

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

Institutional Learning Outcomes

Stella Maris College, an autonomous Catholic institution of higher education, is committed to the highest standards of academic excellence based on sound values and principles, where students are strengthened with whole person education to lead purposeful lives in service to the community and the nation.

The Institutional Learning Outcomes (ILOs) of Stella Maris College (SMC) reflect the broader mission and purpose of the institution. They are the overarching set of learning outcomes that all students, regardless of discipline, must achieve at graduation. All programme and course learning outcomes are mapped to the institutional outcomes, thus reflecting an overall alignment of values, knowledge and skills expected at programme completion. ILOs are designed to help guide individual departments and disciplines in the development of their programme learning outcomes.

The ILOs of SMC are formed by two components:

1. **Core commitments:** Knowledge and scholarship, values and principles, responsible citizenship, service to community
2. **Institutional values:** Quest for truth, spirit of selfless service, empowerment

Upon graduation, students of Stella Maris College will

- Display mastery of knowledge and skills in their core discipline (**Knowledge and Scholarship**)
- Exhibit in all actions and attitudes a commitment to truth and integrity in all contexts, both personal and professional (**Values and Principles**)
- Demonstrate knowledge about their role in society at local and global levels, and actively work for social and environmental justice (**Responsible Citizenship**)
- Engage in the process of self-discovery through a life-long process of learning (**Quest for truth**)
- Demonstrate readiness to serve those who are in need (**Spirit of selfless service**)
- Be able to function effectively and with confidence in personal and professional contexts (**Empowerment**)

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Programme Learning Outcomes/Intended Programme Learning Outcomes

Graduates of a Bachelor's Degree will have a broad and coherent body of knowledge in their disciplines, with a deep understanding of the underlying principles and concepts in one or more disciplines as a basis for independent lifelong learning.

At the end of an undergraduate programme students will be able to

- Describe and define critical concepts in their discipline
- Explain and discuss concepts and ideas pertaining to their discipline
- Demonstrate a broad understanding of their discipline
- Demonstrate communication skills to present a clear, coherent and independent exposition of knowledge and ideas
- Demonstrate understanding of the interconnections of knowledge within and across disciplines
- Apply knowledge, theories, methods, and practices in their chosen field of study to address real-world challenges and opportunities
- Demonstrate proficiency in experimental techniques and methods of analysis appropriate for their area of specialisation
- Generate and analyse data using appropriate quantitative tools
- Construct and test hypotheses
- Demonstrate cognitive and technical skills to synthesise knowledge in interrelated disciplines
- Demonstrate critical thinking and judgement in identifying and solving problems with intellectual independence
- Demonstrate the skills needed to be able to function successfully in their field
- Show responsibility and understanding of local and global issues
- Demonstrate through their actions and speech that they are agents of social justice and change
- Practice the discipline's code of ethics in their academic, professional and personal lives
- Practice the values of democracy and principles of human rights
- Show self-awareness and emotional maturity
- Demonstrate career and leadership readiness
- Demonstrate intercultural, interracial, interclass, inter-caste, and ethical competency
- Exhibit the ability to work in teams
- Exhibit a strong sense of professionalism in a range of contexts
- Demonstrate sensitivity and readiness to share their knowledge, experience, and capabilities with the marginalised and oppressed in their communities

STELLA MARIS COLLEGE(AUTONOMOUS), CEHNNAI – 600 08

DEPARTMENT OF SOCIOLOGY

PROGRAM DESCRIPTION

Sociology Programme aims to develop sociological imagination among students. This involves the ability to understand how individual and group behavior is influenced by society's past and present developments. The so called personal issues are in fact connected to societal structure and problems and Sociological perspective provides an objective view of these issues. This imaginative ability will promote critical thinking for effective participation in professional and personal affairs.

PROGRAMME SPECIFIC LEARNING OUTCOMES

At the end of a Undergraduate programme in Sociology, students will be able to

- Develop sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues.
- Demonstrate effective and convincing written and/or oral arguments
- Demonstrate an understanding of, and the ability to use, several of the major classical and/or contemporary perspectives in social theory.
- Develop the ability to demonstrate an understanding of several of the major social science research methodologies.
- Demonstrate an understanding of gender issues.
- Diverse papers and certificate courses offered by the department will enhance their employability skills

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI 600 086

B.A. DEGREE : BRANCH III-SOCIOLOGY

COURSES OF STUDY

(Effective from the academic year 2019-2020)

CHOICE BASED CREDIT SYSTEM

C-Credit, L-Lecture Hours, T-Tutorial Hours, P- Practical Hours, Ex-Exam Hours, CA- Continous Assessment Marks, ES-End Semester Marks, M-Maximum Marks									
Subject Code	Title of Course	C	L	T	P	Ex	CA	ES	M
SEMESTER-I									
19SC/MC/PS14	Principles of Sociology I	4	4	1	0	3	50	50	100
19SC/MC/IS13	Sociology of Indian Society	3	3	1	0	3	50	50	100
19SC/AC/SG15	Social Gerontology	5	5	0	0	3	50	50	100
19SC/GC/ES12	Environmental Studies	2	2	0	0	-	50	-	100
19SC/SS/PS13	Life Skills:Personal and Social	3	3	0	0	-	50	-	100
CD / ET / SC	Value Education	2	2	0	0	-	50	-	100
SEMESTER-II									
19SC/MC/PS24	Principles of Sociology II	4	4	1	0	3	50	50	100
19SC/MC/DI24	Development of Indian Social Thought	4	4	1	0	3	50	50	100
	Life Skills:Personality Development (EL)	3	3	0	0	-	50	-	100
	Basic Tamil I / General Elective-I	2	2	0	0	-	50	-	100
SEMESTER-III									
19SC/MC/DS34	Development of Social Thought	4	4	1	0	3	50	50	100
19SC/MC/SR34	Social Research and Social Statistics	4	4	1	0	3	50	50	100
19SC/AC/GE35	Sociology of Gender	5	5	0	0	3	50	50	100
19SC/SS/HC13	Life Skills:Health, Energy and Computer Basics	3	3	0	0	-	50	-	100
CD / ET / SC	Value Education	2	2	0	0	-	50	-	100
	Basic Tamil II / General Elective-II	2	2	0	0	-	50	-	100
SEMESTER-IV									
19SC/MC/ST44	Sociological Theory	4	4	1	0	3	50	50	100
19SC/MC/SD44	Sociology of Development	4	4	1	0	3	50	50	100
19SC/AC/SA45	Social Anthropology	5	5	0	0	3	50	50	100
	Major Elective-I								
SEMESTER-V									
19SC/MC/SM54	Sociology of Media	4	4	1	0	3	50	50	100
19SC/MC/CV54	Sociology of Crime and Victims	4	4	1	0	3	50	50	100
19SC/MC/ER54	Sociology of Ethnic Relations	4	4	1	0	3	50	50	100
19SC/MC/UR53	Urban and Rural Sociology	3	3	1	0	3	50	50	100
Interdisciplinary Core Courses (SC and ZL) to students of Sociology and Zoology									
19ID/IC/SZ55	Socioethnozoology	5	5	1	0	3	50	50	100
	General Elective-III	2	2	0	0	-	50	-	100
	SAP / SL	2	2	0	0	-	50	-	100
SEMESTER-VI									
19SC/MC/SR64	Sociology of Religion	4	4	1	0	3	50	50	100
19SC/MC/ES64	Environmental Sociology	4	4	1	0	3	50	50	100
19SC/MC/SL63	Sociology of Law	3	3	1	0	3	50	50	100
19SC/MC/SM63	Social Movements	3	3	1	0	3	50	50	100

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CHOICE BASED CREDIT SYSTEM

C-Credit, L-Lecture Hours, T-Tutorial Hours, P- Practical Hours, Ex-Exam Hours, CA- Continous Assessment Marks, ES-End Semester Marks, M-Maximum Marks									
Subject Code	Title of Course	C	L	T	P	Ex	CA	ES	M
19VE/SS/HL63	Life Skills:An Approach to a Holistic Way of Life	3	3	0	0	-	50	-	100
	Major Elective-II								
	General Elective-IV	2	2	0	0	-	50	-	100
Major Elective Courses									
19SC/ME/NG45	Non Governmental Organizations	5	5	0	0	3	50	50	100
19SC/ME/LS45	Logic and Scientific Methods	5	5	0	0	3	50	50	100
19SC/ME/IS45	Industrial Sociology	5	5	0	0	3	50	50	100
19SC/ME/CS45	Corporate Social Responsibility	5	5	0	0	3	50	50	100
19SC/ME/PR45	Project	5	0	0	5	-	-	100	100
General Elective Courses									
19SC/GE/SS22	Sociology of Sports	2	2	0	0	-	50	-	100
19SC/GE/SP22	Sociology of Popular Culture	2	2	0	0	-	50	-	100
19SC/GE/GS22	Gender Studies	2	2	0	0	-	50	-	100
19SC/GE/SM22	Society and Media	2	2	0	0	-	50	-	100
19SC/GE/SL22	Society and Law	2	2	0	0	-	50	-	100
Independent Elective Courses									
19SC/UI/SN23	Social Networking	3	0	0	0	3	-	100	100
19SC/UI/SE23	Social Entrepreneurship	3	0	0	0	3	-	100	100

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086
B.A. DEGREE: BRANCH III – SOCIOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

PRINCIPLES OF SOCIOLOGY I

CODE:19SC/MC/PS14

CREDITS: 4

L T P:4 1 0

TOTAL TEACHING HOURS: 65

OBJECTIVES OF THE COURSE

- To introduce the students to the basic concepts in Sociology.
- To acquaint the students with the discipline as a social science.
- To initiate a Sociological imagination of the society.

COURSE LEARNING OUTCOMES

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

- Develop broad knowledge of the discipline
- The students will develop analytical skills towards social issues
- Students will learn to approach issues with a Sociological imagination
- Students develop a social consciousness, leading to heightened sense of social responsibility.

Unit: 1 (15 Hours)

Introduction

1.1 Nature and Scope of Sociology

1.2 Definition, Subject Matter

1.3 Sociology as Science, Importance of Sociology

1.4 Relationship to other Social sciences

1.4.1 History

1.4.2 Political Science

1.4.3 Economics

1.4.4 Anthropology

1.4.5 Philosophy

1.4.5 Psychology

Unit: 2 (12 Hours)

Primary Concepts

2.1 Society

2.2 Community

2.3 Institutions

2.4 Association

2.5 Status and Role

Unit: 3 (12 Hours)

Socialisation

3.1 Definition, Process of Socialisation

3.2 Theories of Socialisation

3.3 Agencies of Socialisation: Family, Peer Group, School, Neighbourhood, Mass Media, Religion, and State.

Unit: 4 (13 Hours)

Social groups

4.1 Definition, Classification

4.2 Characteristics of Social Groups

4.3 Types of Social Groups.

4.4 Functions of primary and secondary groups

Unit: 5 (13 Hours)

Culture

5.1 Definition, elements of culture

5.2 Characteristics, significance of culture

5.3 Cultural Processes

5.3.1 Assimilation

5.3.2 Diffusion

5.3.3 Acculturation

5.3.4 Cultural Lag

5.3.5 Culture Shock

BOOKS FOR STUDY

Applebaum, Richard P., William J. Chambliss, *Sociology*, Addison - New York Wesley Educational Publishers inc., 1997.

Harlambo, M, *Sociology : Themes and Perspectives*. New Delhi: Oxford University Press, 1980.

BOOKS FOR REFERENCE

Caplow, Theodore, *Elementary Sociology*. New Jersey: Prentice Hall., Inc. 1971.

Duncan, O.D., & Mitchell, R., *A New Dictionary of Sociology*, London: Routledge, Kegan Paul 1978.

Inkeles, Alex, *Foundations of Modern Sociology*. New Jersey: Prentice Hall ., Inc. 1982.

MacIver, R.M. & Page, C. H., *Society : An Introductory Analysis*. London: Macmillan Press Limited, 1974.

Ogburn, W.F. & Nimkoff, M. F., *Handbook of Sociology*. New Delhi: Eurasia Publishing House, 1966.

Robertson, Ian, *Sociology*. New York: Worth Publishers., Inc., 1977.

WEB RESOURCES

<http://ocw.mit.edu/courses/anthropology/21a-219-law-and-society-spring-2003/study-materials/hobasicconcepts.pdf>

http://www.sagepub.com/upm-data/45619_4.pdf

JOURNALS

<http://www.asanet.org/>

<http://www.britisoc.co.uk/>

<http://www.sociology.org/>

PATTERN OF ASSESSMENT

Continuous Assessment Test: Total Marks: 50 Duration: 90 minutes

Section A – 3 x 2 = 6 marks (All three questions to be answered in 50 words each)

Section B – 3 x 8 = 24 marks (3 out of 5 questions to be answered in 250 words each)

Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered in 1200 words each)

Other Components: Total Marks: 50

Seminar/Quiz/Assignments

End-Semester Examination: Total Marks: 100 Duration: 3 hours

Section A – 10 x 2 = 20 marks (All 10 questions to be answered in 50 words each)

Section B – 5 x 8 = 40 marks (5 out of 8 questions to be answered in 250 words each)

Section C – 2 x 20 = 40 marks (2 out of 4 questions to be answered in 1200 words each)

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B.A. DEGREE: BRANCH III – SOCIOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

SOCIOLOGY OF INDIAN SOCIETY

CODE:19SC/MC/IS13

CREDITS:3

L T P:3 1 0

TOTAL TEACHING HOURS:52

OBJECTIVES OF THE COURSE

- To enable students to understand the intriguing aspects of Indian Society
- To acquaint students about changes occurring in Indian Society
- To understand the issues and challenges of Indian Society

COURSE LEARNING OUTCOMES

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

- understand the nature of Indian social reality
- comprehend the differences and similarities with Indian Society and Western Society
- actively engage in intellectual discourses facilitating progressive change
- equip the students to analyse and comment on the contemporary challenges of the Indian society

Unit 1 (10 Hours)

Overview of Indian Society

- 1.1 Basis of Indian Society- Historical and Cultural
- 1.2 Sociology of the composition of Indian Society- Racial, Religious, Linguistic Groups in India
- 1.3 Indian Pluralism and Multi-Culturalism

Unit 2 (10 Hours)

Basis of Indian Social Organization

- 2.1 Purusharthas, Karma, Varnashrama Dharma
- 2.2 Jainism, Buddhism-Karma
- 2.3 Islam, Christianity-Basic Tenets.

Unit 3 (10 Hours)

Caste in India

- 3.1 Meaning of the Caste system
- 3.2 Varna, Jati and Casteism
- 3.3. Caste and Politics
- 3.4 Changing dimensions of caste system
- 3.5 Castes among the Hindus, Muslims and Christians

Unit 4 (11 Hours)

Social Structure and Institutions in India

- 4.1 Marriage in India: Hindu, Muslim and Christianity
- 4.2 Family: Definition, structure and functions of Family
- 4.3 Types of family; Changes in the family system and factors of changes in the family
- 4.4 Village structure and Change

Unit 5 (11 Hours)

Tradition and Modernity: Continuity and change

- 5.1 Sanskritization
- 5.2 Islamization
- 5.3 Westernization
- 5.4 Secularization
- 5.5 Urbanization

BOOKS FOR STUDY

Ahuja, Ram., Society in India : Concepts, Theories and Changing Trends. Jaipur: Rawat Publications, 1999.

Dube S C, Indian Society. New Delhi : NBT 1995 16

BOOKS FOR REFERENCE

Das, Veena Ed. The Oxford India Companion to Sociology and Social Anthropology, New Delhi: Oxford University Press. 2003 (Selected Essays).

Gupta Dipankar (ed). Social Stratification, New Delhi: Oxford University Press,. 1991

Hutton, J. K., Caste in India: Its Nature, Function, and Origin. New Delhi: Oxford University Press, 1977.

Jayabalan N., Indian Society and Social Institutions, New Delhi, Atlantic Publishers, 2001

Mandelbaum David. G, Society in India Vol 1 and 2, Popular Prakasham, 2008

Prabhu, P.H, Hindu Social Organization. Madras: Popular Prakasham, 1970.

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

Srinivas, M.N., Social Change in Modern India. Madras: Allied Publishers, 1970.

Venugopal, Religion and Indian Society: A Sociological Perspective. New Delhi, Gyan Publishing house, 1999.

Verma R.C. Indian Tribes through the Ages, Government of India Publication. 1995

WEB RESOURCES

<http://www.hinduwedding.info/marriage-ceremony.html>

http://dev.epw.in/system/files/pdf/1961_13/25/sanskritization_and_westernization_a_dynamic_view.pdf

<http://voiceofdharma.org/books/imwat/ch6.htm>

PATTERN OF ASSESSMENT

Continuous Assessment Test:

Total Marks: 50

Duration: 90 minutes

Section A – 3 x 2 = 6 marks (All three questions to be answered in 50 words each)

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Other Components:

Total Marks: 50

Seminar/Quiz/Assignments

End-Semester Examination:

Total Marks: 100

Duration: 3 hours

Section A – $10 \times 2 = 20$ marks (All 10 questions to be answered in 50 words each)

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Section C – $2 \times 20 = 40$ marks (2 out of 4 questions to be answered in 1200 words each)

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B.A. DEGREE: BRANCH III - SOCIOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

SOCIAL GERONTOLOGY

CODE:19SC/AC/SG15

CREDITS:5

L T P:5 0 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To introduce to the students to the concept of Social Gerontology.
- To understand the Sociological aspects of aging.
- To understand the problems of the aged, the course provides an understanding of human aging as a combination of psychological, social, and biological processes.

COURSE LEARNING OUTCOMES

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

- Students develop knowledge-based approach from learning and using theories of aging; biological, psychological, and social aspects of aging; and diseases of aging
- The course provides the academic background necessary to practice in the field of aging or to further specialize in the field of gerontology
- Students will become advocate for older adults and increase public awareness of needs and services
- The course helps to build a sociological understanding of 'Aging' as a layer in comprehending individuals and groups in the society

Unit 1 (12 Hours)

Introduction to Social Gerontology

- 1.1 Definition
- 1.2 Evolution of Social Gerontology
- 1.3 Scope and Importance
- 1.4 Gerontology and Social Gerontology
- 1.5 Gerontology & Geriatrics.

Unit 2 (15 Hours)

Theories of Aging

- 2.1 Biological Theories
- 2.2 Psychological Theories
- 2.3 Sociological Theories**
 - 2.3.1 Disengagement Theory
 - 2.3.2 Activity Theory
 - 2.3.3 Subculture Theory
 - 2.3.4 Social Exchange Theory
 - 2.3.5 Conflict Theory
 - 2.3.6 Age Stratification Theory.

Unit 3 (12 Hours)

Understanding the aged

3.1 Dimensions of ageing

3.1.1 Demographic Aspects

3.1.2 Physical Aspects

3.1.3 Social Aspects

3.2 Support systems for the aged

3.2.1 Family

3.2.2 Relatives / Kin

3.2.3 Friends

3.2.4 Religion

3.3 Institutional Care

Unit 4 (13 Hours)

Problems of the Aged

4.1 Health and Social determinants of Health

4.2 Housing

4.3 Employment

4.4 Retirement

4.5 Exploitation

4.6 Problems of the aged Women

4.7 Institutionalisation of the Care of the Aged

Unit 5 (13 Hours)

Re-examining the concept of the aged

5.1 Old age Programmes

5.2 Social Legislations in India

5.3 Global Aging, Positive Aging

5.4 Future of Ageing

5.6 Field Visit

BOOKS FOR STUDY

Bali, P. Arun, *Understanding Greying People of India*. New Delhi: Inter India Publication, 1999.

Bai, Thara. L., *Ageing Indian Perspectives*. New Delhi: Decent Books, 2002.

BOOKS FOR REFERENCE

Arthur. N. Schwartz and Anne Fonner, *Introduction to Gerontology*. New York Holt: Rinehart and Winston, 1979.

David Repetto (editor) *Ageing*, 7th Edition, New Delhi, Sage Publication, 2012

Hooyman Nancy R., Kiyak Asuman h., *Social Gerontology: a multidisciplinary perspective*, New York, 1988

Kunkel, Suzanne, Leslie Morgan, *Ageing: The Social Context*. California: Sage Publications, 1998.

Loethur, Herman. J., *Problems of Ageing, Sociological & Social Psychological Perspectives*. California: Dickenson Publishing Company. Inc., 1967.

Mc Clymont, Mary. Silvea Thomas Michael J. Denham, *Health Visiting and the Elderly*. U.K: Longman Group UK Limited, 1986.

Rajan, S. Irudaya, Mishra, Sarkara Sharma P. *India 's Elderly: Burden or Challenge*. New Delhi: Sage Publication, 1999.

Russel A. Ward, *The Ageing Experience: An Introduction to Social Gerontology*. New Delhi: JB Lippincott Company, 1979.

Sharma M.L. and T.M. Dale, *Ageing in India, Challenge for Society*. New Delhi: Ajantha Publications, 1987

Tournier, Paul, *Learning to Grow Old*. London: SCM Press Ltd. 1973

JOURNALS, ADDITIONAL READING & WEB RESOURCES

Considering Life Course Concepts- John Hendricks

<http://psychsocgerontology.oxfordjournals.org/content/67B/2/226.short>

Introduction: Critical Perspectives in Social Gerontology-Jan Baars, Dale Dannefer,Chris Phillipson and Alan Walker

<https://www.baywood.com/intro/358-5.pdf>

Study of the Life Course: Implications of Social Gerontology-Dale Dannefer and Richard.A.Settersten

<http://health.oregonstate.edu/sites/default/files/hallie-ford/pdf/biblio/the-sage-handbook-of-social-gerontology-chapter-1.pdf>

Understanding the Ageing Population of the World

<https://www.youtube.com/watch?v=x4r0S5qoIXc>

UN report into Ageing in developing countries. BBC News night report-2008

<https://www.youtube.com/watch?v=EY0AvDhqeN8>

PATTERN OF ASSESSMENT

Continuous Assessment Test:

Total Marks: 50

Duration: 90 minutes

Section A – 3 x 2 = 6 marks (All three questions to be answered in 50 words each)

Section B – 3 x 8 = 24 marks (3 out of 5 questions to be answered in 250 words each)

Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered in 1200 words each)

Other Components:

Total Marks: 50

Field Visit/Report Submission/Presentation

End-Semester Examination:

Total Marks: 100

Duration:3 hours

Section A – 10 x 2 = 20 marks (All 10 questions to be answered in 50 words each)

Section B – 5 x 8 = 40 marks (5 out of 8 questions to be answered in 250 words each)

Section C – 2 x 20 = 40 marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

B.A / B.Sc / B.Com / B.B.A. / B.C.A / B.V.A / B.S.W. Degree Programme

SYLLABUS

(Effective from the Academic Year 2019–2020)

ENVIRONMENTAL STUDIES

CODE:19SC/GC/ES12

CREDIT :2

L T P:2 0 0

TOTAL TEACHING HOURS:26

OBJECTIVES OF THE COURSE

- To create an awareness on current environmental issues
- To educate the students about conservation and management of natural resources
- To make the students eco sensitive and ecofriendly

COURSE LEARNING OUTCOMES

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

- Develop knowledge-based approach to understand the environment
- The course will enable the urgent and important need to relate to environment and society
- The course will help in understanding the varied political and economic relationships between society and the environment
- It will equip the understanding of the individual in relation to societal and environmental systems

Unit 1 (6 Hours)

Introduction

- 1.1 Components of the environment – Classification and characteristics of Resources – Renewable and non – renewable resources
- 1.2 Need for Public awareness in conservation of natural resources
- 1.3 Energy Flow in ecosystems – aquatic and terrestrial – food chain and food Web.

Unit 2 (10 Hours)

Pollution and Socio Economic Aspects of the Environment

- 2.1. Types of pollution – Air, Water, Solid Waste, Noise
- 2.2 .Problems - greenhouse effect – depletion of the ozone layer – climate Change
- 2.3. Bio diversity - Definition - Loss of bio diversity – Threats to biodiversity and Conservation of biodiversity.
- 2.4. Human behaviour: - Population – urbanization – poverty (as cause and result of pollution and degradation)
- 2.5. Technology: - Agriculture and industry – deforestation. Use, Misuse and Abuse of the resources
- 2.6 Effects and consequences of environmental problems.

Unit 3**(10 Hours)****Sustainable Development, Remedies and Policy Implications**

- 3.1 Environmental disasters natural and human made – Bhopal gas Tragedy – Chernobyl Accident – Fukushima Nuclear Crisis - Gulf War – Love Canal Episode – Tsunami – Volcanic eruptions.
- 3.2 Methods evolved to measure and check environmental degradation and pollution – carbon footprint, carbon credit, ecological footprint, and ecological shadow.
- 3.3 Environmental movements in India – Chipko movement, Narmada bachao Andolan, Sethu Samudram Project
- 3.4 Environmental Acts – Policy measures with respect to India.
- 3.5 International environmental agreement – Stockholm Conference – Montreal protocol – RIO Meet – Kyoto Conference – UN conference on Climate change (Copenhagen)

Field visit

Eco initiatives at the campus : Garbage segregation and Vermicomposting – Graywater recycling – Rainwater harvesting – Solar powered lights – Bio diversity.

BOOKS FOR STUDY

Bharucha, E., *Textbook of Environmental Studies*. (1st edition), Hyderabad: Universities Press, 2005.

BOOKS FOR REFERENCE

Ignacimuthu, S. *Environmental Awareness and Protection*. New Delhi: Phoenix Publishing House, 1997.

Jadhav, H and. Bhosale V. M., *Environmental Protection and Laws*. New Delhi: Himalaya Publication House, 1995.

Mies, M. and V. Shiva. *Ecofeminism*. London: Zed Books, 1989.

Odum, E.P., *Fundamentals of Ecology*. U.S.A: W.B. Saunders Co. 1971.

Singh, H.R., *Environmental Biology*. (1st edition), New Delhi: S.Chand and Co., Ltd., 2005.

PATTERN OF ASSESSMENT (Totally Internal)

Continuous Assessment Test: Total Marks : 25 Marks Duration: 1 hour

Objective Quiz – 25 Marks

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

**Soft Skills Course Offered to students of
B.A. / B.Sc. / B.Com. / B.B.A. / B.V.A. / B.S.W. / B.C.A. Degree Programme**

**SYLLABUS
(Effective from the academic year 2019 - 2020)**

LIFE SKILLS: PERSONAL AND SOCIAL

CODE: 19SC/SS/PS13

CREDITS: 3

L T P: 3 0 0

TOTAL TEACHING HOURS: 39

OBJECTIVES OF THE COURSE

- To enable students to understand the working of Indian Governance and laws
- To empower students as citizens by teaching them how to use the RTI, the PIL and the FIR
- To provide students an insight into the strengths and virtues essential to improve wellbeing
- To bring about awareness of societal dynamics
- To create awareness, impart knowledge and hone skills necessary to make sound financial decisions

COURSE LEARNING OUTCOMES

On successful completion of this course, students will be able to

- demonstrate knowledge of the working of the government
- file RTIs, PILs and FIRs
- improve their quality of life
- exhibit social consciousness
- exhibit prudent behaviour in managing personal finance

Unit 1 (13 Hours)

Legal Literacy

- 1.1 Structure of Government- Central and State, Urban and Rural
- 1.2 Laws pertaining to Women (CEDAW) and Children (POCSO)
- 1.3 Right to Information Act 2005, drafting and filing an RTI
- 1.4 Introduction to PIL, Landmark PIL cases -Vishaka Vs. State of Rajasthan, Hussainara Khatoon Vs. State of Bihar, MC Mehta Vs. Union of India
- 1.5 Importance of FIR and lodging an FIR

Unit 2 (13 Hours)

2.1 Understanding Self

- 2.1.1 Psychological wellbeing - meaning, components and barriers
- 2.1.2 Gratitude- meaning, nature and expression
- 2.1.3 Resilience- meaning, nature, benefits and simple techniques for building resilience.

2.2 Understanding Society

- 2.2.1 Concepts of class, caste, gender, disability, race, culture, religion, ethnicity, context and language
- 2.2.2 Importance of societal analysis
- 2.2.3 Social indicators of development – HDI, GDI, Poverty Index, Hunger Index
- 2.2.4 Issues and challenges for social change in India

Unit 3

(13 Hours)

Personal Financial Planning

- 3.1 Meaning, Need and Importance of Personal Financial Planning
- 3.2 Core concepts in Financial Planning – Budget, Savings and Investment
- 3.3 Converting non-essential expenditure into Savings and Investment
 - 3.3.1 Forms of Savings – Deposits, Insurance
 - 3.3.2 Types of Investments – Securities, Real Estate and Gold
- 3.4 Digital transformation in Finance
 - 3.4.1 De-Mat Account
 - 3.4.2 Net Banking and Mobile Banking

BOOKS FOR REFERENCE

Agarwal, R.C. Constitutional Development and National Movement of India. New Delhi: S. Chand, 1988.

Ahuja Ram. Social Problems in India. Rawat Publications. 3rd Edition, 2014

Allan, R. Modern Politics and Government. New York: Palgrave MacMillan, 2000.

Baumgardner, S., & Crothers, M. Positive Psychology. Chennai: Pearson. 1st Edition, 2015.

Grenville-Cleave, B. *Positive Psychology A practical Guide*. United Kingdom: Icon Books Ltd, 2012.

Pandey, J.N. Constitutional Law of India. Allahabad: Central Law Agency, 2014.

Weiner, M. The Indian Paradox. New Delhi: Sage , 1989.

PATTERN OF ASSESSMENT

Continuous Assessment:

Total Marks: 50

- Two to three Task based components
- Task based classroom activities
- Case studies
- Group discussions
- Group presentation
- Role play

No End Semester Examination

No CA test

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.A. DEGREE: BRANCH III – SOCIOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

PRINCIPLES OF SOCIOLOGY II

CODE:19SC/MC/PS24

CREDITS:4

L T P:4 1 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To familiarise the students with static and dynamic aspects of the basic concepts in Sociology
- To enable students to develop sociological imagination
- To examine social change and its impact on society

COURSE LEARNING OUTCOMES

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

- develop sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues
- apply sociological concepts and theories to analyze issues related to social stratification
- apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social problems
- learn how social change affects social structures and individuals

Unit 1

(14 Hours)

Social Stratification

1.1 Theories

- 1.1.1 Marxists
- 1.1.2 Functionalists

1.2 Systems of Stratification

- 1.2.1 Slavery
- 1.2.2 Estate
- 1.2.3 Caste
- 1.2.4 Class
- 1.2.5 Gender

Unit 2

(13 Hours)

Social Mobility

2.1 Definition

2.2 Types:

- 2.2.1 Individual Mobility
- 2.2.2 Structural Mobility
- 2.2.3 Vertical Mobility
- 2.2.4 Horizontal Mobility
- 2.2.5 Inter-generational Mobility

- 2.2.6 Intra generational Mobility
- 2.2.7 Exchange Mobility
- 2.3 Factors affecting Social Mobility
- 2.4 Theory of Social Mobility: Pitrim Sorokin

Unit 3 (12 Hours)

Social Process

- 3.1 Cooperation
- 3.2 Accommodation
- 3.3 Assimilation
- 3.4 Competition
- 3.5 Conflict.

Unit 4 (12 Hours)

Social Control

- 4.1 Definition
- 4.2 Mechanisms of social control**
 - 4.2.1 Folkways
 - 4.2.2 Norms
 - 4.2.3 Mores
 - 4.2.4 Values
 - 4.2.5 Morality
 - 4.2.6 Religion
 - 4.2.7 Convention
 - 4.2.8 Fashion
 - 4.2.9. Public Opinion
 - 4.2.10 Laws

Unit 5 (14 Hours)

Social Change

- 5.1 Concepts of social change
- 5.2 Evolution, development and progress
- 5.3 Factors of social change
- 5.4 Theories of social change–**
 - 5.4.1 Marxist
 - 5.4.2 Evolutionary
 - 5.4.3 Cyclical
 - 5.4.4 Functional

BOOKS FOR STUDY

Applebaum, Richard P., William J. Chambliss, *Sociology*. Addison - New York: Wesley Educational Publishers inc., 1997.

Inkeles, Alex, *Social Change, Reading in Modern Society*. NY : Prentice Hall, , 1982.

BOOKS FOR REFERENCE

Abraham Francis, John Henry Morgan, *Sociological Thought*. Cambridge, Macmillan India Ltd., 1985.

Caplow, Theodore, *Elementary Sociology*. New Jersey: Prentice Hall Inc. 1971.

Duncan, O.D & Mitchell, R., *A New Dictionary of Sociology*. London: Routledge Kegan Paul, 1979.

Haralambos, M., *Sociology - Themes and Perspectives*. New Delhi: Oxford University Press. 1980.
Ogburn, W.F. & Nimkoff, M. F., *A Handbook of Sociology*. New Delhi: Eurasia Publishing House, 1966.
Rao Shankar, C N., *Sociology: Primary Principles*. New Delhi, S. Chand & Co., 1990.
Robertson, Ian, *Sociology*. New York, Worth Publishers, Inc., 1977.
Schaefer Richard, T., Robert P Lamm, *Sociology*. McGraw Hill Company, 1998.

WEB RESOURCES

http://faculty.upj.pitt.edu/dsantoro/davis_moore.htm

http://www.sagepub.com/ritzerintro/study/materials/reference/77708_8.1r.pdf

JOURNALS

<http://www.inoso.org/>

<http://www.jsswnet.com/>

PATTERN OF ASSESSMENT

Continuous Assessment Test: Total Marks: 50 Duration: 90 minutes

Section A – 3 x 2 = 6 marks (All three questions to be answered in 50 words each)

Section B – 3 x 8 = 24 marks (3 out of 5 questions to be answered in 250 words each)

Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered in 1200 words each)

Other Components: Total Marks: 50

Seminar/Quiz/Assignments

End-Semester Examination: Total Marks: 100 Duration: 3 hours

Section A – 10 x 2 = 20 marks (All 10 questions to be answered in 50 words each)

Section B – 5 x 8 = 40 marks (5 out of 8 questions to be answered in 250 words each)

Section C – 2 x 20 = 40 marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.A. DEGREE: BRANCH III – SOCIOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

DEVELOPMENT OF INDIAN SOCIAL THOUGHT

CODE:19SC/MC/DI24

CREDITS:4

L T P:4 1 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To understand the historical development of Indian Sociology.
- To familiarize the students with the perspectives and approaches in Indian Sociological Thought
- To critically analyze the perspectives and approaches in Indian Sociological Thought

COURSE LEARNING OUTCOMES

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

- Apply the Sociological perspectives and approaches to issues and challenges of Indian Society
- compare and contrast the basic theoretical perspectives and approaches in reference to a particular social phenomenon in India
- interpret how theories reflect the social context of times and culture in which they developed
- equip the student to explore and expand on Indian Sociological thinking

Unit I (15 Hours)

Historical Development of Sociology in India

- 1.1 Stages of development of Sociology in India-Proto-Professional, Professional and Diagnostic Stage
- 1.2 Historical Perspectives- D.D.Kosambi
- 1.3 Indian Sociological Research Methods, Fieldwork in India, Discourses and future directions

Unit 2 (12 Hours)

G S Ghurye

- 2.1 Meaning: Caste and Kinship, Scheduled Tribes
- 2.2 National Unity and Integration
- 2.3 Rural- Urban community

Unit 3 (12 Hours)

M N Srinivas

- 3.1 Dominant Caste
- 3.2 Social Change in Modern India
- 3.3 India's villages

Unit 4 (12 Hours)
A. R Desai
4.1 Social Background of Indian Nationalism
4.2 Transformation of Indian Society
4.3 Peasant Struggles

Unit 5 (14 Hours)
Yogendra Singh
5.1 Modernisation of Indian Tradition
5.2 Social Stratification and Change
5.3 Cultural change in India

BOOKS FOR STUDY:

Nagla, B.K , “Indian Sociological Thought”, Rawat Publications. 2008
Oommen, T.K. and P.N.Mukerjee, Indian Sociology: Reflections and Introspections, Mumbai: Popular Prakashan. 1986.

BOOKS FOR REFERENCE:

Atal, Yogesh “Sociology in the Indian Campus”, in Giri Raja Gupta (ed), Main Currents in Indian Sociology (Vol.1), New Delhi: Vikas, pp.117-31.1976.
Das, Veena .“Sociological Research in India: The State of Crises”, Economic and Political Weekly, XXIX (10), March 5:575-576. 1993.
Kosambi, D.D. .“Brahman Clans”, Journal of the American Oriental Society, 73:202-208. 1953
Mukherjee, Ramakrishna “ Indian Sociology: Historical Development and Present Problems”, Sociological Bulletin, Volume 22, Issue 1: 29-58 .1973
Panini,M.N and M.N.Srinivas “ Development of Sociology and Social Anthropology in India”, Sociological Bulletin, Volume 22, Issue 2 : 179-215. 1973
Singh, Yogendra (1986), Indian Sociology: Social Conditioning and Emergent Concerns, New Delhi: Vistaar. 1986.

PATTERN OF ASSESSMENT

Continuous Assessment Test: **Total Marks: 50** **Duration: 90 minutes**
Section A – 3 x 2 = 6 marks (All three questions to be answered in 50 words each)
Section B – 3 x 8 = 24 marks (3 out of 5 questions to be answered in 250 words each)
Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered in 1200 words each)
Other Components: **Total Marks: 50**
Seminar/Quiz/Assignments

End-Semester Examination: **Total Marks: 100** **Duration: 3 hours**
Section A – 10 x 2 = 20 marks (All 10 questions to be answered in 50 words each)
Section B – 5 x 8 = 40 marks (5 out of 8 questions to be answered in 250 words each)
Section C – 2 x 20 = 40 marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.A. DEGREE: BRANCH III – SOCIOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

DEVELOPMENT OF SOCIAL THOUGHT

CODE:19SC/MC/DS34

CREDITS:4

L T S:4 1 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To familiarise the students with the historical emergence of Sociology
- To expose students to the key ideas of the founding thinkers of the discipline
- To critically analyze the theories of Sociological Thought

COURSE LEARNING OUTCOMES

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

- apply the Sociological thought to issues and challenges of the Society
- compare and contrast the basic theories in reference to a particular social phenomena
- interpret how theories reflect the social context of times and culture in which they developed.
- comprehend and expand on social questions.

Unit 1 (15 Hours)

History of Social Thought

- 1.1 Pre-Comteian thought - Emergence of Sociology as a distinct discipline.
- 1.2 Auguste Comte
- 1.3 Positivism
- 1.4 Theory of Evolution and Progress
- 1.5 Social Statics and Social Dynamics
- 1.6 Hierarchy of Sciences

Unit 2 (13 Hours)

Herbert Spencer

- 2.1 Social Darwinism
- 2.2 The Evolutionary Theory
- 2.3 The Organismic Analogy

Unit 3 (13 Hours)

Emile Durkheim

- 3.1 Sociology as the study of Social Facts
- 3.2 Mechanical and Organic Solidarities
- 3.3 Division of Labour
- 3.4 Theory of Suicide
- 3.5 Sociology of Religion

Unit 4 (12 Hours)

Karl Marx

- 4.1 Historical Materialism
- 4.2 Dialectical Materialism
- 4.3 Theory of Class Struggle
- 4.4 Alienation

Unit 5 (12 Hours)

Max Weber

- 5.1 Ideal Type and Verstehen
- 5.2 Study of Social Action
- 5.3 Types of Authority
- 5.4 Religion - Protestant Ethic and Spirit of Capitalism
- 5.5 Bureaucracy

BOOKS FOR STUDY

Abraham Francis, John Henry Morgan, *Sociological Thought*. Cambridge: Macmillan India Ltd, 1985.

Haralambos, Michael (with Robin Heald), *Sociology: Themes and Perspectives*. Bombay, Delhi: Oxford University Press, 1980.

BOOKS FOR REFERENCE

Aron, Raymond, *Main Currents in Sociological Thought*. Part 1 and 2. London: Penguin Books, 1967.

Coser, Lewis, A., *Masters of Sociological Thought: Ideas in Historical and social context*. New York : Harcourt Brace Jovanovidi Inc., 1971.

Craib Ian. *Classical Social Theory*. Great Britain: Oxford University Press, 1997.

Hearn, Frank, *Reason and Freedom in Sociological Thought*. U.S.A., Allen and Unwin Inc., 1985.

Timasheff, *Sociological Theory: its nature and growth*. New York, Random House, 1976.

WEB RESOURCES

http://www.sagepub.in/upm-data/44172_1.pdf

<http://theory.routledgesoc.com/category/profile-tags/ideal-types>

<http://faculty.frostburg.edu/phil/forum/Marx.htm>

JOURNAL

<http://www.jstor.org/discover/10.2307/2779049?sid=21105950089033&uid=62&uid=3&uid=308734711&uid=2&uid=308734551&uid=67&uid=3738256>

PATTERN OF ASSESSMENT

Continuous Assessment Test: Total Marks: 50 Duration: 90 minutes

Section A – 3 x 2 = 6 marks (All three questions to be answered in 50 words each)

Section B – 3 x 8 = 24 marks (3 out of 5 questions to be answered in 250 words each)

Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered in 1200 words each)

Other Components: Total Marks: 50

Quiz/Assignment/Presentations

End-Semester Examination: Total Marks: 100 Duration: 3 hours

Section A – 10 x 2 = 20 marks (All 10 questions to be answered in 50 words each)

Section B – 5 x 8 = 40 marks (5 out of 8 questions to be answered in 250 words each)

Section C – 2 x 20 = 40 marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.A. DEGREE: BRANCH III – SOCIOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

SOCIAL RESEARCH AND SOCIAL STATISTICS

CODE:19SC/MC/SR34

CREDITS:4

L T P:4 1 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To introduce scientific research and methods for conducting scientific enquiry
- To familiarize basic statistical tools of data analysis
- To emphasize on quantitative and qualitative aspects of data collection

COURSE LEARNING OUTCOMES

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

- demonstrate the ability to choose methods appropriate to research aims and objectives
- develop the skill to construct a coherent research proposal that includes an abstract, introduction, literature review, research questions, ethical considerations, and methodology
- understand the nature of statistical data and choose appropriate methods for presenting research results
- learn basic skills in organization, presentation, and interpretation of data

Unit 1 (11 Hours)

Social Research

- 1.1 Definition and Meaning of Social Research
- 1.2 Characteristics of Social Research
- 1.3 Uses of Social Research
- 1.4 Types of Social Research

Unit 2 (13 Hours)

Steps in Social Research and Basic Terms

- 2.1 Formulating the research problem
- 2.2 Research Design-qualitative and quantitative
- 2.3 Review of Literature
- 2.4 Variables and Hypothesis
- 2.5 Data collection and Analysis

Unit 3 (15 Hours)

Sampling and Tools of Data Collection

- 3.1 Population Definition
- 3.2 Sampling –Definition

- 3.2.1 Probability Sampling
- 3.2.2 Simple Random Sampling
- 3.2.3 Stratified Sampling
- 3.2.4 Quota Sampling
- 3.2.5 Cluster Sampling.
- 3.3 **Non-Probability-**
 - 3.3.1 Convenient
 - 3.3.2 Judgmental Sampling.
- 3.4 **Tools of Data collection**
 - 3.4.1 Questionnaire
 - 3.4.2 Interview
 - 3.4.3 Observation.

Unit 4 (14 Hours)

Report writing and Introduction to Statistics

- 4.1 Report writing and characteristics of a good report.
- 4.2 Meaning, Definition and relevance of Statistics.
- 4.3 Introduction to levels of measurement, Statistical Tools.
- 4.4 Classification of Data: Discrete and Continuous series
- 4.5 Class Limits, Class Intervals, Class Frequency, Mid-points, Simple Frequency, Cumulative Frequency.

Unit 5 (12 Hours)

Tabulation and Diagrammatic representation of data

- 5.1 Types of tables, Parts of a table, Functions of tables.
- 5.2 Diagrams: Bar diagram, Pie-diagrams.
- 5.3 (Pre-requisites) Measures of Central Tendency: Mean, Median & Mode and Mean Deviation and Standard Deviation.
- 5.4 Measures of Dispersion: Range, Quartile, Deciles and Percentiles.

BOOKS FOR STUDY

Gupta, S.P. *Statistical Methods*. New Delhi: Sultan Chand and Co. Ltd., 2004.
 O'Leary, Zina, *The Essential Guide to Doing Research*. London: Sage Publications, 2004.

BOOKS FOR REFERENCE

Alan Bryman, *Social Research Methods*, New Delhi, Oxford 2009
 Arora, P.N, Sumeet Arora and S. Arora, *Comprehensive Statistical Methods*. New Delhi: S. Chand and Company Ltd., 2007
 Babbie, E.R. *Practising Social Research*, California: Wadsworth Publishing Company, 2001.
 Bryman Alan, *Social Research Methods*. New Delhi: Oxford University Press, 2014.
 Ethance, D.N. *Practical Problems in Statistics*. New Delhi: Kitab Mahal, 2004.
 Ellis, Lee, *Research Methodology, A Step-by-Step Guide for Beginners*. London: Sage Publications, 1994.
 Kothari C.R., *Research Methodology - Methods and Techniques*, New Delhi: Wiley Eastern Ltd. 1985.
 Sarantakos S *Social research*, New Delhi, Harvard Business School Press 2005

Singleton Royce, Bruce C. Straits and Margaret M. Straits and Ronald J. McAllister, *Approach to Social Research*, New York: Oxford University Press, 1988.
Tripathi, P.C., *A Text Book of Research Methodology in Social Sciences*. New Delhi: Sultan Chand & Sons, 2005.

WEB RESOURCES

<http://www.mheducation.co.uk/openup/chapters/0335206123.pdf>

<https://www.nyu.edu/classes/bkg/methods/005847ch1.pdf>

http://onlinestatbook.com/2/summarizing_distributions/measures.html

<https://www.youtube.com/watch?v=pwgxI-JjKDQ>

PATTERN OF ASSESSMENT

Continuous Assessment Test:

Total Marks: 50

Duration: 90 minutes

Section A – 3 x 2 = 6 marks (All three questions to be answered in 50 words each)

Section B – 3 x 8 = 24 marks (3 out of 5 questions to be answered in 250 words each)

Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered in 1200 words each)

Other Components:

Total Marks: 50

Quiz/Project

End-Semester Examination:

Total Marks: 100

Duration: 3 hours

Section A – 10 x 2 = 20 marks (All 10 questions to be answered in 50 words each)

Section B – 5 x 8 = 40 marks (5 out of 8 questions to be answered in 250 words each)

Section C – 2 x 20 = 40 marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.A. DEGREE: BRANCH III – SOCIOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

SOCIOLOGY OF GENDER

CODE:19SC/AC/GE35

CREDITS:5

LTP:5 0 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To inculcate a thorough understanding of gender.
- To initiate critical understanding of the contemporary society in the context of historic gender inequality
- To relate and reflect to the gendered self, through the sociological lens in understanding gender

COURSE LEARNING OUTCOMES

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

- equip the student to question the normalised cis-heteronormative society
- analyse the role of individual and societal structures, through the sociological understanding of gender
- equip the students to expand on the ideas of gender and justice in contemporary contexts
- focus on structured discrimination and hence, will equip the student to reflect on larger societal concerns around gender discrimination

Unit I (13 Hours)

Introduction

- 1.1 Sex and Gender
- 1.2 Types of Gender
- 1.3 Gender and Stereotyping and Gender Discrimination
- 1.4 Objectification
- 1.5 HDI and Gender Disparity

Unit 2 (15 Hours)

Theoretical Perspectives on Gender Roles

- 2.1 Functionalist, Conflict and Social Interactionist
- 2.2 Feminist Approaches
 - 2.2.1 Liberal
 - 2.2.2 Marxist,
 - 2.2.3 Socialist
 - 2.2.4 Radical Perspectives
- 2.3 Third World Women's Voices

Unit 3 (12 Hours)

Gender: Family and Economy

- 3.1 Gender role: Socialisation and formation of identity
- 3.2 Gender and Division of Labour
- 3.3. Gender Stereotyping in work place
- 3.4. Occupational Segregation and wage discrimination

Unit 4 (12 Hours)

Gender Political and Law

- 4.1. Gender representation in Contemporary Indian Politics
- 4.2 Gender exclusion in Politics
- 4.3 Gender and Personal Law
- 4.4 Social Legislations

Unit 5 (13 Hours)

Gender Dynamics

- 5.1 Patriarchy and Gender Power
- 5.2 Gender and Caste
- 5.3 Gender and Class
- 5.4 Gender and Disability

BOOKS FOR STUDY

Jackson, S., & Scott, S. (Eds.). *Gender: A sociological reader*. Psychology Press. 2002
Pilcher, J., & Whelehan, I. *50 key concepts in gender studies*. Sage. 2004.

BOOKS FOR REFERENCE

Chakravarti, Uma, *Gendering Caste through a feminist lens*, Stree Publication 2003
Dijkstra Geske, *Gender and economics. A European perspective*, London Rutledge, 1997
Dines Gail, *Gender, Race and Class in Media. A Text-Reader*, New Delhi, Sage Publication, 2003
Geetha V, *Gender. Theorizing feminism*, New Delhi, Stree Publication, 2002
Kumar, R. *The history of doing: An illustrated account of movements for women's rights and feminism in India 1800-1990*. Zubaan. 1997
Krishnaraj M, *Gender and Household Domain*, New Delhi Sage Publications 1993
Menon Nivediya, *Gender and Politics in India*, New Delhi, Oxford University Press, 2000.
Rao Anupama, *Gender and Caste*, Kali for women. 2003
Rao, Anupama, *Gender and Caste*, New Delhi, Women Unlimited 2003
Vivar, M. T. H. *Framing intersectionality: Debates on a multi-faceted concept in gender studies*. Routledge. 2016

Web Resources:

<https://feminisminindia.com/>

<http://roundtableindia.co.in/>

PATTERN OF ASSESSMENT

Continuous Assessment Test: Total Marks: 50 Duration: 90 minutes

Section A – 3 x 2 = 6 marks (All three questions to be answered in 50 words each)

Section B – 3 x 8 = 24 marks (3 out of 5 questions to be answered in 250 words each)

Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered in 1200 words each)

Other Components: Total Marks: 50

Seminar/Magazine Review/Assignment/Presentation

End-Semester Examination: Total Marks: 100 Duration: 3 hours

Section A – 10 x 2 = 20 marks (All 10 questions to be answered in 50 words each)

Section B – 5 x 8 = 40 marks (5 out of 8 questions to be answered in 250 words each)

Section C – 2 x 20 = 40 marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

**Soft Skills Course Offered to students of
B.A. / B.Sc. / B.Com. / B.B.A. / B.V.A. / B.S.W. / B.C.A. Degree Programme**

SYLLABUS

(Effective from the academic year 2019 – 2020)

LIFE SKILLS – HEALTH, ENERGY AND COMPUTER BASICS

CODE: 19SC/SS/HC13

CREDITS: 3

L T P: 3 0 0

TOTAL TEACHING HOURS: 39

OBJECTIVES OF THE COURSE

- To sensitise students to the fact that good health lies in nature
- To create an awareness about energy obtained from different components of food and to plan for a balanced diet
- To enable students to understand the significance of energy conservation and strategies for conserving energy
- To provide a basic knowledge of computer fundamentals and Email configuration

COURSE LEARNING OUTCOMES

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

- identify the importance of a few plants and their health benefits
- recognise the causes and symptoms of common disorders
- calculate food energy values and follow the Recommended Dietary Allowances (RDA) and appreciate the need for them.
- conserve energy and use it responsibly
- understand computer configuration for purchase of personal computer and E mail setting

Unit 1

(13 Hours)

Food and Health

1.1 Traditional food and their health benefits

1.1.1 **Six tastes** – Natural guide map towards proper nutrition

1.1.2 Nutritional value and significance of Navadhanya (Sesame seed, Bengal gram, Horse gram, Green gram, Paddy seeds, White beans, Wheat, black gram and Chick pea) and Greens (Vallarai, Thuthuvalai, Manathakkali, Pulichakeerai, Agathi Keerai, Murungai Keerai, Karuveppilai, Puthina and Kothamalli)

1.2 Causes, symptoms and home remedies for the following ailments

Common cold, Anaemia, Hypothyroidism, Obesity, Diabetes, Mellitus, Polycystic Ovarian Syndrome, Ulcer, Wheezing and Hypertension

Unit 2 (13 Hours)

Food and energy balance

- 2.1 Units of Energy, Components of Total Energy Requirement – Basal Metabolic Rate, energy requirements for (work) physical activity and Thermic effect of food
- 2.2 Factors affecting Basal Metabolic Rate and Thermic Effect of food
- 2.3 Recommended Dietary Allowances and Balanced Diet, Food Energy Values- Calculation

Unit 3 (13 Hours)

3.1 Energy conservation

- 3.1.1 Needs for Energy Conservation – Power consumption of domestic appliances – Electrical Energy Audit – Strategies for Energy Conservation - Modern lighting systems– Light emitting diode (LED), Compact fluorescent lamps (CFL), Green indicators and Inverter, Green building - Home lighting using Solar cell - Solar water heaters- Water and waste management - Biogas plant
- 3.1.2 Safety Practices in using electronic gadgets and electricity at home – Precautions - Shock- Use of testers to identify leakage

3.2 Computer fundamentals

- 3.2.1 Essentials of Purchasing a Personal Computer - Fundamentals of Networks – Local Area Network, Internet, Networking in real-time scenario- Computer Hacking – Computer Forensics Fundamentals – Cyber Laws - Secure Browsing
- 3.2.2 **Configuring Email**
Configure Email Settings – Attachments – Compression – Organizing Emails – Manage Folders - Auto Reply - Electronic Business Card - Email Filters- Manage Junk Mail - Calendar - Plan Meetings, Appointments - Scheduling Emails
- 3.2.3 Emerging Trends in IT - 3D Printing, Cloud Storage, Augmented Reality, Artificial Intelligence, Internet of Things (IoT)

BOOKS FOR REFERENCE

- Achaya K. T. *The Illustrated Foods of India*. Oxford Publications, 2009.
- Guyton, A.C. *Text Book of Medical Physiology*. (12th ed.). Philadelphia: W.B. Saunders & Co., 2011.
- Joe Benton, *Computer Hacking: A Beginner's Guide to Computer Hacking, How to Hack, Internet Skills, Hacking Techniques, and More!*, Createspace Independent Pub, 2015.
- John Vacca, *Computer Forensics: Computer Crime Scene Investigation*, Laxmi Publications 2015.
- Pradeep Sinha, Priti Sinha, *Computer Fundamentals 6th Edition*, BPB Publications, 2003.
- Srilakshmi, B. *Nutrition Science* (4th Revised Edition), New Delhi: New Age International (P) Ltd., 2014.
- Suzanne Le Quesne *Nutrition: A Practical Approach*, Cornwall: Thomson, 2003.
- Therapeutic Index – Siddha, 1st edition, SKM Siddha and Ayurveda, 2010.
- Trevor Linsley, *Basic electrical installation work*. Newnes rint of Elsevier 2011.

PATTERN OF ASSESSMENT

Continuous Assessment:

Total Marks: 50

Two to three Task based components

Task based classroom activities

Case studies

Group discussions

Group presentation

Role play

No End Semester Examination

No CA test

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.A. DEGREE: BRANCH III – SOCIOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

SOCIOLOGICAL THEORY

CODE:19SC/MC/ST44

CREDITS:4

L T P:4 1 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To expose students to the place of theory in Sociology
- To expose students to the fundamental principles of schools of sociological theory
- To enable a theoretical orientation towards the discipline

COURSE LEARNING OUTCOMES

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

- understand basic concepts and theoretical perspectives in sociology and how they are used in sociological explanations of social behavior
- apply sociological concepts and theories to understand contemporary social issues and debates about these issues
- identify and explain major sociological theories and apply them to everyday life
- understand the ways in which sociological theories and methods are used outside of academic settings in the practice of sociology and the production of positive social change

Unit 1 (11 Hours)

Introduction

- 1.1 Meaning of Sociological Theory
- 1.2 Types of Theories
- 1.3 Functions of theories
- 1.4 Elements of theories

Unit 2 (15 Hours)

Functionalism

- 2.1 Assumptions of Functionalism
- 2.2 Talcott Parsons
 - 2.2.1 The Structure of Social Action
 - 2.2.2 Theory of Social System
 - 2.2.3 Pattern variables.
- 2.3 R.K. Merton: Merton's Functional Analysis
 - 2.3.1 Theory of Deviance
 - 2.3.2 Role Theory

Unit 3 (15 Hours)

Conflict Theory

- 3.1 Assumptions of Conflict theory
- 3.2 **Karl Marx**
 - 3.2.1 Dialectics
 - 3.2.2 Theory of Class, Alienation and Social Change
- 3.3 **Ralf Dahrendorf**
 - 3.3.1 Power and Authority
 - 3.3.2 Social Stratification

Unit 4 (14 Hours)

Symbolic Interactionism

- 4.1 Assumptions of Symbolic Interactionism
- 4.2 **Charles H. Cooley**
 - 4.2.1 The Organic view of society,
 - 4.2.2 Looking Glass Self
 - 4.2.3 Primary Groups
- 4.3 **G.H. Mead**
 - 4.3.1 Society
 - 4.3.2 The Act
 - 4.3.3 Gestures
 - 4.3.4 Significant Symbols
 - 4.3.5 Self

Unit 5 (10 Hours)

Exchange Theory

- 5.1 Assumptions of Exchange Theory
- 5.2 **George Homans**
 - 5.2.1 The Principles of Human Behaviour
- 5.3 **Peter Blau**
 - 5.3.1 Social Exchange and Power

BOOKS FOR STUDY

Abraham Francis M, *Modern Sociological Theory - An Introduction*. Chennai, Oxford University Press, 1982

Haralambos M, Martin Holborn, *Sociology: Themes and Perspectives*, Eight Edition, UK, Harper Collins, 2013

BOOKS FOR REFERENCE

Turner, Jonathan J, *The Structure of Sociological Theory*, Seventh Edition, California, Wadsworth, 2002

Wallece A Raith, Alison Wolf, *Contemporary Sociological Theory - Continuing the Classical tradition*, 6th Edition, New Jersey, Prentice Hall, 2005

WEB RESOURCES

<http://www.suu.edu/faculty/ping/pdf/KARLMARXANDMARXISM.pdf>

<http://www.csun.edu/~hbsoc126/soc1/The%20Looking%20Glass%20Self.pdf>

PATTERN OF ASSESSMENT

Continuous Assessment Test:

Total Marks: 50

Duration: 90 minutes

Section A – 3 x 2= 6 marks (Answer all questions in 50 words)

Section B – 3 x 8= 24 marks (Answer 3 out of 5 questions in 250 words)

Section C – 1x20=20 marks (Answer 1 out of 2 questions in 1250 words)

Other Components:

Total Marks: 50

Objective Quiz/Presentation

End-Semester Examination:

Total Marks: 100

Duration: 3 hours

Section A: 10 x 2 = 20 Marks (Answer all 10 questions in 50 words each)

Section B: 5 x 8 = 40 Marks (Answer 5 out of 8 questions in 250 words each)

Section C: 2 x 20 = 40 Marks (Answer 2 out of 4 questions in 1250 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.A. DEGREE: BRANCH III – SOCIOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

SOCIOLOGY OF DEVELOPMENT

CODE:19SC/MC/SD44

CREDITS:4

L T P:4 1 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To learn the dominant schools in Sociology of Development
- To critically analyze the issues of Development
- To understand Sociology of development in Indian Context

COURSE LEARNING OUTCOMES

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

- comprehend the paradigms of development and underdevelopment
- apply theoretical perspectives to engage in development discourses
- enable a critical understanding of developmental processes
- understand ideologically the futuristic directions of development after the completion of the course

Unit 1 (10 Hours)

Introduction to Development- An Overview

- 1.1 Meaning of development and concept of Development
- 1.2 Colonial Legacies and Imperialism
- 1.4 Origins of Capitalism, Development in First World and Third World
- 1.5 Trans-nationalization and Return of Underdevelopment

Unit 2 (15 Hours)

Theories in Sociology of Development

- 2.1 Modernization Theory
- 2.2 Dependency and World –systems Perspectives on Development
- 2.3 Alternatives in Development- Gunnar Myrdal; E. F. Schumacher; Amartya Sen; Gandhiji
- 2.4 Critique of Development

Unit 3 (13 Hours)

State and Market

- 3.1 Development as Freedom and Democracy
- 3.2 Agencies of Development- State, Capitalism and Market
- 3.3 Globalization and Information age
- 3.4 Micro-politics of Development- Communities, Power and Subaltern Movements

Unit 4 (12 Hours)

Sociology of Development in India

4.1 India as a Developing Economy

4.2 Diversity, Role of global Institutions and Development in India

4.3 Future Directions of Sociology of Development in India

Unit 5 (15 Hours)

Contemporary Issues and Concerns

5.1 Poverty and Development

5.2 Food-Security, Health and Development

5.3 Environment and Development

5.4 Alternative Development and Development Projects

BOOKS FOR STUDY

Appadurai, Arjun. *Modernity at Large: Cultural Dimensions of Globalization*. New Delhi: OUP, 1997.

Amin, Samir. *Unequal Development*. New Delhi: OUP, 1979.

BOOKS FOR REFERENCE:

Andrew, W. *Introduction to the Sociology of Development*. New Jersey: Humanities Press International. 1984

Apter, D. E. *Rethinking development: Modernization, dependency, and postmodern politics*. Newbury, California: Sage. 1987

Dereze, Jean and Amartya Sen. *India: Economic Development and Social Opportunity*. New Delhi: OUP, 1996.

Frank, A.G. *Re-Orient: Global Economy in the Asian Age*. Berkeley: University of California Press, 1998

Harrison, D. *The Sociology of Modernization and Development*. New Delhi: Sage, 1989.

Larrain, J. *Theories of development: Capitalism, colonialism, and dependency*. New York: Blackwell. 1989

Pieterse, J.N. *Development Theory: Deconstructions/ Reconstructions*. New Delhi: Vistaar Publications. 2001

Roxborough, I. *Theories of underdevelopment*, London: Macmillan. 1979

Webster, A. *Introduction to the sociology of development (second edition)*. London: MacMillan. Willis, K. 2005

PATTERN OF ASSESSMENT

Continuous Assessment Test: Total Marks: 50 Duration: 90 minutes

Section A – 3 x 2 = 6 marks (All three questions to be answered in 50 words each)

Section B – 3 x 8 = 24 marks (3 out of 5 questions to be answered in 250 words each)

Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered in 1200 words each)

Other Components: Total Marks: 50

Objective Quiz/Presentation/Assignment

End-Semester Examination: Total Marks: 100 Duration: 3 hours

Section A – 10 x 2 = 20 marks (All 10 questions to be answered in 50 words each)

Section B – 5 x 8 = 40 marks (5 out of 8 questions to be answered in 250 words each)

Section C – 2 x 20 = 40 marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.A. DEGREE: BRANCH III – SOCIOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

SOCIAL ANTHROPOLOGY

CODE:19SC/AC/SA45

CREDITS:5

L T P:5 0 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To introduce the students to the basic concepts in Social Anthropology
- To familiarise students with a historic understanding of society
- To detail the interconnectedness of the economic, political, and cultural aspects of society

COURSE LEARNING OUTCOMES

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

- relate to sociology through the basics of Social Anthropology
- set a premise of understand the society in terms of anthropological exercises of the past and present
- equips the student with a critical perspective of the difference between primitive and present societies
- reflect on the interconnectedness between Anthropology and Sociology

Unit 1 (14 Hours)

Introduction

- 1.1 Definition and Scope
- 1.2 Social and Cultural Anthropology
- 1.3 Anthropology and its subfields
- 1.4 Social Anthropology and Other Social Sciences
- 1.5 Culture Traits - Culture Area - Processes of Cultural Change - Civilization.

Unit 2 (14 Hours)

Marriage and Family

- 2.1 Monogamy, Polygamy, Polygyny, Polyandry
- 2.2 Kinship Terms, Classificatory and Descriptive System of Kinship
 - 2.2.1 Kinship Usages
- 2.3 Family - Types, functions, changing patterns of family.
- 2.4 Patterns of residence, patterns of descent and authority
- 2.5 Patterns of inheritance

Unit 3 (12 Hours)

Anthropology of Religion

- 3.1 Definition of Primitive Religion
- 3.2 Difference between Magic, Religion and Science
- 3.3 Totem and Taboo, Sacred and Profane
- 3.4 Theories: Animism, Naturalism and Manaism

Unit 4 (13 Hours)

Economic Anthropology

- 4.1 Modes of production
- 4.2 Exchange System and Barter system
 - 4.2.1 Ceremonial Exchange
 - 4.2.2 Reciprocity and Redistribution
- 4.3 Market, Money and Trade

Unit 5 (12 Hours)

Political Anthropology

- 5.1 Meaning and Concept – Nature and Forms of Political Organisation
- 5.2 Structure in Primitive Government in Tribal Societies
- 5.3. Primitive Law- Distinction between customs and laws- Social Sanctions in primitive law
- 5.4 Justice and Punishment in Primitive Societies- Ideas of Solidarity.

BOOK FOR STUDY

Beals , R. and Hoijer, H, *Introduction to Anthropology*. New Delhi: Macmillan,1960.
Carol R. Ember, Melvin Ember, *Anthropology – A Brief Introduction*, New Jersey: Prentice Hall, 1992.

BOOKS FOR REFERENCE

Basu Indrani, *Anthropology the study of man*, New Delhi: S.Chand and Company Ltd, 2005.
Herskovits F Melville, *Cultural Anthropology*, Calcutta: Oxford & IBH Publishing Co, 1995.
Jha, Makhan.,*An Introduction to Anthropology*, New Delhi: Sage Publications,1994.
Lowie R.H., *Primitive Society*, London: Routledge Publishers, 1960.
Majumdar D. N,and Madan T. N, *An Introduction to Social Anthropology*. Asia Publishing House, 1970.
Nigel Rapport and Joanna Overing, *Social and Cultural Anthropology*, the key concepts, London: Routledge Publishers, 2000.
Sahay K.N, *Social Anthropology in India*: Common Wealth Publication, New Delhi: 1999.
Scupin Raymond, *Cultural Anthropology A Global Perspective*. New Jersey: Prentice Hall, 1998.
Singh K.S,*The History of the Anthropological Survey in India*:Anthropological Survey of India,Culcutta:1991

WEB RESOURCES

www.youtube.com/watch?v=- -The Most Primitive Tribe of the Planet.
<https://vimeo.com/channels/> The koyas Part-I and II and Tribal Displacement-A Visual Anthropology by Sathya Mohan,

PATTERN OF ASSESSMENT

Continuous Assessment Test: Total Marks: 50 Duration: 90 minutes

Section A – 3 x 2 = 6 marks (All three questions to be answered in 50 words each)
Section B – 3 x 8 = 24 marks (3 out of 5 questions to be answered in 250 words each)
Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered in 1200 words each)

Other Components: Total Marks: 50

Seminar/Quiz.Assignments

End-Semester Examination: Total Marks: 100 Duration: 3 hours

Section A – 10 x 2 = 20 marks (All 10 questions to be answered in 50 words each)
Section B – 5 x 8 = 40 marks (5 out of 8 questions to be answered in 250 words each)
Section C – 2 x 20 = 40 marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.A. DEGREE: BRANCH III – SOCIOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

SOCIOLOGY OF MEDIA

CODE:19SC/MC/SM54

CREDITS :4

L T P:4 1 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To enable students to critically analyse media content
- To investigate issues of representation in the media
- To focus on the political-economic approach of media

COURSE LEARNING OUTCOMES

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

- reflect on the influence of media on individual and the society
- deliver a larger approach in understanding societal processes and individual consumption
- equip the student with the understanding of power play of images and the visual in delivering societal change
- analyse media content

Unit 1 (13 Hours)

Introduction

- 1.1 Media – Concept and Types
- 1.2 Functions of Mass Media
- 1.3 Effects of Mass Media on Individual, Society and Culture
- 1.4 Active vs Passive Audience
- 1.5 The Uses-effects Theory, Citizen Journalism

Unit 2 (13 Hours)

Media and Consumption

- 2.1 The Power of Advertising – Taste Cultures and Niche Markets
- 2.2 Advertising and Popular Culture – Fashions, Fads
- 2.3 Subcultures and the Media
- 2.4 The Uses-gratification Approach
- 2.5 Celebrity Industry – Personality as Brand, Hero Worship

Unit 3 (13 Hours)

Media and Politics

- 3.1 Construction of Political reality
- 3.2 Media Industry and Ownership
- 3.3 Media as a Supporter and/or Watchdog of the State

Unit 4 (13 Hours)

Alternative Media and Mobilisation

- 4.1 Various Forms of Alternative Media -Village Puppetry -Street Theatre -Little Magazines
- 4.2 Community Radio and the Indian Farmer
- 4.3 Social Media and Mobilisation –online forms of Protest
- 4.4 Media Activism

Unit 5 (13 Hours)

Issues of Representation

- 5.1 Changing Representation of Women in the Media
- 5.2 Alternative Sexualities in the Media
- 5.3 Concerns of Under-representation of the North East in the Media
- 5.4 Gaze

BOOKS FOR STUDY

Grossberg, Lawrence et al, *Media Making: Mass Media in popular culture*. New Delhi: Sage, 1998.

Mc Quail, Dennis and Windhal, *Communication Models for the study of Mass communication*. Longman. 1993.

BOOKS FOR REFERENCE

Berger, Arthur Asa, *Ads, fads and consumer culture – Advertising’s Impact on American Character and Society*. Lanham: Rowman and Littlefield, 2000.

Biocca, Frank, *Opposing conceptions of the audience: The Active and Passive Hemispheres of Mass Communication Theory*, 1988

Dines, Gail and Jean M Humez (ed), *Gender, Race and Class in Media: A text-Reader*. California: Sage, 2003.

Potter, James W, *Media Literacy*. New Delhi: Sage, 1998.

Ross, Karen, (ed), *The Handbook of Gender, Sex and Media*. Sussex: Wiley Blackwell, 2012.

Turner, Graeme, *Understanding Celebrity*. UK: Sage, 2013.

WEB RESOURCES

Alternative media

<http://fuchs.uti.at/wp-content/uploads/altmedia.pdf>

Street theatre

<http://www.bbc.co.uk/mediaaction/where-we-work/asia/india/sdp-community-mobilisation>

PATTERN OF ASSESSMENT

Continuous Assessment Test: Total Marks: 50 Duration: 90 minutes

Section A – 3 x 2 = 6 marks (All three questions to be answered in 50 words each)

Section B – 3 x 8 = 24 marks (3 out of 5 questions to be answered in 250 words each)

Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered in 1200 words each)

Other Components: Total Marks: 50

Seminar/Quiz/Assignments/Case studies

End-Semester Examination: Total Marks: 100 Duration: 3 hours

Section A – 10 x 2 = 20 marks (All 10 questions to be answered in 50 words each)

Section B – 5 x 8 = 40 marks (5 out of 8 questions to be answered in 250 words each)

Section C – 2 x 20 = 40 marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.A. DEGREE: BRANCH III – SOCIOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

SOCIOLOGY OF CRIME AND VICTIMS

CODE:19SC/MC/CV54

CREDITS:4

L T P:4 1 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To familiarize students with the subject matter of Criminology and Victimology
- To acquaint students the significance of locating victim at the centre of justice system
- To introduce the students to the discipline of Victimology an emerging area of specialization

COURSE LEARNING OUTCOMES :

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

- describe the behaviour and attitude of family, society and criminal justice system towards victims
- describe the types of victims
- understand the relationship between victims and offenders
- demonstrate knowledge of the general history of the Victims and Victimology

Unit 1

(15 Hours)

Crime and Criminology

- 1.1 Definition
- 1.2 Meaning of Deviance, Crime and Criminals
- 1.3 Classification of Crime
- 1.4 Criminology its Nature and Scope
- 1.5 **Causation of Crime: Classical and Contemporary Perspectives**
 - 1.5.1 Sociological Theories of Crime: Strain Theory, Social Learning Theory, Labeling Theory

Unit 2

(15 Hours)

Victimology: Its Meaning and Scope

- 2.1 Victimology: Definition and Meaning
- 2.2 Nature and Scope- Rediscovery of Crime Victims.
- 2.3 **Versions of Victimology**
 - 2.3.1 Special Victimology
 - 2.3.2 General Victimology
 - 2.3.3 Victimology of human rights violations.

Unit 3 **(12 Hours)**

Key concepts in Victimology

- 3.1 Victim
- 3.2 Victimization
- 3.3 Victim Reactions
- 3.4 Victim precipitation
- 3.5 Victim proneness,
- 3.6 Primary victimization
- 3.7 Secondary victimization,
- 3.8 Victim blaming
- 3.9 Victim vulnerability
- 3.10 Fear of crime
- 3.11 Victimless crimes

Unit 4 **(10 Hours)**

Victims of traditional crimes in India

- 4.1 Sati
- 4.2 Dowry
- 4.3 Victims of domestic abuse
- 4.4 Rape and Victims of abuse of power
- 4.5 Other kind of sexual harassment
- 4.6 Child Victims
- 4.7 Victims of hate crimes.

Unit 5 **(13 Hours)**

Victim Rights and Victim Assistance

- 5.1 Prevention of Crime Victimization
- 5.2 U. N Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power
- 5.3 Rights of Victims under the Indian Constitution
- 5.4 Victim and the Indian Laws
- 5.5 Victim Compensation

BOOKS FOR STUDY

Ahuja, Ram *Criminology*. Meerut: Minakshi Publications 1984.

Karmen, Andrew (6th Edition): *Crime Victims: An Introduction to Victimology*. CA: Thomson Wadsworth, 2007.

BOOKS FOR REFERENCE

Gottfredson, Michael R., and Travis Hirschi. *A General Theory of Crime* Stanford, CA: Stanford University Press 1990.

Hagan, Frank E *Introduction to criminology: Theories, methods, and criminal behavior*. Chicago: Nelson-Hall 1990.

Kirchhoff, G. F. *What is Victimology?* Tokiwa International Victimology Institute. Tokyo: Seibundo Publishing Co. Ltd, 2005.

Putwain, David and Aidan Sammons *Psychology and crime*, 2002.

United Nations United Nations Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power.

A/RES/40/34.,1985 .<http://www.un.org/documents/ga/res/40/a40r034.htm>

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.A. DEGREE: BRANCH III – SOCIOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

SOCIOLOGY OF ETHNIC RELATIONS

CODE:19SC/MC/ER54

CREDITS:4

L T P:4 1 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To help students understand the concept of ethnicity and its expressions
- To critically discuss ethnic issues of national and international significance
- To understand patterns of inclusion and exclusion through case studies

COURSE LEARNING OUTCOMES

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

- understand the internal diversity of society and the significance of variations by race/ethnicity
- interpret the dimensions of social construction of race/ ethnicity
- decipher the negative effects of social inequalities caused due to ethnicity
- affirm and contest varied aspects of Ethnicity

Unit 1 (13 Hours)

Introduction

- 1.1 Meaning of ethnicity
- 1.2 Development and Situational Selection of ethnic identity
- 1.3 Ethnic Identity- Internal and External Boundaries
- 1.4 The social construction of ethnic identity
- 1.5 Ethnic Groups- Primary, Secondary, Majority, Minority, Young, Old

Unit 2 (13 Hours)

Dimensions of ethnic identity and Race

- 2.1 Migration as an ethnic phenomenon – push and pull factors
- 2.2 Forms of diaspora (Cohen)
- 2.3 Ethnic enclaves
- 2.4 Xenophobia, Immigration policies and their implications
- 2.5 Meaning of Race, Racialization and Racial Profiling

Unit 3 (13 Hours)

Patterns of social exclusion

- 3.1 Ethnic penalty and Housing Rights
- 3.2 Ethnic Competition
- 3.3 Ethnic Segregation and Ghettos- Hyper-Ghettos
- 3.4 Ethnic Cleansing
- 3.5 Ethnic Genocide

Unit 4 (13 Hours)

Ethnicity and Politics of Identity

- 4.1 Politics of Multiculturalism
- 4.2 Ethnic Minorities and barriers to integration
- 4.3 Ethnicity and Citizenship
- 4.4 Institutional Assimilation
- 4.5 Minority rights

Unit 5 (13 Hours)

Case studies on ethnic relations

- 5.1 India- Ethnic Conflict and Development in Manipur and Tripura
- 5.2 Latin America- Indigenous Movements
- 5.3 South East Asia-Cambodian Genocide, Tamil-Sinhalese Crises, Rohingya Exodus
- 5.4 The Middle East- Syrian Civil War
- 5.5 North America- Canada and Mexico (Ethnic Issues and Concerns)

BOOKS FOR STUDY

Cohen, Robert, *Global Diasporas: An Introduction*. (Second Revised Edition) London and New York: Routledge, 2008.

Giddens, Anthony and Phillip Sutton, *Sociology*. 7th Edition Polity Press: 2013.

BOOKS FOR REFERENCE

Murdock, G.P. (ed.). *Social Structures in South-East Asia*, London: Tavistock. 1961.

Oommen, T K, *Citizenship, Nationality and Ethnicity*. Cambridge: Polity Press, 1997.

Phadnis, Urmila and Rajat Ganguly, *Ethnicity and Nation Building in South Asia*. Sage, 2001.

Telles, Edward, *Pigmentocracies: Ethnicity, Race and Colour in Mexico*. University of North Carolina Press, 2014.

Wolff, Stefan, *Ethnic Conflict*. Oxford University Press, 2006.

Yinger, J M, *Ethnicity Source of Strength? Source of Conflict*. Jaipur: Rawat, 1997.

JOURNALS

Kingsbury, . Post-colonial states, ethnic minorities and separatist conflicts: case studies from Southeast and South Asia. *Ethnic and Racial Studies*, 34(5), 762–778.

doi:10.1080/01419870.2010.537357. 2011

Mohapatra, G. Ethnic Conflict and Development: The Case of North-East Region with Special Reference to Manipur and Tripura. *Indian Journal of Public Administration*, 62(3), 449–470. doi:10.1177/0019556120160308. 2016

WEBSITES

Ethnicity/Multiculturalism/Migration

http://www.ijesar.org/docs/volume2_issue2/multiculturalism.pdf

Ethnic Enclaves

<http://www.vancouversun.com/life/Immigrants+choose+Metro+Vancouver+ethnic+enclaves+support+network/8180613/story.html>

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.A. DEGREE: BRANCH III – SOCIOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

URBAN AND RURAL SOCIOLOGY

CODE:19SC/MC/UR53

CREDITS:3

L T P:3 1 0

TOTAL TEACHING HOURS:52

OBJECTIVES OF THE COURSE

- To introduce the students to the basic concepts in Rural and Urban Sociology
- To acquaint the students with governance in Rural and Urban areas
- To understand the changes occurring in the Rural and Urban society

COURSE LEARNING OUTCOMES :

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

- understand the internal complexity and diversity of rural and urban society
- analyze the historical development of rural and urban Sociology in India
- demonstrate expert knowledge on socio-political and economic social structures of urban and rural societies
- develop the skill to critically analyse the social issues affecting rural and urban societies

Unit 1 (11 Hours)

Introduction to Rural Sociology

- 1.1 Rural Sociology- Meaning and Definition
- 1.2 Origin and Growth of Rural Sociology
- 1.3 Nature and Scope of Rural Sociology
- 1.4 Rural reconstruction and future directions

Unit 2 (10 Hours)

Rural Society in India

- 2.1 Rural Development Perspectives: Marxist and Gandhian
- 2.2 Rural Community- Rural-Urban Continuum, Rural-Urban Differences and Linkages
- 2.3 Rural Economy- Pre-Colonial and Post-Colonial and Contemporary changes
- 2.4 Rural Social Institutions – Marriage, Family and Religion
- 2.4 Rural Governance- Historical Development and functions of Panchayati Raj and 73rd Constitutional Amendment.

Unit 3 (10 Hours)

Introduction to Urban Sociology

- 3.1 Urban Sociology- Meaning
- 3.2 Origin and Development of Urban Sociology
- 3.3 Nature and Scope of Urban Sociology
- 3.4 Urbanization, Urbanism, Rural-Urban Continuum, Conurbation, Peri-Urbanization, Gentrification and Planetary Urbanization

Unit 4 (10 Hours)

Urban Sociology Theories: Classical and Contemporary

- 4.1 Ecological Approach: Urban Ecology,
- 4.2 Ecological System and Process
- 4.3 Urban Growth Theories: Burgess' Concentric Zone Theory, Hoyt's Sector Theory

Unit 5 (10 Hours)

Issues and Rural and Urban Development Programmes

- 5.1 Urban Issues: Urban Homelessness, Urban Crimes Slums and Culture of Poverty
- 5.2. Urban Development Programmes – Pradhan Mantri Awas Yojana, Atal Mission Rejuvenation and Urban Transformation (AMRUT)
- 5.3 Rural Issues: Caste Panchayat, Caste and Politics, Khap Panchayat Issues of Dalits, Inter- caste conflicts, concerns of rural women
- 5.4 Rural Development Programmes – National Rural Employment Guarantee Act (NREGA), Sarva Shiksha Abhiyan

BOOKS FOR STUDY

Desai A.R, *Rural sociology in India*, International Universities press, 1994
William G Flanagan *Urban Sociology*, Rowman, 2010

BOOKS FOR REFERENCE

Desai, A.R., *Rural Sociology in India* Bombay, Popular Prakashan 1997.
Doshi, S.L.and Jain P.C. *Rural Sociology*. Jaipur, Rawat Publications 1999
Laxmi Devi, *Rural sociology* Anmol Publishers, 1998.
Peter H Mann,Rutledge and Kegan Paul, *Urban Sociology in India*, Orient Longman, 1974
Rao M S A, *Urban Sociology*, Orient Longman, Bombay, 1977
Ramachandran, R. *Urbanization and Urban Systems in India*, Oxford University Press 1991.
Reddy,Venkateswara, *Methods of teaching rural sociology*, Discovery Publishers, 2004
Sasen,Saskia and Kwame Anthony Appiah (1998) *Globalization and its Discontents*, New Delhi, Oxford University Press 1998.
Singh, Bharat, *Modern Teaching of Rural Sociology*, New Delhi, Anmol 2004
Vishal Kala, *Rural Sociology*, New Delhi Sonali publications, 2012

PATTERN OF ASSESSMENT

Continuous Assessment Test: Total Marks: 50 Duration: 90 minutes

Section A – 3 x 2 = 6 marks (All three questions to be answered in 50 words each)
Section B – 3 x 8 = 24 marks (3 out of 5 questions to be answered in 250 words each)
Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered in 1200 words each)

Other Components : Total Marks: 50

Seminar/Quiz/Assignments/Case studies

End-Semester Examination: Total Marks: 100 Duration: 3 hours

Section A – 10 x 2 = 20 marks (All 10 questions to be answered in 50 words each)
Section B – 5 x 8 = 40 marks (5 out of 8 questions to be answered in 250 words each)
Section C – 2 x 20 = 40 marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

**Interdisciplinary Core Course Offered by the Departments of Sociology and Zoology to
B.A. Sociology and B.Sc. Advanced Zoology and Biotechnology Degree Programmes**

SYLLABUS

(Effective from the academic year 2019–2020)

SOCIOETHNOZOOLOGY

CODE:19ID/IC/SZ55

CREDIT:5

L T P:5 1 0

TOTAL TEACHING HOURS:78

OBJECTIVES OF THE COURSE

- To enable students to understand the sociology of human – animal relationships
- To familiarize students with various aspects of ethnozoology
- To help students to comprehend social evolution, organization and communication in humans and animals

COURSE LEARNING OUTCOMES

On successful completion of this course, students will be able to

- synthesize the wide ranging relationships between humans and animals
- discuss the importance of animals as food and in medicine and also other useful animal products
- explain the social evolution and organization in humans and animals
- discuss the different modes of communication and their functions in humans and animals

Unit 1

Introduction

(15 Hours)

- 1.1 Meaning of ethnobiology and ethnozoology- Basic definitions- Qualities of Sociality- Animals as zoindicators of weather and climate
- 1.2 Role of animals in human culture: Biological predisposition and individual differences in human attitudes towards animals - Animal Mythology in the Indian context
- 1.3 Meaning of Ethnology; Sociology; Sociobiology
- 1.4 Interdisciplinary Approach in understanding Human-Animal Relationship

Unit 2

Sociology of Human and Animal Relationship

(16 Hours)

- 2.1 Significance of Sociology of Human-Animal Relationship
- 2.2 Scope of Sociology of Human-Animal Relationship
- 2.3 Sociological Perspective on Human Animal Relationship: Symbolic Interactionism Theory and Conflict Theory
- 2.4 Social Relationships and Social Organizations.

Unit 3
Ethnozoology (16 Hours)

- 3.1 Historical and Sociological significance of animal domestication
- 3.2 Animals as food: Arthropods – Molluscs – Echinoderms - Vertebrates
- 3.3 Animals in medicine : Traditional and Contemporary
- 3.4 Historical, Economical and Sociological importance of animals and their products
- 3.5 Animals as zoindicators of weather and climate

Unit 4
Social Evolution (16 Hours)

- 4.1 Meaning of Social Evolution; Cooperation; coordination and division of labour
- 4.2 Social Groups: Altruism and kin selection: Dominance and Hierarchy
- 4.3 Social System and Fitness - The evolution of social organization
- 4.4 Aggregates and Socialization – Coloniality: Adaptive basis of coloniality – Adaptive significance of roles – Optimization of Caste Systems - Social insects: Organization of insect societies, Social Wasps, Ants, Bees and Termites – Primates: Social traits, Ecology of Social Behaviour, Social Behaviour in Chimpanzee – Other Social species : Colonial invertebrates – cold blooded vertebrates – Birds
- 4.5 The Theory of Parental Investment - Ecology of Parental Care – Parent-Offspring conflict – Alloparental care

Unit 5
Verbal and Nonverbal Communication (16 Hours)

- 5.1 Origin of human language – Forms of communication
- 5.2 Verbal and non-verbal communication and its functions
- 5.3 Non-verbal communication in animals : Discrete versus graded signals - Signal specificity-Signal economy
- 5.4 Modes of communication in animals with examples – functions, advantages and disadvantages

BOOKS FOR REFERENCE

- Adian Franklin, (1999) *Animals and Modern cultures-A Sociology of Human Animal Relations in Modernity*. London: Sage Publications,
- Anderson,E.N and Deborah Pearsall, (2011) *Ethnobiology*, Wiley Blackwell
- Kay Peggs (2012). *Animals and Sociology*. U.K: Palgrave Macmillan.
- Romulo Romer, Nobrega Alves and Paulino Albuquerque, (2017) *Ethnozoology: Animals in our lives*. Academic Press
- Wilson, E.O. (2000) *Sociobiology : The New synthesis* (25th anniversary ed.). Cambridge: Harvard University Press

PATTERN OF ASSESSMENT

Continuous Assessment Test:

Total Marks: 50

Duration: 90 minutes

Part One – 25 marks (Sociology)

Part Two -25 marks (Zoology)

Section A- Objective Quiz - 6 Marks (All questions to be answered)

Section B – 3 x 3 = 9 marks (3 out of 5 questions to be answered in 100 words each)

Section C – 1 x 10 = 10 marks (1 out of 2 questions to be answered in 500 words each)

Other Components:

Total Marks : 50

Seminar/Quiz/Assignments/Role Play/Mini projects/Scrapbook

End-Semester Examination

Total Marks: 100

Duration: 3 hours

Part One – 50 marks (Sociology)

Part Two -50 marks (Zoology)

Section A – Objective Quiz - 12 marks (All questions to be answered)

Section B – 6 x 3 = 18 marks (6 out of 10 questions to be answered in 100 words each)

Section C – 2 x 10 = 20 marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.A. DEGREE: BRANCH III – SOCIOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

SOCIOLOGY OF RELIGION

CODE:19SC/MC/SR64

CREDITS:4

L T P:4 1 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To introduce the students to the sociological interpretations of religious phenomena
- To facilitate the understanding of the social significance of religion
- To understand various perspectives of religion

COURSE LEARNING OUTCOMES

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

- understand the difference between a sociological and a common understanding of religion
- demonstrate an understanding of key debates and sociological approaches to religion and belief
- demonstrate the ability to apply key concepts to contemporary debates about the role of religion in the contemporary world
- formulate relevant sociological questions relevant to the sociological study of religion

Unit I (11 Hours)

Introduction

- 1.1 Definition of Religion: Substantive and Functional
- 1.2 Aspects of Religion: Belief, Ritual, Experience and Community
- 1.3 Religious Experience and Expressions: Theoretical (Doctrine)and Practical (cult) expressions
- 1.4 Pre-historic and Primitive Religion

Unit 2 (13 Hours)

Sociological Consequences

- 2.1 Sociological functions of Religion
- 2.2 The Integrating power of Doctrine
- 2.3 The Integrating power of worship

Unit 3 (13 Hours)

Sociological Perspectives

- 3.1. Structural Functional
- 3.2. Social Conflict
- 3.3 Symbolic Interactionism

Unit 4 (13 Hours)

Religion and society

- 4.1 Religion and Politics
- 4.2 Religion and Socio-economic development
- 4.4 New Religious movements

Unit 5 (15 Hours)

Religious Contestants in India

- 5.1 Secularism
- 5.2 Proselytism
- 5.3 Communalism
- 5.4 Fundamentalism

BOOKS FOR STUDY

Hamilton Malcom B., *The Sociology of Religion: An Introduction to Theoretical and Comparative Perspectives* (2nd edition), USA, Routledge, 2006.

Johnstone, Ronald L., *Religion in Society: A Sociology of Religion* (8th edition), New Jersey Pearson Publication, 2006.

BOOKS FOR REFERENCE

Cousineau Madeleine, *Religion in a Changing World: Comparative Studies in Sociology (Religion in the Age of Transformation)*, USA, Praeger Publishers Inc, 1998.

Durkheim Emile, *The Elementary Forms of Religious Life*, New York Collier Book, 1961.

Kivisto Peter, Swatos. William.H., JR and Christiano Kevin J., *Sociology of Religion: Contemporary Developments* (2nd edition), USA, Rowman & Littlefield Publishers, 2008.

McGuire Meredith, *Sociology of Religion*, New Delhi, Rawat Publication, 2012.

Madan T.N, *Religion*, UK, Oxford University Press, 1997.

O'Dea, Thomas F., *The Sociology of Religion*, New Delhi, Prentice Hall, 1966.

Repstad Pal and Furseth Inger, *An Introduction to the Sociology of Religion: Classical and Contemporary Perspectives*, USA, Ashagate Publishing Limited, 2006.

Wach, Joachim, *Sociology of Religion*, Chicago, University of Chicago Press, 1971.

WEB RESOURCES

www.oxfordjournals.org

www.researchgate.net

PATTERN OF ASSESSMENT

Continuous Assessment Test: Total Marks: 50 Duration: 90 minutes

Section A – 3 x 2 = 6 marks (All three questions to be answered in 50 words each)

Section B – 3 x 8 = 24 marks (3 out of 5 questions to be answered in 250 words each)

Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered in 1200 words each)

Other Components: Total Marks: 50

Seminar/Quiz/Assignments/Case studies

End-Semester Examination: Total Marks: 100 Duration: 3 hours

Section A – 10 x 2 = 20 marks (All 10 questions to be answered in 50 words each)

Section B – 5 x 8 = 40 marks (5 out of 8 questions to be answered in 250 words each)

Section C – 2 x 20 = 40 marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.A. DEGREE: BRANCH III – SOCIOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

ENVIRONMENTAL SOCIOLOGY

CODE:19SC/MC/ES64

CREDITS:4

L T P:4 1 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To familiarise the students with issues concerning individuals and the environment
- To understand the relationship between society and the natural environment
- To enable students understand the role of agencies in global environmentalism

COURSE LEARNING OUTCOMES

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

- understand the significance of socio-ecological metabolism in contemporary contexts
- critically discourse environmental issues with Sociological Imagination
- demonstrate expert Sociological knowledge on nature-society paradigm
- equip the student to relate to the larger question of the environment as an individual

Unit 1 (10 Hours)

Definition and Concept of Environment

- 1.1 Definition of Environment.
- 1.2 Nature of Environmental Sociology
- 1.3 Scope Environmental Sociology
- 1.4 Dimensions of Environment
- 1.5 The Relationship between society and Natural Resources.

Unit 2 Perspectives of Environmental Sociology (10 Hours)

- 2.1 Sociological Perspective
- 2.2 Religious Perspective
- 2.3 Development Perspective
- 2.4 Eco-Feminism

Unit 3 (15 Hours)

Problems and Concern of Environment

- 3.1 Environmental Issues, Causes, Consequences of Environment
- 3.2 Role of Human Behaviour in Environmental Changes and Disasters
- 3.3 Technology Change and Environment
- 3.4 Effects of Consumption and Consumerism on Environment

Unit 4 (15 Hours)
Environmentalism

- 4.1 History and Development of Environmentalism at the global level
- 4.2 Indian Environmentalism
- 4.3 Environmental Movements in India
 - 4.3.1 Chipko Movement
 - 4.3.2 Narmada Bachao Andolan Movement.

Unit 5 (15 Hours)
Environmental Disaster Management

- 5.1 Definition and Types of Disaster
- 5.2 Intersections of Race, Class, Ethnicity and Disaster Vulnerability
- 5.3 Disaster Management Cycle.
- 5.4 Environmental and Social Impact Assessment (ESIA) Procedures
- 5.5 Sustainable Development Paradigm and Change Agents

BOOKS FOR STUDY

- Gardner Gerald T., *Environmental Problems and Human Behavior*. Second edition. USA: Pearson Learning Solutions, 2002.
- Guha, Ramachandra. *Environmentalism: A Global History*. New Delhi: OUP, 2000.

BOOKS FOR REFERENCE

- Ghauta Ramesh and Others, *Environmental Education – Problems and Prospects*, New Delhi: Discovery, 2000.
- Hannigan John. *Environmental Sociology*. Third edition. New York: Routledge, Taylor & Francis Group, 2014.
- Ignacimuthu, S. *Environmental Awareness and Protection*. New Delhi: Phoenix Publishers, 2000.
- Katiyar, V.S. *Environmental Concerns, Developing Resources*. New Delhi: Pointer Publishers, 2000
- Micheael Mayerfeld Bell, *An invitation to Environmental Sociology*. C.A: Pine Forge Press, Thousand oaks, 2004.
- Mukerjee Radhakamal. *Social Ecology*. New Delhi: D.K. Printworld (P) Ltd, 2014.
- Satsangi Alok, Sharma Anhuman. *Environmental Impact Assessment and Disaster Management*. New Delhi: Rajat Publishing, 2015
- Sinha, Prabhas, *Disaster Management Process: Law, process and Strategy*. New Delhi: SBS Publishers, 2006
- Singh Jagbir, *Disaster Management; Future Challenges and Opportunities* .New Delhi I.K. International Publishing Ltd. 2007.
- Vaidyanathan, A., *Water Resource Management – Institutions and Irrigation*. New Delhi: OUP, 2000.

JOURNAL

Sociological practice. A journal of clinical and applied sociology Vol4 N0 4.Dec2002

WEB RESOURCES

Global issues .org

Consumption and Consumerism on the environment

<http://ramachandraguha.in/archives/the-rise-and-fall-of-indian-environmentalism.html>

<http://www.thehindu.com/opinion/lead/the-past-present-of-indian-environmentalism/article4551665.ece>

<http://nceg.upesh.edu.pk/bgworkshop08/lectureslides/Day11/social%20dimension%20of%20disaster.pdf>

The sociology of disaster: the classics, social vulnerability, resilience, environmental migration, and risk perception

<http://disaster.colostate.edu/Data/Sites/1/cdra-research/cdra-readinglists/michelle-readinglist2010-1.pdf>

PATTERN OF ASSESSMENT

Continuous Assessment Test:

Total Marks: 50

Duration: 90 minutes

Section A – 3 x 2 = 6 marks (All three questions to be answered in 50 words each)

Section B – 3 x 8 = 24 marks (3 out of 5 questions to be answered in 250 words each)

Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered in 1200 words each)

Other Components:

Total Marks: 50

Seminar/Quiz/Assignments/Case studies

End-Semester Examination:

Total Marks: 100

Duration: 3 hours

Section A – 10 x 2 = 20 marks (All 10 questions to be answered in 50 words each)

Section B – 5 x 8 = 40 marks (5 out of 8 questions to be answered in 250 words each)

Section C – 2 x 20 = 40 marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.A. DEGREE: BRANCH III – SOCIOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

SOCIOLOGY OF LAW

CODE:19SC/MC/SL63

CREDIT:3

LTP:3 1 0

TOTAL TEACHING HOURS 52

OBJECTIVES OF THE COURSE:

- To understand the importance of law as an instrument of social change
- To understand the various laws for people in the society
- To understand the relationship between law and society

COURSE LEARNING OUTCOMES

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

- have knowledge on binding force of Law
- get familiarized with theoretical frameworks from sociology that are used to examine
- understand how the law shapes society and society shapes the law
- have Legal Awareness
- provide interest in pursuing a legal career,

Unit 1 (11 Hours)

Introduction

Meaning and Definition of Law and Sociology of Law

- 1.1 Evolution of Sociology of Law
- 1.2 Sociological Jurisprudence
- 1.3 Sociology and its relation to law
- 1.4 Law and its interconnections with society

Unit 2 (11 Hours)

Historical Perspectives of Law

- 2.1 Founders of Sociology of Law
- 2.2. Evolution of Law
- 2.3 Classical Hindu Laws
- 2.4 Law as an Instrument of Social Change
- 2.5 Introduction of Civil and Criminal Courts

Unit 3 (10 Hours)

Modern Legal Systems in India

- 3.1 Sources of Indian Law: Primary and Secondary
- 3.2 Judicial System in India
- 3.3 Types of Law: Civil, Criminal, Public and Personal

Unit 4 **(10 Hours)**

Law as a tool of Social Transformation

- 4.1 Gandhism
- 4.2. Marxism
- 4.3. Naxalism
- 4.4 Public Interest Litigation
- 4.5 Alternative Dispute Resolution
- 4.6 Panchayati Raj Institutions – dispute mechanism

Unit 5 **(10 Hours)**

Sociological Dimensions of Law

- 5.1 Law and Social Engineering
- 5.2 Law and Economy
- 5.3 Law and Politics
- 5.4 Law and Culture
- 5.5 Law and Globalisation

BOOKS FOR STUDY

Indra Deva *Sociology of Law*, New Delhi Oxford University Press, 2005.

P. IshwaraBhat. *Law & Social Transformation*. Lucknow: Eastern Book Company 2009

BOOKS FOR REFERENCE

Banakar R., *An Introduction to Law & Social Theory*. Hart Publishing. 2002

Galanter Marc, *Law and society in modern India*, New York Oxford University Press, 1998

Ishwara Bhat.P., *Law and Social Transformation*, Lucknow :Eastern Book Company 2009

Kaul.A.k., *A Textbook of Jurisprudence*. New Delhi: Satyam Law International. 2009

Malik and Raval *Law and Social Transformation in India*, Allahabad Allahabad Law Agency, 2009

Malcve R.M *Society An Introductory Analysis*. New Delhi. : Macmillan 2001

Mathieu Deflem. *Sociology of Law: Visions of a Scholarly Traditions* 2008

Singh Avtar and Harpeet, *Introduction to Jurisprudence*, Nagpur, Lexix Nexix 2010.

Sarat A (Ed). *The Blackwell Companion to Law & Society*. Melden, MA: Blackwell. 2004

Sharyn Roach Anleu, *Law and Social Change*, New Delhi, Sage Publications, 2010

PATTERN OF ASSESSMENT

Continuous Assessment Test: Total Marks: 50 Duration: 90 minutes

Section A – 3 x 2 = 6 marks (All three questions to be answered in 50 words each)

Section B – 3 x 8 = 24 marks (3 out of 5 questions to be answered in 250 words each)

Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered in 1200 words each)

Other Components: Total Marks: 50

Quiz/ Project/Assignment

End-Semester Examination: Total Marks: 100 Duration: 3 hours

Section A – 10 x 2 = 20 marks (All 10 questions to be answered in 50 words each)

Section B – 5 x 8 = 40 marks (5 out of 8 questions to be answered in 250 words each)

Section C – 2 x 20 = 40 marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.A. DEGREE: BRANCH III – SOCIOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

SOCIAL MOVEMENTS

CODE:19SC/MC/SM63

CREDIT:3

LTP:3 1 0

TOTAL TEACHING HOURS:52

OBJECTIVES OF THE COURSE

- To familiarise the students with the importance of social movements in bringing about social change through means of conflict, protest and challenge
- To detail the political, economic, and social aspects of social change
- To understand the relationship between individual and society in the bargain of social change

COURSE LEARNING OUTCOMES

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

- develop the ability to examine and critically analyse the social, economic and political changes that provided the conditions for the rise of Social Movements
- provide a detailed account of Social Movement from Sociological Perspectives
- explain how identities relating to caste, gender and sexual orientation shape Social Movements
- explain how Social Movements today extend beyond national boundaries and become global social movements

Unit 1 (13 Hours)

Introduction

- 1.1 Definition
- 1.2 Classification of Social Movements
- 1.3 Dimensions of Social Movements.

Unit 2 (13 Hours)

The Indian National Movement

- 2.1 Rise of Political Nationalism,
- 2.2 Birth of the Nationalist Movement.
- 2.3 The Non Co-operation movement
- 2.4 Civil Disobedience Movement
- 2.5 Quit India Movement.

Unit 3 (13 Hours)

Dalit movement

- 3.1 Types of Identities
- 3.2 Sources of Deprivation
- 3.3 Ideological orientation
- 3.4 Political mobilization of Dalits, Dalits and Social Transformation

Unit 4 (13 Hours)
Regional Movements
4.1 SNDP Movement
4.2 Dravidian Movement.

Unit 5 (13 Hours)
New Social Movements
5.1 Contemporary Social Movements and its characteristics
5.2 LGBTQ Movements
5.3 Globalisation and Social Movements

BOOKS FOR STUDY

Oommen T.K., *Protest and Change – Studies in Social Movements*, Sage Publications, New Delhi. 1990
Rao, M.S.A.(ed.), *Social Movements in India*, Manohar Publications, New Delhi.1984

BOOKS FOR REFERENCE

Desai, A.R., *Social Background of Indian Nationalism*, Popular Prakasham Bombay.1987
Diehl Anita, , Periyar E.V. Ramasami : *A Study of the influence of a personality in contemporary South India*, B. I. Publications, Madras.1987
Nandu Ram, (2008), *Dalits in Contemporary India* Volume I, Siddhant Publication, New Delhi.2008
Rao, M.S.A., , *Social Movements and Social Transformation*, Manohar Publications, New Delhi. 1987
Singh Rajendra, , *Social Movements Old and New – A post modernist Critique*, Sage Publications, New Delhi.2001
Shah, Ghanshyam,, ed., *Social Movements and the State*, Sage Publications, New Delhi.2004
Webster, John , *Religion and Dalit Liberation: an examination of perspectives*, Manohar Publications, New Delhi.2002
Zelliot, Eleanor, *From Untouchables to Dalits and other essays*, Manohar Publications, New Delhi. 2001

PATTERN OF ASSESSMENT

Continuous Assessment Test: `**Total Marks: 50** **Duration: 90 minutes**
Section A – 3 x 2 = 6 marks (All three questions to be answered in 50 words each)
Section B – 3 x 8 = 24 marks (3 out of 5 questions to be answered in 250 words each)
Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered in 1200 words each)

Other Components: **Total Marks: 50**
Quiz/ Project/Assignment/Presentation

End-Semester Examination: **Total Marks: 100** **Duration: 3 hours**
Section A – 10 x 2 = 20 marks (All 10 questions to be answered in 50 words each)
Section B – 5 x 8 = 40 marks (5 out of 8 questions to be answered in 250 words each)
Section C – 2 x 20 = 40 marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

DEPARTMENT OF VALUE EDUCATION

SYLLABUS

(Effective from the academic year 2019–2020)

LIFE SKILLS : AN APPROACH TO A HOLISTIC WAY OF LIFE

CODE:19VE/SS/HL63

CREDITS:3

L T P:3 0 0

TOTAL TEACHING HOURS:39

OBJECTIVES OF THE COURSE

- To help students grow in spirituality and to experience themselves as integrated persons
- To help students understand themselves as relational beings and appreciate their role in family and society
- To help students recognize the commonality and differences of the different religions in India
- To help students grow in an awareness of the protective laws regarding women
- To prepare students to make informed choices in family and career

COURSE LEARNING OUTCOMES

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

- Appreciate themselves as integrated persons
- Recognize their role in family and society and become aware of the different protective laws in favour of women
- Make prudent choices for career and family
- Manage work life balance
- Live a harmonious life and be a channel of peace

Unit 1

Spiritual Self (10 Hours)

- 1.1 Understanding spirituality-Understanding the Spiritual side of oneself
- 1.2 Role of religious practices and growing in spirituality
- 1.3 Acceptance of self – self-identity, self-worth, self-respect, self-appreciation and self- presentation
- 1.4 Nurturing self - being at home with self, being able to connect with the inner self
- 1.5 Relationship with the Divine:
Discovering the Divine in self, creation, and others – St. Francis of Assisi-
Canticle of creatures Seeking the Divine through meditation, prayer and
worship

Unit 2

Relational Self: Women in the family (17 Hours)

- 2.1 Understanding one's self in the context of family
- 2.2 Family networks
- 2.3 Family time – prayer, meals, and relaxation

- 2.4 Family and social values: respect for others, understanding individual needs and responsibilities – give and take
- 2.5 Understanding different parenting styles – authoritarian, permissive and democratic
- 2.6 Appreciating the gift of womanhood – foundress-Mary of the Passion’s vision of womanhood
- 2.7 Opting for marriage, single, religious or a life committed to a cause
- 2.8 Marriage and family, choice of life partner, marital relationships, planning of family
- 2.9 Other types of relationships - pre-marital relationships, live-in relationship and LGBT issues
- 2.10 Roles and responsibilities of women as home makers and career woman, work life balance (WLB)
- 2.11 Marriage as a sacred bond and fidelity in marriage

Unit 3

Integrated Self

(12 Hours)

- 3.1 Integrating the spiritual, relational, social/political self
- 3.2 Integrating one’s past with the present and the future for holistic living
- 3.3 Social Issues- crimes against women, harassment, gender discrimination, dowry, abortion, separation, divorce and cyber-crimes
- 3.4 Legal rights of women-property, marital and adoptive rights
- 3.5 Sensitization to different religions and religious practices in family and society
- 3.6 Challenges of inter caste and inter religious marriages
- 3.7 Integration of self with family, community and society

Retreat/Workshop – Required for course completion.

BOOKS FOR REFERENCE

Davidar(Eds). Human Values. All India Association of Christian Higher Education. (AIACHE) New Delhi: 2013.

James, G.M. et.al. In Harmony-Value Education at College Level. Chennai: Prakash, 2011.

James, G.M. Personality Development For Life Issues and Coping Strategies. Chennai: 2011

Teaching / Learning Methods

Lectures /Group Discussions/Presentations/Seminars/Guest Lectures

PATTERN OF ASSESSMENT:

Marks: 50

Task based/Seminars/Poster Making/Scrap book/Assignment

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.A. DEGREE: BRANCH III – SOCIOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

NON GOVERNMENTAL ORGANIZATIONS

CODE:19SC/ME/NG45

CREDITS:5

L T P:5 0 0

TOTAL TEACHING HOURS: 65

OBJECTIVES OF THE COURSE

- To understand the changes being brought by the NGOs at the grass –roots level
- To understand the functioning of NGOs in India with special emphasis on NGO governance
- To understand the linkage of NGO with government and other Organisation

COURSE LEARNING OUTCOMES

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

- provides a critical understanding of NGOs as developmental organisations
- provide the ability to use different approaches in analyzing the functioning of the NGOs
- understand the challenges and implications NGOs face in terms of their multiple and varied relationship with other organisations, communities.
- provide basic skills of setting up NGOs

Unit 1 (11 Hours)

Introduction to Non-Governmental Organisations

- 1.1 Definition
- 1.2 Objectives of NGO
- 1.3 Types of NGO
- 1.4 History of NGOs in India
- 1.5 Role of NGOs in Social Change
- 1.6 The Present Status of NGOs in India

Unit 2 (13 Hours)

Background of Non-Governmental Organisations

- 2.1 Philosophies of Non-Governmental Organisations:
 - 2.1.2 Religious
 - 2.1.3 Humanitarian
 - 2.1.4 Marxist
- 2.2 Goals of Non-Governmental Organisations: Demand and Supply
- 2.3 NNGOS & INGOS- Roles and Issues

Unit 3 (13 Hours)

NGO Partnerships and Legislations

Partnerships-

- 3.1 Linkages of Non-Governmental Organisations with Government
- 3.2 Linkage with International Organisations

- 3.3 Linkage with Civil Society
- 3.4 **Social Legislations in India-**
 - 3.4.1 Societies Registration Act, 1860
 - 3.4.2 Indian Trust Act, 1882
 - 3.4.3 FCRA: Foreign Contribution Regulatory Act
 - 3.4.4 Income tax Act 1961: Nature and scope of Section 10, 11, 12 (Rebate and Exemption)

Unit 4 (13 Hours)

Management of Non-Governmental Organisations

- 4.1 Functions and Principles of NGO Management
- 4.2 NGO Organizational Design
- 4.3 Human Resource, Social Marketing and Performance Management in NGOs
- 4.4 External and Internal Stakeholders in NGO Management.

Unit 5 (15 Hours)

NGO Governance and Issues

- 5.1 Problems of NGO Accountability and Transparency
- 5.2 Efficiency and Sustainable Measures
- 5.3 Strategies for NGO Growth in India
- 5.4 Implementation, Monitoring and Evaluation of Interventions.
- 5.5 NGOs in Health, Women & Children, Micro-Finance, Advocacy
- 5.6 Field Visits

BOOKS FOR STUDY

- Abraham, Anita (Third Edition). *Formation and Making of NGOs*, New Delhi: Universal Law Publishing Co.Pvt.Ltd, 2011
- Lall Robin, *The Dynamics of NGOs*, New Delhi: Dominant Publishers and Distributors, 2004.

BOOKS FOR REFERENCE

- Berman, E.M. *Productivity in Public and Non-Profit Organizations: Strategies and Techniques*. New Delhi: Sage, 1998.
- Chandra, P. *NGOs in India: Role, guidelines & performance appraisal*. New Delhi: Akansha Publishing House, 2005
- Drucker, P. *Managing the Non-Profit Organizations: Principles and Practices*. New York. Harper Business, 1992
- Dharmarajan, Shivani, *NGO Development Initiative and Public Policy*, New Delhi: Kanishka Publishers, 1998.
- Green, Andrew and Ann Mathhias, *Non-Governmental Organisations and Health in Developing Countries*. New York: St. Martin's Press, 1997.
- Kumar R., Goel S.L., *Administration and Management of NGOs: Text and Case Studies*, New Delhi, S.R Publication, 2005
- Nanavatty, Meher and P.D. Kulkarni, *NGOs in the Changing Scenario*, New Delhi: Uppal Publishing House, 1998
- Pawar, S.N. and J.B.Ambedkar and D.Shrikant, *NGOs and Development: The Indian Scenario*, 2004
- Tandon, R. *Invisible Yet Widespread: The Non-Profit Sector in India*. PRIA New Delhi, 2003

Verma, Sawali Bihari., *Rural Prosperity Oriented Programmes, NGOs and People's Participation*. Jaipur: Avishkar Publishers Distributors, 2003

Journals, Articles and Web Resources

David Lewis (LSE –Centre for Civil Society, Department of Social Policy):

Management of Non-Governmental Developmental Organizations

Dr.R.P.Raya and Dr.K.Rajendran

(Professor and Head; Formerly Research Scholar-Management Studies, Pondicherry University):

Role of Non-Governmental Organizations in Micro Finance through SHGs-A Study of Vellore District in Tamil Nadu

Julia Berger (Harvard University-September 2003):

Religious NGOs: An Exploratory Analysis

http://fingodap.in/pdf/registration_of_ngo.pdf

<http://www.fcraforngos.org>

PATTERN OF ASSESSMENT:

Continuous Assessment:

Total Marks: 50

Duration: 90 minutes

Section A – 3 x 2 = 6 marks (All three questions to be answered in 50 words each)

Section B – 3 x 8 = 24 marks (3 out of 5 questions to be answered in 250 words each)

Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered in 1200 words each)

Other Components:

Total Marks: 50

NGO Visit/Report Submission

End- Semester Examination:

Total Marks: 100

Duration: 3 hours

Section A – 10 x 2 = 20 marks (All 10 questions to be answered in 50 words each)

Section B – 5 x 8 = 40 marks (5 out of 8 questions to be answered in 250 words each)

Section C – 2 x 20 = 40 marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.A. DEGREE: BRANCH III – SOCIOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

LOGIC AND SCIENTIFIC METHODS

CODE:19SC/ME/LS45

CREDIT:5

LTP: 5 0 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To make students understand the rational and empirical basis of scientific methods
- To enable them to apply these concepts in the social science
- To familiarise them to deductive and inductive form of reasoning

COURSE LEARNING OUTCOMES

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

- understand the basic of logic and logical methods
- understand the functioning of logical gates
- develop their logical ability
- develop skills on reasoning

Unit 1 (12 Hours)

Introduction

- 1.1 The Subject Matter of Logic
- 1.2 Terms and Distribution of Terms
- 1.3 Logical Form of Sentences
- 1.4 Principle of Division and Definition
- 1.5 Fallacies of Language and Arguments

Unit 2 (13 Hours)

Propositions

- 2.1 Traditional and Modern Classification of logic
- 2.2 **Immediate Inference:**
 - 2.2.1 Opposition of Proposition
 - 2.2.2 Eduction
- 2.3 **Rules and Fallacies of Categorical Syllogism:** Figures and Moods-validity
- 2.4 **Mixed syllogism:**
 - 2.4.1 Hypothetical
 - 2.4.2 Disjunctive
- 2.5 **Dilemma:** Types

Unit 3 (15 Hours)

Symbolic Logic and Logic Gates

- 3.1 Symbolic Logic and Logical Basis of Automatic Computation
- 3.2 Value of Special Symbols
- 3.3 Truth Tables for Conjunction, Alternation and Implication.

- 3.4 Statement, Statement Forms, Argument, Argument Forms.
- 3.5 Truth Tables for Determining Validity /Invalidity of Arguments
- 3.6 Logical Basis of Automatic Computation
 - 3.6.1(Prerequisite) The Definition of AND, OR, NOT NAND,NOR, XOR & XNOR operations
 - 3.6.2 Formulation of Truth Tables and their Use

Unit 4 (13 Hours)

Inductive Reasoning

4.1 The Methods of Scientific Enquiry: Mill's Methods:-

- 4.1.1 The Experimental Method
- 4.1.2 The Method of Agreement
- 4.1.3 The Method of Difference
- 4.1.4 The Joint Method of Agreement and Difference
- 4.1.5 The Method of Concomitant Variation
- 4.1.6 The Method of Residues

Unit 5 (12 Hours)

Tests of Reasoning

- 5.1 Analogy Test
- 5.2 Series Test
- 5.3 Same Class and Other Class Tests
- 5.4 Visual Test
- 5.5 Relationship Test
- 5.6 Coding and Decoding Test
- 5.7 Synonym Test and Antonym Test
- 5.8 Direction Test
- 5.9 Sentence Formation Test
- 5.10 Time Sequence Test
- 5.11 Blood Relationship Test
- 5.12 Word Building Test
- 5.13 Natural Sequence Test.

BOOKS FOR STUDY

Copi, Irving, *An Introduction to Logic Chapters*. London: Macmillan & Collier Pub, 1972.

Nandan M.R., *Text Book of Logic*, New Delhi: S. Chand & Co., 1981.

BOOKS FOR REFERENCE

Balasubramanian.P, *Symbolic Logic and its Decision Procedure*. Madras: Madras University, 1986.

Rajaraman, V., *Computer Primer*. New Delhi: Prentice Hall, 1986.

Sharma, J.K., *Logic*. New Delhi: S. Chand & Co., 1981.

Wolf A, *Text Book of Logic*. Bombay: Surjeet Publications, 1976.

WEB RESOURCES

<http://www.friesian.com/aristotl.htm>

<http://www.iep.utm.edu/fallacy/#H6>

PATTERN OF ASSESSMENT:

Continuous Assessment:

Total Marks: 50

Duration: 90 minutes

Section A – $3 \times 2 = 6$ marks (All three questions to be answered in 50 words each)

Section B – $3 \times 8 = 24$ marks (3 out of 5 questions to be answered in 250 words each)

Section C – $1 \times 20 = 20$ marks (1 out of 2 questions to be answered in 1200 words each)

Other Component:

Total Marks: 50

Quiz

End-Semester Examination:

Total Marks: 100

Duration: 3 hours

Section A – $10 \times 2 = 20$ marks (All 10 questions to be answered in 50 words each)

Section B – $5 \times 8 = 40$ marks (5 out of 8 questions to be answered in 250 words each)

Section C – $2 \times 20 = 40$ marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.A. DEGREE: BRANCH III – SOCIOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

INDUSTRIAL SOCIOLOGY

CODE:19SC/ME/IS45

CREDIT:5

LTP:5 0 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To provide insight into social aspects of Industry
- To familiarise the students with the functioning of Traditional and Modern Industries
- To understand the Labour Relations in Industries

COURSE LEARNING OUTCOMES

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

- have scientific understanding of industry
- have understanding of workplace
- understand industries as a complex social organisation
- have skills to deal with industrial relations

Unit 1 (13 Hours)

Introduction

- 1.1 Industrial Sociology: Nature and Scope
- 1.2 Importance of Industrial Sociology
- 1.3 Development of Industrial Sociology
- 1.4 Industry as a Social System

Unit 2 (14 Hours)

Classical Theories

- 2.1 Adam Smith
- 2.2 Karl Marx
- 2.3 Weber
- 2.4 Elton Mayo
- 2.5 Likert
- 2.6 Herzberg
- 2.7 Maslow
- 2.8 Mc Clelland

Unit 3 (13 Hours)

Development of Industry and Industrial Organisation

- 3.1. The Manorial System-The Guild System-Domestic system
- 3.2. The Factory system-Evolution of Industries in India.

- 3.3 Origin and Function of Formal and Informal organisations
- 3.4 Dynamics of Industrial Relations –Factors affecting Industrial Relations,
- 3.5 Collective Bargaining- Types
- 3.6 Participative Management- Concept and practices of Participative Management.

Unit 4 (12 Hours)

Recruitment, Training and Future of Industries

- 4.1 Sources of Recruitment: Internal and External, Methods: In House, Direct and Third Party Methods
- 4.2. Need and Methods of Training- On the Job and Off the Job Methods
- 4.3. Process and Methods of Performance Appraisal – Traditional and Modern Methods
- 4.4 Future of Industries:- Collectivist, anarchist, free market, environmentalist

Unit 5 (13 Hours)

Industrial Labour Relations

- 5.1. Trade Union
- 5.2 Features, Functions and Types
- 5.3 Trade Union Movement in India
- 5.4 Trade Union Challenges of Privatization and Globalisation and its decline
- 5.5 International Labour Organisation
- 5.6 Industrial Dispute
 - 5.6.1 Court and Industrial Tribunal
 - 5.6.2 Industrial Legislations
 - 5.6.3 Labour Legislations
 - 5.6.4 The Role of Government in Industrial Relation
- 5.7 Recent Trends in Industry: Automation, computerization and Globalisation

BOOKS FOR STUDY

- Blau Peter M., *Formal Organisation: a comparative Approach*, California, Stanford University Press 2003.
- Singh Narendar, *Industrial Sociology*, New Delhi, Mc Graw Hill, 2011

BOOKS FOR REFERENCE

- Berg Ivan E., *Industrial Sociology*, New Delhi, Prentice Hall, 2007
- Davis, Keth, *Human Behaviour at work*, New Delhi, Mc Graw Hill Publication 1984
- Gisbert Pascal, *Fundamentals of Industrial sociology*, New Delhi, Tata McGraw Hill Publishing Co., 1972
- Misra Rajan, *Industrial Sociology*, New Delhi, University Science Press. 2013
- Punekar S.D. : *Labour welfare, Trade Union and Industrial relations*, Bombay, Himalaya Publishing House, Bombay, 1978
- Schneder, Eugene, *Industrial Sociology*, Mc Graw Hill Publication 1971.
- Singh A.P *Industrial Sociology*, New Delhi, New Age International Pvt.Ltd, 2011.
- Singha G.P. and P.R.N. Singha, *Industrial Relations and Labour Legislations*, New Delhi, Oxford and IBH Publishing Co., 1977.
- Tripathi and Gupta, *Industrial Relations in India*, New Delhi Sultan and Chand, 2001.
- Watson J.Tony, *The Personal Manger-A study in the Sociology of work and employment*, Boston, Rutledge Publication 1977

PATTERN OF ASSESSMENT:

Continuous Assessment: **Total Marks: 50** **Duration: 90 minutes**

Section A – 3 x 2 = 6 marks (All three questions to be answered in 50 words each)

Section B – 3 x 8 = 24 marks (3 out of 5 questions to be answered in 250 words each)

Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered in 1200 words each)

Other Components: **Total Marks: 50**

Quiz/Project/Seminar

End-Semester Examination: **Total Marks: 100** **Duration: 3 hours**

Section A – 10 x 2 = 20 marks (All 10 questions to be answered in 50 words each)

Section B – 5 x 8 = 40 marks (5 out of 8 questions to be answered in 250 words each)

Section C – 2 x 20 = 40 marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.A. DEGREE: BRANCH III – SOCIOLOGY

SYLLABUS

(Effective from the academic year 2019 – 2020)

CORPORATE SOCIAL RESPONSIBILITY

CODE: 19SC/ME/CS45

CREDIT:5

LTP:5 0 0

TOTAL TEACHING HOURS:65

OBJECTIVES OF THE COURSE

- To enable students to understand the contemporary sustainable development model adopted by corporate organisations
- To help the students understand the nature of Corporate Governance
- To enable students to understand the trends in Corporate Social Responsibility

COURSE LEARNING OUTCOMES:

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

- understand the different dimensions of the concept of CSR
- understand the theoretical framework of CSR and the legal guidelines developed to undertake CSR
- classify and compare different approaches and theories related to CSR
- develop CSR skills and helps in having a career in the field of CSR

Unit 1 (13 Hours)

Introduction

- 1.1 Concept of Corporate Social Responsibility- Meaning, Nature
Characteristics of CSR
- 1.2 History of Corporate Social Responsibility
- 1.3 Current CSR model – from charity to responsibility
- 1.4 Global Scenario
- 1.5 Social Auditing in CSR

Unit 2 (13 Hours)

Theories and Development of CSR strategy

- 2.1. Theories of CSR
 - 2.1.1 The Stakeholder Theory
 - 2.1.2 Social Contract Theory
 - 2.1.3 The Business Ethics Theory
- 2.2 Essential components for development of CSR strategy
- 2.3 Benefits of CSR to organizations
- 2.4. Corporate Citizenship – a new way to market CSR

Unit 3 (14 Hours)

Trends in CSR

- 3.1 Rural Development

- 3.2. Infrastructural Development
- 3.3. Environmental Sustainability
- 3.4 Humane Rights
- 3.5. Health and Education
- 3.6. Women Employment and Capacity Building
- 3.7 Disaster Management and Relief Work

Unit 4 (13 Hours)

CSR in India

- 4.1 Company Act 2013 and CSR
- 4.2 CSR Summits and Objectives
- 4.3 CSR policy initiatives in India

Unit 5 (12 Hours)

Case Studies

- 5.1 Nestle
- 5.2 ITC
- 5.3 Srinivas Trust - TVS
- 5.4 Arvind Eye Hospital
- 5.5 Jindal Stainless Steel foundation

BOOKS FOR STUDY

Agarwar Sanjay K., *Corporate Social Responsibility*, New Delhi, Sage Publication 2008
 Samuel O Idou(ed) *Dictionary of Corporate Social Responsibility: CSR, Sustainability and Ethics*, New York, Springer, 2015

BOOKS FOR REFERENCE

Agarwal, S K., *Corporate Social Responsibility in India*. New Delhi: Response Books, 2008.
 Baxi, C. V *Corporate Governance*, CA: Excel books 2007.
 Donald, H., *Corporate Governance at the cross roads*, TMH, 2007.
 Mallin, Chris A. *Corporate Social Responsibility: A case study approach*, Massachusetts: Edward Elgar Publishing Ltd., 2009
 Mallin, Christine .A. *Handbook of International Corporate Governance*, Massachusetts:Edward Elgar, 2011.
 Mathur, U.C. ,*Corporate Governance & Business Ethics*, Chennai: Macmillan, 2005.
 Prasad, K., *Corporate Governance*. New Delhi: PHI, 2006.
 May, S., George Cheney, Juliet Roper (Ed.).*The debate over corporate social responsibility*. New Delhi: Oxford University Press, 2007.
 Panda, S. K., *Corporate Social Responsibility in India Past Present and Future*, The ICFAIUniversity Press, 2008.
 Singh, S *Corporate Governance*, New York: Excel books, 2005.
 Weston, Fred, J., *Takeovers. Restructuring & Corporate Governance*, New Delhi: Pearson Education, 2007.

WEB RESOUCES

https://www.researchgate.net/publication/313837646_A_case_study_on_Corporate_Social_Responsibility_in_NESTLE_TATA_ITC

CSR - What is corporate social responsibility?

<https://www.youtube.com/watch?v=yzvy5IggTvw>

IBM: CSR

<https://www.youtube.com/watch?v=PdkYieDuVvY>

CSR Video - Business Benefits of Corporate Social Responsibility

<http://beta.tutor2u.net/business/blog/csr-video-business-benefits-of-corporate-social-responsibility>

<https://pdfs.semanticscholar.org/b4fa/d78430c5052282dc739e466faf2c48f6cf75.pdf>

<https://www.unwe.bg/uploads/Alternatives/A09-03.2013.pdf>

PATTERN OF ASSESSMENT:**Continuous Assessment:****Total Marks: 50****Duration: 90 minutes**

Section A – 3 x 2 = 6 marks (All three questions to be answered in 50 words each)

Section B – 3 x 8 = 24 marks (3 out of 5 questions to be answered in 250 words each)

Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered in 1200 words each)

Other Components:**Total Marks: 50**

Quiz/Project/Seminar

End-Semester Examination:**Total Marks: 100****Duration: 3 hours**

Section A – 10 x 2 = 20 marks (All 10 questions to be answered in 50 words each)

Section B – 5 x 8 = 40 marks (5 out of 8 questions to be answered in 250 words each)

Section C – 2 x 20 = 40 marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

B.A. DEGREE: BRANCH III – SOCIOLOGY

SYLLABUS

(Effective from the academic year 2019-2020)

PROJECT

CODE:19SC/ME/PR45

CREDITS:5

OBJECTIVES OF THE COURSE

- To enable students to develop research capabilities
- To encourage students to develop analytical skills.
- To help students understand research concepts.

COURSE LEARNING OUTCOMES

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

- To develop research capabilities
- To demonstrate their analytical skills
- To understand research concepts
- To develop critical analysis of social issues.

Unit 1

Introduction

- 1.1 Introduction : a general introduction to the topical area
- 1.2 Statement of the Problem: very specific statement of the problem to be studied.
- 1.3 Purpose of the Project: in this section a description about the overall purpose of the project should be made known.
- 1.4 Definition of Terms: important terms and concepts used in the project should be adequately analyzed and defined.
- 1.5 Significance of the Project: this section should provide answers as to what the project will contribute.

Unit 2

Review of the literature

- 2.1 The review is a careful examination of a body of literature pointing toward the answer to the need for the study or project.

Unit 3

Methodology

- 3.1 Explain the methods used for collecting data.
- 3.2 Descriptive writing approach must be utilised.
Collection of data
- 3.3 Analyse and Interpret data

Unit 4

Summary, Conclusions and Recommendations

4.1 Introduction - an overview of the project should be provided in this section.

Conclusions - describe the results.

4.2 Recommendations -these should be based on the conclusions.

4.3 References

4.4 Appendices

What sections go into the Research Report?

- Cover page
- Title page
- Acknowledgements
- Contents page
- List of figures or illustrations
- Main body - introduction
- Main body – Review of literature
- Main body - methodology
- Main body- analyses
- Main body – summary & results
- Main body - recommendations
- Main body - conclusion
- Reference List/Bibliography
- Appendices

Avoid Plagiarism

PATTERN OF ASSESSMENT

Project 75 marks.

Viva-voce 25 marks.

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

**General Elective Course Offered by Department of Sociology to
B.A / B.Sc / B.Com / B.B.A/ B.V.A / B.S.W. Degree Programme**

SYLLABUS

(Effective from Academic year 2019-2020)

SOCIOLOGY OF SPORTS

CODE:19SC/GE/SS22

CREDITS:2

LTP:2 0 0

TOTAL TEACHING HOURS:26

OBJECTIVES OF THE COURSE

- To study the relationship between sport and society.
- To examine the socio-cultural dimensions of sports.
- To focus on various social institutions and their influence on sports.

COURSE LEARNING OUTCOMES:

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

- differentiate a commonsensical approach with the help of the sociological perspective on sports
- analyse the economic and political aspects of the society with respect to sports
- observe sports, from a socio-political approach
- equip students to review the gendered and discriminatory aspects of sports as an activity

Unit 1 (8 Hours)

Introduction of Sport Sociology

- 1.1 Meaning and Historical origin of sport
- 1.2 Definition and Scope of sports sociology
- 1.3 Meaning of Games and Play
- 1.4 Cultural values and sports

Unit 2 (10 Hours)

Social Institutions and Spirit of the Sportsperson

- 2.1 Family
- 2.2 Education
- 2.3 Media
- 2.4 Politics
- 2.5 Religion
- 2.6 Economy

Unit 3 (8 Hours)

Contemporary Issues in Sports

- 3.1 Sexism
- 3.2 Casteism
- 3.3 Nepotism
- 3.4 Ableism

BOOKS FOR STUDY

Delaney Tim and Madigan Tim, The Sociology of Sports: An Introduction, McFarland and Company, Inc., Publishers, 2008.

Frey James.H., Sociology of Sport, Boston, Cengage Learning, 2008.

BOOKS FOR REFERENCE

Coackley Jay Sports in Society: Issue & controversies, New York, McGraw Hill, 2007.

Jackson Steven.J and Hallinan Chris Social and Cultural Diversity in a Sporting World (Research in the Sociology of Sport), London, JAI Press Inc, 2008.

Jain RachnaSports Sociology, New Delhi, Kehl Sahitya Kendra, 2002.

Majumdar Boria and Mangan J.A., Sport in South Asian Society Past and Present: London, Routledge, 2005

Malcolm Dominic, Sport and Sociology, New York, Routledge, 2012.

Srinivasasraju. B.J., Sports Sociology, New Delhi, Sports Publication, 2011.

Woods Ron, Social Issues in Sport (2nd edition), USA, Human Kinetics, 2011.

WEB LINKS

fitnessforlife.org

humankinetics.com

<http://www.nasss.org/journal/>

PATTERN OF ASSESSMENT:

Continuous Assessment Test: Total Marks: 50 Duration: 90 minutes

Section A – 3 x 2 = 6 marks (All three questions to be answered in 50 words each)

Section B – 3 x 8 = 24 marks (3 out of 5 questions to be answered in 250 words each)

Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered in 1200 words each)

Other Components: Total Marks: 50

Practical component:

A case study on sports personality analysing the following factors:

Sports as an integral part of personal lives

Sports influence on perception of one's body, gender and class

Sports as a change agent.

Review of a Sports Channel

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

**General Elective Course Offered by Department of Sociology to
B.A / B.Sc / B.Com / B.B.A/ B.V.A / B.S.W. Degree Programme**

SOCIOLOGY OF POPULAR CULTURE

CODE:19SC/GE/SP22

CREDIT:2

LTP:2 0 0

TOTAL TEACHING HOURS: 26

OBJECTIVE OF THE COURSE:

- To understand the concept of popular culture.
- To understand how popular culture conveys different cultural forms.
- To critically examine cultural capital in various popular culture contexts.

COURSE LEARNING OUTCOMES

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

- create popular culture content, discuss it and also critique it after the completion of the course
- analyse the culture industry using the concept of popular culture
- engage in popular culture media by using it as a vehicle of social change
- equip to study extensively on culture industries

Unit 1 (8 Hours)

Popular Culture-Introduction

- 1.1 Definition of Popular Culture
- 1.2 The Origin of Popular Culture
- 1.3 Cultural Construction- Basic Concepts
- 1.4 Stereotypes and Social Norms

Unit 2 (10 Hours)

Popular Culture-Dimensions

- 2.1 Taste Culture
- 2.2 Commercial Culture
- 2.3 Celebrity Culture
- 2.4 Youth Culture
- 2.5 Rock n' Roll Sub Culture

Unit 3 (8 Hours)

Popular Culture-Public Spaces and Conformity

- 3.1 Sexualization of Pop Culture
- 3.2 Hip-Hop Culture and Music
- 3.3 Video Games and Internet Popular Culture
- 3.4 Understanding the Audience Segmentation
- 3.5 Critical Analysis of Popular Culture Music

BOOKS FOR STUDY

Bryman, J. Robert, Sociology: Pop Culture to Social Structure. USA: Cengage Learning, 2013
Gans, J. Herbert, Popular Culture & High Culture: An Analysis and Evaluation of Taste. 2nd Edition. Basic Books, 2012

REFERENCES

Cashmore, Ellis, Celebrity Culture (Key Ideas). Routledge 2nd Edition, 2014
Kidd, Dustin, Pop Culture Freaks: Identity, Mass Media and Society, West View Press 1st Edition, 2014
Ousborne Jeff, Reading Pop Culture: A Portable Anthology. Bedford St. Martin's 1st Edition, 2014
Smith, D. Allison et al, Pop Culture Zone: Writing Critically about Pop Culture. Cengage Learning. 1st Edition, 2008

PATTERN OF ASSESSMENT :

Continuous Assessment Test: Total Marks: 50 Duration: 90 minutes

Section A – 3 x 2 = 6 marks (All three questions to be answered in 50 words each)

Section B – 3 x 8 = 24 marks (3 out of 5 questions to be answered in 250 words each)

Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered in 1200 words each)

Other Component: Total Marks: 50

Case Studies/Assignment/Presentation/Film/ Advertisement/Video Appraisal

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

**General Elective Course Offered by Department of Sociology to
B.A / B.Sc / B.Com / B.B.A/ B.V.A / B.S.W. Degree Programme**

SYLLABUS

(Effective from Academic year 2019-2020)

GENDER STUDIES

CODE:19SC/GE/GS22

CREDITS:2

LTP:2 0 0

TOTAL TEACHING HOURS:26

OBJECTIVE OF THE COURSE:

- To understand the difference between sex and gender
- To detail intersections of other social structures along with gender
- To critically examine the political and economic aspects of gender

COURSE LEARNING OUTCOMES:

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

- differentiate a commonsensical understanding of gender from a sociological perspective.
- gather the importance of a sociological perspective in learning about ideas of gender and equality.
- reflect on larger societal problems because of gender and intersections of social structures.
- Understand and update the course of feminism from time to time

Unit 1 (8 Hours)

Gender and Society

- 1.1 Sex, Gender, and Sexuality: The Spectrum and terminologies
- 1.2 Intersectionality : (Ableism, Sexism, Classism, Casteism, Racism)
- 1.3 Cis-heteronormative Society

Unit 2 (10 Hours)

Gender and Socialisation

- 2.1 Family and Household
- 2.2 Education
- 2.3 Work, Labour, and Household Labour
- 2.4 Marriage, Property, and Inheritance
- 2.5 Biological and Social Mothering

Unit 3 (8 Hours)

Contemporary Issues

- 3.1 Rape, Honour and Shame/ Honour Killings, Victim Blaming, and Normalisation of Violence, Sexual Control of Women
- 3.2 Role of Media
- 3.3 Transphobia and Homophobia
- 3.4 Privacy and Section 377

BOOKS FOR STUDY/ REFERENCE

Jackson, S., & Scott, S. (Eds.). *Gender: A sociological reader*. Psychology Press. 2002
Kumar, R. (1997). *The history of doing: An illustrated account of movements for women's rights and feminism in India 1800-1990*. Zubaan. 1997

Web Resources:

<https://feminisminindia.com/>

<http://roundtableindia.co.in/>

PATTERN OF ASSESSMENT:

Continuous Assessment Test: Total Marks: 50 Duration: 90 minutes

Section A – 3 x 2 = 6 marks (All three questions to be answered in 50 words each)

Section B – 3 x 8 = 24 marks (3 out of 5 questions to be answered in 250 words each)

Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered in 1200 words each)

Other Components: Total Marks: 50

Movie/Magazine/Audio Review/Presentation

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

**General Elective Course Offered by Department of Sociology to
B.A / B.Sc / B.Com / B.B.A/ B.V.A / B.S.W. Degree Programme**

SYLLABUS

(Effective from Academic year 2019-2020)

SOCIETY AND MEDIA

CODE:19SC/GE/SM22

CREDITS:2

LTP:2 0 0

TOTAL TEACHING HOURS:26

OBJECTIVE OF THE COURSE

- To understand the concept of media and its influence in society
- To understand how state and economy interacts with media
- To detail the idea of reality in society

COURSE LEARNING OUTCOMES:

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

- analyse media content with the help of sociological concepts
- equip to relate to the larger inescapable societal need to depend on media for varied reasons from communication, to exchange, to mobilisation
- look at the production and consumption of reality in society
- equip students to differentiate journalistic and sociological aspects of writing and reading the society

Unit 1 (8 Hours)

Media and Reality

- 1.1 Media as a source of Entertainment
- 1.2 Construction of Reality
- 1.3 Production and Consumption of Information
- 1.4 Media as Communication and Exchange, Development through Ages

Unit 2 (8 Hours)

Media and Politics

- 2.1 Ownership and State Regulation
- 2.2 Censorship
- 2.3 Public Opinion and consequence

Unit 3 (10 Hours)

Contemporary Issues

- 3.1 Social Media and Technology
- 3.2 Mainstream and Alternative media
- 3.3 Media Trials
- 3.4 Responsibility of Media

BOOKS TO STUDY

Curran, J. P., & Gurevitch, M.. *Mass Media and Society 4th edition*. Arnold.2005
Kellner, D. CULTURE AND MEDIA. *Sociology After Postmodernism*, 138.1997

BOOKS FOR REFERENCE

Fiske, John. *Television culture*. Routledge, 2002.
Gunther, R., & Mughan, A. (Eds.).. *Democracy and the media: a comparative perspective*.
Cambridge University Press. 2000
Marshall McLuhan, "The Medium is the Message" .1964
Mulvey, Laura. "Visual pleasure and narrative cinema." In *Visual and other pleasures*, pp.
14-26. Palgrave Macmillan, London, 1989.
Schudson, M.. The sociology of news production. *Media, Culture & Society*, 11(3), 263-
282.1989

PATTERN OF ASSESSMENT:

Continuous Assessment Test:	Total Marks: 50	Duration: 90 minutes
Section A – 3 x 2 = 6 marks (All three questions to be answered in 50 words each)		
Section B – 3 x 8 = 24 marks (3 out of 5 questions to be answered in 250 words each)		
Section C – 1 x 20 = 20 marks (1 out of 2 questions to be answered in 1200 words each)		
Other Components:	Total Marks: 50	

Magazine/Newspaper Review/Presentation

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

**General Elective Course Offered by Department of Sociology to
B.A / B.Sc / B.Com / B.B.A/ B.V.A / B.S.W. Degree Programme**

SYLLABUS

(Effective from Academic year 2019-2020)

SOCIETY AND LAW

CODE:19SC/GE/SL22

CREDITS:2

LTP:2 0 0

TOTAL TEACHING HOURS:26

OBJECTIVES OF THE COURSE:

- To familiarize students to the Indian Legal System
- To explore the law in different fields
- To understand contemporary legal issues of relevance

COURSE LEARNING OUTCOMES:

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

- provide the students with the knowledge on different types of Law
- get familiarized with theoretical frameworks from sociology that are used to examine how the law shapes society and society shapes the law
- have Legal Awareness
- develop the skills to fight for their own rights

Unit 1 (9 Hours)

Legal Literacy

- 1.1 Definition of Legal Literacy
- 1.2 Legal Literacy- a tool for social justice
- 1.3 Public Interest Litigation
- 1.4 Legal aid Services in India
- 1.5 Right to Information Act 2005

Unit 2 (9 Hours)

An Introduction to Indian Legal System and Marriage Laws

- 2.1 Fundamental Rights and Writs
- 2.2. FIR- The requisites and Process
- 2.3 Hindu Marriage Act, 1955.
- 2.4. Special Marriage Act 1954
- 2.5 Indian Christian Marriage Act 1872
- 2.4 Triple Talaq bill

Unit 3 (8 Hours)

Women, Children and Law

- 3.1 Dowry Prohibition Act, 1961
- 3.2 Domestic Violence Act 2006

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SYLLABUS

(Effective from Academic year 2019-2020)

SOCIAL ENTREPRENEURSHIP

CODE:19SC/UI/SE23

CREDITS:3

OBJECTIVES OF THE COURSE

- To understand the role of social entrepreneurship in building a sustainable society
- To impart knowledge on how to build a social enterprise that can make a difference
- To impart theoretical and practical knowledge on Social Enterprise Management

COURSE LEARNING OUTCOMES

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

- get holistic knowledge which will enable them to develop social enterprise proposals for start-ups after completion of the course
- design to create social entrepreneurs with a commitment to social value creation
- apply the principles of social enterprise management with critical fervor practically in project goals
- contemplate on the various dimensions of socio-entrepreneurial capacity of society

Unit 1

Introduction to Social Entrepreneurship

- 1.1 Meaning of Social Entrepreneurship
- 1.2 Corporate Philanthropism and Social Enterprise
- 1.3 Social Change and Innovation
- 1.4 Early Forms and Current Trends in Social Entrepreneurship
- 1.5 **Types of Social Entrepreneurship:**
 - 1.5.1 Social Bricoleur
 - 1.5.2 Social Constructionist
 - 1.5.3 Social Engineers

Unit 2

Social Entrepreneurship and Social Enterprise

- 2.1 Difference between Enterprise and Social Enterprise
- 2.2 Importance of Social Entrepreneurship
- 2.3 Factors Leading to Entrepreneurial Success
- 2.4 Recognizing and Assessing New Opportunities
- 2.5 Fundraising for Social Ventures

Unit 3

Social Entrepreneurship Motivation

- 3.1 Altruism
- 3.2 Non-Profit Intentions
- 3.3 Corporate Social Responsibility

- 3.4 Non-Profit Partnerships
- 3.5 Social Enterprise Business Plan Interventions

Unit 4

Women's social entrepreneurship and innovation

- 4.1 Innovation by Women Initiated Social Enterprises
- 4.2 **Social Ventures:**
 - 4.2.1 Innovation
 - 4.2.2 Barriers to Innovation
- 4.3 Analysis of Five Cases of Female Social Entrepreneurs in India

Unit 5

Social Enterprise in Practice

- 5.1 Aravind Eye Hospital, Madurai
- 5.2 Jaipur Foot
- 5.3 Grameen Bank
- 5.4 SELCO
- 5.5 Bill Drayton's Ashoka Foundation

BOOKS FOR STUDY

- Amutha, D, *Empowerment Self Help Groups and Women Entrepreneurship*. Delhi: Mangalam Publications, 2013
- Cynthia, L. Greene, *Entrepreneurship Ideas in Action*. Singapore: Thomson Asia Pvt. Ltd., 2004

BOOKS FOR REFERENCE

- Balaraju, Theduri, *Entrepreneurship Development: An Analytical Study*. New Delhi: Akansha Publishing House, Uttam Nagar, 2004
- Chandra, Ravi, *Entrepreneurial Success: A Psychological Study*. New Delhi: Sterling Publication Pvt. Ltd., 2003
- David, Otes, *A Guide to Entrepreneurship*. Delhi: Jaico Books Publishing House, 2004
- Frank Martin, Marcus Thompson, *Social Enterprise: Developing Sustainable Businesses*. Palgrave Macmillan, 2010
- Paul Burns, *New Venture Creation: A Framework for Entrepreneurial Start-Ups*. Palgrave Macmillan, 2014
- Taneja, *Entrepreneurship*. New Delhi: Galgotia Publisher, 2004
- David Bornstein, Susan Davis, *Social Entrepreneurship: What Everyone Needs To Know*. USA: OUP: OUP USA Publishers, 2010
- Desai, Vasan, *Small-Scale Industries and Entrepreneurship*. Delhi: Himalaya Publishing House, 2002
- Kaulgud, Aruna, *Entrepreneurship Management*. Delhi: Vikas Publishing House, 2003
- Muhammad Yunus, *Banker to the Poor*. India: Penguin India, 2007

Excerpts from Books and Reading Materials:

- Alan Khazei, *Big Citizenship*
- Bill Milliken: *From the Rear View Mirror: Reflecting on Connecting the Dots*
- David Bornstein. *How to Change the World: Social Entrepreneurs and the Power of New Ideas*
- David Bornstein and Susan Davis, *Social Entrepreneurship: What Everyone Needs to Know*

J. Gregory Dees, *The Meaning of Social Entrepreneurship*
Jim Collins, *Good to Great for the Social Sector*
John Elkington and Pamela Hartigan, *The Power of Unreasonable People*
Leslie Crutchfield and Heather McCleod, *Forces for Good*
Muhammed Yunus, *Banker to the Poor: Micro-Lending and the Battle Against World Poverty*
Bill Strickland, *Make the Impossible, Possible*
Peter Drucker, *Innovation and Entrepreneurship*

WEB RESOURCES:

Harvard Business Review, Key Traits of Entrepreneurs-An interview with John Elkington, Founder and Chief Entrepreneur, Sustainability. Social entrepreneurs

<https://www.youtube.com/watch?v=FV7wn77QLMc>

"Social Entrepreneurship" - Ashoka's Bill

Drayton Speaks<https://www.youtube.com/watch?v=eEc61DnLQ30>

Solving problems using social innovation and entrepreneurship: Jeffrey Robinson at TEDxBroadStreet

<https://www.youtube.com/watch?v=6xh9H5XuO40>

The Power of Social Entrepreneurship: P R Ganapathy at TEDxGolfLinksPark

<https://www.youtube.com/watch?v=VZQvhsa6LN0>

PATTERN OF ASSESSMENT

End Semester Examination:

Total Marks:100

Duration:3 hours

Section A – 10 x 2 = 20 marks (All 10 questions to be answered in 50 words each)

Section B – 5 x 8 = 40 marks (5 out of 8 questions to be answered in 250 words each)

Section C – 2 x 20 = 40 marks (2 out of 4 questions to be answered in 1200 words each)

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SYLLABUS

(Effective from Academic year 2019-2020)

SOCIAL NETWORKING

CODE:19SC/UI/SN23

CREDITS:3

OBJECTIVES OF THE COURSE

- To introduce the students to the concept of social networking and its development
- To examine various spaces of network building
- To detail the varied perspectives of network as an area of study

COURSE LEARNING OUTCOMES

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

- have an understanding of evolving human communications and interactions
- critically look at the social, political, and economic aspects of the way networks function
- understand the impact of social networks on contemporary society
- equip the student of a sociological understanding of enabling and disabling factors of network formations in society

Unit 1

Meaning of Social Networking

- 1.1 Perspectives on community - Tonnies, Wellman, Berman, and Oldenberg
- 1.2 Concept of Social Networking
- 1.3 History of Social Network Analysis
- 1.4 Mark Granovetter's concept of 'Strength of weak ties'

Unit 2

Social Capital

- 2.1 Concept of Social Capital – Putnam, Coleman, Portes
- 2.2 Social Networking and Social Relationships – Social Networking and Interpersonal Communication
- 2.3 Networks of Reciprocity; Putnam's Norms of trust

Unit 3

Social Networking and Cyberspace

- 3.1 Roots and visions of social cyberspace – Social Cyberspace in the past
- 3.2 Origin and development of social media as a lens for viewing the evolution of the institutional, social, and technological aspects of today's cyberfied world
- 3.3 Manuel Castell's Network Society

Unit 4

Imagining community and discussing it virtually

- 4.1 Network society - Online social networks - Community-centered online media (and offline life) and Networked individualism
- 4.2 Virtual Community and Real Life - Ways online social activities change our lives
- 4.3 Relationships, Communities - Control over our communication practices, design of technologies, values

Unit 5

Collective action and Public opinion – Social Networking Perspective

- 5.1 Power of social cyberspaces to organize collective action in the physical world
- 5.2 Public opinion in internet era – Online discourses and the health of democracy

BOOKS FOR REFERENCE

- Barabási, A. *Linked: The New Science of Networks*. Cambridge: Perseus Books Group. 2002.
- Berman, M. *All That is Solid Melts Into Air: The Experience of Modernity*. New York: Penguin, 1988.
- Oldenburg, R. *The Great Good Place*. New York: Marlowe, 1991.
- Ostrom, E. *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge: University Press, 1990, pp 1-28
- Resnick P. *Beyond Bowling Together: Sociotechnical Capital. Human-Computer Interaction in the New Millennium*. edited by John Carroll. New Delhi: Dorling Kindersly, , 2007.

JOURNALS:

- Granovetter M., *The Strength of Weak Ties, A Network Theory Revisited, Sociological Theory*. 1983
- Turner, F., *Where the counterculture met the new economy: the WELL and the origins of virtual community, Technology and Culture*. Volume 46, Number 3, July 2005, pp. 485-512 available online as PDF.

WEB RESOURCES

- http://cyber.eserver.org/vr_comun.txt.
- <http://www.fantrust.com/2007/10/trebor-scholz-history-of-the-social-web/>
- Rheingold H., *A Slice of Life in My Virtual Community*. 1992.-
- http://www.cs.indiana.edu/docproject/bdgtti/bdgtti_18.html
- Rheingold, H., *The Heart of The Well*. from *The Virtual Community*, available online, 1993.-<http://www.rheingold.com/vc/book/>

PATTERN OF ASSESSMENT

- End-Semester Examination:** **Total Marks: 100** **Duration: 3 hours**
- Section A** – 10 x 2 = 20 marks (All 10 questions to be answered in 50 words each)
- Section B** – 5 x 8 = 40 marks (5 out of 8 questions to be answered in 250 words each)
- Section C** – 2 x 20 = 40 marks (2 out of 4 questions to be answered in 1200 words)