Meeting of Board of Studies of Women's Studies was held on 11th Feb, 2010 at 2.00 p.m. in 108,Vani Mandir , Banasthali Vidyapith.

PRESENT

1.	Prof. Alka Sharma	-	Convener
5.	Dr. Manju Singh	-	Internal Member
6.	Mrs. Ranjeeta Garg	-	Internal Member
7.	Mrs. Samapika Mohapatra	-	Internal Member
8.	Dr. Hitendra Singh Rathore	-	Internal Member
9.	Ms. Suruchi Shukla	-	Special Invitee

Note: Prof. Mohini Anjum & Prof. Pam Rajput (External Members) could not attend the meeting. Dr. Ruby Alambusha Singh (Internal member) also could not attend the meeting.

1. The Board confirmed the minutes of its last meeting held on 16th October, 2008.

2. The Board updated the existing panel of examiners for each examination up to and inclusive of Master's Degree Examination keeping in view the Bye-law 15.03.02 of the University.

3. The Board considered the syllabus for foundation course(Women in Indian Society) prescribed for the under graduate examination (B.A/B.Sc/BBA/BCA/B.Sc.H.sc/B.Tech/B.Pharma) **(NO CHANGE)**

4. The Board considered the M.A. Course, Paper V, Women's Studies. **(NO CHANGE)**

5. The Board prepared the list of Journals to be enlisted in various categories.
(**See Annexure - 1)**

6. The Board co-opted Prof. (Dr.) Pam Rajput, Executive Director, Women Resource and Advocacy Centre, Chandigarh and Prof. Archana Dassi, Reader, MSW, JMI, New Delhi as the external members of the Board of Studies for a fresh term of three years commencing from 1st January 2010.

7. The Board recommended the proposed online courses form. M.Phil ,P.G. Diploma in Women's Studies, Online Certificate in Women Studies, Online Certificate in Women, Culture and Media, and Online Certificate in Women, Law and Empowerment.(**See Annexure – 2, 2.1, 2.2, 2.3, 2.4)**

8. The Board considered Diploma Course Women and Entrepreneurship (No Change)
The Board restructured P. G. Diploma course 'Women and Human Rights'

(**See Annexure - 3)**

9. The Board restructured the courses of studies and curricula for M.S.W Programme.

(See Annexure – 4, 4.1, 4.2, 4.3)

The meeting ended with a vote of thanks to the chair.

Annexure-1

Women's Studies

The impact factor of the Journals enlisted in "A" category is based on the core list of Journals prepared by Women's Studies Section of "The Association of Colleges & Research Libraries / American Library Association"

AI Category

1) Feminist Periodicals
2) Feminist Review
3) Feminist Studies
4) Frontiers : A Journal of Women's Studies
5) Gender and Society
6) Gender Issues
7) Signs
8) Women's Studies: An Interdisciplinary Journals
9) Women's Studies International Forum.
10) Women's Studies Quarterly.

A2 Category

The Journals which are considered most popular and prestigious by eminent feminist scholars of India and abroad have been included in A2 category.

1) Journal of International Women's Studies
2) Nordic Journal of Feminist and Gender Research
3) European Journal of Women's Studies
4) Women link
5) Journal of South Asian Women's Studies
6) Indian Journal of Gender Studies
7) Women's Studies International
8) Journal of Women and Ageing
9) Feminist Media Studies
10) Feminist legal studies

"B" Category

All referred Journals of Women's Studies having high recognition amongst readers and academicians and having wide circulations have been included in "B" category.

1) Violence Against Women
2) Women and Health
3) Women: A Cultural Review
4) Women in Management Review
5) Journal of Women Politics and Policy
6) Women and Music: A Journals of Gender and Culture
7) Samyukta; A journals of Women's Studies
8) Gender Inequality : Feminist Theories and Polities
9) Sex Roles
10) Feminism and Psychology

C" Category

All Journals having ISBN, ISNN No. have been categorized under "C" list of journal.

Annexure:-2

Online Courses in Women Studies:

Online education makes it possible for lifelong learners juggling the demands of work and family to reach their educational goals without sacrificing their jobs or time with their families. Online learners find real value in saving time not having to commute to class… and the associated cost savings! Additional benefits include accessing coursework from anywhere at any time. Students may even feel more empowered learning in a cyber environment.
Women's Studies is an area of academic study which focuses on women, gender and sexuality. It is interdisciplinary in that it draws upon knowledge from traditional academic areas. However, it also has generated a set of theoretical debates which now influence and shape both new knowledge and the traditional disciplines. The Online Courses in Women Studies are designed in such a way to suit the background, academic goals and professional needs of a variety of students. The programme consists of:

- M. Phil in Women Studies
- P G Diploma in Women Studies
- Certificate Course in Women Studies
- Certificate Course in Women, Culture and Media
- Certificate Course in Women, Law and Empowerment

Annexure:-2.1

M Phil in Women Studies:

Women's studies degrees online highlight distinct areas like politics, art and literature, social order, management etc. Women's studies are one of the most sought after subjects today that has a practical orientation. With a direct bearing on the issues of women today the subject has been chosen by professionals and students alike. Social workers, legal professionals, medical practitioners, government agencies, non profit organizations, academicians, creative individuals constitute the student community of women's studies. The M. Phil Course will provide a kind of orientation to the students coming from various social science disciplines in the area of women studies, who want to pursue research in women studies.

Eligibility:

The candidates who have done their post graduation in any social science discipline: Sociology, Economics, Political Science, History, Psychology or Women's Studies will be eligible to register for this online course.

Duration of the Course: The duration of the course will be one year with an annual scheme of examination.

Course Scheme:

S.N.	Course	Cont. Assessment	Final Assessment	Total Marks
1	Introduction to Women Studies	30	60	90
2	Feminist Research Methodology	30	60	90
3	Feminist Theory	30	60	90
4	Major Themes in Women Studies in India	30	60	90
5	Gender, Globalization & Development/ Gendering Social History	20	40	60
6	Dissertation	40	80	120
7	Total	180	360	540

M Phil – Course 1
Introduction to Women Studies:

This course offers an introduction to Women Studies, an interdisciplinary academic field that asks critical questions about the status of women in society. The primary goal of this course is to familiarize students with key issues, questions and debates in Women Studies, both historical and contemporary.

Basic Concepts in Women Studies:
What is Women Studies?
Its Emergence, Growth and Significance
Gender: Symbols,
Norms,
Institutions,
Masculinities and Femininities
Patriarchy: Ideology and Practices
Feminism: Concept and Relevance
Nature Vs Culture,
Public Vs Private Dichotomy

M. Phil Course 2
Feminist Research Methodology

This course provides framework for thinking and learning about research in women's studies. The course provides an overview of the terminology and key concepts in feminist research methods. It begins with an examination of feminist

critiques of traditional methods of research and conceptions of knowledge. The course then covers, among other things, research methods in the natural and social sciences, ethical/political issues in feminist research and the practice of cross-cultural research.

Feminist Research Methodology: Concept and characteristics
Interactive Methodology, Triangulation, Ethnomethodology, Ethnography, Discourse Analysis
Feminist Techniques: Interview, Oral Testimony, Case Studies, Feminist Text and Content Analysis, Action Research, Semiotics and Cultural Analysis, Visual Analysis, Historiography, Oral History.
Issues in Feminist Research: Sexist and Non- Sexist Research, Research Ethics, Debate between Quantitative and Qualitative Method, Gendered role of Researcher, Position of Researched, Objectivity vs Subjectivity, Personal vs Political.

M Phil Course 3
Feminist Theory

This course gives an overview of the different frameworks within feminist theory: cultural feminism, liberal feminism, Marxist/socialist feminism, radical feminism. These theories will be examined through the work of founders of feminist theory.

The course will also examine the ways in which some early feminist thought and activism intersected with other political goals and movements, such as the anti-slavery movement or the pacifist movement.

-Introduction to the Basic Concepts: Feminism,
Sex/Gender,
Patriarchy,
Feminist Discourse,
Inter sexuality
-Feminism: 1st Wave, 2nd Wave, 3rd Wave: Liberal, Marxist-Socialist, Radical
-Western Feminists: Mary Wallstone Craft,
Simone de Beauvoir,
Betty Friedman,
J S Mill
-Feminism in India: Perspectives and Debates
-Indian Feminists: Annie Besant,
Veena Mazumdar,
Ila Bhat,
Sarojini Naidu,
Lolita Sarkar

M Phil - Course 4
Major Themes of Women Studies in India

This course gives an overview of the position of women in Indian society. The course provides a picture of woman's socio-economic status in India and also conceptualise gender with special reference to Indian society.

-Development of Women Studies as a discipline
-Status of Women in terms of Cultural Milieu
-Women in India: Demographic Profile,
Social Profile (Education, Health, Violence related to Women),
Economic Profile (Female Work Participation, Property Rights)
-Conceptualising Gender in India: Understanding Patriarchy,
Social Construction of Gender (Focus on Family, Religion and Media)
-Constitutional Provisions and Welfare Measures (Policies and Programmes) for Women
-Women and Politics with special reference to Panchayati Raj System

M Phil - Course 5 (i)
Gender, Globalization & Development
The purpose of this course is to facilitate a critical understanding of the multiple positions women occupy in the Third World in the age of globalization. The course will also focus on understanding the concept of globalization and development with a gender lens.

-Globalization in a Historical Context: Interrelation among Gender, Development and Globalization
-Globalization and Development through Gender Lens
-Economic Implications of LPG in India
-Globalization and Changing Patterns of Employment
-Women in Formal and Informal Sectors
Problems of Women Workers: Wage Discriminations,
Mechanization and Marginalization of Women Workers,
Sexual Harrassment at Work Place
-Feminization of Poverty
-Millennium Development Goals and Women

M Phil - Course 5 (ii)
Gendering Social History

The course deals with the basic concepts and perspectives in Women's Studies, placing women's experiences at the center of interpretation. With focus on women's history and contemporary issues, this course examines women's lives with emphasis on how gender interacts with race, class, sexual orientation, and ethnicity. The central aim is to foster critical reading and thinking about women's lives: how the interlocking systems of oppressions, colonialism, racism, sexism, and ethnocentrism, shape women's lives; and how women have worked to resist these oppressions.

-Social History: Concept, Significance
-Different Perspectives in Feminist Historigraphy
-Vedic Dasi,
Saint Poetesses of Medieval India,
Prostitute in Colonial India,
-Locating Women in Social Movements in Colonial India
-Writings of Women in Satyashodhak,
Self Respect Movement,
Gandhian and Ambedkarite Movement
-Invisible Women in History,
-Rewriting Social History: History, Memory and Gender

Annexure : 2.2

Online PG Diploma Course in Women Studies:

The course is designed with the objective, to give an overview of the academic discipline of women's studies and its genesis. The course aims at fostering an active examination of the varying influences upon women's lives such as race, class, ethnicity, gender, sex, sexuality, and age. The program provides students with an opportunity to think about the construction and influences of gender in contemporary society.

Eligibility:

The candidates who have done their graduation in any discipline will be eligible to register for this online course.

Duration of the Course: The duration of the course will be one year with an annual scheme of examination.

This Course Consists of 3 Core Courses and 4 Optional Courses out of 8 prescribed in the syllabi. The students are also supposed to write one field report on the topic as suggested to them online.

Se. No.	Core Courses	Cont Assessment	Final Assessment	Total Marks
1	Women Studies: Basic Concepts	40	60	100
2	Feminist Theory	40	60	100
3	Feminist Research Methodology	40	60	100
	Optional Courses			
1	Women & Health	20	30	50
2	Women & Law	20	30	50
3	Women's Movements in India	20	30	50
4	Social Empowerment of Women	20	30	50
5	Women, Culture and Media	20	30	50
6	Gender Perspective on Culture	20	30	50
7	Gender & Technology	20	30	50
8	Women & Development	20	30	50
	Field Report	40	60	100
	Total	**240**	**360**	**600**

CORE PAPER I- WOMEN STUDIES: BASIC CONCEPTS

With focus on women's history and contemporary issues, this course examines women's lives with emphasis on how gender interacts with race, class, sexual orientation, and ethnicity. The central aim is to foster critical reading and thinking about women's lives. The course provides a good understanding of basic concepts related to women studies.

-Women Studies: Concept, Emergence, Growth and Significance
-Sex and Gender: Social Construction of Gender,

Patriarchy,
Masculinities vs Femininities,
Nature vs Culture,
Private vs Public Dichotomy

- Feminism: Concept and Relevance

CORE PAPER II- FEMINIST THEORY

This course gives an overview of the different frameworks within feminist theory: cultural feminism, liberal feminism, Marxist/socialist feminism, radical feminism. These theories will be examined through the work of founders of feminist theory.

-Basic Concept of Feminism,

-Overview of the Different Frameworks within Feminist Theory: Liberal Feminism,
Marxist/Socialist Feminism,
Radical Feminism

-The Work of Founders of Feminist Theory:
Mary Wallstonecraft,
Virginia Wolf,
Simone de Beauvoir

CORE PAPER III- FEMINIST RESEARCH METHODOLOGY

The course provides an overview of the terminology and key concepts in feminist research methods. It begins with an examination of feminist critiques of traditional methods of research and conceptions of knowledge. The course then covers, research methods in the natural and social sciences, ethical/political issues in feminist research and the practice of cross-cultural research.

Feminist Research Methodology: Concept and Characteristics

Feminist Techniques: Interview, Oral History,
Case Studies,
Textual and Content Analysis,
Historiography,
Action Research

Issues in Feminist Research:
Research Ethics,
Debate between Quantitative and Qualitative Methods,
Researcher vs Researched

OPTIONAL PAPER I- WOMEN AND HEALTH

The paper concentrates on the health issues that are unique to women's experiences, on women's status as undervalued (and sometimes victimized) consumers of health care, and on the medicalization of women's mental and reproductive health issues and concerns. The course stresses the potential for women's agency and autonomy with respect to improving their health and environments.

- Understanding Women's Health:
  Feminist, Socio-Cultural and Psychological Discourses
- Women's Mental Health:
  Clinical and Social Aspect, Women and Depression
  Treatment Approaches and Intervention Strategies
- Reproductive Health:
  What Constitutes Reproductive Health
  Reproductive Technology
  Medicalization of Female Sexual Dysfunction

OPTIONAL PAPER II- WOMEN AND LAW

This course explores the role of law as a means of women empowerment.The course deals with various social, criminal and special laws related to women.

- Law as a means of Women Empowerment
- Laws related to Marriage, Divorce, Maintenance, Custody of Children, Adoption, Female Feticide.
- Special Laws for Women : Equal Remuneration, Maternity Benefits, Medical Bonus, Nursing Breaks, Prohibition of Employment of Women during Certain Period, Crèche, Prohibition on Employment of Women in Dangerous, Hazardous Tasks, Special Provision for Rest Rooms
- Criminal Procedure Code : Arrest & Examination, Eve teasing, Molestation, Wife Beating, Fraudulent Marriage, Adultery, Abduction & Kidnapping, Rape, Execution of Capital Sentence in the Case of Pregnant Women.

OPTIONAL PAPER III- WOMEN'S MOVEMENT IN INDIA

The course deals with various cultural, social, and political issues involved in women's movements for development and change. The course gives a special focus on the women's movements in India.

- Concept of Women's Movement: Definition, Genesis and Objectives
- Women's Movements in India: Social Reforms Movement in the 19th Century
- National Movement and Women
- Issue Based Women's Movement in the Post-Independent India- Chipko Movement, Anti Price Rise Movement, Anti Dowry Movement, Anti Rape Movement, Anti Alcohol Movement
- Contributions of : Sarojini Naidu, Kamla Devi Chattopadhyaya, Vijaylaxmi Pandit, Sucheta Kriplani, Annie Besant, Indira Gandhi, Mother Teressa

OPTIONAL PAPER IV- SOCIAL EMPOWERMENT OF WOMEN

This paper deals with the issue of women/s social empowerment. The emphasis has been given on understanding various concepts related to empowerment and the role of women's human rights in empowering them.

- Concepts: Liberation/Emancipation, Development, Empowerment
- Social Movements and Women Empowerment
- Women Empowerment through Equal Access to Health, Education and Peaceful Living
- Social Empowerment of Women through Women's Human Rights

OPTIONAL PAPER OPTIONAL PAPER V- WOMEN, CULTURE AND MEDIA

This paper examines representations of race, class, gender, and sexual identity in the media. It considers the ways in which various media content (film, television, print journalism, advertising) enables, facilitates, and challenges these social constructions in society.

Culture, Media and Role-Stereotyping
Media and Socio-Cultural changes with Reference to Women's Status
Women's Writings and Writings on women
Representation of Gender in Television and Cinema
Women in Media Profession
Representation of Women in Print Media
Gender and alternative Media

OPTIONAL PAPER VI- GENDER PERSPECTIVE ON CULTURE

This paper focuses on the basic underpinnings of gender and culture within the folk and popular culture. It also tries to untangle some of the contemporary cases related to women's position in India.

- Gender and Culture: Basic Concepts- Feminist Renderings of Representation, Ideology, Hegemony, Folk and Popular Culture
- Studying Cultural Practices in Gender Perspective: Indian TV, Cinema, Oral Traditions and Print Media
- Untangling Contemporary Cases/Issues: Shah Bano and Roop Kanwar Case, Anti-Mandal Protests, Controversies against Beauty Contests, Dress Code

OPTIONAL PAPER VII- WOMEN AND TECHNOLOGY

This paper provides a broad overview of the historical development and gendering of technological skills, highlighting the cultural and ideological associations between technology and masculinity. Finally, it examines issues related to the social construction of gender, exploring the associations between gender and information technologies, and possible solutions to women's under-representation in computing and information sciences.

- Framework for Understanding Women and Technology
- Looking Backwards and Forwards: Women and Technology
- Gender Differences in Computer Aptitude and Use
- Women's Place: The Culture of Technology
- Mainstreaming Women in Technology
- Info-Tech Revolution and Women

OPTIONAL PAPER VIII-WOMEN AND DEVELOPMENT

This paper deals with the interaction between globalization, development and feminism in the global economy. It also discusses women's labour rights.

- Women in Development Approach: Engendering Development
- Interaction between Globalization, Development and Feminism
- Women's Position in the 3rd World in the Age of Globalization
- Women and Global Economy
- Women's Labour Rights
- Reproductive and Productive Labour

ONE FIELD REPORT

Annexure :2.3

Certificate Course in Women Studies:

This Certificate course helps students Identify and evaluate the social construction of gender and the ways gender intersects with other forms of identity. It also helps understand the gendering of our socioeconomic and political worlds and the individual and collective components of social change.

Eligibility:

The candidates who have done their graduation in any discipline will be eligible to register for this online course.

Duration of the Course: The duration of the course will be six months.

This Course consists of 1 core course out of 2 prescribed in the syllabi and 2 optional courses out of 8 prescribed in the syllabi

Se. No.	Core Courses	Cont Assessment	Final Assessment	Total Marks
1	Women Studies: Basic Concepts	40	60	100
2	Feminist Theory	40	60	100
	Optional Courses			
1	Women & Health	20	30	50
2	Women & Law	20	30	50
3	Women's Movements in India	20	30	50
4	Social Empowerment of Women	20	30	50
5	Women, Culture and Media	20	30	50
6	Gender Perspective on Culture	20	30	50
7	Gender & Technology	20	30	50
8	Women & Development	20	30	50
	Total	**80**	**120**	**200**

CORE PAPER I- WOMEN STUDIES: BASIC CONCEPTS

With focus on women's history and contemporary issues, this course examines women's lives with emphasis on how gender interacts with race, class, sexual orientation, and ethnicity. The central aim is to foster critical reading and thinking about women's lives. The course provides a good understanding of basic concepts related to women studies.

-Women Studies: Concept, Emergence, Growth and Significance

-Sex and Gender: Social Construction of Gender,
Patriarchy,
Masculinities vs Femininities,
Nature vs Culture,
Private vs Public Dichotomy

- Feminism: Concept and Relevance

CORE PAPER II- FEMINIST THEORY

This course gives an overview of the different frameworks within feminist theory: cultural feminism, liberal feminism, Marxist/socialist feminism, radical feminism. These theories will be examined through the work of founders of feminist theory.

-Basic Concept of Feminism,

-Overview of the Different Frameworks within Feminist Theory: Liberal Feminism,
Marxist/Socialist Feminism,
Radical Feminism

-The Work of Founders of Feminist Theory:
Mary Wallstonecraft,
Virginia Wolf,
Simone de Beauvoir

OPTIONAL PAPER I- WOMEN AND HEALTH

The paper concentrates on the health issues that are unique to women's experiences, on women's status as undervalued (and sometimes victimized) consumers of health care, and on the medicalization of women's mental and reproductive health issues and concerns. The course stresses the potential for women's agency and autonomy with respect to improving their health and environments.

- Understanding Women's Health:
  Feminist, Socio-Cultural and Psychological Discourses
- Women's Mental Health:
  Clinical and Social Aspect, Women and Depression
  Treatment Approaches and Intervention Strategies
- Reproductive Health:
  What Constitutes Reproductive Health
  Reproductive Technology
  Medicalization of Female Sexual Dysfunction

OPTIONAL PAPER II- WOMEN AND LAW

This course explores the role of law as a means of women empowerment.The course deals with various social, criminal and special laws related to women.

- Law as a means of Women Empowerment
- Laws related to Marriage, Divorce, Maintenance, Custody of Children, Adoption, Female Feticide.
- Special Laws for Women : Equal Remuneration, Maternity Benefits, Medical Bonus, Nursing Breaks, Prohibition of Employment of Women during Certain

Period, Crèche, Prohibition on Employment of Women in Dangerous, Hazardous Tasks, Special Provision for Rest Rooms

- Criminal Procedure Code : Arrest & Examination, Eve teasing, Molestation, Wife Beating, Fraudulent Marriage, Adultery, Abduction & Kidnapping, Rape, Execution of Capital Sentence in the Case of Pregnant Women.

OPTIONAL PAPER III- WOMEN'S MOVEMENT IN INDIA

The course deals with various cultural, social, and political issues involved in women's movements for development and change. The course gives a special focus on the women's movements in India.

- Concept of Women's Movement: Definition, Genesis and Objectives
- Women's Movements in India: Social Reforms Movement in the 19th Century
- National Movement and Women
- Issue Based Women's Movement in the Post-Independent India- Chipko Movement, Anti Price Rise Movement, Anti Dowry Movement, Anti Rape Movement, Anti Alcohol Movement
- Contributions of : Sarojini Naidu, Kamla Devi Chattopadhyaya, Vijaylaxmi Pandit, Sucheta Kriplani, Annie Besant, Indira Gandhi, Mother Teressa

OPTIONAL PAPER IV- SOCIAL EMPOWERMENT OF WOMEN

This paper deals with the issue of women/s social empowerment. The emphasis has been given on understanding various concepts related to empowerment and the role of women's human rights in empowering them.

- Concepts: Liberation/Emancipation, Development, Empowerment
- Social Movements and Women Empowerment
- Women Empowerment through Equal Access to Health, Education and Peaceful Living
- Social Empowerment of Women through Women's Human Rights

OPTIONAL PAPER V- WOMEN, CULTURE AND MEDIA

This paper examines representations of race, class, gender, and sexual identity in the media. It considers the ways in which various media content (film, television, print journalism, advertising) enables, facilitates, and challenges these social constructions in society.

Culture, Media and Role-Stereotyping

Media and Socio-Cultural changes with Reference to Women's Status
Women's Writings and Writings on women
Representation of Gender in Television and Cinema
Women in Media Profession
Representation of Women in Print Media
Gender and alternative Media

OPTIONAL PAPER VI- GENDER PERSPECTIVE ON CULTURE

This paper focuses on the basic underpinnings of gender and culture within the folk and popular culture. It also tries to untangle some of the contemporary cases related to women's position in India.

- Gender and Culture: Basic Concepts- Feminist Renderings of Representation, Ideology, Hegemony, Folk and Popular Culture
- Studying Cultural Practices in Gender Perspective: Indian TV, Cinema, Oral Traditions and Print Media
- Untangling Contemporary Cases/Issues: Shah Bano and Roop Kanwar Case, Anti-Mandal Protests, Controversies against Beauty Contests, Dress Code

OPTIONAL PAPER VII- WOMEN AND TECHNOLOGY

This paper provides a broad overview of the historical development and gendering of technological skills, highlighting the cultural and ideological associations between technology and masculinity. Finally, it examines issues related to the social construction of gender, exploring the associations between gender and information technologies, and possible solutions to women's under-representation in computing and information sciences.

- Framework for Understanding Women and Technology
- Looking Backwards and Forwards: Women and Technology
- Gender Differences in Computer Aptitude and Use
- Women's Place: The Culture of Technology
- Mainstreaming Women in Technology
- Info-Tech Revolution and Women

OPTIONAL PAPER VIII-WOMEN AND DEVELOPMENT

This paper deals with the interaction between globalization, development and feminism in the global economy. It also discusses women's labour rights.

- Women in Development Approach: Engendering Development
- Interaction between Globalization, Development and Feminism
- Women's Position in the 3rd World in the Age of Globalization
- Women and Global Economy
- Women's Labour Rights
- Reproductive and Productive Labour

Annexure :2.4

Certificate Course in Women, Culture and Media:

The course provides an introduction to feminist approaches to media studies by drawing from work in feminist film theory, journalism, cultural studies, gender and politics, and cyberfeminism. Students will analyze gendered and racialized language and embodiment as it is produced online in blogs and vlogs, avatars, and in the construction of cyberidentities.

Eligibility:
The candidates who have done their graduation in any discipline will be eligible to register for this online course.
Duration of the Course: The duration of the course will be six months.

This Certificate Course consists of 2 courses, and one field report.

Se. No.	Core Courses	Cont Assessment	Final Assessment	Total Marks
1	Women, Culture and Media	40	60	100
2	Gender Perspective on Culture	40	60	100
3	**Field Report**	40	60	100
	Total	**120**	**180**	**300**

PAPER I WOMEN, CULTURE AND MEDIA
This paper examines representations of race, class, gender, and sexual identity in the media. It considers the ways in which various media content (film, television, print journalism, advertising) enables, facilitates, and challenges these social constructions in society.

Culture, Media and Role-Stereotyping
Media and Socio-Cultural changes with Reference to Women's Status
Women's Writings and Writings on women
Representation of Gender in Television and Cinema
Women in Media Profession
Representation of Women in Print Media
Gender and alternative Media

PAPER II- GENDER PERSPECTIVE ON CULTURE
This paper focuses on the basic underpinnings of gender and culture within the folk and popular culture. It also tries to untangle some of the contemporary cases related to women's position in India.

- Gender and Culture: Basic Concepts- Feminist Renderings of Representation, Ideology, Hegemony, Folk and Popular Culture
- Studying Cultural Practices in Gender Perspective: Indian TV, Cinema, Oral Traditions and Print Media

- Untangling Contemporary Cases/Issues: Shah Bano and Roop Kanwar Case, Anti-Mandal Protests, Controversies against Beauty Contests, Dress Code

III FIELD REPORT

Annexure :2.5

Certificate Course in Women, Law and Empowerment:

This certificate course aims at providing students an insight into the possibility of women empowerment through the laws. It deals with various aspects of laws and empowerment with special reference to women.

Eligibility:

The candidates who have done their graduation in any discipline will be eligible to register for this online course.

Duration of the Course: The duration of the course will be six months.

This Certificate Course consists of 2 courses and one field report.

Se. No.	Core Courses	Cont Assessment	Final Assessment	Total Marks
1	Women & Law	40	60	100
2	Social Empowerment of Women	40	60	100
3	**Field Report**	40	60	100
	Total	**120**	**180**	**300**

PAPER I- WOMEN AND LAW

This course explores the role of law as a means of women empowerment.The course deals with various social, criminal and special laws related to women.

- Law as a means of Women Empowerment
- Laws related to Marriage, Divorce, Maintenance, Custody of Children, Adoption, Female Feticide.
- Special Laws for Women : Equal Remuneration, Maternity Benefits, Medical Bonus, Nursing Breaks, Prohibition of Employment of Women during Certain Period, Crèche, Prohibition on Employment of Women in Dangerous, Hazardous Tasks, Special Provision for Rest Rooms

- Criminal Procedure Code : Arrest & Examination, Eve teasing, Molestation, Wife Beating, Fraudulent Marriage, Adultery, Abduction & Kidnapping, Rape, Execution of Capital Sentence in the Case of Pregnant Women.

PAPER II- SOCIAL EMPOWERMENT OF WOMEN

This paper deals with the issue of women/s social empowerment. The emphasis has been given on understanding various concepts related to empowerment and the role of women's human rights in empowering them.

- Concepts: Liberation/Emancipation, Development, Empowerment
- Social Movements and Women Empowerment
- Women Empowerment through Equal Access to Health, Education and Peaceful Living
- Social Empowerment of Women through Women's Human Rights

III FIELD REPORT

Annexure 3

PG Diploma in Women & Human Rights

The Board revised the syllabus and contact hours for this course. It was decided that the contact hours should be reduced to 3 hours per week in the place of 4 hours for every paper.

The proposed scheme is given below.

	Name of paper	Contact hours/Week	Max. Marks	Internal Assessment Marks	External Assessment Marks	Min. Pass Marks
Paper 1	Human Rights: Concepts &Theories	3	45	15	30	15
Paper 2	Institutional Mechanism & constitutional oral Provisions	3	45	15	30	15
Paper 3	Women Human Rights : National and International Context	3	45	15	30	15
Paper 4	Feminist Thought	3	45	15	30	15
Paper 5	Practical Work* & Dissertations		50 100			17 33

* Note: Practical and Dissertation work both will be evaluated internally as well as externally.

Proposed Courses of PG Diploma in Women & Human Rights

Existing	Proposed	Remarks
Paper II - Institutional Mechanism & Constitutional Provisions Section A 1. Status of Women in India 2. Constitutional Provisions - Constitutional Safeguards For The Promotion of Women Human Right In India, Public Policy And It's Women Human Rights Concern Section B 1. Institutional Support – NHRC, SHRC, NCW, SCW, SC/ST Commission, Department of Women And Child Development. Section C Different Laws to Protect WHR 1. Political 2. Economic 3. Social	**Paper II - Institutional Mechanism & Constitutional Provisions** Section A Status of Women in India: **Pre Independence and Post Independence** Constitutional Provisions - Constitutional Safeguards For The Promotion of Women Human Right In India, Section B Institutional Support – NHRC, SHRC, NCW, SCW, SC/ST Commission, Department of Women And Child Development. Section C Different Laws to Protect WHR 1.Political 2. Economic 3. Social	* The topic which are in Bold are new additions in paper.

Existing	Proposed	Remarks
Paper III- Women Human Rights : National and International Context Section A Issue regarding violation of Women Human Right, Violence against Women – Private domain; Domestic violence Public Domain; Sexual harassment, Institutional practices – Trafficking and Prostitution, Feticide, Devadasi, Dowry, Child marriage Section B 1. Role of media : Positive & Negative 2. Democratization of Indian Parliament : Debate on reservation of women. Section C International Initiatives – 1. International government on civil and Political Rights. 2. International government on Economic, Social & Cultural Rights 3. <u>International Women's year ; Decade (1975-1985)</u> 4. CEDAW 5. Vienna Declaration,1993 6. Fourth Women's Conference, Beijing in 1995.	**Paper III- Women Human Rights: National and International Context** Section A Issue regarding violation of Women Human Right, Violence against Women – Private domain; Domestic violence Public Domain; Sexual harassment, Institutional practices – Trafficking and Prostitution, Feticide, Devdasi, Dowry, Child marriage Section B 1.Role of media: Positive & Negative 2. Democratization of Indian Parliament: Debate on reservation of women. Section C International Initiatives – 1. International government on civil and Political Rights. 2. International government on Economic, Social & Cultural Rights 3. CEDAW 4. Vienna Declaration,1993 5. Fourth Women's Conference, Beijing in 1995.	* The topic which are underlined have been deleted from the syllabus.

Existing	Proposed	Remarks
Paper IV – Feminist Thought Section A 1. Western Thought – Marry Wallstone craft John stuart Mill Simon de Beauvoir Bettie Friden William Thompson Angels Rose Luxembrerg Section B 1. Indian Thought – Before Independence – Raja Ram Mohan Roy, Gandhi, Nehru, Annie Besant, Sarojini Naidu, Vijaylaxmi Pandit. Section C 2. After Independence – Veena Mazumdar Ila Bhatt Lotika Sarkar	**Paper IV – Feminist Thought** **Section A** Western Thought – Marry Wallstone Craft , John Stuart Mill, Simon de Beauvoir Bettie Friden **Section B** Indian Thought – Before Independence – Raja Ram Mohan Roy, Gandhi, Nehru, Sarojini Naidu, **Section C** After Independence– Veena Mazumdar, Ila Bhatt, Lotika Sarkar	* The topic which are underlined have been deleted from the syllabus.

Annexure 4:

Proposed Scheme for MSW

Semester-I

s

S.No.	Existing Nomenclature of the paper		Proposed Nomenclature and syllabus		Remarks
1.	I	Social Work Profession : Philosophy and Concepts	I	Social Work Profession: Philosophy And Concepts	Syllabus Changed
2.	II	Social Welfare Policies and Development Approach	II	Indian Society : Structure and Change (combined With Sociology)	Paper changed
3.	III	Indian Society : Structure and Change (Combined with Sociology)	III	Theoretical Foundations Of Social Work	New Paper added
4.	IV	Human Behaviour and Social Environment	IV	Marginalized Groups: Issues and Concerns	New Paper added
5.	V	Research Techniques in Social Sciences (Combined with Social Sciences)	V	Family Issues And Concerns	New Paper added
6.			VI	Field Visits (Orientation for Field Visits)	New Component added

Semester-II

S.No.	Existing Nomenclature of the paper		Proposed Nomenclature and syllabus		Remarks
1.	I	Social Inequality and Human Development	I	Methods Of Social Work I: Individuals Family and Groups	New Paper added
2.	II	Methods of Social Work I : Individuals Families and Groups	II	Methods Of Social Work II : Community, Social Action And Organization	New Paper added
3.	III	Methods of Social Work II : Communities and Organization	III	Social Welfare Management	New Paper added
4.	IV	Women and Social work	IV	Research Methods in Social work –I	New Paper added
5.	V	Computer Application (Combined with Social Sciences)	V	Social Work Practice Skill	New Paper added
6		* Summer Training (Students should submit a Report on the Basis of Summer Training.	VI	Field Visit	New Component added

Semester-III

S.No.	Existing Nomenclature of the paper		Proposed Nomenclature and syllabus		Remarks
1.	I	Counseling Theories & Practices	I	Research Methods in Social work –II	New Paper added
2.	II	NGO's Social Advocacy & Net Working	II	NGOs Social Advocacy and Network	New Paper added
3.	III	Social Work Training and development	III	Counseling Theories and Practices	New Paper added
4.	**Specialization - A**				
	A.1	Women's Development : The Feminist Perspective	IV	Women Empowerment	New Paper added
	A.2	Women and Child Development : Policies and Programmes	V	Social Policies and Social Legislations	New Paper added
5.	**Specialization - B**		VI	Field Visit	New Component added
	B.1	Urban, Community Development & Administration			
	B.2	Disaster Management			
6.	**Specialization - C**				
	C.1	Industrial Relations; Social Work in Industry			
	C.2	Organizational Behaviour Labour Welfare and Legislation (Administration)			

7.	**Specialization - D**		
	D.1	Organizational Management	
	D.2	Personal & Professional Growth	
8.	**Specialization - E**		
	E.1	Social Work in Health	
	E.2	Psychiatric Social Work	

Semester-IV

S.No.	Existing Nomenclature of the paper	Proposed Nomenclature and syllabus		Remarks
1.	**In this Semester students will be placed to area of their specialization for a field experience.**	I	Project Planning and Development	New Paper added
		II	Rural Community Development	New Paper added
			(Any one from the three **specializations** given below)	New Paper added
		3	**Specialization-A** (Women's Empowerment)	
		A.I	Feminist Theory and Feminist Thought	New Paper added
		A.II	Women and Health	New Paper added
		A.III	Women and Law	New Paper added
		4	**Specialization-B** (Human Resource Management)	
		B.I	Introduction to Human Resource Management	New Paper added
		B.II	Organizational Behaviour at work	New Paper added

		B.III	Industrial Relations and Legal Environment	New Paper added
		5	**Specialization –C** (Health & Social Work Practices)	
		C.I	Medical Social Work	New Paper added
		C.II	Psychiatric Social Work	New Paper added
		C.III	Community Health and Social Work	New Paper added
		6	Dissertation	

Note:
***Project Report of Block Placement about 75-100 pages will be submitted on the basis of Block Placement (Field Work).**
*** Viva-Voice will be conducted after the submission of project report.**

Annexure 4.1:

Scheme of Examination

Masters of Social Work:

Semester-I

S.N.	Paper No.	Name of Paper	Contact hours/week	Max. Mark	Continuous Assessment Marks	Semester Assessment Marks	Min. Pass Marks
1.	I	Social Work profession: Philosophy and concepts	5	75	25	50	27
2.	II	Indian Society: Structure and Change (Combined with Sociology)	5	75	25	50	27
3.	III	Theoretical Foundation of Social Work	5	75	25	50	27
4.	IV	Marginalized Groups: Issues and Concerns	5	75	25	50	27
5.	V	Family Issues and Concerns	5	75	25	50	27
6.	VI	Field Visits		50			17
		Total	**25**	**425**	**125**	**250**	**152**

Note: Evaluation of field visit based on 10 days orientation field visits reports.

Semester-II

S.N.	Paper No-	Name of Paper	Contact hours/week	Max. Mark	Continuous Assessment Marks	Semester Assessment Marks	Min. Pass Marks
1.	I	Methods of Social Work I: Individuals family and Groups	5	75	25	50	27
2.	II	Methods of Social Work II: Community, Social Action and Organization	5	75	25	50	27
3.	III	Social Welfare Management	5	75	25	50	27
4.	IV	Research Methods in Social work –I	5	75	25	50	27
5.	V	Social Work Practice Skill	5	75	25	50	27
6.	VI	Field Visit		50			17
		Total	**25**	**425**	**125**	**250**	**152**

Note: Evaluation of field visit based on 10 days skill development workshops field reports.

Semester-III

S.N.	Paper No.	Name of Paper	Contact hours/ week	Max. Mark	Continuous Assessment Marks	Semester Assessment Marks	Min. Pass Marks
1.	I	Research Methods in Social work –II	5	75	25	50	27
2.	II	NGOs Social Advocacy and Network	5	75	25	50	27
3.	III	Counseling Theories and Practices	5	75	25	50	27
4.	IV	Women Empowerment	5	75	25	50	27
5.	V	Social Policies and Social Legislations	5	75	25	50	27
6.	VI	Field Visit		50			17
		Total	**25**	**425**	**125**	**250**	**152**

Note: Evaluation of field visit based on 10 days village stay camp reports.

Semester-IV

S.N.	Paper No.	Name of Paper	Contact hours/week	Max. Mark	Continuous Assessment Marks	Semester Assessment Marks	Min. Pass Marks
1.	I	Project Planning and Development	5	75	25	50	27
2.	II	Rural Community Development	5	75	25	50	27
3.		(Any one from the three **specializations** given below) **Specialization-A**					
3.1	A-I	Feminist Theory and Feminist Thought	5	75	25	50	27
3.2	A-II	Women and Health	5	75	25	50	27

3.3	A-III	Women and Law	5	75	25	50	27
4.		**Specialization-B**					
4.1	B-I	Introduction to Human Resource Management	5	75	25	50	27
4.2	B-II	Organizational Behaviour at work	5	75	25	50	27
4.3	B-III	Industrial Relations and Legal Environment	5	75	25	50	27
5.		**Specialization –C**					
5.1	C-1	Medical Social Work	5	75	25	50	27
5.2	C-II	Psychiatric Social Work	5	75	25	50	27
5.3	C-III	Community Health and Social Work	5	75	25	50	27
6	VI	Dissertation		100			33
		Total	25	475	158	250	168

Note:
***Project Report of Block Placement about 75-100 pages will be submitted on the basis of Block Placement (Field Work).**
*** Viva-Voice will be conducted after the submission of project report.**

Annexure 4.2

Semester-I
Paper-I Social Work Profession: Philosophy and Concept

Rationale:

Through this paper, the student are expected to develop their commitment to the goal of humanism, to imbibe values cherished by the profession, to develop attitudes essential for a professional practitioners and to inculcate disciplined use of self and behavior guided by service before personal convenience.

Sec-A Introduction to Social Work:

Concept: Social Work Social Services, Social Welfare, Social Reform, Social Development, Charity, Philanthropy
Social Work as a Profession,, Characteristics of a Profession, Basic Assumption, Values and Function Philosophy and Ethics of Social Work, Code of Ethics for Professional Social Workers.

Existing and Emerging Role of Social Work Professionals in Contemporary Society.

Sec-B History of Social Work:

Historical development of Social Work in U.K and U.S.A
Social Reform Movement in India: Contribution of Different Reformers
Emergence of Social Work in India.
Human Right and Social Justice: Human Right Concern of the Profession in the Background of the Emerging Issues (Natural Disasters, Riots, and Terrorism)

Sec-C (i) Theories of Social Work

Ecological, System and Radical
Marxian Theory and Gandhian Theory
(ii) Voluntary Action and Social Work
Emerging Trends in Voluntary Action and Role of Social Work

References:

Banerjee, G.R: Papers on Social Work: An Indian Perspective, Tata Institute of Social Sciences, Bombay, 1974.

Chatterjee, Pranab: Approaches to the Welfare State, National Association of Social Workers (NASW), Washington D.C, 1996.

Clark, C. and Asquith, S.: Social Work and Social Policy, Routledge and Kegan Paul, London, 1985.

Diwakar, V.D.(ed): Social Reform Movements in India: A Historical Perspectives, Popular Prakashan, Bombay, 1991.

Fonseca, A.J. (ed): Challenges of Poverty in India, Vikas Publishing, New Delhi, 1971
Ganguly, B.N.: Gandhi's Social Philosophy, Perspective and Relevance, Vikash Publishing House, New Delhi, 1973.
George Vice and Wilding Paul: Ideology and Social Welfare, Routledge and Kegn Paul Gold Berg E.M.: Ends and Means in Social Work, Allen and Unwin, London, 1979
Gore,M.S.: Some Aspects of Social Development, Tata Institute of Social Sciences, Bombay, 1973.
Gore, M.S: The Social Context of Ideology, Ambedkar's Social and Political Thoght, Sage Publication, New Delhi, 1993.
Hans ,Nagpaul: The Study of Indian Society, S. Chand and Co., New Delhi, 1972
Haw and Jones: Towards a New Social Work, Routledge and Kegan Paul. London, 1975.
Haugman, Richard and Smith David (ed): Ethical Issues in Social Work, Routledge and Kegan Paul, London.
of Dawn, Eastern Book Company.
Jain,P.: Gandhian Ideas, Social Movements and Creativity, Rawat Publications, Jaipur, 1985.
Kantowsky, D: Sarvodaya- The Other Development, Vikash Publishing House Bombay, 1980.
Lobsie, C. Johnson: Social Work Practice, Allyn and Bacon, London, 1989.
Radhakrishnan, S: "The Theism of the Bhagvadgita" in Indian Philosophy, Vol. I, Oxford University Press, New Delhi, 1996.
Ray, Beniley: Theory and Practice of Social Work, Black Phil Well, Oxford, 1982
Shastri, R.R.: Social Work Tradition in India, Welfare Forum and Research Organization, Varanasi, 1996.
Sinha, Sasadhar: Social Thinking of Rabindranath Tagore, Asia Publishing House, Calcutta, 1962.
Timms, Noel and Timms, Rita: Perspectives in Social Work, Routledge and Kegan Paul TISS: Declaration of Code of Ethics for Professional Social Workers, Tata Institute of Social Sciences, Mumbai, 1997.
Titmuss, R.M.: Essays on the Welfare State, George Allen and Unwin, University Grants Commission: Review of Social Work Education in India: Retrospect and Prospect, University Grants Commission, New Delhi, 1980.
Wadia, A.R.: History and Philosophy of Social Work in India, Allied Publishers, Bombay, 1961.

Paper:II

- Indian Society: Structure and Change

Rationale-

The aim of this paper is to acquaint students about the basic characteristics of Indian society and the historical importance of it. As society keeps on changing, the

changing trends in society are also focused. Lastly for the generating awareness the students are made aware regarding the problems that society faces.

Sec A

1. Indian Society: Basic Characteristics, Historical Moorings of Indian Society and Culture.

   Unity and Diversity
   Factors in Continuity and Change
2. Basic Institutions of Indian Society: Family, Marriage and Kinship system.
3. Social Stratification among Hindus, Muslim and Christians.

Sec B

1. Changing patterns in Indian Society: Family, Marriage and their Impact on Status of Women.
2. Political and Economic Development in Indian Society
3. Problems of Economic Development
4. Secularization, Construction of Elite Class & their Role in Indian Politics, Criminalization of Politics.

Sec C

Current Problems: Casteism, Communalism, Terrorism.

Problems of Minorities & Backward Classes.

References:

Ahuja, Ram : Indian Social System (English & Hindi), 1993, Jaipur, Rawat Publication

Bose, N.K. : Culture and Society in India, 1967, Bombay, Asia Publishing House.

Dube, S.C. : Indian Society (English and Hindi) 1990, New Delhi, National Book Trust.

Karve, Irawati : Hindu Society : An Interpretation, 1961, Poona, Deccan College.

P.H. Prabhu : Hindu social organization : A study in Socio Psychological and Ideological foundation, 1971 Bombay, Popular Book Depot.

Srinivas M.N. : India : Social Structure, 1986, New Delhi, Hindustan Publishing Cooperation

Reference Books :

Ahmed Imtiaz : Marriage and Family among Muslims.

Ahmed Imtiaz : Social Stratification among Muslims.

Altekar, A.S. : Position of Women in Ancient India,1959, Delhi H.B. Publication.

Desai, I.P. : Some Aspects of Family in Mahuva : A Sociological Study of Jointness in a Small Town, 1964, Bombay, Asia Publishing House.

Dube, Leela : Women and Kinship, 1997, Tokyo, U.N. University Press.

Dube, S.C : Contemporary India and its Modernization, 1974, Delhi, Vikas Publication.

Ghurye G.S. : Caste – Class and Occupation, 1961, Bombay, Popular Book Depot.

Kanan, C.T. : Intercaste & Intercommunity Marriage in India.

Kapadia, K.M. : Marriage and Family in India, 1968, London, Oxford University Press.

Kothari Rajni : Caste in Indian Politics, 1970, New Delhi, Orient Longman.

Mandelbaum, D.G. : Society in India, 1972, Bombay, Popular Prakashan.

Nehru, Pt. J.L. : The Discovery of India, 1946, Calcutta, Jawahar Lal Nehru Memorial Fund.

Panikkar, K.M. : Hindu Society at Crossroads, 1985, Bombay, Asia Publishing House.

Singh Yogendra : Modernization of Indian Tradition, 1973, New Delhi, Thomson Press.

Srinivas, M.N. : Social change in Modern India, 1972, Bombay, Orient Longman.

Unnithan, T.K.N. : Towards a Sociology of Culture in India, 1965, New Delhi, Prentice Hall.

Paper: III
Theoretical Foundation of Social Work

Rationale:

The objective of the paper is to develop a sound theoretical base among the students by acquainting them various concepts relating to Sociology, Political Science and Economics that have relevance in social work research.

Sec-A Concept of Sociology:

Key Concept in Understanding Society
Society: Concept and Types, Social Structure
Social Institution: Marriage, Family
Concept of Norms, Values, Religion, Education
Cultural: Concept and Relevance
Socialization: Concept and Process
Social Stratification: Concept and Theories
Social Movement: Concept, Types

Sec-B Concept Related to Political Science:
Political System: Concept and Types

Concept of Right, Liberty, Justice and Equality
Concept of Power, Authority, Legitimacy
Concept of Elites and Masses
Politics in Social Welfare

Sec-C Concept Related to Economics:

Element of the Functioning of an Economy: Factors of Production (Land Labour Capital Organization)
Distribution and Flow of Income and National Income Determination
Market and Market Structures: Price and Output Determination under different Market Structure.
Indian Economic and Emerging Trends: Poverty and Unemployment
Economics and Social Work

References:

Johnson, H.M.: Sociology: A systematic Introduction, Allied Publishers. New Delhi, 1995.

Macionis, J. John: Sociology, X Edition Pearson Education, New Delhi, 2006.

अटल, योगेशः समाजशास्त्र एक विधिवत विवेचन (अनुवाद), कल्याणी पब्लिशर्स नई दिल्ली,1996

Giddins, Anthony: Sociology, iv Edition Polity Press, Cambridge, 2001

Choudhary, Maitreyi., The Practice of Sociology, Orient Longman, New Delhi,2003.

Oberoi, Patricia: Family, Kinship and marriage in India, New Delhi: Oxford University Press,1993.

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Asrivatham: Political Theory (Hindi and English Ed.)

Pennock and Smith: Political Science-An Introduction

S. N. Dubey: Rajniti Shastra Ke Siddhant, Shivlal Agrawal and Co., Agra.

A.D. Pant: Rainiti Shastra Ke Mool Adhar (Marg Kitab Mahal, Allahabad

Hari Hardas: Analytical Study of Political Science, Anmol Publications Pvt. Ltd, New Delhi

Sushila Ramaswamy : Political Theory: Ideas and Concept, Macmillian, New Delhi

J. C. Johri: Principles of Modern Political Science Sterling Publishers Pvt. Ltd. New Delhi

Gyan Singh Sandhu: Rajniti Siddnant, Delhi University, New Delhi

R.C. Agarwal: Political Theory, S. Chand and Co. Ltd, New Delhi

Heri Hardas and B.C. Choudhary: Political Theory: Traditional and Modern Theory, National Publishing House, Jaipur, New Delhi

David Held: Political Theory and Modern State, Maya Publishers Pvt. Ltd. New Delhi

G. Lipsy : An Introduction to Positive Economics

Reddy and Goel: National Income Accounting

K.P.M. Sundharam: National Income Accounting

M.K. Lewis and P.D. Mizan: Monetary Economics

Paper-IV
Marginalized Groups: Issues and Concerns

Rationale:
The objective of the paper is to acquaint students to comprehend the concept of marginalized group, to make them aware regarding who are the target groups that come under this category. It will enable the students to analyze the problems relating to the marginalized sections of their society and there by evaluate the welfare measures and actions undertaken by the Government and NGOs and social work professionals to minimize the problems. It also intends to inculcate insights amongst students to find out the solution in alternative ways.

Sec-A Concepts Related to Disabilities: Impairment and Handicap: Causes of Disability and Need for Prevention

Types: Deafness, Blindness, Mentall Retardation and Orthopedic Handicap, Extent of Disability in India

Relationship with Family: Parents reaction to disability in their Children, needs and difficulties of families at different Stages of life, Constitutional Safeguards to disable persons, Various Welfare Services for the persons with Disability

Role of Society in Rehabilitation of Disable Persons.

Sec–B Caste System: Origin, Theories, Plight of Schedule Caste and Dalits in India.

Contribution of Social Reforms Movement in reference to Schedule Castes and Dalits

Schedule Tribe: Concept and Theories and Major Problem of S.T in India

Constitutional Safeguard to Schedule Caste and Schedule Tribe, Welfare Programme for S.T

Role of NGO and Responsibility of Social Work Professionals in reference to S.T and S.C

Exclusion and Inclusion Patterns of S.C and S.T. and Minority

Sec-C Minorities and Other Backward Class

Concept: Meaning and Dimensions of Minority and OBC

Problems of Minority and OBC in India.

Constitutional Safeguards and Welfare Provisions for Minority and OBC

Communalism and Socio-Economic Problems of Minorities and OBC: Role and Responsibilities of Social Work Profession

Reference:

1. Government of India: Annual report of the commissioner for Scheduled Caste and Scheduled Tribe, New Delhi, 1987-89. Shilu Ao Study Team.
2. Government of India: Annual report of the Committee on Customary Rights to Scavengers, Department of Social welfare, , New Delhi, 1966.
3. Indian Social Institute: Seventh Plan and Development of Weaker Sections (Questions, Challenges and Alternatives) New Delhi, 1985.
4. Kananaikil, Jose: Scheduled Castes and the Struggle against Inequality Indian Social Institute, New Delhi, 1983.
5. Khan, Mumtaz ali: Scheduled Castes and their status in India, Uppal Publishing House, New Delhi, 1980.
6. Kshirsagar, R.K.: Untouchables in India – Implementation of the Law and Abolition. Deep and Deep Publication, New Delhi 1986.
7. Galaner, Marc: Competing Equalities: Law and the Backward Classes in India, Oxford University Press, New Delhi, 1984.
8. Nair, T.K. (Ed.): Social Work education and development of Weaker Sections, association of Schools of Social work, Madras, 1975.

Paper-V
Family: Issues and Concerns (Women Child and Elderly)

Rationale: The objective of this paper is to acquaint the student with the basic philosophy of Women, Child and Elderly in reference to family welfare. It helps the student to develop the better understanding of the phenomenon related to them.
It also intends to develop an insight among students into the dynamics of gender relationship and an understanding of changing perspective of women.

Sec-A Indian Tradition of Women in Society:

Patriarchy and Gender relation in India: Issues and Challenges before Women's development, Demographic profile of Women in India- Health, Education, Work Invisibility.

Sec-B Child and Childhood: Concept, Stages of Child Development-Infancy, Preadolescence, Developmental Need of Children –Life Cycle approach

Needs of Child- Physical, Social, Emotional and Cognitive

Problems of Growing up-Self and Society developing a value system

Adjustment and Maladjustment

Social Work Intervention with Children-Life Skill Approach

Sec-C Problems and Issues related to elderly

Concept of Ageing-from Legal, Social, Cultural and Medical Point of view.

Demographic Profile of the ageing population in India with higher expectancy of life.

Perception of the role of the aged in India and in a changing socio-economics structure

Bio-logical and Physical aspects of ageing: Mobility, Morbidity and Mortality

Social Aspects: Changing roles and function in the family and society: alienation or estrangement from the mainstream of society

Psychological: Self image of the aged and in the significant other, Lowering Self –esteem

Reference:

Conger, Peterson C. (1984): Adolescence and Youth: Psychological Development in a Changing World, Cambridge: Harper & Row, Publishers.

Devadas, R. P., Jaya, N. (1984): A Text Book on Child Development, Delhi: Macmillan India.

Helen, Bee (1989): The Developing Child, 5th Edition, New York: Harper Collins Publishers.

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Hurlock, E. B. (1978): Child Development,Tokyo: McGraw- Hill.Kogokusha.

Johnson, Ronald C., Medinnus, G.R. (1974): Child Psychology: Behaviour, Developent, New York: John Wiley and Sons.

Mussen, P.H. & Conger, J.J. Kagan, Jermoe, Huston, Aletha Carol (1984): Child Development and Personality,6th Edition, New York: Harper & Row Publishers.

Newman, B. M. and Newman P.R. (1999): Development through Life: A Psychological Approach, 7th Edition, Belmont: Brooks/Cole Wadsworth.

Papalia, Diane E., Wendkos olds, Sally (1994): Human Development, New Delhi: Tata McGraw-Hill Publishing Company Ltd.

Saraswathi, T.S. (ed.) (1999): Culture, Socialisation, Human Development,

Theory, Research and Applications in India, New Delhi: Sage Publications.

Thompson, G. (2000): Child Psychology: Growth Trends in Psychological Adjustment, New Delhi: Surjeet Publication

13.Borgall, E.F. and Mc. Cluskey, N.G.: Ageing and Society: Current Research and Policy Perspectives.

14.Desai, K.G.: Ageing in India (TISS)

15.Marulasiddiah, H.M. Lowy, Louis: Social Work with The Ageing – The Challenge and Promise of Later Years.

16. Pathak, J.D. : Our Elderly : Some effects of Ageing in Indian Subjects.

17. Binslock, R.H. and Shahas, E.: Handbook on Ageing and the Social services.

18. Townsend, P.: The Family Life of Old People.

Semester-II

Paper-I Methods of Social Work I: Individuals, Families and Groups

Rationale:

This course intends to develop knowledge and understanding about individual's group dynamics and to acquire knowledge about different models of case work. Through this paper, students are enabled to develop their positive attitude towards case work and enhancing the problem solving attitudes.

Sec -A Introduction to Case Work:

A Brief Introduction of the Individuals and family in Society

Social Case Work- Nature, Assumptions, Principle

Scope of Social Work: Objectives and Components of Social Case Work

Phases of Social Case Work

Sec-B Case Work in Practice:

Social Case Work Process-Persons, Voluntary and Involuntary Clients, Agreement or Contract, Enabling and Empowering

Helping Techniques: Interviewing, Environmental Modification, Supportive, Techniques, Home Visit, Collateral Contacts and Referral

The Change-Agent System: Social Case Worker as a change Agent, Client Workers Relationship- Definition, Use and Characteristics.

Interdisciplinary Work: Models of Treatment- Long Term, Short Term, Task Oriented Model.

Indian Tradition of Working with Individuals and Family

Sec-C Group Work in Practice:

Group: Definition, Types, Characteristics, Process of Adjustment within Different Types of Group, Importance of Groups in Society and Social Group Workers.

Group Dynamics: Factors and Processes, Moral and Psychological Needs of the Group, Role of the Group in Personality Development,

Leadership Types and Functions, Social Group Work Process: Meaning, Need, Definition, Philosophy, Objectives

Techniques of Group Work: Group Discussing and Recording

Reference:

1.	Perlman Helen H.	:	Social Case Work-A Problem Solving Process
2.	Benerje G.R.	:	Papers on Social Work-An Indian Perspective
3.	Garvet Annet	:	Interviewing- Its Principles and Methods, Social Work Practice
4.	Meyer ,H.	:	Social Work Practice
5.	Hepworth, Dean H.	:	Direct Social Work Practice: Theory & Skills
6.	Kadushin, Alfred	:	The Social Work Interview
7.	Zastrov ,Charles	:	The Practice of Social Work
8.	Robert & Nee	:	Theories of Social Case Work
9.	Lavid and Hartman	:	Family – Centered Social Work Practice
10.	Kanopka ,G.	:	Social Group Work – A Helping Process
11.	Trecker, H.B.	:	Social Group Work – Principles & Practice
12.	Wilson, G. & Ryland,G.	:	Social Group Work - Principles & Practice
13.	Bernard ,Davis	:	The Use of Group in Social Work Practice
14.	Angel, M.	:	Group Dynamics
15.	Pallassana, R. Balgopal	:	Groups in Social Work: An Ecological Perspective
16.	Allen, Pincus Anne Minahan	:	Social Work Practice: Model and Method, FE Peacock Publishers, Inc. Itasca, Illinois, 1975.
17.	Compton, Beulah & Galaway, Burt	:	Social Work Process (IIIrd Edition) The Dorsey Press, Homewood Illinois, 1984.
18.	Coohey, Carol & Marsh	:	Promotion, Prevention and Treatment : What are the differences? Research on Social Work Practice 5(4),oct.95

Paper II Methods of Social Work- Community, Social Action and Organization

Rationale:

Though this paper students are expected to develop their understanding of community dynamics, community power structure and organization in society. Students

may also understand the different approaches to community organization, locality development, community problem. In other words, this paper intends to develop amongst student, the analytical skill and attitudes appropriate for community organization and social work

Sec A: Concept of Community, Community as a Social System, Sub-System in the Community, Types of Community

Community Power Structure: Bases of Power and Decision Making, Power Structure and Exploitation Strategies to Counter Exportation Power Structure

Community Development, Organization and Modification, Communication in Community Work, The process of Communication in Community work

Sec B: Process of Social Work: Goals of Community Work, Establishing Relationship Types, Strategies, Collaboration, Complains and Conflict Techniques.

Need for Planned Change: Major Variables in Planned Change: Role of NGOs

Organizational Strategies: Community Meeting Setting up Area/Issue based Committees and Organization and Micro Action Group, Community Councils and Community Chart

Role of Community Worker, Guide Enabler, Education Therapist, Advocate, Broker, Planners.

Sec C: Social Action: Concept, Social Action as a process, Methods of Social Work, Social Reform, Social Revolution, Problem of Situation Warranting Social Action Professional Social Worker as a Social Activist, Social Legislation as an Instrument and Goal of Social Action: Empowering Specific Groups and Masses, Gandhian Perspective and Paulo Friere's Technique of Conscientisation

Reference:

1. Ross, M.G. (1967) : Community Organisation : Theory, Principles and Practice, New York; Harper & Row.
2. Cox, M. Vell : Practice and Techniques of Community Organisation
3. Gangrade, K.D. : Community Organisation in India, Bombay; Popular Prakashan (1971)
4. Murphy, C.G. : Community Organisation Practice, Boston:

			Houghton Miffin Co. – 1954
5.	Mc. Millan W.	:	Community Organisation for Social Welfare.
6.	Sanderson & Polson	:	Rural Community Organisaiton
7.	Spechjt, H. & Karmer	:	Readings in Community Organisation,
	R.M.	:	Englewood Cliffs : Prentice Hall (1969)
8.	Dayal, R.	:	Panchayati Raj India, Delhi : Metropolitan Books Co. (1970)
9.	Panda, Snehlata	:	Community Power, Elites and Political Modernisation, Delhi : B.R. Pub. Company (1985).
10.	Dandeker, V.M.	:	Nature of Class Conflict in the Indian Society, Bombay : Bharat Foundation (1977)
11.	Siddique, H.Y.	:	Social Work and Social Action New Delhi : Harman Publication.
12.	Moorthy, M.V.	:	Social Action
13.	Paulo ,Friere	:	Pedagogy of the Oppressed
14.	Dunham ,Arther	:	Community Welfare Organisation – Principles and Practice
15.	Gandhi, P.K.	:	Social Action Through Law: Partnership for Social Justice
16.	Illich ,Ivan	:	De-schooling Society
17.	Unithan, T.K.N.	:	Gandhi and Social Change
18.	Mishra, R.M.	:	Bhoodan Movement in India
19.	Development Support Team	:	Community Development : An Attempt by People's Multipurpose Development Society, Pune: Development Support Team (1987).

Paper-III

Social Welfare Management

Rationale:

This paper aims at development of students understanding of the procedures relating to establishment and management of welfare organizations. It also tries to orient students regarding different dimension of social welfare management.

Sec A Social Welfare Management: Nature and Scope

Social Welfare Programme: Methods and Models

Ideology and Social Welfare Management

State, International Organization and Social Welfare.

Sec B Project Management-I

Programme Model Approach: Input Activities, Output and Impact

Project Cycle Approach: Logical Framework Approach (LFA) and Programme, Evaluation and Review Technique (PERT)

Project Formulation: Situational Analysis Social and Organizational Assessment

Recourse Planning: Budgeting and Financial Accounting

Sec C Project Management-II

Project Appraisal: Social, Technical and Financial Analysis

Monitoring/Review/Evolution: Nature, Types, Designs

Fund Raising: Methods, Sources, Types of Funding Organization, Donor Reporting, Public Relation and Media Management

Reference::

Gangrade, K.D. (1989): Development of People, New Delhi: Delhi School of Social Works, University of Delhi.

Goel, S. L. Jain, R.K. (1988): Social Welfare Administration (Vol. I, II), New Delhi: Deep and Deep Publications.

Goel, S.L. (1990): Modern Management Techniques, New Delhi: Deep and Deep Publications.

Pranjpe, Nalini (1990): Social Welfare in India, New Delhi: Associate Publishing House.

Sachdeva, D.R. (1993): Social Welfare Administration, Allahabad: Kitab Mahal.

Specker, Paul (1988): Principles of social welfare, New York: Routledge.

Weinbach Robert W. (1998): The social Worker as Manager, London: Allyn & Bacon

Paper-IV Research Methods in Social Work- Part-1

Rationale: This paper aims to develop an understanding about the Qualitative and Quantitative approach to human inquiry. The students will also be made aware regarding major research strategies, meaning, scope, and importance of social work research and linkages between practice, research and theory.

Part-A

Social Research

Meaning, Characteristics, Purpose, Importance.

Basic Elements Research- Concept Variable, Hypothesis, Theory and Research

Types of Research- Pure, Applied and Action, Qualitative and Quantitative Research.

Steps of, Qualitative and Quantitative Research.

Part-B

Planning and Preparation

Qualitative and Quantitative Research Designs Triangulation

Qualitative and Quantitative Orientation towards Research

Qualitative Design Issues

Quantitative Design Issues

Measurement: Qualitative and Quantitative Measurement

Reliability and Validity

A guide to Quantitative Measurement

Index and Scale Contortion

Sampling: Probability and Non probability sampling

Part-C

Social work Research

Use of Research in Social Work: Intervention and Practice based research, Difference between Social Science research and Social work research

Types- Need Assessment studies, Situational analysis, Monitoring and evaluation, Impact assessment, Policy research

Steps of Social Work Research

Reference:

Alston, M. Bocoles, W. (Indian Edition 2003) Research for Social Workers-An Introduction to Methods, Jaipur: Rawat

Bailey, Knneth D. (1978) Methods of Social Research, New York: Mcneil Pub

Good and Hatt, 1965: Methods in Social Work Research. New York. Tata Mc Graw Hill.

Kothari, C.R.(2004 2nd edition reprint) Research Methodology: Methods and Tecniques, New Delhi, New Age International.

Padgett, Deborah, K, 1998 Qualitative Method in Social Work Research, New Delhi: Sage Publication.

Polansky, N.A (ed.) 1960 Social Work Research, Chicago, University of Chicago

Ramchandran, P. 1990 Issues in Social Work Research in India, Bombay, Institute for Community Origination Research.

Ramachandran, P.1990 Issues in Social Work Research in india, Bombay, Tata Institute.

Paper-V Social Work Practice Skills

Rationale:

Through this paper, students are expected to develop their practice skills like interpersonal communication, documentation, supervision, there by make them able to do social work research effectively.

Sec A- Introduction to Social Work Practice Skills, Skills USED IN Micro, Mezzo and Macro Level Practice, Applicability in Micro, Mezzo, and Macro Setting

Inclusive Skills: Skills Used With Diverse Population Such as Women, and Disable

Sec B- Communication: Concept, Definition and Process, Verbal and Non Verbal Communication, Self Awareness and Interpersonal Communication, Barriers of Communication

Sec C- Home Visit, Team Work and Mentoring Documentation, Supervision

Reference:

Cluuterbuck.D. (1984): Every needs a mentor, 2nd Edition, London: Institute of Personnel Management.

Cournoyer. B. (2000):p The Social Work Skills Workbook, Belmont: Thompson Brooks/Cole

Kadushin, A. and Harknass, D. (1985): Supervision in Social Work,4th Edition, New York: Columbia University Press.

Kim, Strom Gottfried (1999): Social Work Practice: Cases Activities and Exercises, London: Pine Forge Press.

Morales, A.T.and Sheafor, B.W. (1995): Social Work: A Profession of Many Faces, Boston: Allyn and Bacon

Robert, R.W. and Nee, R.H.(1970): Theories of Social Casework, Chicago: The University of Chicago Press.

Sevel, J., Cummins L. and Madrigal, C. (1999): Social Work Skills Demonstrated: Beginning Direct Practice, Boston: Allyn and Bacon

SEMESTER III

Paper-1 Research Methods in Social Work-Part-II

Rationale: This paper aims to develop ability to conceptualize, formulate and conduct simple research projects/exercises(This would include a broad range of basic research skills such as conceptualization of a research strategy and problem; writing a research proposal; developing tools for collecting data: use of sampling strategies; data collection, processing, presentation, analysis and interpretation; and writing research report etc.) This paper also intends to inform assessment and judicious use of research studies and finding and develop skills for use of library and documentation services for research.

Sec A

Quantitative Data Collection and Analysis- Experimental Research

Survey Research

Coding, Tabulation

Univariate, Bivariate, Trivariate and Multivariate Analysis of Data

Measures of Central tendency (Mean, Mode, Median) and dispersion

Testes of Significance (Chi square, t Tests)

Analysis of Variance (Use of SPSS through Practical demonstrations)

Sec B

Qualitative Data Collection and Analysis

Field Research: Appropriate Questions, History, observing and Collecting Data, Ethical Dilemmas

Historical Comparative Research: History appropriate Questions, logic and steps.

Historical, Comparative Analysis of Qualitative Data.

Introduction of Software for Qualitative Data Analysis.

Sec C

Report Writing: Structure of reports for differing readership, The Literature review, planning and out line editing for accuracy and neatness,

Standard formats for referencing, footnotes and bibliographies,

Preparing research abstract, The Quantitative report, The Qualitative report, Using the Internet for Social research

References:

Field, Andy. 2000 Discovering Statistics Using SPSS for Windows: Advanced Techniques for Beginning, New Delhi: Sage Publication.

Foster, J.J. 1998 Data A nalysis Using SPSS FOR Windows: A Beginner's Guide, New Delhi: Sage Publication

Goode, W.J. and Hatt, P.K.1962 Methods in Social Research, New York, McGram-Hill

Paper II- NGO'S, SOCIAL ADVOCACY AND NETWORKING

Rationale: Through this paper the student are acquainted with the concepts relating to social advocacy, its needs and importance for the society. Students are made aware regarding relevant constitutional provisions and legal support systems meant for solving various issues. Students also become aware regarding the role of NGOs, Media, towards social advocacy.

Sec A **Social Advocacy:** Concept, Need and Importance, Principles, Steps and Means, Changing Trends In Development of Leadership.

Relevant Constitutional provisions, Mechanism for Introducing amending and repealing laws. Overview of Police and Judicial Administration (apex judiciaries- SC, HC). Constitutional

Provisions, Preamble, Fundamental rights, Directive Principles of State Policy, Provision relating to tribal communities

Sec B

- **Legal Support Mechanics:** PIL Lok Adalat, Legal Aid Programme., Dealing With police and local Administration: Procedural and practical aspects.
- **Advocacy Issues:** Human Rights and right to information, Displacement, Disabled, Tribal Rights, Rights related to Land, Water and forest, Issues related to Women, and Child: Unorganized Sector, Health, Corruption.

Sec C

- **Social Networking:** NGO Networking, Generic and Issue Based, Present State of Networking at National and International Scenario
- **Lobbying and Propaganda:** Political System and Social Advocacy. Public Opinion, Political Parties, Interest Groups and Pressure Groups, NGOs and Politics.
- **Mass Communication:** Concept, Importance, Strategies and Techniques (Traditional and Modern) Use of Information Technology in Social Advocacy.
- **Media Relations:** Type Of Mass Media- Strategic Choice of Media, Media Relation, Sensitizing Media and Media Documentation (Writing News, Features, Stories Etc.)

References:

1. Carrie Meyer, The Economics and Politics of NGO in Latin America, Praeger Publishers, July 30, 1999.
2. Dale, Reider: Organisation and development Strategies Structures and Processes, Sage, New Delhi, 2000.
3. Dantawala, M.L.et.al. (ed): Social Change Through Voluntary action, Sage, New Delhi, 1998.

4. Fernandes, W.: Voluntary Association and Local Development, Young India Foundation, New Delhi.
5. Maha Abdelrahman, Civil Society Exposed: The Politics of NGO in Egypt, The American University in Cario Press, 2004. Al- Ahram Weekly (http:// weekly.ahram.org.eg) has done a review of the book (http://weekly.ahram.org.eg/2005/756/bo10.htm).
6. PRIA: NGO – Government Relations, Participatory Research in Asia, New Delhi, 1989.
7. Sankaran and Rodrigues: Handbook for Management of Voluntary Organisation, Alpha Publications, Madras, 1983.
8. SAngeeta Kamat, Development Hegnemony: NGOs and the State in India, Delhi, New York; Oxford University Press, 2002.
9. Werker & Ahmed (2008): What do Non- Governmental Organisation do?
10. Steve Charnovitz, "Two Centuries of Participation: NGOs and International Governance," MichiganJournal of international Law, Vol.18, Winter 1997, at 183-286.

Paper- III. COUNSELING THEORIES AND PRACTICES

Rationale: This paper helps the students to develop a holistic understanding of counseling as a problem (both physical and emotional) solving tool and to make them know various theoretical approaches, underpinning goals, values, processes and techniques of counseling the clients. It intends to develop skills and its application to real life situation.

Sec A

Counseling: Meaning and Nature, Distinction Between Counseling and Guidance, Goal of Counseling, Basic Assumptions And Ethical Issues of Counseling, Characteristics of Counselor

Type of Counseling: Facilitative, Preventive, Development Crises, Individual Counseling, Peer Counseling,

Group Counseling, Family Counseling.

Counseling In Social Work, Evolution Of Counseling on a Field of Practice

Counselor: Personal and Professional, Self Abilities, Values and Awareness: Ethics, Personality, Coping,

Gender, Professional Issues and Trends.

Sec B Counseling Process: Stages in Counseling Report Building, An assessment of Clients' Problem and Concerns,
Setting Desired Goals, Selecting/ Designing Interventions and Termination of Counseling
Client/ Clientele System: As Individual or as Unit, Client Behavior and Communication, Voluntary and Non Voluntary Clients, Clients Expectations.

Sec C Approaches and Theories: Background, Thrust, Goals, Key Concepts and Techniques in Approaches:
Person-Centered, Psychoanalysis, Rational-Emotive, Existential, Cognitive And Behavioral,
Three Stage Model, Transactional, Indigenous Approaches of Help And Self- Help Like Yoga,
Specific Attitudes And Values, Meditation.

Reference:

Bessell, R. (1971): Interviewing and Counseling, London: B.T. Botsford Ltd.

Brammer, Lawrence M. Macdonald, Ginger (1996): Helping Relationship: Process and Skills, Boston: Allyn and Bacon

Corey, Gerald (2000): Theory and Practice of Group Counseling, 5th Edition, Australia: Brooks/Cole.

Corsini, Raymond, J. Current Psychotherapies, Illinois: F.E Peacock Publisher

Currie, F. (1976): Barefoot Counsellor: A Primer in Building Relationships, Bangalore: Asian Trading Corporation.

Dave, Indu (1983): The Basic Essentials of Counseling, New Delhi: Sterling Publisher Private Limited

Egan, G, (1998): The Skilled Helper: A Problem Management Approach to Helping, 6th Edition, Pacific Grove, CA: Brooks/Cole.

Geldard, Kathryn and Geldard, David (2000): Counselling Children: A Practical Introduction, 2nd Edition, London: Sage Publication

Maclean, Doug and Grould, Sue (1988): The Helping Process: An Introduction London: Croom Helm Ltd.

Patterson, Lewis E. AND Welfel, Elizabeth Reynolds (2000): The Counselling Process, 5th Edition, Australia: Books/Cole.

Seden, Janet (1999): Counselling Skills in Social Work Practice, Buckingham: Open University Press.

Paper-IV Women Empowerment

Rationale: The objective of the paper is to develop students' understanding of the concept of women's empowerment, its historical perspective, its different aspects and institutional support systems to help women empowered.

Sec A Introduction to Women's Empowerment:

Women Empowerment: Concept and Philosophy

Women Development to Empowerment in India: A Historical Perspective

National Effort and Movements

Sec B Women and Development:

Women and Health: Maternal and Reproductive Health Care,

Women and Education: Literacy Levels, Elementary and Higher Education

Women and Employment-Organized and Unorganized Sectors

Women and Political Participation: Rural and Urban

Sec C Women and Support System

Constitutional Provisions and Legal Support

Policies on Empowerment of Women 2001

Gender Budgeting

Partnering with Civil Society.

Reference:

Anand, U.K.(2001): Working Women and Retirement, New Delhi: Anmol Publication Pvt. Ltd.

Bathla, Sonia (1998): Women Democracy and the Media, New Delhi: Sage Publication

Bhaskara Rao, Digumarti (2000): Status of Advancement of Women and Other (ed.), New Delhi: APH Publication Corporation

Claire, M. Ranzetti, Jaffrey L.L. Edleson, Raqual Kennedy Bergen, (2001): Source Book on Violence against Women (ed.), New Delhi: Sage Publication

Majumear, Maya (2001): Protecting Our Women (3 Volumes), New Delhi: Dominant Publishers and Distributors

Nussbaum, Martha, C.(2001): Women, Human Development, New Delhi: Kali for Women

Powell, Gary, N. (ed), (1999): Handbook of Gender and Work, New Delhi: Sage Publications.

Tripathy, Prabhat Chandra (2000): Crime Against Workforce Women, New Delhi: APH Publishing Corporation

Paper-V

Social Policies and Social Legislation

Rationale: This paper acquaints the students regarding social policies and legislations, their objectives especially in Indian context. It helps the students to develop critical insight to evaluate the government policies in the planned social change and there by to enable the students to suggest the ways for its effective implementation.

Sec A Social Policy and Social Welfare Policy: its relation to the Constitution, Fundamental Right and Directive Principles of State Policy, Definition Need and Content Evolution of Social Policy in India, Social Policy and Planned Social Change, Policies In India Regarding: Backward Classes, Scheduled Castes, Scheduled Tribes, Women, Child, Youth, Handicapped.

Sec B Social Legislations in India:

Social Legislations-Definition and Role in a Welfare State.

Hindu Law: Legislations Pertaining to Marriage

Divorce and Succession, Hindu Marriage Act (1955)

Adoption and Maintenance, Minority and Guardianship (1956) Succession (1956)

Sec C Legislation Regarding Social Problems: Protection of Civil Right Act (1976) SC/ST Prevention of Atrocities Act (1989) Dowry Prohibition Act (1961) Immoral Traffic Prevention Act (1956) Bonded Labour Abolition Act (1976)

Family Court Act (1984) Transplant of human organs Act (1994)

Factors Impeding the Effective implementation of Social Legislation

Role of Social Worker in Implementing and modifying the Existing Legislation.

Reference:

Ahmad. E. Dreze. J. (1991): Social Security in Developing Countries, New Delhi: Oxford Univertsity press.

Bank. R. K. (1997): Welfare Administration in India: A Critical Evaluation, Indian journal of public Administration, XLIII: 749-757.

Basu D.D. (2004): Introduction to the Constitution of India, Agra: Wadhwa And Company Law publishers.

Behn. R.D. (1985): Policy Analyst, Dlients and Social Scientist, Journal of Policy Analysis and management, 4 (3): 428-432.

Beland, D. (2005): Ideas and Social Pocial Policy: An Institutionalist Perspective Social Policy, Administration, 39 (1): 1-148.

Charles, L. Cochram, Eloise F. malone (2007): Public Policy: Perspectives and choice, New Delhi: Viva Books Pvt. Ltd.

Gal, Idit Weiss & Gal, John (2007): Social Workers Attitudes Towards Social Welfare Policy, international Journal of Social Welfare, 16: XXX.

Gangapathy, R.S. et al (eds), (1985): Public Policy and Policy Analysis in India, New Delhi: Sage Publications.

May, P.J. & Cho, Y.H. (1989): Policy Analysis: Past, Present and Future, Public Administratio Review, 49(2): 210-212.

Meth, C. (2004): Ideology And Social Policy: Handouts and The Specter of Dependency Transformation, 56: 1-30.

Midgley, J.O. (2000): The Handbook of Social Policy, New Delhi: Rastogi, P.N. (1992): Policy Analysis and Problem Solving for Social Systems, New Delhi: Sage Publications.

Padhy, Prafulla (ed.), (2006): Social Legislation and Crime, New Delhi: Isha Books.

Parrot, l. (2002): Social Work and Social Care, London:Routledge.

Semester-IV

Paper I
Project Planning and Development

Rationale: The objective of this paper is to develop understanding of project and related developmental and welfare issues. It intends to develop an understanding and skills of the process of project formulation.

Through this paper the students are expected to develop an understanding about implementation and management of a project and become sensitize regarding different obstacles and constraints related to project implementation and financing in India.

Sec A

- Project, Programme and Activity- Concepts, and Different, Nature of Project Types, Characteristics, Importance and Scope, Demand and Need Analysis, Demand forecasting
- Project. Formulation- Identification, Pre-Requisites, Components of Project, Steps of Project Formulation.
- Location of Project- Selection of Area/Community of Site, Feasibility Study.

Sec B

Project Planning – Network Analysis- Analysis of Project Through Network Programe

Allocation of Resources- Strategic Planning – Problem Solving- Monitoring The Environment, Appraisal and Screening of Project Ideas.

HR Planning- Manpower Seducement Analysis, Recruitment, Selection and Development, Employee Involvement- Formulation of Teams/Committees etc. Team-Management.

Collaboration and Coordination, Implementation- Human Aspects of Project Management, Time Management

Sec C

Financial Analysis and Project Control: Project Cost Analysis, Means of Finance, Social Cost and Benefits, Cost of Capital, Financial Accountability, Cost- Benefit Ratio Analysis,

Budgeting- Allocation of Fund – Sensibility Analysis- Determination of Critical Path (PERT) (CPM)

Monitoring & Review: Initial Review, Performance Evaluation, Abandonment (Withdrawal) Analysis, Behavioral Issues in Project Withdrawal, Administrative Aspects of Post-Project Activity.

Individual Development- Concept and Meaning of Employees Development, Form of

Employees Development:- Job Rotation, Job Enrichment and Enlargement, Project Assignment, Committee Assignment

Management Development Programmer- MED Organizational Development

Training and Development for Functionaries Working in Different Fields- Unorganized Sectors, Child Labour

References:

1. Bava D S: Rural Project Planning
2. Price Gittinger: Economic Analysis of Agricultural Projects
3. Little IMD & J A Mirrless: Project Appraisal and Planning for Developing Countries
4. United Nations Industrial: Guidelines for Project Evaluation
5. Prasanna Chanra: Projects Preparation, Appraisal and Implementation
6. Chowdhary S: Project Management
7. Mridula Krishna: Project Planning in India
8. Peter Smith: Agricultural Project Management Monitoring and Control of Implementation

Paper- II Rural Community Development

Rationale: The objective of this paper is to acquaint the student regarding the concept, characteristics and problems relating to rural community. Students are also made aware regarding various development programmes and community development model undertaken by government of India for rural reconstruction

Sec A – Rural Community: Concept and Characteristics of rural community.

Indian Village – Types, Indian Village as a Community. Family, Kinship, Caste, Class and Occupation, Pattern of Rural Economy, Rural Power Structure, Land Tenure System and Land Reform Movement.

Sec B – Analysis of Rural Problems.

Poverty – Assetlessness, Alienation, Rural Bondedness, Unemployment, Deprivation.

Social Problems: Casteism, Ill Health, Housing, Illiteracy, Conservatism, Peasant Movement.

Community Development – Concept, Philosophy and Objectives, Scope of Rural Community Development. Approaches to Rural Community Development.

History of Community Development in India.

Sec C – Community Development Administration:

Organisation and Administration of Community Development from Block to National Levels, Components of Block Administration, Development Programmes and their Co-Ordination, Functions Of BDO

Concept of Democratic Decentralization – Panchayati Raj System, 73rd Amendment, Structure and Functions of Panchayati Raj in India and Rajasthan.

Poverty Alleviation Programme – IRDP, TRYSEM, DWCRA, Objectives, Characteristics, Strategies, Organization and Administration.

Community Development Models- China, Indonesia, Philippines.

Reference:

1. Agarwal, A. N.: Indian Economy: Nature Problem and Progress, New Delhi: Vikas Biraj Prakash.
2. Bhatt, Anil: Development and Social Justice Micro Action by Seaker Sections, Sage Publications, New Delhi – 24.
3. Chandra, Vimal: Handbook on SCs & STs, Office of the commissioner of SCs & STs, New Delhi.
4. Dayal, Rajeshwar: C.D. Programme in India, Kitab Mahal Pvt. Ltd., Allahabad.
5. Desai, A. R: Rural Sociology, Popular Press, Bombay.
6. Desai, Vasanth: Rural Development Vol I & II. Himalaya Publishing House, New Delhi.
7. Dubhashi, P. R.: Rural Development Administration in India: Popular Press, Bombay.
8. Jain, S.C.: C.D. & Panchayat Raj in India, Allied Publishers Ltd, Madras – 2.
9. Jain, L.C.: Grass without roots: Rural Development under Govt.auspices, 1985.
10. Jain, S.C.: Rural Development Institutes & Strategies, Raws Publications.
11. Maheswari, S. R.: Rural Development in India, Sage Publications, New Delhi – 16.

12. Roy Ramashray: Problems in Rural Development, Others Discovery Publishing house, New Delhi – 31.
13. Shiv Mehta, R: Rural Development Policies & Programmes, A Sociological Perspectives, Sage Publications, New Delhi – 24.
14. Tripathi SAtyendra: Development for Rural Poor. Rawat Publications, Jaipur – 4
15. Venkata Reddy: Rural Development in India. Himalaya Publishing House, Bombay.

Specialization A – Women Empowerment

A-1 Feminist Thought and Feminist Theory

Rationale:

This course intends to provide the students an overview of both, the major concepts related to feminism and also the variety of theoretical understanding of feminism. This paper also aims at making students understand the feminist thought's development in India.

Sec A- Concept: Feminism, Development, Women/Gender, Sexual Division of Labour, Patriarchy.

Emergence of Women as a Constituency in Development: WID, WAD, and GAD

Sec B- Feminist Classics: Key Thinkers-Mary Wallstone Craft, Simone de Beauvior

Indian Feminist Thought: Gandhi, Annie Besant, Sarojini Naidu, Veena Mazumdar, Ill Bhatt, Lolita Sarkar

Sec C- Second Wave Feminist Theory: Liberal, Radical, Marxist- Socialist, Foundations of Feminist Theories

Reference:

Bhagwat Vidyut, Feminist Social Thought, New Delhi: Rawat Publication, 2004

Clough P, Feminist Thought, Oxford Blackwell, 1994.

Collins,P.H, Black Feminist Thought, London , Routledge, 2004

Eaglrton M. (ed), A Concise Companion to Feminist Theory, Blackwell Publishing, 2003

Kaplan C. Genders, London, Routledge, 2000

Nicholson L. (ed), The Second Wave: A Reader in Feminist Theory, New York, Routledge, 1997.

Schneir ,S.C :Fire Eminent Women, ANMOL Publication, New Delhi, 1993

Dowovan, Josephine: Feminist Theory, Continuum, New York, London,2000

A-2 Women and Law

Rationale: This paper intends to develop students' understanding about constitutional provision for women in India. It also provides a comprehensive knowledge about the emancipation of women in the Socio-Legal Perspective.

Sec A- Constitution and Indian Women

Family Law: Marriage (Hindu, Muslim, Christian), Marital Relief and Divorce, Maintenance and Custody of Children, Inheritance and Succession, Adoption Procedure, Minority and Guardianship, Female Feticide, Women Property, Family Court

Sec B- Women and Industrial Law: Equal Remuneration for Women, Maternity Benefits, Protection from Retrenchment, Prohibition of Employment of Women during Certain Period.

Special Provision for Women in Labour Legislation: Crèche, Special Provision for Rest rooms

Sec C- Criminal Proceed: Bailable and Non-bailable Offence, Arrest and Examination, Eve-teasing, Molestation, Adultery, Abduction Kidnapping, Rape

Policies Related to Women: Important Judgments, International Convention (CEDAW), Emancipation of Women- A Socio-Legal Perspective

References:

Dube L & R Palsiwala (eds) Structure and Stratages Women, Work and Family in Asia, Vol.3, New Delhi Sage 1989.

Uberoi P-(ed) State Sexuality and Social Reforms, New Delhi.1996.

Kanpur Ratna (ed) Feminist Terrains in Legal Domains, New Delhi, Kali for Women 1996.

Butalia, U T Sarkar (ed) Women and Hindu Right, Kali for Women 1996.

Sangari K. Political of Possible, New Delhi, Tulika 1999.

Kant, Anjani: Women and Law, APH Publishing Corp, New Delhi,1997

Health & Hindu Psychology, George Allen & Unwin Ltd., Ackorman Mathur W., 1958: The Psycho-dynamics of Family Life, New York : Basic books Inc.Favazza A.R. 1976: Guide

A – 3 Women and Health

Rationale: This Paper provides an integrated multidisciplinary understanding of women's health. Through this paper the students are expected to develop the capacity for critical reflection and action in the field of human health.

Sec A:

- Demographic Profile of Women,
- Understanding of Women Health: Modern Health Care System and Gender Bias- The Historical and Ideological Context
- Women's Health: Socio- Cultural, and Psychological Discourse,
- Public Health Programmes in India – Legislation and Policies regarding Health in India.
- Feminist Discourse.

Sec B:

Women Across the life Cycle: Adolescence to Old Age,

- The Communicable disease: Tuberculosis, Leprosy, STD, AIDS, and Poliomyelitis.
- Global Challenges and Women Health, Women and the Caste Question, Dalit and Indigenous Women, The Sex Workers' Debate
- Ageing Problem of Women

Sec C: Women and Mental health

- Clinical and Social Aspect, Women and Depression, Treatment Approaches and Intervention.

- The Development of Personality and Emotional Disturbance during Adolescence and Young age – Emotional Problem in Work and Marriage during Adulthood, Emotional Maturity.

References:

1. Gracious, Thomas, et. al, 1997.: *AIDS Social Work and Law*, New Delhi: Rawat.
2. Dandekar, K, 1996: *The Elderly in India*, New Delhi: Sage Publications.
3. Brook E and Davis, Ann. 1985: *Women, the Family and Social Work*, London: Tavistok Publication.
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10. Roy Santilal 1962: A Handbook of Preventive and Social Medicine, Calcutta : Academic Publishers.

Specialization- B Human Resource Management

B-1 . Introduction to Human Resource Management

Rationale:

The objective of this paper is to develop a clear understanding about the concept of human resource management and to orient and equip students to face the challenging needs of human resource management.

Sec A: Conceptual Understanding : Concept of Human Resource Management (HRM), Human Resource Development (HRD) and Personnel Management (PM)

- Function of HRM: Human Resource Planning, Recruitment, Placement, Performance Management, Wage and Salary Administration, Handling Employee Grievance, Discipline and Disciplinary Action, Employee Counseling.

Sec B: Training and Development: Meaning, Importance, Need Assessment, Methods of Training, Training Evaluation

- Internal Mobility: Transfer, Promotion Demotion, Absenteeism and Turnover

- Personnel Research : Personnel Records and Research, Human Resource Audit and Human Resource Information System.

Sec C: Human Relations Skills and HRM: Use of skills in Human Relation for Managing People in Industry, Management by Objective Recount ability, Socio-Political Climate and HRM

- Employee's Self Development: Psychology of the Working Class, Employee's Motivation for Self Development through HRD Programmes in Industry.

Raference:

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Dayal, Ishwar: Management Training in Organization, Prentice Hall, New Delhi, 1984 Flippo, E.B.: Principles of Personnel Management, McGraw Hill Book Co., New York.,1966

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Saini, Debi S. and Sami,: A Khan (eds.) Human Resource Management-Perspectives in the New Era,
Response Books, New Delhi, 2000

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Torrington, D. and Laura, Hall: Human Resource Management, London: Prentice Hall, 1998.

B.2
Organizational Behavior at Work

- **Sec A:** Conceptual Understanding: Human Behavior and Relation Within Organization, Historical Background of Organization Behavior, Understanding and Managing Individual Differences, Personality, Values, Attitudes, Abilities and Skills.

- **Sec B:** Concept of Perception and Emotional Intelligence,
  Motivation : Concept, Theories- Maslow, McGregor, McClelland, Vroom and Locus of Control Theory
  Concept of Stress, Conflict and Change Management in Organization

Sec. C: Communication: Concept, Theories and Barriers
Understanding Leadership
Leadership: Concept, Theories and Types, Group and Group Dynamics
Team Work, Corporate Values, Ethics and Social Responsibility

References-

1. Bratton, John, Militza Callinan, Carolyn Forshaw and Peter Sawchuk, (2007), Work and Organisational Behavior, Palgrave Macmillan, New York
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3. Cartwright, Susan , L. Cary Cooper, (1997), Managing Workplace Stress, Sage Publications, New Delhi.
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6. Chauhan, Daisy, (2002), Managing Executive Stress: An Approach to Self Development, Excel Books. New Delhi.
7. Daft, Richard L. Noe Raymond A., (2001), Organizational Behavior, Harcour College Publishers. USA
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9. Coleman, Vernon (1988), Stress Management Techniques: Managing People for Healthy Profits, Mercury Business Books, London.
10. Gannon, Martin, J., Organisational Behavior-A Managerial and Organisational Perspective, Little, Brown and Company, Boston/Toronto.
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20. Pestonjee, D. M., Udai Pareek (eds.) (1997), Organizatiional Role Stress & Coping, Rawat Publications, Jaipur.

21. Pfeffer, Jeffrey, (1992), Managing With Power: Politics and Influence in Organizations, Harvard Business School Press, USA.

22. Robbins, Stephen P., Organizational Behaviour, Pearson Education (Singapore) Pte. Ltd., Delhi.

23. Robbins, Stephen P., Judge Timothy A., (2007), Organizational Behavior, Twe;ftj Edotopm, Prentice Hall of India, New Delhi.

B-3. Industrial Relations and Legal Environment

Sec A: Industrial Relations: Concept, Nature and Objectives

- Grievance : Concept and Causes of Employee Grievance, Grievance Redressal
- Collective Bargaining : Concept , Characteristics, Process of Collective Bargaining
- Industrial Relations in Changing Economic Scenario, The Role of State, Employees and Trade Unions

Sec B: Labour Legislation: History of Labour Legislation in India,
Industrial Law as distinguished from Common Law
Industrial Labour Code (ILC)

- Industrial Relations Legislation : Indian Trade Unions Act 1926, Industrial Disputes Act -1947, Factories Act 1948,

- Legislation Related to Children : Child Labour (Abolition and Regulation) Act 1986

Sec C: Employment Legislation: Industrial Employment Act 1946, Employment Exchanges Act 1959, Apprentices Act 1961

- Contract Labour Legislation : Contract Labour (Regulation and Abolition) Act 1970,

- Wage Legislation : Payments of Wages Act 1936, Minimum Wages Act 1948, Payment of Bonus Act, 1965.

Reference:

Agarwal, S.L. Labour Relations law in India Macmillan Delhi, 1978.

Banerjee, N. Women Workers in the Unorganized Sector Sangam Books,

Ghosh, S. Trade Unionism in the Under- Developed Countries, Bookland Pvt. Ltd.

I.L.O. Special Services of Rural Worker' Organization: A Workers' Education Manual The Author, Geneva 1978.

Joshi, Preeta I.L.O. and its impact of India, B.R. Publishing Corporation, Delhi 1985.

Mathur, J. S. Indian Working Class Movement the Author Allahabad, 1964

Mukherje, I. Industrial Workers in a Developing Society, Mittal Publications Delhi,1985

Sarma, A.M. Labour Welfare, Social Security and Trade Unionism,

Sod, S. Trade Union Leadership in India, Deep & Deep Publication,

Zaheeruddin Labour Welfare Laws and Employment Conditions in India (With special Reference to Beedi and Cigar Workers) Deep & Deep Publication New Delhi,1985

Specialization-C

C.1 Medical Social Work

Rationale: The aim of this paper is to help the students for developing an understanding of the concept of health and its various dimensions. The students are also made aware regarding medical care system and the role of medical social work in different social settings.

Sec A Concepts of health, hygiene, disease and handicap, classification of handicap- psycho-social and socio-cultural factors in health and disease. Vital statistics and patterns of morbidity in India

Human Body : Different systems of the human body and their disorders; blood composition; blood groups; defense mechanism of the body; concept of immunity and various forms of immunity

Nutrition: Balanced diet, adequate diet, under nutrition and malnutrition.

Clinical aspects of deficiency diseases, chronic illnesses, communicable diseases ageing and physical handicaps.

Psycho-social aspects of deficiency diseases, chronic illnesses, communicable diseases, aging and physical handicaps. Reactions of the patient, family and society towards handicaps and certain diseases; problems of hospitalization and surgery for the patient and the family-economic, emotional and social.

Sec B Medical social work- the need for medical social work and its place in comprehensive medical care. Historical development of medical social work in India and abroad.

Functions and skills of the medical social worker with reference to different diseases, handicaps, surgery and hospitalization role of the medical social worker in different settings; application of social work methods in the medical settings; multi-disciplinary approach and team work in treatment; different types of therapy-occupation, recreation, physio-therapy and their role in the treatment and rehabilitation of the physically handicapped; role of the social worker as a member of the treatment team.

Rehabilitation: Concept and historical development, principles of rehabilitation; stages in rehabilitation; rehabilitation planning for different groups of physically ill and handicapped; team work in rehabilitation; rehabilitation process; rehabilitation counseling follow-up; problems of social integration of the handicapped, those suffering from Leprosy; T.B. etc. Social work methods in rehabilitation; rehabilitation services and institutions for the handicapped in India.

Sec C Organization and administration of medical social work department: Hospital administration; the medical social work department in relation to other departments; co-ordination and co-

operation with other departments.

Public Health : Preventive and social medicine; social medicine and socialized medicine; Epidemiology and its use; health education; Objectives and techniques, role of the social worker in public health; community health; concepts and objectives; role of the community health worker; social work methods in community health; problems of public health in India.

Health Programmes: Housing, environmental sanitation, purification of water, immunization; family planning, maternal and child health services; school health programme; I.C.D.S. epidemiological measures; special programmes such as N.M.E.P. etc. Goiter control and AIDS prevention.

Reference:

1	Anderson, G. N.	:	Communicable disease control (New York- The Macmillan)
2	Bedi, Yashpal	:	Hygiene and Public Health (Amritsar – Anand Publishing Co.)
3	Swaminathan, M & Bhagwan, R.K.	:	Our Food (Madras- Ganesh & Co.) (New York – International Society for the Rehabilitation of the disabled)
4	Sanjivi, K. S.	:	Planning India's Health (Bombay- Orient Longman)
5	Venkatachalam, P.S. Rebello, L. M.	:	Nutrition for Mother and Child (Hyderabad-Nutritional Institute of Nutrition)
6	Neelakantan, N.	:	Handbook of Health and Hygiene (Trivandrum College Book House)
7	McDivi, H., Maxime, E. and Madambi,S R.	:	Human Nutrition- Principles and application in India. (New Delhi-Prentice Hall of India)
8	Park, J.E.and park, K	:	Text Book of Preventive and Social Medicine (Jabalpur-Banarsides; Bhanot)
9	Helberg, J.H.	:	Community Health (New Delhi-Co-ordinating Agency for Health Planning)
10	Devadas,Rajammal,P	:	Nutrition in Tamil Nadu (Madras-Sangam Publishers)
11	Hasan, L. A. (1979)	:	Medical Sociology of Rural India Sachin Publications
12	Mahajan, B.K. (1969)	:	Health Services in India Jamnagar : Aruna B. Mahajan

13 Murthy, S. P. and Gopalan Lyn (1992) : Workbook on community based Rehabilitation Services Bangalore: Karnataka Welfare Association of the Blind, and Action aid.
14 Shah, Fatima (1990) : Disability, self help and social change. Karachi : Dolex Printers.
15 World Bank (1993) : World Bank Development Report NY: Oxford University Press.

C.2 Psychiatric Social Work

Rationale: This paper intends to develop student's understanding about the concept of mental health its types, features s and its treatments and rehabilitation therapies.

Sec A

Historical Development of psychiatric Social Work in India and abroad

Concept of Mental Health, Mental Disorder and Mental Disability,

Types of Mental Illness

Major features, typology, etiology, management and role of Psychiatric Social Worker

Transient Situational Disorders-causes

Child Psychiatry: Behaviour Disorder, Autism, Hyperkinetic, Stuttering, Runaway Reaction, Aggressive Reaction, Aggressive Reaction, Learning Disorders; Role of Social Worker.

Mental Retardation: Nature, Etiology, Types, Role of Social Worker.

Personality Disorder: i) Sexual deviation, nature and cause, types, treatment, role of Psychiatric Social Worker; Ii) Alcoholic and Drug Abuse, Causes, Incidence Effects and Treatment, Role of Psychiatric Social Worker.

Suicide: Cause, Incidence, Prevention and Role of Psychiatric Social Worker, Crisis Intervention

Sec B

Treatment & Rehabilitation Therapies:

Treatment Modalities: Chemotherapy, E. T. C. Psycho-Drama, Therapeutic Communities, Day Hospital, Occupational Therapy and Recreational Therapy, Etc.

Indigenous Medicine- Ayurveda, Unani & Siddha, Approach to Treatment of Mentally Ill.

Rehabilitation: Concept And Historical Development, Principles

Multi-Disciplinary Approach and Team Work in Rehabilitation Process, Counseling and Follow Up.

Approaches & Techniques: Individual – Group Level, Trait Approach, Rational- Emotive Approach, Psycho-Analytic Approach, Behaviour Modification Approach, Gestalt Approach, Existential Approach, and Client Centered Approach, Transactional Analysis, Eclectic Approach and Yoga.

Sec C

Counseling – Principles, Theories, Skills for Target Groups; Approaches and Techniques, Children in Different Settings Viz. Schools, Residential Institutions (Including Correctional) and Child Guidance Clinics. Family Counseling and Therapeutic Work with the Family. Marital Counseling With A Perspective On Women's Changing Status, Premarital And Marital Counseling, Sex Counseling, Family Planning Counseling, Abortion Counseling, Work With Specific Target Groups And Their Families; Unmarried Others, Prostitutes, Sexual Deviants, Rape Victims, Substance Abusers, Mentally Ill And Terminally Ill.

Organization and Administration of the Psychiatric Social Work Department, Organizational Pattern of the Different Institutions for the Treatment of the Mentally Sick. Hospitals as Formal Organizations. The Psychiatric Social Work Department In Relation To Other Departments, Co-Ordination and Co-Operation with Other Departments.

Policies And Act Related To Mental Health In India.

Mental Health, Care Model in India—Services and Different Techniques—Village, District and State Levels.

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2. Olsen Rolf, M. (Ed) 1984 : Social Work and Mental Health London: Tavistock.
3. Turner, Francis, J. (Ed.) 1984 : Adult Psychopathology NY : The Free Press
4. Brown, J.F. : The Psychodynamics of Abnormal Psychology (New York : McGraw Hill)
5. Cameron, Norman : Personality Development and Psychopathology (Bombay : Vakils, Feffer and Simon's Pvt. Limited)
6. Engligh, Spurgeon, O. and Pearson, Garald, H.J. : Common Neuroses of Children and adults (New York : W. W. Norton and Company)
7. Hamilton, Max : Psychosomatics (New York : John Wiley and Sons)
8. Hunt, J. Mc V. (Ed.) : Personality and the Behaviour Disorders, Volumes I and II (New York : The Ronald press Co.)
9. Taylor, W.S. : Dynamic and Abnormal Psychology I (New York :American Book Company)
10. White, Robert, W. : The Abnormal Personality (New York : The Ronald Press Company)
11. Thorpe, Louis, P. : The Psychology of Mental Health (New York : The Ronald Press Company).
12. Jahoda, Marie : Current Concepts of Positive Mental Health (New York : Basic Books)
13. Battacharya, S. : New Perspectives in Mental Retardation (New Delhi : Sterling)
14. Stafford, Clark, D : Psychiatry Today (London : Penguin Books)
15. Maffatia, J.C. : Psychiatric Problems of Childeren (Bombay : Popular Prakashan)

C. 3 Community Health and Social work

Rationales: This paper intends to develop understanding of the holistic concept of health within student's mind and their knowledge regarding the status of health and nutrition with special reference to vulnerable groups. Moreover, students will acquire knowledge of service and programs in the field of health and nutrition. Above all this paper is expected to develop skills in the application of the concept of health and nutrition in social work practice.

Sec-A Concept of Health, Disease, Community Health, Family Health, Indication of health, Interrelatedness of Physical and Emotional health, Health as a Social Concept.

Sec-B Personal Hygiene: Concept, Importance factors affecting Environmental health, Steps for Prevention and Control of such factors.

Nutrition and Health: Concept of Nutrition- Mal Nutrition and Under-Nourishment, Balanced Diet. Common Nutritional Deficiencies and their consequences in Children, Adolescents and young adults, Pregnant and lactating Mother, elderly, Remedial measures for nutrition deficiencies.

Sec-C Health Service: Concept of Health Service, Various Health Services Provided by government and Non-governmental Organization National International Organization working in the fields of Health and Nutrition, Special Programmes of Health :

National AIDS control Programmes and National Tuberculosis control Programme. Role and Functions of Social workers in institutional and Non- institutional Health Services Set up.

Reference

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Bagy, C: Handbook of Psychiatry for Social Workers and Health Visitors, London, 1997

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Bartlett, Harriet M. Social Work Practice in the Health Field, 1961

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Dak T.M.(Ed.) Sociology of Health in India, 1991

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Dryden, W: Developments in Psychotherapy, Sage, New Delhi, 1996

Feltham, C: Which Psychotherapy? Sage, New Delhi, 1997

Ghorpade, M.B.: Introduction to Modern Psychotherapy, Himalaya Publishing House, Mumbai, 1998

Ghosh, B.M.: A Treatise on Hygiene and Public Health, Scientific Publishing Co. Calcutta, 1969

Go I: National Mental Health Programme, Ministry of Health and Family Welfare, Govt. of India. 1982

Goodwin, S: Comparative Mental Health Policy, Sage, New Delhi, 1997

Gopalan, C. et.al.: Nutritive Value of Indian Foods, National Institute of Nutrition, Hyderabad, 1971

Hamilton, Max: Fish's Clinical Psychopathology: Signs and Symptoms in Psychiatry, 1985

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Werner, D: Where there is No Doctor, Voluntary Health Association of India, New Delhi, 1994

Yesudian, C.A.K.: Primary Health Care, Tata Institute of Social Sciences, Mumbai, 1991

Annexure 4.3

Field Work Manual

Introduction to the Manual

Field work exposure has a very important role in the over all professional development of social work student. The field work provides an opportunity to the students to integrate their theoretical knowledge with practice.

The present manual is an attempt to incorporate all the relevant information required by the student, Faculty/Agency supervisor and the placement organization. The manual will be updated regularly to keep pace with the changes taking place in the curriculum and its modalities.

General objectives of field work

The component of field work is integrated in all the 4 semester of MSW Programme with different thrust. The general objectives of the field work are:

1. To inculcate the ability to integrate theoretical learning with practical experience among student.
2. To enable student develop all skills of social work practices.
3. To develop the process of thinking, feeling and attitudes relevant to professional practice.

Organizational Structure

Field work Committee: The FWC is a policy making body for all matters related to field work. It is constituted by the Board of student of the department and consists of all the faculty member supervising field work. The FWC meets at least once in a month.

Director- Field Work and Placement: The director field work is appointed by the BO S from amongst the Professor and Reader for the period of two year by rotation on the basis of seniority. The major responsibilities of the Director are:

To develop policies and procedures for field work.
To develop field work curriculum.
To develop field work schedule for the academic year.
To develop field work placement opportunities for student.
To allocate field work responsibilities among the faculty member.
To communication with agency supervisors, field practitioners and placement organization.
To review the supervisory and evaluation processes.
To liaison with prospective employing organization with a view to facilitate job placements for the students.

The director- Field work is assisted by two faculty member. Their major responsibilities include:

To maintain all the records pertaining to field work.
To render administrative assistance to the director and field work unit.
To keep minutes of the field work committee.

To plan and prepare for various field visits.

Field Work in MSW I and II Semester: The field work at this level aims at helping students understand the use of community setting as a unit of social work interventions and to develop among them beginning skills of social work practice. The various component of the field work programme at this level are:

Orientation Field Work in MSW I Semester: The orientation field visit provides proper understanding regarding the importance of field visit, exploration of problem and evaluation of suggestions to students the major objectives of OFW are:

To develop an understanding of community life.
To develop an understanding of the impact of the social system on individuals, group and communities.
To develop perception of understanding of needs of the community.
To learn to practice integrated social work proactive in the community.

Agency Meet and Skill Development in MSW II Semester: The students in this semester are placed with organizations which are working with communities either rural or urban. They are expected to develop an understanding of community, its structure and dynamics and the interventions being made by government and NGOs. The students also get to learn how to utilize the skills, the knowledge of which remains only theoretical hitherto. The specific objectives of this field work are:

To develop an understanding of the working of various agencies in the context of community as client system.
To develop ability to involve community groups in the problem solving process.
To develop skills in identifying and utilizing community resources both government and non-government
To develop recording skills in social work.
To develop ability to use supervision for professional growth.

Field Work in MSW III and IV Semester: The fields work at this stage gives students plenty of opportunity to realize their theoretical knowledge into practice.

Village Stay in III Semester: A residential camp is organized for the students of MSW III Semester in some rural setting where NGOs are working on particular themes like health, human right, education, rural development programms etc.

The major objectives of village stay are:

To provide exposure to realities of life in rural areas.

To sharpen the skills of report formation, situational analysis and awareness generation in the community.
To develop an understanding of group dynamics and the power structures in a rural community.

To initiate the development of attitudes conducive for effective team work.

Block Placement in IV Semester: The field work in IV Semester is structured around three streams of specialization:

(a) Women Empowerment
(b) Human Resource Management
(c) Health and Social Work Practices.

In this field work, students are required to undergo eight weeks block field work training. The students for their block field work are placed with organization in accordance with their specialization. The students are required to observe the philosophy, strategy, structure and functioning of the organization they are placed in.

General Instructions Regarding Block Placement:

1. Field work committee has all the rights to decide about the placement of students in different organization.
2. In no case, a student should approach the field work agency directly.
3. If a student is offered employment during block field work training, the student should seek permission from the development before joining.
4. All expenses incurred in connection with block field work will be entirely borne by the students.
5. Every students is required to:
    (a) Intimate the department in writing her date of joining field work within one week of joining the agency countersigned by the agency supervisor.
    (b) Send fortnightly reports and log sheets countersigned by the agency supervisor
6. The student should strictly observe the working days and hours of the organization
7. Within a fortnight of the completion of block field work the student should a comprehensive report.

Supervision in field work: Supervision holds an important place in the professional development of a social worker. Each student is placed with a faculty member who is called faculty supervision and who serves as a guide for the student. Supervision is a participatory process between supervisee and supervisor.

Objectives of Supervision:

1. To assist students in developing a capacity for critical analysis of various issues in practice setting.
2. To help students evolve a framework of social work practice, appropriate to the requirements of field setting.
3. To inculcate among students, values and attitudes appropriate to the practice of professional social work.

Tools of Supervision

a) **Individual Supervisory Conference**: Individual supervisory conference is a guided interaction between the student and the faculty supervisor to analyse issues and problems related to field work.
b) **Group Conference**: Group conference is a mechanism to facilitate professional sharing among students and faculty supervisors. All students will make presentation on any issue from their field work setting. This gives students exposure to different field setting and facilitate problem solving attitude through group efforts.

Department of Sociology

Banasthali Vidyapith, Banasthali

Minutes of the Board of Studies held on 29.12.2018 at 11.00 A.M in Vidya Mandir Conference Hall, Banasthali Vidyapith.

Present

1. Dr. Aparna	:	Internal Member
2. Dr. Arti Kumari	:	Internal Member
3. Dr. Hitendra Singh Rathore	:	Internal Member
4. Prof. Manju Singh	:	Convener
5. Ms. Priambada Shah	:	Internal Member
6. Dr. Rajshree	:	Internal Member
7. Ms. Shikha Jagarwal	:	Internal Member
8. Ms. Shikha Sharma	:	Internal Member
9. Mr. Rabi Raj	:	Internal Member
10. Mrs. Reeti Raj	:	Internal Member
11. Dr. Ruchi	:	Internal Member
12. Mr. Satender	:	Internal Member
13. Mr. Muhammed Iqbal Tarique	:	Internal Member
14. Ms. Shrishti	:	Internal Member
15. Prof. Ashok Kaul	:	External Member
16. Prof. Pratibha Mishra	:	External Member

Note: Prof. Vinay Kumar, University of Delhi (External Member) could not attend the meeting.

The meeting started with a welcome of the members, by the convener of Board of Studies for Sociology Prof. Manju Singh, Head, Department of the Sociology, Banasthali Vidyapith, Rajasthan.

1. The Board confirmed the minutes of last meeting of the Board of Studies held on 22nd April, 2016.

The Board resolved that the minutes to be confirmed *.

2. The Board scrutinized the existing panel of examiners and suggested to update the address and phone numbers of the existing examiners in accordance with the Bye-law 15.03.02 of the Vidyapith.

The updated panel of examiners has been submitted to the Secrecy section both in hard and soft copies.

3. The Board reviewed the Courses of Study/ Curricula, scheme of examination and proposed revisions in various courses of study as follows:

3.1. B.A./B.A. B. Ed. (Sociology) Examinations:

i	First Semester Examination, December, 2019	No Change
ii	Second Semester Examination, April/May, 2020	No Change
iii	Third Semester Examination, December, 2020	Minor Change [a]
iv	Fourth Semester Examination, April/May, 2021	No Change
v	Fifth Semester Examination, December, 2021	Revised [b]
vi	Sixth Semester Examination, April/May, 2022	Revised [b]

The board reviewed the objectives, syllabi, learning outcomes of the B.A./B.A. B.Ed (Sociology) Examinations.

(a) Board discussed and reviewed the syllabi of *Research Methods in Sociology* (SOC 205) course and found repetition of topics- observation and Schedule in Unit III. The board suggested to remove the repetition and also recommended to implement the proposed revision in the syllabus of *Research Methods in Sociology* (SOC 205) by III Semester Examination, **December 2019.**

The board reviewed learning outcomes and recommended books and suggested to add E- Resources and update recommended books.

(b) Board suggested introducing Discipline Elective in V and VI semesters to provide wider choice for students to explore emerging areas of sociological enquiry.

Programme Educational Objectives, Programme Outcomes and Course Scheme of B.A. Sociology programme is attached and marked as **Annexure I.** Learning outcomes, revised syllabi, recommended books and suggested E Resources of the B.A. courses is attached and marked as **Annexure II.**

3.2. Foundation Course: B.A./BSc./BCA/BHSC/B.Tech./B.Pharma/B.Des./BAJMC/BBA/ B.Com./ LLB

The Board also reviewed the existing course of study and curricula of the foundation course 'Women in Indian Society' being coordinated by the department. For ensuring uniformity in the foundation courses across the university, the board proposed 2 credits for this course instead of 3. The board also suggested revising the content which has been updated.

3.3. M.A. (Sociology) Examination:

i	First Semester Examination, December, 2019	Revised [a b]
ii	Second Semester Examination, April/May, 2020	Revised [c d]
iii	Third Semester Examination, December, 2020	Revised [e]
iv	Fourth Semester Examination, April/May, 2021	Revised [f g h]

The Board reviewed the MA Sociology syllabi and found the conceptual and theoretical content satisfactory. In addition to this, Board recommended relocating of discipline

elective courses in III & IV semester with a view of strengthening theoretical understanding of core courses of Sociology in I and II Semester and subsequently provide elective courses in III and IV Semesters in order to develop areas of interest and specialization for further studies. Along with existing electives, the M.A. Sociology programme has also proposed new electives and reading electives. The proposed courses are of emerging trends and they would enable the students to develop their critical thinking and analytical abilities. Reading elective also includes online courses that would enable students to gain knowledge from wide range of courses offered by prestigious institutions worldwide.

The students are supposed to opt for reading elective in III and IV semesters, taking not more than one course in each semester. Board also recommended implementing the proposed additions by III & IV Semester Examination **April/May, 2020-21**.

(a) The Board reviewed and discussed the existing courses of Semester I and suggested to replace elective I with a core course. The board agreed upon to include *Rural Sociology* (SOC 404) from existing scheme of Elective I as core course in I semester. The board also recommended implementing the proposed revision by I Semester Examination, **December, 2019.**

(b) The Board had a discussion on the courses *Sociological Thinkers-I* (SOC 407) and *Sociological Thinkers-II* (SOC 408) running in I and II Semester, it was found that students had already studied two courses on classical sociological thinkers in their graduation. However, it was also discussed that the students should be given an overview of classical sociological thought as well. Therefore, the board agreed upon to merge the two courses and place the revised syllabus in I semester. The board also recommended implementing the proposed revision by I Semester Examination, **December, 2019.**

(c) Moreover, another course *Urban Sociology* (SOC 411) from existing scheme of Elective I was suggested to be placed as core course in II semester in lieu of *Sociological Thinkers-II* (SOC 408). The board recommended implementing the proposed revision by II Semester Examination, **April/May 2020.**

(d) The Board reviewed the existing courses of Semester II and suggested to replace elective II with a core course. The board agreed upon to include *Globalisation and Society* (SOC401) from existing scheme of Elective II as core course. The board recommended implementing the proposed revision by II Semester Examination, **April/May 2020.**

(e) The Board reviewed the existing courses of Semester III and found that there were two electives in existing scheme. The board recommended keeping only one elective for ensuring uniform curriculum structure. Therefore, it was suggested to include *Industrial Sociology -I*(SOC 504) as a core course with a view of enhancing employability aspect of the programme. The board agreed upon to include *Industrial Sociology-I* (SOC 504) from existing scheme of Elective III as core course in III

semester with removal of 'I' from the title. It was also recommended to implement the proposed revision by III Semester Examination, **December, 2020.**

(f) The Board reviewed the existing courses of Semester IV and found that there were three electives in existing scheme. The board recommended keeping only one elective. Therefore the Board suggested including *Social Psychology* (SOC 509*)* as a core course with a view of developing a deeper understanding about the relationship between self and society along with the process of development of self. The board agreed upon to include *Social Psychology (*SOC 509*)* from existing scheme of Elective IV as a core course in IV semester and also recommended to implement the proposed revision by IV Semester Examination, **April/May 2021.**

(g) Board reviewed the list of electives and found that the title of *Industrial Sociology-II* (SOC 505) to be replaced by *Industry and Society* observing the synchronization of content with nomenclature of course. Board recommended implementing the proposed revision in syllabus of *Industry and Society* IV Semester Examination, **April/May 2021.**

(h) The board also had detailed discussion on the course *Project* (SOC 506) and suggested it to be replaced from *Dissertation* in order to provide an intensive training of field studies and make it compulsory for all students. Board recommended implementing the proposed revision by IV Semester Examination, **April/May 2021.**

Along with inclusion of existing discipline electives, Board has also proposed new courses. The list of discipline elective courses is follows:

- Environment and Society (SOC 501)
- Sociology of Education (SOC 409)
- Sociology of Information Society (SOC 514)
- Social Movement in India (SOC 405)
- Social Exclusion and Inclusion
- Science, Technology and Social Change (SOC 507)
- Sociology of Health and Medicine (SOC 513)
- Sociology of Popular Culture and Mass Communication (SOC 515)
- Sociology of Deviance and Crime (SOC 512)
- Diasporic Studies
- Sociology of Religion
- Industry and Society
- Dissertation

Board also has proposed new Reading electives inclusive of online courses in the curricula as follows:

- Social Engineering
- Digital Sociology
- Political Sociology
- Sociology of Youth
- The Science of Happiness
- The Age of Sustainable Development
- The Modern and the Post Modern

- Questionnaire Design for Social Surveys
- Human Rights, Human Wrongs, Challenging Poverty, Vulnerability & Social Exclusion
- Global Sociology
- Leaders in Global Development

The board reviewed learning outcomes and recommended books and suggested to add E- Resources and update recommended books. Programme Educational Objectives, Programme Outcomes, and Course Scheme of MA Sociology programme is attached and marked as **Annexure III.** Learning outcomes, updated recommended books and suggested E-Resources is attached and marked as **Annexure IV.**

3.4 M.S.W. (Master of Social Work) Examination

i.	First Semester Examination, December, 2019	Revised [a b c]
ii.	Second Semester Examination, April/May, 2020	Revised [d e]
iii.	Third Semester Examination, Dec ember, 2020	Revised [f g h i]
iv.	Fourth Semester Examination, April/May, 2021	Revised [j k l]

The Board reviewed the objectives, syllabi, learning outcomes of the Master of Social Work Programme. Master of Social Work (MSW) is a practical oriented professional programme that focuses on changing trends in the contemporary society and helping people to cope up and adjust with conflict, crisis and adverse conditions resulting from such changes. New initiatives and issues of the Government and other Institutions have been incorporated in the syllabi for strengthening theoretical learning and practical interventions resulting in modifications and revision of some courses. The board also proposed to normalize the credit score of the programme as per University norms by removing one course from each semester. However, the relevant contents have been added in related courses.

a) In MSW I Semester, the syllabi were reviewed. The Board had detailed discussion on removal of *Indian Society: Structure and Change* (Course Code: SOC 403). As the basic concept and issues of Indian Society are taught in *Theoretical Foundation of Social Work* (Course Code: SW 412), *Marginalized Groups: Issues and Concerns* (Course Code: SW 406) and *Community Work and Social Action* (SW 401), Board suggested to remove this course and recommended implementing the proposed revision by I Semester Examination, **December, 2019.**

b) In MSW I Semester, revision in the syllabus of *Family: Issues and Concerns (Women, Child and Elderly* (SW 402) was proposed. Board recommended specifying and elaborating theories of child development for better understanding. Board agreed to the revision in the syllabus of *Family: Issues and Concerns (Women, Child and Elderly* (SW 402) and recommended implementing the proposed revision by I Semester Examination, **December, 2019.**

c) In MSW I Semester, Board reviewed the syllabus of *Marginalized Groups: Issues and Concerns* (SW 406). It was found that the topic Vohra Committee was not relevant in this course as it focused on Criminalization of Politics. Board suggested to remove this topic from the syllabus and also recommended implementing the proposed revision by I Semester Examination, **December, 2019**.

d) In MSW II Semester Examination, the Board discussed on the syllabus of *Social Work Practice Skills* (Course Code: SW 410). This course constitutes various field work practice skills that are applied while working with individuals, groups and community. As the contents are also taught in other courses; *Methods of Social Work I: Working with Individuals* (Course Code: SW 407*), Methods of Social Work I: Working with Groups* (Course Code: SW 408) and *Community Work and Social Action* (Course Code: SW 401), the Board recommended removal of the course for normalization of the credits. Board also suggested to merge Counseling process and theories of *Counseling Theories and Practices* (Course Code: SW 503) in the syllabus of *Methods of Social Work I: Working with Individuals* (Course Code: SW 407). Moreover, the board also suggested removing some of the theories of Social Case Work (Psychoanalytic and Problem solving theories) in II semester Examination. It was also recommended to implement the proposed revision by II semester, **April / May 2020**.

e) In MSW II Semester Examination, revision in the syllabus was proposed. Board had a discussion and recommended shifting and adding some topics like mentoring, supervision, team work, documentation in *Methods of Social Work II- Working with Groups* (Course Code: SW 408) from *Social Work Practice Skills* (Course Code: SW 410) to enhance learning among students on practical intervention. Board recommended implementing the proposed revision in the syllabus of s *Methods of Social Work II-*

Working with Groups (Course Code: SW 408) by II Semester Examination, **April / May, 2020.**

f) In MSW III Semester, Board reviewed the syllabi and proposed removal of *Counseling Theories and Practices* (Course Code: SW 503) for normalization of credits. In the discussion, board suggested shifting of the content (phases and theories of Counseling) and incorporating them in the course *Methods of Social Work I: Working with Individuals* (Course Code: SW 407) of II Semester. Board suggested implementing the proposed revision in III Semester Examination by **December, 2020**.

g) In MSW III Semester, the Board reviewed the syllabus of *Women Empowerment* (Course Code: SOC 518). Since MSW programme is offering a Specialization on *Women Empowerment* in IV Semester, Board agreed upon removing the course from III Semester for normalization of credits and suggested implementing the proposed revision in III Semester Examination by **December, 2020**.

h) In MSW III Semester, the Board reviewed the content and suggested addition of some concepts on Communication in the course *NGOs, Social Advocacy and Networking* (Course Code: SW 506). Board considered necessary changes in the syllabus of *Social Advocacy and Networking* and suggested implementing the proposed revision in III Semester Examination by **December, 2020.**

i) In MSW III Semester Examination, the board has also proposed to introduce a list of Electives. The courses emphasize on intervening various strategies and means of combating severe conflict, disaster and crisis that is globally affecting the society. Board recommended introducing elective courses on emerging areas of Social Work in III Semester. It was also recommended implementing proposed revision in III Semester Examination by **December, 2020**.

   Board has proposed new electives in the curricula as follows:

   - Conflict Management & Peace Building
   - Ecology & Social Work
   - Corporate Social Responsibility
   - Community Medicine and Social Work
   - Social Work and Disaster
   - Community Development

j) In MSW IV Semester, the Board had a discussion on the course *Community Development* (SW 502) and it was suggested to remove the course for normalization of the credits. However, it was proposed that the course could be incorporated in pool of electives in III semester. It was also recommended implementing proposed revision in III Semester Examination by **April/May, 2021**.

k) Board reviewed the syllabus of *Feminist Theory and Feminist Thought* (SOC 502) in MSW IV Semester. It was suggested to elaborate Feminist theories to enhance student's learning on the struggle and efforts of women to fight against all sorts of discrimination in the society. It was also recommended implementing proposed revision in III Semester Examination by **April/May, 2021**.

l) The course credit of *Field Work Practicum* of all the four Semesters; *Summer Placement* of II Semester and *Block Placement* of IV Semester in MSW programme has been reduced in proposed scheme to align with the norms of the University.

The board reviewed learning outcomes and recommended books and suggested to add E-Resources and update recommended books.

Programme specific outcomes and the list of courses of the MSW (Master of Social Work) programme is attached and marked as **Annexure – V A.** The revised syllabus, learning outcomes, list of recommended books and suggested E-Recourses of the MSW (Master of Social Work) programme is attached and marked as **Annexure – V B.**

3.5. M.Phil. Sociology Examination:

The Board recommended restructuring of M.Phil. programme with two semester system. Programme Educational Objectives, Programme Outcomes, and Course Scheme of M.Phil. Sociology programme is attached and marked as **Annexure VI.** Course Details is attached and marked as **Annexure VII.**

3.6. P G Diploma in Women & Human Rights

I	Annual Programme of PG Diploma in Women & Human Rights	Annexure VIII-A &B

a) P G Diploma in Women and Human Rights programme is in Annual scheme. The board suggested reducing the number of courses in aligns with other diploma programme run by the different departments of Vidyapith. The Board recommended removing one of the courses *Feminist Thought* (Paper 4). Board also discussed on *practical work* and found that diploma is a part time course and it is difficult to ensure the quality in practical work. Therefore, the board recommended removal of the component of practical work from the programme.

The board reviewed learning outcomes and recommended books and suggested to add E-Resources and update recommended books.

Programme Educational Objectives, outcomes and scheme of the P G Diploma in Women and Human Rights programme is attached and marked as **Annexure-VIII A.** Course contents, **Learning** outcomes, updated recommended books and suggested E-Resources in the courses is attached and marked as **Annexure- VIII B.**

4. The board reviewed the syllabi, learning outcomes and recommended books of the B.A. /B.Ed./B.A.J.M.C/B.A.L.L.B. Sociology Examinations. Board resolved to recommend that there is no need to change in curricula of the courses. List of courses, learning outcomes, updated recommended books and suggested E-Resources is attached and marked as **Annexure IX.**

5. Board reviewed the reports received from the examiners of different examinations for academic sessions 2016-17 to 2017-18. It was noted by the examiners that the most of the answers were to the point and overall performance of the students was satisfactory. The analysis of the reports received is enclosed in **Annexure X A and Annexure X B)**.

6. The board evaluated the semester examination papers of academic sessions 2013-14 to 2016-17 and it was found that most of them were theoretical, descriptive, analytic and Information based depending on the nature of course. The analysis of question papers is enclosed in **Annexure XI A and Annexure XI B)**.

7. The Board had a discussion on implementing Online Courses. It was observed that there was no scope of inclusion of online courses in as the credit was already high.

*****Meeting ended with vote of thanks.

Annexure I

Programme & Course Format for BOS Minutes

Name of Programme: B.A.
Sociology

Programme Educational Objectives

To develop the spirit of social and cultural ethos, Banasthali Vidyapith takes pride in adhering to *Panchmukhi Shiksha* (Five-Fold Education model), in imparting education to young students. The Bachelor of Arts (BA) Sociology Programme is designed to promote sociological and critical thinking essential for effective participation in personal and social affairs. Through this programme the students are acquainted with basic concepts of society, social groups and social institutions. They are encouraged to develop sensitivity towards socio-cultural diversity of India and become aware and responsible citizens of the county.

The main objectives of the BA Sociology programme are:

- To cultivate sociological imagination so as to understand how individual experiences are shaped by social structure and culture.
- To develop an understanding of intellectual and socio-economic contexts of the emergence and development of sociological thought.
- To develop an understanding about the sociological concepts which frame the base of social theories and sociological knowledge.
- To acquaint with knowledge and critical thinking to social issues emanating from social inequalities based on race, caste, class, gender and ethnicity.
- To familiarize with scientific nature of sociological research and its types; research designs; tools and techniques of data collection and analysis; interpretation of research results and development of conclusions.
- To promote application of technology in sociological research.
- To develop communication abilities to formulate effective and substantial written and verbal arguments in sociological perspectives.
- To create collective consciousness and sensitivity towards nature and reinforcing the notion of nature as mother nature among the members of society.

- To build a gender neutral and socially just society and develop tolerance for different cultural, religious, and political belief systems
- To create a social environment for self- motivated, socially responsible and morally strong individuals who work for betterment of society

Programme Outcomes

PO1: Sociological Knowledge: Think sociologically about social structure, interaction, identities, and inequalities; articulate understanding of basic sociological concepts as well as areas of sociological inquiry at micro and macro levels of analysis.

PO2: Planning Abilities: Acquire life skills through socialization process and demonstrate planning and organization abilities in everyday life for attaining better quality of life.

PO3: Problem analysis: Think rationally and critically about social reality and take judicious decisions in everyday life; demonstrate the ability to identify the factors of social problems and be able to assess social policies and development interventions.

PO4: Modern tool usage: Get acquainted with modern technology and prepared for application of computer based tools for pursing teaching and research.

PO5: Leadership skills: Understand the complexities of multi- cultural and plural society; become responsible citizens and take leadership roles with intrinsic values of humanism, egalitarianism and secularism.

PO6: Professional Identity: Recognize professional and social roles and demonstrate values of their profession in their behaviour and decisions.

PO7: Sociological Ethics: Learn social values and norms; understand the ethical issues involved with various methodological approaches and unbiased role of a researcher in interpreting social reality**;**

PO8: Communication: Apply oral, written, and other technologically driven medium to communicate and present sociological knowledge.

PO9: The Sociologist and Society: Able to bring in planned social change that can lead to social justice, equality and peace in society

PO10: Environment and sustainability: Focus on why human activities and social organization has neglected environment and sustainability, conduct researches for innovative solutions to eco-friendly and sustainable development practices

PO11: Life- long learning: Change in attitude and behavior; develop social responsibility and commitment to social justice; be sensitive towards multiple belief systems; adjust with changing socio-cultural scenario and adapt to new technological innovations.

NOTE

Gray indicates shifting of the content	Sociology
Strikethrough indicates content omitted.	~~Sociology~~
Black background with text in white indicates addition of the new content.	Sociology

BA Sociology
Programme Scheme: Semester: I

Existing					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
SOC 101	Basic Elements of Sociology	4	0	0	4
SOC 104	Structure of Indian Society	4	0	0	4

Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
SOC 101	Basic Elements of Sociology	4	0	0	4
SOC 104	Structure of Indian Society	4	0	0	4

Programme Scheme:Semester: II

Existing					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
SOC 102	Issues Concerning Indian Society	4	0	0	4
SOC 103	Social Statics and Social Dynamics	4	0	0	4

Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
SOC 102	Issues Concerning Indian Society	4	0	0	4
SOC 103	Social Statics and Social Dynamics	4	0	0	4

Programme Scheme: Semester: III

Existing					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
SOC 203	Introduction to Rural Sociology	4	0	0	4
SOC 205	Research Methods in Sociology	4	0	0	4

Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
SOC 203	Introduction to Rural Sociology	4	0	0	4
SOC 205	Research Methods in Sociology	4	0	0	4

Programme Scheme: Semester: IV

Existing					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
SOC 204	Population and Society	4	0	0	4
SOC 206	Sociology of Change and Development	4	0	0	4

Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
SOC 204	Population and Society	4	0	0	4
SOC 206	Sociology of Change and Development	4	0	0	4

Programme Scheme: Semester: V

Existing					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
5.1	Masters of Sociological Thought-I	4	0	0	4
5.2	Social Anthropology	4	0	0	4

Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
SOC 301	Masters of Sociological Thought-I	4	0	0	4
	Discipline Elective I	4	0	0	4

Programme Scheme: Semester: VI

Existing					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
6.1	Masters of Sociological Thought-II	4	0	0	4
6.2	Sociology of Mass Communication	4	0	0	4

Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
SOC 302	Masters of Sociological Thought-II	4	0	0	4
	Discipline Elective II	4	0	0	4

Foundation Course : Women in Indian Society

Existing					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
BVF 009	Women in Indian Society	~~3~~	~~0~~	~~0~~	~~3~~

Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
BVF 009	Women in Indian Society	2	0	0	2

List of Discipline Elective

Course Code	Course Name
SOC 303	Social Anthropology
SOC 305	Sociology of Mass Communication
	Sociology of Gender
	Sociology of Social Movements

Annexure II

Name of Programme: B.A.
Sociology
Course Details

FIRST SEMESTER					
1	**SOC 101 Basic Elements of Sociology**	After completion of this course, students will be able to • Develop an understanding of the discipline of Sociology. • Explain the emergence of Sociology • Discuss the fundamental concepts of Sociology		**Recommended Books:** 1. Alex, l. (1965). *What is sociology*. New Delhi, Prentice Hall of India. 2. Choudhary, M. (2003). *The practice of sociology*. New Delhi, Orient Longman. 3. Dube, S. (1977). *Understanding society: sociology: The discipline and its significance: Part I.* New Delhi, NCERT. 4. Giddins, A. (2001). *Sociology* (IV ed.). Cambridge, Polity Press. 5. Johnson, H. (1995). *Sociology: A systematic introduction*. New Delhi, Allied Publishers. 6. Macionis, J. (2002). *Sociology* (X ed.) New Delhi, Pearson Education. 7. Singh, J. (1999). *Sociology: concept and theories*. New Delhi, Prentice Hall of India.	No Change in content. References updated. Added E-Reources

				Suggested E-Resources 1 Introduction to Sociology, Platform: introsocsite, Link: http://www.asanet.org/sites/default/files/savvy/introtosociology/Documents/CurriculumIntroSoc032709.html 2 Basics of Sociology, Platform: ZaccheusOnumbaDibiaezue Memorial Libraries' (ZODML),Link: https://zodml.org/sites/default/files/%5BKathy_S._Stolley%5D_The_basics_of_sociology.pd	
2	**SOC 104 Structure of Indian Society**	After completion of this course, students will be able to • Explain Indian society and culture in sociological perspective. • Describe the concepts and features of family, kinship and marriage in		**Recommended Books:** 1. Ahuja, R. (2002). *Society in India*. Jaipur, Rawat Publication. 2. Chakraworty, K. (2002). *Family in India*. Jaipur, Rawat Publication. 3. Dube, S. (1990). *Indian society*. New Delhi, National Book Trust. 4. Mandelbaum, D. (1972). *Society in India*. Bombay, Popular Publication. 5. Sharma, R. (1981). *Indian society*. Bombay, Media Promoters. 6. Shrirama, I. (1999). *Society and culture in India*. New Delhi,	No Change in content. References updated. Added E-Reources

		India. • Discuss the changing patterns of basic social institutions and social stratification • Understand demographic profile of Indian society.		Rawat Publication. 7. Singer, M., & B.S. Cohen. (2001). *Structure and change in Indian society*. New Delhi, Rawat Publication. 8. Singh, Y. (2001). *Social change in India*. New Delhi, HarAnand Publication. **Suggested E-Resources** 1 Relevance of Continuity and Change in Indian Society, Platform: IGNOU, Link- http://egyankosh.ac.in/handle/123456789/37840 2 Unity and Diversity in India http://egyankosh.ac.in/bitstream/123456789/18835/1/Unit-1.pdf 3 Hindu Marriage Act 1955 https://highcourtchd.gov.in/hclscc/subpages/pdf_files/4.pdf 4 Special Marriage Act 1954 http://legislative.gov.in/actsofparliamentfromtheyear/special-marriage-act-1954 5 Caste & Politics	

SECOND SEMESTER					
3	**SOC 102 Issues Concerning Indian Society**	After completion of this course, the students will be able to: • Discuss the issues concerning national integration • Explain Familial and Social issues • Analysestructural issues	.	**Recommended Books:** 1. Ahuja, R. (1997). *Social problems in India.* Jaipur, Rawat Publication. 2. Ahuja, R. (1998). *Violence against women*. Jaipur, Rawat Publication. 3. Becker, S. (1967). *Social problems: A modern approach.*New York, Wiley & Sons Inc. 4. Coleman, J., &Cressey, D. (1987). *Social problems*. New York, Harper & Row Publication. 5. Madan, G. (2004). *Casteism, corruption and social development in India*. New Delhi, Radha Publication. 6. Rana, S. (2004). *Environmental studies*.Meerut, Rastogi Publications. **7.** Seth, C. (2000). *Communalism : A socio political study.* New Delhi, Gyan Publishing House. **Suggested E-Resources** 1 Regionalism, Communalism, Linguism, Casteismhttps://nptel.ac.in/courses/109103022/pdf/mod4/lec26.pdf	No Change in content. References updated. Added E-Reources

				2 Unemployment in India file:///C:/Users/user/Downloads/2-3-54-235%20(1).pdf 3 Dalits, Minorities https://www.researchgate.net/publication/48227698_Caste_Discrimination_and_Minority_Rights_The_Case_of_India's_Dalits	
4	**SOC 103 Social Statistics and Social Dynamics**	After completion of this course, the students will be able to • Discuss the social institutions. • Explain the concepts of social stratification and mobility • Analyse the concept of social and cultural change		**Recommended Books:** 1. Anderson, M., & Tylor, H. (2008). *Understanding sociology*. New Delhi, Cengage Publication. 2. Eshleman, J., & Cashion, B. (1983). *Sociology : An introduction*. Boston, Little Brown & Company. 3. Giddens, A. (1997). *Sociology.* Cambridge, Polity Press. 4. Horton, B., & Hunt, C. (1987). *Sociology*. Auckland, Mc Graw Hill. 5. Johnson, H. (1962). *Sociology: A systematic introduction*. New York, Routledge & Kegan Paul. 6. Macionis, J. (2005). *Sociology*. New Delhi, Pearson Education. 7. Mann, R. (1979). *Social structure, social change and*	No Change in content. References updated. Added E-Reources

				future. Jaipur, Rawat Publication. 8. Sharma, K. (1980). *Essays on social stratification*. Jaipur, Rawat Publication. 9. Singh, Y. (1973). *Modernization of Indian tradition*. New Delhi, Thompson. 10. Srinivas, M. (1972). *Social change in modern India*. New Delhi, Orient Longman **Suggested E-Resources** 1 Perspectives of Indian Society, Platform: Utkal University, Link: http://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/MA_Sociology_paper_II.pdf 2 Theories of Socialization, Platform: Your Article Library, Link: http://www.yourarticlelibrary.com/sociology/4-theories-of-socialisation-explained/35088 3 Concept of Social Stratification http://www.unibielefeld.de/soz/we/we3/Diewald/Gruskysocialkstrat.pdf 4 Socialization: Meaning, Agents and Stages https://nptel.ac.in/courses/109103023/download/Lecture%2019.pdf	

				5 Social Change and Cultural Change http://egyankosh.ac.in/bitstream/123456789/17118/1/Unit-4.pdf	
			THIRD SEMESTER		
5	**SOC 203 Introduction to Rural Sociology**	After the completion of course the students will be able to • Conceptualize Rural Sociology and its relationship with other social sciences. • Describe rural social structure and social processes. • Identify the problems occurring in rural society. • Critically evaluate rural development policies and programs.		**Recommended Books:** **:** 1. Beteille, A. (1974). *Six Essays in Comparative Sociology*. New Delhi: OUP. 2. Beteille, A. (1979). *Studies in Agrarian Social Structure*. New Delhi: OUP. 3. Desai, A.R. (1997). *Rural Sociology in India*. Mumbai: Popular Prakashan. 4. Desai, V. (1988). *Rural Development-Programmes and Strategies*. New Delhi: Himalaya 5. Dhanagare, D.N. (1988). *Peasant Movements in India*. New Delhi: OUP. 6. Doshi, S.L., & Jain, PC. (1999). *Rural Sociology*. Jaipur: Rawat Publication. 7. Dube, S.C. (1955). *India Village.* London: Routledge and Kegan Paul. 8. Dube,S.C. (1967). *India's Changing Villages*. Mumbai: Allied Publishers Private Ltd. 9. Joshi, P.C. (1976). *Land Reforms in India*. Bombay: Allied Publishers	No Change in content. References updated. Added E-Resources

				Ltd. 10. Mukherjee, PN. (1978). *Naxalbari Movement and the Peasant Revolt in North Bengal, Centre for the Study of Social Systems*. New Delhi: Jawaharlal Nehru University. 11. Publishing House. 12. Redfield, R. (1964). *Little Community*. Chicago: Chicago University Press. 13. Sharma, K.L. (1986). *Caste, Class and Social Movements*. Jaipur: Rawat Publication. 14. Sharma, K.L. (1997). *Rural Society in India*. Jaipur: Rawat Publication. 15. Srinivas, M.N. (1960). *India's Villages*. Bombay: Asia Publishing House. **Suggested E-Resources** 1 Introduction to Rural Sociology, Platform: E-Gyankosh, Link: http://egyankosh.ac.in/bitstream/123456789/31744/1/Unit-1.pdf 2 Change and Development in Rural Society, Platform: NCERT, http://ncert.nic.in/ncerts/l/lesy204.pdf 3 Peasant Movement in India since	

				Independence https://www.researchgate.net/publication/317425279_Peasant_Movements_in_Contemporary_India_Emerging_Forms_of_Domination_and_Resistance\ 4 Globalization and its impact on Agriculture http://dspace.vpmthane.org:8080/jspui/bitstream/123456789/4189/1/FC%20Sem%202%20EFFECT%20OF%20GLOBALIZATION%20ON%20AGRICULTURE.pdf	
6	**SOC 205 Research Methods in Sociology**	After the completion of the course, the students will be able to • Describe the steps of scientific social research • Explain different research designs and its importance. • Construct and apply various tools of data collection in research.	~~**Rationale:** This course aims to provide an understanding of the nature of social phenomena, the issues involved in social research and the ways and means of understanding and studying social reality. Thrust is upon showing students how research methods are used as means of understanding social reality.~~ **Unit 1**Scientific Research: Characteristics, Aims, Nature and Steps of Research, Difference between Scientific and Normative Research. Variables-: Types- Nominal, Ordinal, Interval. Hypothesis: Meaning, Nature, Types, Functions, Criteria for Construction. **Unit 2** Research Design: Meaning, Function, Design for Different Type of Research, Phases in Research Design, Advantage. Sampling and Sample	**Unit 1**Scientific Research: Characteristics, Aims, Nature and Steps of Research, Difference between Scientific and Normative Research. Variables-: Types- Nominal, Ordinal, Interval. Hypothesis: Meaning, Nature, Types, Functions, Criteria for Construction. **Unit 2** Research Design: Meaning, Function, Design for Different Type of Research, Phases in Research Design, Advantage. Sampling and Sample Design: Sampling, Population, Elements and Sampling Frame, Non-Probability Sampling: Haphazard, Accidental or Convenience, Quota Purposive or Judgemental, Snowball Probability Sampling: Simple Random, Systematic, Stratified,	Minor Change References updated. Added E-Resources

		• Write the report based on data analysis.	Design: Sampling, Population, Elements and Sampling Frame, Non-Probability Sampling: Haphazard, Accidental or Convenience, Quota Purposive or Judgemental, Snowball Probability Sampling: Simple Random, Systematic, Stratified, Cluster. **Unit 3** Tools of Data Collection: Observation: Characteristics, Purposes, Types, Process, Problems, ~~Observation~~, ~~Schedule,~~ Advantage and Limitations. Interview : Functions, Characteristics, Types, Advantage and Limitation, Questionnaire & Interview Schedule: Format, Type of Questions, Steps, Pre-Testing, Advantage and Limitations. Case Study: Meaning, Principles, Purposes, Sources of Data Collection for Case Studies, Planning and Criticism. **Unit 4** Processing and Analysis of Quantitative Data : Coding, Classification and Tabulation, Measures of Central Tendency (Mean, Mode, Median), Dispersion. **Unit 5** Report Writing: Objectives of Preparing Report, Characteristics of a Good Report, Contents of the Report, Using the Internet for Social Research, Bibliography. **~~Essential Readings :~~** • ~~Ahuja Ram : Research Methods, Jaipur, Rawat Publication, 2001.~~ • ~~BabbieEarl : The Practice of Social~~	Cluster. **Unit 3** Tools of Data Collection: Observation: Characteristics, Purposes, Types, Process, Problems, Advantage and Limitations. Interview : Functions, Characteristics, Types, Advantage and Limitation, Questionnaire & Interview Schedule: Format, Type of Questions, Steps, Pre-Testing, Advantage and Limitations. Case Study: Meaning, Principles, Purposes, Sources of Data Collection for Case Studies, Planning and Criticism. **Unit 4** Processing and Analysis of Quantitative Data : Coding, Classification and Tabulation, Measures of Central Tendency (Mean, Mode, Median), Dispersion. **Unit 5** Report Writing: Objectives of Preparing Report, Characteristics of a Good Report, Contents of the Report, Using the Internet for Social Research, Bibliography. **Recommended Books:** 1. Ahuja, R. (2001). *Research Methods*. Jaipur: Rawat Publication. 2. Babbie, E. (2001). *The Practice of Social Research*. Belmont:	

			~~Research, Belmont, Wadsworth/ Thomson Learning, 2001.~~ • ~~Kothari D. K. : Practice of Social Research: Social Work Perspective, Jaipur, Rawat Publication, 2000.~~ • ~~Kothari C.R. : Research Methodology: Methods and Techniques, New Delhi, WishwaPrakashan, 1990.~~ • ~~Young P.V. : Scientific Survey and Research, Englewood eliffs, NJ, Prentice Hall, 1956~~ **~~Reference Books :-~~** 1. ~~Bailey Kenneth D : Methods of Social Research, London, The Free Press, 1987.~~ 2. ~~Black, J. Z. and Champion : Methods and Issues, in social Research, New York, John Wiley, 1976.~~ 3. ~~De Vaus D. A.: Surveys in Social Research, New Delhi, Rawat Publication, 2003.~~ 4. ~~Ghosh, B. N. : Scientific Method and Social Research, New Delhi, Sterling Publishers, 1982.~~ 5. ~~Goode W. J. and Hatt P. K. : Methods of Social Research, New York, Free Press, 1987.~~ 6. ~~Neuman W. Lawrence: Social Research Methods, New Delhi, Pearson Education, 2007.~~	Wadsworth/ Thomson Learning. 3. Bailey, K D. (1987). *Methods of Social Research*. London: The Free Press. 4. Black, J. Z., & Champion, C. (1976). *Methods and Issues in Social Research*. New York: John Wiley. 5. De, VDA. (2003). *Surveys in Social Research*. New Delhi: Rawat Publication. 6. Ghosh, B. N. (1982). *Scientific Method and Social Research*. New Delhi: Sterling Publishers. 7. Goode W. J.,&Hatt P. K. (1987). *Methods of Social Research*. New York: Free Press. 8. Kothari, C.R. (1990). *Research Methodology: Methods and Techniques*. New Delhi: WishwaPrakashan. 9. Kothari, D. K. (2000). *Practice of Social Research: Social Work Perspective*. Jaipur: Rawat Publication. 10. Neuman, W. L. (2007). *Social Research Methods*. New Delhi: Pearson Education. 11. Young P.V. (1956). *Scientific Survey and Research*. NJ: Prentice Hall: Englewood eliffs	

				Suggested E-Resources 1 Research Methodology, Ranjeet Kumar, Platform: E-book http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_MethodologyA_Step-by-Step_G.pdf 2 Research Methods, Platform: National Technical University Ukraine, http://www.sociology.org.uk/notes/revgrm5.pdf 3 Research Methodology Tools and Technique http://euacademic.org/BookUpload/9.pdf 4 Type of Scientific Research http://www.universityofcalicut.info/SDE/Social_Research_Methods_on25Feb2016.pdf	
			FOURTH SEMESTER		
7	**SOC204 Population and Society**	After completion of this course the course, the students will be able to • Explain the basic concepts related to population		**Recommended Books:** 1. Bose, A. (1999). *Demographic diversity of India.* Delhi, B.R. Publishing Corporation. 2. Census of India Reports. 3. Chauby, P. K. (1998). *Population policy for India – perspectives, issues and challenges*. New Delhi, Kanishka Publishers & Distributors.	No Change in content. References updated. Added E-Resources

		structure and its dynamics. • Discussthe population theories with their critical perspective. • Critically analyze state and national level population policies		4. Finkle, J. L., & C, A. M. (1994). *The new policies of population* (ed.). New York, The Population Council. 5. Hatcher, R. (1997). *The essentials of contraceptive technology*. Battimore, John Hopkins School of Public Health. 6. Premi, M. K. (1983). *An introduction to social demography*. Delhi, Vikas Publishing House. 7. Reddy, K. (1997). *Marriage, population and society*. New Delhi, Kanishka Publishers. 8. Roy, T. K., Guruswamy, M., &Arokiasamy, P. (2001). *Population, health and development in India.* New Delhi, Allied Publishers Pvt. Ltd. 9. Sekhar, C. S. (1974). *Infant mortality, population growth and family planning in India* (Ed.). London, George Allen & Unwin Ltd. 10. Sharma, R. (1997). *Demography and population problems*. New Delhi, Atlantic Publishers. 11. Sinha, V. C., & Sinha, P. (1998). *Principles of demography*. Noida, Mayur Publishers. 12. Sinha, V.C., &Zacharia, E. (2000). *Elements of demography*. New Delhi, Allied Publishers Pvt. Ltd. 13. Srivastava, O. S. (1994).	

				Demography and population studies. New Delhi, Vikas Publishing House. **Suggested E-Resources** 1 An introduction to demography. Platform: Researchgate, Link: https://www.researchgate.net/publication/318437400_Population_and_Society_An_Introduction_to_Demography 2 Population and society, Platform: NPTEL, Link: https://nptel.ac.in/courses/109104045	
8	**SOC 206 Sociology of Change and Development**	After completion of this course, the students will be able to • Describeconcept and theories of social change • Understand paradigm shift in development discourse. • Critically analyze the process of		**Recommended Books:** 1. Appadurai, A. (1997). *Modernity at large: cultural dimensions of globalization*. New Delhi, OUP. 2. Austin, G. (2000). *Working of a democratic constitution: The Indian experience*. Delhi Oxford University Press. 3. Desai, A. R. (1985). *India's path of development: A Marxist approach*. Bombay, Popular Prakashan. 4. Dreze, J., & Sen, A. (1996). *India: economic development and social opportunity*. New Delhi, OUP. 5. Giddens, A. (1996). *Global problems*	No Change in content. References updated. Added E-Resources

		social change anddevelopment in Indian Society		*and ecological crisis in introduction to sociology.*IInd Edition. New York, W.W. Norton & Company. 6. Harrison, D. (1989). *The sociology of modernization and development*. New Delhi, Sage. 7. Kothari, R. (1972). *Bharat meinrajniti.* New Delhi, Orient Longmans, New Delhi. 8. Palmer, N. D. (1971). *The Indian political system*. Boston, Houghton Mifilion Boston. 9. Pylee, M. V. (1998). *An introduction to the constitution of India*. New Delhi, Vikas Publication. **10.** Sharma, S. L. (1980). Criteria of Social Development. *Journal of Social Action*, 30 (5), 11. Sharma, S.L. (1980). *Development: cultural dimensions*. Jaipur, Rawat Publication. 12. Siwach, J. P. (1985). *Dynamics of Indian government and politics*. Sterling publications. 13. Srinivas, M. N. (1966). *Social change in modern India*. Berkley, University of Berkley. **14.** World Bank.World Development Reports, New York.	
FIFTH SEMESTER					
9	**SOC 301 Master of**	After completion of this course, the		**Recommended Books:**	No Change

	Sociological Thought-I	students will be able to • Explain emergence and development of Sociological thought. • Describe the contributions of classical sociological thinkers. • Critically analyse the works of Comte, Spencer and Durkheim		1. Abraham, F. (1982) *Modern Sociological Theory*, Delhi, Oxford University Press. 2. Alpert, Harry. (1939). *Emile Durkheim and his Sociology*. New York Columbia University Press, London, P.S. King & Son, Ltd. 3. Aron Raymond (1967) *Main Currents in Sociological Thought Vol. I &II,*Harmondsworth, Middlesex, Penguin Books. 4. Bogardus, E.S. (1960) *Development of Sociological Thought*, New York, Longman's Green & Co. 5. Bottomore, T.B. (1979). *Karl Marx: Selected Writings in Sociology and Social Philosophy*, Oxford: B. Blackwell, C. 6. Chouhan B. R. *SamajshastraKePrerakStrotra*. Udaipur, A.B. Publication. 7. Cohen, P.S. (1968). *Modern Social Theory*. London. Heinemann Education Book. 8. Coser, Lewis A. (1996). *Masters of Sociological Thought*. Jaipur, Rawat Publication. 9. Ritzer George. (1996). *Sociological Theory*, Delhi, Tata McGraw Hill. 10. ShambhulalDoshi. (1997). *SamajikVicharak*. Jaipur, PanchsheelPrakashan. 11. Sorokin, P.A. (1956). *Contemporary*	in content. References updated Added E-Resources

				Sociological Theories. New York, Horper& Row. **Suggested E-Resources** 1 Key Sociological Thinkers, Platform: Spiringer, https://link.springer.com/book/10.1007/978-1-349-26616-6 2 The Founders of Sociology, Platform: CliffNotes, https://www.cliffsnotes.com/study-guides/sociology/the-sociological-perspective/the-founders-of-sociology 3 Suicide: Meaning, Extra Social factors of suicide, Types of Suicide http://durkheim.uchicago.edu/Summaries/suicide.html 4 Law of Three Stages, Positivism https://philosophy.lander.edu/intro/articles/comte-a.pdf	
10	**Discipline Elective I**				

11.	**SOC 302 Masters of Sociological Thought-II**	After the completion of this course, the students will be able to • Explain the intellectual background of classical sociological thinkers • Describe the contributions of Karl Marx, Max Weber and Pareto. • Critically analyse the works of Karl Marx, Max Weber and Pareto	**SIXTH SEMESTER**	**Recommended Books:** 1. Bottomore, T. B., &Rubel, M. (1956). *Karl Marx Selected Writings in Sociology & Social Philosophy.* 2. Coser, L. A. (1971). *Masters of sociological thought: Ideas in historical and social context*. Houghton Mifflin Harcourt P. 3. Doshi, S. (1997). *SamajikVicharak.* Jaipur. PanchsheelPrakashan. 4. George, R. (1983). *Sociological Theory.* Delhi. Tata McGraw Hill. 5. Sorokin, P. A. (1928). *Contemporary sociological theories.*New York, Horper& Row, 1956. **Suggested E-Resources** 1 Key Sociological Thinkers, Platform: Springer, Link: https://link.springer.com/book/10.1007/978-1-349-26616-6 2 The Sociology of Law of Marx, Weber, and Durkheim, Platform: Bitstream, Link: http://m.library2.smu.ca/bitstream/ha	No Change in content. References updated. Added E-Reources

				ndle/01/26291/Kay_Austin_Honours_2015.pdf?sequence=1&isAllowed=y 3 Karl Marx: Materialistic Interpretation of History. Dialectical Materialism https://www.marxists.org/archive/shibdas-ghosh/1964/06/26.htm 4 Vilfredo Pareto: Intellectual Background http://www.newworldencyclopedia.org/entry/Vilfredo_Pareto	
12.	**Discipline Elective II**				
List Of Discipline Electives					
	SOC 303 Social Anthropology	After completion of the course, the students will be able to • Explain meaning and scope of Social Anthropology • Explain social institutions and culture of tribal society.		**Recommended Books:** 1. Beals R.L. &Hoijer, H. (1971). An Introduction to Anthropology, New York, McMillan Co. 2. Dube S.C. (1977). *Tribal Heritage of India*, Vikas Publications. 3. Evans Pritchard, E.E. (1966). *SamajikManavVigyan*, Delhi. RajkamalPrakashan. 4. Evans, P. (1967). *Social Anthropology*. Cohen Shest Ltd. London. 5. Haimendort Van Furer. (1982). *Tribes of India: The Struggle for survival*, Delhi, Oxford Univ. Press. 6. Harris Marvin. (1968). *Rise of*	Proposed as an Elective course. No Change in content. References updated.

		• Describe the economic and political organizations in tribal society		*Anthropological Theory*, London, Routledge & Kegan Paul, 1968. 7. Herskovits Melville J. (1969). *Cultural Anthropology*, New Delhi. Oxford & IBH Pub. Co. 8. Hoebel E.A. (1949). *Man in Primitive World*. New York. McGram Hill. 9. Kothari K.L. (1985). *Tribal Social Change in India*. Delhi. Himanshu Publication. 10. Kroeber (1948). *Anthropology*. New York. Harcourt Bruce & Company. 11. Leach Edmund (1982) *Social Anthropology*. New York. Oxford Univ. Press. 12. Majumdar D.N. & Madan, T.N (1957). *An Introduction to Social Anthropology*. Bombay. Asia Publishing House. 13. Mann R.S. (1993). *Culture and Integration of Indian Tribes*. New Delhi, M.D. Pub. 14. Mh- ,u- etwenkj ,oaVh- ,u- enkuifjp; % lkekftdekuo'kkL=] us'kuyifCyds'kugkÅl] 1975 15. Nadel S.F. (1963). *Foundation of Social Anthropology*. London. Cohen & West. **Suggested E-Resources** 1 Social Anthropology and the Study of	

				historical societies, Platform: The Economic Weekly, Link: https://www.epw.in/system/files/pdf/1959_11/28-29-30/social_anthropologyand_the study of_historical_societies.pdf 2 An Introduction to Anthropology, Platform: Wiley Online Library, Link: https://anthrosource.onlinelibrary.wiley.com/doi/pdf/10.1525/aa.1931.33.1.02a00170 3 Marriage concept and Forms http://content.inflibnet.ac.in/data-server/eacharya-documents/5717528c8ae36ce69422587d_INFIEP_304/72/ET/304-72-ET-V1-S1__file1.pdf **4** Tribe : Definition and Concept Tribe http://www.indiaenvironmentportal.org.in/files/Concept%20of%20tribe.pdf	

	SOC 305 Sociology of Mass Communication	After the completion of this course, the students will be able to • Define the concept of Communication and mass communication. • Analyze various theories of mass media. • Explain the functions and Dysfunctions of mass media		**Recommended Books:** 1. Bathla, S. 1998. *Women, democracy and the media: Cultural and political representations in the Indian press*. Sage. 2. Klapper, J. T. 1949. *The effects of mass Communication.*Gleno. Free Press. 3. Kumar, K. J. 2000. *Mass communication in India* (Vol. 741). Jaico publishing house. 4. Majumdar, D. N. 1958. *Caste and communication in an Indian village*. Asia Publishing House. 5. Nagori, M. 2003. *Jan Sanchar EvamSamaj*. Udaipur. AnkurPrakashan. 6. Wright, C. R. 1959. *Mass communication: A sociological perspective*. New York, Randam House. **Suggested E-Resources** 1 Mass Media and Society, Platform: University of Calicut, Link:http://www.universityofcalicut.info/SDE/VISem_sociology_sociology_of_mass_communication.pdf 2 The Sociology of Mass Media, Platform: Research Gate, Link: https://www.researchgate.net/publicat	Proposed as Discipline Elective course. No Change in content. References updated. Added E-Resources.

				ion/320285914_The_Sociology_of_Mass_Media 3 Communication: Meaning, Elements http://ioc.edu.my/images/demo/printedMaterial/OUMH1203.pdf 4 Mass Communication, Elements of Mass Communication, Mass Media-Meaning and Classification. http://www.universityofcalicut.info/SDE/SMMassCommunication.pdf 5 Two Step Theory: Katz and Lazarsfeld http://ancacid.yolasite.com/resources/05.101%20-%20ISI%20-%20e-F%C3%B3lio%20A%20-%20Enunciado%20-%20Texto%20-%206446504-Lazarsfeld-Theory.pdf	

	Sociology of Gender	**After completion of the course the students will be able to** • Comprehend the basic ideas of *Gender and Society* in context to the Indian society. • Explore the different facets of gender and how it assists in shaping the identity of women • Learn about the social structures of the Indian society and acquaint with important social		**Unit I**	Basic concepts of Sex and Gender, Gender and Socialization, Gender Stereotypes, Femininity and masculinity.	New Discipline Elective course Introduce.
				Unit II	Gender and society: Stratification based on gender, Patriarchy, Gender and Body politics, Gender Discrimination.	
				Unit III	Gender and its sociological implications: Gender and Development perspectives, Sexual division of labour, Gender-based violence, Gender and portrayal of women in media.	
				Unit IV	Feminism: Meaning and emergence of feminist movements, First wave, Second wave and Third wave of feminism, World Conferences on Women and women's rights.	
				Unit V	Feminism and its theoretical perspectives: Liberal, Marxist and Radical feminism, Contribution of eminent feminists - Simone De Beauvoir and Vina Majumdar.	

		institutions. • Become aware of various issues of women and will be able to examine the differing ways in which gender inequality and discrimination against women persist.		Recommended Books 1. Menon, N. (ed.). (1999). *Gender and politics in India.* Delhi: Oxford University Press. 2. Giddens, A. (1984). *The constitution ofsSociety: Outline of the theory of structuration.* Berkeley: University of California Press. 3. Tong, R. (1989). *Feminist thought: A comprehensive introduction.* USA: Westview Press. 4. Kimmel, M.S. (2004). *The gendered society,* 2nd Ed. New York: Oxford University Press. 5. Menon, N. (2012). *Seeing like a feminist.* UK: Penguin. 6. Forbes, G. (1999). *Women in modern India.* Cambridge: Cambridge University Press. 7. Das, V. (1994). *'Modernity and biography: Women's lives in contemporary India',* in Thesis Eleven. 39: 52-62. 8. Connell, R.W. and Messerschmidt, J.W. (2005). Hegemonic masculinity: Rethinking the concept, in Gender and Society. 19: 829-859. 9. Prasad, K. (Ed.). (2005). Women and media: Challenging feminist	

				discourse. New Delhi: The Women Press. 10. Desai, N., & Thakkar, U. (2004). *Women in Indian society*. Delhi: National Book Trust. **Suggested E-Resources** 1. Gender and concepts http://www.iwtc.org/ideas/15_definitions.pdf 2. Gender and media http://www.care.org/newsroom/publications/whitepapers/woman_and_empowerment.pdf http://www.udel.edu/comm245/readings/Genderedmedia.pdf 3. Gender discrimination 4. http://mpra.ub.uni-muenchen.de/10901/1/sivkumar-gender-discrimination.pdf 5. Gender and decision-making http://www.ijpsy.com/volumen7/num3/176/factors-that-affect-decision-making-gender-EN.pdf 6. Feminist movements https://www.vox.com/2018/3/20/16955588/feminism-waves-explained-first-second-	

				thirdfourth	
	Sociology of Social Movments	After completion of the course, the students will be able to: • Demonstrate awareness of social movements on a state, national, and global level. • Distinguish between different types of social movements • Describe how social movements are organized and institutionalized over time. • Describe how social movements impact our political and economic systems as well as our global		**Unit I** Social movements: Definition and characteristics, structure of social movements, leadership, ideology and organization. Functions of social movement in society. **Unit II** Types of Social movements: Reformative Resistance Protest and Revolutionary **Unit III** Social movement & social change: inter-relationship. Tribal movement: Birsa munda & santhal movement Peasant movement: Tebhaga & Telangana movement **Unit IV** Religious movement: Arya Samaj Brahma samaj Prathana Samaj Ram Krishna Mission **Unit V** New Social movement: Backward class movements Women's movement Environmental movement Transgender movement **Recommended Books** 1. Desai, A.R.ed. (1979). *Peasant Struggles in India*. Bombay: Oxford	New Discipline Elective course Introduce.

		world. • Explain the political and cultural conditions that may help explain when and why social movements occur.		University Press. 2. Dhanagare, D.N.(1983). *Peasant Movement in Indian 1920-1950*. New Delhi: Oxford University Press. 3. Gore, M.S.(1983). *The Social context of an Ideology: Amebedkar's Political and Social Thoughts*. New Delhi: Sage. 4. Rao, M.S.A. (1979). *Social Movement and Social Transformation*. Delhi: Macmillan. 5. Singh K.S. (1982). *Tribial Movements in India*. New Delhi: Manohar. 6. Banerjee, Prathama (2006). *Polities of Time Primitives' and History – Writing in a Colonial Society*. New York : Oxford University Press. 7. Oomen, T.K. (1990). *Protest and change: Studies in social Movement*. New Delhi: Sage. 8. Ponna, W. ed (1993). *New Social Movement in the South: Empowering the People*. New Delhi: Vistaar. 9. Shah, G. (1990). *Social movements in India: A review of the literature*. New Delhi: Sage. 10. Sen, S. (1999). *Women and labour in late colonial India: The Bengal jute industry*. Cambridge: Cambridge University Press. **Suggested E- Resources**	

				Social Movments in India http://ncert.nic.in/ncerts/l/lesy208.pdf Social Movments and social Change https://opentextbc.ca/introductiontosociologychapter/chapter21-social-movements-andsocial-change/ Social Movments in India https://archive.org/details/SocialMovementsIndia-English-GhanshyamShah	

Annexure III

Name of Programme: Master of Arts, Sociology

Programme Educational Objectives

Considering the fact that Banasthali Vidyapith strives to produce socially and culturally sensitized citizens, the **Master of Arts in Sociology** Programme is designed to instill social and cultural values among post graduate students with ability of analytical and critical thinking towards the aspiration of solving diverse social problems. The programme inculcates comprehensive understanding of sociological theories and research methods and ethical values to deal with different social phenomena.

Thus, better learning and application of sociological knowledge will create interest among students for pursuing career in teaching, research, administrative and social services.

The main objectives of this programme are:

- To develop sociological knowledge through theoretical and methodological approaches in order to promote ability to think imaginatively and rationally about social reality.
- To explain the macro and micro level sociological theories with interconnectedness and their application to understand social phenomena.
- To identify fundamental and emerging approaches in qualitative and quantitative research methodologies and their role in producing /constructing sociological knowledge.
- To explain the terms of sociological theories concerning with the different issues into the complex fabric of social life.
- To develop critical and analytical understanding of global and local social issues to prepare globally competent academicians, researchers, policy makers and development interventionists.
- To stimulate sensitivity cultural sensitivity and allowing planned social change to be based on different cultural values.
- To encourage the ethical code to know the social reality with individual's perspectives and their live's experiences.
- To provide sociological knowledge for effective communication by using written, oral and other technological mediums.

- To focus on environmental challenges and sustainability with regional, national and international significance and role of society in creating attitude and habits about the ecological degradation.
- To cultivate self-realization and motivation towards emerging social issues by sociological perspective which guide and affects the skills and development of an individual in a society.

Programme Outcomes

PO1: Sociological Knowledge: Define sociological concepts, theories and research methodology to understand contemporary social issues through the individual lives experiences are shaped by existing social structure, interaction and group relations.

PO2: Planning abilities: Learn and demonstrate skills related to time and resource management, organization of activities and leadership for effective execution of tasks with individual and team work efforts

PO3: Problem analysis: Think critically, reason logically and apply scientific methodology in the analysis of empirical social reality from sociological perspective to resolve issues emerging from multi-cultural, global, ethnic and racial inequalities

PO4: Modern tool usage: Apply various approaches and research methodology including new computer based tools and technology particularly softwares for qualitative and quantitative research.

PO5: Leadership skills: Understand and think about change in social structure and cultural values while fulfilling personal, professional and social responsibilities **;**play an active and leading role as members of civil society.

PO6: Professional Identity: Prepare for undertaking successful careers by acquiring knowledge and skills in public and private sectors.

PO7: Sociological Ethics: Consider social values, norms and professional ethics in personal and professional sphere as an individual and as a member of society

PO8: Communication: Effectively communicate sociological concepts and their application.

PO9:The Sociologist and society: Understand their roles and responsibilities as a member of society and contribute in solving problems related to individuals and society.

PO10:Environment and sustainability: Understand environmental issues; contribute in protecting environment through generating

awareness and participating in creating green and clean society; formulate policies of national and international level to promote and implement sustainable development practices.

PO11: Life- long learning: Develop sensitivity towards cultural values and norms; become self –motivated, generous, adapting social beings; strive for establishing harmonious social order based on the principles of equality, liberty and fraternity.

Note:

Gray indicates shifting of the Paper and content	Sociology
Strikethrough indicates content omitted.	~~Sociology~~
Black background with text in white indicates addition of the new Paper and Content	Sociology

Programme Scheme:

Semester: I

Existing					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
	~~Elective I~~	~~5~~	~~0~~	~~0~~	~~5~~
SOC 403	Indian Society: Structure and Change	5	0	0	5
SOC 407	Sociological Thinkers~~-I~~	5	0	0	5
SOC 410	Theoretical Sociology	5	0	0	5
SSC 402	Social Science Perspectives	5	0	0	5
Total		25	0	0	25

Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C**
SOC 404	Rural Sociology	5	0	0	5
SOC 403	Indian Society: Structure and Change	5	0	0	5
SOC 407	Sociological Thinkers	5	0	0	5
SOC 410	Theoretical Sociology	5	0	0	5
SSC 402	Social Science Perspectives	5	0	0	5
Total		25	0	0	25

Elective I

SOC 404	Rural Sociology	5	0	0	5
SOC 405	Social Movements in India	5	0	0	5
SOC 411	Urban Sociology	5	0	0	5

Programme Scheme: Semester: II

Existing						Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C**	**Course Code**	**Course Name**	**L**	**T**	**P**	**C**
	~~Elective II~~	~~5~~	~~0~~	~~0~~	~~5~~	SOC 401	Globalization and Society	5	0	0	5
SOC 402	Indian Social System	5	0	0	5	SOC 402	Indian Social System	5	0	0	5
SOC 406	Social Stratification and Change	5	0	0	5	SOC 406	Social Stratification and Change	5	0	0	5
~~Soc 408~~	~~Sociological Thinkers II~~	~~5~~	~~0~~	~~0~~	~~5~~	SOC 411	Urban Sociology	5	0	0	5
SSC 401	Research Techniques in Social Sciences	5	0	0	5	SSC 401	Research Techniques in Social Sciences	5	0	0	5
Total		25	0	0	25	Total		25	0	0	25
Elective II											
SOC 401	Globalization and Society	5	0	0	5						
SOC 409	Sociology of Education	5	0	0	5						

Programme Scheme: Semester: III

Existing						Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C**	**Course Code**	**Course Name**	**L**	**T**	**P**	**C**

	~~Elective III~~	~~5~~	~~0~~	~~0~~	~~5~~
	~~Elective IV~~	~~5~~	~~0~~	~~0~~	~~5~~
CS 513	Computer Applications	3	0	0	3
CS 513L	Computer Application Lab	0	0	4	2
SOC 503	Indian Social Thinkers	5	0	0	5
SOC 510	Sociological Approaches and theories-I	5	0	0	5
Total		23	0	0	25

Course Code to be Provided by Office					
	Industrial Sociology	5	0	0	5
	Computer Applications	3	0	0	3
SOC 503	Indian Social Thinkers	5	0	0	5
SOC 510	Sociological Approaches and theories-I	5	0	0	5
CS 513L	Computer Application Lab	0	0	4	2
	Discipline Elective	5	0	0	5
	Reading Elective I	0	0	0	2
Total		23	0	4	27

Elective III					
SOC 501	Environment and Society	5	0	0	5
SOC 504	Industrial Sociology ~~-I~~	5	0	0	5
SOC 514	Sociology of Information Society	5	0	0	5
~~Elective IV~~					
ECO 502	Economics of Growth and Development	5	0	0	5
HIST 504	India Since Independence	5	0	0	5
POL 502	Indian Polity-I	5	0	0	5
PSY 507	Health Psychology	5	0	0	5
SOC 509	Social Psychology	5	0	0	5
SOC 513	Sociology of Health and Medicine	5	0	0	5

Programme Scheme:

Semester: IV

Course Code	Course Name	L	T	P	C
	~~Elective V~~	~~5~~	~~0~~	~~0~~	~~5~~
	~~Elective VI~~	~~5~~	~~0~~	~~0~~	~~5~~
	~~Elective VII~~	~~5~~	~~0~~	~~0~~	~~5~~
SOC 511	Sociological approaches and Theories	5	0	0	5
SOC 501	Women Studies	5	0	0	5
Total		25	0	0	25
~~Elective V~~					
SOC 507	Science, Technology and Social Change	5	0	0	5
SOC 508	Social Demography	5	0	0	5
~~Elective VI~~					
~~SOC505~~	~~Industrial Sociology II~~	~~5~~	~~0~~	~~0~~	~~5~~
~~SOC 506P~~	~~Project~~	~~0~~	~~0~~	~~10~~	~~5~~

Course Code	Course Name	L	T	P	C
SOC 509	Social Psychology	5	0	0	5
SOC 511	Sociological approaches and Theories	5	0	0	5
SSC 501	Women Studies	5	0	0	5
	Dissertation	0	0	0	5
	Open Elective	5	0	0	5
	Reading Elective II	0	0	0	2
Total		20	0	0	27

~~Elective VII~~					
EOC 505	Indian Economic Development	5	0	0	5
HIST 503	Gender History	5	0	0	5
POL 503	Indian Polity-II	5	0	0	5
PSY 404	Positive Psychology	5	0	0	5
SOC 512	Sociology of deviance and crime	5	0	0	5

SOC 515	Sociology of Popular Culture and Mass Communication	5	0	0	5

List of Discipline Electives	
SOC 405	Social Movements in India
SOC 409	Sociology of Education
SOC 501	Environment and Society
SOC 507	Science, Technology and Social Change
SOC 508	Social Demography
SOC 512	Sociology of Deviance and Crime
SOC 513	Sociology of Health and Medicine
SOC 514	Sociology of Information Society
SOC 515	Sociology of Popular Culture and Mass Communication
Course Code to be filled by the Office	Industry and Society
	Sociology of Exclusion and Inclusion
	Diasporic Studies
	Sociology of Religion

List of Reading Electives	
Course Code to be filled by the Office	Social Engineering
	Digital Sociology
	Political Sociology
	Sociology of Youth
The Science of Happiness	
The Age of Sustainable Development	
The Modern and the Post Modern	
Questionnaire Design for Social Surveys	

Human Rights, Human Wrongs, Challenging Poverty, Vulnerability & Social Exclusion
Global Society
Leaders in Global development

Name of Programme: M.A Sociology **Annexure-IV**

Course Detail

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
SEMESTER I					
1.	**SOC 404 Rural Sociology**	After completion of this course, students will be able to • Describe the background of rural society, structural problems responsible in changing patterns of relationship in the society. • Understand the role of communities in traditional and contemporary movement. • Identify the intricacies of rural social life and emerging issues of development • Analyze the role of NGOs in rural development		**Section A** Rural Sociology : Development, Meaning, Nature and Scope. Basic Characteristics & Problems of Rural Society. Rural – Urban Differences and Continuum. Rural Power Structure and Leadership Changing Pattern. Agrarian Relations. **Section B** Basic concepts : Peasant Society, Little Community and Folk Culture, Little and Great Tradition. Peasant Movement : Traditional and Contemporary. **Section C** Rural Development in India : Before Independence and After Independence. Impact of Rural Development Programmes. Role of NGOs in Rural Development. Panchayati Raj System; Rural Women in Panchayati Raj, 73rd Amendment of Panchayati Raj.	**Shifted as core paper from first semester elective I Added E-Resources**

				Recommended Books: 1. Baden, P. (1974). *The land systems of British India*. Delhi: Oriental Publication. 2. Baden, P. (1972). *The Indian village community*. Delhi: Cosmo Publication . 3. Bertrand, A. (1958). *Rural sociology: An analysis of contemporary rural life*. New York: McGraw Hill. 4. Beteille, A. (1969). *Caste, class and power: changing patterns of stratification in a Tanjore village*. Bombay: Oxford University Press. 5. Beteille, A. (1974). *Studies in agrarian social structure.* Delhi: Oxford University Press. 6. Desai, A. (1969). *Rural sociology in India*. Bombay: Popular Prakashan. 7. Dhanagare, D. (1991). *Peasant movements in India*. Delhi: OUP. 8. Doshi, S. (1999). *Rural sociology.* Jaipur: Rawat Publication. 9. Dube, S. (1965). *Indian village*. Allied Publishers Private Ltd. 10. Desai, A. R. (1961). *Rural India in transition*. Bombay: Popular Prakashan. 11. Dube, S. C. (1977). *Emerging patterns of rural leadership in south- east Asia.* Hyderabad: NIRD. 12. Dube, S. C. (1960). *India's changing villages: human factors in community development*. London: Routledge & Kegan Paul. 13. Marriott, M. (1955). *Village India*. Chicago: University Press. 14. Redfield, R. (1956). *Peasant society and culture : An antropological approach to civilization*. Chicago: University of Chicago Press 15. Sharma, K. (1997). *Rural society in India*. Jaipur:Rawat Publication.	

				Suggested E-Resources: 1. Scope of rural sociology, platform -research gate, link: 2. Introduction to rural sociology, platform-egyankosh 3. Change and Development in Rural Society, Plateform-ncert	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
2.	**SOC 403 Indian Society: Structure and Change**	After completion of this course, students will be able to • Acquaint with the characteristics of Indian society and historical importance of culture unity and diversity. • Explain the changing trends in basic institutions of Indian society. • Develop sociological knowledge and solving the contemporary problems of Indian society.		**Section A** Indian Society : Basic Characteristics, Historical Moorings of Indian Society and Culture. Unity and Diversity Factors in Continuity and Change Basic Institutions of Indian Society : Family, Marriage and Kinship System. Social Stratification among Hindus, Muslim and Christians. **Section B** Changing Patterns in Indian Society : Family, Marriage and Their Impact on Status of Women. Political and Economic Development in Indian Society Problems of Economic Development Secularization, Construction of Elite Class & their Role in Indian Politics, Criminalization of Politics. **Section C** Current Problems : Casteism, Communalism, Terrorism. Problems of Minorities & Backward Classes. **Recommended Books:** 1. Ahuja, R. (1993). *Indian social system*. Jaipur: Rawat Publication. 2. Bose, N. (1967). *Culture and society in India*. Bombay: Asia Publishing House. 3. Dube, S. C. (1990). *Indian society*. New Delhi: National Book Trust. 4. Karve, I. (1961). *Hindu society: An interpretaition*. Poona: Dance College. 5. Prabhu, P. (1991). *Hindu social organization: A study in socio-*	**Added E-Resources**

				psychological and ideological foundation. Bombay: Popular Book Depot. 6. Srinivas, M. N. (1965). *India: social structure*. New Delhi: Hindustan Publishing Cooperation. 7. Altekar, A. (1959). *Position of women in ancient India*. Delhi: H.B. Publication. 8. Desai, I. (1964). *Some aspects of family in Mahua: A sociological study of jointness in a small town*. Bombay: Asia Publishing House. 9. Dube, L. (1997). *Women and kinship*. Tokyo: U.N. University Press. 10. Dube, S. C. (1974). *Contemporary India and its modernization*. Delhi: Vikas Publication. 11. Ghurye, G. (1961). *Caste, class and occupation*. Bombay: Popular Book Depot. 12. Kannan, C. (1963). *Intercaste& intercommunity marriage in India.* Bombay: Allied Publishers. 13. Kapadia, K. (1968). *Marriage and family in India*. London: Oxford University Press. 14. Kothari, R. (1970). *Caste in Indian politics*.New Delhi: Orient Longman. 15. Mandelbaum, D. (1972). *Society in India*. Bombay: Popular Prakashan. **Suggested e-Resources:** 1. Relevance of Continuity and Change in Indian Society, Platform: IGNOU, Link- 2. Indian society, continuity and change, social inequality and exclusion. Platform: insightsonindia	

				3. Religion, Caste, Class, Marriage, Family, Kinship Platform: universityofcalicut.info	

S. No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
3.	**SOC 407 Sociological Thinkers**	After completion of this course students will be able to • Introduce the development of sociological thought in the light of historical and intellectual context. • Understand the impact of socio-economic and political forces in the development of sociological though. • Contribute the role of theoretical perspective in relation to the application of social world. • Analyze social conditions of emergence of sociological thought in		**Section A** The Emergence of Sociology; Transition from Social Philosophy to Sociology The Intellectual Context - Enlightenment The Social, Economic and Political forces – French Revolution, Industrial Revolution, The Rise of Socialism, Urbanization and Their Impact on the Development of Sociological Thought. **Section B** Auguste Comte : Intellectual Background, Law of Three Stages, Positivism Spencer : Intellectual Background, Social Darwinism, Superorganic Evolution **Section C** Emile Durkheim – Intellectual Background, Social Fact, Division of Labour, Suicide, Religion **Recommended Books :** 1. Aron, R. (1965). *Main currents in sociological thought* (Vol.I and II).Harmondsworth, Middlesex, Penguin Books. 2. Cohen, P. (1968). *Modern social theory.* London: Heinemann Education Book. 3. Coser, L. (1979). *Masters of sociological thought*. New York: Harcourt. 4. Ritzer, G. (1996). *Sociological theory*.	**Added E-Resources**

		traditional and contemporary scenario.		New York: McGraw Hill. 5. Abel, T. (1980). *The foundation of sociological theory.* Delhi: Rawat Publication. 6. Bottomore, T. (1963). *Karl Marx: selected writings in sociology and social philosophy*. Harmondsworth: Penguin Books. 7. Fletcher, R. (1994). *The making of sociology: A study of sociological theory* (Vol I & II). Jaipur: Rawat Publication. 8. Gurvitch, G., & Moore, W. (1980). *Twentieth century sociology*. Jaipur: Rawat Publication. 9. McLellan, D. (1979). *Marxism after Marx*. Palgrave Macmillan. 10. Martindale, D. (1960). *Nature and types of sociological theory*. Boston: Houghton Mifflin. 11. Sorokin, P. (1928). *Contemporary sociological theories*.New York: Harper & Brothers. 12. Turner, J. (1995). *The structure of sociological theory*. Jaipur: Rawat Publication. 13. Zeitlin, I. (1998). *Rethinking sociology: A critique of contemporary theory*. Jaipur: Rawat Publication. **Suggested e-Resources:** 1. Classical Sociological Theory, Platform- Utkal University, Link- 2. Classical Theorists in Sociology, Platform- American Journal of Sociology, Link- 3. Karl Marx, Max Weber, Emile Durkhiem, Platform: springer.com	

S. No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
4.	**SOC 410 Theoretical Sociology**	After the completion of this course, students will be able to • Explain the various aspects of culture, personality and society in the sociological perspectives. • Gain a deeper understanding about various concepts of Sociology with theoretical understanding • Discuss the role of social processes in shaping the personality of individuals and groups. • Apply a critical thinking towards study of society		**Section A** Sociological Perspective. Society and Culture – Symbols & Language; Dimensions of Culture – – Normative, Cognitive and Material. Cultural Lag : Ogburn's theory of Cultural Lag. Personality : Heredity and Environment **Section B** Concept of Social System and Social Action Group : Concept and Types : Primary, Secondary, Reference Group. Merton's Theory of Reference Group. Group Dynamics. **Section C** Socialization : Concept and Goals of Socialization. Stages of Socialization, Childhood, Adolescence, Adulthood & Old age. Types and Agencies of Socialization. Theories of Socialization : Cooley, Mead, Freud, Durkheim. Social Control : Meaning, Formal and Informal Agencies of Social Control. **Recommended Books :** 1. Bottomore, T. B. (1962). *Sociology: A guide to problems and literature*. London: George Allen & Unwin. 2. Cohen, P. (1968). *Modern social theory*. London: Heinemann. 3. Davis, K. (1948). *Human society*. New York:	**Added E-Resources**

				McMillan. 4. Haralambos, M. (1980). *Sociology: themes and perspectives*. New Delhi: Oxford University Press. 5. Inkeles, A. (1965). *What is sociology: An introduction to the discipline and profession*.New Delhi: Prentice Hall. 6. Johnson, H. (1960). *Sociology – A systematic introduction*. Bombay: Allied Publishers. 7. Faris, R. (1988). *Handbook of modern sociology*. Jaipur: Rawat Publication. 8.Gross, L. (1967). *Symposium in sociological theory*.New York: Harper and Row. 9.Gurvitch, G., &Moore, M. (1980). *Twentieth century sociology*. Jaipur: RawatPublication. 10. Homans, G. (1961). *Social behaviour: Its elementary forms*. London: Routledge and Kegan Paul. 11. LaPiere, R. (1954). *A theory of social control*.New York: McGraw Hill. 12. Lundberg, G. (1956). *Foundations of sociology.* New York: Mcmillan& Company. 13. Merton, R. (1968). *Social theory and social structure*. New York: Free Press. 14. Parsons, T. (1968). *The structure of social action.* New York: Free Press. 15. Parsons, T.,& Shills. E. (1962).*Towards a general theory of action*.New Delhi: Harper and Row. **Suggested E-Resources** 1. Classical Sociological Thinker, Platform- Utkal University, Link: 2. Sociology: Perspective, Theory, and Method, Platform: pearsoned.co.uk	

				3. A Sociological Approach to Self and Identity, Platform: researchgate	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
5.	**SSC 402 Social Science Perspective Course Coordinator Prof. Preeti Sharma**	After the completion of this course, students will be able to • Analyse the holistic view encompassing different social science • Provide insights to interpret social events. • Understand the basic ingredients of social science disciplines to contextualize social reality. • Critically evaluate the emerging themes in social sciences.		**Section A** **The Evolution of Social Science:** • Philosophy of Knowledge and the study of society in Pre-Modern Era • Enlightenment, Modernism and the Idea of Social Sciences'. • Idiogrpahic and Nomothetic Dichotomy;The Natural and Social Science Divide • The Interdisciplinary Relations **Section-B** **Perspectives to Social Phenomena** • Historical, Normative Approach Classical Economy • Critique of Political Economy; Psycho-analytical Interpretation' • The 'Orient' and 'Occident' Perspective: Lucknow School, Lohian Apprach,; Amartya Sen (Welfare Economics and Social Justice); Peter Winch, Thomas Kuhn' **Section-C** **Emerging Themes** • Cliometrics and the Quantitative analysis of the Social Change • Science, Technology and Ecology • Developing ideas on 'Self': Self Concept, Self Esteem and Social Identity' **Recommended Books:** 1. Allbrow, M. (1996). *The Global Age: State and Society Beyond Modernity*, Cambridge: Polity Press. 2. Almond, G. A., & Powell, G. B. (1966).*Comparative Politics - A Developmental Approach,* Boston: Little Brown and Co. 3. Atal, Y. (2003). *Social Science: The Indian Scene*. New Delhi: Abhinav Pub., 4. Bunge, M. (1999*). Social Science under*	**Added E-Resources**

				Debate: A Philosophical Perspective. Toronto: University of Toronto Press. 5. Collingwood, R.G. (1946). The *Idea of History*. New York: Oxford University Press. 6. Dube, S.C. (1976). *Social Sciences and Social Realities*. Shimla: IIAS. 7. Easton, D. (1965*) A System Analysis of Political Life,* John Wiley and Sons, Inc. 8. Flyvbjerg, B. (2003). *Making Social Science Matter: Why Social Inquiry Fails and How it Can Succeed Again*. Cambridge. Cambridge University Press. 9. Gupta, S. K. (2004*). Emerging Social Science Concerns.* Concept Pub. 10. Harrington, A. (2005). *Hermeneutic Dialogue and Social Science: A Critique of Gadamer and Habermas.* London and New York: Routledge. 11. Hutcheon, L. (1989). *The Politics of Postmodernism*. London and New York: Routledge. 12. Joshi, P.C. (1995). *Social Science and Development: Quest for Relevance.* New Delhi: Har-Anand. 13. Kuhn T.S.(2012). *Structure of Scientific Revolution*. University of Chicago Press. 14. Mckenzie, N,.A. (1966). *Guide to Social Sciences*. Weidenfeld & Nicolson. 15. Mehta, V.R. (1996). *Foundations of Indian Political Thought*. Manohar Publications. **Suggested E-Resources:** 1. FrankH.Knight,Ethics, An International Journal of Social, Political and Legal Philosophy, Ethics, Vol.51, No.2, 1941, pp.127-143, in 'Social Science',	

				2. C. P. Bhambhri, 'Globalisation and Social Science', in Economic and Political Weekly, Vol.33, No.1/2, 1998, pp.17-19, 3. Alvin Johnson, Encyclopaedia Of The Social Sciences', Vol.8, Industrial Revolution- Labour Turnover, Macmillan London, 4. Bertens, Hans., The Idea of Post Modern. A History, Karachi University Research Forum, London: Routledge, 1995.	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
SEMESTER II					
6.	**SOC 401 Globalization and Society**	After completion of this course, students will be able to: **LO1**Understand conceptual framework of globalisation • Apprise on the different socio-cultural consequences of globalization. • Explain globalization and its relation with culture and identity. • Discuss the Indian experience of globalization in terms of the problems and prospects. • Critically engage in		**Section A** Globalization : Concept and Forms – Social, Economic Political and Cultural. The Historical and Social Context of Globalization. Distinctive Characteristics of Globalization Agencies of Globalization : MNCs, NGOs, Media, Market, IMF, World Bank **Section B** Cultural Homogenization, Globalization and the Resurgence of Ethnic Consciousness, Diasporic Communities–Indian Diaspora **Section C** Recent Debates on Globalization. Globalization and the Indian Experiences, Socio-Economic Impact of Globalization **Recommended Books :** 1. Steger, Manfred B. (2003). *Globalization: A Very Short Introduction*. New York, Oxford University Press 2. Giddens, Anthony. (2002). *Runaway World: How Globalisation Is Reshaping Our Lives*. London: Routeledge 3. Waters, Malcolm.(1995).*Globalization*. London: Routledge. 4. Ritzer, George. (2010).*Globalization: A Basic*	**Shifted as core paper from second semester elective II Added E-Resources**

		recent debates on globalization.		*Text*. Wiley Blackwell. 5. Appadurai, Arjun. (1997).*Modernity at Large: Cultural Dimensions of Globalization*. New Delhi: Oxford University Press. 6. Doshi, SL and Jain, PC (2003). *Modernity, Post Modernity and Neo Sociological Theories*(Hindi and English). Jaipur: Rawat Publications. 7. Singh,Yogendra. (2000). *Culture Change in India: Identity and Globalization*. New Delhi: Rawat Publications. 8. Benyon, John &Dunkerley, David. (2012). *Globalization: The Reader*.New Delhi: Rawat Publication, 9. Sen, Sunanda.(2007) .*Globalisation and Development*. New Delhi: National Book Trust. 10. Bauman, Zygmant (1998). *Globalisation : The Human Consequences*. Cambridge: Polity Press 11. Knott, Kim & Mcloughlin, Sean. (2011). *Diaspora: Concept, Intersections and Identities*. New Delhi: Rawat Publication. 12. Khor, Martin (2001). *Rethinking Globalisation: Critical Issues and Policy Choices*. Bangalore: Books for Change.	

				13. Battacharya, Purushottam and Roy, Ajitava Chaudhuri (2000). *Globalisation and India: A MultidimensionalPerspective* (ed.)New Delhi: Lancers Books. *14.* Hoogvelt, A. (1997).*Globalization and the post-colonial world.* London: McMillan. *15.* Keely, R. (1998). *Globalization and the third world*. London: Marfleet Routledge. **Suggested E-Resources** **1. Understanding Globalisation and its Ramifications, Platform- eGyanKosh, Link-** **2. Globalisation and Civil society. Platform: UNRISD** **3. Globalisation, Platform- Journal of globalisation studies** **4. Globalisation issue and opportunities. Platform- eGyanKosh (Video)** **5. Runaway World. Lecture by Anthony Giddens** **Print Version:** **Audio Version:** **6. Globalisation and Modernity, Platform- Scipress**	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
7.	**SOC 402 Indian Social System**	After completion of this course, students will be able to • Explain various approaches to study Indian society. • Describe caste and class system and its impact on society. • Critically analyze the processes of change.		**Section A** Approaches to the Study of Indian Society, Culture and Civilization : Ideological, Anthropological & Historical Approaches Religion & Indian Society. **Section B** Social Stratification in India: (i) Caste and Varna, Sub-caste and Class. (ii) Theories of Caste: Srinivas, Hutton, Dumont, Ghurye. (iii) Changes in Caste System and Caste Dynamics in Economic & Political organizations. **Section C** Process of Change : Sanskritization . Concept of Tradition, Modernization, Westernization, **Recommended Books:** 1. Ahuja, R. (1993). *Indian social system*. Jaipur: Rawat Publication 2. Bose, N. (1967). *Culture and society in India.* Bombay: Asia Publishing House. 3. Dube, S. C. (1990). *Indian society*. New Delhi: National Book Trust. 4. Karve, I. (1961). *Hindu society: An interpretation*. Poona: Deccan College. 5. Prabhu, P. (1971). *Hindu social organisation*. Bombay: Popular Prakashan. 6. Srinivas, M. N. (1986). *India: social structure*. New Delhi: Hindustan Publishing Corporation. 7. Desai, I. (1964). *Some aspects of family in Mahuva.* Bombay: Asia Publishing House. 8. Dube, S. C. (1974). *Contemporary India and its modernization*. Delhi: Vikas Publication.	**Added E-Resources**

				9. Ghurye, G. (1961). *Caste, class and occupation in India*. Bombay: Popular Prakashan. 10. Kapadia, K. (1968). *Marriage and family in India.* London: Oxford University Press. 11. Kothari, R. (1972). *Caste in Indian politics*. New Delhi: Orient Longman. 12. Mandelbaum, D. (1972). *Society in India*. Bombay: Popular Prakashan. 13. Panikkar, K. (1985). *Hindu society at crossroads*. Bombay: Asia Publishing House. 14. Singh, Y. (1973). *Modernization of Indian tradition*. New Delhi: Thomson Press. 15. Srinivas, M. N. (1972). *Social change in modern India.* Bombay: Orient Longman. **Suggested E-Resources**: 1. Unity and Diversity, Platform: Scribd https://www.scribd.com/document/254356030/Indian-Social-System-Ram-Ahuja-16-21- 2. History of Indian Society and Culture, Platform: eGyankosh 3. Society in India, Ram Ahuja, Platform: Scribd	

S.No.	Course Code	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
8.	SOC 406 Social Stratification and change	After completion of this course, the students will be able to • Understand the concept and theories of social structure and stratification. • Enhance their knowledge about the structure of society through social change with theoretical perspective. • Analyze the concepts of developme		**Section A** Concept of Social Structure and Social Stratification. Types of Social Stratification. Theories of Social Stratification – Marx, Parsons, Weber, Davis and Moore. **Section B** Social Change – Concept and Forms of Social Change - Evolution, Progress, Transformation. Factors of Social Change. Theories of social Change : Marx, Pareto, Toynbee, Sorokin. **Section C** Concept of Development. Critical Perspective on Development: Ecological, Liberal and Marxist. Concept of Modernization and Post Modernism. **Recommended Books :** 1. Bottomore, T. B. (1962). *Sociology: A guide to problems and literature*. London: George Allen & Unwin 2. Cohen, P. (1970). *Modern social theory*. London: Heinemann. 3. Davis, K. (1948). *Human society*. New York: McMillan 4. Haralambos, M. (1980). *Sociology: themes and perspectives*. New Delhi: Oxford University Press. 5. Inkeles, A. (1965). *What is sociology: An introduction to the discipline and profession*. New Delhi: Prentice Hall 6. Johnson, H. (1967). *Sociology – A systematic introduction*. Bombay: Allied Publishers.	Added E-Resources

		nt in critical perspective.		7. Faris, R. (1988). *Handbook of modern sociology.* Jaipur: Rawat Publication 8. Gross, L. (1967). *Sociological theory: inquiries and paradigms*. New York: Harper and Row. 9. Gurvitch, G., & Moore, W. (1980). *Twentieth century sociology*. Jaipur: Rawat Publication 10. Homans, G. (1961). *Social behaviour: its elementary forms*. London: Routledge and Kegan Paul 11. Lundberg, G. (1956). *Foundations of sociology*. New York: Mcmillan& Company 12. Merton, R. (1968). *Social theory and social structure.* New York: Free Press 13. Parsons, T.,& Shills, E. (1962). *Towards a general theory of action*.New Delhi: Harper and Row. **Suggested E-Resources** 1. Class and caste, Platform- Economic and Political Weekly, Link- 2. Social Inequality in a Global Age, Platform- SAGE Publications, Link- 3. Understanding Social Stratification, theories, Forms , caste, class, ethnic, change in Social Scarification, Platform: ebooks.lpude.	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
9.	SOC 411 Urban Sociology	After Completion of this course, the students will be able to • Understand the nature of urban Society and how it is different from rural society • Explain the emergence and development of urban centres • Critically analyse various problems existing in urban society.		**Section A** Urban Sociology : Meaning, Nature and Scope. Basic Characteristics of Urban Society Urban Rural Differences and Continuum. Urban Community and Special Dimensions **Section B** Classification of Urban Centres : Cities and Towns Industrial Cities : Growth and Special Features Changing Occupational Structure and its Impact on Social Stratification. **Section C** Urbanization : Process and Problems: Housing, Migration, Environmental Problems, Urban Poverty Urban Planning : Factors Affecting Planning. Regional Planning **Recommended Books :** 1. Quinn, J. (1955). *Urban sociology*. New Delhi: S. Chand & Co. 2. Pickwance, C. (1976). *Urban sociology: Critical Essays* (ed.). Methuen. 3. Saunders, P (1981). *Social theory and urban question*. Hutchionson. 4. Bose, A. (1973). *Studies in Indian urbanization 1901-1971.* New Delhi: Tata Mc Graw Hill 5. Abrahimson, M. (1976). *Urban sociology.* Englewood: Prentice Hall. 6. Ronnan, P. (2001). *Handbook of urban studies*. India: Sage Publications.	**Shifted as core paper from first semester elective I Added E-Resources**

				7. Bharadwaj, R. (1974). *Urban development in India*. National Publishing House. 8. Gold, H. (1982). *Sociology of urban life*. Englewood Cliff: Prentice Hall 9. Colling W. (1972). *Problems of urban society*. George and Unwin Ltd. 10. Alfred, D. (1979). *The Indian city: poverty, ecology and urban development*. Delhi: Manohar Publications. 11. Desai, A., & Pillai, S. (1970). *Slums and urbanisation* (ed.). Bombay: Popular Prakashan. 12. Castells, M. (1977). *The Urban question*. Edward Arnold. 13. Ramachandran, R. (1991). *Urbanisation and urban systems in India*. Delhi: OUP. **Suggested E-Resources** 1. Urban Development in a Colonial Situation- Early Nineteenth Century, Platform- EPW, Link 2. Urbanisation and Social Stratification, Platform- researchgate, Link- 3. Defining Cities, Reading and Writing Cities, Urban Ecology, Platform: Sage Pub. http://sk.sagepub.com/reference/hdbk_urban	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
10.	**SSC 401 Research Techniques in Social Sciences**	After completion of this course Students will be able to • Develop aptitude for social science research. • Identify various sources of primary and secondary data. • Formulate hypothesis, Identify and apply various quantitative and qualitative methods of research. • Summarize, analyze and interpret qualitative and quantitative data in social science research		**Section- A** Formulation of Research Problem. Research Design. Formation and types of hypothesis. Sampling. **Section- B** Source of Primary and Secondary data including library interview, Schedule, and e-resources. Techniques of Quantitative & Qualitative Data Collection: Questionnaire, Observation & Oral History. Case Study & Content Analysis. **Section- C** Classification & Tabulation. Graphic Presentation- Histogram, Bare & Pie diagram. Analysis of Quantitative data: Measures of Central tendency (Mean, Median, Mode), Standard deviation, Correlation Coefficient. An Overview of Hypothesis Testing (A detailed discussion of t, F, Z, x^2 tests and their applications are not required). Analysis of Qualitative data: Successive Approximation and The Illustrative Method. Report writing and the writing of research papers. **Recommended Books:** 1. Sellitz, G., & Jahoda M. (2003*). Research Methods in Social Relations.* Cook Stuart W. Holt . New York: Runehar& Winston. 2. Goode, W.J., & Hatt, P.K. (1987*). Methods of Social Research*. New York: Free Press. 3. Babbie, E.R. (2005). *Survey Research Methods.* Belmont California: Wadsworth Publishing Company. 4. Shah, Vimal P. (2001*). Reporting Research.* Ahemedabad. RachanaPrakashan. 5. Sijoberg, Gideon. & Roger, Nett. (2002). *A Methodology for Social Research*. Jaipur: Rawat Publication.	**Added E-Resources**

		and Write a coherent report and research paper.		6. Kothari, C.R. (2008). *Research Methodology- Methods and Techniques*. New Delhi: Wiley and Eastern Limited. 7. Rosenburg, K. (1990). *Statistics for Behavioural Sciences.* W. C. Brown Publishers. 8. Thomas, B. (2001). *Understanding Social Sciences Research*. New Delhi: Sage Publication. 9. Mariampolski, H. (2001*). Quantitative market Research- A Comprehensive Guide*. New Delhi: Sage Publication. **Suggested E-Resources:** 1. Social Research Methods: Qualitative and Quantitative Approaches: 2. Fundamental of Research Methodology and Statistics: 3. Research Methodology a step-by-step guide for beginners:	

SEMESTER III					
S.No.	**Course List**	**Learning Outcomes**	**Existing Syllabus**	**Suggested Syllabus**	**Remarks**
11.	SOC 504 Industrial Sociology	After the completion of this course, students will be able to • Explain the concepts and theories of industrial sociology. • Identify problems related to industry and labour. • Csritically analyse the role of legislation in labour welfare.		**Section A** Industrial Sociology : Meaning, scope & nature, Relationship with Economics & Sociology. Socio-cultural factors affecting industrial growth in developing countries. Classical Sociological Theories : Division of Labour & Anomie - Durkheim, Production Relation & Alienation-Marx. **Section B** Concept of Work, Innovation and Adjustment, Incentives and Productivity. Models of Industrial Development - Capitalistic, Socialistic & Mixed. **Section C** Industrial Relation : Trade union, Workers participation in management. Personnel Management : Concept, objectives, importance & functions. Recruitment, Selection, Training & Placement & Collective Bargaining. **Recommended Books :** 1. Sheth, N. R., & Patel, P. J. (1979). *Industrial sociology in India*.Jaipur. Rawat Publication. 2. Mayo, E. (1945). The Social Problems of an Industrial Civilization. Boston, MA: Graduate School of Business Administration. 3. Bert F.(Bert Frank) Hoselitz, & Moore, W. E. (1968). *Industrialization and society*. Unesco. 4. Schneider, E. V. (1969). *Industrial sociology*. McGraw-Hill. 5. Misra, S. K., &Puri, V. (1985). *Indian Economy:(its Development Experience)*.	**Shifted as core paper from third semester elective III Added E-Resources**

				Himalaya Publishing House. 6. MkW- flUgk oh-lh] MkW- flUgkiq"ik ,oaflUgkfoosd % vkS/kksfxdvFkZ'kkL= &yksdHkkjrhizdk'ku] 2001. 7. Singh, N., & Bhatia, S. K. (2000). *Industrial Relations and Collective Bargaining: Theory and Practice*. Deep and Deep Publications. 8. Singh, S. (1977). *Industrial Relations and Personnel Management in India*. Lucknow: Jyotsna Publications. 9. Kapoor, N. D. (1995). *Handbook of Industrial Law*. New Delhi: Sultanchand & sons. 10. xaxsy] ,-vkj- % vkS|ksfxdlaxBu o izca/k&e/;izns'kfgUnhxzaFk] vdkneh- 11. Dutt, R., &Sundaram, K. P. M. (1990). Indian Economy. *New Delhi:* S. *Chand & Co*. 12. Dhingra, I. C. (1997). *The Indian Economy: Environment and Policy*. New Delhi: Sultan Chand & Sons. 13.Mamoria, C. B., Doshi, S. L., &Doshi, S. L. (1966). *Labour Problems & Social Welfare in India.* New Delhi: Kitab Mahal. 14.vxzoky] ,- ,u- % Hkkjresavk;kstuvkSjvkfFkZduhfr] fo'oizdk'ku] ubZfnYyh] 1977A 15.lq/kk] th-lh- % ekuolalk/kuizca/k] us'kuyifCyf'kaxgkml] ubZfnYyh 1999A **Suggested E-RESOURCES :** 1. Sociology of work and employment, Capital and Labour, Organisations and Industrial Work, Platform: copac.jisc 2. Industrial Sociology, Platform- SAGE Publications, Link-	

				3. Definition of industrial sociology, challenges of Industries, platform: Sage Pub 4. http://sk.sagepub.com/reference/sociology/n18.xml	

.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
12.	**CS 513** **~~Introduction to~~** **Computer Application** **Course Coordinator** **Prof. C.K. Jha**	After completion of this course student will be able to: • Basic knowledge of the computer system and it's peripherals.. • Concept of operating system and their functions • Understand databases and Network applications. • Understand concept of Application software tools like MS- WORD, MS-EXCEL. MS-PowerPoint and SPSS.		**Section A** **Introduction :** What is Computer, Applications of coumputer, Elements of computer : Hardwre & Software, Block Diagram of Computer System Functions of the computer components, Concept of Data and Information, Evolution and Classification of Computer. **Software :** What is Software and Types of Software. **Operating System :** Introduction and function of Operating System. **Programming Languages :** Generation of languages, Language Translators : Assembler, Compiler and interpreter. **Database Management Systems :** Concepts & Applications. **Section B** **PC Software : Word Processing :** Creating, Opening and Saving Documents, Formatting, Inserting Tables and Pictures and Mail Merge. **Spreadsheets Package :** Creating, Opening & Saving Worksheets, Use of Fromulas & Functions, Charts : types, creation, editing, Sorting and Filtering of Data, What-if analysis : Scenarios & Pivot table, Goal Seek. **Presentation Packages :** Introduction to Presentation Packages, Inserting Slides, Templates, Slide views, Graphics and	Added E-Resources

				Animation. **Introduction to Computer Network :** What is Network, Advantages, Types of Network : LAN, WAN, MAN. **Internet :** Applications, Web Browsers, Servers, Internet Services - WWW, E-mail, URL, Search Engines, Concept of Blogging. **Section C** **Analysis through Statistical Packages (SPSS) :** Types of Variables, Classification and Tabulation of Data, Graphical Presentation of Data : Histogram, Bar, and Pie Diagram. Import/Export of Data, Measures of Central tendency : Mean, Mode, and Median. Measure of Dispersion : Standard Devitation, Correlation Analysis, Chi-Square Test. **Recommended Books** 1. Sinha, P. K. (2004). *Computer Fundamentals: Concept, Systems and Applications*. BPB Publications. 2. Goel, A. *Computer Fundamentals.* Pearson Education 3. Jaiswal, S., (1996) *P.C.Software Bible*. Galgotia, New Delhi. 4. Garg, P., Gupta, S. (2013). *Computer Fundamentals & Office Automation*. Shubham Publications. 5. Govil, M.C. *Computer Fundamentals and Programming in C.* Jaipur Publication House. 6. Forouzan, A. B. *Data Communications & Networking* (4th ed.). Tata McGraw-Hill. **Suggested E-Resources:** 1.Data Communication https://nptel.ac.in/courses/106105082/	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
13.	**CS 513 L Computer Application Lab**	After completion of this course student will be able to: • Basic knowledge of the computer system and it's peripherals.. • Concept of operating system and their functions • Understand databases and Network applications. • Understand concept of Application software tools like MS- WORD, MS-EXCEL. MS-PowerPoint and SPSS.		Introduction to SPSS Introduction to Different Table How we represent data in SPSS (Data View and Variable View) How we import and export the file in SPSS Creation of Histogram, Bar and Pie diagram Import the file in SPSS and Perform following operation (i) Frequency Analysis for each variable and draw Histogram. (ii) Descriptive Analysis for each variable Perform frequency analysis Generate Pie chart showing age in X axis, Gender in Y axis Slice by name, age, gender. Perform the Mean Mode and Median operation using SPSS on given data set. Perform frequency analysis Generate Bar chart between age and education. Define, id, Name, Age, Gender, Educational Qualification, Educational course Find out the standard deviation using SPSS on given data set. Perform correlation analysis. Perform nonparametric chi Square Test **Recommended Books** 1. Sinha, P. K. (2004). *Computer Fundamentals: Concept, Systems and Applications*. BPB Publications. 2. Goel, A. *Computer Fundamentals.* Pearson Education 3. Jaiswal, S., (1996) *P.C.Software Bible*. Galgotia, New Delhi. 4. Garg, P., Gupta, S. (2013). *Computer Fundamentals & Office Automation*. Shubham	**Added E-Resources**

				Publications. 5. Govil, M.C. *Computer Fundamentals and Programming in C.* Jaipur Publication House. 6. Forouzan, A. B. *Data Communications & Networking* (4th ed.). Tata McGraw-Hill. **Suggested E-Resources:** 1. Data Communication https://nptel.ac.in/courses/106105082/	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
14.	**SOC 503 Indian Social Thinkers**	After the completion of this course, the students will be able to • Describe historical trajectory of Indian Sociology • Explain major approaches to study Indian society and culture • Comprehend the contributions made by Indian sociologists and their contemporary relevance • Explain Indian social reality from text view and field view perspectives.		**Section A** Development of Sociological Thoughts in India. The emergence and growth of Sociology in India. The Colonial Context : The impact of Western Sociology on Development of Sociology in India. The continuance of Colonial Legacy in Contemporary Indian Sociology. **Section B** R.K. Mukherjee - Social Values, Theory of Social Science. D.P. Mukherjee - Dialectic of Traditions. G.S. Ghurye - Caste and Class. **Section C** Irawati Karve - Kinship, Marriage & Family in India. Yogendra Singh - Cultural Change in India. B.R. Ambedkar - Subaltern Views. **Recommended Books :** 1. Desai, I. P. (1981). *The craft of sociology and other essays*. Delhi: Ajanta Publisher. 2. Dhanagare, D. (1993). *Themes and perspectives in Indian sociology*. Jaipur: Rawat Publication.	**Added E-Resources**

				3. Dube, S.C. (1977). Indian sociology at the turning point. *Sociological Bulletin*. 26(1), 1-13. 4. Ghurye, G. (1957). *Caste and race in India*. Bombay: Popular Prakashan. 5. Ghurye, G. (1968). *Social tension in India*. Bombay: Popular Prakashan. 6. Guha, R. (1985). *Subaltern studies* (4th Vol.) (ed.). New Delhi: OUP 7. Karve, I. (1960). *Hindu society: An interpretation*. Deccan College. 8. Mukherjee, D. (1986). *Diversities.* Bombay: Popular Prakashan. 9. Mukherjee, R. (1965). *The social structure of values*. Delhi: S. Chand and Company. 10. Mukherjee, R. (1979). *Sociology of Indian sociology*. Delhi: Allied Publication. 11. Oommen, T., & Mukherjee, P. (1986). *Indian sociology: reflection and introspection* (ed.). Bombay: Popular Prakashan. 12. Singh, Y. (1986). *Image of man: ideology and theory in Indian sociology*. Delhi: Chanakya Publication. 13. Singh, Y. (1986). *Culture Change in India : identity and Globalisation*. Delhi: Rawat Publication. 14. Menien, A.R. (1996). *The legacy of G.S. Ghurye: A centennial festschrift*. Bombay: Popular Prakashan. 15. Singh, Y. (1986). *Indian sociology: social conditioning and emerging concerns*. Delhi: Vistaar. **Suggested E-Resources** 1. Class and caste, Platform- Economic and Political Weekly, Link-	

				2. Social Inequality in a Global Age, Platform- SAGE Publications, Link- 3. Understanding Social Stratification, theories, Forms , caste, class, ethnic, change in Social Scarification, Platform: ebooks.lpude. 4.	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remark
15.	**SOC 510 Sociological Approaches and Theories I**	After the completion of this course, students will be able to • Explain various approaches of sociology. • Analyse relationship between social theory and empirical research • Apply the sociological theories to understand the social phenomena		**Section A** Sociological Theories : Meaning and Nature, Relationship between Theory and Research. Scientific and Humanistic Perspective. Historical Approach : Assumptions, Importance and Criticism. Toynbee : Cyclical Approaches to understanding Change. Spengler : Stair Case Model of Social Change. **Section B** Structural Functional Approach - Assumptions, Importance and Criticism. Radcliffe Brown : Idea of Social Structure, Malinowski : Theory of Social Structure. Parsons : Functional Dimensions of Social System Merton : Codification, Critique and Reformulation of Functional Analysis. **Section C** Conflict Approach - Assumptions, Importance and Criticism. Marx - Class Struggle Dahrendorf - Dialectics of Conflict. Coser - Functional Analysis of Conflict.	**Added E-Resources**

				Collins - Conflict and Social Change **Recommended Books :** 1. Don, M. (1960). *The nature and types of sociological theory*. Boston: Houghton Miffin Co. 2. Ritzer, G. (1996). *Sociological theory. Delhi:* Tata Mcgraw Hill. 3. Timasheff, A., &Theodorson, G. (1967). *Sociological theory.* New York: RandowHouxle. 4. Turner, J. (1987). *The structure of sociological theory*.Jaipur: Rawat Publications. 5. Alexandar, C. (1982). *Theoretical logic in sociology*.London: Routledge and Kegan Paul. 6. Ekeh, P. (1974). *Social exchange theory*. Cambridge: Harvard University Press. 7. Garfinkel, H. (1967). *Studies in ethnomethodolgy*. Englewood Cliffs, Prentice Hall. 8. Gouldner, A. (1971).*Coming crisis of western sociology*. New Delhi: Heinemann. 9. Gouldner, A. (1973). *For sociology.* New York: Basic Scientific Books. 10. Hagedorn R., &Labovitz, S. (1973). *An introduction into sociological orientations*. New York: John Wiley. 11. Homans, G. (1961). *Social behaviour: its elementary forms*. New York: Harcourt Brace. 12. Mills, C. (1959). *The sociological imagination*. London: Oxford University. 13. Wallace, R., &Wolf, A. (1986). *Contemporary sociological theory: continuing the classical tradition*. Englewood Cliff, NJ , Prentice Hall.	

				Suggested E-Resources 1.Sociological Theory, Platform- SAGE Publications, Link- 2. 3.Sociological Perspective, Symbolic Intractionism, Conflict approach, Structural Functionalism	
16.	**Discipline Elective**				
17.	**Reading Elective 1**				

SEMESTER IV

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
18	**SOC 509 Social Psychology**	After the completion of this course, students will be able to • Explain the concepts of social psychology. • Understand the self and its development with reference to society. • Identify the influence of various factors on development of personality. • Apply social psychological perspective to understand human behavior.	:	**Section A:** Social Psychology: Meaning, Nature, Goals and Scope of Social Psychology and its relation with other Social Sciences. Methods of Social Psychology: Experimental and Non Experimental. Personality: Meaning, Types and Factors of Personality – Biological, Social and Cultural Factors, Theories: Mead, Cooley and Freud. **Section B:** Attitude: Meaning, Nature and Function of Attitude, Attitude and Behaviour. Social Perception: Perceiving Ourselves, Self Concept, Self Esteem, Self Perception, Perceiving Others, Forming Impressions, Verbal and Non verbal Cues. Leader and Leadership: Meaning, Traits, Functions and Types, Propaganda and Public opinion **Section C:** Collective Behaviour: Meaning and Types of Collective Behaviour – Crowd and Audience Social Prejudice: Meaning and Determinant Factors of Prejudice. Learning: Meaning and Factors – Biological, Psychological and Social. Theories: Pavlov & Kohler Motivation: Concept and Classification. **Recommended Books :** 1. Young, K. (2016). Handbook of social psychology. Routledge. 2. Klineberg, O. (1948). *Social Psychology* Revised. New York: Henry Holt Pub.	**Shifted as core paper from third semester elective IV to fourth Semester Added E-Resources**

				3. Newcomb, T. M. (1953). Social psychology and group processes. *Annual Review of Psychology*, *4*(1): 183-214. 4. Kuppuswarny, B. (1980). *An introduction to Social Psychology.* New Delhi: Asia Publishing House. 5. Ginsberg, M. (1921). *The psychology of society*. Bombay: Asia Publishing House. 6. Crutchfield, R. S. (1948). *Theory and Problems of Social Psychology*. New York: McGraw-Hill Book Company. 7. Lindgren, H. C. (1969). *An introduction to social psychology*. London: Wiley. 8. Lindzey, G., & Aronson, E. (2006). *Handbook of Social Psychology*. London: Addison Wesley Publishing Company. 9. Asch, S.E. (1987). *Social Psychology*. London: Oxford University Press. 10. Emerson, R. M., Rosenberg, M., & Turner, R. H. (1981). *Social psychology: Sociological perspectives*. New York: Basic Books Inc. Publishers. 11. Myers, D. G. (1999). *Social psychology*. London: McGraw-Hill. 12. Brehm, S. S., and Saul M. Kassin. (1990). *Social psychology*. Boston: Haughten Mifflin Company. 13. Worchel, S., Cooper, J., & Goethals, G. R. (1991). *Understanding social psychology*. London: Thomson Brooks/Cole Publishing Co. **Suggested E-RESOURCES :** 1. Social Psychology Teaching Resources, Platform- Wesleyan University, Link- 2. Products- Psychology Database, Platform- Proquest, Link- 3. Introducing Social Psychology, Self, Social Learning, Social Cognition, Attitudes, Behavior, Perceiving Others, Stereotype, Prejudice, Platform: 2012books.lardbucket	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
19.	**SOC 511 Sociological Approaches and Theories II**	After the completion of this course, students will be able to • Explain new theoretical approaches of sociology. • Discuss relevance of modern and post modern sociological approaches. • Apply the sociological theories to understand the social reality		**Section A** Interactionist Perspective : (i) Symbolic Interactionism : G.H. Mead, C.H. Cooley (ii) Phenomenology : Alfred Schutz (iii) Ethnomethodology : Garfinkel. **Section B** Modern to Post-Modern Social Theory : (i) Jurgen Habermas (ii) Ulrich Beck (iii) Zygmunt Bauman (iv) Anthony Giddens. Theories of Post-Modernity : (i) Jean Baudrillard (ii) Jean Francois (iii) Jacques Derrida **Section C** Structuralism, Post-structuralism and Neo-Marxism (i) Foucault - Post-structuralism (ii) Habermas (iii) Althusser - Structuralism Marxism. **Recommended Books :** 1. Martindale, D. (2013). *The nature and types of sociological theory*.Routledge. 2. Jones, P., Bradbury, L., & LeBoutillier, S. (2011). *Introducing social theory*. London: Polity Press. 3. Ritzer, G. (1996). *Sociological Theory*. New Delhi: Tata McGraw Hill. 4. Timasheff, N; George, A. (1976). *Sociological Theory. Its Nature and Growth.* New York: Random House. 5. Turner, J. H., & Turner, P. R. (1978). *The structure*	**Added E-Resources**

				of sociological theory. Homewood: IL.Dorsey Press. **Suggested E-RESOURCES** 1. Sociological Theory, Platform- SAGE Publications, Link- 2. Sociological Perspective, Theoretical Perspective, Conflict Approach, Structuralism, Functionalism, Symbolic Insurrectionism, Platform: web2.mlp.cz 3. Functionalism or Structural Functionalism Theory, Symbolic Intractionism, Symbolic Interactionism Theory, Social Exchange Theory, Platform: accessdl.state.al.us	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
20.	**SSC 501 Women Studies**	After the completion of this course, students will be able to • Explain the fundamentals of Women Studies and its multidimensional aspects. • Develop the knowledge of how women's struggles or movements in the West and in India evolved leading to the establishment of the academic discipline. • Describe interlinkages of gender, patriarchy and power.		**Section A** Women's Studies as a discipline. Emerging Concepts- Gender, Women Empowerment, Gender Sensitization, Gender Bias & Gender Discrimination. First, Second and Third Waves of Feminism. Feminist Thought and Theories Liberal : Marxist and Radical Feminism. Developmental Approcaches : Women in Development (WID) Women and Development (WAD) Gender and Development (GAD) **Section B** Women in India : Status of Women in terms of Socio-Cultural Milieu : family structure, Caste, Class and Community. Demographic Profile, Social Profile (Education, Health, Violence Related to Women). Economic Profile (Women and Work). Political Profile of Indian Women Development Index : Human Development Index (HDI), Gender Development Index (GDI) and Gender Empowerment Measure (GEM) Strategies for Women's Development in India (From Welfare to Empowerment) Role of NGOS in Women's Devlopment in India. **Section C** International Declarations For Protection of Women : Universal Declaration of Human Rights (UDHR), Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). Institutional Mechanism for Women : National Commission For Women, State Commissions, National Human Rights Commission (Organizational Setup and Functions) Significance and Importance of Legal Provisions for Sageguarding the Rights of Women	**Added E-Resources**

				Case Studies : Grassroot Employee : Bhanwari Devi Women in Sport : Mary Kom, Social Activist : Sunitha Krishnan Women in Administration : Kiran Bedi. **Recommended Books:** 1. Altekar, A.S. (1983). *The Position of Women in Hindu Civilization.* Delhi. Motilal Banarsidas. 2. Chanana, Karuna. (1988). *Socialization, Women and Education: Exploration in Gender Identity*. New Delhi. Orient Longman. 3. Chodrow, Nancy. (1978). *The Reproduction of Mothering*. Berkeley: University of California Press. 4. Desai, Neera & M. Krishnraj. (1987). *Women and Society in India*. Delhi: Ajanta Press. 5. Dube, L. (1986). *Visibility and Power: Essays on Women in Society and Development*. New Delhi: OUP. 6. Dube, L. (1997). *Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia.* Tokyo: United Nations University Press. 7. Gandhi, N., & Shah,N. (1992). *The Issue at Stake, Theory and Practice in the Contemporary Women's Movement in India*. New Delhi: Kali for Women. 8. Ghadially, R. (1988). *Women in Indian Society*. New Delhi: Sage Publication. 9. Maccoby, E. & Jacklin. J. (1975). The Psychology of Sex Differences. Stanford: Stanford University Press. 10. McCormack, C., &Strathern, M. (ed.) (1980). *Nature, Culture and Gender*. Cambridge. Cambridge University Press. 11. Oakley, A. (1972). *Sex, Gender and Society*. New York: Harper and Row. 12. Jain, D., & Rajput, P. (2003). *Narratives from the Women's Studies Family, Recreating Knowlege (ed.)*. New Delhi: Sage Publication. 13. Tong, R. (1989). *Feminist Thought: a Comprehensive Introduction*. London. Routledge. 14. Anderson, M.L. (1997). *Thinking about Women, Sociological Perspectives on Sex and Gender*.	

				Boston: Allyn and Bacon. 15. Avasthi, A., & Srivastava, A.K. (2001). *Modernity, Feminism and Women Empowerment*. Jaipur: Rawat Publication. **Suggested E-RESOURCES :** 1. Why Women Studies, Economic and Political Weekly: Introduction to Women, Gender, Sexuality Studies, University of Amherst: a. 2. Gender and Development, Development Bulletin :	
S.No.	**Course List**	**Learning Outcomes**	**Existing Syllabus**	**Suggested Syllabus**	**Remarks**
21..	Dissertation	After the completion of this course the students will be able to		The aim of this paper is to enable students to identify social issues and orient them for application of theoretical knowledge with critical analysis in order to conduct social research. The student shall be assigned a mentor under whose supervision student is supposed to make a research proposal; apply research methodology and write a dissertation based on field studies on the topic of interest. The students will have to write a dissertation of about 60-75 pages on any topic of their area of research interest under the supervision of a mentor. **Guidelines** for writing the Dissertation: Size minimum 60-maximum 75 pages, double line space, in TNR 12 Font size. For Hindi type font to be used DevLys 010, size 14. Sequence of content - Title page, certificate of the supervisor, declaration by the student, content page, list/s of tables, graphs, charts, maps, illustrations, photographs and plates, acknowledgement, preface pages (to be	**Shifted project from fourth semester elective VI to fourth semester with new Nomenclature**

				numbered in small Roman digits, i, ii, iii… x). From chapter 1 to last pages Arabic numerals (1, 2,3..75). If any, the Appendices and list of technical terms/glossary will follow the conclusion chapter and will not be numbered. Reference section/Bibliography will similarly not be numbered. Reference style - APA. **Synopsis:** 8-10 pages including the research problem, tentative chapterisation, objectives, methodology, literature review and bibliography, with TNR 12 Font, double space. **Process**: The allocation of supervisor for guiding dissertation may preferably be done in MA III Semester itself. The synopsis presentation should be done by December end. Student would also submit hard copy of the same. The mid-term presentation/assessment is to be done by February end. Dissertation submission to be made by March end. Viva date will be added in the date sheet of final Semester examinations. The viva board will comprise of HOD + supervisor + 1 faculty member. Viva will carry 60 marks. **Continuous Assessment**: This would comprise of Synopsis presentation/Evaluation (15 marks) and Mid-term Presentation (25 marks) The continuous assessment will also be done by the same board of examiners.	

Open Elective

Reading Elective II

List of Discipline Elective

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
20.	**SOC 405 Social Movements in India**	After the completion of this course, the students will be able to • Explain the concepts related to collective action and social movements. • Describe different sociological approaches of social movements. • Compare the traditional and new social movements in Indian society. • Critically understand the impact of social movements in social transformation.		**Section- A** Defining Features and Dynamics of Social Movements, Types of Social Movements The Social Base : Class, Caste, Ethnicity, Gender, Role and Types of Leadership Relationship between Leaders and the Masses The Bearing of Political Institutions and Processes of Social Movements **Section-B** Theories of the Emergence of Social Movements : Marxist and Structural-Functional Social Movements and Social Change : Reform, Revival, Revolution; Schisms, Splits Counter Movements : Transformation and Decline **Section C** Traditional Social Movements in India : Peasant Movement, Labour and Trade Union Movement, Tribal Movement,	**Shifted from first semester elective I to third semester discipline elective Added E-Resources**

				Nationalist Movement New Social Movements in India: Dalit Movement, Women's Movement, Ecological and Environmental Movement, Ethnic Movement. **Recommended Books:** 1. Banks, J. (1972). *The sociology of social movements.* London: Macmillan. 2. Desai, A. (1979). *Peasant struggles in India (ed.).* Bombay: Oxford University Press. 3. Dhanagare, D. (1991). *Peasant movements in India (1920-50).* Delhi: Oxford University Press. 4. Oommen, T. (1990). *Protest and change: studies in social movements*. Delhi: Sage. 5. Rao, M. (1979). *Social movements and social transformation.* Delhi: Macmillan. 6. Gouldner, A. (1950). *Studies in leadership (ed.).* New York: Harper & Brothers. 7. Shah, G. (1990). *Social movements in India: A review of the literature.* Delhi: Sage. 8. Shah, N. (1992). *The issues at stake: theory and practice in the contemporary women's movements in India.* New Delhi: Kali for Women.	

				Suggested E-Resources 1. Social Movements and the State, Platform- SAGE India, Link- 2. Social Movements in India, Platform- EPW, Link- 3. Nation, Civil Society and Social Movements, Platform: Sagepub. 4.	

S.N.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
No.21	SOC 409 Sociology of Education	After the completion of this course, students will be able to • Explain different perspectives of sociology of education. • Identify the problems of education in context of multi-culturalism ,ethnicity and gender		**Section A** Theories and Perspectives in Sociology of Education Education and Social Stratification, Social Change and Social Mobility School as a System, Schooling as a Process Language as a Medium of Instruction. Curriculum and Assessment Teacher as a Change Agent. **Section B** Multi-Culturalism, Ethnicity and Education. Equality of Educational Opportunity Gendering Inequalities towards Education and Employment **Section C**	**Shifted from se semester electiv to third semest elective I Added E-Resou**

			inequality. • Discuss the relevance of educational policies in promoting quality education.		Education and Society in India. Socio-Historical Context – Education in Pre-Colonial and Colonial India Education and Modernization Educational Policies of India – Radha Krishnan Commission, Kothari Commission & New Education Policy **Recommended Books:** 1. Banks, O. (1971). *Sociology of education.* London: Batsford. 2. Blackledge, D.,& Hunt, B. (1989). *Sociological interpretation of education.* London: Routledge. 3. Craft, M. (1970). *Family, class and education.* Longman Harlow. 4. Gandhi, M. (1962). *Problems of education.* Ahmedabad: Navjeevan Prakashan. 5. Illich, I. (1973). *Deschooling society*. London: Penguin. 6. Shatrugan, M. (1988). Privatising higher education. *Economic and Political Weekly, 2624.* 7. Durkheim, E. (1956). *Education and sociology.* New York: Free Press. 8. Friere, P. (1972). *Pedagogy of the oppressed. Harmandsworth,* Penguin Books. 9. Jayaram, N. (1990). *Sociology of education in India.* Jaipur: Rawat Publication. 10. Kamat, A. (1985). *Education and social change in India.* Bombay: Somaiya. 11. Tyler, W. (1977). *The sociology of*		

					educational inequality. London: Mathuen. **Suggested E-Resources:** Sociology of Education, Platform- SAGE Publications, Sociology of Education and Indian Higher Education Systems, Platform- EPW,		

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
22.	SOC 501 Environment and Society	After the completion of this course, students will be able to • Understand man-nature relationship and ecological balance. • Know the impact of environmental problems on society. • Identify the environmental movements in social context. • Critically analyze environmental policies and programmes.		**Section A** Environmental Sociology : Meaning, Nature and Scope. Interdisciplinary approach to environment : Anthropology, Geography, Economics, Political Science, Sociology. Emerging Theoretical Parameters in Environmental Sociology, Contributions of Ram Chandra Guha and Patrick Geddes. **Section B** Environmental Issues : Population, Water, Sanitation, Pollution, Energy, Development and Displacement. Environmental Movements : Chipko, Narmada Bachao. **Section C** Emerging Concerns : Need for Sustainable Development, Depletion of Natural resouces. Earth Summit Agenda 21, Role of United Nations UNEP. **Recommended Books :** 1.Gadgil, M., & Guha, R. (2013*). Ecology and Equity: The use and abuse of nature in contemporary India*. Routledge. 2.Ritzer, G. (1996). *Sociological Theory*. New Delhi. Tata Mcgraw Hill. 3. Timasheff Nicholas, S. i George A. Theodorson (1976*). Sociological Theory. Its Nature and Growth.* New York: Random House. 4. Turner, J. H., & Turner, P. R. (1978). *The structure of sociological theory.* Homewood, IL: Dorsey Press. 5. Alexander, J. C. (1982). *Theoretical Logic in Sociology: Positivism, Presuppositions and Current*	**Shifted from third semester elective III to third semester elective I Added E-Resources**

				Controversies.-1982.-(RUidnr: M104049192). Routledge & Kegan Paul. 6. Ekeh, P. (1974). *Social exchange theory. The two traditions.* Cambridge, Harvard University Press, 1974. 7. Garfinkel, H. (1967). *Studies in ethnomethodology.* London: Prentice Hall. 8. Gouldner, A. W. (1973*). For sociology: Renewal and critique in sociology today. Basic Books (AZ*). Basic Scientific Books. 9. Robert, H., & Labovitz, S. (1973). *An Introduction into Sociological Orientations.*New York: John Wiley. 10. George, H., & Homans, M. (1961). *Social behaviour: its elementary forms.* New York: Harcourt Brace. 11. Mills, C. W. (2000). *The sociological imagination.* Oxford: Oxford University Press. 12. Wallace, R. A., & Wolf, A. (1995). *Contemporary Sociological Theory Continuing the Classical Tradition*. London: Prentice Hall. 13. Giddens, A. (1996). *Global Problems and Ecological Crisis' in Introduction to Sociology.* New York: W.W. Norton and Co. 14.Michael, R. (1984). *Development and the Environmental Crisis*. New York: Meneun Co. Ltd. 15. Munshi, I. (2000). Environment in Sociological Theory. *Sociological Bulletin.49(2).*		

				Suggested E-RESOURCES 1. Environment Crises, Platform- EPW, Link- 2. Sustainable Development, Platform- EPW, Link- 3. Environmental Thought, Environmental Technology, Creating Nature, Platform: Sage Pub. https://uk.sagepub.com/en-gb/eur/the-sage-handbook-of-environment-and-society/book228312	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
23.	SOC 507 Science,Technology and Social change	After the completion of this course, students will be able to • Explain interrelations of science, technology and social change • Develop an understanding of policy formulation regarding technology and society • Critically analyse the role of technology in development of society		**Section A** The Study of Science - Its importance, Relationship between Society and Science and vice-versa, Relationship between Science and Technology, Pure and Applied Science, Science as a Social System.s **Section B** History & Nature of Science and Technology Education in India : Primary to Research level. Performance of Universities in Development of Technology, Role of Science Policy in Development. Brain Drain and Brain Gain Indian Social Structure and Science. **Section C** Political economy of Science and Technology at National and International Levels. Contest between Development of Science in Western and Non-Western Societies. **Recommended Books :** 1. Appleyard, R. (1989). *The impact of international migration on developing countries*. OECD. 2. Barber, B. (1978). *Science and the social order.*New York: Free Press. 3. Choubey, K. (1974). *Science Policy and National Development*. New Delhi: Wiley Eastern. 4. Rahman, A. (1972). *Trimurti: Science, Technology & Society: A Collection of Essays*. New Delhi: People's Publishing House. 5. Storer, N. W. (1966). *The social*	**Shifted paper from fourth semester elective V to Discipline Elective Added E-Resources**

				system of science. Holt, Rinehart and Winston. 6. UNCTAD/CSIR. (2001). Case Study in Reverse Transfer to Technology: A Survey of problems and Policy in India. Geneva. 7. Crane, D. (1965). Scientists at Major and Minor Universities A Study of Productivity and Recognition. *American Sociological Review*. 30 (53). 699-714. 8. Coler, M.A. (1963).*Essays on the Creativity in the Sciences*. New York: New York University Press. 9. Debroy, B. (1996). *Beyond the Uruguay Round: The Indian Perspective on GATT*. New Delhi: Sage. 10. Gilpin, R., & Christopher, W.(1964).*Scientists and National Policy Making*. New York: Columbia University Press. **Suggested E-RESOURCES** 1. Science, technology and society. Platform: Sage Journal 2. Theoretical Approaches. Platform: Jstor. 3. Impact of changing technology. Platform: Economic and Ploitical	

				weekly	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
25.	**SOC 508 Social Demography**	After the completion of this course, students will be able to • Understand and apply the concepts and theories on population problems. • Know about importance of population control measures and their implementation. • Explain reproductive health and social impact of new reproductive technologies. • Critically analyze population		**Section A** Meaning and Scope of Demography, Importance of studying Demography in Sociology. Socio- Cultural Factors affecting Population Growth. Theories of population: Malthusian theory, Demographic Transition Theory, Optimum Population Theory. Population Trends in 20th Century Population Explosion – Threatened or real, distant or eminent **Section B** Fertility: Crude Birth Rate, Total Fertility Rate, Age Specific Fertility Rate, Net Reproduction Rate and Gross Reproduction rate. Factors affecting Fertility. Factors responsible for Declining Fertility in recent past. Nuptiality: Concept and analysis of marital status, Mean age at Marriage, Mortality and Morbidity: Crude Death Rate, Age Specific Death Rate, Infant Mortality Rate, Child Mortality Rate, Maternal Mortality Rate. Factors affecting Mortality. Migration:Concept and Types Factors affecting migration. **Section C** Population Policy in India Problems and Perspective Evolution of Population Policy	**Shifted Elective paer from IV semester to Discipline elective Added E-Resources**

		problems and policies.		in India – The shift in Policy from Population Control to Family welfare to Women Empowerment Reproductive and Child Health, Social Impact of New Reproductive Technologies. Population Education, Population Information and Communication New Population Policy – 2000 **Recommended Books :** 1. Census of India Reports (2011). 2. Finkle, J. L., & McIntosh, C. A. (1994). The new politics of population. *Population and Development Review*, *20*, 3-34. 3. Hatcher, R. A. (1997). *The essentials of contraceptive technology*. Johns Hopkins INFO Project. 4. Bose, A. (1991). *Demographic diversity of India*. Census. State and District Level Data. A Reference Book. 5. Premi, M. K., Ramanamma, A., &Bambawale, U. (1983). An introduction to social demography. Delhi. Vikas Publishing House. 6. Sharma, R. K. (2004). *Demography and population problems*. Mumbai: Atlantic Publishers & Dist. 7. Srivastava, O.S. (1994). Demography and Population Studies. New Delhi: Vikas Publishing House. 8. Chandrasekhar, S. (Ed.). (2011). *Infant mortality, population growth and family planning in India*. London: Routledge. 9. Sinha, V. C., & Zacharia, E. (1984). *Elements of demography.* New Delhi: Allied Publishers. 10. Guruswamy, M., & Arokiasamy, P. (Eds.). (2004). *Population, Health, and Development in India: Changing Perspectives*. New Delhi: Rawat Publications.	

				11. Chaubey, P. K. (2001). *Population Policy for India: Perspectives, Issues, and Challenges*. Kanishka Publishers, Distributors. 12. Sinha, V. C., &Zacharia, E. (1984). *Elements of demography*. New Delhi: Allied Publishers. 13. Reddy, Krishna M.M. (1998). *Marriage, Population and Society*. New Delhi: Kanishka Publishers. **Suggested E-RESOURCES :** 1. An introduction to demography. Platform: Researchgate, Link: 2. Population and society, Platform: NPTEL, Link: 3. Meaning and Scope of Demography, Birth rate, death rate, determinant, Socio-economic aspect of population, Platform: sociology discussion	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
26.	SOC 512 Sociology of deviance and crime	After the completion of this course, students will be able to • Elucidate the crime as a form		**Section A** Concept of Deviance, Factors Fostering Deviance, Crime as a Form of Deviance, Types of Crime: Economic, Violent, White Collar Crime, Organized Crime, Cyber crime	**Shifted from III semester elective to Discipline Elective Added E-Resources**

		of deviant behaviour. • Apply theoretical approaches to understand changing patterns of crime and criminal behavior. • Understand the correctional homes and different perspectives of punishment		**Section B** Theories of Crime: Classical & Neo-classical, Biological, Physiological, Geographical, & Sociological Theories (Sutherland, Cloward & Ohlin, Merton), Multiple Factors Theory. **Section C** Crime and Victimological Perspective, Punishment: Concept &Theories: Retributive, Restitutive, Reformative, Prison Reforms in India, Probation and Parole, Role of Police in Crime Prevention **Recommended Books:-** 1. Barlow, H.D. (1987).*Introduction to Criminology*. Boston: Little Brown & Co. 2. Reckless, W.C. (1967).*The Crime Problems*.London: Vikils Teffer and Simon. 3. Mh- ,l- c?ksy % vijk/k'kkL=] ubZfnYyh] jtrizdk'kux`g] 1983- 4. Ahuja, R. (2002). *Criminology*. Jaipu: Rawat Publication. 5. Caldwell, R.G. (1977*). Foundations of Law Enforcement & Criminal Justice*. Indianapolis: Bobbs Merrill. 6. Cohen, A. (1955). *Delinquent Boys: The Culture of the Gang*. New York: Free Press. **Suggested E-RESOURCES :** 1. Criminology, Sociology and Criminology , Platform :open access. 2. Criminological Theory. Platform: UCl libraries.	

				3. Criminal Justice System, Crime and Theory, Platform: Sage Pub.	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
27.	**SOC 513 Sociology of Health and Medicine**	After the completion of this course, students will be able to • Understand the concept of health and its dimensions from sociological perspective. • Develop a proper understanding of the evolution of social medicine. • Identify the role of hospital as a social organization,its types and functions • Explain concept of community health and social service • Gain insights regarding rehabilitation agencies working in both public and private sector.		**Section A** Sociology of Health : Concept, Four Dimensions of Health Evolution of Social Medicine in India Concept of Public Health Epidemiology of Disease Attitudes, Beliefs and Values Associated with Diseases. The Sick Role and Patient Role. **Section B** Hospital as a Social Organization, Types of Hospital : General, Speciality Hospital, Sanatoria Hospital, Dispensaries, Corporate Hospital, Functions of Hospitals Medical Social Services in Hospital **Section C** Community Health : The Concept Primary Health Centers : Organization and Functioning Community Health Problems in India Health Policies of India : Health Insurance. Rehabilitation Agencies : Govt. and Primary sector **Recommended Books :** 1. Col. Rodney, M. (1970).*Sociology of Medicine*. New York: McGraw Hill. 2. Cockerham, W.C. (1997). *Medical*	**Shifted paper from third semester elective IV to Discipline elective** **Added E-Resources**

				Sociology. London: Prentice Hall. 3. Dasgupta, R. (1989). *Nutritional Planning in India*. New Delhi: Navrang. 4. Nayar, K.R. (1998). *Ecology & Health: A System Approach.* New Delhi. APH Publishing Corporation. 5. Venkataraman, R. (1979). *Medical Sociology in an Indian Setting.* Madras: MacMillan. 6. Albrecht, G.L. (1944). *Advances in Medical Sociology*.Mumbai: Jai Press. 7. Rao, M. (1999). *Disinvesting in Health, The World Bank's Prescription for Health.* New Delhi: Sage Pub. 8. Schwatg, H. (1994). *Dominant issues in Medical sociology*. New York: McGraw Hill. 9. Scambler, G., & Higgs, P. (1998). *Modernity, medicine, and health: medical sociology towards 2000*. London: Psychology Press. **Suggested E-RESOURCES:** 1. Critical perspectives of Sociology of health and medicine. Platform: Sage Journal. 2. Medicine, state and society. Platform: Economic and political weekly. 3. , , Platform: Sage Pub. http://sk.sagepub.com/books/a-sociology-of-health	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
28.	**SOC 514 Sociology of Information Society**	After the completion of this course, students will be able to: • Describe the historical changes of technology, society and its transition in organizations and institutions. • Understand the change and transition of science and technology in society. • Explain information technology revolution and its relevance to study society. • Learn about the importance of media culture and its relationships with social dualism, networks.		**Section A** Technology, Society and Historical change - Informationalism, Industrialism, Capitalism. IT Revolution Enterprise : The culture, institutions and organisation of the informational economy, transitions from industrialism to informationalism. **Section B** The Transformation of work and employment : Networkers, jobless and flexi-timers. Post Industrialism. The service economy and the information society. Information Technology and the restructuring of Capital-Labour relationships. **Section C** Social dualism or fragmented societies. The rise of media culture : The new media and the diversification of mass audience. Computer mediated communication, institutional control, social networks and virtual communities. **Recommended Books:** 1. Castells, M. (1996). *The Rise of the Network Society. The Information Age: Economy, Society, and Culture Volume I (Information Age Series).* London: Blackwell. 2. December, J., & Randall, N. (1994*). The World Wide Web (Unleashed).* London: Sams. 3. Singhal, A., & Rogers, E. M. (1989). *India's information revolution: From Bullock Carts to Cyber Mart*. London*:* Sage. 4. Subhash, B., & Robert, S. (2000). *Information and Communication*	**Shifted elective III from third semester to Discipline elective Added E-Resources**

				Technology in Development: Cases from India. New Delhi: Sage. 5. Melkote, S. R., &Steeves, H. L. (2001). *Communication for development in the Third World: Theory and practice for empowerment*. London: Sage. **Suggested E-Resources** 1. Environment Crises, Platform- EPW, Link- 2. Sustainable Development, Platform- EPW, Link-	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
30	**SOC 515 Sociology of popular culture and mass communication**	After the completion of this course, students will be able to • Know the concept of different forms of popular culture. • Develop a proper understanding of the advancement of mass communication • Explain the impact of popular culture on society • Acquaint with the changing profile of communication in India like satellite television and its impact on commercialization of folk culture.		**Section A** Concepts of Popular Culture, Mass Culture, Folk Culture, Elite Culture, Role of Mass Media in Popular Culture, Relationship between Popular Culture, Leisure and Recreation. **Section B** Development of Information and Communication Technology and their Impact on Popular Culture, Television and Commercialization of Leisure, Global Media as an Agency of Globalization, Diffusion of Global Culture through Mass Media and its impact : Values, Food preferences, Consumerism, Fashion. **Section C** A. The Indian Context : Popular Culture as reflected in Festivals, Pilgrimages, Folklore, Films and their Social Significance. B. Changing profile of Communication in India. (i) Satellite Television and its Impact (ii) Commercialization of Folk Culture. (iii) Media and Govt. Policy. **Recommended Books :** 1. Bathla, S. (1998). *Women, Democracy and the Media : Cultural and Political Representation in the Indian Press*. New Delhi: Sage. 2. Breckenridge, C. (2001). *Consuming Modernity: Public Culture in Contemporary India.* New Delhi: Sage. 3. Brosius, C. & M. Butcher. (1999). *Image Journey : Audio Visual Media and Culture Change in India*. New Delhi: Sage. 4. Curran, J & Gurevitch M. (1991). *Mass*	**Shifted Paper from fourth semester elective VII Discipline Elective Added E-Resources**

				Media and Society. London: Edward Arnold. 5. French, D. & Michael R. (2000). *Television in Contemporary Asia.* London: Sage. 6. Gunaratne, S. (2000). *Handbook of the Media in Asia.* London: Sage. 7. Johnson, K. (2000). *Television and Social Change in Rural India.* London: Sage. 8. Manuel, P. (1998). *Cassette Culture : Popular Music and Technology in North India.* Chicago: University of Chicago Press. 9. Mitra, A. (1993). *Television and Popular Culture in India*. London: Sage. 10. Singhal, A.& E.M. Rogers. (2000). *India's Communication Revolution*. London: Sage. **Suggested E-RESOURCES :** 1. Popular culture. Platform: Annual review of sociology. 2. Village restudies. Platform: Economic and political weekly. 3. Culture and popular culture. Platform: Jstor.	
S.No.	**Course List**	**Learning Outcomes**	**Existing Syllabus**	**Suggested Syllabus**	**Remarks**
31.	**Industry and Society**	After the completion of this course, students will be able to • Explain the concepts and theories of industrial sociology. • Identify problems related to industry and labour. • Critically analyse the		**Section A** Industry and Industrialisation : Process, Problems & Solutions, Industrial Development - Past & Present. Industrial Growth : Determinants & Stages : Theory of Dualism: Social Dualism, W.W. Rostow. Problems related to Industrial Labour - Worker's Migration, Child Labour, Slums, Working Women.	**Shifted paper from fourth semester elective VI to Discipline elective II with new nomenclature Added E-Resources**

		role of legislation in labour welfare.		**Section B** Industrial Structure : Concept & Organisation of farm : Ownership Control & Objectives of farm. Active & Passive Behaviour of Farm. Classification of Industries : Large, Small & Cottage Industries in India, Corporate Governance. **Section C** Industrial labour (i) Industrial Labour in India : Efficiency & Causes (ii) Industrial Labour Disputes (iii) Labour Welfare in India (iv) Labour Legislation in India (v) Computerization and Labour **Recommended Books :** 4. Sheth, N. R., & Patel, P. J. (1979). *Industrial sociology in India*.Jaipur. Rawat Publication. 5. Mayo, E. (1945). The Social Problems of an Industrial Civilization. Boston, MA: Graduate School of Business Administration. 6. Bert F.(Bert Frank) Hoselitz, & Moore, W. E. (1968). *Industrialization and society*. Unesco. 7. Schneider, E. V. (1969). *Industrial sociology*. McGraw-Hill. 8. Misra, S. K., &Puri, V. (1985). *Indian Economy:(its Development Experience)*. Himalaya Publishing House. 9. MkW- flUgk oh-lh] MkW- flUgkiq"ik ,oaflUgkfoosd % vkS/kksfxdvFkZ'kkL= &yksdHkkjrhizdk'ku] 2001. 10. Singh, N., & Bhatia, S. K. (2000). *Industrial Relations and Collective Bargaining: Theory and Practice*. Deep and Deep Publications. 11. Singh, S. (1977). *Industrial Relations and Personnel Management in India*. Lucknow: Jyotsna Publications. 12. Kapoor, N. D. (1995). *Handbook of Industrial Law*. New Delhi: Sultanchand & sons.	

				13. xaxsy] ,-vkj- % vkS|ksfxdlaxBu o izca/k&e/;izns'kfgUnhxzaFk] vdkneh- **Suggested E-RESOURCES :** 1. Sociology of work and employment, Capital and Labour, Organisations and Industrial Work, Platform: copac.jisc 2. Industrial Sociology, Platform- SAGE Publications, Link- 3. Definition of industrial sociology, challenges of Industries, platform: Sage Pub 4. http://sk.sagepub.com/reference/sociology/n18.xml	
S.No.	**Course List**	**Learning Outcomes**	**Existing Syllabus**	**Suggested Syllabus**	**Remarks**
32.	Social Exclusion and Inclusion	After the completion of course the students will be able to: • Comprehend the concept of social exclusion and inclusion • Learn about the various forms of social exclusion. • Understand how social groups are excluded.		Social Exclusion and Inclusion- Historical Background of the Concept of Social Exclusion and Inclusion. Aspects of Social Exclusion: Religious, Racial, Caste, Gender, Ethnic, Class, Regional, Cultural, Language, Disabled, Gerontocracy, Migrant and Refugee. Social Exclusion and Social Groups: Dalits, OBC's, Tribes. Problems of Social Exclusion: Lack of Capital (Human, Financial, and Physical), and Civic Amenities, Lack of Effective Participation in Social Processes. Inclusion Policy in India: Reservation Policy	**Introduce new Reading Elective Paper in Semester III Discipline Elective**

				for Women, Tribes, Religious Minorities, Children, SCs, STs, OBCs. **Recommended Books:** 1. Abrams, D. (2004). *Social Psychology of Inclusion and Exclusion*. Psychology Press, New York. 2. Atkinson, A.B. (1998). Social Exclusion, Poverty and Unemployment. In J. Hills, (eds.,) *Exclusion, Employment and Opportunity*. Centre for Analysis of Social Exclusion, LSE, London. 3. Byrne, D. (2005). *Social Exclusion: Issues in Society*. McGraw-Hill Education. 4. Chattopadhyay, A. (2013). *Poverty and Social Exclusion in India*. Rawat Publications. 5. Hasan, Z. (2008). *Politics of Inclusion: Caste, Minority, and Representation in India*. OUP India. 6. Kumar, R. (2013). *Dalit Exclusion and Subordination*. Rawat Publications. 7. Lal, A.K. (2003). *Social Exclusion: Essays in Honour of Dr. Bindeshwar Pathak.* Concept Publishing Company. 8. Madan, T.N. (1995). *Muslim Communities of South Asia: Culture, Society and Power.* The University of California. 9. Mohanty, K. (2006). *Encyclopedia of Scheduled Tribes in India*. New Delhi. Isha Books. 10. Sahgal, P. (2005). *Inclusion and Exclusion*. The ICFAI University Press. 11. Saxena, A. (2013). *Marginality, Exclusion and Social Justice*. Rawat	

				Publications. 12. Sen, A. (1992). *Inequality Re-examined*. OUP. 13. Thorat, S. (2008). *Social Exclusion in India*. Oxford. 14. Thorat, S.K., & Narendra Kumar. (2008). *Perspective on Social Exclusion and Inclusive Policy*. OUP. **Suggested E-Recourses** Sociology. Platforms: Memorial Universities Libraries. 2. Social Exclusion and Inclusion 3. Historical Background of the Concept of Social Exclusion and Inclusion, Reservation Policy for Women http://oasis.col.org/bitstream/handle/11599/1147/2010_Samdup_Women_Reservation_Slides.pdf?sequence=2&isAllowed=y	

S.No.	Course Code	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
33.	Diasporic studies	After the completion of the course the students will be able to • Describe the upcoming multidisciplinary field of Diaspora Studies. • Understand the key debates in migration and diaspora studies. • Know the global, historical, political and cultural contexts of Indian diaspora. • Explain the policies of diaspora from a critical perspective.		**Section A** Diasporas: Traditional Definitions and Modern Varieties Historical Background of the Concept of Diaspora Variations of Diaspora Movements: Migration, Expatriation, Exile, Colonialism, Empire, Voluntary and Involuntary Displacements **Section B** Approaches to study of Indian Diaspora. Socio- cultural linkages between Indian Diaspora Indian emigration during colonial times. Post independence patterns of migration. **Section C** Immigration and emigration policies and their implications. Identity, Nation state and Diaspora. Sub- national identities and Diaspora. Globalisation, Nationalism and Transnational communities. **Recommended Books :** 1. Cohen, Robin (2008). *Global Diasporas: An Introduction*. London: Rutledge. 2. Koser, Khalid (2007). *International Migration: A Very Short Introduction*. Oxford: OUP.	**Introduce new Discipline elective paper**

				3. Mcleod, John (2000) *Beginning Post colonialism*. Manchester: Manchester University Press. 4. Paranjpee, Makarand (2003). In *Diaspora.* New Delhi: Indialog Publishers. 5. Sahoo, Ajay Kumar and Laxmi Narayan Kadekar. (2012). Eds. *Global Indian Diaspora: History, Culture and Identity*. Jaipur: Rawat Publications. 6. Steven Vortovec (1999). *Migration, Diaspora and Transnationalism.* London: Edward Elgar. 7. Wolfreys, Julian (2008) *Introducing Criticism in the 21st Century*. Jaipur: Rawat Publications. 8. Wolfreys, Julian, Robbins Ruth and Kenneth Womack (2005) Eds. *Key Concepts in Literary Theory.* New Delhi: Atlantic Publishers and Distributers. 9. Abrams, M. H. (2012) *A Glossary of Literary Terms*. Delhi: Cengage Learning. 10. Ember Melvin, Carol R. Ember and Ian Skoggard (2005) Eds. *Encyclopaedia of Diasporas*. New York: Springer. 11. Lall, Brij V. (2007) Ed. *The Encyclopaedia of Indian Diaspora*. New Delhi: OUP. 12. Pal, Adesh, Tapas Chakrabarty and Hetel Patel. (2011) Eds. *Global Gujarat and its Diaspora.* New Delhi: Creative Books. 13. Rushdie, Salman (1991) *Imaginary Homelands*. London: Viking. 14. Singh, M., & Singh, J. (2014) Eds. *Indian/Punjabi Diaspora: Identities, Locations and Intersections.* Patiala: Publication Bureau Punjab University. 15. Singh, M., & Kaur, T. (2015) Eds. *Critical Perspectives on*	

				Indian/Punjabi Diaspora: Narratives of Migration in Southeast Asia and Far East. Patiala: Publication Bureau, Punjabi University. **Suggested E-RESOURCES:** 1. Class, State and Politics of Diaspora. Platform: Jstor, Economic and Political weekly. Link: 2. Diaspora as a process. Platform: Wiley Online Library. Link: 3. Globalisation. Platform: Semantics Scholar Link: 4. Sub- national identities and Diaspora. Platform: IGNOU Link:	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remark
44.	Sociology of Religion	After the completion of the course the students will be able to, • Explain the sociological approaches of religion. • Understand the significance of religious movements and its role in politics. • Critically analyze the process of secularization in India		**Section A** Religion, Culture and Systems of Collective Representation. Religious Organizations: Nature, Types, Functions and Religious pluralism. Sociological Approaches to the study of Religion: Functionalist Approach, Conflict theory and Symbolic Interactionism. **Section B** Demographic Profiles, Sects, Cults, Shrines and Saints in India. Religious movements in Pre-Independence Era- BrahmoSamaj, Arya Samaj, PrarthanaSamaj and Ram Krishna Mission. Religious movements in Post- Independent India. **Section C** Religion and Identity Formation. Politics and secularism. The debate on secularism in India. Critiques of religion – Sociological and Psychological arguments. **Recommended Books:** 1. Asad, T. (1992). Introduction to a volume on Religion and Politics. *Social Research*. 59 (1).. 1–16. 2. Chaterjee, P. (1995). Religious minorities and the secular state: Reflections on an impasse. *Public Culture*. 11-39. 3. Durkheim, E. (1915). *The Elementary Forms of Religious Life*. London: Allen and Unwin. 4. Geertz, C. (1973). *The Interpretation of Culture*. New York: Basic Books. 5. Madan, T.N. (1987). Secularism in its place. *The Journal of Asian Studies*.46 (4). 747- 759. 6. Weber, M. (1963). *The Sociology of Religion*. Boston: Beacon Press. 7. Madan, T. N. (1997). *Crisis of Indian secularism in his Modern Myths, Locked Minds: Secularism and Fundamentalism in India.*	**Introduce new Discipline elective paper**

				New Delhi: Oxford University Press. 233-265. 8. Marx, K. (1843). On the Jewish Question. In *Karl Marx and Frederick Engels: Collected Works*, Vol. 3. Moscow: Progress Publishers. 9. Nandy, A. The politics of secularism and the recovery of religious tolerance in Veena Das (ed.) *Mirrors of violence: Communities, riots and survivors*. New Delhi: Oxford University Press: 69-93. 10. Thapar, R. (1989). Imagined Religious Communities? Ancient History and the modern search for a Hindu Identity. *Journal of Modern Asian Studies*. 23 (2). 209-31. **Suggested E-RESOURCES:** 1. Religion and Culture. Platform: Taylor and Francis, Platform:taylorfrancis 2. Link: 3. Religious Organizations. Platform: University of Minnesota open library. 4. Link: 5. Religion and Identity. Platform: American International Journal of Contemporary Research. 6. Link: https://aijcrnet.com/journals/Vol_3_No_6_June_2013/2.pdf	

	List of Reading Elective				
S.No.	**Course List**	**Learning Outcomes**	**Existing Syllabus**	**Suggested Syllabus**	**Remarks**
34.	Social Engineering	After the completion of this course, students will be able to • Explain the Socio-Economic-Political Systems, emerging development issues, development Planning and social policy. • Describe various problems in the society through practical approaches using multi-disciplinary perspectives. • Apply various techniques and tools in		The course emerges as a basis for promoting innovations in teaching-l process. The aim of Social Engineering is the application of social the principles to concrete social problems and influence particular a and social behaviors of government, media or private group in order to desired characteristics in a target population. Therefore, it has become e to study the Concept & Practices of Social Engineering, Socio-Ecc Political Scenario of India and Emerging Development Issues in Indian & context. There is also a need to study the role of policies and program sustainable development Social Policies and Programs in India a Implications and Challenges, Planning Process (Bottom-up Planning I Need Assessment using PRA/PLA Technique), Stakeholder Analysis, Private parternership, Social Audit are incorporated. *Social engineeri confers balance between the competing interests in society. Hence, the also includes* Training Need assessment and Capacity Building, Marketing, Costumer Relationship and Management, Project Planni Management. This course would enhance the theoretical knowledge application in addressing the people's needs. **Recommended Books:** 1. 2. Saunders, S. G.; Barrington, D. J. & Sridharan, S. (2015). Redefining social marketing: beyond behavioural change. *Journal of Social Marketing*. **5** (2), 160–168. 3. Lefebvre, R.C. (2013). *Social marketing: Six volume set*. London: Sage Publications. 4. Gangapathy, R.S. et al, (1985). *Public policy and policy Analysis in India*. New Delhi: Sage publications. 5.Midgley, J.O. (2000). *The Handbook of Social Policy*. New Delhi: Sage. 6. Shiv M, R. (1984) *Rural Development Policies & Programmes: A Sociological Perspective*. New Delhi, Sage Publications. 7.Tripathi, S. (2000). *Development for Rural Poor*. Jaipur: Rawat Publications. 8. Singh, Kartar. (2009). *Rural Development Principles*.	**Introduce new Reading elective**

		an integrated way to make decisions. • Critically understand about emerging developmen t concerns with social policy framework.		*Policies and Management*. New Delhi: Sage Publication. 9. (1975). . New York: Penguin Books. **Suggested E- RESOURCES:** 1. Social Engineering a Tool for Sustainable Development Platform: Academia.edu 2. Developmental Social Engineering: Platform: Sage Journals 3. Social Marketing : Concept and Domain 4. NGO Management: An Introduction Plat form: MIT Education	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
35.	Digital Sociology	After the completion of this course, students will be able to • Know the concepts and methods of digital		society into a digitally empowered society and knowledge economy. It would ensure the understanding of as a part of everyday life, and how these various technologies contribute to construct patterns of human behavior. Therefore, it is essential to understand the concept and methods of Digital Sociology with its historical evolution. Today's society is encountering various problems related to Digital media. Thus, Social formation of Digital Technology, Structural and Digital Divides (Class, Race and Ethnicity) and Social norms for Digital Interaction are needed to be taught. The student should also get	**Introduce new Reading elective paper**

		technology and its impact on society. • Identify the positive and negative effects of technology on personal and social life. • Apply social research related to digital and information society. • Crtically analyze digital initiatives and programmes .		aware about Apps for Digital India, Digital Programme and Campaigns and its impact on society, Major Institutions in Digital Initiatives (ERNET, NIE, UIDAI). Moreover, knowledge about Digital Services in India could also engage the students to pursue research in related field such as people's behaviour towards digital media and role of various Institutions in development of digital world. **Recommended Books :** 1.Halford, S. and Savage, M. (2010) Reconceptualizing digital social inequality. *Information, Communication & Society*, 13 (7), 937-955. 2.Lupton, D. (2012). *Digital Sociology: An Introduction*. Sydney: University of Sydney. 3.van Deursen, A. and van Dijk, J. (2013). The digital divide shifts to differences in usage. *New Media & Society*. 4.Lupton, D. (2013). Digital sociology: beyond4the digital to the sociological. In *The Australian Sociological Association*. 5. Ramaswamy, B. (2016). Handbook of Digital India: Initiative and Programme. New Delhi: Kanishka Publishers Distributors. 6. Marres, N. (2017). Digital Sociology: *The Reinvention of Social Research*. United Kingdom: Polity Press. **Suggested E-RESOURCES** 1.Digital Sociology, Platform-SAGE Journal, Link-a. 2.Introducing Digital Sociology, Platform- Researchgate, Link-a. 3.Sociology in India, Platform- EPW, Link-	

S.No.	Course Code	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remark
36.	**Political Sociology**	After the completion of the course the students will be able to, • Understand political system and processes. • describe the process of political socialization and and its agencies. • Critically analyze voting behviour and political participation		This interdisciplinary course discusses the understanding of structure and distribution of power, the relationship between states, societies and political conflict. It explains the interrelationship among politics, social structures, ideologies and culture. It explores the way of the capacity of an individual to influence the conduct (behavior) of others. Therefore, it also provides the understanding of Approaches of Political Sociology, processes, Formation of Political culture. In order to influence political bahaviour of the masses, Political Socialization is essential. Political Elite and other such pressure groups influences the system and voting behavior of the masses. Public opinion affects the Political Participation of people. Therefore, it is necessary to understand their interplay. Thus, the course is concerned with the sociological analysis of political phenomena as social phenomena and students could indulge to make better society as a whole. **Recommended Books:** 1. Almond, G. A., & Coleman, J. S. (2015). *The politics of the developing areas*. London: Princeton University Press. 2. Almond, G. A. (2000). *Comparative politics today, 9/e*. New Delhi: Pearson Education India. 3. Aron, R. (1950). Social structure and the ruling class.. *The British Journal of Sociology*, *1*(1), 1-16. 4. Bendix, R., & Lipset, S. M. (1957). Political Sociology: An essay with special reference to the development of research in the United States of America and Western Europe. *Current sociology*, *6*(2), 79-99. 5. Dahl, R. A., & Stinebrickner, B. (1963). *Modern political analysis*. Englewood Cliffs, NJ: Prentice-Hall. 6. Effrat, A. (Ed.). (1973). *Perspectives in political sociology*. Chicago: Ardent Media. 7. Goyal, O. P. (1965). Caste and Politics-A Conceptual Framework. *Asian Survey*, 522-525. 8. Kothari, R. (1971). The political change of 1967. *Economic and Political Weekly*, 231-250. 9. Riggs, F. W. (1963). The theory of developing polities. *World*	**Introduce newer reading elective**

				Politics, *16*(1), 147-172. 10. Sartori, G. (1969). From the sociology of politics to political sociology. *Government and Opposition*, *4*(2), 195-214. 11. Weber, M. (2018). Class, status, party. In *The Inequality Reader*. 56-67. New York: Routledge. **Suggested E-RESOURCES:** 1. classical Sociology and Social movements. Platform: Annual review of Sociology. Link: 2. Political Culture. Platform: Sparknotes. Link: 3. The concept of Politcal Elite. Platform: Jstor. Link: 4.Theoretical models of voting behavior. Platform: Researchgate. Link:	

S.No.	Course List	Learning Outcomes	Existing Syllabus	Suggested Syllabus	Remarks
37.	Sociology of Youth	After completion of this course, students will be able to: • Explain youth's transition to adulthood in present scenario and how this transition is shaped by social status, social norms and current economic conditions. • Identify the problems related to youth and provide their sociological explanation • Understand how youth could be agent of constructive social change • Critically analyze the issues related to education and livelihood of youth and role of policies for ensuring better opportunities		Sociology of youth highlights that the youth is an essential building block for transforming India into a developed nation. Young people are often considered to represent the future as they bring new ideas into the pool of existing knowledge Hence, the course seeks to develop an understanding of Sociology of youth encompassing Demographic Profile of Youth in India, Youth life stages,Psycho-social processes of identity formation of youth,Youth culture and (Sub) Culture. Moreover, today's youth is facing challenges in leading quality life in absence of skillful education and livelihood opportunities. Thus, the course includes critical appraisal **of** hey can be the agents of social change in this era of globalization. W can bring enthusiasm and vitality which can lead to new developments and discoveries that can benefit society or even the world at large. **Recommended Books :** 1. Firth, S. (1984). *The Sociology of Youth : Themes & Perspectives in Sociology*. New York: Causeway Press Ltd. 2. Brake, M. (1980). *The Sociology of Youth Culture and Youth Subcultures: Sex and Drugs and Rock `n' Roll*? Routledge and Kegan Paul. 3. Pandey, R. (1987). *Sociology of Youth*. London: Sterling Publications. 4. Whyte, W. F. (1993). *The Street Corner Society: The Social Structure of an Italian Slum*. Chicago: The University of Chicago Press. 5. Cohen, A.K. (1955). *Delinquent Boys: The Culture of the Gang*. Glencoe: The Free Press. 6. Furstenberg, F. (2000). The Sociology of Adolescence and Youth in the 1990s: A Critical Commentary. *Journal of Marriage and the Family* 62(4): 896-910. 7. Milner, M. (2006). *Freaks, Geeks, and Cool Kids*. New York:	**Introduce new reading elective Added E-Resources**

				Routledge. 8. Muncie, J. (1999). *Youth and Crime*. London: Sage Publications. 9. Blackman, S. (2005). Youth Subcultural Theory: A Critical Engagement with the Concept, its Origins and Politics, from the Chicago School to Postmodernism, *Journal of youth Studies*. 8(1). 10. Shanahan, M. (2000). Pathways to Adulthood in Changing Societies: Variability and Mechanisms in Life Course Perspective. *Annual Review of Sociology* 26(1): 667-92. 11. Erikson, E. H. (1994). *Identity: Youth and Crisis*: WW Norton & Company. 232-260. 12. Dornbusch, S. M. (1989). The Sociology of Adolescence. *Annual Review of Sociology* 15(1): 233-259. 13. Larson, R.W., & Wilson, S. (2004). Adolescence across Place and Time: Globalization and the Changing Pathways to Adulthood In *Handbook of Adolescent Psychology*, edited by R.M. Lerner and L. Steinberg, 299-330. New York: Wiley. 14. Brown, B. B., Larson, R., &. Saraswathi, T. S. (2002). *The World's Youth: Adolescence in Eight Regions of the Globe*. New York: Cambridge University Press. **Suggested E Resources**: 3. Youth culture, subculture and the importance of neighborhood, Platform: Sage Pub 4. Youth in India , Platform:mospi.nic 5. Youth Policy in India, Platform: rgniyd gov.	

The Science of Happiness		https://www.edx.org/course/the-science-of-happiness-0	Platform: edx(4-5 hours/week), 8 Weeks long, University of California, Berkeley	**Introduced new online course as Reading Elective**
Age of Sustainable Development		https://www.coursera.org/learn/sustainable-development	Platform : Coursera,(2-3 hours a/ week) 14 Weeks Columbia University	**Introduced new online course as Reading Elective**
The modern and Post-Modern		https://www.coursera.org/learn/modern-postmodern-1	Platform: Coursera (3-5 hours /week) 7 week long , Wesleyan University	**Introduced new online course as Reading Elective**
Questionnaire Design for Social Surveys		https://www.coursera.org/learn/questionnaire-design	Platform : Coursera (4-8 hours a/ week) 6 Weeks, University of Michigan	**Introduced new online course as Reading Elective**

45.	Human Rights, Human Wrongs,Challenging Poverty, Vulnerability & Social Exclusion		https://www.edx.org/course/human-rights-human-wrongs-challenging-poverty-vulnerability-and-social-exclusion	Platform: edx (2-4 hours /week) 11 weekslong ,SDG Academy	**Introduced new online course as Reading Elective**
46.	Global Sociology		https://www.edx.org/course/global-sociology-wellesleyx-soc101x	Platform: edx(2-3 hours/week), 4 Weeks Wellesley College	**Introduced new online course as Reading Elective**
47.	Leaders in Global Development		https://www.edx.org/micromasters/uqx-leadership-global-development	Platform: edx (12 hours/week) 10 weeks long, Queensland University	**Introduced new online course as Reading Elective**

Annexure-V A

Programme & Course Format for BOS Minutes

Name of Programme: MASTER OF SOCIAL WORK

As Banasthali Vidyapith upholds nation-building and social service as one of its goals of utmost importance, the **Master of Social Work (MSW)** Programme strives to fulfill these institutional objectives by preparing students of technical skills, professional ethics and values for sustainable practices of Social Work. The young social work professionals passing out of this institution are well equipped with theoretical knowledge, innovative ideas and field-based training to apply them in real life situations based on their job profiles and requirements, besides having a sense of moral obligation towards society.

Programme Educational Objectives:

- To develop knowledge, skills and aptitudes appropriate to the practices of social work profession.
- To facilitate and enable students develop creative thinking and ability to apply theoretical knowledge in practice of social work.
- To facilitate interdisciplinary approach for better understanding of social problems, situations and issues of development.
- To inculcate human and ethical values among students resources for competent and effective professional social work practitioner.
- To provide opportunities through intensive field practicum to work with variety of people in their development and provide service to those who are in need of it.
- To impart education and training in professional social work in order to provide manpower in social welfare, development and allied fields capable of working at various levels of micro, mezzo and macro systems.
- To promote opportunities and to create awareness for personal growth.

- To prepare students for rural reconstruction by engaging them in rural community development initiatives.

Programme Outcomes:

PO1: Knowledge of Social work: Possess knowledge and comprehension of the core and basic knowledge associated with the profession of social work, including theories, methods, principles, skills tools and techniques.

PO2:Planning abilities: Demonstrate effective planning abilities including NGOs management, resource management, and organizational skills. Develop and implement plans and organize work to meet objectives.

PO3:Problem analysis: Utilize the principles of scientific enquiry, thinking analytically, clearly and critically, while solving problems and making decision during daily practice of social work. Find, analyze, evaluate and apply information systematically and practice of social work research.

PO4: Modern Tool Usage: Learn, select, and apply appropriate methods working with individual, group and community, tools and techniques of Social work.

PO5: Leadership skills: Understand and consider the human relation to change, motivation issues, leadership and team building when planning changes required for fulfillment of practice, professional and societal responsibilities. Assume participatory roles as responsible citizen or leadership roles when appropriate to facilitate improvement in Social and well-being.

PO6: Professional Identity: Understand, analyze and communicate the value of their professional social worker's roles in society. (Social Welfare officer, Labour Commissioner, HR Executive, Counselor Programme/Project Coordinator, Young Professional etc.)

PO7: Human values and professional Ethics: Human values and applies social work ethical principles in professional and social contexts. Recognize cultural and personal variability in values, communication. Use of professional and ethical principles while making decisions and take responsibility for the clientele group associated with the planning, execution, rehabilitation.

PO8: Communication: Communicate effectively with the community and with society at large, such as, being able to comprehend and write effective projects and reports, make effective presentations and documentation, and give and receive clear instructions.

PO9: The Social Worker and Society: Apply Social work Approaches, Principles, and Skills & Theories to know their roles and responsibilities as a member of Society towards social institutions, groups, communities in solving problems related to individual, groups, community and Society.

PO10: Sustainable and ecological development: Understand the impact of the professional social work and ecological contexts, and demonstrate the knowledge and need for sustainable development.

PO11: Life- long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context social work areas. Self access and use of skills effectively, to identify learning needs and to satisfy theses needs on an ongoing basis.

Programme Scheme: Master of Social Work

Semester: I

Existing					
Course Code	**Course Name**	**L**	**T**	**P**	**C***
~~SOC 403~~	~~Indian Society: Structure and Change~~	~~5~~	~~0~~	~~0~~	~~5~~
SW 402	Family: Issues and Concerns (Women, Child and Elderly)	5	0	0	5
SW 406	Marginalized Groups: Issues and Concerns	5	0	0	5
SW 411	Social Work Profession: Philosophy and Concept	5	0	0	5
SW 412	Theoretical Foundation of Social Work	5	0	0	5
SW 403L	Field work Practicum - I	~~0~~	~~0~~	~~20~~	~~10~~
	Total	~~**20**~~	~~**0**~~	~~**20**~~	~~**35**~~

Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C***
	Family: Issues and Concerns (Women, Child and Elderly)	5	0	0	5
	Marginalized Groups: Issues and Concerns	5	0	0	5
SW 411	Social Work Profession: Philosophy and Concept	5	0	0	5
SW 412	Theoretical Foundation of Social Work	5	0	0	5
SW 403L	Field work Practicum - I	**0**	**0**	**10**	**5**
	Total	**20**	**0**	**10**	**25**

Semester: II

Existing					
Course Code	**Course Name**	**L**	**T**	**P**	**C***
SW 401	Community Work and Social Action	5	0	0	5
SW 407	Methods of Social Work - I: Working with Individuals	5	0	0	5
SW 408	Methods of Social Work - II: Working with Groups	5	0	0	5

Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C***
SW 401	Community Work and Social Action	5	0	0	5
	Methods of Social Work - I: Working with Individuals	5	0	0	5
	Methods of Social Work - II: Working with Groups	5	0	0	5

SW 409	Quantitative Research Methods in Social Work	5	0	0	5
~~SW 410~~	~~Social Work Practice Skills~~	~~5~~	~~0~~	~~0~~	~~5~~
SW 404L	Field Work Practicum - II	~~0~~	~~0~~	~~20~~	~~10~~
SW 405L	Field Work Practicum - Summer Placement	0	0	10	5
	Total	~~25~~	~~0~~	~~30~~	~~40~~

SW 409	Quantitative Research Methods in Social Work	5	0	0	5
SW 404L	Field Work Practicum - II	0	0	10	5
SW 405L	Field Work Practicum - Summer Placement	0	0	10	5
	Total	20	0	20	30

*** L - Lecture hrs/week; T - Tutorial hrs/week;**
P - Project/Practical/Lab/All other non-classroom academic activities, etc. hrs/week; C - Credit Points of the Course

Semester III

Existing					
Course Code	**Course Name**	**L**	**T**	**P**	**C***
~~SOC 518~~	~~Women Empowerment~~	~~5~~	~~0~~	~~0~~	~~5~~
~~SW 503~~	~~Counseling Theories and Practices~~	~~5~~	~~0~~	~~0~~	~~5~~
SW 506	NGOs, Social Advocacy and Networking	5	0	0	5
SW 507	Qualitative Research Methods in Social Work	5	0	0	5
SW 509	Social Policies and Social Legislations	5	0	0	5

Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C***
	NGOs, Social Advocacy and Networking	5	0	0	5
SW 507	Qualitative Research Methods in Social Work	5	0	0	5
SW 509	Social Policies and Social Legislations	5	0	0	5
Course Code to be filled by office	Discipline Elective -1	5	0	0	5
SW 504L	Field Work Practicum - III	0	0	10	5

SW 504L	Field Work Practicum – III	~~0~~	~~0~~	~~20~~	~~10~~
~~Total~~		~~25~~	~~0~~	~~20~~	~~35~~

Total	**20**	**0**	**10**	**25**		

List of Discipline Elective

SW 502	Community Development
Course Code to be filled by	Conflict Management and Peace Building
	Community Medicine and Social Work
	Social Work and Disaster Management
	Ecology and Social Work
	Corporate Social Responsibility

Semester IV

Existing					
Course Code	**Course Name**	**L**	**T**	**P**	**C***
	Specialization - A / B / C Course - 1	5	0	0	5
	Specialization - A / B / C Course - 2	5	0	0	5
	Specialization - A / B / C Course - 3	5	0	0	5
SW 502	Community Development	5	0	0	5
SW 509	Social Welfare Management	5	0	0	5
SW 505L	Field Work Practicum – IV	~~0~~	~~0~~	~~20~~	~~10~~
SW 501L	Block Placement	0	0	10	5
	Total	~~25~~	~~0~~	~~30~~	~~40~~

Proposed					
Course Code	**Course Name**	**L**	**T**	**P**	**C***
SW 509	Social Welfare Management	5	0	0	5
	Specialization - A Course - 1	5	0	0	5
	Specialization - B Course - 2	5	0	0	5
	Specialization - C Course - 3	5	0	0	5
SW 505L	Field Work Practicum - IV	**0**	**0**	**10**	**5**
SW 501L	Block Placement	0	0	10	5
	Total	**20**	**0**	**20**	**30**

List of Elective Specialization

Existing					
Course Code	**Course Name**	**L**	**T**	**P**	**C***
Specialization – A Women Empowerment					
SOC 502	Feminist Theory and Feminist Thought	5	0	0	5
SOC 516	Women and Health	5	0	0	5
SOC 517	Women and Law	5	0	0	5
Specialization - B Human Resource Management					
MGMT 511	Industrial Relations and Legal Environment	5	0	0	5
MGMT 513	Introduction to Human Resource Management	5	0	0	5
MGMT 515	Organizational Behaviour at Work	5	0	0	5
Specialization - C Community Development					
SW 508	Rural Community Development	5	0	0	5
SW 511	Tribal Community Development	5	0	0	5
SW 512	Urban Community Development	5	0	0	5

Proposed	
Course Code	**Specialization Electives**
Specialization – A Women Empowerment	
SOC 502	Feminist Theory and Feminist Thought
SOC 516	Women and Health
SOC 517	Women and Law
Specialization - B Human Resource Management	
MGMT 511	Industrial Relations and Legal Environment
MGMT 513	Introduction to Human Resource Management
MGMT 515	Organizational Behaviour at Work
Specialization - C Community Development	
SW 508	Rural Community Development
SW 511	Tribal Community Development
SW 512	Urban Community Development

Annexure V B

Name of Programme: MASTER OF SOCIAL WORK

Course Details

SEMESTER – I

S. No.	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
1.	~~SOC 403 Indian Society: Structure and Social Change~~	~~After the completion of this Course students will be able to~~ • ~~Discuss the characteristics of Indian society and its historical importance.~~ • ~~Explain the changing trends in basic institutions of Indian society.~~ • ~~Analyze the contemporary problems of Indian society.~~	~~**Rationale:**~~ ~~The aim of this paper is to acquaint students about the basic characteristics of Indian society and the historical importance of it. As society keeps on changing, the changing trends in society are also focused. Lastly for generating awareness the students are oriented regarding the problems faced by modern day society.~~ ~~**Section – A**~~ ~~Indian Society: Basic Characteristics, Historical Moorings of Indian Society and Culture.~~ ~~Unity and Diversity~~ ~~Factors in Continuity and Change,~~ ~~Basic Institutions of Indian Society: Family, Marriage and Kinship system.~~ ~~Social Stratification among Hindus,~~		Course proposed to be removed. The Content of this course exists in courses namely SW 412: Theoretical Foundation of Social Work, SW 406: Marginalized Groups: Issues and Concerns, SW 401: Community Work and Social Action

			Muslim and Christians. **Section – B** Changing patterns in Indian Society: Family, Marriage and their Impact on Status of Women. Political and Economic Development in Indian Society Problems of Economic Development Secularization, Construction of Elite Class & their Role in Indian Politics, Criminalization of Politics. **Section – C** Current Problems: Casteism, Communalism, Terrorism. Problems of Minorities & Backward Classes. **References:** 1. Ahuja, Ram (1993). *Indian Social System*. (English & Hindi). Jaipur, Rawat Publication 2. Bose, N.K. (1967*). Culture and Society in India*. Bombay, Asia Publishing House. 3. Dube, S.C. (1990). *Indian Society*. (English and Hindi) New Delhi, National Book Trust. 4. Karve, Irawati (1961). *Hindu Society: An Interpretation*. Poona,		

			Deccan College. 5. Prabhu, P.H. (1971). *Hindu Social Organization : A Study in Socio Psychological and Ideological Foundation*. Bombay, Popular Book Depot. 6. Srinivas M.N. (1986). *India: Social Structure*. New Delhi, Hindustan Publishing Cooperation 7. Altekar, A.S. (1959*). Position of Women in Ancient India*. Delhi, H.B. Publication. 8. Desai, I.P. (1964). *Some Aspects of Family in Mahuva : A Sociological Study of Jointness in a Small Town.* Bombay, Asia Publishing House. 9. Dube, Leela (1997). *Women and Kinship*, Tokyo, U.N. University Press. 10. Dube, S.C (1974). *Contemporary India and its Modernization.* Delhi, Vikas Publication. 11. Kapadia, K.M. (1968) *Marriage and Family in India*. London, Oxford University Press. 12. Kothari, Rajni (1970).*Caste in Indian Politics*. New Delhi, Orient Longman. 13. Mandelbaum, D.G. (1972). *Society in India*. Bombay, Popular		

			~~Prakashan.~~ ~~14. Nehru, Pt. J.L. (1946). *The Discovery of India*. Calcutta, Jawahar Lal Nehru Memorial Fund.~~ ~~15. Panikkar, K.M. (1985). *Hindu Society at Crossroads*. Bombay, Asia Publishing House.~~ ~~16. Singh Yogendra (1973). *Modernization of Indian Tradition*. New Delhi, Thomson Press.~~ ~~17. Srinivas, M.N. (1972) *Social Change in Modern India*. Bombay, Orient Longman.~~ ~~18. Unnithan, T.K.N. (1965). *Towards a Sociology of Culture in India*. New Delhi, Prentice Hall.~~		
2.	SW 402 Family: Issues and Concerns (Women, Child and Elderly	After the completion of this Course students will be able to • Understand the status of Women, Child and Elderly in the contemporary society. • Develop an insight on dynamics of gender relationship and an understanding on changing perspective of women. • Apply their skills in intervening social	**Section-B** **Child and Childhood:** Concept, Stages of Child Development. Developmental Need of Children – Physical, Social, Emotional and Cognitive with reference to life cycle approach. Problems of Growing up: Adjustment and Maladjustment. Social Work Intervention with Children.	**Section-A** **Section-B** Child and Childhood: Concept, Stages of Child Development (Theories of Sigmund Freud, Eric Erickson & Piaget) Developmental Need of Children – Physical, Social, Emotional and Cognitive with reference to life cycle approach. Problems of Growing up: Adjustment and Maladjustment. Social Work Intervention with Children.	No Change Specification on theories of Child Development in Section B No Change Added Suggested E – Resources.

		work practice.		**Section-C** **Suggested E Resources:** 1 Women in Society, Child & Childhood Platform: Wilder Research, ICRC, Economic and political Weekly. Link:*https://www.epw.in/journal/2012/35/letters/women-koodankulam.html* **2.** *Adjustment & Maladjustment: Characteristics and Causes* Platform: EduGyan. Link:*http://www.edugyan.in/2017/03/adjustment-maladjustment.html* **3.** Elderly in India, 2016 Platform: GOI, Ministry of Statistics and Programme Implementation. Link:*http://mospi.nic.in/sites/default/files/publication_reports/ElderlyinIndia_2016.pdf* **4.** Perspectives on Old Age in India Platform: Researchgate Link:*https://www.researchgate.net/*publication/273125389_Perspectives_on_Old_Age_in_Indi*a*	
3.	SW 406 Marginalized Groups: Issues	After the completion of this Course students will be able to		**Section –A** **Section -B**	No Change No Change

	and Concerns	• Understand status of marginalized groups and their problems in the contemporary society. • Develop understanding on concepts of disabilities, impairment and handicap, problems and rehabilitation process. • Get acquainted with constitutional provisions related to scheduled castes and tribes, minorities for further practical interventions. • Develop proficiency regarding various government programmes and role of government and NGOs in promoting their overall status. • Take responsibilities as social work professionals in inculcating status of minorities and other backward classes.	**Section-C** **Minorities:** Concept and dimensions of minorities in India. Emergence of OBCs. Problems of Minorities. National Minorities Commissions, Sachar Committee~~ Vohra Committee~~: major recommendations and their implementations. Role of government and NGOs and responsibilities of Social Work Professionals in reference to Minorities and Other Backward Classes.	**Section-C** **Minorities:** Concept and dimensions of minorities in India. Emergence of OBCs. Problems of Minorities. National Minorities Commissions, Sachar Committee: major recommendations and their implementations. Role of government and NGOs and responsibilities of Social Work Professionals in reference to Minorities and Other Backward Classes. **Suggested E- Resources:** 1. Schedule Tribes & Scheduled Caste , Minority Platform: Asian Centre for Human Right, Sage Publication. Link:*https://us.sagepub.com/en-us/nam/product/tribe* 2. Scope of Social Work Practice, Social Work in Disability Platform: Australian Association of Social Workers. Link:*https://www.aasw.asn.au/document/item/8665* 3. Indian Tribes and Issue of Social Inclusion and Exclusion Platform: Stud Tribes Tribals. Link:*https://pdfs.semanticscholar.org/86fb/8a5749e7cc297dd7c233fd*	Removal of Vohra Committee since this Committee focuses on Criminalization of Politics and not related to marginalized groups. Added Suggested E – Resources.

				4d53fc1e08c737.pdf 4. Annual Report 2012 – 13 Platform: National Commission for Backward Classes, India. Link:*http://www.ncbc.nic.in/Writereaddata/AR%20201213%20Pandey635705824205955927.pdf*	
4.	SW 411 Social Work Profession: Philosophy and Concept	After the completion of this Course, students will be able to • Acquaint with concept of Social Work, Social Services, Social Welfare, Social Reform, Social Development, Charity, Philanthropy – various aspects of Social Work. • Develop understanding on Social work profession as well as its existing and emerging role of social work in contemporary society. • Recognize the need and importance of Social Work Education, Training and Practice.		**Suggested E -Resources:** 1. Introduction to Social Work Platform: NASW. Link:*https://www.socialworkers.org/Careers/Career-Center/Explore-Social-Work/Choose-the-Social-Work-Professionwcd.nic.in/gbsummary/GBppr_AG.pdf* 2. Origin and Development of Social Work in India Platform: Egyankosh. Link:*http://egyankosh.ac.in/bitstream/123456789/30212/1/MSW-002.pdf* 3. Nationalism and Social Reform in India Platform: The Economic Weekly, EPW. Link:*https://www.epw.in/system/files/pdf/1965_17/38/nationalism_an*	No Change. Added Suggested E – Resources

				d_social_reform_in_india.pdf 4. Social Change and Development in India Platform: NCERT. Link: *http://ncert.nic.in/ncerts/l/lesy208.pdf*	
5.	SW 412 Theoretical Foundation of Social Work	After the completion of this Course, students will be able to • Develop capability on concepts of Social Structure, Norms, Values, Religion, Education, personality, attitude, social perceptions and social prejudices. • Understanding on Basic Economic Problems, National Income and Economic Welfare. • Develop proficiency and ability to adopt a multi-dimensional approach in assessment and interventions.		**Section-A** **Section-B** **Section-C** **Suggested E-Resource:** Social work & Social Science journal Platform: Oxford academic journals. Link: *1.* https://academic.oup.com/journals/searchresults?page=1&q=social%20science&fl_SiteID=5567&SearchSourceType=1&allJournals=1 Trait and Type Theories of Between Trait and Type Personality, Differences between Trait and Type Platform: Egyankosh. Link: *2.* http://egyankosh.ac.in/bitstream/123456789/23532/1/Unit-1.pdf *the Idea of Welfare and*	No Change. Added Suggested E – Resources

				Welfare State platform: Researchgate. Link: 3. *https://www.researchgate.net/publication/239531781_The_Idea_of_Welfare_and_the_Welfare_State* Social Work and Its Relationship to other Disciplines Platform: Egyankosh. Link: 4. http://egyankosh.ac.in/bitstream/123456789/30213/1/MSW-003.p*df*	
6	**SW 403 L** Field Work Practicum – I	After completion of this course, students will be able to • Become aware of the functioning of various settings non Governmental Organizations, Government Departments and Institutions, Health Functionaries etc. • Competent in acquainting with knowledge of theory into practical situation		Social work is a practice oriented programme wherein students are able to develop their understanding by applying their theoretical knowledge through practical interventions while working in various settings. Initially students are oriented to develop their understanding on the importance of field work practicum. In the first semester, MSW students are provided with exposures of various Government and Non-Government organizations and departments. They are provided with opportunities in understanding structure, functions and services provided by NGOs, Government Departments, Health	Elaboration of Field work practicum Added Suggested E – Resources

		for problem solving. • Comprehend role of Social work profession in facilitating social change, human rights and social justice .		functionaries, Aanganwadi centres, Panchayat offices, Government education institutions etc. for the betterment of the society. **Suggested E resources:** 1. https://www.mswguide.org/schools/the-ultimate-field-education-guide/ 2.http://fieldeducator.simmons.edu/article/field-learning-in-online-social-work-programs/	

SEMESTER II

S. No.	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
7.	SW 401 Community Work and Social Action	After the completion of this Course, students will be able to • Be acquainted with Community work as a primary method of social work as well as the process of social action. • Learn skills on application of community work, Community profile, Need assessment,		**Section-A** **Section-B** **Section-C** **Suggested E-Resources:** 1.Fieldwork tutorial & guidance Platform: UCEA, The University of Nottingham. Link: 2..https://www.mswguide.org/schools/the-ultimate-field-education-guide/ The 'Community' in	No Change. Added Suggested E – Resources

		Resource mapping. • Apply Gandhian Perspective of social action, Paulo Friere's techniques of Conscientisation in field work practicum. • Be proficient in understanding model of Community work.		'Community Social Work' Platform: Researchgate. Link: 2. https://www.researchgate.net/publication/319662330_The_'Community'_in_'Community_Social_Work' The Role of Social Worker in Community Development Platform: Researchgate. Link: 3. https://www.researchgate.net/publication/312297019_The_Role_of_Social_Worker_in_Community_Development The Paulo Freire Literacy Method: A Critical Evaluation Platform: McGill Journal of Education. Link: 4. http://mje.mcgill.ca/article/viewFile/7044/4986	
8.	SW 407 Methods of Social Work I: Working with Individuals	After the completion of this Course students will be able to • Develop theoretical knowledge for practical implications. • Application of Social Case Work process, its tools and techniques and skills as well as its theories.	**Section -A** **Introduction to Case Work:** Introduction of the Individuals and family in Society. Case Work as a method of social work: Historical development of Social Case Work, Scope, Nature, Assumptions, Objectives, Principle of case work **Section-B** **Case Work in Practice:** Components of Case Work- Person.	**Section –A** **Introduction to Case Work:** Introduction of the Individuals and family in Society. Case Work as a method of social work: Historical development of Social Case Work, Scope, Nature, Assumptions, Objectives, Principle of case work Counselling: Meaning and Nature	The topics are more specific and clear in nature. Concept shifted from Paper no. SW 503 Counselling Theories and Practice.

		• Play an effective role as trainee social worker in different settings.	Place, Problem and process Phases of Social case work and Role of Social case worker in each phase. Client worker's relationship, use of authority, transference and counter transference. Tools of Case work Techniques: Interview, Home visit, Recording and Observation relationship &Technique of Case Work Counselling, Supportive, Helping, resource Mobilization, Evaluation, and Exploring Skills of case work. Difference and similarities in case work and counseling **Section-C** **Theoretical approaches to Case work:** ~~Problem Solving~~, ~~Psycho analytical,~~ Behaviour-Modification, Crisis Intervention. Social Case Work Practice in different Settings: ~~Family~~, Correctional, ~~Health, Mental Health, Education~~ and Occupation**.**	**Section-B** **Case Work in Practice:** Components of Case Work- Person. Place, Problem and process Phases of Social case work and Counseling Process Counselling Termination of Counselling Role of Social case worker and Counsellor in each phase. Difference and similarities in case work and counseling Client worker's relationship, use of authority, transference and counter transference. Tools of Case work Techniques: Interview, Home visit, Recording and Observation relationship &Technique of Case Work Counselling, Supportive, Helping, resource Mobilization, Evaluation, and Exploring Skills of case work. **Section-C** **Theoretical approaches to Case work And Counselling :** Behaviour-Modification, Crisis Intervention, Counseling Theories Person-Centered~~,~~ Rational-Emotive, Cognitive Behavioral Theory . Social Case Work Practice in different Settings: Family & Child welfare, Correctional, Medical &	Added Suggested E – Resources

				Psychiatric, School and Occupation. **Suggested E- Resources:** What is Social Case Work? Platform: Social Work Series, The Russell Sage Foundation. Link: 1. https://www.russellsage.org/sites/default/files/Richmond_What%20is%20Social_0.pdf Practice of Social Work Platform: IGNOU. Link: 2. http://www.ignou.ac.in/upload/bswe-02-block1-unit-3-small-size.pdf The casework techniques used by the social worker in a medical setting, Gordon Nancy Platform: Boston University. Link: 3. https://open.bu.edu The theoretical foundation of social case work Platform: Researchgate. Link: 4. https://www.researchgate.net/publication/280737672_The_Theoretical_Foundation_of_Social_Case_Work	
9.	SW 408 Methods of Social Work II- Working with Groups	After the completion of this Course students will be able to • Proficiently apply Social Group Work	**Section – B** **Models of group work**, Social group	**Section-A** **Section – B** **Team Work and Mentoring**	No change Concept Shifted from SW 410: Social Work

		method in field work intervention. • Understand group work process, tools and techniques, skills as well as various role of a social group worker. • Understand the applicability of theories of group work in working proficiently with different groups namely children, youth, elderly.	work process and Role of group workers, Group dynamics and Leadership, Techniques of group work: Group discussion and Recording monitoring and evaluation.	Documentation, Supervision, Training groups (T. Groups). **Models of group work**, Social group work process and Role of group workers, Group dynamics and Leadership, Techniques of group work: Group discussion and Recording monitoring and evaluation. **Section-C** **Suggested E- Resources:** Principles, skills and models of group work practice Platform: IGNOU. Link: 1. http://www.ignou.ac.in/upload/bswe-02-block1-unit-9-small%20size.pdf The social group worker's role in group work process Platform: IGNOU. Link: 2. http://www.ignou.ac.in/upload/bswe-02-block1-unit-11-small%20size.pdf Group work Platform: Technical University of Denmark. Link: 3. http://www.imm.dtu.dk/~rvvv/CPPS/4Chapter4groupwork.pdf Group dynamics Platform: University of North Florida. Link:	Practice Skills No change Added Suggested E – Resources

				4. http://www.unf.edu/~gbaker/Man4240/Chap010a-Group%20Dynamics.pdf	
10.	SW 409 Quantitative Research Methods in Social Work	After the completion of this Course students will be able to • Practically apply quantitative Research method in social work research. • Develop analytical capability in practical application of Quantitative Research Design. • Develop proficiency in preparing reports as well as application of SPSS for data analysis.		**Section-A** **Section-B** **Section-C** **Suggested E -Resource:** Quantitative research methods Platform: NOVA South Eastern University. Link: 1. https://education.nova.edu/Resources/uploads/app/35/files/arc_doc/quantitative_research_methods.pdf Introduction to quantitative research methods platform: Researchgate. Link: 2. https://www.researchgate.net/publication/265793712_Introduction_to_Quantitative_Research_Methods Quantitative data gathering techniques Platform: Researchgate. Link: 3. https://www.researchgate.net/publication/301553608_Quantitative_Data_Gathering_Techniques Student guide to SPSS Platform: Barnard College.	No Change. Added Suggested E – Resources

				Link: 4. https://barnard.edu/sites/default/files/inline/student_user_guide_for_spss.pdf	
11.	~~SW 410 Social Work Practice Skills~~	~~After the completion of this Course students will be able to~~ • ~~Develop skills to apply in social work practice at micro, mezzo and macro levels.~~ • ~~Conceptualize varied application of communication skills and proficiently perform their role in team work and in different settings.~~ • ~~Enhance capacity for practicing inclusive skills with diverse groups~~	~~**Rationale:**~~ ~~Through this paper, students are expected to develop their practice skills like interpersonal communication, documentation, supervision, there by make them able to do social work research effectively.~~ **Section – A** ~~**Introduction to Social Work Practice Skills**, Skills used in Micro, Mezzo and Macro Level Practice,~~ ~~Inclusive Skills: Skills Used With Diverse Population Such as Women and Disabled~~ **Section – B** **Communication:** Concept, Definition and Process, ~~Verbal and Non Verbal Communication, Self Awareness and Interpersonal Communication~~, Barriers to Communication **Section – C** **Team Work and Mentoring** Documentation, Supervision, Training groups (T. Groups). ~~**Reference:**~~		Course proposed to be removed. The Content of this course exists in courses namely SW 407: Methods of Social Work I: Working with Individuals, SW 408: Methods of Social Work II-Working with Groups, SW 401: Community Work and Social Action Shifted to in the course SW 506: NGOs, Social Advocacy and Network Added Suggested E – Resources

			1. Clauterbuck, D. (1984). *Every needs a mentor*. (2nd Edition). London, Institute of Personnel Management. 2. Cournoyer, B. (2000). *The Social Work Skills Workbook*. Belmont, Thompson Brooks/Cole 3. Kadushin, A. & Harknass, D. (1985). Supervision in Social Work. (4th Edition). New York, Columbia University Press. 4. Kim, Strom Gottfried (1999). *Social Work Practice: Cases Activities and Exercises*. London, Pine Forge Press. 5. Morales, A.T. & Sheafor, B.W. (1995). *Social Work: A Profession of Many Faces*. Boston, Allyn and Bacon 6. Robert, R.W. and Nee, R.H. (1970). *Theories of Social Casework*. Chicago, The University of Chicago Press. 7. Sevel, J., Cummins L. & Madrigal, C. (1999). *Social Work Skills Demonstrated: Beginning Direct Practice*. Boston, Allyn and Bacon.		
12	SW 404L Field Work Practicum – II	After the completion of this course, students will be able to • Competent in acquainting with		In the second semester, students are provided with a platform to practice their field work in rural settings. They are provided with an opportunity to	Elaboration of Field work practicum Added Suggested E – Resources

		knowledge of theory into practical application. • Capable to understand social work intervention through methods of social work in various field work settings. • Develop skills and professional qualities for social work. • Become aware of problems and Recent Administrative Reform of government and non Governmental Organization.		conduct various methods and skills such as Transect walk, Participatory Rural Appraisal, visiting various political, educational, health Institutions functioning in the adopted village. Students interact the rural community to understand socio-economic, political, cultural values, traditions and conditions among rural masses. **Suggested E resources:** 1. http://fieldeducator.simmons.edu/article/field-learning-in-online-social-work-programs/ -placement/navigating-your-field-placement-search-as-an-online-student/ 2.http://hhd.fullerton.edu/msw/Fieldwork/index.htm	
13	SW405L Field Work Practicum – Summer Placement	After the completion of this course, students will be able to • Competent in acquainting with knowledge of theory into practical situation		After the completion of their first year of MSW, students undergo One month (4 weeks) Summer Internship in an Organization namely development sectors, CSR, Research Institutions, Govenement departments	Elaboration of Summer placement Field work practicum . Added Suggested E – Resources

		for problem solving and social work intervention through methods of social work in various field work settings and Apply social work Research techniques in practice. • Comprehend role of Social work profession in facilitating social change , human rights and social justice . • Develop skills and professional qualities for social work. • Become aware of problems and Recent Administrative Reform of government and non Governmental Organization		etc. Summer Internship is a crucial component of Field Work in Social Work Education. It is an important practice learning educational components that acquaint students with the field of practice. It is a supervised practice learning venture in which the students practice theoretically learn social work skills, techniques, tools and methods in the field under the guidance and supervision of field personnel. **Suggested E resources:** 1.http://fieldeducator.simmons.edu/article/field-learning-in-online-social-work-programs/ -placement/navigating-your-field-placement-search-as-an-online-student/ 2.http://hhd.fullerton.edu/msw/Fieldwork/index.htm	

SEMESTER III

S. No.	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks

14.	~~SOC 518 Women Empowerment~~	~~After the completion of this Course students will be able to~~ • ~~Develop understanding on the concept and philosophy of women empowerment in India.~~ • ~~Conceptualize holistic development of women in the contemporary society.~~ • ~~Understand various constitutional provisions, legal support and policies for upliftment of women's status.~~ • ~~Develop an understanding on importance of gender budgeting and the role of civil society~~.	~~**Rationale:**~~ ~~The objective of the paper is to develop students' understanding of the concept of women's empowerment, its historical perspective, its different aspects and institutional support systems to help women empower.~~ ~~**Section A**~~ ~~**Introduction to Women empowerment**~~ ~~Women empowerment: Concept and philosophy, Women development to empowerment in India women Empowerment; A Historical Perspective National efforts & Movements.~~ ~~**Section B**~~ ~~Women and Development: Women Health Maternal &Reproductive Health Care~~ ~~Women & Education rural &Urban~~ ~~Women and employment: organised and unorganised sector~~ ~~Women & Political Participation Rural &Urban~~ ~~**Section C**~~ ~~Women & Supports system: Constitutional Provision and legal Support, Policies on Empowerment of women 2001, Gender Budgeting, Partnering with civil society.~~		Course proposed to be removed. The Content of this course exists in course Specialization-A Women Empowerment

			References: 1. Anand, U.K.(2001). *Working Women and Retirement*. New Delhi, Anmol Publication Pvt. Ltd. 2. Bathla, Sonia (1998). *Women Democracy and the Media*. New Delhi, Sage Publication 3. Bhaskara Rao, Digumarti (2000). *Status of Advancement of Women and Other*. (Ed.). New Delhi, APH Publication Corporation 4. Claire, M. Ranzetti, Jaffrey L.L. Edleson & Raqual Kennedy Bergen (2001). Source Book on *Violence against Women*. (Ed.), New Delhi, Sage Publication. 5. Majumdar, Maya (2001). *Protecting Our Women*. (3 Volumes). New Delhi, Dominant Publishers and Distributors 6. Nussbaum, Martha, C. (2001). *Women, Human Development*. New Delhi, Kali for Women 7. Powell, Gary, N. (Ed.). (1999). *Handbook of Gender Work*. New Delhi, Sage Publications. 8. Tripathy, Prabhat Chandra (2000). *Crime against Workforce Women*.		

			~~New Delhi, APH Publishing Corporation.~~		
15.	SW 506 NGOs, Social Advocacy and Network	After the completion of this Course students will be able to • Be competent in understanding varied roles of NGOs, Civil Society, Cooperatives etc. in promoting status of different sections of the society. • Understand the mechanism of social advocacy and legal support while working on various social issues. • Develop knowledge on the importance of lobbying, propaganda, public opinion and Mass communication while working with NGOs.	**Section -B** Lobbying and Propaganda: Political System and Social Advocacy, Public Opinion, Political Parties, Interest Groups and Pressure Groups, NGOs and Politics. Mass Communication: Concept, Importance, Strategies and Techniques (Traditional and Modern), Use of information Technology in Social Advocacy. Media Relations: Type of Mass Media, Strategic choice of Media, Media Relation, Sensitizing Media and Media Documentation (Writing News, Features, Stories etc.)	**Section -A** **Section -B** Lobbying and Propaganda: Political System and Social Advocacy, Public Opinion, Political Parties, Interest Groups and Pressure Groups, NGOs and Politics. **Communication:** Concept, Definition and Process, Barriers to Communication. Mass Communication: Concept, Importance, Strategies and Techniques (Traditional and Modern), Use of information Technology in Social Advocacy. Media Relations: Type of Mass Media, Strategic choice of Media, Media Relation, Sensitizing Media and Media Documentation (Writing News, Features, Stories etc.) **Section-C** **Suggested E- Resources:** Advocacy in social work Platform: Sage publications. Link: 1. https://us.sagepub.com/sites/default/files/upm-binaries/90577_Ch__4_cox.pdf Social work advocacy: professional	No change Addition of new concept. Added Suggested E – Resources No change Added Suggested E – Resources

				self interest and social justice. Platform: Researchgate. Link: 2. https://www.researchgate.net/publication/283517910_Social_work_advocacy_Professional_self-interest_and_social_justice NGO Interaction, coordination and networking. Platform: Researchgate. Link: 3. https://www.researchgate.net/publication/270392928_NGO_Interaction_Coordination_and_Networking Lobbying and public relations: overlapping of two different professions. Platform: Croatian Scientific Bibliography. Link: 4. https://bib.irb.hr/datoteka/797645.02commforum-jugo-miholic-zigic.pdf	
16.	SW 507 Qualitative Research Methods in Social Work	After the completion of this Course, students will be able to • Acquaint and develop their skill on Qualitative Research method of social work. • Develop understanding on application of Qualitative Research Design in social work		**Section –A** **Section –B** **Section-C** **Suggested E -Resources:** Qualitative research methodology in Social sciences and related subjects. Platform: Munich Personal RePEc Archive. Link: https://mpra.ub.uni-	No Change. Added Suggested E – Resources

		research. • Proficiently prepare reports and also develop skill in using Atlas – ti Software for Qualitative Data Analysis.		muenchen.de/85654/1/MPRA_paper_85654.pdf Methods of data collection in qualitative research: interviews and focus groups. Platform: Researchgate. Link: https://www.researchgate.net/publication/5495328_Methods_of_data_collection_in_qualitative_research_Interviews_and_focus_groups What is grounded theory? Platform: Researchgate. Link: https://www.researchgate.net/publication/294424440_What_is_grounded_theory An introduction to phenomenological approach. Platform: Researchgate. Link: https://www.researchgate.net/publication/255647619_An_introduction_to_phenomenological_research	
17.	SW 509 Social Policies and Social Legislations	After the completion of this Course students will be able to • Understand social policies and social legislations in the Indian context and role of a Welfare State. • Competent on effective implementation of		**Section –A** **Section –B** **Section-C** **Suggested E -Resources:** Indian social policy: Nature, emergence and approaches.: review of Literature. Platform: Researchgate. Link:	No Change. Added Suggested E – Resources

		various social policies and legislations for the holistic development of different sections of the society. • Analyze the role of social legislation as an instrument of social change.		1. https://www.researchgate.net/publication/304445761_INDIAN_SOCIAL_POLICY_NATURE_EMERGENCE_AND_APPROACHES_Review_of_Literature Social planning and social policy. Platform: IGNOU. Link: 2. http://www.ignou.ac.in/upload/bswe-02-block5-unit-25-small%20size.pdf Social legislation and role of social worker in legal assistance. Platform: IGNOU. Link: 3. http://www.ignou.ac.in/upload/bswe-02-block6-unit-31-small%20size.pdf Study of public policy making in India: a theoretical framework. Platform: Academia. 4. https://www.academia.edu/3482142/Study_of_Public_Policy_making_in_India_A_theoretical_framework	
18.	~~SW 503 Counselling Theories and Practices~~	~~After the completion of this Course students will be able to~~ • ~~Develop knowledge on concepts, types and elements of community.~~ • ~~Be competent in~~	~~**Rationale:**~~ ~~This paper helps students to develop a holistic understanding of counseling as a problem (both physical and emotional) solving tool and to make them know various theoretical approaches, underpinning goals, values, processes and techniques of counseling the clients. It~~		Course proposed to be removed. The Content of this course exists in course SW 407

		identifying various social and community problems and understanding application of various community development programmes in working with various sections of the society. • Develop an understanding the functioning three tier system of panchayati raj institution. • Enhance their skills and ability to utilize Organisation and Administration of Community Development at various levels.	intends to develop skills and its application to real life situation. **Section A** Counselling: Meaning and Nature Distinction between Counselling and Guidance, Goal of Counselling, Basic Assumptions and Ethical Issues of Counselling. Type of Counselling: Individual Counselling, Peer Counselling, Group Counselling, Counselling Theory of Ellen Carni, Family Counselling as a Technique of Social Work. Qualities of Counsellor: Roles and Functions of Counsellors in the counselling process. **Section B** Counseling Process: Phases of Counselling Termination of Counselling: Skills and Techniques of Counselling Client/ Clientele System: As Individual or as Unit, Client Behaviour and Communication, Voluntary and Non Voluntary Clients, Clients Expectations. **Section C** Approaches and Theories: Background, Thrust, Goals, Key Concepts and Techniques in Approaches: Person-Centered, Psychoanalysis, Rational-Emotive, Existential, Cognitive		Methods of Social work - 1 Working With Individual .

			Behavioral Theory . 1. Bessell, R. (1971). *Interviewing and Counseling. London,* B.T. Botsford Ltd. 2. Brammer, Lawrence M. & Macdonald, Ginger (1996). *Helping Relationship: Process and Skills.* Boston, Allyn and Bacon 3. Corey, Gerald (2000). *Theory and Practice of Group Counseling.* (5th Edition). Australia, Brooks/Cole. 4. Currie, Fr. (1976). *Barefoot Counselor: A Primer in Building Relationships*. Bangalore, Asian Trading Corporation. 5. Dave, Indu (1983). *The Basic Essentials of Counseling*. New Delhi, Sterling Publisher Private Limited 6. Egan, G. (1998*). The Skilled Helper: A Problem Management Approach to Helping*. (6th Edition). Pacific Grove, CA: Brooks/Cole. 7. Geldard, Kathryn and Geldard, David (2000). *Counseling Children: A Practical Introduction*. (2nd Edition). London, Sage Publication 8. Maclean, Doug and Grould, Sue		

			~~(1988). *The Helping Process: An Introduction.* London, Croom Helm Ltd.~~ ~~9. Patterson, Lewis E. & Welfel, Elizabeth Reynolds (2000) *The Counseling Process*. (5th Edition), Australia, Books/Cole.~~ ~~10. Seden, Janet (1999). *Counseling Skills in Social Work Practice*. Buckingham, Open University Press.~~		
19.	Discipline Elective: SW 502 Community development	After the completion of this Course students will be able to • Develop knowledge on concepts, types and elements of community. • Be competent in identifying various social and community problems and understanding application of various community development programmes in working with various sections of the society. • Develop an understanding the functioning three tier system of panchayati		**Suggested E- Resources:** Community Development, Concept & Process Platform: PeerNetBC. Link: 1. http://www.peernetbc.com/what-is-community-development the Community development experiment in India. Platform: Central Intelligence Bureau. Link: 2. https://www.cia.gov/library/readingroom/docs/CIA-RDP79S00427A000500060002-7.pdf Community Development Programme: Its Political Impact. Platform: The Economic Weekly. Link: 3. https://www.epw.in/system/files/pdf/1960_12/38/community_dev	Community Development will be shifted to Semester III as one of the courses of Discipline Electives, since in Semester IV students are provided with a specialization on Community Development (Specialization C). In order to avoid repetition the course has been proposed to be shifted. Added Suggested E

		raj institution. • Enhance their skills and ability to utilize Organisation and Administration of Community Development at various levels.		elopment_programmeits_political_impact.pdf concept, evolution and Democratic Decentralization. Platform: egyankosh. Link: 4. http://www.egyankosh.ac.in/bitstream/123456789/25850/1/Unit-1.pdf	– Resources
20.	Discipline Elective: Ecology and Social Work	After the completion of this Course students will be able to • Develop understanding on concept of. Ecology, environment, its sustainability and its relation in community well being. • Enhance knowledge on environmental problems and challenges in the global and national context. • Understand various approaches on environmental conservation. • Narrate understanding of constitutional and legislatives provisions, policies and programmes for environmental		**Section –A** Basic Concepts and Inter linkages-Inter-linkages between Ecology and Environment, Environmental Sustainability: Implications for livelihood security and community well-being Environmental degradation: Causes and consequences; differential impact on women, poor, marginalized groups and indigenous populations. Environment in the human rights perspective. **Section –B** Politics of Ecology: Dominant development paradigm and global implications Impact of neoliberalism on environment and environmental justice. State of the Environment and	New course in Discipline Electives has been proposed to add Added Suggested E – Resources. Added Recommended Books

		conservation		Environmental Concerns Global environmental issues and concerns. State of India's land, water, air, forests and wildlifSuggested Suggested E resources and environmental problems pertaining to them. Environmental problems arising from unplanned urban growth and developmental projects. Protection and Promotion of the Environment - Introduction to approaches of environmental conservation. **Section –C** Constitutional provisions, policies and legislative framework pertaining to environment protection in India. Important International treaties and conventions on environment; An outline Important programmes of environmental conservation in India Co-management of environment by Indigenous people and other stakeholders; mainstreaming gender in natural resource management and conservation. Recommended Books: 1. Das, R.C., Barul, J. K. Sahu , N.C. & Mishra, M.K. (1998). *The Environment divide: the*	

				Dilemma of Developing Countries. New Delhi, Indus Publishing co. 2. Reid, D.E. (1995). *Sustainable Development: An Introductory Guide.* London, Earthscan Publications. 3. Sundaram K.V. Jha, M.M & Mrityunjay, M. (Ed.). (2004). *Natural resources management and livelihood security: survival strategies & sustainable policies*. New Delhi, Concept publishing co. 4. Sheth , P. (1997). *Environmentalism: Politics, Ecology and Development.* Jaipur, Rawat Publications. 5. Jana, M.M. (1991). *Environmental Degradation and Developmental Strategies in India*. New Delhi, Ashish Publications. 6. Gadgil, M. & Guha, R. (1995). *Ecology & Equity: The Use and Abuse of Nature in Contemporary India*. London, Routledge 7. Gupta, K.R. (Ed.). (2005). I	

				New Delhi, Atlantic Publications. 8. Rodda , A. (1991). Women & Environment. London, Zed Books Ltd. 9. Coates, J. (2004). *Ecology & Social Work: Towards a New Paradigm.* New York, Paul & Company Public Consortium. 10. Kallard , A. & Persoon, G. (1998*). Environmental Movements in Asia*. Great Britain, Curzon Press. 11. Guha , R. (1991). *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya.* Delhi, Oxford University Press. 12. Negi, S.S. (1991). *Environmental Degradation and Crisis in India.* New Delhi, Indus Publishing Company. 13. Singh, H. (Ed.). (1992). *Environmental Policy and Administration.* Jaipur, Printwell. 14. Gadgil, M. & Guha, R.	

				(1992). *This Fissured Land: An Ecological History of India*. Delhi, Oxford University Press. 15. Vettivel, S.K. (1993). *Participation and Sustainable Development.* New Delhi, Vetri Publishers. **Suggested E-Resources** Environmental Degradation, Sustainable Development and Human Well-being: Evidence from India, Platform: Researchgate. Link: 1. https://www.researchgate.net/publication/266713780_Environmental_Degradation_Sustainable_Development_and_Human_Well-being_Evidence_from_India Ecology in India. Platform: Researchgate. Link: 2. https://www.researchgate.net/publication/225039756_Ecology_in_India Global Environmental Issues. Platform: Open Access Scientific Reports. Link: 3. https://www.omicsonline.org/scientific-reports/2157-7617-SR-632.pdf	

				Global_Conventions_and_Environmental_Governance. Platform: University of Bern, Researchgate. Link: **4.** https://www.researchgate.net/publication/280835496_Global_Conventions_and_Environmental_GovernanceGlobal_Conventions_and_Environmental_Governance_InfoResources_FOCUS_No_305_CDE_University_of_Bern_English_French_Spanish	
21.	Discipline Elective: Corporate Social Responsibility	After the completion of this Course students will be able to • Develop understanding on CSR policy and its role in India. • Develop practical applicability of theoretical learning of CSR.		**Section A** Social Responsibility, Corporate Social Responsibility, Scope of CSR, Need and Significance of CSR, Carroll's Model of CSR (Pyramid of CSR). **Section B** Interest Groups Related to CSR, Why Social Responsibilities of Corporate Sectors (arguments for and against it), Drivers of CSR, Tools of CSR, and Benefits of CSR. CSR policy, Factors influencing CSR policy, Managing CSR in an organization, **Section C**	New course in Discipline Electives has been proposed.

				Global Perspective of CSR, CSR in India, CSR Activities in Orissa carried out by different corporate giants and their outcomes, Case studies for better understanding of each aspect and practicalities of CSR **Recommended Books:** 1. Bradshaw, T. & D. Vogel. (1981). *Corporations and their Critics: Issues and Answers to the Problems of Corporate Social Responsibility*. New York, McGraw Hill Book Company. 2. Brummer, J.J. (1991). *Corporate Responsibility and Legitimacy – An Interdisciplinary Analysis*. Westport, CT: Greenwood Press. 3. Cannon, T. (1992). *Corporate Responsibility*. (1st Ed.). London, Pitman Publishing. 4. Grace, D. and S. Cohen (2005).*Business Ethics: Australian Problems and Cases*. Oxford, Oxford University Press. 5. Reddy, Sumati and Stefan Seuring. (2004). *Corporate Social Responsibility: Sustainable Supply Chains*. Hyderabad, ICFAI University Press.	Added Recommended Books Added Suggested E – Resources.

				6. Akbas, S. (1983). *Industrial Social Work: Influencing the System at the Workplace*. Silver Spring, MD: NASW. 7. Dinerman, M .(Ed.). (1982). *Social Work in a Turbulent World,* Silver Spring, MD: NASW. **Suggested E-Resources** Corporate social responsibility in india: an overview. Platform: researchgate. Link: 1. https://www.researchgate.net/publication/318445440_CORPORATE_SOCIAL_RESPONSIBILITY_IN_INDIA_AN_OVER_VIEW handbook of Corporate Social responsibility in India. Platform: CII. Link: 2. https://www.pwc.in/assets/pdfs/publications/2013/handbook-on-corporate-social-responsibility-in-india.pdf Corporate Social Responsibility: Global Perspective, Competitiveness, Social Entrepreneurship & Innovation. Platform: 3. http://unpan1.un.org/intradoc/gro	

				ups/public/documents/APCITY/UNPAN027045.pdf Carroll's pyramid of CSR: taking another look. Platform: International Journal of Corporate Social Responsibility. Link: 4. https://pdfs.semanticscholar.org/7e34/9825b55bebc98ef813f86608a53824d6edbe.pdf	
22.	Discipline Elective: Community Medicine and Social Work	After the completion of this Course students will be able to • Develop understanding on lifestyle and varied health problems in the society. • Understand the role of health care system and functionaries in promoting a healthy society. • Understanding government's initiatives to promote better socio-economic status in India through various health care programmes. • Proficiently perform the role of a Professional social		**Section A** Introduction to Health, Community Health and Health Education - Concept of Health and disease , Dimensions of health; Factors affecting health. Cultural factors in health and disease Concept and background of community health- Community diagnosis and health action plan. Concept, methods and Principles of health education. Role of a health worker in community setting- Organizing and planning for community health programme Health and Development: Multi-disciplinary Perspectives a. Health Literacy and Health Behaviour; Social and Economic Determinants of Health; Health Infrastructure and Manpower Development; Health Sector Reforms; Emerging Socio-economic	New course in Discipline Electives has been proposed. Added Suggested E – Resources. Added Recommended Books

		worker through preventive, promotion, curative and rehabilitative approach.		and Demographic Situation in India **Section B** Health problems: Communicable and non communicable diseases: Epidemiology of communicable diseases, TB, HIV/AIDS, Vaccine preventable diseases, Non communicable diseases- Cardiovascular diseases, hypertension, Diabetes, accidents and injuries, Life style diseases, Impairment, Disability, handicap, Magnitude of disability, Major health Programmes in India, Health Education- Purpose and methods, Immunisation schedule. **Section C** Health System, Programmes and Policies . Health Planning in India Health for all and primary health care, Three tier health care system: primary, secondary, and tertiary. Public vs private health care. National and State Level Health Policies and Programs. Health and Demographic Transition; Out of Pocket Expenses on Health; Health Insurance Health and Well-being a. Health Disparities.. Public Health and Sanitation. Ageing, Health and Well-	

				being Migration and Urban Health. Promoting Indigenous Health Systems. Role of Social work in the field of health a. Multi-Disciplinary approach, Advocacy for patient rights. Community health team and functions, **Recommended Books:** 1. Government of India (2005). *Health Information of India 2005*. New Delhi, Ministry of Health and Family Welfare, CBHI, 2. MHFW (2010). *National Health Profile of India-2010*, Central Bureau of Health Intelligence (CBHI), DGHS, New Delhi 3. Michele, I. (2004). *Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health.* London, Jones and Bartlett Publishers, 4. Desai S B & Joshi Bharti (2012). *Social work and community health.* New Delhi. Alfa Publications *New Delhi*, India, *Alfa Publications*. 5. Akram Mohammad (2012). *Sociology of health.* Jaipur, Rawat Publications. 6. Park, K. (2009). *Preventive and*	

				social medicine. Jabalapur, Banarsidas. 7. Srinivasan K. (1998). *Basic Demographic Techniques and Applications.* New Delhi, Sage Publications, 8. Goel,S. L. (2005). *Population policy and Family Welfare,* New Delhi, Deep and Deep publications 9. IMCI Handbook (2000). *Towards better child health and development: integrated management of childhood illness.* IMCI, World Health Organization. **Suggested E-Resources** Health Promotion Education in India: Present Landscape and Future Vistas Platform: researchgate. Link: 1. https://www.researchgate.net/publication/230861016_Health_Promotion_Education_in_India_Present_Landscape_and_Future_Vistas Health Sector Reforms in India: A Situation Analysis Platform: researchgate. Link: 2. https://www.researchgate.net/publication/228226415_Health_Sector_Reforms_in_India_A_Situa	

				tion_Analysis Health Insurance in India Opportunities, Challenges and Concern Platform: researchgate. Link: 3. https://www.researchgate.net/publication/238659220_Health_Insurance_in_India_Opportunities_Challenges_and_Concerns The Role of Social Work in Health Care System. Platform: Journal of Social Science for Policy Implications. link: **4.** http://jsspi.com/journals/jsspi/Vol_2_No_2_June_2014/4.pdf	
23.	Discipline Elective: Social Work and Disaster Management	After the completion of this Course students will be able to • Understand about disaster management and ways and means to mitigate such conditions. • Critically analyze the effective implementation institutional structures and programmes for disaster management in India. • Understand the process and techniques of empowering		**Section A** Disaster related concepts and definitions: Hazard, Risk, Vulnerability and Disaster; different forms of Natural and Manmade Disasters Impact of disasters: Physical, economic, political, psychosocial, ecological, and others; developmental aspects of disasters. Concept of Displacement its types and Factor. Policy and progrmmme for displacement . Hazard, Risk and vulnerability assessment with special emphasis on participatory tools and techniques.	New course in Discipline Electives has been proposed.

		communities in disaster preparedness and mitigation. • Learn the nature and scope of psychosocial care in disaster management.		**Section B** Disaster Management and its components , Integration of disaster management and development planning Global issues and initiatives- World Conference on Disaster Reduction (2005), Administrative and institutional structure for disaster management; Techno-legal framework Information, Education and Communication in disaster management. Community participation in managing and mitigating disasters **Section C** Coordinating search and rescue; relief mobilization and management; evacuation and camp management Contingency planning and crisis management Restoration and rehabilitation interventions, livelihood security and social justice concerns in disaster recovery and reconstruction Compensation and related issues in disaster management.: **Recommended Books:**	Added Recommended Books

				1. Sahni, P., Dhameja, A., & Medury, U. (2001) *Disaster Mitigation: Experiences and Reflections.* New Delhi, Prentice Hall of India Pvt. Ltd. 2. Singh, S.K., Kundu, S., & Singh, S. (1998). *Disaster Management.* New Delhi, Mittal Publications. 3. Sinha, P.C. (Ed.). (1998). *Encyclopedia of Disaster Management.* New Delhi, Anmol Publications Pvt. Ltd. 4. Newburn, T. (1993). *Disaster and After: Social Work in the Aftermath of Disaster.* Bristol, PA: Jessica Kingsley Publishers. 5. Ehrenreich, J.H. (2001). *Coping With Disaster: A Guidebook to Psychosocial Intervention.* Old Westbury, NY: Center for Psychology and Society. 6. Raphael, B., Wilson, J.P. (Eds.). (2000). *Psychological Debriefing: Theory, Practice and Evidence.* Cambridge, Cambridge University Press. 7. Zubenko, W.N., & Capozzoli, J. (Eds.) (2002). *Children and Disasters: A Practical Guide to Healing and Recovery.* Oxford, Oxford University Press.]\ 8. Singh, R.B. (Ed.). (1996).	

				Disasters, Environment and Development (Proceedings of International Geographical Union Seminar). New Delhi, AA Balkema/ Rotterdam/Brookefield. 9. CAPART (1995). *Proceedings of CAPART Workshop on Strengthening of Community Participation in Disaster Reduction.* New Delhi, CAPART. 10. Carter, W.N. (1992). *Disaster Management: A Disaster Manager's Handbook.* Manila: Asian Development 11. Sharma, V.K. (Ed.). (1994). *Disaster Management.* New Delhi, National Centre for Disaster Management. 12. Engelbert, P., & Sawinsky, D. (Eds.). (2001). *Dangerous Planet: The Science of Natural Disasters (Vol. I to III).* Detroit, Gale Group, VXL. 13. Eade, D.,& Williams, S. (1995). *The Oxfam Handbook of Development and Relief (Vols. I and II).* U.K, OXFAM Publication 14. Gupta, M.C., Sharma, V. K., Gupta, L.C., & Tamini, B.K. (2001). *Manual on Natural Disaster Management in India.*	Added Suggested E – Resources.

				New Delhi, National Centre for Disaster Management. 15. Regional Development Dialogue (2003). *Disaster Management for Sustainable Development: Focus on Community Initiatives. Regional Development Dialogue*, (Vol. 24, No.1). United Nations Centre for Regional Development **Suggested E-Resources** **1.** Introduction to Disaster Management Platform: Researchgate. Link: https://www.researchgate.net/publication/277327554_Introduction_to_Disaster_Management **2.** Community based disaster management. Platform: Researchgate. Link: https://www.researchgate.net/publication/310843610_Community_Based_Disaster_Management **3.** Disaster and Development: Examining Global Issues. Platform: Researchgate. Link: https://www.researchgate.net/publication/262105896_Disaster_development_Examining_global_issues_and_cases Rehabilitation and Reconstruction.	

				Platform: egyankosh. Link: **4.** http://egyankosh.ac.in/bitstream/123456789/25891/1/Unit-15.pdf	
24.	Discipline Elective: Conflict Management and Peace Building	After the completion of this Course students will be able to • Understand the nature of conflict and violence prevalent in the present era. • Understand initiatives of peace in global perspective.		**Section -A** Definitions and contents of conflict - understanding concepts of violence, nonviolence, riot, feud, rebellion, genocide, and pogrom, Sources and causes of social, economic and political conflict. Conflict as social process - economics of conflict, relevance of conflict for social work Nationalism and ethnic conflict – Sub-national and autonomy movements **Section -B** Instances of inter and intra-state conflict-identity/rights/claims over land, water etc. Stages of conflict, actors involved – timing, targets, setting Conflict audit-steps, processes and implications Characteristics of divided societies and deep-rooted conflicts - Instances of Communal/ethnic/caste/racial conflict from India and other conflict sites from across the globe	New course in Discipline Electives has been proposed.

				Areas and people in conflict-cases from Global South and Global North, the political economy of conflict-role of hegemonic states **Section -C** Political, economic, social challenges - steps and processes Mapping entry points and engagement with community and the State Conflict induced trauma and social work interventions Reconstruction and Rebuilding in conflict-torn societies Peace Building at the Elite Level: The role of state and its critique Development and conflict - evaluating and assessing development as warning for peace, civil society response, role of organizations such as UNO in promoting peace etc. Social analysis for peace and development Models and illustration on conflict mitigation and peace building from- Sri Lanka, India, Northern Ireland, Bosnia-Herzegovina, Chechnya etc – state and civil society Peace building through movement- Locating women in Peace Movement, indigenous actors in Peace Building	Added Recommended Books

				Recommended Bookss **1.** Lederach, J,P. (1997). *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington DC, United Sates Institute of Peace. **2.** Weiner, Y. (Ed.). (1998). *The Handbook of Interethnic Coexistence*. New York, Continuum. **3.** Byman, D. (2002). *Keeping the Peace-Lasting Solutions to Ethnic Conflict*. Baltimore, The John Hopkins University Press. **4.** Kaufman, S.J. (2001). *Modern Hatreds-The Symbolic Politics of Ethnic War*. Ithaca, Cornell University Press. **5.** Lipjhart, A. (1977). *Democracy in Plural Societies*. New Haven, Yale University Press. **6.** Hobsbawm, E. (1996). *The Age of Extremes*. New York, Vintage Books. **7.** Hall-Cathalla, D. (1990). *The Peace Movement in Israel 1967-1987*. New York, St. Martin's Press. **8.** Fernea, E.W. & Hocking, M.E. (Eds.). (1992). *Israeli and Palestinians: The Struggle For Peace*. Austin, University of Texas Press.	Added Suggested E – Resources.

				9. Gordon, H. Gordon, R. (Eds.). (1993). *Israel/Palestine: The Quest For Dialogue.* New York, Orbis Books. **10.** Hurwitz, D. (Ed.). (1992). *Walking the Redline: Israelis in the Search of Justice for Palestine.* Philadelphia, New Society Publisher. **11.** Robinson, G. (1997). *The Logic of Palestinian State-Building After Oslo- Building A Palestinian State the Incomplete Revolution.* Bloomington, Indiana University Press. **12.** Brown, M.E. (Ed.). (2001). *Nationalism and Ethnic Conflict,* Cambridge, The MIT Press. **13.** Walker, C. (1994). *Ethnonationalism: The Quest for Understanding.* Princeton, Princeton University 99 Press **Suggested E-Resources** Nationalism, Ethnic Conflict, and Rationality Platform: Perspectives on Politics, American Political Science Association. Link: 1. http://olympiasummeracademy.org/past/2010/files/Ashutosh%20Varshney/VarshneyPOP.pdf Conflict process	

				Platform: The Da Vinci Institute for Technology Management (Pty) Ltd. Link: 2. http://dmcodyssey.org/wp-content/uploads/2014/02/Conflict-Process.pdf Rebuilding Societies Emerging from Conflict: A Shared Responsibility Platform: United Nations. Link: 3. http://www.un.org/dpi/ngosection/annualconfs/55/workshops.pdf The causes of ethnic conflict in Multi-ethnic societies Platform: World Scientific News. Link: 4. http://www.worldscientificnews.com/wp-content/uploads/2015/10/WSN-42-2016-156-1662.pdf	
25.	SW 504L Field Work Practicum –III	After the completion of this course, the students will be able to • Competent in acquainting with knowledge of theory into practical situation for problem solving. • Capable to understand social work intervention through methods of social		During the third semester, after completion of one year of field work practicum and one month summer internship, students are now competent to apply various social work methods, techniques and skills namely Social case work, Social group work, Community Organization, Social action, Social Work Research and Social Work Management and are capable to critically analyse their practical application. They are regularly supervised by their concerned supervisors	Elaboration of Field work practicum Added Suggested E – Resources

		work in various field work settings. • Comprehend role of Social work profession in facilitating social change, human rights and social justice. • Develop skills and professional qualities for social work.		through Individual and Group Conferences. **Suggested E resources:** 1. http://fieldeducator.simmons.edu/article/field-learning-in-online-social-work-programs/ -placement/navigating-your-field-placement-search-as-an-online-student/ 2. http://hhd.fullerton.edu/msw/Fieldwork/index.htm	

SEMESTER IV

S. No.	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
26.	SW 510 Social Welfare Management	After the completion of this Course students will be able to • Develop their competency on management of Social Welfare agencies. • Understand the applicability of planning, formulating, operating and monitoring projects for an effective impact		**Section –A** **Section –B** **Section-C** **Suggested E-Resources:** Social welfare administration: concept, nature and scope. Platform: IGNOU. Link: 1. http://www.ignou.ac.in/upload/Bswe-003%20Block-2-UNIT-6-small%20size.pdf Logical framework analysis	No Change. Added Suggested E – Resources

		among target beneficiaries. • Apply varied techniques in developing project proposals for effective monitoring and evaluation. • Understand the importance in fund raising and resource utilization in a project		Platform: The Global Development Research Centre. Link: 2. http://www.gdrc.org/ngo/logical-fa.pdf Project formulation Platform: Central Institute of Fisheries Education. Link: 3. http://eprints.cmfri.org.in/9671/1/Project_Formulation.pdf Project Appraisal Platform; Distant Production House University 4. http://www.dphu.org/uploads/attachements/books/books_2358_0.pdf	
27.	Specialization Elective SOC 502 Feminist Theory and Feminist Thought	After the completion of this Course students will be able to • Be acquainted with issues related to feminism. • Understand the concept of WID, WAD and gad. • Imbibe knowledge on Foundations of Feminist Theories.	**Section- C** ~~**Second Wave**~~ **Feminist Theory:** Liberal, Radical, Marxist- Socialist, Foundations of Feminist Theories	**Section –A** **Section –B** **Section- C** **Feminist Theory:** Liberal, Radical, Marxist- Socialist, Foundations of Feminist Theories. **Suggested E-Resources:** Feminism Platform: McGraw Hill Education. Link: 1. https://www.mheducation.co.uk/openup/chapters/0335204155.p	No change 'Second wave' term has been removed as second wave feminist theories covers only second wave feminism. On adding 'feminist theory' all waves of feminist theories have been covered. Added Suggested E – Resources.

				df Women's movements, feminism and feminism movments Platform: Researchgate. Link: 2. https://www.researchgate.net/publication/288623012_Women's_movements_feminism_and_feminist_movements WID, WAD, GAD: Trends in Research and Practice Platform: IDRC Digital library. Link: 3. https://idl-bnc-idrc.dspacedirect.org/bitstream/handle/10625/5225/34345.pdf?sequence=1 A classification of Feminist theories Platform: Researchgate. Link: https://www.researchgate.net/publication/38105958_A_Classification_of_Feminist_Theories	
28.	Specialization Elective SOC 516 Women and Health	After the completion of this Course students will be able to • Be competent to acquaint with concept of Health status of women.		**Section –A** **Section –B** **Section-C** **Suggested E -Resources:**	No change. Added Suggested E – Resources.

		• Develop understanding on the functioning of modern health care system, policies and programmes in promoting better health status of women in India. • Apply their analytical skills in to identify means to combat critical health status of women globally, as well as of sex workers and marginalised groups.		Women and Health Platform: United Nations. Link: 4. http://www.un.org/womenwatch/daw/beijing/beijingat10/C.%20Women%20and%20health.pdf From adolescence to later adulthood: femininity, masculinity, and androgyny in six age groups Platform: Reseachgate. Link: 5. https://www.researchgate.net/publication/225573103_From_Adolescence_to_Later_Adulthood_Femininity_Masculinity_and_Androgyny_in_Six_Age_Groups Global health Platform: WHO. Link:	
29.	Specialization Elective SOC 517 Women and Law	After the completion of this Course students will be able to • Develop capacity to understand constitutional provisions related to women. • Comprehend Criminal Procedure Code Arrest and Examination, IPC,		**Section –A** **Section –B** **Section-C** **Suggested E- Resources:** Women's Rights in India Platform: Researchgate. Link: 1. https://www.researchgate.net/publication/323825501_Women's_Rights_in_India	No Change. Added Suggested E – Resources.

		Eve Teasing, Molestation, Adultery, Abduction, Kidnapping, Rape. • Analyze important judgments, international convention, and emancipation of women – a socio- legal perspective.		Family Courts in India: An analysis Platform: shodhganga. Link: 2. http://shodhganga.inflibnet.ac.in/bitstream/10603/166330/1/10_chapter3.pdf Critical Assessment of Labour Laws, Policies and Practices through a gender lens Platform: Ministry of Women and Child Development, GOI. Link: 3. http://www.shram.org/uploadFiles/20141204062826.pdf Legal provisions for the women welfare and safety Platform: Shodhganga. Link: 4. http://shodhganga.inflibnet.ac.in/bitstream/10603/153565/11/1_chapter%203.pdf	
30.	Specialization Elective MGMT 511 Industrial Relation and Legal Environment	After the completion of this Course students will be able to • Comprehend concepts of Industrial relations, grievance Handling, collective bargaining, role of trade Union and welfare officer. • Understand Industrial legislations, process of Industrial relations,		**Section –A** **Section –B** **Section-C** **Suggested E- Resources:** A study of Industrial Relation in India Platform: International Journal of Development Research. Link: 1. https://www.journalijdr.com/sit	No Change. Added Suggested E – Resources

		collective. • Proficiently perform their role as Industrial relation Officer.		es/default/files/issue-pdf/9540.pdf Labour Law in India: Structure and Working Platform: Researchgate. Link: 2. https://www.researchgate.net/publication/260276132_Labour_Law_in_India_Structure_and_Working The Indian Legal System Platform: Researchgate. Link: 3. https://www.researchgate.net/publication/47704506_The_Indian_Legal_System Employee Legislation Platform: Pondicherry University. Link: 4. http://www.pondiuni.edu.in/storage/dde/downloads/hrmiii_el.pdf	
31.	Specialization Elective MGMT 513 Introduction to Human Resource Management	After the completion of this Course students will be able to • Be Acquaint with concepts of Human Resource Management (HRM), Human Resource Development (HRD) and Personnel Management (PM). • Understand the Function of Human Resource Manager		**Section –A** **Section –B** **Section-C** **Suggested E - Resources:** Human Resource Management: Theory and Practice Platform: Researchgate. Link: 1. https://www.researchgate.net/publication/305954894_Human_Resource_Management_Theory	No Change. Added Suggested E – Resources

		• Manage Disciplinary Action related to HRM as well as Employee Counseling.		_and_Practice Human Resources Information System (HRIS): A Theoretical Perspective Platform: Researchgate. Link: 2. https://www.researchgate.net/publication/272668111_Human_Resources_Information_System_HRIS_A_Theoretical_Perspective The Roles, Competencies and Skills of HRM Professionals in Indian Organisations Platform: Researchgate. Link: 3. Https://www.researchgate.net/publication/295920930_the_roles_competencies_and_skills_of_hrm_professionals_in_indian_organisations Training and Development: Issues in the Indian Context Platform: Global Journal of Finance and Management. Research India Publications. 4. ttps://www.ripublication.com/gjfm-spl/gjfmv6n7_01.pdf	
32..	Specialization Elective MGMT 515 Organizational Behaviour at Work	After the completion of this Course students will be able to • Competent in organizational Behaviour and Human Relation in an		**Section –A** **Section –B** **Section-C** **Suggested E -Resources:** Organisational Behaviour An	No Change. Added Suggested E – Resources

		Organization. • Understand and manage behavioural pattern in an organization. • Proficient in solving and managing malfunctions in Organization		Introduction Platform: Macmillan Education. Link: 1. https://www.macmillanihe.com/resources/sample-chapters/9781137429445_sample.pdf A study of Organizational Culture: Octopace Profile IOSR Journal of Business and Management (IOSR - JBM). Link: 2. http://www.iosrjournals.org/iosr-jbm/papers/Vol19-issue2/Version-3/N1902038792.pdf Maslow's Need Hierarchy Theory: Applications and Criticisms Platform: Global Journal of Management and Business Studies. Research India Publications. Link: 3. https://www.ripublication.com/gjmbs_spl/gjmbsv3n10_03.pdf Understanding and managing misbehavior in organizations Platform: ResearchGate. Link: 4. https://www.ResearchGate.net/publication/291158812_Understanding_and_managing_misbehavior_in_organizations	

33.	Specialization Elective SW 508 Rural Community Development	After the completion of this Course students will be able to • Sensitively understand the challenges in rural settings. • Understand the functioning of various rural community development programme in India. • Proficiently apply their knowledge and social work competencies in field work intervention while working in a rural setting.		**Section –A** **Section –B** **Section-C** **Suggested E-Resources:** Rural Development Platform: Planning Commission. Link: 1. http://planningcommission.nic.in/plans/stateplan/sdr_punjab/sdrpun_ch5.pdf Role of Cooperative banks in Financial Inclusion Platform: ResearchGate. Link: 2. https://www.researchgate.net/publication/304483927_ROLE_OF_CO-OPERATIVE_BANKS_IN_FINANCIAL_INCLUSION The Role of NGOs in Rural Development with special reference to women Platform: Shodhganga. Link: 3. http://shodhganga.inflibnet.ac.in/bitstream/10603/18591/9/09_chapter%203.pdf Panchayati Raj in action: A study of Rajasthan. Platform:The Economic and Political Weekly. Link: 4. https://www.epw.in/system/files/pdf/1964_16/5-6-	No Change. Added Suggested E – Resources

				7/panchayati_raj_in_actiona_study_of_rajasthan.pdf?0=ip_login_no_cache%3Dcadc5026513d674a3e03b085d56bf41a	
34.	Specialization Elective SW 511 Tribal Community Development	After the completion of this Course students will be able to • Competent in comprehending the nature and characteristics of tribal community. • Develop understanding on various constitutional provisions and government initiated programmes for promoting the conditions of tribal communities. • Apply their proficiency as a professional social worker while rendering quality services for the well being of tribal society.		**Section –A** **Section –B** **Section-C** **Suggested E -Resources:** Tribal population in India: Regional dimensions & imperatives. Platform: ResearchGate. Link: 1. https://www.researchgate.net/publication/302904252_TRIBAL_POPULATION_IN_INDIA_REGIONAL_DIMENSIONS_IMPERATIVES Historical perspectives of different tribal groups in India. Platform: International Journal of Interdisciplinary and Multidisciplinary Studies (IJIMS). Link: 2. http://www.ijims.com/uploads/6bd9df8d35bc3899587coc9.pdf Policies and Programmes for Tribal Development In India Platform: Odisha State Open University. Link:	No Change. Added Suggested E – Resources

				3. http://osou.ac.in/eresources/PPTDI.pdf Panchayati Raj and Tribal Development in India Platform: International Journal of Advanced Research in Social Sciences & Humanities 4. http://www.iaster.com/uploadfolder/1PanchayatiRajandTribalDevelopmentinIndiaCopy/1Panchayati%20Raj%20and%20Tribal%20Development%20in%20India%20Copy.pdf	
35.	Specialization Elective SW 512 Urban Community Development	After the completion of this Course students will be able to • Be competent in understanding the effect of urbanization on the changing status of society. • Understand the functions and roles of Urban Local Bodies in Urban Community Development. • Apply their learning and skills for field work intervention while working with Urban community.		**Section –A** **Section –B** **Section-C** **Suggested E -resources:** Urban Community Development Its Nature and Scope 1. https://www.epw.in/system/files/pdf/1959_11/45/urban_community_developmentits_nature_and_scope.pdf Housing and Urban Development Corporation Limited Platform: Hudco.org. link: 2. https://www.hudco.org/writereaddata/NOTICE-AR-2017.pdf	No Change. Added Suggested E – Resources

				Evolution of urban local governments in india Platform: Shodhganga. Link: 3. http://shodhganga.inflibnet.ac.in/bitstream/10603/66623/8/08_chapter%202.pdf Urban Development in India in the Twenty First Century: Policies for Accelerating Urban Growth Platform: Centre for International Development, Stanford. Link: **4.** https://globalpoverty.stanford.edu/sites/default/files/publicons/231wp.pdf	
36.	SW 505L Field Work Practicum IV	After the completion of this course, students will be able to • Competent in acquainting with knowledge of theory into practical situation for problem solving. • Capable to understand social work intervention through methods of social work in various field work settings. • Develop skills and professional qualities		The final semester's field work practicum comprises of the continuous practical application of field work of Semester III. Students comprehend role of Social work profession empowering individuals, groups and communities and facilitating social change, Human rights and Social justice. They are now proficiently skilled and ready to apply their skills and qualities of professional social work practitioners. **Suggested E resources:** 1. http://fieldeducator.simmons.edu/article/field-learning-in-	Elaboration of Field work practicum Added Suggested E – Resources

		for social work.		online-social-work-programs/ -Field Work Platform: Field Educator Simmons School of Social Work 2. http://fieldeducator.simmons.edu/article/field-learning-in-online-social-work-programs/ -placement/navigating-your-field-placement-search-as-an-online-student/ 3. http://hhd.fullerton.edu/msw/Fieldwork/index.htm placement/navigating-your-field-placement-search-as-an-online-student/	

37.	SW 501L Block Placement	After the completion of this course, students will be able to • Competent in acquainting with knowledge of theory into practical situation for problem solving. • Capable to understand social work intervention through methods of social work in various field work settings and Develop skills and professional qualities for social work. • Comprehend role of Social work profession in facilitating social change , human rights and social justice • Become aware of problems and Recent Administrative Reform of government and non Governmental Organization		After the completion of two year MSW programme students undergo two months (8 weeks) block placement training in any settings namely NGOs, CSRs, Industries etc. Block placement provides for field education as a stand-alone experience, separate from course work. The block placement expands the opportunities for students to have an in-depth learning experience in diverse settings. **Suggested E resources:** 1. http://fieldeducator.simmons.edu/article/field-learning-in-online-social-work-programs/ -placement/navigating-your-field-placement-search-as-an-online-student/ 2. http://hhd.fullerton.edu/msw/Fieldwork/index.htm 3. https://www.mswguide.org/schools/the-ultimate-field-education-guide/ **4.** http://fieldeducator.simmons.edu/article/field-learning-in-online-social-work-programs	Elaboration of Field work Block Placement practicum Added Suggested E – Resources

Annexure VI

Programme & Course Format for BOS Minutes

Name of Programme: M.Phil. Sociology

Programme Educational Objectives

Keeping in focus the significance of research in higher education, Banasthali Vidyapith aims to train young researchers. The **Master of Philosophy (M.Phil.) in Sociology Programme** is designed to guide young researchers from sociological and interdisciplinary perspectives to address critical socio-cultural issues and problems. The course stimulates the research scholars to learn advanced theoretical and sociological concepts and equips them with social research techniques and tools which help them in empirical and qualitative studies of various sociological concerns of our society so that their research works may contribute to the knowledge repertoire and policy formulation

The main objectives of M.Phil Programme are:

- To provide extensive sociological knowledge about society and culture that shape individual identity and behaviour
- To develop an understanding of fact, concept and theory and their interrelations in sociological paradigm
- To acquaint with classical, modern and post-modern sociological theories and their implications for research initiatives
- To provide knowledge about cross-cutting issues and basic principles of interdisciplinary approach for holistic understanding of society.
- To promote sociological researches; qualitative and quantitative both, for policy recommendations, formulation and implementation in order to bring positive social change
- To generate awareness about gender equality and social values and motivate to adapt in dynamic socio-cultural and political scenario
- To provide practical training through dissertation keeping in view of preparing efficient researchers
- To enhance the abilities of effective communication and reflective presentation of sociological knowledge enriched by the application of new technological innovations
- To develop sociological knowledge and skills that will enable to think critically and creatively about society and social issues in local and global perspective and prepare globally recognized researchers and academicians in the field of sociology

- To explain the role of sociologists in generating awareness; creating sociological literature and formulating policy documents related to environmental regulation and sustainable development.
- To create round personality development characterized by conflict resolving attitude, leadership and team spirit essential for social construction.

Programme Outcomes

- **PO1: Sociological Knowledge:** Develop and apply sociological imagination to critically understand relation between individual and society; possess knowledge about sociological theory and methods to be applied for conducting systematic social researches and suggest policy recommendations for positive social change.
- **PO2: Planning Abilities:** Exhibit effective planning abilities essential to carry out fruitful social research with efficient time and resource management.
- **PO3: Problem analysis:** Acquainted with idea of rational thinking, scientific enquiry and critical approach; possess strong decision making ability in everyday life.
- **PO4: Modern tool usage:** Acquire knowledge of softwares and technological devices of social science research and apply them wisely according to the need of the research.
- **PO5: Leadership skills:** Understand social concerns and cultural values; develop sensitivity towards complex human nature, social interaction and dynamic social reality; consider the importance of collective wellbeing and leadership while fulfilling professional and social responsibilities.
- **PO6: Professional Identity:** Identify roles of professional sociologist such as researcher, academicians and civil servant.
- **PO7: Sociological Ethics:** Understand ethical codes that govern the conduct of sociologists and how sociological knowledge may be applied to people and lives.
- **PO8: Communication:** Communicate effectively with people in different social settings i.e. family, neighbourhood, community and society at large and grasp their view point while dealing with social issues
- **PO9: The Sociologist and Society:** Disseminate knowledge about contextual reality of society and its major concerns; Create theories to explain changing nature of society.

- **PO10: Environment and sustainability:** Understand how human quest for development altered ecological balance i.e. man-nature relationship; show the caring and sensitive attitude and behaviour towards environment in daily lives; and suggest sustainable development practices to save environment through researches and policy formulations .
- **PO11: Life- long learning:** Learns the adapting nature of Indian tradition and recognize the need for adaptation with rapidly changing materialist aspect of culture (particularly technological change); engage in dialogue over social concerns and contribute towards social justice and social upliftment

Programme Scheme

Semester: I

Course Code	Course Name	L	T	P	C
SSC 601	Research Methodology in Social Sciences	4	0	0	4
SOC 603	Sociological Approaches	4	0	0	4
	Teaching, Learning and Higher Education	4	0	0	4
SOC 606P	Term Paper	0	0	24	12
Reading Elective- I		0	0	0	2
Total		12	0	4	26

Semester: II

Course Code	Course Name	L	T	P	C
SOC 701 D	Dissertation	0	0	36	18
SOC 602 S	Seminar	0	0	8	4
Reading Elective –II		0	0	0	2
Reading Elective –III		0	0	0	2
Total		0	0	44	26
Grand Total					**52**

List of Reading Electives

Course Code	Course Name
SOC 604 R	Sociology of Mass Communication and Advertising
SOC 605 R	Studies in Indian Society
SOC 702 R	Gender Studies
SOC 703 R	Rural and Urban Studies
	Tribal Studies
	Sociology of Sports

Annexure VII

Name of the Programme: M.Phil. Sociology

Course Details

FIRST SEMESTER				
S.N.	**Course List**	**Learning Outcomes**	**Suggested Syllabus**	**Remarks**
1.	**SSC 601 Research Methodology in social Sciences**	After the completion of the course, student will be able to: • Understand with the conceptual aspects of research approaches and techniques in social sciences. • Critically analyse the methods of data collection in social sciences.	• Research in social sciences: Objectives and Types, Process of Research. • Scientific Method; Problem of theory building; Fact and Theory . • Formulation of Research Problem; Research Design, Hypothesis: Characteristics and Importance. • Sampling; Methods of Data collection: Observation, Interview, Questionnaire, Schedule, Ethnography and Case Study. • Data Analysis for Quantitative research- Measures of Central Tendency: Mean, Median and Mode; Measures of Dispersion: Range and Standard Deviation; Simple Correlation: Karl Pearson's co-efficient of correlation, Simple Regression. • Data Analysis for Qualitative research- Thematic and Narrative Analysis. • Report Writing and Styles of Referencing.	

		• Identify, explain, and apply the various research techniques in conducting research. • Prepare a coherent research proposal and report.	**Recommended Books:** 1. Ackoff, R. (1953). *Design of Social Research.* Chicago: Chicago University Press. 2. Bailey, K. (1978). *Methods of Social Research*. New York: Free Press. 3. Mueller, J. and Schuessler , K. (1961). *Statistical Reasoning in Sociology*. Boston: Houghton Mifflin. 4. Festinger, L. and Katz, D. (1953). *Research Methods in Behavioural Sciences*. New York: Rinehart, Winston. 5. Henry, M. (1977). *Sociological Research Philosophy and Methods*. Illinois: Dorsey Press. 6. Blalock, H. M. and Blalock, A. B. (1968). *Methodology in Social Research.* New York: McGraw-Hill Book Company. 7. Goode, W. J. and Hatt, P. K. (1952). *Methods in Social Research*. New York: McGraw-Hill Book Co. 8. Kothari, C.R. (1997). *Research Methodology: Methods and Techniques*. Delhi: New Age International Pvt Ltd Publishers. 9. Kumar, R. (2011). *Research Methodology*. Los Angeles: Sage Publications. 10. Dobbert, M.L. (1982). *Ethnographic Research: Theory and Application for Modern Schools and Societies*. New York: Praeger.	

			11. Miles, M. & Huberman, A. (1994). *Qualitative Data Analysis: A Sourcebook of New Methods*, 2nd Edition. Thousand Oaks: Sage Publications. 12. Denzin, N. & Lincoln, Y. (1994). *Handbook of Qualitative Research*. Thousand Oaks: Sage Publications. 13. Taylor, G. R. (2000). *Integrating Quantitative and Qualitative Methods in Research*. Maryland: University Press of America. **Suggested E-Resources:** • Research Methodology http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf • Relationship between Positivism, Interpretivism, and Sociological Research Methods http://www.sociology.org.uk/notes/revgrm5.pdf • What is ethnography? http://www.cusag.umd.edu/documents/workingpapers/epiontattrib.pdf • Ethnography : Definition and Method https://www.researchgate.net/publication/221927953_Ethnography_An_Introduction_to_Definition_and_Method • Qualitative and Quantitative Research https://www.lancaster.ac.uk/media/lancaster-university/content-assets/documents/learning-skills/quantitativevqualitativeresearchanswers.pdf	

2.	**SOC 603 Sociological approaches**	After the completion of course the students will be able to • Explain the various sociological approaches • Critically analyze the major sociological approaches. • Apply theoretical knowledge to interpret social reality.	• Positivism & Neo-Positivism • Structural-functional approach, Neo-functionalism, post-structuralism. • Conflict & Neo-Conflict Approach • Social Action Approach • Exchange Approach • Ethnomethodology • Phenomenology • Post-modern Approach **Recommended Books:** 1. Zeitlen, M. (1998). *Rethinking sociology: A critique of contemporary theory*. Jaipur, Rawat Publication. 2. Turner, J. (2005). *The structure of sociological theory* (4 th ed.). Jaipur, Rawat Publication. 3. Austin, H. (2005). *Modern social theory: An introduction*. Oxford University Press. 4. Ritzer, G. (2000). *Sociological Theory*. New York, McGraw-Hill. 5. Craib, I. (1992). *Modern social theory: From Parsons to Hebermas* (2nd ed.). London, Harvester Press. 6. Doshi, S. (2003). *Modernity, new modernity and neo-sociological theories*. Jaipur, Rawat Publications. **E-Resources** • Sociology. Platforms: Memorial Universities Libraries. https://www.library.mun.ca/researchtools/databases/DBSearchResults/?...Sociology • Positivism & Neo-Positivism http://en.apu.ac.jp/rcaps/uploads/fckeditor/publications/workingPapers/RCAPS_WP10-4.pdf	•

			• Conflict & Neo-Conflict Approach https://www.rug.nl/research/portal/files/2941825/CONFLICT.pdf • Ethnomethodology https://www.researchgate.net/publication/229583497_Ethnomethodology_and_sociology_an_introduction http://hummedia.manchester.ac.uk/institutes/methods-manchester/docs/ethnomethodology.pdf	
3.	**Teaching, Learning and Higher Education**	After the completion of the course, students will be able to: • Understand the reciprocity of teaching and learning processes • Make use of various aids to enhance their teaching skills. • Familiarize themselves with Academic Bodies of Higher Education • Analyze the current situation of higher education in India.	• Understanding Education and its role in Holistic development • Teaching and Learning: Meaning and Importance • Role and Prerequisites of Teacher in Higher Education • Overview of Higher Education in India • Structure and Functions of Academic Bodies- UGC, ICSSR, ICHR, ICCR • Methods for Teaching-Lecture, Discussion, Role Play, Workshop, Seminar and Audio-Visual • Making of Effective Handouts and Lesson Plans • Innovative Pedagogy and Critical Pedagogy for Classroom teaching • Current Challenges before the Higher Education **Recommended Books:** 1. Aggarwal, J.C. (2012). *Principles, Methods & Techniques of Teaching*. New Delhi: Vikas Publishing. 2. Association of Indian Universities. (2003). *Globalization of Indian Higher Education*. 3. Mangal. S.K. & Manga. U. (2014). *Essentials of Educational Technology*. Delhi: PHI Learning. **Suggested E-Resources** • **Innovative Pedagogy** https://res.mdpi.com/societies/societies-07-00030/.../societies-07-00030.pdf? • **Critical Pedagogy**	•

			https://www.researchgate.net/.../240724612_Critical_Pedagogy_in_the_Sociology_Class.. https://www.tandfonline.com/doi/full/10.11120/elss.2008.01010008	
4.	**SOC 606P Term Paper**	After the completion of the course, students will be able to: • Relate to the basic ideals of writing a research paper in history • Analyze the primary and secondary sources in history • Frame sound arguments using the knowledge of research techniques and knowledge • Review topics related to Sociology, and Sociological trends	The student will have to write a term paper under the guidance of a mentor, broadly based on the Review of Literature for the Dissertation, ranging from 20 to 30, double line space, typed pages, in TNR 12 Font size. For Hindi font to be used DevLys 010, size 14. The same will be evaluated by a 3 member departmental committee, comprising the HoD, one faculty member and the mentor, at the end of the Semester. The continuous assessment will be done on the Dissertation synopsis and Literature Review (20 marks) + Seminar presentation (20 marks)	
5.	**Reading Elective I**			
SECOND SEMESTER				
6.	**SOC 701 D Dissertation**	The M.Phil dissertation writing will enable the students to: • Develop skills for writing of Sociology. • Analyze the available source materials and develop research	The student will write the dissertation under the guidance of a supervisor teacher. The size may be around 80-100, double line space, typed pages, in TNR 12 Font size. For Hindi font to be used DevLys 010, size 14.The submitted dissertation would be sent for external evaluation. The internal viva voce will be done by a Board of Examiners comprising Dean FSS, HoD and the supervisor.	

		related arguments.		
7.	**SOC 602 S Seminar**	Through this course the students will be able to, • Locate a research problem related to history writing • Analyze different sources by which a narrative of history can be written • Prepare a research paper using research techniques and methodology • Develop their presentation skills	The student will have to present a Seminar on any related aspect of the dissertation or also on any current and relevant issue, related to the concerned discipline and submit a hard copy of the same. A teacher will mentor the student for the Seminar. The presentation of the same will be assessed by a three member Board of Examiners.	
8.	Reading Elective II			
9.	Reading Elective III			
List of Reading Electives				
	SOC 604 R Sociology of Mass Communication and Advertising	After the completion of this course, students will be able to • Understand the relationship between communication, advertising and social	Mass communication, mass media and advertising play an increasingly important role in society. This course provides sociological perspective on the role of mass communication and advertising in modern society, especially in the context of Indian society. Various theorists like John Thompson, Jurgen Habermas and J. Baudrillard have discussed about mass communication from sociological perspective. This course also explains role of mass media and advertising on society. It is quite evident that media is being used	

		system. • Explain the theoretical frameworks on mass communication. • Critically analyze the role and impact of mass media on society.	and abused both and Lasswell, Lazarsfeld, Merton, Defluer, Peterson and Wilbur Schramm have tried to explain both the aspects of media. Besides, advertising also involves ethical issues as it impacts intersections of age, gender and class in society. Thus, this course views mass communication, mass media and advertising from sociological lens. **Recommended Books-** 1. Packard, V. (2007). *The hidden persuader*. Hammond worth, Penguin Books. 2. Weber, M. (1947). *The theory of social and economic organisation*. New York, The Free Press. 3. Despande, R. (2001*). Using market knowledge*. Sage India. 4. Altheride, D.L., & R. P. Snow. (1979). *Media logic*. Newbury Park, C.A. Sage. 5. Browers, J.W., & T.A. Courtright. (1984). *Communication research methods*. Glenview, Scott, Foresman. 6. Jhally, S. (1987). *The codes of advertising, fetishism and the political economy of meaning in the consumer society*. New York, St Martine. 7. Klapper, J. (1960). *The effect of mass communication*. New York, Free Press. 8. Vanden, B., & Helen Kartz. (1999). *Advertising principles challenge and change* Lincolnwood. Business Books. **Suggested E-Resources** •Mass media and society. Platform: University of Calicut. http://www.universityofcalicut.info/SDE/VISem_sociology_sociology_of_mass_communication.pdf • The Sociology of mass media. Platform: Researchgate. https://www.researchgate.net/publication/320285914_The_Soc	

			iolog y_of_Mass_Media •Communication and Mass Communication: Elements http://www.universityofcalicut.info/SDE/SMMassCommunication.pdf http://www.ijcr.eu/articole/65_39_IJCR%202- 2012_tipo.pdf •Mass Media: Types and Development http://www.scert.kerala.gov.in/images/2014/HSC-Textbook/25_Journalism-unit-02.pdf •Advertising: Features , Types and Development https://www.kullabs.com/classes/subjects/units/lessons/notes/note-detail/7610	
	SOC 605 R Studies in Indian Society	After the completion of this course, students will be able to • Explain various theoretical perspectives of Indian sociology. • Apply theoretical knowledge for social research in Indian context • Critically analyze the emerging concerns in Indian sociology	Sociology in India is the product of intellectual response of the Indian scholars to western interpretations of Indian society and culture, after the beginning of colonial rule in India. The emergence and development of Sociology in India is close linked with Social Anthropology. Indian society and culture has been viewed from various theoretical perspectives by different scholars. For example, G.S. Ghurye and Louis Dumont viewed Indian social reality from Textual /Indological Perspective, while M.N. Srinivas, S.C. Dube and Mckim Marriot laid emphasis on field studies from structural-functional perspective. Later on, AR Desai and Ramkrishna Mukherjee studied the dynamic of Indian society from Marxian Perspective. Moreover, drawing on hierarchical nature of Indian society, B.R. Ambedkar and David Hardiman attempted to explain the nature of Indian society from subaltern perspective. Thus, this course introduces the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking in India. Development of Sociology in India is premised on understanding of agrarian social structure, therefore a pioneer text 'Studies in Agrarian Social Structure' by Andre Beteille and to acquaint our students with dynamic Indian culture, a very significant	

			text 'Modernisation of Indian Tradition' is included in the syllabus for reading. ***Recommended Books:-*** 1. Desai, A. (1979). *Peasant Struggles in India*. Oxford University Press. 2. Desai, A. (1981). *Relevance of the Marxist Approach to the Study of Indian Society*. Sociological Bulletin, 30 (1): 1-20 3. Dhanagare, D. 1993. *Themes and perspective in Indian Sociology*. Jaipur, Rawat Publication. 4. Hardiman, D. (1996). *Feeding the Bania: peasant usureres in western India.* Oxford University Press. 5. Hardiman, D. (1987). *The coming of devi: adivasi assertion in western India*. Oxford University Press. 6. Dumont, L. (1966). *Homo Hierarchicus*. Chicago and London, The University of Chicago Press. 7. Srinivas, M. (1955). *India's village.* Bombay, Asia Publishing House. 8. Mukherjee, R. (1957). *The dynamics of rural society: A study of the economic structure in Bengal village.* Berlin, Akademie-Verlag 9. Oommen, T.K., & Mukherji, P. (1986). *Indian sociology: reflections and interpretation*. Bombay, Popular Prakashan. 10. Singh, Y. (1986). *Indian Sociology*. New Delhi, Vistar Publications. **Suggested E-Resources** • Rural Sociology. Platform: E-gyankosh http://egyankosh.ac.in/bitstream/123456789/31744/1/Unit-1.pdf • Rural Society. Platform: NCERT. http://egyankosh.ac.in/bitstream/123456789/27609/1/Unit-1.pdf	

			• Modernization of Indian Tradition: Yogendra Singh https://www.scribd.com/doc/112852491/MOdernization-of-Indian-Tradition-by-yogendra-Singh file:///C:/Users/user/Downloads/modernisation+of+indian+tradition+by+yogendar+singh.pdf • Caste, Class and Power: Andre Beteille http://egyankosh.ac.in/bitstream/123456789/21582/1/Unit-3.pdf	
.	SOC 702 R Gender Studies	After the completion of course, the students will be able to • Explain the basic concepts of Gender Studies like feminism, gender, patriarchy • describe interdisciplinary approaches of studying women's issues with regard to their social, cultural, economic and political positioning • deal with gender based concerns in feminist framework with critical thinking.	Gender Studies strives to enhance the academic understanding of students by introducing them to concepts like sex and gender, how society acts in construction of gender identities viz., Masculinity, Femininity, and Transgender. Today, it is important for academic researchers to identify patriarchy and its characteristic influences in socio-political scenarios wherein women face discrimination and marginalization. Therefore, it is imperative to study the dynamics between patriarchy, power and masculinity. The historical knowledge of different phases of Women's Movements in the Western and the Indian contexts explain the genesis of Women's Studies as an academic discipline and emergence of theoretical approaches of Liberal, Marxist, Socialist and Radical feminism to understand feminist struggle in the modern era. In the end, the course also initiates a discussion on media and its role vis a vis representation of women and their issues especially in India. .**Recommended Books:** . 1. Chanana, K. (1988). *Socialization, education and women: explorations in gender identity*. Delhi, Orient Longman. 2. Chaudhuri, M. (2011). *The Indian women's movement.* Delhi, Palm Leaf Publications. 3. Connell, R. (2003). Gender. Cambridge, Polity Press. 4. Das Rani, S. (2010). *Gender dynamics in India*. Himalaya	

			Publishing House 5. Desai, N., & Krishnaraj, M. (1987). *Women and society in India*. Delhi, Ajanta. 6. Desai, N., & Thakkar, U. (2004).*Women in Indian society*. National Book Trust. 7. De Souza, A. (1975). *Women in contemporary India*. Delhi, Manohar. 8. Forbes, G. (1999). *Women in modern India*. Cambridge University Press. 9. Harding, S. (1987). *Feminism and methodology: social science issues*. India, Indiana University Press. 10. Hesse-Biber, S. (2007). *Hand book of feminist research, theory and practices*. London, Sage Publication. 11. Kaur, M. (2005). *Gender realities*. Chandigarh , Abhiskek Publication 12. Momsen, J. (2010). *Gender and development* (2nd ed.). New York, Routledge. 13. Poonacha, V. (1990). *Understanding violence*. Mumbai, SNDT. 14. Prasad, K. (2005). *Women and media: challenging feminist discourse*. New Delhi, The Women Press. 15. Tong, R. (2009). *Feminist thought: A comprehensive introduction*. Colorado, Westview Press **Suggested E-Resources** • What are gender studies? https://antifeministpraxis.files.wordpress.com/2017/05/chapter 1- what-is-gender-studies_-understanding-basic-concepts.pdf • Feminism and gender equality. http://diglib.bis.uni-oldenburg.de/pub/unireden/ur97/kap1.pdf • Feminist Theories: http://diglib.bis.uni-oldenburg.de/pub/unireden/ur97/kap1.pdf • Feminist epistemology https://zodml.org/sites/default/files/%5BKathleen_Lennon%2	

			C_Margaret_Whitford%5D_Knowing_the_D_0.pdf • Women's movement in India http://egyankosh.ac.in/bitstream/123456789/41972/1/Unit-1.pdf • Gender and media https://www1.udel.edu/comm245/readings/GenderedMedia.pdf	
	Tribal Studies	After the completion of this course, the students will be able to • Understand the concept and profile of tribes. • Explain about tribal culture and economy. • Discuss the various problems encountered by tribal community in India.	In India, there are diverse demographic groups based on ethnicity, caste, religion and region. The academic discourse on tribal communities in our country finds immense relevance from a sociological perspective. Thus, course on tribal studies explains the concept of Tribe and its characteristics and socio-cultural profile. Tribes form a distinct entity from caste which is needed to be explained for understanding ethnic identity of tribal society. Tribes are classified on various grounds of race, culture and economic status. This categorization is essential to get comprehensive knowledge of their social position. The Tribal lifestyles are interestingly unique in terms of the patterns of Subsistence ranging from Food Gathering, Hunting, Shifting cultivation and Nomadic to Settled Agriculture. In changing scenario, their traditional forms of subsistence are being affected as and they are working as Artisans, Migrant Workers and Salaried employees. Therefore, demographic Profile of different tribes across India vis a vis their habitat, distribution and concentration of tribes and their Folklore enhance knowledge about them. Tribal communities are also unique in terms of their Social, Economic, Political and Religious Institutions. Tribal communities are of both types patriarchal and matriarchal; therefore, exhibit different status and role of women in their community. In present times, tribal societies in India are witnessing various social problems that have led the emergence of tribal movements. Thus, this course focuses on sensitizing students towards tribal society and culture and various problems encountered by them due to development process undergoing in India **Recommended Books:** 1. Majumdar, D.N., & T.N. Madan. (2005). *An Introduction to Social Anthropology*. National Publishing House. 2. Singh, K.S. (2002). *Tribal Situation in India.* Indian Institute	

			of Advanced. Shimla. 3. Mathur, K.S. (1974). *Tribe, Caste and Peasants*. Ethnographic and Folk Culture Society. Lucknow. 4. Pati, R.N & Jagatdeb, L. (1992). *Tribal Demography in India*. South Asia Books. 5. Rao, M.S.A. (2002). *Social Movements in India.* Manohar Publishers and Distributors. 6. Dube, S, C. (1977). *Tribal Heritage of India*. Vikas. New Delhi. 7. Haimendorf, C. Von. (1982). *Tribes of India: The Struggle for Survival*. OUP. 8. Jha, Makhan. (2003). *Social Anthropology*. Vikas Publishing House Private Limited. 9. Patel, M.L. (1974). *Changing Land Problem: Problems of Tribal India*. Progress Publishers. 10. Xaxa, V. (2008). *State, Society and Tribes: Issues in Post-Colonial India.* New Delhi. Dorling Kindersley (India). 11. Bose, N.K. (1967). *Culture and Society in India*. Asia Publishing House. 12. Hasnain, Nadeem. (2005). *Tribal India*. Delhi. Palka Prakashan. 13. Mahapatra, L.K. (1994). *Tribal Development in India: Myth and Reality*. Delhi. Vikas publication. **Suggested E-Resourses** • Concept of Tribe and characteristics http://ndpublisher.in/admin/issues/IJSSAv1n1e.pdf • Socio- Cultural profile of Tribes in India https://ijm.mercglobal.org/abstractijm101.html • Difference between Tribe and Caste http://egyankosh.ac.in/bitstream/123456789/39008/1/Unit-1.pdf http://www.egyankosh.ac.in/bitstream/123456789/27233/1/Un	

			it-18.pdf • Status and Role of Women in Tribal Society http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.544.2059&rep=rep1&type=pdf • Tribal Problems and Tribal Movements in India http://dlc.dlib.indiana.edu/dlc/bitstream/handle/10535/3726/tribal-movements-and-political-realities-problems-of-conceptualisation.pdf?sequence=1	
	Sociology of Sports	After the completion of this course, the students will be able to: • Use sociological concepts, theories and research to raise critical questions about sports • Identify how race, caste, class, age, and gender are intertwined with current understandings of sport • Understand the relationship between sports and major social institutions. • Examine controversies in sports and sports related programs using a sociological perspective	Every society has been engaged in some form of sports. Sports serve simultaneously as economic engines, socializing institutions, forums for self-expression, and sites of cultural and ideological production and reproduction. Sociology of Sports explains meaning, emergence and scope of sports in sociological perspectives. Sociological theories of functionalism, conflict and Social Action explain various dimensions of sports. Although, sports in any society are influenced by its stratification system they determine social mobility as well. Gender and sports are inextricably linked. Feminist theorists have discussed about intersections of sports, gender and inequality. Sports are also not away from deviant practices of cheating, doping and corruption. Scholars have discussed about relationship of sports with economy, politics and media in different contexts. In present times, Sports has been truly commercialized and has led to exploitation and commodification of sports persons. Nevertheless, sports plays significant role in inculcation of social values. Thus, this course is put together to understand the complex, interconnected relationship between sports and society. **Recommended Books:** 1. Eitzen, D.S. (2001). Sport in Contemporary Society: An	

			Anthology. New York. Worth Publishers, 2. Coakley, J. (2015). Sports in Society: Issues and Controversies. McGraw Hill Higher Education. 3. Andrews, D., & Carrington, B. (2010). A Companion to Sport. Wiley-Blackwell. 4. Hargreaves, J., & Anderson, E. (2014). Routledge Handbook of Sport, Gender and Sexuality. Routledge. 5. Jarvie, G. (2006). Sport Culture and Society. Routledge. 6. Coakley, J., & Dunning, E. (2000). Handbook of Sport Studies. Sage. 7. Craig, P., & Beedie, P. (2010). Sport Sociology. Sage. 8. Hargreaves, J. (1986). Sport, Power and Culture. Polity. 9. Giulianotti, R. (2004). Sport and Modern Social Theorists. Palgrave. 10. Karen, D., & Washington, R. (2010). The Sport and Society Reader. Routledge. 11. Karen, D., & Washington, R. (2015). Sociological Perspectives on Sport: The Games Outside the Games. Routledge. 12. Maguire, J., & Young, K. (2002). Theory, Sport and Society. Elsevier Science. 13. Carrington, B., & McDonald, I. (2009). Marxism, Cultural Studies and Sport. Routledge. **Suggested E- Resources:** • Sport and Society: Platform: Jstor https://www.jstor.org/stable/2678619 • Sports and Society: Platform: Coursera: https://www.coursera.org/learn/sports-society • Sports and Social Theory http://www.sjsu.edu/faculty/masucci/Sporttheory.pdf • Sociology of sport and social theory	

			https://www.tandfonline.com/doi/pdf/10.1080/17430437.2014.898734 • Sports and Social Values https://www.tandfonline.com/doi/full/10.1080/02614367.2016.1261180	

Annexure-VIII A

P.G. Diploma in Women and Human Rights

Programme Objectives

The one year Post Graduate Diploma course in Women and Human Rights is designed to:

- Enhance understanding about basic principles, institutions and mechanisms of human rights in general and women human rights in particular.
- Develop an understanding on various waves of feminist movements.
- Creates awareness and sensitivity among students about age old women's struggle on their rights.
- To sensitize and enable women to exercise their rights in contemporary socio-cultural context.

Programme Outcomes

- **PO1: Awareness of Human Rights:** Acquire the knowledge of fundamentals of human rights, their importance and significance in women's lives.
- **PO2: Identifying anti-women customs and practices:** Help students learn about various discriminatory customs and practices prevalent in the society which hinder their holistic growth.
- **PO3: Enabling Women to claim and use their rights:** Make students aware of their rights with respect to Constitution and UN Declaration whereby gender equality is expected from the State and society.
- **PO4: Building self confidence among women:** Learn about different historical conventions of women's movements which resulted in empowering developments like CEDAW, women's rights and Constitutional provisions for creating gender equality, end gender violence and gender discrimination.
- **PO4: Gender sensitization:** Create awareness of gender sensitivity and social responsibility towards actively participating in sensitizing women and children of their human rights and help them identify the prevalent gender hostility and combat misogynistic practices.

P.G. Diploma in Women and Human Rights

Scheme of Examination (2018-2019)

Existing

No. of Paper	Name of Paper	Contact Hours/Week	Maximum Marks	Internal Assessment	External Assessment	Minimum Pass Marks
Paper 1	Concepts & Theories	3	45	15	30	16
Paper 2	Institutional Mechanisms & Constitutional Provisions	3	45	15	30	16
Paper 3	Women's Rights: National and International Contexts	3	45	15	30	16
~~Paper 4~~	~~Feminist Thought~~	~~3~~	~~45~~	~~15~~	~~30~~	~~16~~
Paper 5	Dissertation		100			40
Paper 6	~~Practical Work~~		~~50~~			~~20~~
	Total		**330**			**132**

Note: A student is required to pass in Dissertation & Practical Work with at least 40% marks and in written examination with 36% marks in each individual written paper but the passing marks will be 40% in aggregate/

Classification of division:

1. First division – 60%
2. Second division – 50%
3. Third division – 40%

Proposed

Course Code	Course Name	L	T	P	C
Paper 1	Concepts & Theories	2	0	0	2
Paper 2	Institutional Mechanisms & Constitutional Provisions	2	0	0	2
Paper 3	Women's Rights: National and International Contexts	2	0	0	2
Paper 4	Dissertation	0	0	8	8
Total		6		8	14

Note: A student is required to pass in Dissertation & Practical Work with at least 40% marks and in written examination with 36% marks in each individual written paper but the passing marks will be 40% in aggregate/

Classification of division:

1. First division – 60%
2. Second division – 50%

Third division

Annexure-VIII B

Name of Programme: P.G. Diploma in Women and Human Rights

S. No.	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
1.	**Paper I - Concepts & Theories**	After completion of this paper students will be able to • Acquaint with concepts of human rights and women human rights. • Sensitized on historical development of human rights. • Expect to become aware about WID WAD GAD, gender inequality, discriminatory practices.	**Section –A** Concept of Human Rights & Historical overview Women's Human Rights: Concept, its importance i.e. why do we need separate Human Rights , Individual Vs Group Rights, Relativism Vs Universalism. Origin and development of Women's Human Rights **Section -B** Liberal Feminism Marxist Feminism Radical feminism **Section –C** Approaches to development-WID, WAD, GAD, Gandhian Approach to development Concept-Gender, Gender inequality, Gender Discrimination, Patriarchy Liberalization and Globalization and their impacts **Reference:** • Donnelly ,Jack (2003). *Universal Human Rights in Theory and Practice*.(2nd Ed.). New York, Cornell University Press. • Working group in Human rights in India and UN, (2012). *Human Rights in India Status Report 2012* • Pachauri S. K. (2010). *Women and Human*	**Section –A** Concept of Human Rights & Historical overview Women's Human Rights: Concept, its importance i.e. why do we need separate Human Rights , Individual Vs Group Rights, Relativism Vs Universalism. Origin and development of Women's Human Rights **Section -B** Liberal Feminism Marxist Feminism Radical feminism **Section –C** Approaches to development-WID, WAD, GAD, Gandhian Approach to development Concept-Gender, Gender inequality, Gender Discrimination, Patriarchy Liberalization and Globalization and their impacts **Reference:** • Donnelly ,Jack (2003). *Universal Human Rights in Theory and Practice*.(2nd Ed.). New York, Cornell University Press. • Working group in Human rights in India and UN, (2012). *Human Rights in India Status Report 2012* • Pachauri S. K. (2010). *Women and Human Rights*. New Delhi, APH Publishing Corporation. • Singh, Dharam (2015). *Human Rights*.Delhi, Low	Updating References and addition of E-resources

			Rights. New Delhi, APH Publishing Corporation. • Singh, Dharam (2015). *Human Rights*.Delhi, Low price publication. • Saksena, Anu (2002) *Gender And Human Rights: Status Of Women Workers In India. Delhi*, Shipra Publication. • Kriemild Saunders (ed) (2018). *Feminist Post-Development Thought: Rethinking Modernity, Post-Colonialism and Representation.* Jaipur, Rawat Publication.	price publication. • Saksena, Anu (2002) *Gender And Human Rights: Status Of Women Workers In India. Delhi*, Shipra Publication. • Kriemild Saunders (ed) (2018). *Feminist Post-Development Thought: Rethinking Modernity, Post-Colonialism and Representation.* Jaipur, Rawat Publication. **E resources:** • WID, WAD, GAD: Trends In Research And Practice Platform: dl-bnc-idrc.dspacedirect.org https://idl-bnc-idrc.dspacedirect.org/bitstream/handle/10625/5225/34345.pdf?sequence=1 • Human rights as a concept and UDHR Platform- UN/UDHR Link- http://www.un.org/en/universal-declaration-human-rights • Feminism and its waves Platform- Pacific University Oregaon Link- https://www.pacificu.edu/about/media/four-waves-feminism	
2.	**Paper-2** **Institutional Mechanism &Constit**	After completion of this paper students will be able to • Promote understanding among students on changing	**Section-A** Status of Women in India: Pre-Independence and Post Independence Constitutional Provisions: Constitutional Safeguard for the promotion of women's human right in India. **Section –B**	**Section-A** Status of Women in India: Pre-Independence and Post Independence Constitutional Provisions: Constitutional Safeguard for the promotion of women's human right in India. **Section –B**	Updating References and addition of E-resources

	utional Provisions	status of women in India. • Develop an insight among students and understanding of different laws to protect women's human rights and changing perspectives of women. • Ability to understand and identify means to combat current problems in India	Institutional Support-NHRC, SHRC, NCW, SCW, SC/ST Commission, Department of Women and Child Development **Section-C** Different laws to protect WHR Political, Economic Social **Reference:** • United Nation (2014). *Women's Rights are Human Rights*. New York and Geneva, United Nations Publication. • Biswal, Tapan (2006). *Human Rights Gender & Environment*. New Delhi, Viva Books Private Limited. • Aasen, HenrittesindingHellum, Anne. (2014). *Women's Human Rights CEDAW in International Regional and National Law.* Cambridge, Cambridge University Press. • Singh, Dharam (2015) . *Human Rights.* Delhi, Low price publication. • Reilly, Niamh (2009). *Women's Human Rights*. Oxford, UK, and in Boston , Polity Publication. • Saksena, Anu (2002) *Gender And Human Rights: Status of Women Workers In India*. Delhi , Shipra Publication	Institutional Support-NHRC, SHRC, NCW, SCW, SC/ST Commission, Department of Women and Child Development **Section-C** Different laws to protect WHR Political, Economic Social **Reference:** • United Nation (2014). *Women's Rights are Human Rights*. New York and Geneva, United Nations Publication. • Biswal, Tapan (2006). *Human Rights Gender & Environment*. New Delhi, Viva Books Private Limited. • Aasen, HenrittesindingHellum, Anne. (2014). *Women's Human Rights CEDAW in International Regional and National Law.* Cambridge, Cambridge University Press. • Singh, Dharam (2015). *Human Rights.* Delhi, Low price publication. • Reilly, Niamh (2009). *Women's Human Rights*. Oxford, UK, and in Boston , Polity Publication. • Saksena, Anu (2002) *Gender And Human Rights: Status of Women Workers In India*. Delhi , Shipra Publication **E resources:** • Constitutional Provisions Platform : mospi.nic.in http://mospi.nic.in/sites/default/files/reports_and_publication/statistical_publication/social_statistics/	

				WM16ConstitutionalLegalRights.pdf • NHRC, SHRC Platform: nhrc.nic.in http://nhrc.nic.in/sites/default/files/Unit_2.pdf • NCW, SCW Platform : wcd.nic.in http://www.wcd.nic.in/sites/default/files/ncwact.pdf • SC/ST Commission Platform:shodhganga. http://shodhganga.inflibnet.ac.in/bitstream/10603/49841/13/12_chapter%207.pdf	
3.	**Paper-3** **Women's Human Right: National and International Context**	After completion of this paper students will be able to • Acquaint on conceptualizing feminism, women/gender, sexual division of labour and patriarchy. • Understand on violence against women in private	**Section-A** Issues regarding the violation of Women's Human Rights Violence against women –private domain; domestic violence , Public domain; sexual harassment Institutional practices-trafficking and prostitution, foeticide, Devdasi, Dowry, Child Marriage. **Section –B** Role of Media : Positive &Negative impact Democratization of Indian parliament: Debate on reservation of seats for women **Section-C** International initiatives- International Convention on Civil and political Rights.	**Section-A** Issues regarding the violation of Women's Human Rights Violence against women –private domain; domestic violence , Public domain; sexual harassment Institutional practices-trafficking and prostitution, foeticide, Devdasi, Dowry, Child Marriage. **Section –B** Role of Media : Positive &Negative impact Democratization of Indian parliament: Debate on reservation of seats for women **Section-C** International initiatives- International Convention on Civil and political Rights.	Updating References and addition of E-resources

		and public domain. • Develop an understanding on national and international Initiatives.	International convention on Economic Social and Cultural Rights Vienna Declaration, 1993 Fourth Women's Conference in Beijing, 1995 CEDAW **Reference:** • United Nation (2014). *Women's Rights are Human Rights*. New York and Geneva, United Nations Publication. • Mohanasundaran, K. (2013). *Human Rights Theories and Practice.* Delhi, Concept Publishing Company. • Biswal, Tapan (2006). Human Rights Gender & Environment. New Delhi, Viva Books Private Limited. • Aasen, Henritte Sinding Hellum, Anne. (2014). *Women's Human Rights CEDAW in International Regional and National Law*. Cambridge, Cambridge University Press. • Myra Marx Ferree; Aili Mari Tripp. (2006). *Global Feminism: Transnational Women's Activism, Organizing, and Human Rights.* New York, University Press. • Alison Jeffries, (1999) *Women's Voices, Women's Rights: Oxford Amnesty Lectures 1996*. Westview Press. • Working group in Human rights in India and UN, (2012). *Human Rights in India Status Report 2012*	International convention on Economic Social and Cultural Rights Vienna Declaration, 1993 Fourth Women's Conference in Beijing, 1995 CEDAW **Reference:** • United Nation (2014). *Women's Rights are Human Rights*. New York and Geneva, United Nations Publication. • Mohanasundaran, K. (2013). *Human Rights Theories and Practice.* Delhi, Concept Publishing Company. • Biswal, Tapan (2006). Human Rights Gender & Environment. New Delhi, Viva Books Private Limited. • Aasen, Henritte Sinding Hellum, Anne. (2014). *Women's Human Rights CEDAW in International Regional and National Law*. Cambridge, Cambridge University Press. • Myra Marx Ferree; Aili Mari Tripp. (2006). *Global Feminism: Transnational Women's Activism, Organizing, and Human Rights.* New York, University Press. • Alison Jeffries, (1999) *Women's Voices, Women's Rights: Oxford Amnesty Lectures 1996*. Westview Press. • Working group in Human rights in India and UN, (2012). *Human Rights in India Status Report 2012* **E resources:** • Concerned Legislations related to women Platform :advocatekhoj. http://www.advocatekhoj.com/library/bareacts/index.php • International Convention on Civil and Political	

				Rights Platform: ohchr.org https://www.ohchr.org/Documents/ProfessionalInterest/ccpr.pdf • International convention on Economic Social and Cultural Rights Platform: ohchr.org https://www.ohchr.org/Documents/ProfessionalInterest/cescr.pdf • CEDAW Platform :ohchr.org https://www.ohchr.org/documents/professionalinterest/cedaw.pdf	
4.	~~**Paper 4 Feminist Thought**~~	~~After completion of this paper students will be able to~~ • ~~Acquaint with conceptualizing feminism, and feminist thoughts.~~ • ~~Develop an understanding on efforts of Feminist thinkers on women upliftment.~~ • ~~Develop knowledge on foundations of Feminist Theories~~	**Section –A** ~~Western Thought~~ ~~Marry Wollstonecraft,~~ ~~John Stuart Mill,~~ ~~Simone De Beauvoir,~~ ~~Betty Friedan~~ ~~**Section B**~~ ~~Indian Thought Before Independence: With Special reference to Raja ram Mohan Roy, Gandhi, Nehru, Sarojini Naidu~~ ~~**Section C**~~ ~~Indian Though After Independence: VinaMazumdar, Ela Bhatt, Lotika Sarkar~~ ~~**Reference:**~~		Removal of the paper

			~~Kriemild Saunders (ed)(2018). *Feminist Post-Development Thought: Rethinking Modernity, Post-Colonialism and Representation.* Jaipur, Rawat Publication.~~ ~~Hooks Bell (1984). *Feminist Theory From Margin to Center.* Taylor & Francis Ltd.~~ ~~Jackson Stevi& Jones, Jackie (2018). *Contemporary Feminist Theories.* Jaipur, Rawat Publication.~~ ~~Walters, Margaret (2006) *Feminism -a very Short introduction.* Oxford: Oxford.~~ ~~Myra Marx Ferree; Aili Mari Tripp. (2006) *Global Feminism: Transnational Women's Activism, Organizing, and Human Rights.* New York, University Press.~~ ~~Human Rights Resource Center (1988). *Lifting the Spirit: Human Rights and Freedom of Religion or Belief.* USA, Human Rights Resource Center, University of Minnesota.~~ ~~Azizur Rahman Chowdhury Md. Jahid Hossain Bhuiyan(Ed.). (2010). *An Introduction to International Human Rights Law.* Leiden • BOSTON, KoninklijkeBrill NV~~		
5	**Paper-5** **Dissertation**	After completion of this paper students will be able to • Practical application of Research methods. • Develop analytical capability in practical application of Quantitative and qualitative Research Design. • Develop proficiency in preparing reports as well as application of data analysis and	**Dissertation** • Dissertation is to demonstrate the student's knowledge in a particular field. • As a part of PG Diploma to submit dissertation in the form of a report containing the results and interpretation. • Write a research report (dissertation) it include both secondary and primary data. It is length and comprehensiveness of 50-70 pages. • Manual for the dissertation - topic, chapters, bibliography, reference appendices.	**Dissertation** • Dissertation is to demonstrate the student's knowledge in a particular field. • As a part of PG Diploma to submit dissertation in the form of a report containing the results and interpretation. • Write a research report (dissertation) it include both secondary and primary data. It is length and comprehensiveness of 50-70 pages. • Manual for the dissertation - topic, chapters, bibliography, reference appendices	No change

		interpretation.			
6	~~**Practical work**~~	~~After completion of this paper students will be able to~~ • ~~Be acquainted with issues related to women.~~ • ~~Create awareness about women issues by extension activities across the campus~~.			Removed

Verified

Offg. Secretary
Banasthali Vidyapith
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Distt. Tonk (Raj.)-304022