



KARNATAK UNIVERSITY, DHARWAD
ACADEMIC (S&T) SECTION

ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ
ವಿದ್ಯಾಮಂಡಳ (ಎಸ್&ಟಿ) ವಿಭಾಗ



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'A' Grade 2014

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No. KU/Aca(S&T)/JS/MGJ(Gen)/2024-25/436

Date: 11 NOV 2024

ಅಧಿಸೂಚನೆ

ವಿಷಯ: ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯನುಸಾರ 2024-25ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಎಲ್ಲ ಸ್ನಾತಕೋತ್ತರ ಪದವಿಗಳಿಗೆ / ಸ್ನಾತಕೋತ್ತರ ಡಿಪ್ಲೋಮಾಗಳಿಗೆ ಪಠ್ಯಕ್ರಮವನ್ನು ಪ್ರಕಟಣೆ ಕುರಿತು.

- ಉಲ್ಲೇಖ: 1. ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ನಿರ್ಣಯ ಸಂಖ್ಯೆ: 2 ರಿಂದ 9, ದಿ: 08.11.2024.
2. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಅನುಮೋದನೆ ದಿನಾಂಕ: 11.11.2024.

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯನುಸಾರ 2024-25ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಎಲ್ಲ ಸ್ನಾತಕೋತ್ತರ ಪದವಿಗಳಾದ M.A./ M.Sc / M.Com / MBA / M.Ed 1 ರಿಂದ 4ನೇ ಸೆಮೆಸ್ಟರ್‌ಗಳಿಗೆ ಮತ್ತು 1 & 2ನೇ ಸೆಮೆಸ್ಟರ್‌ಗಳ ಸ್ನಾತಕೋತ್ತರ ಡಿಪ್ಲೋಮಾಗಳಿಗೆ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ಅನುಮೋದನೆಯೊಂದಿಗೆ ಈ ಕೆಳಗಿನಂತೆ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಅಳವಡಿಸಿಕೊಳ್ಳಲಾಗಿದೆ. ಕಾರಣ, ಸಂಬಂಧಪಟ್ಟ ಎಲ್ಲ ಸ್ನಾತಕೋತ್ತರ ವಿಭಾಗಗಳ ಅಧ್ಯಕ್ಷರು / ಸಂಯೋಜಕರು / ಆಡಳಿತಾಧಿಕಾರಿಗಳು / ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳು / ಶಿಕ್ಷಕರು ಸದರಿ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಅನುಸರಿಸುವುದು ಮತ್ತು ಸದರಿ ಪಠ್ಯಕ್ರಮವನ್ನು ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ www.kud.ac.in ದಲ್ಲಿ ಭಿತ್ತರಿಸಲಾಗಿದನ್ನು ಸಂಬಂಧಪಟ್ಟ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಸೂಚಿಸುವುದು.

Arts Faculty

Sl.No	Programmes	Sl.No	Programmes
1	Kannada	8	MVA in Applied Art
2	English	9	French
3	Folklore	10	Urdu
4	Linguistics	11	Persian
5	Hindi	12	Sanskrit
6	Marathi	13	MPA Music
7	MVA in Painting		

Faculty of Science & Technology

Sl.No	Programmes	Sl.No	Programmes
1	Geography	10	M.Sc (CS)
2	Chemistry	11	MCA
3	Statistics	12	Marine Biology
4	Applied Geology	13	Criminology & Forensic Science
5	Biochemistry	14	Mathematics
6	Biotechnology	15	Psychology
7	Microbiology	16	Applied Genetics
8	Zoology	17	Physics
9	Botany	18	Anthropology

Faculty of Social Science

Sl.No	Programmes	Sl.No	Programmes
1	Political Science	8	Journalism m & Mass Commn.
2	Public Administration	9	M.Lib. Information Science
3	History & Archaeology	10	Philosophy
4	A.I.History & Epigraphy	11	Yoga Studies
5	Economics	12	MTTM
6	Sociology	13	Women's Studies
7	MSW		

Management Faculty

Sl.No	Programmes	Sl.No	Programmes
1	MBA	2	MBA (Evening)

Faculty of Commerce

Sl.No	Programmes	Sl.No	Programmes
1	M.Com	2	M.Com (CS)

Faculty of Education

Sl.No	Programmes	Sl.No	Programmes
1	M.Ed	2	M.P.Ed

OEC subject for PG

Sl.No	Programmes	Sl.No	Programmes
1	Russian	5	Veman Peetha
2	Kanaka Studies	6	Ambedkar Studies
3	Jainology	7	Chatrapati Shahu Maharaj Studies
4	Babu Jagajivan Ram	8	Vivekanand Studies

PG Diploma

Sl.No	Programmes	Sl.No	Programmes
1	PG Diploma in Chatrapati Shahu Maharaj Studies	2	P.G. Diploma in Women's Studies
3	P.G. Diploma in Entrepreneurial Finance		

ಅಡಕ: ಮೇಲಿನಂತೆ


ಕುಲಸಚಿವರು.

ಗೆ,

1. ಕ.ವಿ.ವಿ. ಸ್ನಾತಕೋತ್ತರ ಅಧ್ಯಕ್ಷರುಗಳಿಗೆ / ಸಂಯೋಜಕರುಗಳಿಗೆ / ಆಡಳಿತಾಧಿಕಾರಿಗಳಿಗೆ / ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ
2. ಎಲ್ಲ ನಿಖಾಯದ ಡೀನರು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.

ಪ್ರತಿ:

1. ಕುಲಪತಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
2. ಕುಲಸಚಿವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
3. ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
4. ಅಧೀಕ್ಷಕರು, ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ / ಗೌಪ್ಯ / ಜಿ.ಎ.ಡಿ. / ವಿದ್ಯಾಂಡಳ (ಪಿ.ಜಿ.ಪಿ.ಎಚ್.ಡಿ) ವಿಭಾಗ/ ಸಿಸ್ಟಮ್ ಅನಾಲಿಸಿಸ್ಟ್ / ಸಂಬಂಧಿಸಿದ ಪದವಿಗಳ ವಿಭಾಗಗಳು, ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
5. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ / ವಿದ್ಯಾರ್ಥಿ ಕಲ್ಯಾಣ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
6. ನಿರ್ದೇಶಕರು, ಐ.ಟಿ. ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ ಇವರಿಗೆ ಕ.ವಿ.ವಿ. ಅಂತರಜಾಲದಲ್ಲಿ ಪ್ರಕಟಿಸುವುದು.



Faculty of Social Science

Two Years PG Programme

M.A. Sociology

Programme Guidelines and Syllabus

As per NEP-2020

With Effect from 2024-25

GENERAL INSTRUCTIONS

Preamble:

The Karnatak University has successfully adopted NEP-2020 from the academic year: 2021-22 for all its Under Graduate Programmes. The first batch under this scheme after completing 03 Years with 3rd year exit provision entering into Post Graduate programme from the academic Year: 2024-25. In view of this and the present global demand, it is necessary to revise the curriculum frame work for all its Post Graduate Programmes and syllabus accordingly.

As per the provisions in NEP-2020 scheme the Two- year Post Graduate Programme, the curriculum has a provision to study the open electives courses in 2nd and 3rd semesters, Discipline specific Electives for a deeper knowledge in focused area in 3rd and 4th semesters and Internship / dissertation / project work for field experience or hands on training to inculcate the skill and develop cognitive thinking / higher order thinking to analyze the information obtained from project work / internship in the 4th semester.

It is therefore, this is a revised CBCS as per NEP - 2020 having minimum 90 and maximum 100 credits in two years programme with provision of choice as above and hence, shall be called as NEP syllabus. In this context, the prevailing regulations (CBCS scheme adopted from 2009) needs some modifications and adopted herewith as Guidelines to execute all the PG Programmes unless otherwise stated.

However, the eligibility for admission to the concerned PG Programmes shall be decided by the respective Board of Studies.

I. CREDIT, WORKLOAD AND SYLLABUS EQUIVALENCE

1. One credit is equal to 1 hour theory teaching per week.
2. One credit is equal to 2 hour practical teaching per week.
3. One credit is equal to 15 hours theory syllabus per semester (1 Unit is equal to 15 Hours)
4. One credit is equal to 30 hours practical syllabus per semester (1 credit practical is equal to 2 hours/ week)

A. Workload for theory subjects

1. There shall be 16 hrs/week workload for Assistant Professor
2. There shall be 14 hrs/week workload for Associate Professor/ Professor/Senior Professor.
3. There shall be 2hrs/week workload relaxation for Guiding Ph.D. students

B. Workload for practical subjects

1. There shall be 20 hrs/week workload for Assistant Professor
2. There shall be 18 hrs/week workload for Associate Professor/ Professor/Senior Professor.
3. There shall be 2hrs/week workload relaxation for Guiding Ph.D. students

C. Workload for practical batches

1. A batch of 10-12 students shall have 1 teacher

D. Workload for Project

1. Students for projects / internship shall be preferably guided by permanent faculty for atleast 10 students by sharing equally among the permanent faculty. If remained excess shall be allotted to other teacher's on roll on temporary basis.
2. If there are no permanent faculty, the students shall be distributed among the temporary teachers on roll.
3. There shall be maximum of 4 hrs/week workload for guiding the students for project work irrespective of number of students.

II. ALLOTMENT OF SPECIALIZATION: While allotting specialization in 3rd and 4th

semester, minimum of 10 students shall have to select the specialization.

III. ATTENDANCE: 75% attendance is mandatory for every course (paper). No marks are reserved for attendance. If the candidates fail to fulfill 75% attendance in any one of the course (paper) in the given semester, such candidate is not eligible to appear for examination in all the papers and candidate has to get the readmission for such semester. However, up to 20% attendance may be condoned with the supportive documents for a student who represents University /State / National level sports, cultural and other events. Monthly attendance shall be displayed on notice board.

IV. CREDIT AND MARKS EQUIVALENCE

1. Generally, 25% weightage for Formative assessment and 75% weightage for Summative assessment.
2. Up to 2 credits equal to 50 marks (12 marks Formative assessment and 38 marks summative assessment).
3. 3-4 credits equal to 100 marks (25 marks Formative assessment and 75 marks summative assessment).
4. 5-6 credits equal to 150 marks (37 marks Formative assessment and 113 marks summative assessment).

5. Example for 100 marks out of which 25 marks for Formative assessment i.e., Formative Assessment shall be 05 marks for assignment / seminar and two internal assessments i.e.: 10 marks I.A. for 8th week and 10 marks for 14th week of every semester.

V. **Conduct of Examination**

1. Formative assessment examination shall be conducted for 1hr. There shall not be any reexamination for improvement or the student remaining absent. However, a special Formative assessment examination shall be conducted for a student who represents University /State / National level sports, cultural and other events if a schedule is overlapping.
2. 75 marks summative theory examination shall be conducted for 3 hrs and 38 marks for 1.5 hrs.
3. 75/ 38 marks Formative / Summative Practical examination shall be conducted for 4 hrs.
4. There shall be a single examiner for both even and odd semesters' Formative Practical examination.
5. There shall be a single examiner for odd semester Summative Practical examination and two examiners for even semester Summative Practical examination; one from internal and other shall be external examiner.

VI. **Assessment**

1. **Theory papers:** There shall be a single valuation for odd semester theory papers preferably internal examiner and double valuation for even semesters; one from internal and other shall be external examiner.
2. **Project/Internship assessment**

A) **For 100 marks Project/Internship assessment (Wherever applicable)**

- i. **Formative Assessment:** Project/Internship assessment carrying 25 marks out of 100 marks Candidate has to submit three Progress Reports; 8+8+9 Marks.
- ii. **Summative Assessment:** Project/Internship assessment carrying 75 marks out of 100 marks
 - a. Project Report : 35
 - b. Presentation : 20
 - c. Viva-voce : 20

B) **For 150 marks Project/Internship assessment (Wherever applicable)**

- i. **Formative Assessment:** Project/Internship assessment carrying 37 marks out of 150 marks Candidate has to submit three Progress Reports : 12+12+13 marks.

ii. **Summative Assessment:** Project/Internship assessment carrying 113 marks out of 150 marks

- a. Project Report : 60
- b. Presentation : 30
- c. Viva-voce : 23

VII. Passing criteria:

- 1. There shall be no minimum passing marks for Formative assessment.
- 2. Candidate has to score minimum 40% in summative examination and fulfill 40% of the maximum marks including Formative assessment marks. For example: for 75 marks summative examination, candidate has to score minimum of 30 marks (40%) and should score cumulatively 40 marks including formative assessment in every course.

VIII. DECLARATION OF RESULT

- 1. Candidate has to score 40% as above in all the courses to pass the semester end examination to declare pass.
- 2. **Percentage and Grading:** Result shall be declared in terms of SGPA and at the end of four semesters as CGPA. The calculation of CGPA is as under
- 3. If P is the percentage of marks secured (IA + semester end score) by the candidate in a course which is rounded off to the nearest integer, the grade point (GP) earned by the candidate in that course will be given as below.

Percentage (%)	Grade(GP)	Percentage (%)	Grade(GP)
40	4.0	71-75	7.5
41-45	4.5	76-80	8.0
46-50	5.0	81-85	8.5
51-55	5.5	86-90	9.0
56-60	6.0	91-95	9.5
61-65	6.5	96-100	10.0
66-70	7.0		

Grade point of less than 4 shall be considered as fail in the course, hence, GP=0 and for the absent candidate also GP=0

- 4. A student's level of competence shall be categorized by grade point (GP), Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) of the programme.

5. **Semester Grade Point Average (SGPA):** The SGPA is a ratio of sum of the number of Credit Grade Points scored from all the courses (subject) of given semester to the total credits of such semester in which the candidate studied. (Credit Grade Points of each course = Credits x GP).
6. **Cumulative Grade Point Average (CGPA):** It is calculated as below for 4 semester programme.

$$\text{CGPA} = (\text{Credit}_1 \times \text{SGPA}_1) + (\text{Credit}_2 \times \text{SGPA}_2) + (\text{Credit}_3 \times \text{SGPA}_3) + (\text{Credit}_4 \times \text{SGPA}_4) / \text{Total credits of programme (sum of credits of 4 semesters)}$$
7. After studying and passing, all the credits prescribed for the programme the degree shall be awarded with CGPA score after rounding off to second decimal and class distinguishing as second class, first class, and distinction along with grade letter as under:

CGPA of the programme(Degree)	Class obtained	Grade Letter
9.5 to 10.00	Outstanding	A ⁺⁺
7.00 to 9.49	Distinction	A ⁺
6.00 to 6.99	First Class	A
5.50 to 5.99	Second class	B ⁺
5.00 to 5.49		B
4.00 to 4.99	Pass	C
Less than 4.0	Fail/ Reappear	D

8. Each semester Grade Card shall have marks and SGPA and final Grade Card shall have semester wise marks obtained in all semesters, CGPA and % of cumulative marks obtained from all semesters.
 9. There shall be Revaluation / Challenge valuations provisions as per the prevailing rules and regulations.
 10. Marks obtained from the OEC shall not be considered for award of CASH PRIZE / RANK / GOLD MEDAL.
- a) **MAXIMUM DURATION FOR COMPLETION OF THE PROGRAMME**
 A candidate admitted to any P.G. Programme shall complete it within a period, which is double the duration of the programme from the date of admission.

X. ANY OTHER TERMS AND CONDITIONS

Apart from the above, the prevailing rules(CBCS) and regulation are valid for any other matters which are not addressed in this regard.

KARNATAK UNIVERSITY, DHARWAD

SYLLABUS

for

MASTER OF ARTS IN SOCIOLOGY



**With Effect from the academic year 2024-25
(Under Choice Based Credit System)
CBCS and NEP**

**Department of Studies in Sociology
Karnatak University,
Dharwad-580003**

DEPARTMENT OF SOCIOLOGY
(Estd. 1957)

Regulations Governing M.A. Degree Programme in Sociology under the Choice Based Credit System I. Commencement

These Regulations shall come into force from the academic year 2024-25.

II. Definitions

In these Regulations unless otherwise mentioned, provided.

- a) 'University' means Karnatak University, Dharwad.
- b) 'Board of Studies' means Board of Studies in Sociology (P.G) of the Karnatak University.
- c) 'Compulsory Paper' means the paper that is prescribed by the Department from time to time as compulsory.
- d) 'Specialization paper' means an optional paper prescribed by the Department from time to time.
- e) 'Open Elective' means, a paper offered by the Department of Sociology, for the students of other Departments in Karnatak University from time to time. However, the students of the Department of Sociology have freedom to choose from a number of open electives offered by other Departments to add to their credits required for the completion of their degree.
- f) 'Credit' means the unit by which the course work is measured. One credit means one hour of teaching work per week. As regards the marks for the papers, 1 Credit is equal to 25 marks, 2 Credits are equal to 50 marks, 3 credits are equal to 75 marks, 4 credits are equal to 100.
- g) 'Grade' is an index to indicate the performance of a student. These Grades are arrived at by converting marks scored in each paper by the candidate after completing his/her Internal Assessment and Semester End Examinations. These grades are awarded for each paper at the end of each semester.
- h) 'Grade Point Average' or GPA refers to an indicator of the performance of the student in a given semester. GPA is the weighted average of all Grades student gets in a given semester. The GPA depends on the number of papers a student takes and the grades awarded to him/her for each of the paper so chosen.
- i) 'Cumulative Grade Point Average' or CGPA refers to the Cumulative Grade Point Averages weighted across all the semesters and is carried forward. The calculations of the GPA, CGPA is shown in these regulations.

III. Admission

- a. The details of the admission rules are governed by the notifications issued by the University from time to time. However the applicant should have studied Sociology as one of the optional for admission to the Department of Sociology.

Total Intake Capacity:

- A. Karnatak University campus: 74
- B. Government First Grade College, Kumta : 15

C. Government First Grade College, Honnavar: 15

D. KSS College, Gadag: 15

AA. Under Normal fees at Karnatak University : 40

(Note: The University can allot more seats under enhanced fees category looking into situation).

IV. Duration of the Programme

The programme of study for M.A. Degree in Sociology shall normally extend over a period of two consecutive academic years, each academic 2-year comprising two semesters and each semester comprising 16 weeks of class work. However, the maximum period for completion of the Degree is four years from the date of his/her first admission. The normal calendar for the semester shall be as follows:

a) I and III Semesters : August to November

b) II and IV Semesters : January to April

V. Teaching Course

Each paper shall be taught for 4 hours per week during the period of 16 weeks in a given semester. However, the actual number of classes may not be 64 hours as per the above calculation. It may vary from paper to paper depending on the activities of the Department, general holidays and the calendar of events prescribed by the University from time to time.

VI. Medium of Instruction

The medium of instruction shall normally be English. However, the students may write the examinations in Kannada also.

VII. Scheme of Papers and Credits/Classes and Marks

a) There shall be three categories of papers viz., Compulsory papers, Discipline Specific Course papers and Discipline Specific Elective Course. Compulsory and Specialization papers are meant for the students of Department of Sociology. The Open Electives are the papers offered by the Department for the students of other Departments. However, the students of the Department of Sociology can also offer the Open Electives offered by other Departments to add to their Credits depending on their interest.

b) The Credits for each of the Compulsory paper and Specialization paper are 4. The Open Electives offered by the Department to the students of other Departments also carry 4 credits. However, the number of credits for the Open Electives chosen by the students of our Department from amongst the Open Electives offered by the other Departments may vary from one Department to the other Department depending on the offer they make. The project work in IV Semester also carry 4 credits.

PROGRAMME: M.A SOCIOLOGY

COURSES /PAPER		Credits	Total
SEMESTER- I THEORY PAPERS			24

DSC 1 Theoretical Foundations of Sociology	B1SOC001T	4	
DSC 2 Society and Social Structure	B1SOC002T	4	
DSC 3 Research Methodology of Sociology	B1SOC003T	4	
DSC 4 Indian Society : Continuity and Change	B1SOC004T	4	
DSC 5 Medical Sociology	B1SOC005T	4	
DSC 6 Gender Studies	B1SOC006T	4	
SEMESTER- II THEORY PAPERS			
DSC 7 Sociological Perspectives	B2SOC001T	4	24
DSC 8 Sociology of Rural Studies	B2SOC002T	4	
DSC 9 Social Policy and Planning	B2SOC003T	4	
DSC 10 Social Movements And Social Change	B2SOC004T	4	
DSC 11 Tribal Society	B2SOC005T	4	
OEC 1 (Others) Everyday Sociology	B2SOC206OT	4	
SEMESTER- III THEORY PAPERS			
DSC 12 Advanced Sociological Theories	B3SOC001T	4	24
DSC 13 Applied Statistics	B3SOC002T	4	
DSC 14 Sociology of Karnataka	B3SOC003T	4	
DSC 15 Sociology of Subaltern Groups	B3SOC004T	4	
DSE 1 (a) Science Technology and Society	B3SOC103 (a) T	4	
DSE 1 (b) Urban Society	B3SOC103 (b) T		
DSE 1 (c) Political Sociology	B3SOC103 (c) T		
OEC 2 (Others) Society in India	B3SOC206OT	4	
SEMESTER- IV THEORY PAPERS			
DSC 16 Post Modern Social Theories	B4SOC001T	4	24
DSC 17 Theories of Sociology of Development	B4SOC002T	4	
DSC 18 Social Gerontology	B4SOC003T	4	
DSC 19 Sociology of Human Resource Development	B4SOC004T	4	
DSE 2 (a) Artificial Intelligence and Society	B4SOC104 (a)T	4	
DSE 2 (b) Urban Dynamics and Challenges	B4SOC104 (b)T		
DSE 2 (c) Sociology of Counseling	B4SOC104 (c)T		
PROJECT WORK (Compulsory for M.A. Sociology students only)			
2. Formative Assessment : Project/Internship assessment carrying 20 marks out of 100 marks Interaction with the project supervisor and submission of progress reports = 10 + 10+5 marks	B4SOC004P	3	
3. Summative Assessment : Project/Internship assessment carrying 80 marks out of 100 marks a. Project Report : 35 b. Presentation : 20 c. Viva-voce : 20		1	
TOTAL			96

The students of the Department shall offer 6 compulsory papers in I semester,

In II semester 4 compulsory courses and one specialization course.

In III Semester 4 compulsory and one specialization course.

In IV Semester, 4 compulsory courses, one specialization course and a project work.

Programme Outcomes

Post Graduate Course in Sociology will

- PO1** : Help in gaining an in-depth knowledge of Sociological theories, and concepts, enabling a rational and critical understanding of social structures, processes, and changes.
- PO2** : Give skills in qualitative and quantitative research methodologies, data collection, and analysis, enabling students to conduct independent research and contribute to the field of Sociology.
- PO3** : Develop an ability to integrate knowledge from different specialization to understand the complexities of social issues pertaining to Indian society.
- PO4**: Enhance sensitivity towards social problems, inequalities, and issues related to marginalized communities, fostering a commitment to social justice and ethical responsibility in India.
- PO5**: Apply Sociological Perspectives to analyze contemporary social phenomena and contribute to policy formulation and social change initiatives.

Programme Specific Outcomes

After studying M.A Sociology Course students will

- PSO1** Gain insights into the complexities of India's diverse social fabric, including caste, class, religion, gender, and regional differences, which will help them better understand and address national and local social issues.
- PSO2** Equip students to critically examine social inequalities and injustices prevalent in India, such as caste discrimination, gender inequality, and poverty, enabling them to contribute to social reform and policy-making.
- PSO3** Prepare students for roles in NGOs, social service, rural development, and government agencies where they can actively participate in Community Development and Welfare Programs.
- PSO4** Develop the ability to analyze social policies and advocate for reforms that promote inclusive growth and social justice, contributing to the betterment of Indian society.
- PSO5** Provide critical knowledge in understanding of crucial social issues and helps in contributing evidence-based policy-making and also enhances their career opportunities.

Summary of Credits for the Degree of M.A. in Sociology

I Semester:

Six Compulsory Papers : 24 Credits

II Semester:

Four Compulsory Papers : 16 Credits

One Specialization Paper : 04 Credits

One Open Elective Paper : 04 Credits – (Credits vary from Department to Department depending on the choice of open elective by the student)

III Semester:

Four Compulsory Papers : 16 Credits

One Specialization Paper : 04 Credits

One Open Elective Paper : 04 Credits – (Credits vary)

IV Semester:

Four Compulsory Papers : 16 Credits

One Specialization Paper : 04 Credits

PROJECT WORK (Compulsory for M.A. Sociology students only) : 04 Credits– (Credits vary)

Grand Total: 96 Credits

VIII. Attendance

- a) The student shall be considered to have satisfied the requirement of attendance if he/she has attended not less than 75 percent of total number of classes held till the end of the semester inclusive of tutorials. Each paper shall be taken as a unit for calculating the attendance.
- b) Each student will have to sign his/her attendance for every hour of teaching in each paper. The Course Teacher shall submit monthly attendance report to the Chairman of the Department at the end of every month. The Chairman of the Department shall notify the attendance of every student on the Notice Board of the Department during the second week of the subsequent month. The Chairman of the Department shall send to the Registrar (Evaluation) and other Officers, as directed by the Registrar from time to time, at the end of every month and at the end of every semester, the detailed statement of attendance.
- c) However, if a student represents the Department/ University/ State/ Nation in sports, NCC, NSS or Cultural or any other officially sponsored activities he/she shall be eligible to claim the Attendance for the actual number of days utilized in such activities (including travel days) subject to the production of certificate from the relevant authority within two weeks after the event.
- d) A student who does not satisfy the requirement of attendance of 75 percent in each paper shall not be permitted to appear the semester end examination. Such candidates may seek admission afresh to the given semester.

IX. Evaluation

- a) Evaluation of the papers will have two components-
 - i. Internal Assessment, and

ii. Semester End examination

Total marks for the Internal Assessment is 25. In that, 10+10 marks Internal Test and 05 marks for Tutorial/Seminar/ Assignment.

The tests shall be written in separate designated answer booklet. The marks of all the two tests shall be notified on the notice board of the Department and submitted to the Registrar (Evaluation) at the end of every semester. The Internal Assessment marks shall be taken into account for compilation of grades. In case of candidates appearing for improvement examination the marks obtained in the Internal Assessment shall not be revised since there is no provision for improvement of Internal Assessment.

b) There shall be one Semester-End examination of 3 hours duration for every paper for 75 marks. The examination shall be conducted as per the rules, regulations, notifications, orders, instructions, procedures, formats and circulars issued by the University from time to time.

X. Challenge Evaluation

There shall be a provision for challenge valuation as per the rules and regulation of the University issued from time to time.

XI. Completion of the Course

- a) A candidate is expected to successfully complete the Degree programme within two years from the date of admission.
- b) Whenever the syllabus is revised, the candidate reappearing will have to write the examination as per the syllabi prevailing at that time.
- c) The CBCS scheme is a fully carry-over system. However, the four-semester (two years course) should be completed by the student within a maximum period of 4 years.

XII. Declaration of Results

a) Minimum for a pass in each paper shall be 40% of the total 100 marks including both the IA and the Semester-End examination. However a candidate should obtain at-least 40% marks in the Semester-End examination. There is no minimum for the Internal Assessment marks. However after adding the IA marks and the semester end examination marks, the candidates should score a minimum of 40% of the maximum marks per paper. Candidate shall secure a minimum of 50 % in aggregate in all papers of a programme in each semester to successfully complete the programme.

b) The improvement of the performance is permitted as per the rules and regulations of the University.

XIII. Marks and Grade Points

Percentage of Marks	GPA/CGPA	Grade Letter	Class Awarded
75 and above	7.50 to 10.00	A	First class with Distinction
60 and above but less than	6.00 to 07.49	B	First Class
50 and above but less	5.00 to 05.99	C	Second Class

than 60			
40 and above but less than 50	4.00 to 4.99	D	
Less than 40	Less than 4.00	F	

XIV. Grading

The Grade Point Average (GPA) shall be given to each candidate based on his/her performance during the semester which includes both the IA and the Semester-End examination. The GPA of each semester should be carried to next semester as Cumulative Grade Point Average CGPA. An illustration of the same is shown below.

XV. Grade Points (Format)

M.A. Degree in Sociology

Semester:

Name of the Candidate:

Registration No:

Number and Title of the Paper	Credit Hours	Max Marks	Marks obtd	Semester Grade Point	Credit Points
Urban Sociology	4	100	70	07.00	28.00

Semester GPA = Total Credit Points in all papers

Credit hours

XVI. The GPAs for various semesters is calculated as follows:

Semester	Credits Hours	Credit Points	GPA
First	24	168	7.00
Second	24	168	7.00
Third	24	168	7.00
Fourth	24	168	7.00
Total	96	672	28.00

Cumulative Grade Point Average: (GPA of all Semesters) Credits of All Semesters

SYALLABUS

M. A. I SEMESTER

DSC -1: THEORETICAL FOUNDATIONS OF SOCIOLOGY

Course Code :B1SOC001T

Course Objectives:

1. To provide a comprehensive understanding of the emergence of sociology, its roots in Enlightenment and modernity.
2. To introduce students to structural functionalism.
3. To explore the theories of logical and non-logical actions, the circulation of elites, and social systems.
4. To examine formal sociology, social interaction theories, and modernity, conflict, and social types.

Learning Outcomes:

By the end of this course, students will be able to:

1. Understand the historical and intellectual context of sociology's emergence and critically evaluate the contributions of foundational sociological thinkers.
2. Analyze the principles of structural functionalism and apply key concepts like pattern variables, functional prerequisites, and middle-range theories to social phenomena.
3. Comprehend Vilfredo Pareto's theories of social systems, logical and non-logical actions, and the circulation of elites, and relate them to contemporary sociological analysis.
4. Apply Georg Simmel's formal sociology, theories of social interaction, and views on modern urban life to understand the complexities of modern social structures and relationships.

UNIT I : Introduction

- 1.1 Emergence of Sociology: Enlightenment and Modernity
- 1.2 Continental Sociological Traditions
- 1.3 Contributions of Comte & Spencer
- 1.4 Contributions of Durkheim and Weber
- 1.5 Contributions of Marx & Simmel

UNIT II: Structural Functionalism

- 2.1 **Talcott Parsons:** Structure of Social Action and Theory of Social System
- 2.2 Pattern Variables and Functional Pre-requisites
- 2.3 **Robert K. Merton:** Theories of Middle Range
- 2.4 Postulates and Paradigm for Functional analysis
- 2.5 Social Structure and Anomie, Reference Group Theory.

UNIT III: Vilfredo Pareto

- 3.1 The Social System
- 3.2 Logico Experimental Method
- 3.3 Logical and Non Logical Actions
- 3.4 Residues and Derivations
- 3.5 Theory of Circulation of Elites

UNIT IV: Georg Simmel

- 4.1 Formal Sociology
- 4.2 Philosophy of Money
- 4.3 Social conflict
- 4.4 Social Interaction and Social types – the stranger.
- 4.5 The metropolis and mental life

Essential Readings:

- Abraham J.H. Origin and Growth of Sociology, Pelican books, London, 1974.
- Aron, Raymond, Main Currents in Sociological Thought (Two Volumes), Doubleday, Garden City, 1970.
- Barnes.H.E. An Introduction to the History of Sociology, University of Chicago Press, Chicago 1980.
- Bogaradus, E. The Development of Social Thought, Vakils, Feffer and Simon's, Bombay, 1969.
- Coser, Lewis Masters of Sociological Thought, Harcourt & Brace, Chicago 1977
- Emile Durkheim, Edited and Translated by Neil Gross, Robert Alun Jones, Foreword by Hans Joas (2004) Durkheim's Philosophy Lectures: Notes from the Lycee de Sens Course, 1883-1884.
- Emile Durkheim, Anthony Giddens (1972) Emile Durkheim: Selected Writings
- Jack Barbalet (2008) Weber, Passion and Profits: 'The Protestant Ethic and the Spirit of Capitalism' in Context.
- Ritzer George, Classical Sociological Theory, McGraw Hill, New York. 2000.
- Swingwood A. A Short History of Sociological Thought, Macmillan, Hong Kong, 1984.
- Turner, Jonathan H, 2007. The Structure of Sociological Theory (IV Edition) Rawat Publication, Jaipur.

M. A. I SEMESTER
DSC-2 SOCIETY AND SOCIAL STRUCTURE
Course Code :BISOC002T

Course Objectives

1. This course provides a broad overview of the different components of social structure, which act as bricks of social structure.
2. This course also familiarizes the various facets and factors responsible for the process of social change.
3. It provides conceptual and theoretical understanding of Social Structure and Social Change.
4. It gives detailed information about divisions in the society and culture of the society.

Learning Outcomes

At the end of the course the student will be able to

1. Understand the components of social structure and tries to understand his/her status and role in society and will start to behave accordingly.
2. Understand the patterns of social change and learn to adjust themselves with changing social atmosphere.
3. Know the social layers existing in the society in the form of caste and class, their role in the society.
4. Understand the cultural facets of a given society and differentiate his culture and other cultures.

UNIT -I: Social Structure and Function:

- 1.1 Conceptualizing Social structure
- 1.2 Basis and Types of Social Structure
- 1.3 Approaches to the study of Social Structure
- 1.4 Concept of Function: Positivism and Functionalism
- 1.5 Structural interdependence: Family, economy, polity, religion

UNIT -II: Components of Social Structure:

- 2.1 Status and Role
- 2.2 Values
- 2.3 Authority and Power
- 2.4 Informal and Formal Groups
- 2.5 Reference Groups

UNIT -III: Social Stratification and Social Mobility:

- 3.1 Meaning and systems of Social Stratification
- 3.2 Functional Approach to the Study of Social Stratification – Kingsley Davis, Wilbert Moore, Talcott Parsons; Marxian Approach and Weberian approach.
- 3.3 Social Mobility: Types and Determinants
- 3.4 Theories of Social Mobility: P. Sorokin, Arsene Dumont.
- 3.5 Social Movement and Social Change.

UNIT –IV: Social Change :

- 4.1 Concept and Patterns of Social Change
- 4.2 Theories of Social Change: Cyclical Theories- Oswald Spangler, Arnold Toynbee; Immanent Theory: P.A. Sorokin.
- 4.3 Factors of Social Change
- 4.4 Information Technology and Social Transformations
- 4.5 Social change and Globalization.

Essential Readings:

- Anthony Giddens 2012: Sociology, Polity, London

- A.R. Radcliffe Brown: Structure and Function in Primitive Society, Cohen & West Ltd London, 1952.
- Murdock G.P: Social Structure, Free Press, New York 1965.
- Nadel,S.F. : Theory of Social Structure, Cohen & West Ltd, London. 1962.
- Mac Iver and Page : Society : Macmillan, New Delhi 1957.
- Merton.R.K. : Social Theory and Social Structure, Amrind Publishing,New Delhi, 1968.
- Talcott Parsons : The Social System, Amrind Publishing, New Delhi 1972.
- Mead.G.H. : Mind, Self and Society, The University of Chicago Press, New York, 1934.
- Homans.G.C. : Human Group ,Kegan and Paul, London, 1975.
- Simmel : Sociology Dunker and Humboldt , 1923.
- Srinivas,M.N. Social Change in Modern India, Allied Publishers, Bombay, 1966.
- Ralph Linton : The Study of Man. Appleton-Century, New York, 1936,
- Samuel Koenig : Sociology: An Introduction to Science of Society, Barnes & Nobel Books, London. 1957.
- Sarat. C. Joshi (2006) Fundamentals of Sociology Akansha publishing house, New Delhi, India.
- Haralambos and Holborn –Sociology: Themes and Respectives.
- Samir Dasgupta, Parelomi Shesaha ; An Introduction to sociology 2012 pearson, Delhi.
- Sarat. C. Joshi; Fundamentals of Sociology
- Jose Lopez and John Scott; Social Structure (2002) viva Books private limited, New Delhi.
- K.L. Sharma, Social stratification and mobility, Rawat Publication, Jaipur 2010.

M. A. I SEMESTER
DSC 3 : RESEARCH METHODOLOGY OF SOCIOLOGY
Course Code :BISOC003T

Course Objectives:

1. To provide students with a foundational understanding of the philosophical underpinnings of social research
2. To familiarize students with the scientific method in social sciences
3. To guide students in the process of research formulation.
4. To introduce students to various data collection
5. To equip students with knowledge of qualitative research methods

Learning Outcomes:

By the end of this course, students will be able to:

1. Understand the philosophical foundations of social research and apply concepts such as epistemology and ontology to their research approaches.
2. Comprehend the scientific method in social sciences and the duality between theory and research, while addressing challenges in interdisciplinary research.
3. Formulate research problems, develop hypotheses, and construct a well-designed research proposal.
4. Use appropriate techniques for data collection and sampling, and understand how to source and analyze both primary and secondary data.
5. Apply qualitative research methods such as ethnography and content analysis, and develop the ability to analyze data, write research reports, and address ethical concerns in research.

UNIT I: Philosophical Foundations of Social Research

- 1.1 Major Philosophical Orientations – Epistemology, Ontology and Hermeneutics
- 1.2 Scientific Method in Social Sciences: Objectivity and Reflexivity in Social Research
- 1.3 Logic of inquiry: Inductive, Deductive, Retroductive and Abductive
- 1.4 Social Research – Nature and Types, Theory building, Theory-research duality, Interdisciplinary and Multidisciplinary dimensions
- 1.5 Methods and Methodologies in Sociological Enquiry, Ethical concerns in Social Research

UNIT II: Prologue to Research

- 2.1 Problem Formulation, Review of Literature, Research questions, Objectives,
- 2.2 Hypothesis
- 2.3 Concepts, Variables, Conceptual and Theoretical framework
- 2.4 Research Design – Definition, Functions and Types
- 2.5 Proposal, Synopsis and Abstract; Preparation of Research Proposal

UNIT III: Data Collection

- 3.1 Techniques of Primary Data collection: Observation, Questionnaire,
- 3.2 Schedule and Interview guide,
- 3.3 Census and Sample Survey
- 3.4 Sources of Secondary Data: Archives, Census , Survey Reports, Gazetteers, District handbooks, Film, and Visual Artifacts
- 3.5 Types of sampling — Probability and Non probability

UNIT IV: Qualitative Methods In Social Research

- 4.1 Nature and scope of Qualitative Research Methods; Methodological issues in qualitative research

- 4.2 Methods: Ethnography and Visual Ethnography, Archival Methods, Oral History, Interviews/ Case Studies, Content analysis , Life History, Genealogy
- 4.3 Grounded Theory, Triangulation and Mixed methods: Context and Scope
- 4.4 Etic and Emic Approach of social research
- 4.5 Analysis of Data and Research Report

Essential Readings

- Anol Bhattacharjee (2012) Social science research: principles, methods, and practiceS, University of South Florida,
- Beteille, Andre (2002) Sociology: Essays on Approach and Method, Oxford University Press, New Delhi.
- Bourdieu, Pierre (1992) Invitation to a Reflexive Sociology, University of Chicago Press (Selected Chapters)
- Bryman, Alan (1988) Quantity and Quality in Social Research, Unwin Hyman, London,
- Goode, W.E and P.K. Hatt (1952) Methods in Social Research, McGraw Hill, New York,.
- http://repository.out.ac.tz/504/1/Social_Science_Research-Principles_Methods_and_Practices.pdf.
- Krishnaswami, O.R. (1983) Methodology of Research in Social Sciences, Himalaya, Bombay.
- Merton, R.K (1972) Social Theory and Social Structure, Arvind Publishing House, Delhi, Chapters 4 & 5.
- Seltiz, C. (1959) Research Methods in Social Relations, Holt Rinehart and Winston, New York.
- Shah, S.K. and Corley K.G (2006) “Building Better Theory and Bridging the Quantitative-Qualitative Divide, Journal of Management studies (48:3), pp 1821-1835.
- Srinivas, M.N (1982) The Field and Field worker, Oxford University press, New Delhi.
- Srinivas, M.N and Panini, M.N (2002) Collected Essays, Oxford University Press, (two chapters on Sociology and social anthropology)
- Srivastava, V.K (2004), Methodology and Fieldwork, OUP, New Delhi.
- Tim May (2001) Social Research: Issues methods and process, Rawat, Jaipur.

M. A. I SEMESTER
DSC 4: INDIAN SOCIETY: CONTINUITY AND CHANGE
Course Code :B1SOC004T

Course Objectives:

This course will help the students to

1. To understand and to know the past, civilization, traditional society etc.
2. Various scholars speak on transformation of Indian Society to modern society.
3. Identified the trends in Indian Society.

Learning outcomes:

1. To help the students to know the past and present caste system, various problems among caste, sub-caste people.
2. This paper helps the students to evaluate the merits and demerits in society.
3. It also helps the students to study the various approaches, theories of Indian Society.

UNIT-I: Introduction:

- 1.1 Nature and Importance of the study of Indian Society
- 1.2 Traditional Hindu Social Organization.
- 1.3 Traditional Hindu society : Basic Tenets and Doctrines
- 1.4 Indian Society through the ages, factors in continuity and change in Indian society.
- 1.5 Geographical Features and Unity in Diversity: Bases and Challenges.

UNIT -II: Theoretical Perspectives for study of Indian Society:

- 2.1 Indological perspective (Radhakamal Mukherjee, G.S. Ghurye, Louis Dumont)
- 2.2 Structural – functionalism perspective (M.N. Srinivas, S.C. Dube, McKim Marriot)
- 2.3 Marxism perspective – (D.P. Mukherjee, A.R. Desai, Ram Krishna Mukherjee)
- 2.4 Cultural perspective (Yogendra Singh) and Civilized perspective (N.K. Bose, Surajit Sinha)
- 2.5 Stratification perspective (Andre Beteille), Subaltern Perspective (B.R. Ambedkar, Ranjit Guha, David Hardiman).

UNIT -III: Sociology for in India :

- 3.1 Contextualization
- 3.2 Indigenization
- 3.3 Use of Native Categories in the analysis of Indian society.
- 3.4 Sociology for India : An issue for Indian sociology
- 3.5 Modernization and recent challenges in Indian society.

UNIT IV Contemporary Issues and Future Directions in Indian Society

- 4.1 Caste-Based Discrimination and Reservation Policies
- 4.2 Secularism vs. Religious Nationalism: The Politics of Identity
- 4.3 Educational Reforms and Their Social Impact
- 4.4 Migration, Internally Displaced Persons, and Refugees
- 4.5 The Changing Role of Technology in Social Life: Digital India, Cyber Society

Essential Readings:

- De Souza, P.R. (ed) (2000) Contemporary India Transitions, Sage, New Delhi.
- Dumont, Louis (1998), Homo Hierarchicus, OUP, London.
- Gould, Harold (1988) Caste Adaptation in Modernising Indian Society, Chankaya, New Delhi
- Kapadia, K.M. (1981), Marriage and Family in India, OUP, London.
- Mandelbaum, D.C. (1972) Society in India, Popular, Bombay.
- Prabhu, P.H (1963), Hindu Social Organization, Popular, Bombay.
- Singer, Milton & Cofer, Bernards, (1996), Structure and Change in Indian Society, Rawat, Jaipur
- Singh, Yogendra (1998) Modernization of Indian Tradition, Rawat, Jaipur
- Abhijit Kundu and Nupurnima Yadav (2021) Sociology of India, Sage Texts, New Delhi
- Yogesh Atal (2016) Indian Society: Structure and Change: Continuity and Change, Pearson India, New Delhi.
- Atal, Yogesh (2003) Indian Sociology: From Where to Where, Rawat, Jaipur
- Yogesh Atal (2021) Changing Indian Society, Rawat, Jaipur
- B K Nagla (2022) (Third Edition) Indian Sociological Thought, Rawat, Jaipur

M. A. I SEMESTER
DSC-5 MEDICAL SOCIOLOGY
Course Code :BISOC005T

Course Objectives:

This Course Will Help the Students to;

1. Understand the Concept of Health and Other Social Institutions.
2. Analyse the Relationship between Physician-Patients-Nurse in Health and Wellness of the People.
3. Find out issues relating to Community Health, Medicare and Health Care Services.

Learning Outcomes:

1. It enables the learners to understand the Concepts of Health, Cross Cultural Constructions of Body, Health and Illness Well-being and Quality of Life-Their Indicators, Community Health, Epidemiology and Social Epidemiology Well-being and Epidemiology.
2. Understand the meaning of Medical Sociology especially as it relates to Social Structure and Illustrate the Structures of Medical Organizations as well as their Processions and theoretical Approaches related to the Study of Sociology Health and Illness.
3. It helps to the learners to know the issues relating to Physicians and Nurse in changing Society.

UNIT – I: Introduction:

- 1.1 Historical Development of Medical Sociology
- 1.2 Scope and Importance of Medical Sociology
- 1.3 Sociology of Medicine and Sociology in Medicine
- 1.4 Concepts: Cross Cultural Constructions of Body, Health and Illness Well-being and Quality of Life, Epidemiology and Social Epidemiology. Reproductive Health, Organ Donation and Plantation.
- 1.5 Recent Trends in Diseases- HIV/AIDS and COVID-19,

UNIT – II : Approaches and Theoretical Perspectives of Health and Medicine:

- 2.1 Approaches to Socio-Cultural Dimensions of Health, Disease and Illness
- 2.2 Approaches to Health and Nutrition- In India-Singh, Gupta, Pandey and others
- 2.3 Structural – Functional Perspectives: The Sick Role and the Patient Role
- 2.4 Symbolic Interactional Perspectives: The Social Construction of Illness, the Social Construction of Treatment
- 2.5 The Social Conflict Perspectives: The Access Issues, The Profit Motive, Medicine as Politics, Labeling Approach

UNIT –III: The Physician-Patient Relationship and Health Issues:

- 3.1 The Professionalization and Socialization of the Physician
- 3.2 Doctor-Patient Relationship
- 3.3 Nursing as an Emerging Para Medical Profession
- 3.4 Inter-Personal Relationships in Hospitals and Medical Social Service in Hospitals
- 3.5 Health issues of Women, Children, Aged and Disabled and Health among the Marginalized Groups: Scheduled Castes (SCs) Scheduled Tribes (STs)

UNIT – IV: Health Care Services in India:

- 4.1 Preventive Health Care Services- Yoga, Sports, Food, Living Style and Sanitation

- 4.2 Utilization of Health Care Services- Primary Health Center, Community Health Center and Hospitals
- 4.3 The Role of Government and NGO's in Health Care Implementation and Utilization of Care Services
- 4.4 Health Care Disparities in Karnataka: North-South Divide
- 4.5 Programs and National Health Policy- A Critical Analysis.

Essential Readings :

- Albert, Gary. L., and R. Fitzpatrick, *Quality of Life in Health Care: Advance in Medical Sociology*, Mumbai, Jai Press, 1994.
- Albrecht, Gary L. *Advances in Medical Sociology*, Mumbai: Jai Press, 1944.
- Almeling, Rene. *Sex Cells: The Medical Market for Eggs and Sperm*. Berkeley: University of California Press, 2011.
- Arnold David, and Guha R (eds) *Nature, Culture and Imperialism*, New Delhi, OUP 1955.
- Arnold, D. *Colonizing the Body: State, Medicine and Epidemic in 19th century India*. Berkley: University of California Press, 1993.
- Anspach, Renee R. *Deciding Who Lives: Fateful Choices in the Intensive Care Nurse*. Berkeley: University of California Press, 1993.
- Basu S.C. *Hand Book of Preventive and Social Medicine 2nd Edition*, Current Books International, Calcutta, 1991.
- Bell, Susan. *DES Daughters: Embodied Knowledge and the Transformation of Women's Health Politics*. Philadelphia: Temple University Press, 2009.
- Bird, C.L. et al. (Eds.), *Handbook of Medical Sociology*. Nashville: Vanderbilt University Press, 2010.
- Bloom, Samuel W. *The Doctor and His Patient*, New York : Free Press, 1963.
- Bode, M. *Taking Traditional Knowledge to the Market: The Modern Image of the Ayurvedic and Unani Industry, 1980-2000*. Delhi: Orient Blackswan, 2008.
- Cockerham E.C. *Medical Sociology* Prentice Hall, New Jersey 1978.
- Coe Rodney M. *Sociology of Medicine*, New York: McGraw Hill, 1970.
- Coe, Rodney M. *Handbook of Medical Sociology*, New Jersey: Prentice Hall 2000
- Cifu, Adam S., and Vinayak K. Prasad. *Ending Medical Reversal: Improving Outcomes, Saving Lives*. Baltimore: Johns Hopkins University Press, 2015.
- Conrad, Peter et al. *Handbook of Medical Sociology*, New Jersey: Prentice Hall 2000.
- Chole Bird Peter Conrad and Alan Fremont, eds. *Hand Book of Medical Sociology*, New York: Prentice Hall, 2000.
- Deaton, Angus. *The Great Escape: Health, Wealth, and the Origins of Inequality*. Princeton: Princeton University Press, 2013.
- Dingwali, R. *Aspects of Illness*, Martin Robertson, London 1976.
- Foucault, M. *The Birth of the Clinic: Archaeology of Medical Perception*. New York: Vintage Books, 1975.
- Fassin, D. *When Bodies Remember: Experiences and Politics of AIDS in South Africa*. Berkeley: University of California Press, 2007.
- Fox, Renee C. *Essays in Medical Sociology: Journeys into the Field*. New York: Transaction Publishers, 1988.

- Gabe, J. and Monaghan, L.F. (Eds.). *Key Concepts in Medical Sociology*. London: Sage,2013.
- Giddens, Anthony, *The Consequences of Modernity*, Cambridge, Polity Press. 1990
- Good, B. *Medicine, Rationality, and Experience: An Anthropological Perspective*. Cambridge: Cambridge University Press,1994.
- Gordon, D. and Lock, M. (Eds.). *Biomedicine Examined*. Dordrecht: Kulwer Academic 65,1988.
- Kevin White, *An Introduction to the Sociology of Health and Illness*. London: Sage Publications 2002.
- Kishore J. *National Health Programs of India*. New Delhi: Century Publications Netteleton Sarah, 2006 and 2009.
- Kleinman, A. *Patients and Healers in the Context of Culture: An Exploration of the Borderland between Anthropology and Medicine*. Berkely: University of California Press,1981.
- Lindenbaum, S. and Lock, M. (Eds.). *Knowledge, Power, and Practice: The Anthropology of Medicine and Everyday Life*. Berkeley: University of California Press,1993.
- Scambler, G. (Ed.). *Contemporary Theorists for Medical Sociology*. London and New York: Routledge,2012.
- Schwatz, Howard, *Dominant Issues in Medical Sociology*. New York: Mc Graw Hill,1994.
- Scrambler, Graham and Paul Higgs, *Modernity, Medicine and Health: Medical Sociology Towards 2000*. London: Routledge,1998.
- Somashekharappa, C.A. *Sociology of Health and Wellness (in Kannada)*, Prasaranga, Karnatak University, Dharwad, 2013.
- Venkataratnam, R. *Medical Sociology in an Indian Setting*, Madras: Macmillan,1979.

Reports:

- Govt. of Karnataka: Health Development Reports, 1990 to 2005.
- National Family Health Services, I, II, III Vol. 1, 2, 3, 1992-93, 1998-99, 2002-03.
- *The Sociology of Health and Illness*. Cambridge Polity Press. Planning Commission, Government of India: Five Year Plans. Planning Commission.nic.in

M.A. I SEMESTER
DSC-6 : GENDER STUDIES
Course Code :BISOC006T

Course Objectives:

This Course Helps the Students to;

1. Understand the concept of Gender as a Social Construct and its implications on Society.
2. Encourages Responsiveness to the Diversed issues such as Gender Inequality, Gender Stratification, Gender Socialization, and Gender Justice and Gender Empowerment.
3. Discusses various Strands of Feminist thought and their relevance in different Cultural Settings.
4. Examine the Status and role of Women in India with focus on their Problems and Policy implications.

Learning Out Comes:

1. It enables the learners to understand the Development of Gender Studies in the Feminist Perspective of understanding the Concept of Gender.
2. It helps the learners in acquainting with the important Gender issues and their implications on Society.
3. It assists Students in Comprehending the Role and Contribution of Women in Society.
4. It helps the learners to appreciate the Significance of Gender Empowerment and Sensitization in Society.

UNIT – I: Introduction:

- 1.1 Emergence of Feminist thought: Women's Movements including Eco-Feminism
- 1.2 Significance of Sociology of Gender
- 1.3 Theories of Gender Relations- Liberalist, Radical Socialist; Post Modern Feminism, Black Feminism and Theory of Intersectionality.
- 1.4 Feminist Methodology
- 1.5 Perspective to the Study of Gender- Socio-Historical

UNIT – II: Concepts of Gender:

- 2.1 Indigenous Roots of Feminism and Sex and Gender
- 2.2 Social Construction of Gender- Gender and Biology Equality and Difference-Gender Roles.
- 2.3 Patriarchy and Gender: Gender Stratification in Historical Perspective
- 2.4 Gender Socialization and Discrimination
- 2.5 Gender Inequality and Gender Justice

UNIT – III: Changing Status of Women in India:

- 3.1 Status of Women through the Ages
- 3.2 Socio-Economic and Demographic Profile of Women
- 3.3 Contemporary Trends in Women Status
- 3.4 Problems of Women in Modern India
- 3.5 Status of Women in Karnataka- Empirical Evidences.

UNIT – IV: Women and Development in India'

- 4.1 Women – Education, Occupation. and Political Participation
- 4.2 Women and Health.
- 4.3 Women Empowerment –Indicators and Strategies for Empowerment and the Role of NGO 's
- 4.4 Policies and Programs for Women's Development
- 4.5 Impact of Development Policies- Liberalization and Globalization on Women Machinery for Women.

Essential Readings:

- Alfred De Souza (1980). Women in Contemporary India and South Asia, Manohar Publications, New Delhi.
- Amita Sahaya, Sumita Kaistha: Women work and Health the Women Press, New Delhi. 2010.
- Ann Oakley (1972).Sex Gender and Society, Hyper and Raw, New York,
- Anju Vyas (1993) Women's Studies in India: Information Sources, Services and Programmes. Sage Publications, New Delhi.
- Boserup E. (1979) Women's Role in Economic Development New York. St. Martins Press.
- Bakereal (1980) "Women today California: Cole Publishing
- Charlotte, G.O. (1980)- Women and men in society. Litton education publishing inc
- Connel, R.W. (1995) Masculinities Berkeley; University of California Press
- Desai, Nand Patel, V. (1985), India Women Bombay: Popular Parkas publishing.
- Folbre N C (19894) "Who Pays for Kids Gender and the Structures of Constraint, New Your Rutledge.
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- Gloria Bowles and Renate, D, Klein (Eds) (1983) Theories of Women's Studies Rout ledge and Kegan Paul : London and New York.
- Graham (1984) Women Health and Family, New York; Harvester Wheat Sheet
- Gupta etal, (1995) "Women's Health in India: Risk and Vulnerability New Delhi: Oxford Press.
- Hagedorn, Rokert (1990) Sociology, Holt Rinehart & Winston of Canada, PP-97-125.
- Horalambos and Holborn: Sociology, Themes and Perspectives othedn Collins. Books Private limited New Delhi 2013.
- Jasbir Jain: Indigeous Roots of Feminism (2011) Jasbir Jain, Sage Publication, New Delhi.
- Laksmi Pathi Raju I.M: Women Empowerment Challenges and Strategies. Regal Publications, New Delhi.
- Karuna Channa (ed) (1988) Socialization, Education and Women: Explorations in Gender Identity, Orient Long man, New Delhi.
- Kawtra P. S. (2003), "Women Empowerment: Some Issues" Indian Journal of Population. Education March PP.45- 68.
- Linda L. Kindsey (2011) Gender Roles, A Sociological Perspective: PHI learning private limited, New Delhi.
- Maccoby, E and Jacklin C. (1975) " The Psychology of Sex differences. Stanford: Stanford University Press.
- Maithreyi Krishna Raj (Ed) (1986)Women's Studies in India: Some Perspectives Popular Prakashan, Bombay.

M.A. II SEMESTER
DSC-7 : SOCIOLOGICAL PERSPECTIVES
Course Code :B2SOC001T

Course Objectives:

This course will help the students to:

1. To understand the development of Modern Sociological Theories.
2. Learn about the contributions of various perspectives to understand social realities.
3. To make students familiar with various perspectives in the light of previous course on classical sociology.
4. It gives theoretical explanations of conflict, subaltern, symbolic interactionism, phenomenology, ethno methodology.
5. It helps the students to theorize society from sociological angle.

Learning outcomes

1. After studying this course students will understand various perspectives and apply the same in order to understand social realities of present society.
2. It helps the learners examine the theoretical relevance and analytical utility of the various perspectives.
3. This facilitates the students to understand diverse theoretical perspectives while studying social structure and change.
4. To understand the relationship between individual and society, action and system, also how to apply sociology in day to day life.

UNIT I : Sociological Theorization

- 1.1 Elements of Theory
- 1.2 Theorization
- 1.3 What is perspective?
- 1.4 Micro and Macro perspectives
- 1.5 Key components of Sociological perspective : Social Interaction Social Contexts, Social Structure, Social Change and Diversity.

UNIT II: Conflict and Subaltern Perspective

- 2.1 Development of conflict school
- 2.2 Contributions of Karl Marx
- 2.3 Contributions of Ralf Dahrendrof and L.A. Coser
- 2.4 Contributions of C.W. Mills and Randall Collins
- 2.5 Subaltern Perspective : Antonio Gramsci

UNIT III: Symbolic Interactionism

- 3.1 Emergence of Symbolic Interactionism
- 3.2 Core principles of symbolic interactionism
- 3.3 Contributions of G. H. Mead
- 3.4 Contributions of C.H. Cooley
- 3.5 Contributions of Herbert Blumer and Peter J. Burke

UNIT IV: Ethnomethodology & Phenomenology

- 4.1 Emergence of ethnomethodology
- 4.2 Contributions of Harold Garfinkel.
- 4.3 Philosophical Phenomenology of Edmund Husserl
- 4.4 Sociological Phenomenology of Alfred Schutz
- 4.5 Social Construction of Reality: Berger and Luckmann

Essential Readings:

- Abraham, Francis & J.H. Morgan: Sociological Thought, Macmillan India Ltd, Delhi 1985.

- Anthony Giddens (1971) *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber*.
- Aron, Raymond, *Main Currents in Sociological Thought (Two Volumes)*, Doubleday, Garden City, 1970.
- Coser, Lewis: *Masters of Sociological Thought*, Harcourt & Brace, Chicago 1971.
- Gerth H. & C. Wright Mills: *From Max Weber: Essays in Sociology*, Oxford Univ. Press, New York. 1968.
- Merton. R.K. – *Social Theory and Social Structure*, Am rind Publishing, 1968.
- Ritzer George, *Classical Sociological Theory*, Migro Hill New York. 2000.
- Talcott Parsons *the Social System*, Am rind Publishing, New Delhi, 1972.
- Timasheff. N. & G. Theodorson: *Sociological Theory*, Random House, New York, 1976.
- Turner, Jonathan H, 2007. *The Structure of Sociological Theory (IV Edition)* Rawat Publication, Jaipur.

M. A. II SEMESTER
DSC-8 : SOCIOLOGY OF RURAL STUDIES
Course Code :B2SOC002T

Course Objectives:

This course will help the students to

1. To know about origin and development of Rural Sociology in USA and India.
2. To analyze the village social structure and changes in society
3. To pinpoint the various rural problems and development in rural India.

Learning outcomes

1. The subject is vast; it is difficult to solve the various problems among rural people.
2. Students they can take current, past issues, problems and adopt a micro level action oriented study.
3. It helps the students to start NGO in their respective field.

UNIT – I : Introduction:

- 1.1 Definitions, Scope and Importance of Rural Sociology
- 1.2 Origin and development of Rural Sociology : USA and India
- 1.3 Village studies in India, primitive, medieval and present village studies.
- 1.4 Rural sociology – its important elements – rural-urban difference (contrasts).
- 1.5 Approaches to the Study of Rural Communities

UNIT – II : Basic concepts in Rural Sociology

- 2.1 Features of Rural society- Rural community- Little community, Faction on group, folk culture, folk society, familism, caste in rural society, Jajmani system and Rural leadership.
- 2.2 Settlement Patterns typology of villages, Rural Stratification, Agricultural Ladder.
- 2.3 Origin and Development of village communities in India, Rural Hookah groups and rural Factions.
- 2.4 Rural Religion, Culture, Sanskaras, Aesthetic-culture
- 2.5 Rural family, Leadership, economy, politics.

UNIT – III : Rural Problems:

- 3.1 Poverty and Indebtedness
- 3.2 Unemployment, Housing and Ecology.
- 3.3 Illiteracy and Backwardness
- 3.4 Health and Sanitation
- 3.5 Forest Land use, Water and Fuel crisis.

UNIT – IV : Rural Development:

- 4.1 Rural Development before and after Independence
- 4.2 Rural Co-operative Societies
- 4.3 Panchayat Raj – An Era of empowerment
- 4.4 Green, White, Silver, Pink, Blue and Yellow Revolutions
- 4.5 Recent Rural Development Programmes: MGNREGA, PMAY-(G), PMGSY,DDU-GKY, NRLM etc.

Essential Readings:

- Sorokin, P. and Others (Eds.) Systematic Source Book in Rural Sociology, New York, Russell and Russell 1965.
- Smith. T. Lynn The Sociology of Rural Life, Harper and Brothers, New York. 1947.

- Sanderson, Dwight Sociology and Rural Social Organization New York, John Wiley, London, 1952.
- David Mandelbaum Society in India (Vol. 1 & 2) Bombay, Popular, 1972.
- A.R. Desai(Ed). Rural Sociology in India, Bombay, Popular, 1978.
- A.E. PUnit- Social Systems in Rural India Delhi, Sterling 1978.
- H.S. Maine – Village Communities in the East and West. New Delhi, B.R. Publishing Corporation, 1985.
- S.L. Doshi & P.C.Jain Rural Sociology, Jaipur, Rawat, 1999.
- Andre Beteille Caste, Class and Power, University of California Press, Berkeley, 1970
- Desai. A.R. Rural Sociology in India, Bombay, Popular, 1978
- Srinivas, M.N Caste in Modern India and Other Essays, Asia Publishing House, Bombay, 1962
- Singh, Yogendra Social Stratification and Change in India, Manohar, New Delhi, 1977.
- Sharma K.L. Social Stratification in India, Sage, New Delhi, 1997

M.A II SEMESTER
DSC-9 SOCIAL POLICY AND PLANNING
Course Code :B2SOC003T

Course Objectives:

1. Comprehensive Understanding of Social Policy and Planning, focusing on their Significance in Promoting Social Development.
2. Explore the Principles, Processes, and Models of Social Policy, along with its Historical Context in India.
3. It also examines the interrelationship between Social Policy and Planning, analyzing the Roles of various Institutions and Stakeholders in Policy Formulation and Implementation.
4. Investigating the Challenges and Successes of Social Planning in India.
5. Students will gain Insights into the Complexities of addressing Social Issues and Promoting Equity and Justice.

Learning Outcomes:

This Course Will Help the Students to:

1. Analyze the Process of Policy Formulation in India, including the influence of Research and Interest Groups.
2. Assess the Historical Evolution of Social Policy in India and its impact on various Sectors such as Education, Health, and Marginalized Communities.
3. Examine the linkage between Social Policy and Planning, highlighting the Role of different Political and Social Institutions.
4. Critically Evaluate the effectiveness of Planning Machinery and Programs in India, focusing on Objectives of Growth and Social Justice.
5. Locate Policy and Planning within the Context of Political, Economy and Welfarism.
6. Identify the ongoing Shifts and Changes in Policies and their Impact on Various Social Groups.

UNIT -I Introduction :

- 1.1 History of Social Policy and Planning
- 1.2 Social Policy and Planning- Nature, Objectives, Origin, Principles, Sources and Importance
- 1.3 Process of Policy Formulation and its Components- i) Procedure, ii) Constitutional Rights (NITI Ayog, Boards and Committees)
- 1.4 Linkages between Social Policy and Planning
- 1.5 Levels and Types of Planning- National, State, Regional and Block.

UNIT - II: Models and Approaches of Social Policy and Planning:

- 2.1 Approaches to Social Policy: Universal Approach, Integrated Approach, Sectoral Approach
- 2.2 Models of Social Policy: Residual Welfare Model, Unified Model, Integrated Model, Sectoral Model, Industrial Achievement Model Institutional Redistributive Model.
- 2.3 Distinction between Social Policy and Economic Policy
- 2.4 Social Policy and Development-Challenges
- 2.5 Corporate Social Responsibility

UNIT - III. Work and Social Policies in India:

- 3.1 Policies for Youth, Aged, Gender, Weaker Sections and Rural Development.

- 3.2 Food and Health for Security Policies and its Measures
- 3.3 Environmental Policies
- 3.4 Social Welfare Programmes
- 3.5 Social Policy and the Sociologist(M S Gore)

UNIT - IV. Civil Society and Governance for Social Policy (With Indian Context):

- 4.1 Constitutional Provisions
- 4.2 The Role of Civil Society and the Voluntary Sector
- 4.3 Policies on Education, Health , Women, Children, Housing, Youth, Aged, Differently Abled Population, Environment, Urban and Rural Development, Marginalized Groups and Poverty in India.
- 4.4 Monitoring and Evaluation- Basic evaluation designs, Aid Evaluation, Baseline Data, Role of Evaluators, Participatory Monitoring and Evaluation, Stakeholder Analysis and Beneficiary Assessment, Evaluation Frameworks and Indicators and Impacts
- 4.5 Social Policies and Planning in Karnataka

Essential Readings:

- Bottomore T.B: Sociology: A Guide to Problems and its Literature, New Delhi: Black & Sons (India Ltd.), 1972.
- Bulmer, M. et. al., (1989) The Goals of Social Policy. London: Unwin Hyman.
- Deacon, Bob (2007). Global Social Policy and Governance. London: Sage.
- Deacon, Bob, Isabel Ortiz and Sergei Zelenev (2007). Regional Social Policy. UN DESA.
- De Haan, Arjan (2006). Reclaiming Social Policy: Globalization, Social Exclusion and New Poverty Reduction Strategies. Processed. Ontario: University of Guelph.
- Dimitto.D.M. Social Welfare: Politics and Public Policy, New Jersey: Prentice Hall,1991.
- Ganapathy, R.S.and Others, Public Policy and Policy Analysis in India, Delhi:Sage Publication,1985.
- Gore M. S. Social Policy and the Sociologist, Sociological Bulletin, vol. 32, No.1(March 1983), pp 1-13, (1983).
- Hebsur. R.K.(Ed)Social Intervention for Justice, Bombay: TISS.
- Herbert J Gans, Sociology and Social Policy: Essays in Community Economy and society, Columbia University Press, New York, (2010).
- Huttman .E.D. Introduction to Social Policy. NewYork: McGraw Hill, 1981.
- Ian Culpitt: Social Policy and Risk, Sage Publication Ltd.: London, 1999 (Acc No. 4697), (Unit I).
- Jacob K.K., Social Policy in India, Hemanshu Publications: Udaipur, 1989 (Ace No.4285).
- Jean Dreze (2016) Ed. Social Policy, Orient Black Swan, London.
- Jenks.W. Social Policy in a Changing world, Geneva: ILO, 1876.
- John Baldock,Lavinia Mitton Nick Manning,Sarah Vickerstaff,Social Policy IV th Edition Oxford University Press,Inc., New York,(2012).
- Jones, K. et. al., (1983) Issues in social Policy, London: Routledge and Kegan Paul.
- Jones. K. et. Al. Issues in Social Policy. London: Routledge & Kopan Paul,1983.
- Ken Blakemore and Louise Warwick-Booth (2017) Social Policy-An Introduction, Rawath Publications, Jaipur.
- Khan. A. E. Social Policy and Social Services. New York: Random House, 1973.
- Kuldeep Mathur, Public Policy and Politics in India, Oxford University Press 12th Five Year Plan (Govt. of India) , 2013.
- Kulkarni P.D. Social Policy in India, New York: Mc Graw Hill Book Company, 1952

- Kulkarni, P. D. Social Policy in India, Bombay, Tata Institute of Social Sciences,(1975).
- Madison, B. Q .The Meaning of Social Policy, London: Croom Helm.24. Macpherson S., Social Policy in the Third World, London: Wheatspeat Brooks(1980).
- Martin J. George T. Social Policy in the welfare state. New Jersey. Prentice Hall. (1990) .
- Paul Spicker, Social Policy: Themes and Approaches, (2nd edition) Rawat Publications: Jaipur, (Indian reprint 2010).
- Spicker, Paul, Principles of Social welfare: An Introduction to Thinking about the Welfare State. London: Rutledge, 1998.
- Spicker, Paul. Social Policy – Theory and Practice. Policy Press: Bristol, (2014).
- Titmuss, Richard. What is Social Policy? Pantheon Books, New York, Retrieve, (1974). from: <http://rszarf.ips.uw.edu.pl/welfare-state/titmuss.pdf>.
- Yeates N. (ed.) Understanding Global social policy, Delhi Bookwell, (2010).

Reports:

Government of India, NITI Ayog Five Year Plan Documents (latest), New Delhi.

India-2019, Ministry of Information and Broadcasting, Publications Division GOI: New Delhi.

Ministry of Health and Family Welfare<http://mohua.gov.in/>;

Working Papers No. 38. New York: United Nations Department for Economic and Social Affairs

Websites:

https://www.india.gov.in/sites/upload_files/npi/files/coi_part_full.pdf

<https://mohfw.gov.in/sites/default/files/9147562941489753121.pdf>

https://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/XIIFYP_SocialSector.pdf

Backward Classes Welfare Department, Social Welfare Department, Directorate of Minorities, Government of Karnataka Websites.

M.A. II SEMESTER
DSC 10 : SOCIAL MOVEMENTS AND SOCIAL CHANGE
Course Code :B2SOC004T

Objectives

1. This course helps to understand the conceptual, ideological, theoretical and methodological issues involved in the study of social movements, as well as the historical and descriptive analyses of collective action.
2. The course seeks to introduce students various reform movements which have direct bearing on the course of social, political, cultural and economic changes in the society.
3. The course will also equip students to visualize the transition from traditional to contemporary social movements.
4. The course envisages that studying Dalit, Peasant and Tribal movements would ultimately foster an understanding of the dynamics of power, justice and human agency in transforming societies and cultures.

Learning Outcomes

1. At the end of the course, students should be able to distinguish the central principles of different perspectives in the sociology of social movements and relate them to specific historical and empirical contexts.
2. The students will learn the necessity of Social reform movements introduced by great humanitarian leaders in India.
3. Students should be able to distinguish a phenomenon as social movement from other cognate political phenomena.
4. Understand the dynamics and motivations of individuals and groups participating in social movements and identify reasons for success or failure of social movements

UNIT – I : Introduction:

- 1.1 Scope and Significance of Sociology of Social Movements
- 1.2 Genesis of Social Movements
- 1.3 Ideology and Social Movements
- 1.4 Types of Social Movements
- 1.5 Social Movement and Social Change

UNIT – II: Reform Movements:

- 2.1 Arya Samaj, Brahma Samaj, Prarthana Samaj
- 2.2 Basaveshwara: Lingayath Movement
- 2.3 Sri Narayan Guru Dharma Paripalanasabha(SNDP)
- 2.4 Ramakrishna Mission
- 2.5 Buddhist movement

UNIT – III: Dalit and Backward Classes Movements:

- 3.1 Emergence of Dalit Movement in India
- 3.2 Role of Phule and Ambedkar
- 3.3 Dalit Movement in Karnataka (DSS)
- 3.4 Backward Classes Movement in Karnataka
- 3.5 Tribal Movement (Santal)

UNIT – IV: Peasant and women Movements:

- 4.1 Characteristics and Trends
- 4.2 Peasant Movement in India
- 4.3 Peasant Movement in Karnataka
- 4.4 Women movement in India
- 4.5 New Social Movement.

Essential Readings:

- J.A.Banks : The Sociology of Social Movements, London, Mac Millan,1972
- W.R.Cameran : Modern Social Movements, New York Random House, 1966

- Rudolf : Social Movements New York, A.C.C. 1955
- M.S.A Rao (ed) : Social Movements and Social Transformation ,Delhi : Mac Millian, 1979
- M.S.A. Rao (ed) : Social Movements in India Delhi, Macmillan, 1979
- S.Chawdhary : Peasants and workers Movements in India.
- Sunanda Patwardhan : Social change among Harijans.
- S.C.Malik: Dissent, Protest and Reform in Indian civilization
- Hardgraue .R.C. : The Dravidian Movement.
- Shah, Ganshyam Social Movements & the State, New Delhi, Sage, 2002.
- Ishwaran, K; Society and Religion among Lingayaths

M. A. II SEMESTER
DSC 11 : TRIBAL SOCIETY
Course Code :B2SOC005T

Course Objectives:

This course will help the students to

1. To study the Tribal problems in Indian Society.
2. To help to know the ethnographic profiles of selected Indian Tribes.
3. To study the problems and prospects of Tribal's in India.

Learning outcomes

1. It enables the students to understand the origin and development of various tribes in India.
2. To helps to students about Tribal family, Economy, education, Religion and Welfare.
3. It helps to students to acquire the knowledge how to solve etc various, problems of Tribes in Indian Society.
4. It also helps the students how Tribal people are separated from non Tribals.

UNIT I: Introduction:

- 1.1 Meaning, Nature, scope and significance of Sociology of Tribes
- 1.2 Origin and development of tribal Sociology
- 1.3 Tribes through the ages.
- 1.4 Perspective on Tribal in India : Approaches to tribal problems.
- 1.5 Birds in trees : Youth dormitory

UNIT II: Tribes in India: their classification:

- 2.1 Geographical distribution
- 2.2 Linguistic composition
- 2.3 Racial diversities
- 2.4 Economic differences
- 2.5 Cultural Organization of tribes in India

UNIT III: Ethnographic Profiles of Selected Indian Tribes:

- 3.1 The Todas (Pastoralists)
- 3.2 The Bedas (Hunter-ruling)
- 3.3 The Khasi (Matrilineal & Matriarchal)
- 3.4 The Siddis of Karnataka (Forest)
- 3.5 The Koragas of Karnataka (Primitive)

UNIT IV: Tribal Economy, Education, Religion and Welfare measures:

- 4.1 Tribal economy
- 4.2 Tribal education
- 4.3 Tribal religion
- 4.4 Constitutional provisions.
- 4.5 Tribal Development: policies, programs and social change in India

Essential Readings:

- Nadeem Hasnain, 2011, Tribal India, Palaka Prakashana, New Delhi.
- Ghurye G.S., 1963. The Scheduled Tribes, Popular Prakashan, Bombay.
- Kuppaswamy (2010) Social Change in India, Konark publishers Pvt. Ltd, New Delhi.
- Smelser N.J (Ed.) 1970, Sociology, Wiley Eastern, New Delhi.
- Srinivas M.N (1952), Religion and Society among Coorgs, Oxford University Press and 1962, Caste in Modern India, Asia Publishing House, Bombay.

- Majumdar R.C, The History and Culture of the Indian people, Bharatiya, Vidya Bhavan, Vol. III 1962.
- Pant, S.C. Indian labour problems, Chaitanya Allahabad 1965.
- Damble, Y.B, Communication of modern ideas and knowledge in Indian villages, Cambridge 1955.
- Natarajan, S. History of press in India, Asia, 1962
- Ahuja R (2001) Society in India, Rawal Publication, New Delhi.
- Vidyathri. L.P and B.K. Rai (1985), The Tribal Culture of India, concept publishing company, New Delhi.
- Bose, N.K. (1941), Hindu mode of Tribal absorption, Science and Culture vol. VII
- Forde, G.D. (1979) (original 1934) Habitant, Economy, and Society, London, Methnen & co. Ltd.
- Toynbee A. J. (1947), A study of History (Abridgement of vol. I-VI) New York, Oxford University, Press.
- Enthoven, Tribes and Castes of Mysore

M.A. II SEMESTER
OEC 1: EVERYDAY SOCIOLOGY (OPEN ELECTIVE)
Course Code :B2SOC206OT

Course Objectives:

The objectives of this course are to:

1. Understand the need for Sociology in everyday life
2. Grasp Fundamental Sociological Concepts
3. Analyze Social Processes
4. Understand Social Groups and Dynamics
5. Explore Social Change

After studying this course students will

1. Understand key sociological terms, concepts, and perspectives.
2. Recognize the relevance of sociology in everyday life and across other disciplines.
3. Develop basic research skills by exploring social questions through a sociological lens.
4. Analyze social interactions, institutions, and groups using sociological tools.
5. Engage with contemporary social issues and debates from a sociological perspective.

UNIT I: Introduction to Sociology

- 1.1 Emergence of Sociology
- 1.2 The Sociological Perspective
- 1.3 Development of Sociological Thought:
- 1.4 Sociological Methods
- 1.5 Sociology in Everyday Life

UNIT II: Basic Concepts in Sociology

- 2.1 Society and Community
- 2.2 Culture and Socialization
- 2.3 Social Values and Norms
- 2.4 Associations and Institutions
- 2.5 Social Structure and Function

UNIT III: Social Processes and Social Stratification

- 3.1 Understanding Social Processes
- 3.2 Major Social Processes: cooperation, competition, conflict, accommodation, and assimilation.
- 3.3 Social Stratification: Meaning and Definition
- 3.4 Forms of Social Stratification
- 3.5 Race, Ethnicity and Social Exclusion

UNIT IV: Social Groups and Group Dynamics

- 4.1 Definition and Importance of Groups:
- 4.2 Types of Social Groups: Primary, secondary, in-groups, out-groups,
- 4.3 Social Control: Meaning and Importance
- 4.4 Social Change: Factors of Social Change
- 4.5 Modernization and Globalization

Essential Readings

- Giddens, Antony, 6th ed. Sociology, 2006, Politi Press, Malden.2009
- MacIver, R.M and C.H.Page, Society - Introduction to Sociology, Macmilan, New Delhi
- Samuel Koenig : Sociology: An Introduction to Science of Society, Barnes & Nobel Books, London. 1957

- Davis Kingsley, Human Society, Macmilan, New Delhi.
- Berger, Peter L. An Invitation to Sociology, Allen and Unwin, London.1978
- Inkles, Alex. What is Sociology, Prentice Hall India, New Delhi. 2002.
- Jayaram, N, 1990, Introductory Sociology, Macmilan, New Delhi.

M.A III SEMESTER
DSC 12 ADVANCED SOCIOLOGICAL THEORIES

Course Code :B3SOC001T

Course Objectives:

This course will help the students to:

1. Learn about various new perspectives in Sociology.
2. To understand Sociology from a critical stand point on the basis of the learning of theories from previous semester.
3. Know the Contemporary Sociological theories.

Learning outcomes

1. It acquaint the students various contemporary Sociological theories.
2. It helps the students to understand sociology from exchange theoretical perspective and apply the same to modern contemporary issues of society.
3. It provides sociological insights.
4. It facilitates students to understand empirical investigations constructed by the contemporary sociological thetorticians.

UNIT I: Critical School/ Frankfurt School :

- 1.1 Emergence of Frankfurt school
- 1.2 Main Principles of critical school
- 1.3 Max Horkheimer
- 1.4 Theodor Adorno
- 1.5 Jurgen Habermass

UNIT II : Neo-Functionalism And Neo-Marxism:

- 2.1 Difference between functionalism & Neo functionalism
- 2.2 Jeffrey Alexander
- 2.3 Althusser-Structuralism
- 2.4 Difference between Althusser & Neo Marxism
- 2.5 Gramsci- Ideological Hegemony

UNIT III: Exchange & Rational Choice Theories:

- 3.1 Emergence of Exchange Theories- Frazer, Malinowski,
- 3.2 Levi-Strauss, Marcel Mauss.
- 3.3 George C. Homan's Behaviourlist approach.
- 3.4 Peter Blau's dialectical Theory of Exchange.
- 3.5 Georg Simmel's Exchange Principles.

UNIT IV: Dramaturgical Theories:

- 4.1 Erving Goffman on "The Interaction Order"
- 4.2 The Presentation of Self
- 4.3 Focused and unfocused interaction.
- 4.4 Frames and Fabrications.
- 4.5 Emotional labour of Arlie Hochschild

Essential Readings:

- Alexander, Jeffrey C: Neofunctionalism and After, Malden, MA Basiel Blackwell, 1998.
- Berger L & Thomas Lukmann. The Social Construction of Reality, Doubleday, Garden City 1966.
- Charles Lemert, Social Theory: The Multicultural and Classical Readings, Rawat, Jaipur, 2004
- Dipankar Gupta, My Favourite Levi-Strauss 'A Hero of Our time' Susan Sontag, Cambridge University press. 1964-1971
- Eliot Gregory, 'Althusser: A Critical Reader', Blackwell Publications, London, 1994.
- E.C. Cuff et al, *Perspectives in Sociology*, Routledge, London, 2009.
- Giddens, Anthony and Jonathan H. Turner (eds.): *Social theory today*. Stanford: Stanford University Press, 1987.
- Haralambos and Holborn, *Sociology* (7th edition), Collins, London, 2007.
- Habermas, Jurgen: *The philosophical discourses of modernity: Twelve lectures*. Mass.: MIT Press, 1987.
- Habermas, Jurgen: *The theory of communicative action, Vol.2: Life world and system: A critique of functionalist reason*, Boston: Beacon Press, 1987
- Jonathan H. Turner- Contemporary Sociological theory, SAGE publications 2013.
- Layder, Derek: *Understanding social theory*. London: Sage, 1994.
- Linda Nicholson, Steven Seidman, *Social Postmodernism: Beyond Identify Politics* 1995.
- Mouzelis Nicos, 'Sociological Theory what went wrong' Routledge Publicatons, London, 1995.
- Martindale, Don, *The Nature and Types of Sociological Theory*, Routledge & Kegan Paul, London 1960.
- Ritzer, George *Modern Sociological Theories*, Rawat publication, Jaipur, 2005.
- Sharan, Raka *A Handbook of Sociology*, Anmol Publication, New Delhi. 1997
- Swingwood . A.: *A Short History of Sociological Thought*, Mac Millan, Hong Kong, 1984.
- Sorokin.P *Contemporary Sociological Theories*. Kalyani Publisher, New Delhi, 1978.
- Steven Seidman and Jeffrey C. Alexander, *The New Social Theory Reader*, Routledge, New York. 2010.
- Turner, Jonathan .H: *The Structure of Sociological Theory*, Rawat Publications Fourth ed, Jaipur, 1987,
- Wells, Alan (ed.) *Contemporary Sociological Theories*. Goodyear Publishing Co, California.

M.A. III SEMESTER
DSC-13 APPLIED STATISTICS
Course Code :B3SOC002T

Course Objectives:

This course will help the students to

1. To know the meaning, definition about statistics, central and tendency, Q.D M.D, Range etc.
2. To explain and understand the various Tools and Test like T, F, Z “ANOVA”.
3. To study the scope and importance of the social statistics.

Learning outcomes

1. It helps the students how to make the graphs and diagrammatic in study.
2. Measures of central tendency, dispersion helps the students, to draw the good conclusion in dissertation, thesis work etc.
3. Various tests in social statistics helps the students, researcher to understand the real problems, scales, and draw backs in the field work.

UNIT – I: Introduction:

- 1.1 Social Statistics: Scope and Importance, Collection of Data- Types and Sources of Statistical Data.
- 1.2 Classification, Tabulation of data, Diagrammatic and Graphical representation of data.
- 1.3 Measures of Central Tendency.
- 1.4 Measures of dispersion.
- 1.5 Skwness, movements and Kurtosis.

UNIT – II: Correlation and Regression:

- 2.1 Theory of Correlation and Regression; Types of Correlation and methods.
- 2.2 Types of Regression lines, Properties of Correlation Co-efficient.
- 2.3 Regression Co-efficient
- 2.4 Index numbers
- 2.5 Time series analysis.

UNIT – III: Large Sample Test:

- 3.1 Sampling of Attributes
- 3.2 Chi-square test
- 3.3 Tests of significance bases on t, F and Z distributions.
- 3.4 Analysis of variance (ANOVA)
- 3.5 Theory of Probability

UNIT – IV: Multiple Regression analysis : Foundation :

- 4.1 Analysis of variation.
- 4.2 Multiple regression, analysis of variations and other multivariate methods.
- 4.3 Factors analysis
- 4.4 Basics of Computer
- 4.5 Computer Languages and SPSS package

Essential Readings:

- S.P. Gupta (1985) Statistical Methods, S. Chand & Sons, New Delhi.
- S.C. Gupta (1990) Fundamentals of Statistics, Himalaya Publishing, Mumbai.
- Y.P. Agarwal (1995) Statistical Methods: Concepts, Applications and Computation, Sterling Publishers, New Delhi.
- R. Mark Sirkin(1995): Statistics for the Social Sciences, Sage, London.
- K.K. Sharma (1998) A to Z Elementary Statistics, Krishna Prakashan, Meerut.
- Peter Norton (2000) Introduction to Computers, Tata McGraw Hill, New Delhi
- V. Rajaraman: Fundamentals of Computers, Prentice-Hall, New Delhi.
- Ram Ahuja : (2000) Research Methods, Jaipur, Rawat.
- John Galtung, 1980: Theory and Methods of Social Research, Social Statistics, New Delhi. S. Chand.

M.A. III SEMESTER
DSE 14 : SOCIOLOGY OF KARNATAKA
Course Code :B3SOC003T

Course Objectives:

1. To enhance students' sociological understanding of the local and regional context of Karnataka.
2. To familiarize students with the changing social, political, and developmental trends in Karnataka, with a focus on caste dynamics.
3. To explore the cultural diversity and unique traditions of Karnataka, including its regional variations.
4. To critically examine the impact of modernization, urbanization, and globalization on Karnataka's social structure.

Learning Outcomes:

By the end of this course, students will be able to:

1. Understand the historical and cultural context of Karnataka, with an emphasis on regional variations.
2. Analyze social disparities in Karnataka based on caste, religion, language, and tribal groups.
3. Examine the history of caste-based and backward class movements in Karnataka and their influence on contemporary society.
4. Assess the effects of urbanization and globalization on Karnataka's social and cultural landscape.

UNIT I: Introduction:

- 1.1 Emergence and formation of Statehood
- 1.2 Special features of Karnataka
- 1.3 Socio-economic, Demographic characteristics of Karnataka.
- 1.4 Sources of data- Census, NSS, survey, Reports etc.
- 1.5 North Karnataka and its special features

UNIT – II: Social Organization:

- 2.1 Religious Groups in Karnataka
- 2.2 Scheduled Castes and Scheduled Tribes in Karnataka
- 2.3 Other Backward Castes(OBCs) of Karnataka
- 2.4 Art, Culture and Literature of Karnataka
- 2.5 Social and Religious Movements in Karnataka

UNIT – III: Development Scenario of Karnataka:

- 3.1 Development Prior and After Independence
- 3.2 Human Development indicators of Karnataka
- 3.3 Regional imbalance in development (education, gender, employment, health)
- 3.4 HK Region: Issues and Challenges
- 3.5 Caste and Politics in Karnataka and Recent Reservation Issues in Karnataka

UNIT – IV: Development of Sociology in Karnataka and Sociologists of Karnataka

- 4.1 Origin and Development of Sociology in Karnataka
- 4.2 M.N. Srinivas
- 4.3 C. Parvathamma
- 4.4 K. Ishwaran
- 4.5 Major Sociological studies on Karnataka

Essential Readings:

- Government of Karnataka. 2006. *Karnataka Human Development Report 2005*, Planning and Statistics Department, Bangalore.
- Jai Prabhakar S C, *Socio-Cultural Dimensions of Development in North Karnataka*, CMDR Monograph Series No. – 63. Karnataka Human Development Reports.
- Malini Adiga. 2006. *The Making of Southern Karnataka: Society, Polity and Culture in the early medieval period, AD 400–1030*, Orient Longman, Chennai.
- Narasimhacharya, R. 1988. *History of Kannada Literature*, 1988, Asian Educational Services, New Delhi.
- Nilakanta Sastri, K.A. 1955. *A History of South India, From Prehistoric times to fall of Vijayanagar*, OUP, New Delhi.
- Panchamukhi P R. 2001. *North-South Divide: Karnataka's Development Scenario*, CMDR Monograph, Series No.21, pp.1-10, Centre for Multi-Disciplinary Development (CMDR), Dharwad, Karnataka.
- Srikanta Sastri, S. 1940. *Sources of Karnataka History*, Vol I (1940) - University of Mysore Historical Series, University of Mysore, Mysore.
- Suryanath U. Kamat. 2001. *Concise history of Karnataka*. MCC, B
- Seminal works of Dr. M.N. Srinivas, Dr. C. Parvathamma and Dr. K. Ishwaran
- IIPS, National Family Helath Survery- 1,2,3,4, IIPS, Mumbai.
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- ರಹಮತ್ ತರೀಕೆರೆ (2021) ಕರ್ನಾಟಕದ ಸೂಫಿಗಳು, ಅಭಿನವ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು
- ಮುಜಾಫರ್ ಅಸ್ನಾದಿ (2021) ಅಲ್ಪಸಂಖ್ಯಾತರು ಮತ್ತು ಜಾತಿ ವ್ಯವಸ್ಥೆ, ಬಹುರೂಪಿ, ಬೆಂಗಳೂರು.
- Govt. of Karnataka: Reports of Backward classes/ committees, GOK, Bangalore.
- Pais, Richard (ed.) 2016; *Society and Culture in Karnataka*, MSA, Mangaluru
- Niloshree Bhattacharya (2017) *Networks, Solidarities And Emerging Alternatives: Farmers' Movement In Karnataka*, Economic and Political Weekly, [Vol. 52, No. 25/26 \(JUNE 24, 2017\)](#), pp. 48-55 (8 pages)
- B R Parineeta(2022) *Karnataka Society, Economy and Culture*, (Kindle version only) Amazon Asia-Pacific Holdings Private Limited.
- B. Sheik Ali (2012) *Cultural History Of Karnataka*, Mysore Book House, Mysore
- V. K. Sridhar(2019) *Social Movements in Karnataka:: A Study of Kudremukh Region in the Western Ghats*, Aakar Books, Bangalore
- Halu Suhasini(2012) *Human Rights and Dalit Movement in Karnataka*, Lambert Academic Publishing, Bangalore.

M.A. III SEMESTER
DSC 15: SOCIOLOGY OF SUBALTERN GROUPS
Course Code :B3SOC004T

Course Objectives:

1. To introduce students to the subaltern perspective and its significance in understanding marginalization in India.
2. To explore the ideological and historical foundations of subaltern studies through the contributions of key thinkers like Phule, Ambedkar, and Spivak.
3. To examine various subaltern groups in India, including Scheduled Castes, Scheduled Tribes, women, and other marginalized communities.
4. To analyze constitutional provisions, governmental policies, and the role of NGOs and recent legislations aimed at addressing marginalization and promoting affirmative action.

Course Outcomes:

By the end of this course, students will be able to:

1. Understand the subaltern perspective and its importance in addressing social inequality and marginalization.
2. Critically engage with the views of prominent thinkers on marginalization and apply these perspectives to contemporary Indian society.
3. Identify and analyze the challenges faced by different subaltern groups in India, focusing on caste, gender, religion, and other dimensions of marginalization.
4. Evaluate the effectiveness of constitutional provisions, policies, and programs in promoting social justice and equality for marginalized groups.

UNIT – I: Introduction to Subaltern Studies :

- 1.1 Meaning and Process of Subaltern Perspective
- 1.2 Scope and Importance of Studying Subaltern Perspective in India.
- 1.3 Marginalization: Meaning, Definition and Types of Marginalization
- 1.4 Marginalization and its Socio-Economic Indices: Poverty, Relative deprivation, Exploitation, Discrimination, Backwardness, and Inequality.
- 1.5 Caste System; Untouchability, Historical and Social Roots

UNIT – II: Perspectives on Subaltern Perspective:

- 2.1 Role of Ideology in Marginalization
- 2.2 Views of Phule, Periyar, Ambedkar, Lohiya
- 2.3 Contribution of Ramachandra Guha
- 2.4 Gayatri Chakravorty Spivak
- 2.5 Dipesh Chakravarty

UNIT – III: Subaltern Groups in India:

- 3.1 Schedule Castes and Scheduled Tribes
- 3.2 Neo Buddhists , Christians and Muslims
- 3.3 Women, aged and differently abled
- 3.4 Caste Based Minorities: Scheduled Castes and Scheduled Tribes
- 3.5 Other Marginalized Groups: LGBTQ, Tibetan, Rohingyas)

UNIT – IV: Marginalization and Affirmative Actions:

- 4.1 Constitutional Provisions
- 4.2 Governmental Policies and Programmes
- 4.3 Role of N.G.Os.
- 4.4 Recent Legislations
- 4.5 Role of DSS

Essential Readings:

- Ambedkar, B.R. :Who Were the Shudras, Thacker and Co.Ltd., Bombay, 1946.

- Ambedkar, B.R. :The Untouchables : Who are They and Why They Became Untouchables, Amrit Book, New Delhi. 1948
- Khan , Mumtaz Ali :Scheduled Caste and Their Status in India, New Delhi, Uppal Publishing House, 1980.
- Praksh Nirupama, Scheduled Castes and Socio-Economic Changes, Allahabad: Chugh Publications, 1989.
- Kananakel Joshi Scheduled Caste and the Struggle against Inequality, New Delhi, Indian Social Institute, 1963
- Kamble. M.D. Deprived Caste and Their Struggle for Equality New Delhi, Ashish Publishing House.
- Vasant Moon: Dr. Babasaheb Ambedkar, Writings and Speeches Vol. 1-14, Government of Maharashtra Publication.
- Patnaik, N Tribes and Their Development, Hyderabad, Hyderabad Institute of Community Development, 1972.
- Ghurye, G.S. Caste, Race and Occupation in India, New Delhi, 1969
- Elwin, Verier, A New Deal for Tribal India, 1963.
- Ranjeet Guha: Subaltern's Studies 2 Vol.s, Oxford, OUP

M.A III SEMESTER

DSE 1 (a): SCIENCE, TECHNOLOGY AND SOCIETY

Course Code :B3SOC103 (a)T

Course Objectives

- Understand the Emergence and Scope of Sociology of Science and Technology:
- Analyze the Relationship Between Science, Technology, and Society:
- Examine Science and Technology in the Indian Context:
- Explore the Social Impacts of Technology:
- Critically Assess the Role of Technology in Social Change:

Learning outcomes

By the end of the course, students will be able to:

- Identifies Technology as a form of knowledge
- Explains sociological perspectives towards Science & Technology Studies
- Examines the relationship between science, technology and society
- Critically evaluate the various impact of technology

UNIT I: Technology as Form of Knowledge

- 1.1 The Emergence, Scope and Importance of Sociology of Science and Technology
- 1.2 Science as a Social System, Norms of Science
- 1.3 Power relations in knowledge production - Science-non science dichotomy, Science and technology duality, State of indigenous knowledge
- 1.4 Scientism in social sciences – Perceptions on research in social sciences – thrust on Objectivity, Quantitative techniques and consequent reductionism
- 1.5 Perspectives on technology and society: Technological Determinism, Social Constructionism, Post humanism

UNIT II: Science and Technology as a Concern of Sociology

- 2.1 Science and Goals of Science
- 2.2 Pure and applied Science.
- 2.3 Concepts and ideas on Social impacts of Technology -Technocracy, Technological Determinism, Y Generation, Disneyfication, Fordism and Post-Fordism
- 2.4 Views on contemporary societies - Daniel Bell-Post Industrial Society,
- 2.5 Theoretical views on technological interventions in social life: Bruno Latour - Actor-Network Theory (ANT),

UNIT III: Science and Technological Interventions and Indian Society

- 3.1 Science education in India
- 3.2 The problems of Science education in India
- 3.3 Role of Universities in Development of Science and Technology
- 3.4 Technological interventions in re-defining space and time - Industrialisation and urbanization, migration.
- 3.5 E-Governance and Surveillance Society, State Policy, Digital Divide and Inclusion, Cyber Crime

UNIT IV: Technology and its Impact on Indian Society :

- 4.1 Changing notions of Time and Space, Flows and Boundaries, Virtual Community

- 4.2 Technology and Emerging Political Processes
- 4.3 Technology and Changing Family Relations
- 4.4 Technology and Changing Health Systems
- 4.5 Women and Technology

Essential Readings:

- Wiebe Bijker, T. P. Hughes, and Trevor Pinch (eds.) 1987, *Social Construction of Technology*, pp.17- 50.
- Knorr-Cetina. K. *The Manufacture of Knowledge: An Essay on the Constructivist and Contextual Nature of Science*, Oxford: Pergamon Press 1981.
- Wiebe E. Bijker et.al. 2012. *The Social Construction of Technological Systems*. Cambridge: The MIT Press.
- Uberoi, J. P. S. 2002. *The European Modernity: Science, Truth and Method*. Delhi: Oxford, University Press.
- Hall, S., D. Held and T. McGrew. Ed. 1992. *Modernity and its Futures*. Cambridge: Polity Press/Open University.
- Gyan Prakash. 1999. *Another Reason: Science and the Imagination of Modern India*. Princeton: Princeton University Press.
- Latour, Bruno. 1987. *Science in Action*. Cambridge: Harvard University Press.
- McGinn, R.1991. *Science, Technology and Society*, Prentice Hall, Englewood Cliffs, N.J.
- Singh, Rajendra. 2001. *Social Movements, Old and New: A Postmodernist Critique*. New Delhi: Sage.
- AUberoi, J. P. S. 2002. *The European Modernity: Science, Truth and Method*. Delhi:
- Kamala Chaubey ed. 1974 *Science policy and national development* New Delhi: Macmillan.
- Peter Robb (Nov-1981) *British Rule and Indian Improvement: The Economic History Review*, New Series, Vol.34, No.4- PP. 507-523
- Tim Dyson et.al. (eds.), 2004, *Twenty-first Century India: Population, Economy, Human Development, and the Environment*, New Delhi: Oxford.
- Binay Kumar Pattanaik(2010)*Sociology of Science and Technology in India*, (Vol.VI) Sage, New Delhi.
- Robert K Merton(2017) *The Sociology of Science*, Rawat (Adhyayan Books), New Delhi.

Objectives:**This course will help the students to**

1. Understand the fundamental concepts of Urban Sociology and ecological theories of urban growth.
2. Examines the importance of urban institutions and their impact on society.
3. Discusses problems of urban society in order to enhance policy implications with special reference to India.

Learning Out comes:

1. It enables the learners to understand the origin and development of Urban Sociology as well as to comprehend the ecological theories of urban growth.
2. It helps the learners in acquainting with the urban processes and the importance of urban institutions.
3. It assists the students in comprehending the urban problems and their consequences on society.
4. It helps the learners to appreciate the significance of urban welfare and planning for development.

UNIT – I: Introduction:

- 1.1 Scope and importance of study of Urban Life
- 1.2 Concepts: Urban, Urbanization, Urbanism as a way of life.
- 1.3 Classification of Urban Categories
- 1.4 Urban Growth in Ancient, Medieval and Modern times
- 1.5 Pre-Industrial City.

UNIT – II: Functional Theories of Urban Growth:

- 2.1 Urban ecology & Ecological Processes.
- 2.2 Concentric Zone Theory, Sector Theory,
- 2.3 Multinuclei Theory.
- 2.4 Land Use Pattern.
- 2.5 Factors of Urbanization

UNIT – III: Urban Social Institutions and Urbanization in India:

- 3.1 Urban Family
- 3.2 Urban Religion
- 3.3 Urban Government.
- 3.4 Urban Education
- 3.5 Emerging Trends in Urbanization

UNIT – IV: Urban Industrial Life and Modernization:

- 4.1 Industrialization
- 4.2 Urban Development
- 4.3 City Industrial Urban-Base, its growth and special features
- 4.4 Modernization, role of Government and NGOs
- 4.5 Urban Social Organizations: Continuity and Change, Urban Neighbourhoods

Essential Readings:

- Bergel E. E. Urban Sociology, McGraw Hill, New York 1965.
- Geddes, P – Cities in Civilization, William Noregate, London, 1959.
- Hatt & Reiss (ed) Cities and Society, Glencoe Ill, 1961.
- Mumford, Lewis. The City in History, Secker & Warburg. 1961.
- J. John Palen – Urban World. McGraw Hill, New York, 1975.
- The American Journal of Sociology 1955. Vol. LX, March 1955, No.5, Pp. 427-520.

- Guttman and Popenoe (ed) The City, Metropolis and Neighbourhood.
- Bharadwaj R.K., (1974) Urban Development in India, National Publishing House,Gold
- Bose Ashish (1978) Studies in India Urbanization 1901-1971, Tata McGraw Hill
- Caste lis M., (1977) The Urban Question,Edwaed Arnold, London.
- Desai A R, and Pillai S.D, (ed) (1970) Slums and Urbanization, Popular Prakashan,Bombay
- Fawa F. Sylvia (1968) New Urbanism in World Perspectives- A Reader, T.Y.Cowell,New York
- Harry, (1982) Sociology of Urban Life, Prentice Hall, Englewood Cliff
- Jayapalan N, (2003) Urbanization in India in Contribution to Indian Sociology Sage Publications
- Quinn J.A., (1955) Urban Sociology, S. Chand and Co, New Delhi
- Rao M.S.A., (ed) (1955) Urban Sociology in India, Manohar, Delhi
- Satish Saberwal (ed) (1976) The Mobile Men: Limits to Social.

M.A III SEMESTER
DSE 1 (c) POLITICAL SOCIOLOGY
Course Code :B3SOC103(c)T

Objectives:

This course will help the students to

1. Understand the scope, importance of Politics and their administration in Nation and society.
2. To analyse and helps to understand the power in political system.
3. To know the election process and problems in Local-State-National level.

Learning outcomes

1. To helps the students to know how politics and administration process in day today life.
2. It enable students how to socialize the various agencies to build up good governance.
3. It helps to known, social, political, religious aspects of political leaders in our nation.
5. It also helps to know how Indian states are functioning.

UNIT – I: Introduction:

- 1.1 Origin and Growth of the study of Political Science.
- 1.2 Scope and Importance of Political Sociology.
- 1.3 Political Science Vs Political Sociology.
- 1.4 Methodology of Political Science, Evaluation of Methodology and various Method and approaches.
- 1.5 State and its nature.

UNIT – II: Location of Power in the Political System:

- 2.1 People and Sovereignty (Hobbes, and Rousseau)
- 2.2 Ruling class (Marx & Mosca).
- 2.3 Elite Oligarchy
- 2.4 Power Elite (C.W. Mills)
- 2.5 Decline of Social Contract theory.

UNIT – III: Governmental Machinery :

- 3.1 Comparative study of Political Implications and its limitations.
- 3.2 Classification of Government.
- 3.3 Monarchy and Aristocracy
- 3.4 Democracy and its Rivals
- 3.5 Dictatorship.

UNIT – IV: Political Socialization and Election, voting behaviour in India:

- 4.1 Political Socialization and its agencies.
- 4.2 Political Communication and its Pattern
- 4.3 The electoral process in India
- 4.4 Municipal Corporations and Municipalitie
- 4.5 Panchayat Raj Institutions

Essential Readings:

- Ashraf Ali & Sharma C.N. (1983) Political Sociology –A New Grammar of Politics, University Press, Madras.
- Bendix, Reinard(1968) State and Society, Little Brown, Boston.
- Dipankar Gupta (1996) Political Sociology in India :Contemporary Trends, Orient Longman, Hyderabad.
- Dahl, Robert (1983) Modern Political Analysis, Prentice Hall, New Delhi.
- Dowse, Robert and Hughes, John A(1972) Political Sociology, John Wiley, London.
- Eisenstdt. S.N. (1989) Political Sociology – A Reader (2 Vols).Rawat, Jaipur.
- Hyman. H.H.(1972) Political Socialization : A Study in the Psychology of Political Behaviour, Glencoe, Free Press.

Kothari Rajani (1982) Politics in India Orient Long man, New Delhi.
Lipset. S.M. (1960) Political Man, Feffer and Simons, New York.
Mukhopadhyay. A.K.(1977) Political Sociology – An Introduction, Bagchi, Calcutta.
Oram. A.M. (1970) Introduction to Political Sociology, Prentice Hall, Englewood Cliffs N. J.
Desai. A.R. (1980) Social Background to Indian Nationalism, Popular, Bombay

M.A III SEMESTER
OEC 2: SOCIETY IN INDIA (OPEN ELECTIVE)
Course Code :B3SOC206OT

Course Objectives:

1. To introduce students to the basic concepts of sociology and their relevance in understanding Indian society.
2. To explore the historical and philosophical foundations of Indian social thought, focusing on traditions like Vedic, Buddhist, Bhakti, and Sufi.
3. To examine key social institutions in India, including family, caste, religion, and education, and their roles in shaping social structure.
4. To analyze the dynamics of social stratification, social change, and movements in India.
5. To critically engage with contemporary issues in Indian society, such as poverty, inequality, environmental challenges, and policy interventions.

Learning Outcomes:

By the end of this course, open elective students will be able to:

1. Comprehend the foundational sociological concepts and apply them to understand the complexities of Indian society.
2. Recognize the historical and cultural diversity of Indian society, including the contributions of major religious and philosophical traditions.
3. Understand the structure and functioning of key social institutions in India and their role in shaping social relations.
4. Analyze processes of social stratification and social change, focusing on issues of class, caste, gender, and movements for social justice.
5. Critically evaluate contemporary challenges facing Indian society, such as poverty, inequality, public health, and environmental sustainability, while considering policy interventions.

UNIT I: Foundations of Indian Society

- 1.1 Understanding Sociology and Its Basic Concepts
- 1.2 Indian Social Thought: Influences of Vedic, Buddhist, Bhakti, and Sufi traditions
- 1.3 Salient Features of Contemporary Indian Society
- 1.4 Unity and Diversity in India: Religious, Linguistic, ethnic, and cultural diversity
- 1.5 Contemporary Challenges of Indian Society

UNIT II: Social Institutions in India

- 2.1 Family and Marriage: Joint family vs nuclear family, changing patterns of family.
- 2.2 Caste System: Origin, characteristics, and contemporary relevance.
- 2.3 Tribe and Rural Societies: Social structure of tribal and rural communities.
- 2.4 Religion and Society: Major religions in India and their role in society.
- 2.5 Education and Social Mobility: The role of education in achieving social mobility.

UNIT III: Social Stratification and Change

- 3.1 Class and Caste in India: Economic and social stratification.
- 3.2 Gender and Society: Gender roles, patriarchy, and the status of women.
- 3.3 Social Movements in India: Dalit, feminist, and tribal movements.
- 3.4 Processes of Social Change: Modernization, urbanization, and westernization.
- 3.5 Globalization and Indian Society: Impact of globalization on Indian culture and economy.

UNIT IV: Contemporary Issues in Indian Society

- 4.1 Poverty and Inequality: Economic disparities, unemployment, and marginalization.
- 4.2 Challenges to National Integration: Casteism, communalism, regionalism, and ethnic conflict.
- 4.3 Health and Well-being: Public health challenges and access to healthcare.
- 4.4 Environmental Issues: Environmental degradation, sustainability, and climate change.
- 4.5 Development and Policy Interventions: Government schemes and policies aimed at social welfare (e.g., MGNREGA, reservations).

Essential Readings :

- Andre Beiteile (1965) Caste, Class and Power, 3rd Edition, Popular, Mumbai
- Bose N.K. (1967) Problems of National Integration. Indian Institute of Advanced Study, Shimla.
- David C Mandelbaum, (1972) Society in India, Popular Prakashan, Bombay
- Leela Dube (1997) Kinship System in India, United Nation University Press
- Rao M.S.A.(2000) Social Movements in India (Vol I & II) 3rd Edition, Manohar Publishers and Distributors
- Prabhu P.N. (1991) Hindu Social Organisation, Popular Prakashan, Mumbai.
- Singer & Cohen, (2007) Structure and Change in Indian Society, Transaction Publishers. New Delhi.
- Srinivas M.N. (1962) Caste in Modern India, Asia Publishing House, Bombay
- Srinivas M.N.(1980) Social Structure, Transaction Publishers, New Delhi.
- Yogendra Singh (2011) Modernization of Indian Tradition, Rawat Publications.
- Ram Ahuja (2020) Society in India, Rawat, Jaipur
- Ram Ahuja (1999) Indian Social System, Rawat, Jaipur.
- B K Nagla(2012) Indian Sociological Thought, Rawat, Jaipur.

M.A IV SEMESTER
DSC 16: POST MODERN SOCIAL THEORIES
Course Code :B4SOC001T

Course Objectives:

1. Understand the Emergence of Postmodern Social Theories:
2. Examine Key Thinkers and Theories Bridging Modernity and Postmodernity:
3. Critically Engage with Contemporary Theories of Modernity:
4. Explore Poststructuralism and Its Impact on Sociology:
5. Analyze the Impact of Global Capitalism and Cultural Shifts:

Learning Outcomes:

By the end of the course, students will be able to:

1. Explain the significance of postmodern social theories.
2. Critically evaluate contemporary theorists' contributions:
3. Apply post-structuralist ideas in sociological analysis
4. Understand the implications of globalization and global theories:
5. Engage with contemporary social debates

UNIT I Introduction :

- 1.1. Meaning and Causes for the emergence of Post-modern Social Theories
- 1.2. Distinction between modern and Post-modern theories
- 1.3. Classical Theorists on Modernity
- 1.4. The Development of Postmodern Social Theory
- 1.5. Sociological Theory in the Post Modern Era

UNIT - II Bridging Gaps In Theorizing The Social :

- 2.1 Pierre Boudieu's Theory of Practice
- 2.2 Ulrich Beck: Risk Society
- 2.3 Jurgen Habermas: Modernity as an 'Unfinished Project'
- 2.4 Jean Baudrillard: Simulacra and Simulation: Hyperreality, media, and the collapse of the real.
- 2.5 Jean-François Lyotard: The Post-modern condition: The Death of grand narratives.

UNIT - III Contemporary Theories Of Modernity

- 3.1 Anthony Giddens: Juggernaut of modernity
- 3.2 George Ritzer: McDonaldization; Americanization,
- 3.3 Zygmunt Bauman: Modernity and the Holocaust, Liquid Modernism,
- 3.4 Manuel Castells: Informationalism and The Network society
- 3.5 The Cultural logic of Late Capitalism: Jameson

UNIT- IV Post Structuralism And Post Modernism

- 4.1 Sociology of Post structuralism and post modernism
- 4.2 Linguistics and Anthropological Structuralism: Levi-Strauss
- 4.3 Jacques Derrida: Deconstruction and Grammatology
- 4.4 Michael Foucault : knowledge and power relationship
- 4.5 Edward Said: Orientalism

Essential Readings :

- Bourdieu, Pierre: Outline of a theory of practice. London: Cambridge University Press, 1977.
- Charles Lemert (2004) Social Theory: The Multicultural and Classical Readings, Rawat, Japur.
- David Harvey (1989) The Condition of Post-modernity, Blackwell, London.
- E.C. Cuff et al (2009) Perspectives in Sociology, Routledge, London
- George Ritzer (2019) Post Modern Social Theory, Rawat, Jaipur.(Indian Edition)
- George Ritzer Modern Sociological Theory. Rawat, Jaipur (Indian Edition)
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M.A. IV SEMESTER
DSC-17 THEORIES OF SOCIOLOGY OF DEVELOPMENT
Course Code :B4SOC002T

Course Objectives:

This Course Will Help the Students to;

1. Understand the Sociological Dimensions of Development.
2. Analyze Changing Conceptions of Development and its Indices.
3. Find out the recent Trends and Patterns of Development in Theoretical Framework.
4. A review of the debates on development allows for a better understanding of contemporary issues in the field.

Learning Outcomes:

1. It enables the learners to understand the Concepts related to Social Structure and Development Process.
2. It helps the learners in Studying the relationship between Social and Economic Aspects.
3. It also familiarizes the Students to know various Approaches and Methods for Study on the Process of Development.
4. Know the various Models of Development for adopted in the Community Development.
5. It assists the Students enhancing their interests in Research on Developmental Studies.

UNIT – I : Introduction:

- 1.1 Historical Development of Economic Sociology
- 1.2 Scope and Importance of Sociology of Development
- 1.3 Perspectives for the Study of Development-Liberal and Marxist
- 1.4 Development Approaches and Methods –Participatory Rural Appraisal (PRA), Rapid Rural Appraisal (RRA), Public Private Partnership Management (PPPM), Social Capital Assessment Tool (SCAT)
- 1.5 Transforming Communities- Maps and Models

UNIT – II : Conceptual Perspectives on Development:

- 2.1 Sociological Dimensions of Development and its Components
- 2.2 Changing Conceptions of Development- Economic Growth, Human Development, Social Development, Sustainable Development, Post –Developmentalism
- 2.3 Development as Discourse- A. Escobar, W. Sachs
- 2.4 Education, Culture, Youth, Agriculture, Ecology, Technology, Liberalization, Globalization and Development
- 2.5 Development and Social Justice (Caste-Tribe)

UNIT - III: Theories of Development:

- 3.1 Structural Functional Theory
- 3.2 Socio-Psychological Theory -D. MacLlelland
- 3.3 Stages of Growth Model -W.W. Rostow
- 3.4 Vicious Circle Model
- 3.5 Alternatives in Development: E. F. Schumacher – Small is Beautiful; Amartya Sen – Development as Freedom; Mahatma Gandhi – Hind Swaraj.

UNIT – IV: Theories of Under Development:

- 4.1 Dependency Theory
- 4.2 Unequal Development -Samir Amin
- 4.3 The World System and Multinational Corporations –Waller Stein and Development of under Development -A.G.Frank
- 4.4 Trends in Development Theory -J.N. Pieterse
- 4.5 Development Disparities and its Policies -With Special Reference to India,

Essential Readings:

- Alavi, H. and Shanin, T. (1982). *Introduction to the Sociology of Developing Societies*. Macmillan.
- Alexander K.C. and Kumaran,K.P. (1992) *Culture and Development* , New Delhi, Sage.
- Apffel- Marglin. F.Kumar, S. and Mishra, A. (Eds.). (2010). *Interrogating Development- Insights from the Margins*. Oxford University Press.
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- Smelser, Neil. J. (1988) *The Sociology of Economic life*, New Delhi, Prentice Hall.
- Webster, Andrew (1988) *Introduction to the Sociology and Development*, New Delhi, Macmillan.
- Zimmerman, Carle C. and Richard E. Duwords (eds) (1976) *Sociology of Underdevelopment*, Jaipur, Rawat.

M.A. IV SEMESTER
DSC 18 : SOCIAL GERONTOLOGY
Course Code :B4SOC003T

Course Objectives:

1. To introduce students to the emergence of the sociology of ageing as a sub-discipline and the factors influencing ageing.
2. To provide an understanding of global and Indian ageing trends, with a focus on the feminization of ageing and care giving arrangements.
3. To explore the socio-economic, health, and psychological challenges faced by the elderly, including elder abuse, ageism, and diseases like dementia.
4. To examine the adjustment processes in later life, including issues related to retirement, disability, and national policies supporting older adults.

Learning Outcomes:

By the end of this course, students will be able to:

1. Analyze the concept of ageing from various perspectives (biological, psychological, social, and functional) and understand factors that contribute to the ageing process.
2. Evaluate the global and Indian ageing scenarios, with attention to gendered experiences and caregiving challenges.
3. Identify and critically assess the socio-economic and health-related problems faced by the elderly, and apply relevant theories to understand these challenges.
4. Demonstrate knowledge of policies and support systems for the elderly, including the role of caregivers and the National Policy on Older People.

UNIT - I: Emergence of Sociology of Ageing

- 1.1 As a Sub discipline of Demography
- 1.2 Factors of Ageing
- 1.3 Different concepts of ageing- chronological Biological, functional, social and Psychological.
- 1.4 U 3 A and Active ageing.
- 1.5 Time Bank of Elderly.

UNIT - II : Ageing Scenario

- 2.1 Trends and patterns of Ageing –Global
- 2.2 Indian Scenario of Ageing
- 2.3 Feminization of ageing & Widowhood
- 2.4 Living Arrangements
- 2.5 Challenges of Care givers

UNIT - III : Problems & Challenges

- 3.1 Elder Abuse
- 3.2 Socio-economic health and nutritional issues of Aged
- 3.3 Dementia and Aleziemer diseases
- 3.4 Gerentophobia and Ageism
- 3.5 Theories on Ageing.

UNIT - IV : Adjustment in Later life

- 4.1 Ageing and Retirement
- 4.2 Ageing, Disability and dependency
- 4.3 ADL, IADL and HALE (Health Active Live Expectancy)
- 4.4 Old Age Homes & Daycare centers
- 4.5 National Policy on Older people

Essential Readings :

- Bali, Arun, (2001): Care of the Elderly in India Changing Configurations, Indian Institute of Advanced Study, Shimla.
- Bond J, Coleman and Peace. S., (ED.), 1996, *Ageing in society*, Sage Publications, New Delhi.
- Bond, Jhon., Peace, Sheila., et al (eds.) (2007), *Ageing in Society: European Perspectives on Gerontology*, Sage Publication, London.
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- Chan, A (1997): 'An Overview of the Living Arrangements and Social support Exchanges of Older Singaporeans', *Asia Pacific Population Journal*, Vol 12, No 4.
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- Dreze, J (1990): 'Widows in Rural India', *The Development Economic Research Programme Paper No 26*, London School of Economics.
- Harris, Diana K. (2020), *The Sociology of Ageing*, Rawat Publication. ISBN: 978 - 8131611234.
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- Irudaya, Rajan, S, U S Mishra and P S Sarma (1995b): 'An Agenda for National Policies on Aging in India', *Research and Development Journal, Journal of Helpage India*, Volume 1, No 2, pp 38-53.
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- Sharma, M L and T M Dak (1987): *Aging in India: Challenge for the Society*, Ajanta Publications, New Delhi, India.
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- Jayashree, S. (2017). “Elder Abuse” in Vidyawarta International Multilingual Research Journal. Jan-March 2017. No.17 Vol.01 Page no.40-49. ISSN23199318
- Jayashree, S. (2023). Elder Abuse: A Sociological Study, Towards A Better India – Social Research in Action, Suvvi Publication, Shikaripur, Shivamogga, ISBN: 978-81-958711-0-0, PP. 33-40, 2023
- Jayashree, S. (2023). Elder Abuse: New Emerging Issue, Juni Khyat Journal, Vol-13, Issue 04, No. 01 April 2023, ISSN:2278-4632, PP 157-163.

M.A IV SEMESTER
DSC 19 HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT
Course Code :B4SOC004T

Course Objectives:

1. To provide a foundational understanding of the evolution, structure, and functions of Human Resource Management (HRM) and its sociological dimensions.
2. To explore key HR concepts such as group dynamics, leadership, communication, and manpower planning, with a focus on recruitment, selection, and placement processes.
3. To introduce students to performance appraisal systems, job satisfaction, and compensation management within HRM frameworks.
4. To develop essential career and professional skills like teamwork, digital literacy, and self-motivation for effective HR management.
5. To prepare students for real-world HR challenges by equipping them with practical career planning tools, including resume writing, interview techniques, and participation in mock interviews.

Learning Outcomes:

By the end of the course, students will be able to:

1. Understand the core principles, functions and sociological determinants of Human Resource Development and Management.
2. Develop skills in manpower planning, team management, and employee development techniques.
3. Apply recruitment, selection, and performance appraisal strategies in organizational contexts.
4. Analyze factors affecting job satisfaction, employee compensation, and grievance redressal systems.
5. Acquire essential career and professional skills such as resume writing, interview techniques, and digital literacy.

UNIT I : Introduction of Human Resource Development:

- 1.1 Scope and Significance of Study of HRD
- 1.2 Origin and Development of HRD.
- 1.3 HRD Practices and Informal society and formal organization.
- 1.4 The need for HRD and HRD mechanism
- 1.5 Designing HRD system.

UNIT II : Managing Human Resource:

- 2.1 Definition of Human Resource Management.
- 2.2 Social determinants of Human resource management, Society and Human Resource Management.
- 2.3 Structure and Function - Systems view of HRM, The lighter side of HR: Parkinson's Law, Peter Principle, Dilbert Principle, Importance of Human Resources in organizations, Role of HR manager
- 2.4 Group Dynamics - Definition, Methods of Group Analysis - Group Behaviour model, Variables that affect Group Behaviour, Group Decision Making Process, Group Cohesiveness
- 2.5 Leadership, Supervision and Communication – Definition, Leadership styles, Leadership Theories, Effective Supervisory Practices, Communication Models, Barriers for effective communications, Communication Network

UNIT III : Manpower Planning

- 3.1 Manpower Planning Techniques, Short-term and Long-term Planning
- 3.2 Manpower Quality Management Techniques, Team building and Team management
- 3.3 Management Development: Mentoring, Coaching, Job rotation.

- 3.4 Professional development, Upward feedback, Executive education, Supervisory training
- 3.5 Managing diversity for human resource development.

UNIT IV : Recruitment, Selection and Placement

- 4.1 Recruitment - Meaning, Relevance, Factors, Recruitment process Job Analysis Description, Job Specification
- 4.2 Selection: Meaning, Selection procedure, Tests and interviews, Group discussion; Barriers to effective selection
- 4.3 Placement and Induction, Attracting and Retaining top talent, In - service training
- 4.4 Career Planning – Objectives, Process, Total Quality Management
- 4.5 Globalization, technology and human resource development issues.

Essential Readings :

- Ashwatthapa, K. 2005. Human Resource and Personnel Management, Text and cases, The Mc Graw Hill Companies. New Delhi
- Bateman Snell, Management: Competing in the new era, McGraw-Hill Irwin, 2002.
- Bhattacharyya, Management Accounting, Pearson, 2010
- Chandan J.S., Management Concepts and Strategies, Vikas Publishing House, 2002.
- Davis, Keith. (1983) Human Behaviour at Work. Tata McGraw Hill, New Delhi.
- Gareth R. Jones, Organizational Theory, Design & Change, Pearson Education.
- Ghanekar A. 2000. Human Resource Management Managing Personnel the HRD Way, Everest Publishing House. Mumbai
- Hellriegel, Jackson and Slocum, Management: A Competency - Based Approach, South Western, 9th edition, 2002
- Khan, Jain, Management Accounting: Text, Problems and Cases Tata McGraw Hill
- Kuppappally, Accounting for Managers, Prentice Hall of India, 2009.
- Maheswari, Maheswari Accounting for Management Vikas Publishing 2009
- Koontz, Essentials of Management, Tata McGraw-Hill, 5th Edition, 2001.
- Lane, H. (Edn.). 2005. The Blackwell handbook of Global Management: A guide to managing complexity, Blackwell Publishing. United Kingdom
- Mamoria C, Gankar, S.V. 2007, Personnel Management, Himalaya Publishing House, Mumbai.
- March, J. G. (ed.) (1965) Handbook of Organizations. Chicago Rand McNally.
- Pandikumar, Management Accounting-Theory and Practice, Excel Books 2009
- Richard L. Daft, Understanding the theory & Design of Organizations, Cengage Learning
- Stephen P. Robbins and David A. Decenzo, Fundamentals of Management, Pearson Education, Third Edition, 2001.
- Barun K. Mitra, "Personality Development & Soft Skills", Oxford Publishers, Third impression, 2017.
- Ghosh, Shantikumar. 2004. Universal Values. Kolkata: The Ramakrishna Mission

M.A IV SEMESTER
DSE 2 (a) : ARTIFICIAL INTELLIGENCE AND SOCIETY
Course Code :B4SOC104 (a)T

Course Objectives:

1. To provide foundational knowledge about AI, its history, key technologies, and its societal perception.
2. To explore the ethical, legal, and social implications of AI, including concerns about fairness, bias, and transparency.
3. To analyze the impact of AI across various social institutions like healthcare, education, work, and governance.
4. To examine the potential future of AI in India, addressing issues like inequality, national security, and workforce transformation.

Learning Outcomes:

After learning this course students will

1. Gain a comprehensive understanding of AI, its evolution, and current applications in society.
2. Be able to critically assess ethical dilemmas related to AI, including bias, privacy, and accountability.
3. Evaluate the role of AI in reshaping industries, institutions, and work, particularly in the Indian context.
4. Understand emerging trends in AI and its potential to address or exacerbate social issues like inequality and labor market challenges.

UNIT I: Foundations of Artificial Intelligence

- 1.1. Introduction to AI: Definitions, scope, and types of AI (Narrow AI, General AI, Super-intelligence).
- 1.2 History and Evolution of AI: Key milestones, AI winters, breakthroughs in machine learning, and neural networks.
- 1.3 AI in Popular Culture and Society: Perception of AI in media, movies, and literature, and its role in shaping societal attitudes.
- 1.4 Key AI Technologies Machine learning, deep learning, neural networks, natural language processing, and computer vision.
- 1.5 Social and Cultural Impacts of AI: How AI is reshaping social norms, culture, communication, and interpersonal relationships.

UNIT II: Ethical, Legal, and Social Implications of AI

- 2.1 AI Ethics and Moral Responsibility:** Fundamental ethical principles (fairness, transparency, accountability) and their application in AI.
- 2.2 Algorithmic Bias and Fairness:** Understanding biases in AI systems, and real-world consequences (e.g., racial, gender bias in algorithms).
- 2.3 AI and Privacy Concerns:** Issues surrounding data collection, surveillance capitalism, and the protection of personal data.
- 2.4 Legal Frameworks for AI:** Overview of laws and policies governing AI (e.g., GDPR, data protection, AI ethics guidelines).
- 2.5 AI Accountability and Transparency:** The "black box" problem, challenges of making AI decisions transparent and accountable.

UNIT III: AI in Social Institutions and Industries

- 3.1 AI in Healthcare:** AI's role in diagnostics, personalized medicine, healthcare robots, and ethical dilemmas in healthcare decisions.

- 3.2 AI in Education:** Personalized learning, AI-driven tools for teachers and students, and the digital divide.
- 3.3 AI and the Future of Work:** Automation, job displacement, new job opportunities, and the future of labor markets.
- 3.4 AI in Governance and Smart Cities:** Use of AI in urban planning, public services, policy-making, and governance (e.g., smart cities, AI in law enforcement).
- 3.5 AI and the Environment:** AI's potential in solving environmental challenges (e.g., climate change, sustainable development).

UNIT IV: The Future of AI and India Society

- 4.1 AI and Social Inequality in India: Potential for AI to exacerbate or reduce inequality (access to technology, digital divide, AI in poverty reduction).
- 4.2 AI in National Security and Warfare: Autonomous weapons, AI in military strategies, and the ethical implications of AI in warfare.
- 4.3 AI and the Future of Work in India: Automation and the changing nature of jobs and Reskilling and upskilling the Indian workforce for the AI era.
- 4.4 India's AI landscape: NITI Aayog's AI strategy and National AI Policies, AI safety, and regulation challenges in India
- 4.5 The Future of AI: Trends and Technologies: General AI, AI-human collaboration, AI and creativity, and emerging AI applications.

Essential Readings

UNIT I: Foundations of Artificial Intelligence

- 1. **Russell, Stuart, and Peter Norvig (2010)***Artificial Intelligence: A Modern Approach* (3rd edition). Pearson Education, Upper Saddle River, NJ..
- 2. **Goodfellow, Ian, Yoshua Bengio, and Aaron Courville(2016)** *Deep Learning*. MIT Press, Cambridge, MA.
- 3. **Kaplan, Andreas, and Michael Haenlein(2020)***Artificial Intelligence in Popular Culture and Society*. Elsevier.

UNIT II: Ethical, Legal, and Social Implications of AI

- 1. **Boddington, Paula.(2017)***Towards a Code of Ethics for Artificial Intelligence*. Springer, 2017, Cham, Switzerland.
- 2. **O'Neil, Cathy.(2016)** *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*. Crown Publishing Group, New York, NY.
- 3. **Eubanks, Virginia.(2018)** *Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor*. St. Martin's Press, New York, NY.

UNIT III: AI in Social Institutions and Industries

- 1. **Topol, Eric. (2019)** *Deep Medicine: How Artificial Intelligence Can Make Healthcare Human Again*. Basic Books, New York, NY.
- Luckin, Rose.(2018)** *Machine Learning and Human Intelligence: The Future of Education for the 21st Century*. UCL IOE Press, London, UK.
- 2. **Ford, Martin.(2015)** *Rise of the Robots: Technology and the Threat of a Jobless Future*. Basic Books, New York, NY.
- 3. **Kitchin, Rob(2014)***The Data Revolution: Big Data, Open Data, Data Infrastructures and Their Consequences*. Sage Publications, London, UK.

UNIT IV: The Future of AI and Indian Society

- 1. **NITI Aayog.***National Strategy for Artificial Intelligence: #AIforAll*. NITI Aayog, Government of India, 2018.
- 2. **Sengupta, Ranjit, and Amitabh Sinha.***Artificial Intelligence and National Security: Implications and Challenges for India*. ORF Occasional Paper, 2021.

3. **Davenport, Thomas H., and Rajeev Ronanki** (2018)*AI Advantage: How to Put the Artificial Intelligence Revolution to Work*.MIT Press.
4. **Christo El Morr** (2022)*AI and Society: Tensions and Opportunities*, Taylor and Francis, London.
5. Sumit Tripathi, Joanna Rosak-Szyrocka (Eds.) 2024 *Impact of Artificial Intelligence on Society*, Chapman and Hall, London. Leslie D'Monte
6. Jayanth N Kolla(2023), *AI Rising: India's Artificial Intelligence Growth Story*, Jaico Publishing House, New Delhi.

M.A. IV SEMESTER
DSE-2 (b): URBAN DYNAMICS AND CHALLENGES
Course Code :B4SOC104 (b)T

Course Objectives:

- Understand Urbanization Trends and Dynamics.
- Analyze Social, Economic, Environmental and Political Challenges in Urban areas.
- Evaluate Urban Planning and Policy Strategies.
- Develop the Sustainable Urban Development Solutions.

Course Outcomes:

- This Course is an explore the Complexities of Urbanization, examining the Social, Economic, Environmental and Political Dynamics shaping the Cities.
- Students will analyze Challenges facing urban areas and Develop Solutions for Sustainable Urban Development.

UNIT -I INTRODUCTION

- 1.1 Historical Context of Urban Dynamics
- 1.2 Concept of Urbanization
- 1.3 Urbanization Trends and Projections and its factors
- 1.4 Urban Demographics and Diversities
- 1.5 Approaches and Perspectives for the Study of Urban Dynamics and Challenges

UNIT -II: SOCIO-ECONOMIC DYNAMICS OF URBAN SOCIETY:

- 2.1 Social Inequality and Segregation
- 2.2 Community Engagement and Participation
- 2.3 Urban Economics and Globalization
- 2.4 Economic Development Strategies
- 2.5 Urban Inequality

UNIT -III: POLITICAL AND ENVIRONMENTAL DYNAMICS IN URBAN SOCIETY

- 3.1 Urban Governance and Policy making
- 3.2 Urban Planning and Zoning Regulations
- 3.3 Smart City Initiatives
- 3.4 Sustainable Urban Planning and Design
- 3.5 Green Infrastructure and Climate Change

UNIT -IV : CHALLENGES OF URBAN AREAS IN INDIA

- 4.1 Slums and Gentrification
- 4.2 Problems of Women Safety and Cyber Crime and High tech Robbery
- 4.3 Urban Environmental Problems- Water, Air and Waste
- 4.4 Density of Urban Population in India
- 4.5 Urban Development Programmes

Essential Readings :

- Bhargava Gopal. 1981. Urban Problems and Policy Perspective. New Delhi: Abhinava Publication.
- Desai, A. R. and Devadas S. 1970. Slums and Urbanization. Bombay: Popular Prakashan.
- Douglass Farr, 2008, Sustainable Urbanism, Mc-Hill, New Graw-Hill, New York.
- Jane Jacobs, 1961, The Death and Life of Great American Cities, Random House , New York Cities.
- Little, K. 1975. Urbanization as a Social Process. London: Routledge and Kegan Paul.

- Hunter, Davis. 1968. The Slums-Challenge and Response. New York: The Free Press.
- Maheshwari, S. R. 1984. Local Government in India. Agra: Educational Publications.
- Ricion, Michael. 2001. Model of Urban Land use Structure in Cities of Development World.
- Saberwall, Satish. 1978. Process and Institution in Urban India. New Delhi: Vikas Publication House Pvt. Ltd.
- Stefan Siedentop, 2008, The Urban Future, Verlagshaus Braun, Berlin.

M.A III SEMESTER
DSE 2 (c) SOCIOLOGY OF COUNSELLING
Course Code :B4SOC104 (c)T

Course Objectives:

1. This course aims to introduce students to the principles, processes, and techniques of counseling, exploring its meaning, goals, and relevance in various aspects of social life.
2. It highlights the distinction between guidance and counseling while emphasizing the role of both formal and informal groups as agents of counseling.
3. The course covers different types of counseling, such as crisis, preventive, and developmental, and examines counseling techniques like observation, listening, and questioning.
4. Additionally, students will explore specific areas of counseling, including family, educational, and de-addiction counseling, while examining modern trends such as problem-solving through voluntary agencies, transactional analysis, and rational emotional therapy.

Course Outcomes:

By the end of the course, students will be able to:

- 1 Understand the fundamental concepts of counseling and differentiate between guidance and counseling.
- 2 Identify the goals of counseling and its significance in social and personal life.
- 3 Gain knowledge about different types of counseling and their applications in various contexts.
- 4 Learn the counseling process and techniques, including the counselor-counselee relationship and effective communication.
- 5 Explore modern trends in counseling, including problem-solving approaches, transactional analysis, and rational emotional therapy.

UNIT I - Introduction

- 1.1 Counseling: Meaning and Definition, Guidance: Meaning and purpose, Difference between guidance and counseling, Society and Counseling
- 1.2 Goals of Counseling-immediate and long-term, Relevance of counseling in Social life.
- 1.3 Agents of Guidance and Counseling: Informal and Formal Groups
- 1.4 Types of counseling: Crisis counseling, Facilitative counseling, preventive counseling,
- 1.5 Development counseling and Group Counseling

UNIT II - Process And Techniques Of Counseling

- 2.1 Counseling process, Preparation for Counseling, Proceeding of Counseling, Follow up
- 2.2 Variables affecting Counseling process, Counselor-counselee relationship
- 2.3 Techniques of Counseling: observation, listening, responding, non-verbal Behavior , communication, questioning, silence, transference.
- 2.4 Gender and Counselling
- 2.5 Youth and Counseling

UNIT III - Areas of Counseling

- 3.1 Family and marital Counseling
- 3.2 Educational and vocational Counseling
- 3.3 De-addiction Counseling.
- 3.4 Rational emotional therapy
- 3.5 Rational emotional therapy

UNIT IV - Role of Sociologist in Counseling

- 4.1 Understanding Social Context: Understanding how social environment (family, community, work, education, etc.) influences their behavior, attitudes, and mental health.
- 4.2 Addressing Social Inequalities: impact of race, class, gender, and other forms of inequality on mental well-being.
- 4.3 Analyzing Social Relationships: emphasizing social justice and ethical considerations
- 4.4 Modern Trends in Counseling: Problem solving-role of Voluntary and non- Voluntary agencies
- 4.5 Transactional analysis and Counseling

Essential Readings

- R. A. Sharma(2015) Fundamentals Of Guidance & Counselling, R. LL Publishers New Delhi
- Reeta Kumari (2021) The Concept of Guidance and Counselling, Disha Publishers, New Delhi.
- Ramakant Tiwari (2009)Guidance and Counselling Hardcover – Import, 1 January 2009, New Central Pubshihers, New Delhi.
- Richard Nelson(2023)Basic Counselling Skills, Sage, New Delhi.
- Gladding, S.T. - Counseling: A comprehensive profession, Sage, London
- Bhatnagar, Asha and Gupta, Nirmala (Eds.) - Guidance and Counselling: A practical Approach, Manohar, New Delhi
- Sharma, R.N. & Rachana Sharma - Guidance and Counselling in India, RLL publishers, New Delhi.
- Gibson, R.L. and Mitchell, M.H. - Introduction to Guidance, Sage, London.

M.A. IV SEMESTER

PROJECT WORK

Course Code :B4SOC004 P

(Compulsory for M.A. IV Sem. Sociology students)

1. Formative Assessment : Project/Internship assessment carrying 25 marks out of 100 marks
Interaction with the project supervisor 10 marks and submission of progress reports = 5+5+5=15 marks
2. Summative Assessment : Project/Internship assessment carrying 75 marks out of 100 marks
 - a. Project Report : 35
 - b. Presentation : 20
 - c. Viva-voce : 20

Note: Allocation of students for project work under each teacher guide should be by lottery method.

Q. P. MODEL

PART – I

Answer any 4 (*four*) Questions

5x4 =20 marks

- 1)
- 2)
- 3)
- 4)
- 5)

PART –II

Answer any 4 (*Four*) Questions

10x4 =40 marks

- 6)
- 7)
- 8)
- 9)
- 10)

PART-III

Answer any *One* question

15x1=15 marks

- 11)
- 12)