

Semester-1 Sociological concepts Hard core-101 Marks-100(30+70), Credit-5, Time- 3 hours.	
Objective-To provide students an in depth understanding of sociological concepts.	
Outcome-Students are aware about the most important concept of Sociology	
Unit-1	Sociology and sociological perspectives: Historical and social context of the emergence and growth of sociology, nature, and scope of sociology.
Unit-II	Social Structure: Status and role their interrelationship, multiple roles, role set, status set, status sequence, role conflict, religion, culture, norms and values, folkways, and mores.
Unit-III	Socialization: Theories of socialization: Cooley, Mead, and Freud, socialization, socialization, culture and personality, anticipatory socialization, adult socialization, stages and agencies of socialization.
Unit-IV	Social stratification- Social differentiation: Hierarchy and Inequality, forms of stratification, caste, class, gender, Theories of social stratification:- Davis- Moore, Marx, Weber.
Unit-V	Social Control- Types, stages, and agencies of social control, social processes: Associative and Dissociative.
Books	<ol style="list-style-type: none"> 1. C.N Shankar Rao: Principles of sociology, A. Chand and Co.Ltd(2006) 2. Hardy M Johnson - Sociology - A systematic Introduction 3. Albert K Cohen- Deviance and Control 4. Bottomore TB - A guide to problems and literature 5. Kinglesy Davis- Human society

Semester -I
PERSPECTIVES ON INDIAN SOCIETY
Hard Core -102
Marks-100(30+70), Credit-5, Time-3hours

Objective : To provide an in depth understanding about some important perspective on Indian Society.

Outcome: At the end students will aware about the different perspective of Indian Society.

Unit-I	Indological /Textual Perspective :-G.S Ghurye, L. Dumont Structural -Functional Perspective -M. N Srinivas, S. C Dube
Unit-II	Maxian Perspective :D.P Mukherjee, A. R Desai, R. K Mukherjee Subaltern Perspective :B. R Ambedkar, David Hardiman
Unit-III	Composition of Indian Society, Religious, Ethnic and cultural. Pluralism in Indian Society, Civilizational view:N. K Bose and Surjeet Sinha
Unit-IV	Society - Continuity and Change, Impact of Islam /Christianity on Indian Society Social Stratification :features and Changes
Unit-V	International and attributional Dimensions on caste and class, Agrarian class and Changes. Caste and Class Nexus, Development of SC, ST and OBC
Books	1. B.k nagla-Indian sociological thought 2. G. S.Ghurey- Caste and race 3. M.s. more- The social context of an Ideology. 4. N.K Bose- An anthropological view of Indian civilization 5.S.C. Dube Indian village

Semester -I
RURAL SOCIOLOGY
Hard Core-103
Marks-100(30+70), Credit-5, Time-3hours

Objective :To provide students a broad conception towards rural life and society.

Outcome:At the end students get the idea about what rural sociology is about to.

Unit-I	Rural Sociology :Its development, Importance of the study of Rural Sociology, National and International context, Nature and Scope
Unit-II	Village Community -Characteristics, types, Rural-Urban contrast, continuum, Village studies, Socio cultural dimension of village communities
Unit-III	Rural social structure :Agrarian and Peasant Social structure, jajmani system, caste and politics, Dominant caste, caste in rural and urban setting
Unit-IV	Rural social problems: Trafficking, Displacement, Migration and Mobility, Assessment of PRIs
Unit-V	Development Programmes :IAY, SGSY, SHGs, MGNAREGA
Books	<ol style="list-style-type: none"> 1.Desai, A.R. 1997. Rural sociology in India, Bombay:Popular Prakashan 2. Dube S. C. 1995. India's changing villages, London: Routledge and Kegan Paul 3. Dhanagare, D.N. 1988. Peasant Movements in India, New Delhi : Oxford University press. 4. Joshi. P.C. 1976.Land Reforms in India: Trends and perspectives, Bombay Bombay: allied Publishers 5. Oomen.T.K. 1971. Green revolution and agrarian conflict, economic and political weekly, 6(26): 99-103

Semester-I
Classical Sociological traditions
Hard core-104
Marks-100(30+70), Credit-5, Time- 3hrs

Objective- To help the student in understanding some of the founding /classical father's and their contribution in Sociology.

Outcome-Students will clearly understand about the founding fathers of Sociology.

Unit-I	Auguste Comte: Law of Three stages, Positivism, Neo- positivism, Statistics, and Dynamics
Unit-II	Karl Marx: Dialectical Materialism, class and class conflict, Alienation and Capitalism.
Unit-III	Emile Durkheim: Rules of sociological method, Division of Labour, Theory of Suicide, Theory of Suicide, Theory of religion.
Unit-IV	Max Weber: Theory of Social Action, Protestant Ethics and The Spirit of Capitalism, Ideal type, Bureaucracy.
Unit-V	Vilfredo Pareto- Logical and Non-Logical action, Residues and Derivations, Circulation of elites.
Books	<ol style="list-style-type: none"> 1. Alexander, J. (Ed) .1988. Durkheimian Sociology: cultural studies, Cambridge: Cambridge University press 2. Aron, R. 1970.Main currents in sociological thought, vol II, Harmondsworth: penguin 3. Cover, L.A. 1977. Masters of sociological thought, New York: Harcourt Brace 4. Lukes, S. 1972. Emile Durkheim: His life and work, New York: Harper and Row 5. Fletcher, Ronald.1971. The making of sociology : Developments , vol.II, London: Nelson

<p>SEMESTER –II</p> <p>SOCIOLOGY OF CHANGE AND DEVELOPMENT</p> <p>Hard core-201</p> <p>Marks-100(30+70), Credit-5, Time-3hours</p>	
<p>Objectives: To provide an understanding of student's about Sociology of change and development.</p>	
<p>Outcome:At the end they have broad knowledge about change and development.</p>	
Unit-I	Social change, Social Progress, Social Development
Unit-II	Theories of Social Change :Evolutionary, Deterministic, Functionalistic and Conflict
Unit-III	Changing conceptions of development :Human development, Social development :Sustainable development critical perspectives on development - Ecological, Liberal and Marxian
Unit--IV	Models of Development :Capitalist, Socialist, Gandhian and Mixed economy
Unit-V	Indian Experience of Development:Sociological appraisal of Five years of plans, Social consequences of economic reforms, social implications of infotech revolution.
Books	<ol style="list-style-type: none"> 1. Eisenstadt, SN (1973). Tradition, Change and Modernity, KriegerPublishing. 2. Giddenss, A (2006). Sociology, Cambridge: Polity Press. 3.Haralambous, M and Holborn, M (2004). Sociology: Themes and Perspectives. London : Harper Collins 4. Harper, CL (1993). Exploring Social change. New Jersey: Engelwood Cliffs. 5. Polyami, Karl. (1994). The Great Trasnformation. New York: Farrar and Rinehart.

Semester -II
Sociology of Gender
Hard Core (HC- 202)
Marks - 100 (30+70) credit - 5, Time - 3 hours

Objectives: this paper will provide a clear cut idea about the difference between gender and sex and their relationships.

Outcome: At the end students have got the broad knowledge regarding gender and sex.

Unit - 1	Social Connection of gender: Gender Vs Biology, Equality Vs Difference, Public and Private Dichotomy, Patriarchy as ideology and practice.
Unit - 2	Feminism: Meaning, Waves of feminism: First wave, Second Wave, Third Wave, Post - Feminism, Theories of feminism, Liberal Feminism, Radical Feminism, Socialist Feminism.
Unit - 3	Status of Women in India through various ages: Ancient, Mediaeval, Pre-colonial, Post- colonial, Issues affecting in India.
Unit - 4	Women and education: Women and health, women and work, domestic violence women rights: laws and reservations programmers in India, Women Movements in India.
Unit - 5	Gender and institution: Economy - Marginalisation of women and Sexual Division of Labour Women and Property, Religion and Culture.
Books	<ol style="list-style-type: none"> 1. Abbot, P. And Wallace, 1990. An introduction to Sociology: Feminist Perspective, London: Routledge and Kegan Paul. 2. Engels, F.1972. The origin of the family: Private property and the state, London Lawrence and Wishart Morgan. 3. Haralambos.N. and Holborn .M.2000.Sociology: Themes and perspectives, (5th .ed.), London: Collins. 4. Ookley, Ann.1972, Sex, Gender and Society.London Temple Smith.

Semester-II Sociology Of Environment And Climate Change Hard core-203 Marks-100(30+70), credit- 5, Time -3 Hours	
Objective: Provide the broad knowledge regarding environment and climate change.	
Outcome: At the end students will aware about the important concept of environment and climate change.	
Unit-I	Sociology of Environment: Scope and subject matter. Environment and development nexus social Ecology, Sustainable Development, Eco- Feminism
Unit-II	Shrinking natural resources and environment: depletion of water, land forest: causes and impacts on human society.
Unit-III	Environmental issues: Environmental pollution, global warming and climate change, Genetically modified food.
Unit-IV	Environment protection: Efforts at the global level: Brunstlars Repoet, Stockholm summit 1972, Rio- de- janeiro Earth summit 1992, Johannesburg Earth summit 2002, Kyoto Protocol.
Unit-V	Environmental movements: Chipko Movement, Barmada Bachao Andolan, Ganga Bachao Abhijan, Silent Valley Movement.
Books	<p>1. Buttel, Frederick H. And Craig R. Humphrey, 2002. " Sociological theory and the natural environment." pp.33-69 in Handbook of Environmental sociology edited by Riley's. Dunlap and William michelson, westport, CT: Greenwood press.</p> <p>2. Diamond, jared.(2005) Collapse: How societies choose to fail or succeed. New York: Viking. ISBN0670-033375.</p> <p>3. Dunlap, Riley E., Frederick H Buttel, peter Dickens and August Gijswijt(eds.) 2002. Sociological Theory and the environment: Classical Foundations, Contemporary insights(Rowman and Litlefield. ISBN0-7425-0186-8.</p> <p>4. Dunlap, Riley E., and William Michelson(eds.)2002. Handbook of environmental Sociology (Greenwood Press, ISBN -313-26808-8).</p> <p>5. Harper, Charles.2004. Environment and society: Human Perspectives on environmental Issues. Upper saddle River, New Jersey: Pearson Education, Inc. ISBN0-13-111341-0.</p>

Semester-II Globalization and Society Hard core-204 Marks-100(30+70), Credit-5, Time- 3 hours	
Objectives-To enhance the knowledge of the students regarding globalization.	
Outcome- At the end students will aware about the in depth process of globalization.	
Unit-I	Globalization: The historical and social context, Liberalisation, privatisation, Distinctive features of Globalisation.
Unit-II	Dimensions of contemporary Globalization: Economic, Technological, Social and Cultural.
Unit-III	Modernization and Globalization, Neo liberalism and Global Capitalism, Globalisation and Nation State.
Unit-IV	Impact of Globalisation on culture, The Ethos of Globalisation (Individualism, Freedom, Consumerism)_ Impact of Globalisation on Women, Impact of Globalisation on Poor.
Unit-V	Globalization: India's adjustment experience, structural adjustments Nee Trade Policy, New Industria Policy and Finalnxe Policy, Global Institutions and Actirs.(WB, IMF, MNCs, WTO)
Books	1. Appadurai, Arjun, 1997, Modernity at large: Cultural Dimensions of Globalization, New Delhi, OUP. 2. Castells, Manuel, 1996, The rise of Network Society, Oxford : Blackwell. 3. Giddens, A. 1985. The nation state and violence, Berkeley: University of Carlifornia press 4. Giddens, A. 1990. The consequences of Modernity, Standford: Stanford University press. 5.Robertson, R. 1992. Globalization : Social theory and Global Culture.

Semester-II Sociology of Industrial Relations Core elective-201 Marks-100(30+70), Credit- 5, Time- 3 hours	
Objectives-To enhance the knowledge regarding sociology in an industrial society.	
Outcome-At the end students are aware about the various relations existing in this paper.	
Unit-I	Industrial relations- Concepts, Approaches, and Organizations. Approaches to Industrial Relations- Psychological, Sociological, and Gandhian Approach.
Unit-III	Trade union-Origin, Structure, and types of Trade Union, Problems of Trade Union, Trade union movements in India.
Unit-IV	Worker's Participation in Management:Concepts, aims, and objectives of Worker's Participation. For Participation, Levels of participation.
Unit-V	Collective Bargaining: Concept, Features of Collective Bargaining, Necessity and Importance if Collective Bargaining.
Books	Industrial Conflicts and Disputes: Strikes, Lockouts, Conciliation, Adjudication and Arbitration.
Books	<ol style="list-style-type: none"> 1. Blauner, R.1964. Alienation and Freedom, Chicago: Chicago University Press. 2. Ivar. E Berg. 1979. Industrial Sociology, New York: pretince- Hall. 3.Ramaswamy , EA.1978. Industrial relations in India, Delhi: Macmilan. 4. Schneider, EV 1957. Industrial Sociology, Newyork: McGrew Hil. 5. Smelser, N J19 Social change in Industrial Revolution, London: Routledgeand KeganPaul.

Semester -II
Sociology of Marginalized Communities
Core Elective - P 201
Marks - 100 (30+70) credit - 5, Time - 3 hours

Objective- To provide in-depth knowledge regarding Marginalized communities and their issues and conditions etc.

Outcome- At the end, students are aware of the Issues of Marginalized communities.

Unit - 1	Marginalization: Issues and Perspectives, Bases of Marginalization: Caste, Class, Ethnicity, and Gender.
Unit - 2	Status of SC and ST, Affirmative Action; Constitutional Provisions; Social Mobility, Mobilization and Identity; Social Exclusion and Inclusion Debate.
Unit - 3	Social Movements among Marginalized Communities: Views of Gandhi, Phule, Periyar, and Ambedkar.
Unit - 4	Problems of Minority - Approaches to the minority problem - Assimilation, Discrimination, Tolerance, and Equality. Dimensions of Problem - Deprivation. Disparity and State Response.
Unit - 5	Minority rights in Modern India - Minorities and the Politico Linguistic Variations, Equal rights for Minority, Controversy over Minority Rights.
Books	<ol style="list-style-type: none"> 1. Beteille, Andre. 1992. The Backward Classes in Contemporary India, Delhi: Oxford University press. 2. Charsley, A.R. and Karanath, G.K. (Eds.).1998. Challenging Untouchability, Delhi, Sage 3. Gore, M.S.1993. The social context of an ideology: The social and political thoughts of Banasaheb Ambedkar, ,New Delhi : Sage. 4. Mahajan, Gurpreet, 1998.Democracy Difference and social Justice, New Delhi: Oxford University press. 5. Omvedt.G.1995. Dalit visions : the anti - caste Movement and the construction of an Indian Identity. New Delhi orient longman.

Semester II
Social Work
Open Elective - P 201
Marks -50, credit-4, Time – 1 hr 30 min

Objective: Students get about the ideas regarding social work and its uses in every aspect of life.

Outcome- In the end, students will aware of the various process of social work and its 11utilizations etc.

Unit – 1	History of Social Work – Origin and Development of Social Work, Development of Social Work in India, Social Work Profession in India, Growth of Professional Training in India.
Unit -2	Basics of Social Work – Professional Social Work – Nature, Scope, Goals and Functions, Its Relation with other social Sciences, Generic Principles, Values, and their applications.
Unit -3	Social Work Ethics in India – Need for Ethical Behaviour in Social Work, Purpose of a Code of Ethics for Indian Social Workers. The problem faced by the Social Worker in Ethical Decision Making.
Unit-4	Social action as method of social work. Social action – Definition, Concept, History and Principles, Strategy of social action, Use of social action in social work.
Books	<ol style="list-style-type: none"> 1. M.S Gore, Social work and Social Work Education, Asia Publishing House, Bombay.1965. 2. Government of India. Social welfare in India (Delhi-Planning commission, 1960). 3. H. Trecker. Social Group work—Principles and practice. New York association Press 1995. 4. Towards a philosophy of Social work in India. (Popular Book services Delhi, 1967). 5. Training for social work, third international survey (UN – Department of Economic and social affairs. Newyork.1958).

Semester III Research Methodology Hard Core (HC - 301) Marks -100(30+70), credit - 5, Time - 3 hours	
Objective: This course will give the broad knowledge about the process types, techniques of research to do an investigation.	
Outcome: At the end students will have get the process and ideas of research.	
Unit - 1	Nature of Scientific Method: Applicability of Scientific Method in Social Research. It's relationship between Theory and Empirical Research. Major steps in Rocial Research. Theory, facts and Concepts, Objectivity and Value neutrality.
Unit -2	Research Design: Exploratory, Descriptive, Diagnostic, and experimental with examples.
Unit -3	Hypothesis : Meaning, characteristics, Types and Sources. Role of Hypothesis in Social Research. Sampling: Meaning, characteristics, types - Probability and Non- Probability Sampling. Role of Sampling in Social Research.
Unit- 4	Techniques and Methods of Qualitative Research: Observation, Case Study, Content Analysis, Participatory Research Appraisal - (PRA).
Unit -5	Quantitative Methods and Survey Research: Survey, Techniques and Limitations, Questionnaire construction and administration. Interview Schedule.
Books	<ol style="list-style-type: none"> 1. Bryman, Alan. 1988. Quality and Quantity in Social Research, London: Unwin 2005. Social Research Methods, London Oxford University Press. 2. Corbetta, P. 2003. Social Research: Theory, Methods and Techniques, London: Sage. 3. Goode. W.J. and Hatt. P.K. 1952. Methods in Social Research, New York: McGraw- Hill. 4. Mydral, G. 1970. Objectivity in Social Research. London: Gerald Duckworth. 5. Punch, Kieth. 1996. Introduction to Social Research. London: Sage.

Semester -III
Theoretical Perspective on Development
Hard Core (HC- 302)
Marks - 100 (30+70) credit - 5, Time - 3 hours

Objectives- This paper will provide students the various theoretical perspectives on Development.

Outcome- As the paper name suggests the students at the end have clear-cut ideas regarding various perspectives on Development.

Unit - 1	Modernization Debate: Economic (Rostow), Psychological (Lerner and Mc Clelland).
Unit - 2	Political (Lipset and Apter) and sociological (Parsons and Smelser).
Unit - 3	Theories of Underdevelopment: A.G. Frank, I. Wallerstein, Samir Amin.
Unit - 4	Critical Perspectives on Development: Liberal, Gandhian.
Unit - 5	Critical Perspectives of Development on Ecological, Post Development.
Books	<ol style="list-style-type: none"> 1. Amin.Samir.1974. Accumulation on a World Scale: A critique of the theory of Development, New York: Monthly Review Press. 2. Amin.Samir.1976. Unequal development: An Essay on the Social formations of peripheral Capitalism. Hassocks: Harvester Press. 3. Baran Paul.1957. The Political Economy of Growth, New York: Monthly Review Press. 4. Escobar, Arturo, 1995. Encountering Development: The making and Unmaking of the Third World. Princeton: Princeton University Press.

Semester-III
Advanced sociological theory
Hard Core-303
Marks-100(30+70), Credit-5, Time-3 Hours

Objective: Provide the broad knowledge about advanced thinkers.

Outcome: At the end students will know about the advanced thinkers.

Unit-I	Contributions of T. Parsons, R.K Merton Neo functionalism: Contributions of J. Alexander
Unit-II	Structuralism:Contributions of A. R Brown and L. Strauss Post -Structuralism:Contributions of J. Derrida and M. Foucault
Unit-III	Critical theory and Neo-Marxism:J Habermas Structuralism- Marxism: L. Althusser
Unit-IV	Symbolic Interactionism: G.H Mead and H. Blumer, Dramaturgical Approach(Goffman)
Unit-V	Phenomenology(A.Schutz, P. Berger and T.G. Luckman, Ethnomethodology(H.Garfinkel)
Books	1. Berger, P. and T. Luck an.1967. The social construction of reality, New York Anchor. 2. Black, Max(ED) 1961. The social theories of Talcott Parsons: A critical Examination, NJ: Prentice-Hall. 3. Blumer, H. 1969. Symbolic Interactionism, N.J: Prentice- Hall. 4. Blau. P.M.1964.Exchange and Power in social life: New York: Wiley. 5. Collins, R. 1975. Conflict Sociology: Toward an Explanatory science, New York; Academic Press.

Semester III
Sociology of Displacement, Rehabilitation and Resettlement
Core Elective (C E- 301)
Marks -100(30+70), credit-5, Time - 3 hours

Objective: This course will provide the ideas about what displacement rehabilitation and resettlement.

Outcome: At the end they are aware about the ideas.

Unit - 1	Magnitude of Development Induced Displacement: Social, Ethical and Legal Issues of Human Displacement.
Unit -2	Problems of Land Acquisition Acts and Compensation Principles
Unit -3	Socio-Historical Contents of R and R policy: Rehabilitation and Resettlement Policy- Project Specific Policy (Dam versus Other projects), National Policy (India) and International Policy (World Bank and Asian Development Bank)

Unit- 4	Analytical Framework of Rehabilitation and Resettlement issues: Emerging Impoverishment Risk and Reconstruction models (Michael. M. Cernea, Theodore E. Downing)on Dam versus other Projects.
Unit -5	Resistance and Resolutions to Involuntary Displacement: History of Protest Movement- State/ Project versus NGOs/ Civil Society-the Socio-political Dimensions at International National, and Regional levels.
Books	<ol style="list-style-type: none"> 1. B.Terminski, Environmentally-Induced Displacement. Theoretical Frameworks and Current Challenges, Liege,2012. 2. Understanding Impoverishment. The Consequences of Development-Induced Displacement edited by Christopher McDowell 2005 ISBN978-1-57181-916-1. 3. Development-/induces Displacement: Causes,Consequences and Socio-Legal Context Bogumil Terminski 2015.ISBN 978-3-83826-723-4

Semester III Political Sociology Core Elective (C E- 301) Marks -100(30+70), credit -5 , Time - 3 hours	
Objective: This course will provide an enhanced learning on sociology and political science.	
Outcome: At the end student get know the relation of Political Sociology.	
Unit - 1	Political Sociology: Nature, Scope of Political Sociology, Growth of Political Sociology as an academic discipline. State and Nation relationship, Relationship between Society and Polity.
Unit -2	Political Culture, Political Socialization, Voting Behaviour, Pressure Group and Political Party, Political Mobilization.

Unit -3	Theoretical Approaches to State: Marxian and Weberian. Elite Theory: Mosca, Pareto, C. Wright Mills.
Unit- 4	Power, Authority and Legitimacy: Political Authority and Political Power, Relationship of Civil Society with State, Role of Press.
Unit -5	Totalitarian and Democratic Systems: Citizenship-Contemporary challenges: Globalisation, Neo- Liberal State.
Books	<ol style="list-style-type: none"> 1. Almond. G. and J. Coleman. Politics of Developing Areas. 2. Aron. Raymond. 1968. Democracy and Totalitarianism, London. 3. Bhargava, Rajeev and Ashok Acharya. 2008. Political Theory: An Introduction, New Delhi: Pearson (Longman). 4. Bottomore, T.B. Political Sociology. 5. Bottomore, T.B. 1966. Elites and Society. Harmondsworth. Penguin Books. 6. ChANDOKe. Neera (edt) 1994. Understanding the Post-Colonial World. New Delhi. Sage. 7. Dahl. R.A 1961 Who Governs?, New Heaven. Yale University Press. 8. Dahl. R.A 1963 Modern Political Analysis Engle- Woods Prentice-Hall. 9. Easton David 1956 " A Frame Work for Political Analysis and a System Analysis of a Political Life". 10. Easton David 1957 " Analysis of Political System". 11. Gupta Dipankar Political Sociology of India. 12. Haralambos M. and R. Hoelzel 2000 Sociology, themes and perspectives. London: Collins. (Chapter - 9) 13. Lipset S. M. ET. AL. 1956 The Union Democracy. Glencoe. The Free Press. 14. Lipset S. M. 1963. " Political Sociology ". Sociology Today. Ed. R.k. Merton et.al. London. Mercury Books. 15. Lipset S.M. and S. Rokkan (Eds) 1967. Party System Voter and Alignments. New York: Free Press.

Semester III Sociology of Tribes Core Elective (C E- 302) Marks -100(30+70), credit -5 , Time - 3 hours	
Objective: This course will provide broad knowledge regarding Tribes ,its origin and place	
Outcome: Students will know more about Tribes.	
Unit - 1	Tribal India: Meaning and definition, features, distribution, changing characteristics, Tribal studies in Odisha.
Unit -2	Economic System: Definition, characteristics and classification. Forest-based economy, agriculture, changing economy.
Unit -3	Tribal India: Indebtedness, Land alienation, Health education, Displacement, Tribal trafficking.
Unit- 4	Tribal Development in India: Approaches, planning and Programme of tribal Development, achievement and problem, Voluntary Organization and Tribal Development, Tribal Women in Development.
Unit -5	Status of Tribal Women: Controversy relating to the status of tribal women, Socio-Economic Status of Tribal Women, Educational Status of tribal Women, Disempowerment of Tribal Women.
Books	1. D. Haber. 1989. Health Care for an Ageing Society: Cost Conscious Community Care and Self Care Approaches. New York. Hemisphere Publishing Corporation. 2. Indrani Chakrabarty. 1997. Life in Twilight Years. Calcutta Quantity Book Company. 3. Kelvin. White 2009. An Introduction to the Sociology to the Health and Illness. Sage Publications

Semester III Sociology of Health and Gerontology Core Elective (C E- 302) Marks -100(30+70), Credit-5, Time - 3 hours	
Objective: This course will provide an enhanced knowledge regarding Health and Gerontology.	
Outcome:At the students get the idea regarding Health and Gerontology.	
Unit - 1	Sociology of Health - Nature and scope, Contribution to Sociology to Health Gerontology: Nature, Scope, and Significance.
Unit -2	Basic Concepts: Definition of Health - Health and illness, Health Culture, Sick Role, Community Health, Evolution of Social Medicine in India.
Unit -3	Health Services in India - Health Organizations (WHO) and Institutions, Providers of Health Care - Doctor-patient relationship, Traditional healers

	in Health care, Rural health care, Health Programmes in India. National AIDS Control (RCH, ICDS, NFWP)
Unit- 4	Elderly in India: Issues and Perspectives. Problems of Elderly - Health, Socio-psychological and Economic, Neglect and Abuse of Elderly, Welfare measures.
Unit -5	Stress and Health: Concepts of Stress: Models of Stress, Stress related Disorder, and Stress Prevention and management.
Books	<ol style="list-style-type: none"> 1. D. Haber. 1989. Health Care for an Ageing Society: Cost Conscious Community Care and Self Care Approaches. New York. Hemisphere Publishing Corporation. 2. Indrani Chakrabarty. 1997. Life in Twilight Years. Calcutta Quantity Book Company. 3. Kelvin. White 2009. An Introduction to the Sociology to the Health and Illness. Sage Publications

Semester III
Field Internship
Core Elective (C E- 201)
Marks -50, credit -3 Time - 1 hour 30 minutes

Objective: The internship program is to expose the students to the work environment to have the practical Idea about the nature of the work that they are likely to take up in the future. Work place can be a Schools, Colleges, NGOs, Rehabilitation Centres where skill trainings are provided taking into consideration their ability, aptitude, interest.

Outcome: First hand training will give a broad idea about the various activities that are being taken up by institutions for the children and adults with special needs. The experience gained in these organisations will help them in getting employment in government and private organisations to work for the differently abled people and specially challenged children.

They can get associated with NGOs as trainers to impart training and getting them skilled for appropriate employment and self health skilled. Head of the Department and faculty members must have to take up the challenges in contacting the Head of such organisation for the placement in training programmes as interns. Faculty members have to guide students in carrying out the work and writing a report on the basis of their direct exposure and hand on experience. At the end of the training programme students have to submit an internship report for evaluation by the departmental examining committee. Looking at the progress and commitment of the students mid-semester assessment is to be done. Like wise, final assessment is to be made on the basis of the entire work accomplished at the end of the semester by the examining committee.

<p>Semester -IV Methodology of Sociological Research Hard Core (HC- 401) Marks - 100 (30+70) credit - 5, Time - 3 hours</p>	
Objective- This paper will provide in-depth knowledge about the various methodologies in research.	
Outcome- In the end, students will get knowledge regarding the various methods present in sociology and their uses.	
Unit - 1	Epistemological Issues, Forms and Types of Knowledge; Commonsense, Reason, and Science.
Unit - 2	The logic of Inquiry in Social Science Research - Induction and Deduction; Theory Building.

Unit - 3	Methodological Perspective: Positivism and its Critiques: Popper, Kuhn, and Verstehen.
Unit - 4	Nature of Social Reality and Approaches to it Verstehen, Hermeneutics.
Unit - 5	Ethnomethodology; Phenomenology; Ethical Issues in Social Research.
Books	<ol style="list-style-type: none"> 1. Bryman, Alan. 1988. Quality and Quantity in Social Research, London: Unwin _ _ _ _ _ 2005. Social Research Methods, London Oxford University Press. 2. Corbetta, P. 2003. Social Research : Theory, Methods and Techniques, London: Sage. 3. Feyerabend. P.K. 1975. Against Method. London: New Left Books. 4. Giddens. A. (Ed.). 1974. Positivism and Sociology. Cambridge: Cambridge University Press. 5. Gorman, R. A. 1977. The Dual Vision: Alfred Schutz and the Myth of Phenomenological Social Science, London: Routledge and Kegan Paul.

Semester-IV Urban Sociology Hard core-402 Marks-100(30+70), Credit- 5, Time- 3 hours	
Objectives-To understand the various theories concept and issues in Urban Sociology	
Outcome-It will enhance the knowledge of students on Urban Sociology.	
Unit-I	Urban Sociology: Meaning, Nature and Scope, Development and Rise of Urban sociology in India.
Unit-II	Basic Concepts: Urbanism, Urbanization, City, Metropolis, Megalopolis, Global cities.
Unit-III	Theories of patterns of city Growth: Concentric zone theory, Sector Theory, Multiple Nuclei theory, Urbanism as a Way of Life.

Unit-IV	Urban Development in India:Urban development Programs, Slum Development Programmes, Urban basic services.
Unit-V	Urban Social Problems:Urban Crime, Beggary, Prostitution, Urban Poverty- Causes and Solitions.
Books	<ol style="list-style-type: none"> 1. Weber. M 1966. The City. London. Free Press. 2. Hansen. T.B 2001. Urban Violence in Indian Identity. Politics. Delhi Performance Black. 3. Mumford. L. 1938. The Culture of Cities. New York. Free Press. 4. Rao MSA 1974. Urban Sociology. A Reader. New Delhi. Oxford University Press.

<p>Semester-IV</p> <p>Dissertation</p> <p>Hard Core-403</p> <p>Marks -100 , Credit -5</p>

This paper will be a term paper that is presented by the candidate in an open seminar. The presentation -cum- open via voice will be

conducted and evaluated by external examiner in the presence of all faculty members.

<p>Semester -IV Sociology of Social Movements Core Elective - 401 Marks - 100 (30+70) credit - 5, Time - 3 hours</p>	
Objective- This paper will provide students with various types of social movements, causes, and consequences of social Movement.	
Outcome- Students got the idea regarding various social movements their issues etc.	
Unit - 1	Social Movement: Meaning, definitions, Nature and Characteristics of Social Movement.
Unit - 2	Causes of Social Movement.Types of Social Movement - Revolutionary, Reforms, Revival

Unit - 3	Peasant Movements in India: Champaran Satyagraha, The Bardoli Movement in Gujarat, The Peasant Revolt in Telangana, The Tebhaga Movement in Bengal.
Unit - 4	Backward Castes and Tribal Movements in India: Mahar Movement in Maharashtra, Dalit and Non-Brahmin Movement in Tamilnadu, SNDP movement in Kerla, Santal Insurrection, Jharkhand Movement.
Unit - 5	Women's Movement in India: The Social Reform Movement and Women, Women in the Indian National Movement, Women in Chipko Movement, Contemporary Women's Movement
Books	<ol style="list-style-type: none"> 1. Kumar, R., History of Doing: An illustrated Account of Movements for Women's Rights and Feminism in India, New Delhi: Zubban, 1997. 2. Agnihotri, I. and Mazumdar, V., Changing Terms of Political Discourse: Women's Movement in India, in T.K. Women (ed.), Social Movements II: Concern of Equity and Security, New Delhi: OUP, 2010. 3. Geetha, V and Rajadurai, S.V., Towards a Non - Brahmin Millennium: Form Iyothee Thass to Periyar. Delhi: Popular Prakashan, 1998. 4. Dhanagare D. N. Peasant Movements in India, Oxford University Press, 1983. 5. Omvelt, Gail Social Movements in India, Rowman & Littlefield INC, Oxford, 1993 6. Singh, K.S. Tribal Movements in India, Foundation Pub. New Delhi, 1983

Semester-IV Gender, Society, and Development Core elective-401 Marks-100(30+70), Credit- 5, Time- 3 hours	
Objectives-To understand the ideas an gender and development various perspectives etc.	
Outcome-it will give a shape to students knowledge on the perspectives of ideas and gender.	
Unit-I	Gender and Development, Practical Gender Need, Strategic Gender Need, Gender-related Development Index(GDI), Gender Empowerment measures (GEM), Gender budgeting, Gender auditing.

Unit-II	Perspective on Gender and Development- Welfare approach, Equity approach, Anti-poverty approach, Efficiency approach, Empowerment approach, the Capability approach
Unit-III	World Conferences on women:Historical perspectives, First world women conferences, Second, Third and Fourth world Women's Conferences.
Unit-IV	Areas of Gender Development: Women and Development(WAD), Women in Development(WID), Women's Socio-Economic Status and Development. Role of Voluntary Organisation in Women's Development.
Unit-V	Development and State Intervention: Constitutional Safeguard and Legal Provisions, Institutional Support- National Commission for Women, Central Social Welfare Board, Policy towards Equality -State policy for Girls and Women.
Books	<ol style="list-style-type: none"> 1. U. Geetha Patriarchy stree (2006) 2. Pamella Abbott. Clair Wallace and Melissa Tyler. An Introduction to Sociology. Feminist Perspective. Routledge (2005) 3. Jean and Johnson Stockard, m Miriam. Sex and Gender in Society, Englewood Cliffs, Prentice Hall. New Jersey (1992)