 hrs.)

UNIT III: INDUSTRIAL ORGANISATION

Structure of Industrial Organisation

Formal and Informal organizations

Line and Staff organization.

(15 hrs.)

UNIT IV: ORGANISATION OF LABOUR AND LABOUR WELFARE

Origin and Growth of trade union in India

Functions of Trade Union

Trade Unions in India : problems and issues

Social security and Labour welfare measures.

(15 hrs.)

UNIT V: INDUSTRIAL CONFLICT

Types of industrial conflict

Causes and consequences

Methods of settling industrial disputes.

(15 hrs.)

TEXT BOOKS

- Monappa Arun (2012) Industrial Relations in India, Tata McGraw Hill, New Delhi
- Mongia (1986) J.L. Readings in Indian Labour : and Social Welfare

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REFERENCES

- Bose.S.N. (2017) Indian Labour Code , Eastern Law house Pvt.Lts., Calcutta
- Malik. P.C.(2017) The Industrial Law , Eastern Book Co., Lucknow

ACTIVITY PLANNER

List of activities for Employability/Skill Development/Entrepreneurship Skill Development
(Course faculty may conduct any, all or any other activities as well)

- Preparing answer bank
- Flipped class room
- Scrap book