



**Integral University, Lucknow**  
Humanities & Social Sciences  
Department of Sociology

|                                       |   |                            |                              |          |          |          |          |
|---------------------------------------|---|----------------------------|------------------------------|----------|----------|----------|----------|
| <b>Effective from Session:2019-20</b> |   |                            |                              |          |          |          |          |
| <b>Course Code</b>                    | SS301   | <b>Title of the Course</b> | Pioneers of Indian Sociology | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Year</b>                           | 3 <sup>rd</sup>   | <b>Semester</b>            | 5 <sup>th</sup>              | <b>4</b> | <b>1</b> | <b>0</b> | <b>5</b> |
| <b>Pre-Requisite</b>                  | Intermediate  | <b>Co-requisite</b>        | None                         |          |          |          |          |
| <b>Course Objectives</b>              | In this paper the students are introduced to some of the Pioneers of Indian Sociology and their intellectual contributions. |                            |                              |          |          |          |          |

| <b>Course Outcomes</b> |   |
|------------------------|---|
| <b>CO1</b>             | To understand G.S.Ghurye, Louis Dumont's Indological perspective  |
| <b>CO2</b>             | To understand M.N. Srinivas, S.C.Dube's Structural-Functional perspective   |
| <b>CO3</b>             | To understand A.R.Desai, D.P.Mukerjee's Marxian perspective   |
| <b>CO4</b>             | To understand B.R.Ambedkar and D.Hardiman's Subaltern perspective   |
| <b>CO5</b>             | To understand perspectives of Andre Beteille's Caste, class and power; Yogendra Singh's modernization thesis .D.P Mukherjee: Cultural Diversities |

| <b>Course Outcomes</b> |                                   |   |                     |                  |
|------------------------|-----------------------------------|---|---------------------|------------------|
| <b>Unit No.</b>        | <b>Title of the Unit</b>          | <b>Content of Unit</b>  | <b>Contact Hrs.</b> | <b>Mapped CO</b> |
| 1                      | Indological Perspective           | G.S.Ghurye, Louis Dumont.   | 15                  | 1                |
| 2                      | Structural-Functional Perspective | M.N. Srinivas, S.C.Dube   | 15                  | 2                |
| 3                      | Marxian Perspective               | A.R.Desai, D.P.Mukerjee   | 15                  | 3                |
| 4                      | Subaltern Perspective             | B.R.Ambedkar and D.Hardiman.  | 15                  | 4                |
| 5                      | Other Perspectives                | Andre Beteille's Caste, class and power; Yogendra Singh's modernization thesis.D.P Mukherjee: Cultural Diversities. | 15                  | 5                |

**Reference Books:**

Dubey, S.C.: Society in India, New Delhi.National Book Trust.

Dubey, S.C. 1995. Indian Village, London Routledge.

Dubey, S.C.1998 India's Changing Village, London Routledge.

Srinivas, M.N. 1980 India: Social Structure New Delhi, Hindustan Publishing

**e-Learning Source:**

<https://www.youtube.com/watch?v=zpn6Yk0An9Y>

| <b>Course Articulation Matrix: (Mapping of COs with POs and PSOs)</b> |     |     |     |     |     |     |     |     |      |      |      |      |      |      |
|---|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| <b>PO-PSO CO</b>  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
| <b>CO1</b>  | 3   | 1   | 3   | 1   | 2   | 2   | 3   | -   | 2    | 3    | 1    | 2    | 2    | -    |
| <b>CO2</b>  | 3   | 1   | 3   | 2   | 2   | 3   | 3   | -   | 2    | 3    | 2    | 2    | 2    | -    |
| <b>CO3</b>  | 3   | 1   | 2   | 2   | 2   | 3   | 2   | -   | 2    | 3    | 2    | 2    | 2    | -    |
| <b>CO4</b>  | 3   | 1   | 2   | 1   | 2   | 1   | 2   | -   | 2    | 3    | 2    | 2    | 2    | -    |
| <b>CO5</b>  | 3   | 1   | 2   | 2   | 2   | 2   | 2   | -   | 2    | 3    | 2    | 2    | 2    | -    |

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**

|                                    |                    |
|------------------------------------|--------------------|
| Name & Sign of Program Coordinator | Sign & Seal of HoD |
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|--|--|----------------------------|------------------------|----------|----------|----------|----------|
| <b>Effective from Session: 2019-20</b> |  |                            |                        |          |          |          |          |
| <b>Course Code</b>                     | SS302  | <b>Title of the Course</b> | Sociology of Movements | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Year</b>                            | 3 <sup>rd</sup>  | <b>Semester</b>            | 5 <sup>th</sup>        | 5        | 1        | 0        | 6        |
| <b>Pre-Requisite</b>                   | Intermediate   | <b>Co-requisite</b>        | None                   |          |          |          |          |
| <b>Course Objectives</b>               | The present paper tries to provide a rudimentary impression to the students about the concept, nature and types of movements with a thrust on the movements witnessed by Indian society. |                            |                        |          |          |          |          |

| <b>Course Outcomes</b> |  |
|------------------------|--|
| <b>CO1</b>             | To identify Social Movements and their role in the social change and transformation. |
| <b>CO2</b>             | To identify Religious movements in India   |
| <b>CO3</b>             | To identify Peasants Movements in India  |
| <b>CO4</b>             | Study of Backward Class Movements in India   |
| <b>CO5</b>             | Study of Women's Movements in India  |

| Unit No. | Title of the Unit                 | Content of Unit  | Contact Hrs. | Mapped CO |
|----------|-----------------------------------|--|--------------|-----------|
| 1        | Social Movements                  | Nature, Definitions, Characteristics of social movement, Types: Revolutionary, Reform, Revival, Counter movements, Basis of social movements: Leadership, Ideology, Resource | 18           | CO1       |
| 2        | Religious movements in India      | The SNDP Movements in Kerala, The Brahmo Samaj and The Arya Samaj.   | 18           | CO2       |
| 3        | Peasants Movements in India       | The Champaran Satyagraha (1917), the Kheda Peasant Struggle, the Bardoli Movement in Gujarat, the Peasant Revolt in Telangana, The Tebhaga Movement in Bengal.               | 18           | CO3       |
| 4        | Backward Class Movements in India | Mahar Movement in Maharashtra, Dalit Movement in Tamil Nadu, and The Non Brahmin Movement in Tamil Nadu  | 18           | CO4       |
| 5        | Women's Movements in India        | In the Pre independence era and the post independence period; Ecological movements.  | 18           | CO5       |

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| <b>Reference Books:</b>   |  |
| Dhanagare, D.N. 1983. Peasant Movements in India 1920-1950, OUP, Delhi.   |  |
| Kaur, Manmohan, 1968, "Role of Women in the Freedom Movement 1857-1947", Sterling, New Delhi.   |  |
| Chattopadhyaya, Kamala Devi, 1983, "Indian Women's Battle for Freedom", Abhinav Publications, New Delhi.  |  |
| Basu, Aparna, "Role of Women in the Freedom Movement", in B.R.Nanda, ed, 1976.  |  |
| <b>e-Learning Source:</b>   |  |
| <a href="https://www.classcentral.com/course/swayam-mso-004-sociology-in-india-20257">https://www.classcentral.com/course/swayam-mso-004-sociology-in-india-20257</a> |  |

| <b>Course Articulation Matrix: (Mapping of COs with POs and PSOs)</b> |     |     |     |     |     |     |     |     |      |      |      |      |      |
|---|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| PO-PSO  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
| <b>CO1</b>  | 3   | 1   | 3   | 1   | 2   | 2   | 1   | 2   | 3    | 2    | 1    | 1    | 1    |
| <b>CO2</b>  | 2   | 1   | 3   | 2   | 2   | 3   | 2   | 1   | 3    | 2    | 2    | 1    | 2    |
| <b>CO3</b>  | 2   | 1   | 2   | 2   | 2   | 3   | 2   | 1   | 3    | 1    | 2    | 2    | 3    |
| <b>CO4</b>  | 2   | 1   | 2   | 1   | 2   | 1   | 2   | 1   | 3    | 1    | 1    | 3    | 3    |
| <b>CO5</b>  | 1   | 1   | 2   | 2   | 2   | 2   | 1   | 1   | 3    | 2    | 2    | 3    | 3    |

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**

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| Name & Sign of Program Coordinator | Sign & Seal of HoD |
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Humanities & Social Sciences

Department of Sociology

Effective from Session:2019-20

|                          |  |                            |                          |          |          |          |          |
|--------------------------|--|----------------------------|--------------------------|----------|----------|----------|----------|
| <b>Course Code</b>       | SS303  | <b>Title of the Course</b> | Sociology of Environment | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Year</b>              | 3 <sup>rd</sup>  | <b>Semester</b>            | 5 <sup>th</sup>          | 5        | 1        | 0        | 6        |
| <b>Pre-Requisite</b>     | Intermediate   | <b>Co-requisite</b>        | None                     |          |          |          |          |
| <b>Course Objectives</b> | The paper tries to create awareness among the students about the major environmental issues and the efforts geared to tackle them. |                            |                          |          |          |          |          |

### Course Outcomes

|            |  |
|------------|--|
| <b>CO1</b> | To identify Social Movements and their role in the social change and transformation. |
| <b>CO2</b> | To identify Religious movements in India   |
| <b>CO3</b> | To identify Peasants Movements in India  |
| <b>CO4</b> | Study of Backward Class Movements in India   |
| <b>CO5</b> | Study of Women's Movements in India  |

### Course Outcomes

| Unit No. | Title of the Unit                   | Content of Unit   | Contact Hrs. | Mapped CO |
|----------|-------------------------------------|---|--------------|-----------|
| 1        | Environment and its Concepts        | Ecology, Eco-system, Environment and Society their inter-relations; Eco-Feminism.   | 18           | 1         |
| 2        | Environmental Issues                | Sustainable Development, Industrialization and Development, Urbanization and Development, Environmental Degradation                     | 18           | 2         |
| 3        | Environmental Movements             | Chipko Movement, Narmada Bachao Andolan, Ganga Bachao Abhyas; the Silent Valley Movement, Forest Rights.                                | 18           | 3         |
| 4        | Contemporary Environmental Problems | Problems of Water, Deforestation, Urban Wastes, Slums, Global-Warming and Climate Change.   | 18           | 4         |
| 5        | Environment Protection              | Meaning of Environmental Issue, objectives, rules and legislation, Hazardous Substance Management, activities of Environmental Ministry | 18           | 5         |

### Reference Books:

- Albrow, Martin & Elizabeth King (Ed.), (1990), Globalisation, Knowledge and Society, Sage: London
- Baviskar. Amita (1995), In the Valley of the River: Tribal Conflict over Development in the Narmada Valley, Delhi: OUP.
- Bhatt, Anil (1989) Development and Social Justice: Micro Action by Weaker Section, Sage: New Delhi.
- Chauhan, I.S (1998), Environmental Degradation, Delhi: Rawat Publications.
- DeshBandhu and Garg, R.K.(eds) 91986), Social Forestry and Tribal Development, Dehradun: Natraj Publishers
- Dubey, S.M. and Murdia, Ratno(ed)91980), Land Alienation and Restoration in Tribal Communities in India, Bombay: Himalaya Publishing House.

### e-Learning Source:

[https://onlinecourses.swyam2.ac.in/cec20\\_hs44/preview](https://onlinecourses.swyam2.ac.in/cec20_hs44/preview)

### Course Articulation Matrix: (Mapping of COs with POs and PSOs)

| PO-PSO<br>CO | Course Articulation Matrix: (Mapping of COs with POs and PSOs) |     |     |     |     |     |     |     |      |      |      |      |      |
|--------------|--|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
|              | PO1  | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
| CO1          | 2  | 2   | 2   | 1   | 2   | 2   | 3   | 2   | 2    | 3    | 1    | 2    | 2    |
| CO2          | 2  | 1   | 1   | 2   | 3   | 3   | 3   | 2   | 2    | 3    | 1    | 2    | 2    |
| CO3          | 3  | 2   | 2   | 2   | 1   | 3   | 2   | 3   | 2    | 3    | 1    | 3    | 3    |
| CO4          | 2  | 3   | 1   | 1   | 2   | 1   | 2   | 2   | 1    | 3    | 1    | 3    | 2    |
| CO5          | 2  | 2   | 1   | 2   | 3   | 2   | 3   | 2   | 2    | 3    | 3    | 3    | 3    |

2- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

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|------------------------------------|--------------------|
| Name & Sign of Program Coordinator | Sign & Seal of HoD |
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|                                       |  |                            |                        |          |          |          |          |
|---------------------------------------|--|----------------------------|------------------------|----------|----------|----------|----------|
| <b>Effective from Session:2019-20</b> |  |                            |                        |          |          |          |          |
| <b>Course Code</b>                    | SS304  | <b>Title of the Course</b> | Sociology of Migration | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Year</b>                           | III <sup>rd</sup>  | <b>Semester</b>            | V <sup>th</sup>        | <b>4</b> | <b>1</b> | <b>0</b> | <b>5</b> |
| <b>Pre-Requisite</b>                  | 10+2   | <b>Co-requisite</b>        |                        |          |          |          |          |
| <b>Course Objectives</b>              | Migration continues to be an immensely important political, economic, social and cultural issue and one that is prone to social mobility. This course introduces students to the world of migration, mobility and migrant imagination. This course facilitates the participants understand the gender in migration and to examine critically the recruitment practices and institutional frameworks. |                            |                        |          |          |          |          |

| <b>Course Outcomes</b> |   |
|------------------------|---|
| <b>CO1</b>             | To acquaint the basic concepts of migration   |
| <b>CO2</b>             | To enable the students to understand Migration, modernity and social transformation |
| <b>CO3</b>             | To explore the Gender and migration   |
| <b>CO4</b>             | To enable the students to understand the theoretical perspectives of migration.     |
| <b>CO5</b>             | Enhance The process of migration from India   |

| <b>Course Outcomes</b> |  |   |                     |                  |
|------------------------|--|---|---------------------|------------------|
| <b>Unit No.</b>        | <b>Title of the Unit</b>                               | <b>Content of Unit</b>  | <b>Contact Hrs.</b> | <b>Mapped CO</b> |
| 1                      | Migration  | Conceptual issues, Typology, Migrant Transnationalism   | 15                  | CO1              |
| 2                      | Migration and social mobility                          | Migration, modernity and social transformation  | 15                  | CO2              |
| 3                      | Gender and migration                                   | Women on the move, Marriage and migration, Transformation of gender relations and female identities, Forced migrant women, Migrant women and domestic work. | 15                  | CO3              |
| 4                      | Migrant memory and imagination                         | Narrating the migrant life- Salman Rushdie, Bharati Mukherjee, V.S. Naipaul.  | 15                  | CO4              |
| 5                      | The migration and the institutional framework in India | The process of migration from India, Emigration governance and recruitment practices of India, Vulnerability, corruption and institutional framework        | 15                  | CO5              |

|   |  |
|---|--|
| <b>Reference Books:</b>   |  |
| Agarwal, Anuja (ed). 2006. <i>Migrant Women and Work</i> . New Delhi: Sage Publications India Pvt. Ltd. Pp:21-45, 46-72.  |  |
| Behara, Navnita Chadha (ed.). 2006. <i>Gender, Conflict and Migration</i> . New Delhi: Sage Publication India Pvt. Ltd. Pp: 205-226.                            |  |
| Brazil, Jana Evans. 2008. <i>Diaspora an Introduction</i> . Victoria Blackwell publishing. Pp- 11-36.   |  |
| Dascalu, Cristina Emanuela. 2007. <i>Imaginary Homelands of writers in Exile: Salman Rushdie, Bharati Mukherjee, and V.S. Naipaul</i> . New York: Cambria press |  |
| <b>e-Learning Source:</b>   |  |
| Swayam  |  |

| <b>Course Articulation Matrix: (Mapping of COs with POs and PSOs)</b> |            |            |            |            |            |            |            |            |             |             |             |             |             |             |
|---|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>PO-PSO CO</b>  | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> | <b>PO7</b> | <b>PO8</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> | <b>PSO4</b> | <b>PSO5</b> | <b>PSO6</b> |
| <b>CO1</b>  | 3          | 1          | 3          | 1          | 2          | 2          | 3          | 1          | 3           | 3           | 1           | 2           | 2           | 2           |
| <b>CO2</b>  | 2          | 1          | 3          | 2          | 3          | 3          | 3          | 2          | 3           | 3           | 3           | 2           | 2           | 2           |
| <b>CO3</b>  | 2          | 1          | 3          | 3          | 2          | 3          | 2          | 2          | 3           | 3           | 2           | 2           | 2           | 1           |
| <b>CO4</b>  | 3          | 1          | 2          | 1          | 3          | 1          | 2          | 1          | 2           | 3           | 2           | 2           | 2           | 2           |
| <b>CO5</b>  | 2          | 1          | 3          | 2          | 3          | 2          | 2          | 2          | 2           | 3           | 2           | 2           | 2           | 2           |

1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

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| <p align="center"><b>Name &amp; Sign of Program Coordinator</b></p> | <p align="center"><b>Sign &amp; Seal of HoD</b></p> |
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## Integral University, Lucknow

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|--|---|----------------------------|------------------------|----------|----------|----------|----------|
| <b>Effective from Session: 2019-20</b> |   |                            |                        |          |          |          |          |
| <b>Course Code</b>                     | SS305   | <b>Title of the Course</b> | Mass Media And Society | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Year</b>                            | III <sup>rd</sup>   | <b>Semester</b>            | V <sup>th</sup>        | 5        | 1        | 0        | 6        |
| <b>Pre-Requisite</b>                   | Intermediate  | <b>Co-requisite</b>        | None                   |          |          |          |          |
| <b>Course Objectives</b>               | The course intends to provide and understanding of different types of media and forms of communication. It seeks to provide a basic understating of relationship between media and society. Finally, to analyze the changes in media, society and culture |                            |                        |          |          |          |          |

| Course Outcomes |  |
|-----------------|--|
| CO1             | Students would be able to communicate effectively about the research conducted, verbally as well as in written, write effective report, make effective presentation, and be an effective media communicator. |
| CO2             | Be able to analyze the nature and functions of mass media  |
| CO3             | To understand the sociological perspective of mass media and its effect on society.  |
| CO4             | Students would learn about the modern and emerging trends of Journalism.   |
| CO5             | Students would be able to understand access and analyze media effects on various sections of society, and various domain areas.  |

| Unit No. | Title of the Unit                      | Content of Unit   | Contact Hrs. | Mapped CO |
|----------|--|---|--------------|-----------|
| 1        | Social Interaction and Everyday Life   | The study of everyday life; Types of communication Verbal and Non-verbal communication; interpersonal, intrapersonal, group, mass communication. Communication and modern technology.                   | 18           | CO1       |
| 2        | Mass Media                             | Nature, characteristics and functions of mass media. Folk and traditional media, printing and publications, electronic media, radio, Television, cyberspace, virtual communication, internet, blogging. | 18           | CO2       |
| 3        | Sociological Perspective of Mass Media | Functionalist, Feminist, Interactionist   | 18           | CO3       |
| 4        | Media and Popular Culture              | Cultural studies as an interface between humanities and social sciences; popular culture, high culture, low culture.  | 18           | CO4       |
| 5        | Media and Globalization                | Impact of media in developing societies; democracy and issues of media regulation.  | 18           | CO5       |

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| <b>Reference Books:</b>  |  |
| Giddens, Anthony. 1997. <i>Sociology</i> . Third Edition, New York: Polity Press.                              |  |
| Nick Stevenson, 1995. <i>Understanding media cultures: social theory and mass communication</i> , London: Sage |  |
| Williams, Raymond, 1983. <i>Keywords: a vocabulary of culture and society</i> , New York: OUP                  |  |
| Schaefer 2011. <i>Sociology</i> , New York: Tata McGraw-Hill.  |  |
| <b>e-Learning Source:</b>  |  |
|  |  |

| Course Articulation Matrix: (Mapping of COs with POs and PSOs) |     |     |     |     |     |     |     |     |      |      |      |      |      |
|--|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| PO-PSO<br>CO   | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
| CO1  | 3   | 1   | 3   | 1   | 2   | 2   | 3   | -   | 3    | 2    | 2    | 1    | 1    |
| CO2  | 3   | 1   | 3   | 2   | 2   | 3   | 3   | 2   | 2    | 1    | 3    | 1    | 1    |
| CO3  | 3   | 1   | 2   | 2   | 2   | 3   | 2   | 3   | 3    | 2    | 1    | 1    | 1    |
| CO4  | 3   | 1   | 2   | 1   | 2   | 1   | 2   | 1   | 1    | 3    | 3    | 1    | 1    |
| CO5  | 3   | 1   | 2   | 2   | 2   | 2   | 2   | 3   | 3    | 2    | 2    | 1    | 2    |

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**

|                                    |                    |
|------------------------------------|--------------------|
| Name & Sign of Program Coordinator | Sign & Seal of HoD |
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## Integral University, Lucknow

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|--|--|----------------------------|-------------------------|----------|----------|----------|----------|
| <b>Effective from Session:</b> 2019-20 |  |                            |                         |          |          |          |          |
| <b>Course Code</b>                     | SS306  | <b>Title of the Course</b> | Sociology And Disasters | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Year</b>                            | III <sup>rd</sup>  | <b>Semester</b>            | V <sup>th</sup>         | <b>4</b> | <b>1</b> | <b>0</b> | <b>5</b> |
| <b>Pre-Requisite</b>                   | Intermediate   | <b>Co-requisite</b>        | None                    |          |          |          |          |
| <b>Course Objectives</b>               | The objective of this course is to introduce students to sociological examination of disasters. This course begins with the premise that disasters are fundamentally social events that reflect the ways that we live and structure our communities and societies. It examines sociological theories about the causes and consequences of disasters. |                            |                         |          |          |          |          |

| Course Outcomes |  |
|-----------------|--|
| <b>CO1</b>      | To understand the major disasters in India.              |
| <b>CO2</b>      | To know the important issues and challenges of Disaster. |
| <b>CO3</b>      | To know the role of local bodies in disaster.            |
| <b>CO4</b>      | To know the various Sociological Studies and Disaster.   |
| <b>CO5</b>      | Examine the Disaster Prevention and Mitigation.          |

| Unit No. | Title of the Unit                                | Content of Unit  | Contact Hrs. | Mapped CO |
|----------|--|--|--------------|-----------|
| 1        | Introducing Disaster                             | The Disaster Construct, Mainstream Topics of Hazards and Disaster Research, Conceptual Understanding of Societal Response to Disaster. | 15           | CO1       |
| 2        | Social Science Research Agenda for the Disasters | Theoretical, Methodological and Empirical Issues.  | 15           | CO2       |
| 3        | Disaster Vulnerability and Social Marginality    | Race, Class, Caste, Ethnicity, and Gender.   | 15           | CO3       |
| 4        | Sociological Studies and Disaster                | Case Studies from India and Beyond.  | 15           | CO4       |
| 5        | Disaster Prevention and Mitigation               | Sustainable Reduction of Disasters   | 15           | CO5       |

|   |  |
|---|--|
| <b>Reference Books:</b>   |  |
| Drabek, T.E. 1986.  | <i>Human System Responses to Disaster: An Inventory of Sociological Findings.</i> New York: Springer-Verlag.                                   |
| Drabek, T.E. 2004.  | <i>Social dimensions of disaster</i> (2nd ed.). Emmitsburg, MD: Emergency Management Institute, Federal Emergency Management Agency.           |
| Drabek, T., & Boggs, K. 1968.   | Families in disaster: Reactions and relatives. <i>Journal of Marriage and Family</i> , 30,443–451.   |
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| <a href="https://www.digimat.in/index.html/">https://www.digimat.in/index.html/</a> |  |

| Course Articulation Matrix: (Mapping of COs with POs and PSOs) |     |     |     |     |     |     |     |     |      |      |      |      |      |
|--|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| PO-PSO CO  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
| CO1  | 3   | 1   | 3   | 1   | 2   | 2   | 2   | 1   | 3    | 2    | 2    | 1    | 1    |
| CO2  | 3   | 2   | 3   | 2   | 2   | 3   | 3   | -   | 2    | 1    | 3    | 1    | 1    |
| CO3  | 3   | 2   | 2   | 2   | 2   | 3   | 2   | -   | 3    | 2    | 1    | 1    | 1    |
| CO4  | 2   | 1   | 2   | 1   | 2   | 1   | 2   | 2   | 1    | 3    | 3    | 1    | 1    |
| CO5  | 2   | 1   | 2   | 2   | 2   | 2   | 2   | 3   | 3    | 2    | 2    | 1    | 2    |

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**

|                                    |                    |
|------------------------------------|--------------------|
| Name & Sign of Program Coordinator | Sign & Seal of HoD |
|------------------------------------|--------------------|