**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BALLARI**

**SYLLABUS**

**Department of Studies in Sociology**

**MASTER OF ARTS**

**(I to IV Semester)**

**Choice Based Credit System**

**With effect from 2016-17**

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# Credits Matrix for MA SOCIOIOGY Programme

**WEF 2016-17 Academic Year**

**First Semester in** MA SOCIOLOGY

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Code** | **Title** | **Credits** | **Marks** | | **Total Marks** |
| **IA** | **Exam** |
| MASOH 101 | Classical Sociology | 4 | 30 | 70 | 100 |
| MASOH 102 | Social Stratification & Mobility | 4 | 30 | 70 | 100 |
| MASOH 103 | Sociology of Health | 4 | 30 | 70 | 100 |
| MASOH 104 | Sociology of Education | 4 | 30 | 70 | 100 |
|  | ***Total Hard Core Credits*** | **16** |  |  |  |
| MASOS 105 | Environment & Society | 4 | 30 | 70 | 100 |
| MASOS 106 | Sociology of Globalization | 4 | 30 | 70 | 100 |
|  | ***Total Soft Core Credits for any One*** | **4** |  |  |  |
| ***Total Credits for Semester I***  ***[Hard Core 16 + Soft Core 04]*** | | **20** |  |  | **500** |

# Note : All the above Subject to be taught by Faculty of Sociology

# Credits Matrix for MA SOCIOIOGY Programme

**WEF 2016-17 Academic Year**

**Second Semester MA in ­­­­­­­­­­­­­­** SOCIOIOGY

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Code** | **Title** | **Credits** | **Marks** | | **Total Marks** |
| **IA** | **Exam** |
| MASOH 201 | Theoretical Perspectives in Sociology | 4 | 30 | 70 | 100 |
| MASOH 202 | Sociology of Change and Development | 4 | 30 | 70 | 100 |
| MASOH 203 | Urban Sociology | 4 | 30 | 70 | 100 |
| MASOH 204 | Sociology of Marginalized Groups | 4 | 30 | 70 | 100 |
|  | ***Total Hard Core Credits*** | **16** |  |  |  |
| MASOS 205 | Political Sociology | 4 | 30 | 70 | 100 |
| MASOS 206 | Sociology of Deviance | 4 | 30 | 70 | 100 |
| MASO OE 207 | Fundamentals of Sociology | 4 | 30 | 70 | 100 |
|  | ***Total Soft Core Credits for any One*** |  |  |  |  |
| ***Total Credits for Semester II***  ***[Hard Core 16 + Soft Core 04+ Open Elective 04]*** | | **24** |  |  | **600** |

# Note: All the above Subject to be taught by Faculty of Sociology

# Credits Matrix for MA SOCIOIOGY Program

**WEF 2016-17 Academic Year**

**Third Semester MA in ­­­­­­­­­­­­­** SOCIOIOGY

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Code** | **Title** | **Credits** | **Marks** | | **Total Marks** |
| **IA** | **Exam** |
| MASOH 301 | Modern Social Theories | 4 | 30 | 70 | 100 |
| MASOH 302 | Rural Sociology | 4 | 30 | 70 | 100 |
| MASOH 303 | Research Methodology | 4 | 30 | 70 | 100 |
| MASOH 304 | Industry and Society | 4 | 30 | 70 | 100 |
|  | ***Total Hard Core Credits*** | **16** |  |  |  |
| MASOS 305 | Sociology of Social Movements | 4 | 30 | 70 | 100 |
| MASOS 306 | Population Studies | 4 | 30 | 70 | 100 |
| MASOS 307 | Indian Society | **4** | 30 | 70 | 100 |
|  | ***Total credits for Open Elective*** | **04** |  |  |  |
| ***Total credits for Semester III***  ***[Hard core 16 + Soft core 04+ Open elective 04]*** | | **24** |  |  | **600** |

# Note: All the above Subject to be taught by Faculty of Sociology

**Credit Matrix for MA in SociologyProgram**

**WEF 2016-17 Academic Year**

**Fourth Semester MA in ­­­­­­­­­­­­­** SOCIOIOGY

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Code** | **Title** | **Credits** | **Marks** | | **Total Marks** |
| **IA** | **Exam** |
| MASOH 401 | Perspectives on Indian Society | 4 | 30 | 70 | 100 |
| MASOH 402 | Sociology of Gender | 4 | 30 | 70 | 100 |
| MASOH 403 | Sociology of Ageing | 4 | 30 | 70 | 100 |
| MASOH 404 | Project Work | 4 | 30 | 70 | 100 |
|  | ***Total Hard Core Credits*** | **16** |  |  |  |
| MASOS 405 | Social Policy and Planning | 4 | 30 | 70 | 100 |
| MASOS 406 | Sociology of Sport and Leisure | 4 | 30 | 70 | 100 |
|  | ***Total Soft Core Credits for any One*** | **04** |  |  |  |
| ***Total Credits for Semester IV***  ***[Hard Core 16 + Soft Core 04]*** | | **20** |  |  | **500** |

**Note : All the above Subject to be taught by Faculty of Sociology**

**M.A Sociology Program Outcome**

Sociology has an oldest science but having a short history. As one of the youngest social science it scientifically and broadly studies human society. A student can understand the in-depth knowledge of society and human relations. He is able to research and identify even minute social problems like crime, poverty, disintegration of marriage and family, violence in community and among women, disputes and movements etc, and certainly give appropriate solutions to this. This subject helps a lot especially to the developing and under developed countries where more works is to be done for the welfare of the marginalized and weaker sections of people. Students who learnt this paper will be able to give his ideas in the reconstruction of society in the form of framing social policy and establishing new social planning. Even in major competitive examinations like IAS, IPS, IFS, KAS, and KPS etc where sociology considered as a major and optional papers and plays very important role in the selection process. Not only in teaching field, its scope is more in research field, a good researcher can take up projects of national and international levels and not negligible in local research also. Today the invention of sociology is not only confined to social science but its application in physical and engineering field also remarkable.

# M.A.Sociology:Semester I

## MASOH 101: Classical Sociology

|  |  |
| --- | --- |
| Sub Code: MASOH 101 | No. of Lecture Hours per week : 04 |
| Total Credit =04 | Internal Marks : 30 and Exam Marks : 70 = 100 |

**Introduction:**

Industrial Revolution and consequent transformation of mode of production brought out dramatic and traumatic changes in the traditional feudal structure of the societies in Europe through the emergence of capitalism. The changes that were brought by these events which have had far-reaching effects on the economic and social systems of these societies that they commanded attention of thinkers. That gave rise to the discipline of Sociology. Different thinkers viewed the societal changes from different perspectives, presented their distinct analysis, casual and otherwise of these changes made efforts to highlight the different features of the emerging modern industrial capitalist society and also attempted to predict the future of this society. Some of them engaged their attention on the issues related to development of Sociology as a Science. They laid down the theoretical foundations of Sociology on which edifice of modern Sociological theories is erected. Besides, they also tried to analyse and interpret other sociological issues such as education, power structures, religion and the like. Among these Sociological thinkers prominent are Karl Marx, Herbert Spencer, Emile Durkheim and Max Weber.

Acquaintance with the writings of these four thinkers would equip the students with theoretical insights to know, analyse and interpret the social scenario around them and would also familiarize them with the different sociological perspectives and theories. While teaching, emphasis should be on critical analysis of the writing of these four thinkers.

**Objectives:**

* Examine the development of the main intellectual trends of sociological theory to the present day and to introduce you to the types of analysis that are integral to them
* Enable you to recognize and understand the key problems that sociological theorists have addressed in the formulation of their theories
* Examine the relationship between sociological theory and empirical research and other forms of analysis in sociology.

**Outcomes:**

After studying this paper the students will be able to understand and analyse the social world and its affairs which have impact on human life. It also equips the learners to address the social problems with the use of the methods developed by the classical thinkers. The students develop the skills of understanding social reality or milieu in a scientific way. Apart from it they will also be able to make predictions about future trends in various aspects of the social world; it lays a strong foundation for understanding human relations, social processes, structure- functions, stratification etc.

|  |  |  |
| --- | --- | --- |
| **Module I:** | **Historical Context of the Emergence of Sociology** | 1. **Hours** |
|  | Revolutions and Enlightenment - Contributions of Auguste Comte (1798-1857) -Transition from Social Philosophy to Sociology | |
| **Module II:** | **Karl Marx (1818-1883)** | 1. **Hours** |
|  | Dialectical Materialism **-**Theory of Class Struggle**-**Theory of Alienation- Theory of Social Change. | |
| **Module III:** | Herbert **Spencer (1820-1903)** | 1. **Hours** |
|  | Social Darwinism - Theory of Evolution-Theory of Organic Analogy- Classification of Society | |
| **Module IV:** | **Emile Durkheim (1858-1917)** | 1. **Hours)** |
|  | Sociology as a study of social facts - Rules of Sociological Method- Studies on Division of Labour - Theory of Suicide | |
| **Module V:** | **Max Weber (1864-1920)** | 1. **ours)** |
|  | Theory of Social Action - Methodology of Social Science-Ideal Types- Protestant Ethic and the Sprit of Capitalism -Theory of Bureaucracy | |

**Reading List:**

* *Aron,Raymond (1991).****Main Currents in Sociological Thought*** *(Vol.1) London: Penguin.*
* *Barnes H.E. ed.(1948).* ***An Introduction to the History of Sociology,*** *Chicago: Chicago University Press.*
* *Black, Max ed.(1961).* ***The Social Theories of Talcott Parsons****: A Critical Examination, Carbondale: Southern Illinois University Press.*
* *Coser, Lewis (1975).* ***Masters of Sociological Thought:*** *Ideas in Historical and Social Context, New York: Harcourt Brace Jovanovich.*
* *Firth, Raymond (1957).* ***Man and Culture: An Evaluation of the work of Bronislaw Malinowski,*** *New York: Humanities Press.*
* *Merton R .K. (1968).* ***Social Theory and Social Structure****, New York :The Free Press*
* *Nadel S.F. (1957).* ***The Theory of Social Structure****, Glencoe:The Free Press.*
* *Routledge Library Edition (2004)* ***The Sociology of Radcliffe Brown****, London: Routledge.*
* *Appelrouth, Scott A. and Laura Desfor Edles(2012) Classical and Contemporary Sociological Theory, Sage, Los Angeles.*
* *Tucker, K. N (2002).* ***Classical Social Theory****, Oxford : Blackwell Publication*
* *Wiseman, Boris (1998****). Introducing Levi - Strauss****. Toronto: Totem Books.*

# M.A.Sociology:Semester I

## MASOH 102: SOCIAL STRATIFICATION AND MOBILITY

|  |  |
| --- | --- |
| Sub Code: MASOH 102 | No. of Lecture Hours per week : 04 |
| Total Credit =04 | Internal Marks : 30 and Exam Marks : 70 = 100 |

**Introduction:**

The main aim of the paper is to understand the division and hierarchical ranking of people into layers associated with different degrees of command over material resources, power and prestige divisions upon which stratification may be based include:

**Objectives:**

* To understand the social stratification in society
* To understand the caste and the mobility
* To examine income and wealth distribution in society.

**Outcomes:**

Will be able to explain the basic concepts and theories of social stratification and inequality. Identify stratification systems of different historical eras. Classify the social stratification theories and define their basic features. Will be able to analyse the social mobility and social class relations in modern industrial and/or post-industrial societies. Identify the reasons for social inequalities in industrial and/or post-industrial societies. Discuss the hierarchical differentiations manifested by social inequalities. Compare different forms of social inequalities such as social class, gender, "race" and ethnicity. Develop a theoretical and methodological framework for analysing social inequalities.

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| --- | --- | --- |
| **Module I:** | **Introduction** | 1. **Hours)** |
|  | Meaning and features of Stratification-Forms of Stratification Race, Caste, Class- Structural Functional Perspective-Kingsley Davis ,Moore, Melvin M. Tumin. | |
| **Module II:** | **Social Inequality and Social Stratification** | 1. **Hours** |
|  | Concepts and measurement of inequality- Poverty: measurement and Themes of Poverty | |
| **Module III:** | **Social Stratification in India** | 1. **ours)** |
|  | Class and Caste Stratification - Theoretical debates on Caste - Andre Beteille – Caste and Class, Caste in a South Indian Village | |
| **Module IV:** | **Social Mobility** | **(10 Hours)** |
|  | Concept and Definition of Social Mobility -Social Movement and Social Mobility | |
| **Module V:** | **Social Mobility in India** | **(13 Hours)** |
|  | Westernization and Sanskritisation -Industrialization and Urbanization - Social Exclusion and Inclusion in India | |

**Reading List:**

* + Barber, B.(1957).**Social Stratification**, New York: Harcourt And Brace and Brace and Co.
  + Beteille, Andre (2002). **Caste, Class and Power: Changing Patterns of Stratification in a TanjoreVillage.**New Delhi: oxford University Press,
  + Dumont, L (1970)  **Homo Hierarchicus.** OxfordOxfordUniversity Press,
  + Lipset, S. M., and R. Bendix, eds.(1954). **Class, Status and Power: Readings in Social Stratification**. Kegan Paul.
  + Prabhash, J.(2001) **Affirmative Action And Social Change: Social Mobility of Dalits,**New Delhi: Anmol Publications,
  + Marc Galanter (1986).Pursuing Equality in The Land of Hierarchy: an Assessment of India’s Policies of Compensatory Discrimination for Historically Disadvantaged Groups” in Dilip K. Basu and Richard Sisson eds; Social and Economic Development in India : Peassessment.New Delhi;Sage
  + Sharma, K. L. ed.(1999). **Social Inequality in India: Profiles of Caste, Class and Social Mobility-Essays in Honour of Professor Yogendra Singh**. Jaipur: Rawat Publications,
  + Singh, Yogendra (1997). **Social Stratification and Change in India**New Delhi: Manohar,
  + Srinivas, M. N. (1966). **Social Change in Modern India**. Bombay: Allied Publishers,
  + Tumin, Melvin M. (1966). **Social Stratification: The Forms and Functions of Inequality** Englewood Cliffs, N. J: Prentice Hall, 1966.

# M.A.Sociology:Semester I

## MASOH 103:SOCIOLOGY OF HEALTH

|  |  |
| --- | --- |
| Sub Code: MASOH 103 | No. of Lecture Hours per week : 04 |
| Total Credit =04 | Internal Marks : 30 and Exam Marks : 70 = 100 |

**INTRODUCTION:**

In spite of 67 years of independence and several developmental efforts our health status as measured by quality of life is not up to international levels. Though mortality rates have come down significantly our morbidity rates are high and regional imbalances are marked. People still suffer from preventable communicable and infectious diseases. Nutritional disorders are quite high. While primary care is lacking in many parts of India high-tech and high cost medical care is fostered. With globalization and liberalization the problems of health are; likely to aggravate and should come into the picture to bring out into the open the social science dimension of health for rectifying the present anomalies in the health sector.

**Objectives:**

* To introduce the student the concept of health and to impress that health

has primarily a social component.

* To understand that health is one of the basic rights of every citizen
* To assess the inter-relationship between society and health
* To understand the problems of health in India.
* To understand the relationship between political economy and health.

**Learning Outcomes:**

Upon successful completion, students will have the knowledge and skills to:

Apply key sociological concepts to explain the social distribution of health, healthcare, and disease. Will be able to analyze disease and illness experiences using a variety of social theories. Evaluate the impact of biomedicine on experiences of different life stages. Communicate the sociological analysis of healthcare and health conditions to non-sociological audiences; and reflect on and discuss their learning in relation to the content of the course. Students will be able to understand the health conditions of weaker sections of the society.

|  |  |  |
| --- | --- | --- |
| **Module I:** | **Introduction** | 1. **Hours** |
|  | Sociology of Health: Nature and Scope - Emergence and Development of Sociology of Health -Health and its Relationship with other Social Institutions -Sociology of Medicine and Sociology in Medicine | |
| **Module II:** | **Social Epidemiology** | 1. **Hours** |
|  | Vital and Public Health Concepts**-** Epidemiology and Resources : Social components in Therapy and Rehabilitation **-** Recent trends in Diseases with special reference to HIV/AIDS and Communicable Diseases | |
| **Module III:** | **The Physician and the Patient** | 1. **Hours** |
|  | The professionalization and socialization of the physician - Doctor –Patient Relationship- Nursing as an Emerging Para Medical Profession- Health seeking Behaviour- The sick role and the patient role | |
| **Module IV:** | **Hospital, Community and Well-being** | 1. **Hours** |
|  | Types of Hospitals, Functions of Hospitals, Coordination and Supervision of Hospitals - Community Health, Concept of Integrated Health Services- Health Care Delivery and Social Policy | |
| **Module V:** | **Special Issues of Health in India** | 1. **Hours** |
|  | Inequalities in health and healthcare-Health among the marginalized scheduled castes (SCs) Scheduled Tribes(STs)- Health care disparities in Karnataka: With Special Reference to HK Region - National Health Policy : A Critical Analysis | |

**Reading List:**

* *Albert. Gary L and R. Fitzpatrick (1994)* ***Quality if life in Health Care****: Advances in Medical Sociology, Mumbai L Jai Press.*
* *Annandale Allen (2001****) The Sociology of Health and Medicine – A Critical Introduction, Cambridge:*** *Polity Press.*
* *Bloom, Samuel W. (1963).* ***The Doctor and his patient****, New York: Free Press.*
* *Coe, Redney M. (1970).* ***Sociology of Medicine,*** *New York: McGraw Hill.*
* *Chloe Bird, Peter Conrad and Alan Fremont edn. (2000)*  ***Handbook of Medical Sociology,*** *New York: Prentice Hall.*
* *Cockerham, William C. (1997)* ***Medical Sociology,****New Jersey prentice Hall*
* *Conrad, Peter ed (2005)* ***Sociology of Health and Illness : Critical Perspectives,*** *New York Worth Publishing*
* *DLHS-3 (District Level Household Survey) IIPS, Mumbai.*
* *Dutta. P. R., (1955)* ***Rural Health and Medical Care in India,*** *Amblala: Army Education Pres.*
* *Madan T. N. (1980).* ***Doctor and Nurses,****New Delhi : Vikas*
* *NFHS I(1992-1993) II- (1997-98)III (2005-06), IIPS Mumbai.*
* *Ommen, T. K. (1978)* ***Doctor and Nurses: A Study in Occupational Role Structures,*** *Bombay: Macmillan.*
* *Rama Baru V. (1998)* ***Private Health Care in India,*** *New Delhi: Sage.*
* *Schwatz, Howard (1994)* ***Dominant Issues in Medical Sociology,*** *New York: Mc Graw Hill.*
* *Venkataratnam, R. (1979).* ***Medical Sociology in an Indian Setting,*** *Madras: Macmillan.*

# M.A.Sociology:Semester I

## MASOH 104:SOCIOLOGY OF EDUCATION

|  |  |
| --- | --- |
| Sub Code: MASOH 104 | No. of Lecture Hours per week : 04 |
| Total Credit =04 | Internal Marks : 30 and Exam Marks : 70 = 100 |

**INTRODUCTION:**

This course plan is designed to contextualize the study of education within the discipline of sociology. It begins with a discussion of the major theoretical perspectives and the contributions of sociologists which have left their mark in the study of education and society. It assumes a basic knowledge of sociological concepts and theories. It is divided into two parts. The first part acquaints the students with major concepts, theoretical approaches and development of sociology of education. It also focuses on some important aspects which are salient in any discussion of the interface between education and society. The second part shifts to the Indian situation. Beginning with a historical perspective, it moves to the contemporary situation. It carries forward the discussion of the some dimensions/themes from the first part and embeds them in the Indian context.

**Objectives:**

* To understand the relationship between education and society.
* To know the scope of the study of sociology of education.

**Outcomes:**

The sociology of education is the study of how public institutions and individual experiences influence education and its outcomes. It is most concerned with the public schooling systems of modern industrial societies, including the growth of higher, further, adult, and continuing education. This paper will teach you how education as an institution interacts with other social institution like family, government and religion etc. It helps the students become familiar with the federal education, legislation and programmes.

|  |  |  |
| --- | --- | --- |
| **Module I:** | **Introduction to Sociology of Education** | 1. **ours)** |
|  | Nature and scope of Sociology of Education**-** Interrelation between Education and Society **-** Theoretical Perspectives in Sociology of Education**-** Structural – Functional**-** Conflict and Radical Perspectives | |
| **Module II:** | **Education and Socialization** | **(11 Hours)** |
|  | Agencies of Socialization; Family, School .Peer Group and Media - Changing Dimensions | |
| **Module III:** | **Education and Social Stratification** | 1. **Hours)** |
|  | Education and Social Mobility- Equality of Educational Opportunity, Universalization of Education and Right to Education | |
| **Module IV:** | **Higher Education in India** | **(13Hours)** |
|  | Growth of Higher Education in India - Problems and Prospectus of Higher Education in India -Professionalization of Teaching in India - Higher Education in Karnataka with Special Reference to Hyderabad –Karnataka Region | |
| **Module V:** | **Education and Society in India** | **(12 Hours)** |
|  | A Brief Socio- Historical View: Colonial And Independent IndiaSchool and Higher Education : Diversities, Disparities and  Challenges**-** Major Educational Support Schemes in India and Karnataka | |

**Reading List**

* Ashokkumar, (1990), **current trends in Indian Education,** New Delhi: Ashish Publishing House.
* Banks, Olive, (1976), **Sociology and Education,** London: Batsford.
* Blackledge, D. and B. Hunt, (1985), **Sociological Interpretations of Education,** London: Croom Helm.
* Boudon, Raymond, (1973), **Education Opportunity and Social Inequality,** New York: John Wiley & Sons.
* Brint, Steven, (1988), **School and Societies,** Thousand Oaks, California: Pine Forge Press.
* Durkheim, Emile, (1956), Education and Sociology, New York: Free Press.
* Gore, M. S., I. P. Desai and Suma Chitins (ed), 1967, **Papers in the Sociology of Education in India,** New Delhi: NCERT.
* Indira R. (ed), (2011), **Themes in Sociology of Education** (Volume 5), Studies in Indian Sociology, New Delhi: Sage Publication.
* Jayaram, N. (1990) **Sociology of Education in India,** Jaipur: Rawat Publications.
* Shah, B.V. and Shah, K. V. (1998) Sociology of Education, Rwawat, Jaip**ur**

# M.A.Sociology:Semester I

## MASOS 105: ENVIRONMENT AND SOCIETY

|  |  |
| --- | --- |
| Sub Code: MASOS 105 | No. of Lecture Hours per week : 04 |
| Total Credit =04 | Internal Marks : 30 and Exam Marks : 70 = 100 |

**Introduction:**

The course plan aims to provide knowledge and scholarship of sociological basis of environment and society interface. It seeks to impart social skills in environmental concerns in order to understand the human suffering. As a prelude to it, the course focuses on ‘Environment in Sociological Theory’, both classical and contemporary. The course also aims at providing knowledge of the debate on environment and development with a focus on environmental justice, policy and action. The study of inter connections between environment and society has gained in enormous significance in recent times on account of the debilitating effects on the environment and society. In view of this, it is understandable that the focus of environmental studies has moved from Sociology of Environment to Environmental Sociology. The course is designed to focus on the environmental issues in the perspective of Environmental Sociology.

**Objectives:**

* Creating the awareness about environmental problems among people.
* Imparting basic knowledge about the environment and its allied problems and the inter-relation between Environment and Society.
* Developing an attitude of concern for the environment.
* Motivating public to participate in environment protection and environment improvement.
* Acquiring skills to help the concerned individuals in identifying and solving environmental problems.

**Outcomes:**

This paper shall sensitize the students in order to re-orient sociology towards a more holistic perspective that would conceptualize social process within the context of the biosphere to determine the usefulness of ecological concepts and to acknowledge the role of social psychological process of the self in micro-level decision making about the behaviour that affect the environment.

|  |  |  |
| --- | --- | --- |
| **Module I:** | **Introduction:** | 1. **Hours)** |
|  | Nature and Significance of Sociology of environment -Social Construction of Environmental Problems- Approaches to the study of Environment ; Marxian, Gandhian, Eco-Feminism -The Concept of Ecosystem | |
| **Module II:** | **Environment and Environmental Problems**: | 1. **Hours)** |
|  | Inter relation between Environment and Society - Nature of Environmental Problems - Types of Environmental Problems: Exhaustion ,Pollution, Disturbance- Causes of Environmental Problems : Population Growth | |
| **Module III:** | **Contemporary Environmental Issues in India:** | 1. **Hours)** |
|  | Pollution and their effects; Mining –The National Scenario - Deforestation - Developmental Projects – Displacement and Rehabilitation | |
| **Module IV:** | **Environment and Development:** | **(12 Hours)** |
|  | Debate on Environment v/s Development -Disaster Management- Environmental Movements :Chipko, Narmada, Save Western Ghats | |
| **Module V:** | **Environmental issues in India and Karnataka:** | **(11Hours}** |
|  | Constitutional Provisions and Environmental Laws- Mining in Karnataka Problems and Challenges | |

**Reading List:**

# Allan, Schnaiberg (1980). The Environment*:* From Surplus to Scarcity, New York: OxfordUniversity Press.

* Brundtland Report (1987). **Environment and Development**, Our Common Future, New York:OxfordUniversity Press.
* CESS Publication (1995). **Ecology and Equity**: The Use and Abuse of Nature in Contemporary IndiaHistory Society, Bombay and OxfordUniversity Press, NewDelhi.
* David, Arnold and Ramachandra Guha (eds.) (1995). **Nature, Culture, Imperialism: Essays on the Environmental History of South Asia**, New Delhi: OxfordUniversity Press.
* Giddens, Anthony (1196) “**Global problems and Ecological Crisis**” in Introduction to Sociology (2nd Edition) New York W. W. Norton and Co.
* Guha, Ramchandra (de) (1998) **Social Ecology**, New Delhi Oxford University Press.
* Hannigan, Johan A. (1995). **Environmental Sociology**: A social Constructionist Perspective, London and New York Routledge.
* Munshi Indra (2000) “**Environment**” In Sociological Theory, Sociological Bulletin, Vol 49, No 2.
* Redchift, Michael (1984) **Development and Environmental Crisis**. New York: Mehenn Co. Ltd.
* Tellegen, Egbert and Maartem Wolsink (1998). **Society and Its Environment:** An Introduction Routledge.

# M.A.Sociology:Semester I

## MASOS 106: SOCIOLOGY OF GLOBALIZATION

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| Sub Code: MASOS 106 | No. of Lecture Hours per week : 04 |
| Total Credit =04 | Internal Marks : 30 and Exam Marks : 70 = 100 |

**Introduction:**

This paper aims to delineate the characteristics of and the issues relating to globalization. After an introduction to the nature and dynamics of globalization, it explains the various agencies involved in this process, examines its socio economic and cultural impact. It finally examines the Indian experience of globalization and reflects on its problems and prospects.

**Objectives:**

* Help students develop the critical thinking analytical skills, and the historical perspective necessary, to examine own deeply held assumptions regarding the social world and to apply sociological inquiry in an attempt to provide explanations for phenomena associated with globalization.

**Outcomes:**

Person can understand the Globalization processes as it is developing at different levels and in different institutional frames, creating new forms of interconnection and interdependence in the economic as well as in the political and cultural spheres. Will be able to understand sociological theories of globalization and with its history. How migration as an important component of globalization, how various agencies involved in the process and how globalization process experienced in Indian context can be analyzed.

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| **Module I:** | **The Nature and Significance of Sociology of Globalization** | 1. **ours)** |
|  | Meaning and Distinctive Characteristics of Globalization**-** The Historical and Social Context of Globalization**-** Capitalism, Modernization and Globalization**-** The Role of Information and Communication Technology in the process of Globalization**-** Positive And Negative Consequences of Globalization | |
| **Module II:** | **Theoretical Approaches** | 1. **ours)** |
|  | Roland Robertson**-** Immanuel Wallerstein**-** Arjun Appadurai**-** Martin Albrow**-** Anthony Giddens | |
| **Module III:** | **Agencies of Globalization** | 1. **ours)** |
|  | Multi-National Corporation (MNCs)- Nation - State, Market- Non-Governmental Organization (NGOs)- Multilateral Agencies (International Monetary Fund, World Bank, WTO)**-** Political Economy of Globalization | |
| **Module IV:** | **Globalization and the Indian experience** | 1. **ours)** |
|  | Globalization and Public Policy**-** Resistance to Globalization : Trends and Prospects | |
| **Module V:** | **Trends in Globalization** | 1. **ours)** |
|  | George Ritzer – “Rethinking Globalization - Glocalization/Grobalization and Something/Nothing”(2003) - Edward Said – Orientalism | |

**Reading List:**

* Appadurai, Arujun, (1996), **Modernity at Large,** University of Minnesota Press.
* Applebaum R. And W. Bobinson, (2005), **Critical Global Studies,** New York: Routledge.
* Browning, Halcli, Webster(ed), (1996) **Understanding Contemporary Society: Theories of the Present,** London: Sage Publications.
* Cohen, Robin and m. Shirin (ed) **Global Social Movements,** London: The Athlone Press.
* Giddens, Anthony, (2000), **Runaway World: How Globalization is reshaping Our Lives,** New York : Routledge.
* Jha, Avinash, (2000), **Background to Glolization, Mumbai:** Centre for Education and Documentation.
* Kofman and Young, (2003), **Globalization, Theory and Practice**, London: Continuum.
* Lechner F. and J. Boli (ed), (2000), **The Globalization,** Oxford: Blackwell.
* Waters M. (1995), **Globalization,** London: Routledge.
* *Appelrouth, Scott A. and Laura Desfor Edles(2012) Classical and Contemporary Sociological Theory, Sage, Los Angeles.*

# M.A. Sociology: Semester II

## MASOH 201: THEORETICAL PERSPECTIVES IN SOCIOLOGY

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| Sub Code: MASOH 201 | No. of Lecture Hours per week : 04 |
| Total Credit =04 | Internal Marks : 30 and Exam Marks : 70 = 100 |

**Introduction:**

This course is intended to introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking in the latter half of the 20th century, and which continue to concern the practitioners of sociology today. The main focus of this course will be on structural, functional, conflict theories, symbolic interactionism, phenomenology and ethno methodology. The course will also examine the theoretical relevance and analytical utility of the premises, methodology and conclusions of these diverse theoretical perspectives in understanding social structure and change.

**Objectives:**

* Read and analyze classical roots of sociological thought
* Read and analyze contemporary sociological theories
* Equip students with the four major methods which sociologists conduct research and discuss the strengths and weaknesses of each method.

**Outcomes:**

Articulate what theory is and how it is used. Explain how classical theory is still used by contemporary scholars. Demonstrate ability to analyze original source material in the form of monographs and articles by classical thinkers (Marx, Weber, Durkheim, Simmel, DuBois and others) from the 19th century to mid-century. Apply key classical social theories to current social problems and issues. Construct outline of the history of the emergence of the discipline of sociology and the social sciences.

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| **Module I:** | **Introduction:** | 1. **ours)** |
|  | The Elements of Theory - The State of Sociological Theory - Type and Functions of Sociological Theory | |
| **Module II:** | **Functionalism:** | 1. **Hours)** |
|  | The Emergence of Functionalism : A.R Radcliff Brown, Mallinowski - Talcott Parsons –Structure of Social Action - Elements of social system - Functional Pre-Requisites . Robert K. Merton –Postulates and Propositions - Latent and Manifest Function - Social Structure and Anomie - Reference Group Theory | |
| **Module III:** | **Conflict Theory:** | 1. **ours)** |
|  | Development of Conflict Theory - Dahrendorf’s Theory of Conflict - Coser’s Theory of Conflict | |
| **Module IV:** | **Symbolic Interactionism Theory** | 1. **ours)** |
|  | G.H Mead : Theory of Generalized Other - C.H .Cooley : Theory of Looking Glass Self - Erving Goffman: Theory of Dramaturgy | |
| **Module V:** | **Phenomenology and Ethnomethodology** | 1. **ours)** |
|  | Phenomenology – Edmund Husserl and Alfred Schulz - Ehnomethodology –Harold Garfinkel | |

**Reading List:**

* Aron, Raymoond, (1991**), Main Currents in Sociological Thought**, Landon: Penguin
* Coser, Lewis (1975), **Masters of Sociological Thought; Ideas in historical and Social Context**, New York : Harcourt Brace Jovanovish
* Durkheim E. (1958), **The Rules of Sociological Method**, New York: The Free Press.
* Finer, S. F. (Ed), (1978), **Vilfredo Pareto: Sociological Writings,** Oxford:Basil Balclwell.
* Ritzer, George (2011) Modern Sociological Theory, Rawat, Jaipur.
* Ritzer, George (1996) Classical Sociological Theory, Tata McGraw-Hill, New Delhi.
* Terrel, Carver (1982), **Max’s Sociological Theory, Oxford and New York**: Oxford University Press.

# M.A.Sociology:Semester II

## MASOH 202:SOCIOLOGY OF CHANGE AND DEVELOPMENT

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| Sub Code: MASOH 202 | No. of Lecture Hours per week : 04 |
| Total Credit =04 | Internal Marks : 30 and Exam Marks : 70 = 100 |

**Introduction:**

Social change has always been a central concern of sociological study. More recently, it has gained in greater salience partly because of its unprecedented rapidity and partly because of its planned character. Not surprisingly, development has emerged as a pronounced concern and as a remarkable feature of our times. Accordingly, the relevance of the course ‘Sociology of Change and Development’ can hardly be overemphasized.

**Objectives:**

* To provide conceptual and theoretical understanding of social change and development

as it has emerged in sociological literature.

* To offer an insight into the ways in which social structure impinges on development

and development on social structure; and

* To address in particular the Indian experience of social change and development.
* To prepare the students for professional careers in the field of development planning,

including governmental, non-governmental and international agencies engaged in

development.

**Outcomes:**

Use sociological concepts to analyze various social issues in world having to do with modernization and social change during the few centuries back: particularly issues of immigration, gender and sexuality, religion, popular culture, and other domains. Apply theories of social change.

Understand meanings and significance of social transformation. Develop ability to critically engage with contemporary changes. Facilitate theoretical thinking about transformation.

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| **Module I:** | **Introduction** | **(13Hours)** |
|  | Meaning and Forms of Social Change- Evolution, Progress and Transformation- Social Change in Contemporary India- Sanskritization, Westernization, Modernization and Secularization | |
| **Module II:** | **Changing Conceptions in Development** | **(10 Hours)** |
|  | Economic Growth, Social Development, Sustainable Development and Human Development | |
| **Module III:** | **Theories of Development** | **(14 Hours)** |
|  | Structural Functional Theory - Socio-Psychological Theory( D. Maclleland - Stages of Growth Model( Rostow )- Vicious Circle Model | |
| **Module IV:** | **Theories of Under Development**: | **(14 Hours)** |
|  | Dependency Theory- Unequal Development(Samir Amin )- The World System and Multi National Corporations(Waller Stein)- Development of under Development (A.G Frank)- Trends in Development Theory(J.N Pieterse) | |
| **Module V:** | **Social Structure and Development With Reference To India** | 1. **ours)** |
|  | Caste, Religion and Development- Education and Development- Gender and Development- Regional Disparities and Development Challenges | |

**Reading List:**

* Appadurai, Arjun (1997). ***Modernity at Large*: *Cultural Dimensions of Globalization****,* New Delhi: OxfordUniversity Press.
* Sing Chew and Robert Denemark (eds) (1996).***The Underdevelopment of Development:Essays in Honour of Andre Gunder Frank****, Thousand Oaks: Sage Publications.*
* Dreze, Jean and Amartya Sen (1996). ***Indian Economic Development and Social Opportunity***,New Delhi: OxfordUniversity Press.
* Haq Ul Mahbub. ***Reflections on Human Development*** (1996) .New Delhi: [Oxford University Press](http://en.wikipedia.org/wiki/Oxford_University_Press).
* Hoogvelt, Ankie M.M. (1998).***The Sociology of Developing Societies*,**London: Macmillan.
* Hoselitz, Bert F.(1996).***Sociological Aspects of Economic Growth****,*New Delhi: AmerindPublishers
* Kothari, Rajani (1990). ***Rethinking Development: In Search of Humane Alternatives***, New Delhi: Aspects Publications.
* Pandey, Rajendra (1985). ***Sociology of Development***, New Delhi: Mittal.
* Sharma, S.L (1986). Development: Socio-Cultural Dimensions, Jaipur: Rawat Publications
* Singh, Yogendra (1986). ***Modernization of Indian Tradition****.*Jaipur: Rawat Publications.
* Srinivas, M. N (1966) **Social Change in Modern India**, Berkley: University of Berkley.
* Webster, Andrew (1984).***Introduction to the Sociology of Development,*** London: Macmillan

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# M.A.Sociology:Semester II

## MASOH 203:URBAN SOCIOLOGY

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| Sub Code: MASOH 203 | No. of Lecture Hours per week : 04 |
| Total Credit =04 | Internal Marks : 30 and Exam Marks : 70 = 100 |

**Introduction:**

Urban society differentiating itself from rural society is yet another dimension of part society. The issues require to be dealt with sociological skills to analyze and to diagnose the urban question in India. The planning of solutions of urban question and also urban development need to be looked into from the point of view of sociological principles limited to the part- society i.e urban society in India. With the basic background of urban sociology - a determined sub- discipline of traditional Sociology - the student has to be sensitized on urban dimensions of society, its social structure and social process in India.

**Objectives:**

* Understand the origin and history of cities and urban life.
* Evaluate theories and methods that social scientist have used to understand the complexities and interactions of these places
* Gain insights into the common social problems faced by the cities and the specific forms these take locally, nationally and globally.

**Outcomes:**

This course provides an exposure to key theoretical perspectives for understanding urban life in historical and contemporary contexts. Urban Sociology intends to familiarize the students mainly with the process of industrialization and its impact on society. This paper helps students to create awareness about urban problems and policies adopted to solve such problems. It also helps to develop an understanding of the process and trends of industrialization in India and impact of industrialization on Indian society.

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| **Module I:** | **Introduction** | 1. **Hours)** |
|  | Urban Sociology-Nature, Scope and Significance - Classification of Urban categories - Rural-Urban Continuum | |
| **Module II:** | **Functional Theories of Urban Growth** | 1. **Hours)** |
|  | Urban Ecology and Ecological Processes - Concentric zone theory, Sector theory, Multinuclear Theory - Land Use Pattern | |
| **Module III:** | **Urban Social Institution** | 1. **Hours)** |
|  | Urban Family **-** Urban Religion **-** Urban Government **-** Urban Education | |
| **Module IV:** | **Urbanization in India** | 1. **Hours)** |
|  | Emerging Trends in Urbanization- Factors of Urbanization - Problems of Urbanization - Industrialization and Urbanization- Over Urbanization | |
| **Module V:** | **Problems of Urban Life** | **(12Hours)** |
|  | Ghettos and Slums - Urban Crime - Urban Poverty - Urban Management –Role of Govt. and NGOs | |

**Reading List:**

* Abrahamson , M. (1980).*Urban Sociology*, Englewood: Prentice Hall
* Bhardwaj, R.K (1974). *Urban Development in India*, New Delhi: National Publishing House.
* Bose, Ashish (1978). *Studies in Indian Urbanization* 1901-1971, New Delhi and Bombay: Tata Mc Graw Hill.
* Castells, M., (1977) *The Urban Question*. London: Edward Arnold.
* De Souza, Alfred (1979). *The Indian City: Poverty, Ecology and Urban Development,* New Delhi: Manohar.
* Desai A.R. and S.D. Pilai (ed.) (1970) *Slums and Urbanization*, Bombay: Popular Prakashan.
* Pickvance, G.G. (ed.) 1976. *Urban Sociology: Critical Essays*, London: Tavistock.
* Quinn J.A. (1955). *Urban Sociology*, New Delhi: S. Chand and Co.
* Ramachandran, R. (1991). *Urbanization and Urban Systems in India*, New Delhi: Oxford University Press.
* Ronnan, Paddison (ed.). (2001). *Handbook of Urban Studies*, London: Sage Publications.
* Saunders, P. (1981). *Social Theory and the urban Question*. London: Hut.

# M.A.Sociology:Semester II

## MASOH 204:SOCIOLOGY OF MARGINALIZED GROUPS

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| Sub Code: MASOH 204 | No. of Lecture Hours per week : 04 |
| Total Credit =04 | Internal Marks : 30 and Exam Marks : 70 = 100 |

**Introduction:**

In recent years, there has been a growing emphasis on the contextualization of Indian sociology. One of the ways of going about this task is to focus on those segments of the population which have lived on the margins of society and which have not received, until recently, adequate scholarly attention. This course is aimed at sensitizing students to the significance of the sociological study of Dalits, tribal communities and nomadic castes and tribes. The focus of the paper is on groups and communities who have suffered extreme poverty, deprivation and discrimination over a long period of time.

**Objectives:**

* This course aims at sensitizing the students to the significance of the sociological study of Dalit, Tribal and other subaltern groups. The focus would be on communities/groups suffering poverty, deprivation and discrimination.

**Outcomes:**

Students will be able understand the importance of the study of marginalization, its forms, causes, consequences in different regions of India. May find solutions to marginalization by the help of through analyzing various perspectives on it. Able to understand both constitutional measures and government policies and plannings in overcoming marginalization.

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| **Module I:** | **Introduction** | 1. **Hours)** |
|  | Meaning and Processes of Marginalization - Scope and Importance of Studying Marginalized Groups - Socio-Economic Indices of Marginalization-Poverty, Relative Deprivation, Exploitation, Discrimination, Backwardness and Inequality - Marginalized Communities in India and Karnataka | |
| **Module II:** | **Perspectives on Marginalization** | 1. **Hours)** |
|  | Role of Ideology in Identifying and Tackling Marginalization - Views of Jyotiba Phule, B.R. Ambedkar, Periyar and Ram Manohar Lohia - Marginalization and Exclusion | |
| **Module III:** | **Social Structure and Culture of Marginalized Communities** | 1. **Hours)** |
|  | Status of Scheduled Castes and Scheduled Tribes - Nomadic and De-notified Tribes- Identity Formation, Problems, Social Mobility and Development | |
| **Module IV:** | **Minorities in India** | 1. **Hours)** |
|  | Muslims in India - Christians in India - Jains in India | |
| **Module V:** | **Marginalization and Affirmative Action** | 1. **Hours)** |
|  | Constitutional Provisions for Marginalized Groups - Central and State Schemes and Programmes - Implementation and Hurdles - Impact of Development Programmes on Marginalized Communities | |

**Reading List:**

* Ambedkar, B.R. (1946). ***Who were the Shudras? How They Came to be the Fourth Varna in the Indo-Aryan Society*,** Bombay: Thackers.
* Beteille, Andre (1981).***Backward Classes and the New Social Order****,*New Delhi: Oxford University Press.
* Beteille, Andre (1992). ***Backward Classes in Contemporary India,*** New Delhi: OxfordUniversity Press.
* Charsley, S.R. and G.K. Karanth eds. (1998). ***Challenging Untouchability*,**New Delhi: Sage.
* Gore, M.S. (1993).***The Social Context of an Ideology: The Social and PoliticalThoughts of Babasaheb Ambedkar***, New Delhi: Sage.
* Guha, Ranjeet ed. (1996). ***Subaltern Studies: Writings on South Asian History and Society****,*New Delhi: OxfordUniversity Press.
* Khan, Mumtaz Ali (1980).***Scheduled Castes and Their Status in India***, New Delhi: Up pal Publishing House.
* Jordan, P.G. (2000). ***New Economic Policy and Dalit***,Raipur: Rabat Publications.
* Omvedt, Gail (1995). ***Dalit Visions:The Anti Caste Movement and theConstructionof an Indian Identity, New*** Delhi: Orient Longman.
* Parvathamma, C. (1989).***Scheduled Castes at the Cross Roads***, New Delhi: Ashish Publishing House.
* Singh, K.S. (1995). ***The Scheduled Tribes***, New Delhi: OxfordUniversity Press.

# M.A.Sociology:Semester II

## MASOS 205:POLITICAL SOCIOLOGY

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| Sub Code: MASOS 205 | No. of Lecture Hours per week : 04 |
| Total Credit =04 | Internal Marks : 30 and Exam Marks : 70 = 100 |

**Introduction:**

In modernized societies the political system has become one of the most dominant components of the total social structure. Accordingly, the major objectives of teaching this course are**:**

**Objectives:**

* To acquaint the students with the nature and functioning of political system(s), and the political processes.
* To generate in the minds of students an awareness of their status and role as citizens of the state.
* To make the students aware of the prerequisites of sound democratic political system and its vulnerability**.**

**Outcomes:**

Discuss the political behaviors of social classes, racial and ethnic groups, genders, generations, elites, masses, gays, religious, and other groups in Society.

Analyze how social forces shape policy on issues such as welfare, health care, international trade, information policy, education, abortion, criminal justice, defense, and foreign policy.

Compare and contrast the major theoretical insights in the field of political sociology of influential scholars such as Marx, Weber and Durkheim.

Identify and describe the ideologies and utopian visions that motivate political action.

Assess how politics and power is influenced by trends such as the growth of the internet and the global economy.

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| **Module I:** | **Introduction** | 1. **Hours)** |
|  | Political Sociology : Definition, Nature and Significance **-** Inter: relationship between Political System and Society - Understanding Basic Concepts in Political Sociology : State, Citizenship, Freedom, Constitution, Power and Democracy | |
| **Module II:** | **Theoretical Approaches** | 1. **Hours)** |
|  | View on Society and Politics: Thomas Hobbes, Karl Marx, Max Weber and Vilfredo Pareto - Theories of Power Distribution : Mosca, Pareto and C.W. Mills | |
| **Module III:** | **Political Socialization and Participation:** | 1. **Hours)** |
|  | Politicalisation and Politicization - Political Socialization and its agencies - Political Mobilization and Political Culture - Political Communication ant its pattern | |
| **Module IV:** | **Political Processes and Party System in India** | 1. **Hours)** |
|  | Role of Caste, Religion, Regionalism and Language in Indian Politics - Role of Media and Civil Society in generating Public Opinion and their role in bringing Political Change. | |
| **Module V:** | **Analysis of Electoral Behaviour with Particular Reference to India** | **(10 Hours)** |
|  | Introduction to Psephology – Meaning, Scope and Importance **-** Role of Pressure Groups | |

**Reading List:**

* Ali, Ashraf and C.N. Sharma, (1983), **Political Sociology: A New Grammar of politics,** Madras: University Press.
* Bendix, Reinhard, (1968), **State and Society,** Boston : Little Brown
* Dahl, Robert, (1983), **Modern Political Analysis,** New Delhi, Prentiece Hall.
* Eisenstadt, S. N. (ed), (1971), **Political Sociology,** New Delhi: Oxford and IBH Publishing Company.
* Gupta, Dipankar ( 1996) **Political Sociology in India : Contemporary Trends,**  Hyderabad : Orient Longman
* Hyman H. H. (1972). **Political Socialization : A Study in the Psychology of Political Behaviour,** Glencoe : Free Press
* Jangam R. T., (1980), **Textbook of Political Sociology,** New Delhi: Oxford and IBH Publishing Company.
* Kothari, Rajni, (ed), (1973), Caste in Indian Politics, New Delhi: Orient Longman.
* Mukhopadhyay, A. K. (1977) **Political Sociology: An Introduction,** Calcutta: Bagchi.

# M.A.Sociology:Semester II

## MASOS 206:SOCIOLOGY OF DEVIANCE

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| Sub Code: MASOS 206 | No. of Lecture Hours per week : 04 |
| Total Credit =04 | Internal Marks : 30 and Exam Marks : 70 = 100 |

**Introduction:**

This course is an introduction to the study of deviance and crime. We will explore how and why certain forms of behavior and populations come to be defined as deviant, as well as factors that influence conformity and change. Students will learn some of the ways sociologists have approached the study of deviance and the role of formal and informal responses to deviance in the process of social control.

**Objectives:**

* To provide an introduction to and a sociological perspective on the concept and phenomenon of deviance.
* To explore the various sociological theories that can be used to analyze specific social deviations and that explain why individuals and groups deviate.
* To provide the tools necessary to understand and analyze deviance as a part of social life.
* To analyze specific behaviors in the context of the sociological perspective.
* To analyze classic works of literature to illustrate concepts and theories of deviance.
* To provide opportunities to become immersed in deviance by participating in a variety of out-of-class activities.

**Outcomes:**

Expresses the nature, scope and significance of the study of Sociology of deviance. Able to understand the concept of deviance, crime and its various forms, andits sociological theories. Identify the process of how behaviors become criminalized and how social inequalities leads to criminality. It reveals about ancient and modern controlling mechanisms of deviance and crime in society. This course prepares the students for professional careers in the field of criminology, law, psychology, police service and public administration.

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| **Module I:** | **Introduction:** | **(12 Hours)** |
|  | Nature and Scope and Importance of Sociology of Deviance - Deviance and Social norms - Differentiation and sub cultural norms - Perspective in the study of Deviance | |
| **Module II:** | **Approaches to the study of Deviance:** | **(16 Hours)** |
|  | The Functionalist Approach: Durkheim G.H. Mead - The Interactionist Approach: C.H.Cooley Ed win M. Lemert, Howard S. Hocker, Erving Goffon - Anomie and Deviance-Durkheim, Merton, Parsons, Cohen - Social and Cultural Aproach : Edwin, H. Sutherland Richard, A. Cloward and Lloyed E. Ohilin, Grsham M.Sykes and David Matza | |
| **Module III:** | **Criminal Behaviour and its Types** | 1. **ours)** |
|  | Nature of Crime - Sources of Criminal attitudes - Classification and Typology of Criminal Offenders - Types of Criminal Behaviour - Victimless Crime | |
| **Module IV:** | **Suicide** | 1. **Hours]** |
|  | Suicide as Deviant Behaviour - Types of Suicide (Durkheim) - Social Differentials in suicide - Suicide and mental disorder | |
| **Module V:** | **Deviance and Social Control** | 1. **Hours)** |
|  | The Criminal Law- The Police- Prisons | |

**Reading List:**

**Clinard, Marshall. B (1968):** The Sociology of Deviant Behaviour, NewYork, Holt, Rinchart and Winston.

**Lemert, E.M.:** Social Pathology

**Rubington and Weinberg (1977):** The Study of Social Problems: Five Perspectives, Oxford University Press, Oxford.

**Parsons, Talkott (1972):** The Social System (Ch 7) New Delhi, Am rind.

**Merton, Robert, K (1974):** Social Theory and Social Structure, New Delhi, Am rind.

**Cohen, Albert, K (1977):** Deviance and Control, New Delhi, Prentice Hall..

**Shoham.S. Glora (1976):** Social Deviance, New York, John Wiley and Sons Inc.

**Graeme, Newman (1976):** Comparative Deviance, New York, Elsevier.

# M. A. Sociology:Semester II

## MASO OE 207:FUNDAMENTALS OF SOCIOLOGY

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| Sub Code: MASO OE 207 | No. of Lecture Hours per week : 04 |
| Total Credit =04 | Internal Marks : 30 and Exam Marks : 70 = 100 |

**Introduction:**

This paper is intended to acquaint the students with sociology as a social science and the distinctiveness of its approach among the social sciences. It is to be organized in such a way that even students without any previous exposure to sociology could acquire an interest in the subject and follow it.

**Objectives:**

* View people’s behavior from a sociological perspective, discover your own sociological imagination, and apply it to a variety of social problems and situations.
* Discuss the development of sociology as a science and differentiate it from the other social science

**Outcomes:**

It traces the origin and development of sociology as a separate discipline in social science. By exploring basic concepts of sociology it helps in the systematic study of society. This course describes the social structures, forms and degrees of social stratification, social control, change and development, social institutions etc. It examines the relevance of major social groups that function in society, including racial and ethnic groups. Explain processes of social interaction and socialization, and how socialization operates in different societies and cultures. The paper discusses the importance of social control, including political and legal systems. This paper prepares students to teach in law, criminology, Social psychology, medical science and nursing, HRD etc.

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| **Module I:** | **Introduction** | 1. **Hours)** |
|  | Emergence of Sociology - The Sociological Perspectives | |
| **Module II:** | **Basic Concepts of Sociology** | 1. **Hours)** |
|  | Society and Community **-** Culture and Socialization **-** Institutions and Association **-** Social Structure and Function **-** Status and role | |
| **Module III:** | **Social Processes** | 1. **Hours)** |
|  | Social Processes –Meaning ,Characteristics- Major Social Processes- Cooperation, Competition, Conflict, Accommodation and Assimilation | |
| **Module IV:** | **Social Groups** | 1. **Hours)** |
|  | Meaning and Importance of groups -Typology of social groups - Sociology of small groups | |
| **Module V:** | **Social Control and Change** | 1. **Hours)** |
|  | Meaning and Means of Social Control - Meaning and Factors of Social Change | |

**Reading List**

* Bottomore T. B. 1972. **Sociology: A Guide to Problems, and Literature**. Bombay : George Allen and Unwin (India)
* Harlabos, M. 1998. **Sociology: Themes and Perspectives**. New Delhi; OxfordUniversity Press.
* Likeles, Alex. 1987. **What is Sociology?** New Delhi: Prentice-Hall of India.
* Jiyaram, N. 1988. **Introduction Sociology**. A Systematic Introduction. New Delhi: Allied Publishers.
* Schaefer, Richard T. and Robert P. Lamm. 1999. **Sociology.** New Delhi : Tata-McGraw Hill.
* Francis, Abraham(2006) Contemporary Sociology, Oxford, New Delhi.
* Horton, Paul B. and Hunt, Chester L. (2004) Sociology, Tata McGraw-hill , New Delhi

# M. A. Sociology:Semester III

## MASOH 301:Modern Social Theories

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| Sub Code: MASOH301 | No. of Lecture Hours per week : 04 |
| Total Credit =04 | Internal Marks : 30 and Exam Marks : 70 = 100 |

**INTRODUCTION:**

This course is intended to introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking in the end of the 20th century, and which continue to concern the practitioners of sociology today.

**Objectives:**

* The main focus of this course will be on modern and post-modern theories, neo-functionalism and neo-Marxism. The course will also examine the theoretical relevance and analytical utility of the premises, methodology and conclusions of these diverse theoretical perspectives in understanding social structure and change.

**Outcomes:**

It enables the students to understand cultural contest and many intellectual cross currents. This paper provides insights into and perspectives on the structure and functioning of social system and the conceptual framework for their systematic analysis. The knowledge acquired through this paper helps the learners to know about the possible outcome of future events in this social world. It also focuses on society a knowledge of the world as it grows.

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| **Module I:** | **Introduction** | **(10Hours)** |
|  | The Structure of Sociological Theory (Wallace and Wolf) - From Sociological Theories to Social Theories - Post-Modern Social Theory: Meaning and Emergence | |
| **Module II:** | **The Concept of Modernity** | 1. **Hours)** |
|  | Meaning of Modernity - Classical theorists on Modernity ( Marx, Weber, Durkheim, and Simmel)- Post Modernity | |
| **Module III:** | **Contemporary Theories of Modernity** | 1. **Hours)** |
|  | Anthony Giddens- The Juggernaut of Modernity - Ulrich Beck : The Risk Society - George Ritzer: Hyper Rationality, Mc Donaldization, Americanization | |
| **Module IV:** | **Neo- Functionalism and Neo Marxism** | 1. **ours)** |
|  | Jeffrey Alexander - J. Habermass - L. Altrusser | |
| **Module V:** | **Post Modern Social Thinkers** | 1. **ours)** |
|  | Jean Baudrillard - M.Foucault - Jacques Derrida | |

**Reading List:**

1. Ritzer, George. Modern Sociological Theory, McGraw-Hill, Singapore 1996
2. Ritzer, George. Classical Sociological Theories, McGraw-Hill, Singapore 1996
3. Ritzer, George: Sociological Theories, McGraw Hill, Singapur.1996
4. Collins, R .Theoretical Sociology, Rawat Publication, Jaipur, 1997
5. Turner, B.S(ED) Social Theory, Blackwell Publishers, New Delhi, 1989
6. Giddens A. (ED) Social Theory To-day, Disha Publications, New Delhi, 1989
7. Layden, D.& J.B Thompson(Eds) Social theories of Modern Societies: Anthony Giddens & His Critics, Cambridge Univ.Press,Cambridge,1989.
8. Bryant.G.A & D. Jary: Gidden’s Theory of Structuration: A Critical Approach Rutledge, London 1991.
9. The polity Reader in Social Theory, (Collection of Articles) Polity Press, London, 1994, (in India Rawat Books, Jaipur)
10. S. L. Doshi (2009) Modernity, Postmodernity and Neo- Sociological Theories, Rawat, Jaipur.

# M. A. Sociology:Semester III

## MASOH 302:RURAL SOCIOLOGY

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| Sub Code: MASOH302 | No. of Lecture Hours per week : 04 |
| Total Credit =04 | Internal Marks : 30 and Exam Marks : 70 = 100 |

**Introduction:**

The agrarian structure and development in India are the two principal sources of approach to study the rural society in India. This course plan emerges as a basis for developing a sociological skill on peasant and social structure.

**Objectives:**

* To provide sociological understanding of rural social structure, change and development in India.
* To impart sociological skills to reconstruct rural institution and rural development
* Programmes to plan, monitor and evaluate rural development programmes.
* To acquaint students with the prevailing two approaches to the study of rural society: Rural community and peasantry.

**Outcomes:**

This paper serves as a foundation for understanding the behavior of rural people at the end of course the students will be able to organize and orient their thinking, define situations and communicate their thoughts and attitudes in respect of rural people. The students also aquant with basic concepts in the area of study like rural social structure, change, development stratification system etc. They will also develop insights into the policies and programmes essential for the reorganization and reconstruction of rural society.

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| **Module I:** | **Introduction to Rural Sociology** | 1. **ours)** |
|  | Rural Sociology : Nature and Significance of its Study- Origin and development of Rural Sociology : USA and India - Basic Characteristics of Peasant and Agrarian Society- Rural –Urban Relations and Contrasts | |
| **Module II:** | **Rural Social Institutions** | 1. **Hours)** |
|  | Settlement Patterns -Rural Stratification –Agricultural Ladder- Rural Family -Rural Religion | |
| **Module III:** | **Rural Society in India** | 1. **ours)** |
|  | Origin and Development of Village Communities in India -Village Studies in India -Village Social Structure -Caste Dynamics in Rural Society - Changing Rural Society | |
| **Module IV:** | **UNIT IV: Rural Problems** | 1. **Hours)** |
|  | Poverty and Indebtedness- Illiteracy - Health and Sanitation | |
| **Module V:** | **UNIT V: Rural Development** | 1. **Hours)** |
|  | Land tenure and Land Reforms - Green Revolution and White Revolution -Panchayat Raj-Rural Co-operatives and Self Help Groups -Globalization and Indian Village - Rural Development Programmes: CDP, IRDP, NREG,PURA MNERGA, Etc | |

**Reading List:**

* Desai A. R. (ed) (1969), **Rural Sociology in Indian,** Bombay: Popular Publication.
* Desia A. R. (1979), **Rural Indian in Transition,** Popular Prakashan, Bombay.
* DeSouza P.R. (Ed) (2000) **Contemporary India – Transition**, New Delhi, Sage Publications.
* Doshi, S.L. (1998) Rural Sociology, Rawat, Jaipur.
* Lakshminarayana H. D. (1980) **Democracy in Rural India**, New Delhi; National
* Oommen T. K. (1984), **Social Transformation in Rural India,** New Delhi: Vikas Publication.
* Ramakrishna Mukerjee (1957), **The dynamics of rural Society,** Berlin.
* Singh, Katar (1999),  **Rural Development,** New Delhi : Sage Publication,
* Satyamurthy, T. V. (1996), **Industry and Agriculture in India Since Independence,** (Volume 2), New Delhi, Oxford University Press.

# M. A. Sociology:Semester III

MASOH 303:**RESEARCH METHODOLOGY**

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| Sub Code: MASOH 303 | No. of Lecture Hours per week : 04 |
| Total Credit =04 | Internal Marks : 30 and Exam Marks : 70 = 100 |

**Introduction:**

This course plan aims to provide exposure to the fundamentals of various research techniques and methods (both quantitative and qualitative). It tries to build upon the basic assumptions in adopting different methodologies for different kinds of research themes. In the first section, it introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences. The second and third sections attempt to sensitize post-graduate students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can lead them in their future research. Teaching certain quantitative methods, statistical techniques and qualitative methods to collect and analyze the data would help them organize and analyze the information gathered by them. Exposure to the fieldwork at the post-graduate level is intended to enhance the research interests and inculcate the spirit of inquiry among students who may be motivated to continue higher studies in research.

**Objectives:**

* Understand some basic concepts of research and its methodologies
* Identify appropriate research topics
* Select and define appropriate research problem and parameters
* Prepare a project proposal (to undertake a project)
* Organize and conduct research (advanced project) in a more appropriate manner
* Write a research report and thesis.

**Outcomes:**

Helps in understanding the concept of scientific method and its importance in social research. Articulate the basic tenets of the quantitative & qualitative methods used in sociology.Develop testable hypotheses derived from a theory. Identify and apply various research designs in new situations. Create and critique questionnaires/survey instruments.Apply various research methods to answer sociological questions.Identify which analyses are appropriate for various research designs. Use statistical software (SPSS) to analyze data. Interpret and draw conclusions from descriptive and inferential statistical analyses.

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| **Module I:** | **Social Research** | **(10Hours)** |
|  | Scientific Method and its Application to Social Research - Meaning and Importance of Social Research - Types of Social Research: Pure and Applied - Problems of Objectivity in Social Research | |
| **Module II:** | **Research Procedure** | 1. **Hours)** |
|  | Theory and Fact - Hypothesis –Meaning and Characteristics - Concepts: Meaning, and Problems of Conceptualization - Research Design –Meaning and Types - Sampling : Role and Methods | |
| **Module III:** | **Methods of Social Research** | **(10Hours)** |
|  | Historical method- Comparative method - Survey and Case Study method | |
| **Module IV:** | **Methods of Data Collection** | 1. **ours)** |
|  | Primary Data : Observation, Questionnaire, Interview - Secondary Data: Sources of Secondary Data | |
| **Module V:** | **Statistics and Analysis of Data** | **(15Hours)** |
|  | Use of Statistics in social research : Classification and Tabulation - Diagrammatic and Graphical representation of Data: Bar Diagram, Pie-Chart, Line Chart, Histogram, Frequency Polygon, Curve and O-give curves - Measures of Central Tendency : Mean Median ,Mode - Report Writing | |

**Reading List:**

* **Ahuja, Ram (2002) Research Methods, Rawat, Jaipur.**
* Bose, Pradip Kumar (1995).**Research Methodology**, New Deihi: ICSSR.
* Bryman, Alan (2001). **Social Research Methods**, New York: OxfordUniversity Press.
* Carol Grbich (2000). **New Approaches in Social Research**, London: Sage Publications.
* D.A. DEVAUS (1986). **Surveys in Social Research**, London&Winchester, MA: George Allen & Unwin.
* Dooley, Devid (1997). **Social Research Methods,**New Delhi: prentice Hall of India.
* Goode and Hatt91952). **Methods in Social Research**, New York: McGraw Hill.
* Young Pauline V.(1992). **Scientific Social Surveys and Research**, New Delhi: Prentice Hall of India.
* Sadhu, A. N. and Amajit Singh (1980). **Research Methodology in Social Sciences**, Bombay: Himalaya Publishing House.
* Yayes, Simeon (2004). **Doing Social Science Research**. London: Sage Publications.

# M. A. Sociology:Semester III

MASOH 304:**Industry and Society**

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| Sub Code: MASOH 304 | No. of Lecture Hours per week : 04 |
| Total Credit =04 | Internal Marks : 30 and Exam Marks : 70 = 100 |

**Introduction:**

The base of work as a human organization in the industry, how the work is being organized in an industrial organization, how the labour is abstracted in the industrial work process, how the issue between labour and management is constructed and how the labour welfare measures are implemented will be the rationale for the P.G. student who may consider the P.G. degree as a terminal one to get into the world of work in the industrial organization.

**Objectives:**

* Provides an understanding of sociology of industry, labour, human relations and management, to get the P.G. student familiarized with the actual problem situations in industrial organization in sociological perspectives.

**Outcomes:**

This paper provide an understanding of sociology of industry, labour, human relations and management to get the P.G students familiarised with the actual problem situations in industrial organisation in sociological perspectives. This course also helps students evaluate the benefits and disadvantages of industrialisation in the society and proffer solutions in the form of social policies in order to ameliorate the situation and bring about long-lasting sustainability.

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| **Module I:** | **Introduction** | 1. **ours)** |
|  | Scope and Significance of Industrial Sociology - The Rise of Industrial Sociology: Hawthorne Experiment - Impact of Industrial Institutions on Society. | |
| **Module II:** | **Rise and Development of Industry:** | 1. **Hours)** |
|  | Early Industrialism in Western Society : The Manorial SystemGuild System, The putting out System - The Factory System : Its Characteristics | |
| **Module III:** | **Organizational Structure of Industry:** | 1. **Hours)** |
|  | Formal Organization: Line and Staff- Informal Organization - Industrial Bureaucracy | |
| **Module IV:** | **Industrialism and Indian Society:** | 1. **Hours)** |
|  | Industrial Development in India - Characteristics of Indian labour and labour problems : Changing profile -Absenteeism in Indian Industries- Social Consequences of Industrialism in India | |
| **Module V:** | **Industrial Relations:** | 1. **Hours)** |
|  | Trade Union Movement in India - Industrial Disputes - Collective Bargaining - Labour Welfare | |

**Reading List:**

Miller and Form: Industrial Sociology, London, Hurper and Row Publishers 1964. Schneider Eugene. V.: Industrial Sociology, London, McGraw, Hill, 1971

Moore, W.E: Industrial Relations and Social Order, New York: Mac Millian, 1974.

Eldridge: Industrial Disputes, London Routledge and Kegan Paul.

Parker.S.R et. al. : The Sociology of Industry, London George Allen and Unwin,1967

Saxena, R.C: Labour problems and Social Welfare, Jai Prakash Nath &Co. Meerat,1955

Agrawal, R.D.: Dynamics of Labour Relations in India: A book Readings: Tata MacGraw Hill.

Pascual Gisbert,S,J.: Fundamentals of Industrial Sociology, Tata McGraw Hill Publishing Company Ltd., New Delhi 1972.

N.R.Sheth (ed): Industrial Sociology in India. A Book of Readings Allied Publishers Pvt Ltd.,New Delhi 1982 .

Memoria.C.B. and Mamoria: Dynamics of Industrial Relations in India. Himalaya Publishing House, Mumbai 1992

Ramaswamy, E.A. Industrial Relations in India: New Delhi,1978.

# M. A. Sociology:Semester III

MASOS 305:**SOCIOLOGY OF SOCIAL MOVEMENTS**

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| Sub Code: MASOS 305 | No. of Lecture Hours per week : 04 |
| Total Credit =04 | Internal Marks : 30 and Exam Marks : 70 = 100 |

**Introduction:**

The objective of this course is to sensitize postgraduate students to the variety and dynamics of social movements and their role in social transformation. The course will hopefully enable the students to look at social movements in a sociological and comparative perspective

**Objectives:**

* understand a range of theories and perspectives for analysing protest and social movements;
* critically evaluate these theories and perspectives by investigating historical and contemporary examples of protests and social movements;
* relate levels and forms of protest to theories and debates about the nature of power in modern societies.

**Outcomes:**

Upon completing this course students will be able to understand the concept of a social movement .Understand and apply theories about mobilization and movement formation. This paper enhances the knowledge about different types of social movements, including identity movements, religious movements and/or issue driven movements. This course also throws light on the history of social movements both domestically and internationally.

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| **Module I:** | **Introduction:** | 1. **ours)** |
|  | Definition and Significance of Sociology of Social Movements - Genesis of Social Movements- Ideology of Social Movements- Characteristics and Types of Social Movements | |
| **Module II:** | **Reform Movements** | 1. **Hours)** |
|  | Brahma Samaj, Arya Samaj, Prarthana Samaj - Basaveshwara: Veerashaivism - Sri Narayanaguru Dharma Paripalanasabha(SNDP)- Ramakrishna Mission | |
| **Module III:** | **Dalit and Backward Classes Movements** | 1. **Hours)** |
|  | Emergence of Dalit Movement in India- Role of Jyotiba Phule and B.R. Ambedkar- Dalit Movement in Karnataka(DSS)- Backward Classes Movement in Karnataka | |
| **Module IV:** | **Peasant Movements** | 1. **Hours)** |
|  | Characteristics and Trends- Peasant Movement in India -Peasant Movement in Karnataka | |
| **Module V:** | **Tribal Movements** | 1. **Hours)** |
|  | Santal Movement - Jharkhand Movement | |

***Reading List:***

* Banks, J.A. (1972).***The Sociology of Social Movements****,* London: Macmillan.
* Cameran, W.B. (1966).***Modern Social Movements: A Sociological Outline****,*New York: Random House.
* Choudhary**,** S. (1971). Peasants' and Workers' Movement in India-**1905-1929**, New Delhi: People’s Publishing House.
* Dhanagare, D.N. (1983). *Peasant Movements in India, 1920-1950*, New Delhi: OxfordUniversity Press.
* Hardgrave, Robert L. (1965). ***The****Dravidian Movement*, Bombay: Popular Prakashan.
* Malik, S.C. (1977). ***Dissent, Protest and Reform in Indian Civilization****,* Shimla: Indian Institute of Advanced Study.
* Patwardhan, Sunanda (1973).*Change among* ***Indian****Harijans*: ***Maharashtra****,* ***A Case*Study**, New Delhi: Orient Longman.
* Rao, M.S.A. ed. (1979). ***Social Movements and Social Transformation****,* New Delhi: Mac Millan.
* Rao, M.S.A. ed. (1979). ***Social Movements in India****,* New Delhi: Macmillan.
* Shah, Ganshyam (2002). ***Social Movements and the State****,* New Delhi: Sage.
* Shah, Nandita and Nandita Gandhi (1992). ***Issues at Stake*: *Theory and Practice in the Contemporary Women’s Movements in India*,** New Delhi: Kali for Women.
* Shiva, Vandana. ***Ecology and the Politics of Survival*,** New Delhi: Sage publications.
* Singh, K. S. ***Tribal Movements in India*** (1982). New Delhi: Manohar.

# M. A. Sociology:Semester III

MASOS 306 :**Population Studies**

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| --- | --- |
| Sub Code: MASOS 306 | No. of Lecture Hours per week : 04 |
| Total Credit =04 | Internal Marks : 30 and Exam Marks : 70 = 100 |

**Introduction:**

Population size is often considered a crucial variable in appreciating social issues.

The problems of developing societies are attributed to their population size. These views demand a proper academic and objective understanding of the dynamics of population

**Objectives:**

* To understand the influence of population on social phenomena.
* To acquaint students the demographic features and trends of Indian society vis-à-vis World population.
* To understand population control in terms of social needs.
* To appreciate population control measures and their implementation.

**Outcomes:**

Population size is often considered a crucial variable in appreciating social issues. Students will be able to understand trends and patterns of population in India and world with the help of sources of population data. Suitable theories, components of change and new population policy of India definitely enhance the knowledge of demography.

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| **Module I:** | **Introduction:** | 1. **ours)** |
|  | Scope and Importance of Social Demography - Development of Social Demography- Sources of Population Data - World Population : Growth and Distribution | |
| **Module II:** | **Theories of Population Growth:** | 1. **Hours)** |
|  | Pre-Malthusian Theories - Malthusian Theory- Post-Malthusian Theories - Theory of Demographic Transition | |
| **Module III:** | **Components of Population Change:** | 1. **Hours)** |
|  | Fertility: Role of Fertility, Differential Fertility- Mortality: Role of Mortality, Infant Mortality- Migration Types and Theories | |
| **Module IV:** | **Population of India:** | 1. **Hours)** |
|  | Size and Growth of Population of India - Distribution of Population of India - Characteristics of Population of India | |
| **Module V:** | **UNIT 5: Population Policy of India** | 1. **ours)** |
|  | Implementation and Evaluation of Population Policy in India - Recent Trends in Population Policy; Population Policy 2000 | |

**Reading List:**

Kingsley, Davis Population of India and Pakistan, Princeton University Press, Princeton, 1951

Donald. Bogue-Principles of Demography, London, Johnwiley and Sons, Inc, 1969

W.S Thompson and D.T .Lewis-Population Problems, New Delhi, TMH, 1976.

P.M. Houser and Duncan; Study of Population, Chicago: University of Chicago Press.1973.

Peterson William-Population; London: Macmillan 1969

Population Reference Bureau-Latest world population data sheet

Mascarenhas, Population Education, II Edition, Oxford and IBH, New Delhi 1982.

S.Chandrashekar(ed): Infant Mortality, Population growth and Family planning in India; London; George Allen & Unwin Ltd. 1974

Bose. Ashish: Demographic Diversity of India Delhi; B.R Publishing

Corporation 1991.

Ajjazuddin, Ahmad, daivel Noin, H.N Sharma (eds); Demographic Transition; The Third World Scenario’,Rawat Publications. Jaipur.

O.S. Srivatsava, Demography and Population Studies, Vikas Publishing House, New Delhi. 1996.

National Family Health Survey 1998-99 and 2005-06.International Institute of Population studies, Bombay

Asha Bhende and Tara Kanitkar: Principles of Population Studies. Mumbai, Himalaya Publishing House, 1999.

# M. A. Sociology:Semester III

MASOS 307 :**Indian Society**

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| Sub Code: MASOS 307 | No. of Lecture Hours per week : 04 |
| Total Credit =04 | Internal Marks : 30 and Exam Marks : 70 = 100 |

**Introduction:**

It is presumed that the student has some familiarity with Indian society by virtue of the fact that he is a member of it and that he has observed and experienced some facets of it. However, this familiarity is likely to be superficial, selective and rather fragmentary. The continuity between the present and the past is an evident feature of Indian society. Though this continuity is reflected in the structure of the course, the focus is on the contemporary Indian society.It is hoped that students will have acquired a fairly adequate and comprehensive understanding of Indian society in all its multi-faceted dimensions at the graduate level. This course is aimed at sensitizing them to the diversity as well as inter-connectedness of theoretical perspectives on Indian society, thereby adding depth as well as insight to their understanding of the subject.

**Objectives:**

* The sociological perspective on Indian society presented in this course will enable students to gain a better understanding of their own situation and region.
* This course is also aimed at sensitizing them to the diversity as well as inter-connectedness of theoretical perspectives on Indian society, thereby adding depth as well as insight to their understanding of the subject.

**Outcomes:**

The students acquire a fair adequate and comprehensive knowledge about Indian society in all its multi-faceted dimensions understanding of unique and peculiar institutions will help the students to know why all societies in the world are not uniform in respect of features and practices. They also learn about problems and challenges continued in Indian society apart from recently raised new problems and processes. It also introduces the students to schemes and programmes devised on the basis of sociological studies for uplifting marginalized sections and solving aged old problems in rural set up. The paper also exposes the students to urban problems and their remedies.

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| **Module I:** | **Introduction:** | 1. **Hours)** |
|  | Characteristics of Indian Society - Unity in Diversity - Emerging Challenges to Indian Society | |
| **Module II:** | **Changes in Indian Society** | 1. **Hours)** |
|  | Nature and Direction of Social Change- Social Institutions and Social Change : Family, Caste, Education, Economy and Politics | |
| **Module III:** | **Rural Society in India** | 1. **Hours)** |
|  | Changing Profile of Rural Society - Rural Problems : Poverty, Illiteracy- Rural Development: Panchayat Raj, Rural Development Programmes | |
| **Module IV:** | **Urban Society in India** | 1. **Hours)** |
|  | Urbanization In India: Trends and Patterns - Features of Urban society- Urban Problems: Slums, Poverty - Development: Policies and Programmes | |
| **Module V:** | **Marginalized Groups and Minorities** | 1. **Hours)** |
|  | SC and ST: Problems and Policies - OBC’s - Women: Problems and empowerment - Minorities: Identification and Problems | |

# M. A. Sociology:Semester IV

MASOH 401:**PERSPECTIVES ON INDIAN SOCIETY**

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| Sub Code: MASOH 401 | No. of Lecture Hours per week : 04 |
| Total Credit =04 | Internal Marks : 30 and Exam Marks : 70 = 100 |

**Introduction:**

It is presumed that the student has some familiarity with Indian society by virtue of the fact that he is a member of it and that he has observed and experienced some facets of it. However, this familiarity is likely to be superficial, selective and rather fragmentary. The course is aimed at rectifying these limitations by presenting a comprehensive, integrated and empirically-based profile of Indian society. The continuity between the present and the past is an evident feature of Indian society. Though this continuity is reflected in the structure of the course, the focus is on the contemporary Indian society.

**Objectives:**

* The sociological perspective on Indian society presented in this course will enable students to gain a better understanding of their own situation and region.
* This course is also aimed at sensitizing them to the diversity as well as inter-connectedness of theoretical perspectives on Indian society, thereby adding depth as well as insight to their understanding of the subject.

**Outcomes:**

The students acquire a fair adequate and comprehensive knowledge about Indian society in all its multi-faceted dimensions understanding of unique and peculiar institutions will help the students to know why all societies in the world are not uniform in respect of features and practices. They also learn about problems and challenges continued in Indian society apart from recently raised new problems and processes. It also introduces the students to schemes and programmes devised on the basis of sociological studies for uplifting marginalized sections and solving aged old problems in rural set up. The paper also exposes the students to urban problems and their remedies.

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| **Module I:** | **Introduction:** | 1. **ours)** |
|  | Nature and importance of the study of Indian Society**-** Geographical and Historical Features**-** Unity in Diversity | |
| **Module II:** | **Theoretical Perspectives** | 1. **Hours)** |
|  | Indological-G.S Ghurye,Louis Dumont- Structural –Functionalism- M.N Srinivas, S.C Dube - Subaltern Perspectives-B.R Ambedkar , Ranajith Guha | |
| **Module III:** | **Marriage and Family:** | 1. **Hours)** |
|  | Marriage and family among Hindus - Marriage and family among Muslims - Marriage and family among Christians | |
| **Module IV:** | **Weaker Sections of Indian Society:** | 1. **Hours)** |
|  | Meaning and Classification of Weaker Sections : SCs, STs, OBCs and Women **-** Socio-Economic Situation of Weaker Section in India- Constitutional Provisions for Weaker Sections**-** Social Exclusion and Inclusion in India | |
| **Module V:** | **Methodological Debate on Indigenizing Sociology in India:** | 1. **Hours)** |
|  | Sociology for India - Sociology of India | |

**Reading list:**

* Ambedkar, Bhimrao Ramji, (1970), **Who were Shudras? : How They came to be the fourth Varna in the Indo-Aryan Society,** Thacker
* Dhanagare, D. N. (1993), **Themes and Perspective in India Sociology,** Jaipur, Rawat Publication.
* Dube, S. C. (1973), **Social Science in a Changing Society,** Lucknow University Press.
* Dumont, Louis, (1970), **Homo Hierarchicus: The Caste System and its Implications,** New Delhi, Vikas.
* Karve, Irawati, (1961), **Hindu Society: An Interpretation,** Poona, DeccanCollege.
* Inden, Ronald, (1990), **Imagining India,** Oxford: Basil Black Well.
* Nagla, B. K. (2008), **Indian Sociological Thought,** Rawat Publication
* Oommen T. K. And P.N. Mukherjee (ed0 (1986), **Indian Sociology: Reflection and Introspections,** Popular Prakashan Bombay.
* Singh, Y (1973), **Modernization of Indian Tradition,** Delhi, Thomson Press.
* Srinivas, M. N. (1960), **India’s Villages,** Asia Publication House, Bombay.

# M. A. Sociology:Semester IV

MASOH 402:**SOCIOLOGY OF GENDER**

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| Sub Code: MASOH 402 | No. of Lecture Hours per week : 04 |
| Total Credit =04 | Internal Marks : 30 and Exam Marks : 70 = 100 |

**Introduction:**

This course plan focuses on the emergence of women’s movements and women’s studies in the context of feminist thought and critiques of sociological theories and methodologies. The objective is to trace the evolution of gender as a category of social analysis in the late twentieth century. Major debates that have emerged are also outlined. The format provides for a comparative perspective in so far as the first part encompasses the developed and the developing countries while the second part revolves around issues concerning Indian women. It is hoped that exposure to the course will lead to a better understanding of the social phenomena.

**Objectives:**

* Provides a critical perspective on how we construct male and female identities and how the consequences of such a construction affect institutions, culture and society.
* Introduces to the ideas, concepts and methods of studying gender and gender inequality in society.
* Students get acquainted with the major theories of gender analysis, the differences between the perspectives and the projected ways of challenging inequality.
* Address the issues that arise in society in relation to gender. Much of this section will be spent discussing empirical research, but theory will be addressed throughout the society.

**Outcomes:**

This course plan to focus on the gender as a category of social analysis and not just as a women’s question and hence exposure to this course will lead to a better understanding of the social phenomena.

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| **Module I:** | **Introduction:** | 1. **ours)** |
|  | Emergence of Sociology of Gender - Relevance of Sociology of Gender - Understanding Feminism- Meaning and Relevance of Feminism in Sociological Studies - Theoretical Debates on Feminism: Liberal, Marxist, Radical, Socialist. | |
| **Module II:** | **Key Concepts in Gender Studies:** | 1. **ours)** |
|  | Sex and Gender - Key concepts in Gender Studies: Patriarchy,Gender Bias, Gender Equality, Gender Sensitivity- Gender Socialization and Discrimination - Agencies of Gender Socialization: Family, School, Media, Peer group. | |
| **Module III:** | **Status of Women in India: Changing Profile** | 1. **Hours)** |
|  | Status of women through the Ages- Women’s Development Programme in India since Independence- Contemporary trends | |
| **Module IV:** | **Women in Indian Society:** | 1. **Hours)** |
|  | Performance of Women in Key Development Sectors :women and Health - Women and polity - Women and Education- Economic Participation of Women | |
| **Module V:** | **Empowerment of Women in India:** | 1. **ours)** |
|  | Concept of Empowerment and its importance - Role of Government ; Policies and strategies for Empowerment - Role of NGOs in Women Empowerment - Challenges confronting Empowerment of Women | |

Reading List

* Altekar, A. S. (1983).*The Position of women in Hindu Civilization*, Delhi: Motilal Banarasidas.
* Channa, Karuna ed. (1988). *Socialization, Education and Women*, New Delhi: Orient Longman.
* Chaudhuri, Maitrayee ed. (2004). *Feminism in India*, New Delhi: Kali for Women and Women Unlimited.
* Desai, Neera and Maithreyi Krishnaraj (1987).*Women and Society in India*, Delhi: Ajanta.
* Dube, Leela, Eleanor Leacock and Shirley Ardner (1986).*Visibility and power: Essays on Women in Society and Development,* New Delhi: Oxford University Press.
* Forbes, Geraldine (1998). *Women in Modern India,* New Delhi: Cambridge University Press.
* Gandhi, Nandita and N. Shah (1992*). Issues at Stake: Theory and Practice in the Contemporary Women’s Movement in India*, New Delhi: Kali for Women
* Geeta,V. (2002). *Gender.*Calcutta: Stree.

# M. A. Sociology:Semester IV

MASOH 403 : **SOCIOLOGY OF AGEING**

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| Sub Code: MASOH 403 | No. of Lecture Hours per week : 04 |
| Total Credit =04 | Internal Marks : 30 and Exam Marks : 70 = 100 |

**Introduction:**

The worldwide trends indicate that the proportion of aged people in the populations of different societies is ever increasing. This has far reaching socio-economic and even political implications for the societies across the world. Social Scientists are looking at this issue as a matter of serious concern. It has therefore become essential to study the problems created by increasing aging population, as well as, the problems of aged people in the society.

**Objectives:**

* To study the profile of changes in the age composition of different societies and to

study various implications of the increasing aging population.

* To study and to know the traditional ways of accommodating the aged population in

the main streams of family and community life and to see how far they would be useful

in modern society.

* To study various strategies, programmes and measures adopted in a modern society
* To bring about psychological, sociological and economic rehabilitation of elderly people.
* To make the members of incoming generations aware of stresses and strains created

by economic dislocation and physical disabilities for elderly people and to generate in them positive and respectful attitudes towards them.

**Outcomes:**

Students will be able to identify biological, social, cultural and psychological factors related to healthy aging. Demonstrate sensitivity to diversity regarding aging as well as the cultural and family influences on those attitudes. Apply inductive and deductive reasoning to create solutions for problems related to aging. Identify economic and legal issues and local resources that assist elders with aging.

|  |  |  |
| --- | --- | --- |
| **Module I:** | **Introduction** | 1. **ours)** |
|  | The Emerging Field of Gerontology- Emergence of Sociology of Ageing as a Sub-discipline- Scope and Significance of the study of Sociology of Ageing- Trends and Patterns of Ageing- Global and Indian Scenario | |
| **Module II:** | **Aspects of Ageing** | 1. **ours)** |
|  | Factors of Ageing**-** Problems of Ageing**:** Physical, Economic, Cultural and Psychological**-** Changing Family and Ageing | |
| **Module III:** | **Theoretical Approaches** | 1. **Hours)** |
|  | Structural –functional and Conflict Perspective- Symbolic Interaction - Phenomenology - Ethno methodology | |
| **Module IV:** | **Coping With Ageing** | 1. **Hours)** |
|  | Formal and Informal Support Systems- Ageing and Illness- Ageing and Retirement- Gender Dimensions of Ageing | |
| **Module V:** | **Policies and Programmes for the Elderly in India** | 1. **Hours)** |
|  | Role of the State- Central and State Schemes**-** Role of Voluntary Organizations**-** National Policy on Ageing | |

**Reading List:**

* Atchley, ***Social Processes in Latter Life*.** California: Wadsworth, 1972.
* Baara, Jan., Dale Dannefer, Chris Philipson and Alan Walker, eds. ***Ageing, Globalization and Inequality.*** New York: Baywood Publishing Company, Inc., 2006.
* Baum, M., and Baum, R.C. ***Growing old: A Social Perspective***. New jersey: Prentice Hall, Inc., 1980.
* Bhatia, H.S. ***Ageing and Society: A Sociological Study of Retired Public Servants***. Udaipur: Arya’s Book Centre, 1983.
* Bond, John. Coleman Peter and Sheila Peace. ***An Introduction to Social Gerontology.*** New Delhi; Sage Publications, 1993.
* Cox. ***Later Life: The Realities of Ageing***. New Jersey: Prentice Hall, Inc., 1984.
* Dhillon, P.K. ***Psycho-Social Aspects of Ageing in India***. New Delhi: Concept Publishing Company, 1992.
* Jayprakash, Indira. Ed. ***Quality Ageing: Collected Papers***. Varanasi: Association of Gerontology, 1991.
* Mishra, S. ***Social Adjustment in Old Age***. New Delhi, B. R. Publishing House, 1987.
* Raju, S.S. ***Health Status of the Urban Elderly; A Medico- Social Study***. Delhi: B.R. Publishing Corporation, 2002.
* Rao, K.S. ***Ageing in India***. New Delhi: National Book Trust of India, 1994.
* Sharma, M.L., and T.M. Dak, eds. ***Ageing In India***. New Delhi: Ajanta Publications, 1987.

**M.A. Sociology: Semester IV**

## MASOH 404: Project Work

|  |  |
| --- | --- |
| Sub Code: MASOH404 | No. of Lecture Hours per week : 04 |
| MaximumMarks: 100 | Internal Marks : 30 and Report Evaluation: 70 |

**Guidelines for Project Work**

**Objectives:**

1. To provide an opportunity for students to apply theories to comprehend key social issues.
2. Students will acquire detailed knowledge and will be able to describe how social structure ,institutions, policies and culture operate.
3. To enable students to convey their sociological knowledge in writing to a range of audiences , including the research community, policy makers and the general public.
4. To expose the students to the current diversities of human societies.
5. To sharpen domain knowledge and provide empirical experience.

**Learning Outcomes:**

Students will be able to apply sociological theories to comprehend and solve various social issues. Able to learn the skills of research methods, techniques and tools in handling various fields of research that helps them to conduct more and more researches in the coming future.

**General Guidelines:**

1. **Nature of project work:** The student will have to identify a problem that matches the student’s area of specialization. Students are expected to identify, study a problem area and provide suggestions to overcome the problems.
2. No two students of the department/college shall work **on the same problem in the same organization**.
3. Maximum of TWO [02] students of different college can work in the same organization with different topics.
4. **Duration of project work:** The project work shall be for a period of **ONE SEMESTER.** Students are expected to take up the preliminary work such as identifying the problem, finalization of topic and review of literature during the 3rd semester and start the Pre- project work.
5. **Guide: Internal guide** of the project work is a full-time faculty member working in Sociology department of the VSKU/affiliated colleges where **Master of Arts in Sociology** program offered. **External guide** is from the economic/business organization where the student is carrying out his/her project work. Internal guide is expected to be in continuous interaction with external guide during the course of the work. The student must get the contact details of external guide and ensure both the external guide and internal guide in network.
6. **Schedule to be followed before commencement of Project work [During III semester of the Master of Arts in Sociology Program**]

| **Activity** | **Time-line** | **Remarks** |
| --- | --- | --- |
| Problem Identification | First two weeks | Student individually identifies a problem for his/her study, according to his/her interest |
| Problem Statement | 3rd week | His/her interests discussed with guide. |
| Research design | 4th week | Discussion with internal guide to decide on suitable design for the research |
| Synopsis preparation | 5th and 6th week | Preparation of synopsis\* incorporating the Objectives |
| Presentation of  synopsis | 7th and 8th  week | The student will present Synopsis with the detailed execution plan to the internship committee\*\* who will review and may   1. approve, 2. approve with modification or 3. reject for fresh synopsis. |
| Approval status | 9th and 10th  week | The approval status is submitted to Chairman, Post Graduate Department of  **Sociology** who will officially give concurrence for execution of the project. |

**Structure of Synopsis**

Synopsis is a 3-5 pages hard copy document and to be submitted to the Chairmanwith the signatures of Internal Guide and the Student.

|  |  |  |
| --- | --- | --- |
| **Page** | **Content** | |
| Page 1 | | 1. Title 2. Contact addresses of student -with details of internal Guide |
| Page 2 | | 1. Introduction with objectives, 2. Review of articles/literature about the topic with source of information 3. Expected results (300 words). |
| Page 3 | | 1. Time-Activity Chart |
| \*\*Composition of the Project Committee in the department  1. Chairman  2. Internal guide  3. External Guide | | |

**Schedule to be followed during Project Work [In IV semester]**

| Activity | Time-line | Remarks |
| --- | --- | --- |
| Understanding the concept and problem. | 20 Days | Student should understand the structure of the problem. |
| Preparation of research tools for data collection | 30 Days | Discussion with the guide for finalization of research tools in his/her domain and submit the same to the guide. (First presentation to Internship Committee) |
| Data collection and processing | 30 Days | Data collected to be edited, coded, tabulated and present for analysis with the guide’s suggestions.  (Second presentation to project Committee) |
| Analysis and finalization of report | 25 Days | Students must use appropriate and latest statistical tools and techniques for analyzing the data (Third presentation to Internship Committee) |
| Submission of report | 15 Days | Final report should be submitted to the university before two weeks of the commencement of theory examination. |

1. **Format of the Internship report:** 
   1. **The report shall be prepared using a MS Word** processor with Times New Roman font sized 12, on a page layout of A4 size with 1” margin on all three sides and left with 1.5”, double line spacing and only front side print, [no back-to-back print]. The report may not exceed 85 pages.
2. **Submission of report:** 
   1. Students should submit the report in Hard bound “**Navy Blue**” color with Golden Embossing or screen-printing.
   2. Students should also submit the report in electronic form [CD].
   3. Only, in PDF file to the department and colleges where **Master of Arts in Sociology** program offered. Colleges in turn shall submit all the reports and CDs of their students along with a consolidated master list with university registration number], Name of the student, and Title of the report to the Chairman, PG-Department of Sociology, VSKUB before the commencement of the theory examinations.
3. **Publication of research findings:** 
   1. Students expected to present their research findings in seminars/conferences/technical events/fests or publish their research work in journals in association with their internal guide of the department with VSKU Bellary affiliation as a tag. Appropriate weightage should be given to this in the internal evaluation of the project report.
4. **Evaluation:**
5. The project report of a candidate shall be assessed for maximum of 100 marks [consisting of 70 marks for report evaluation by the internal and external guide and 30 marks for viva-voce examination.
6. There shall be double valuation; one by internal guide and second by external guide for a maximum of SEVENTY (70) marks based on parameters specified by BOS in Sociology.
7. **Internal Evaluation:** The internal guide shall evaluate the report for a maximum of SEVENTY (70) marks based on parameters specified by BOS in Sociology.
8. **External Evaluation:** An associate professor or professor level faculty member of other university shall do external evaluation for maximum of SEVENTY (70) marks.
9. The average of internal and external shall be arrived to award final marks for a maximum of SEVENTY (70) marks based on parameters specified by BOS in Sociology.
10. **Viva-voce/Presentation:** A viva-voce examination will be conducted for thirty [30] marks at the PG-Department of Sociology, VSKU, Bellary and each student is expected to give a presentation of his/her work.
11. The Chairman of the department and an expert appointed by the BOE chairman shall conduct the viva-voce examination.
12. The Candidate who fails to attend and/or fulfil the requirements of the course shall not be eligible and he/she shall re-register for the course when offered.
13. **Marks allocation for Internship report:**

|  |  |  |
| --- | --- | --- |
| **Evaluation by Internal Guide for 70 Marks** | | |
| Sl. No | Aspects | Marks |
| 1 | First presentation\* | 07 |
| 2 | Second presentation\* | 07 |
| 3 | Third presentation\* | 07 |
| 4 | Introduction and Methodology | 10 |
| 5 | Profile of the study area | 07 |
| 6 | Theoretical Background of the Study | 07 |
| 7 | Data Analysis and interpretation | 15 |
| 8 | Summary of Findings, suggestions and Conclusion | 10 |
| Total | | 70 |
| \* Candidate shall submit the presentation reports to the department and should bring the same on the day of Viva-Voce examination. | | |

|  |  |  |
| --- | --- | --- |
| **Evaluation by an External Faculty for 70 Marks** | | |
| Sl. No | Aspects | Marks |
| 1 | Introduction and Methodology | 15 |
| 2 | Profile of the study area | 10 |
| 3 | Theoretical Background of the Study | 15 |
| 4 | Data Analysis and interpretation | 15 |
| 5 | Summary of Findings, suggestions and Conclusion | 15 |
| Total | | 70 |

|  |  |  |
| --- | --- | --- |
| **Viva-voce by Chairman and an Expert Drawn from Other University for 60 Marks** | | |
| Sl. No | Aspects | Marks |
| 1 | Presentation Skills | 05 |
| 2 | Communication Skills | 05 |
| 3 | Subject Knowledge | 05 |
| 4 | Objective of the study/Methodology | 05 |
| 5 | Analysis using Statistical tools and Statistical Packages | 05 |
| 6 | Findings and appropriate suggestions | 05 |
| Total | | 30 |

Project Report on

**(Title of the Report in Capital Letters with inverted commas)**

BY

**(Student Name)**

**(USN )**

****

*Submitted to*

**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY**, **BELLARY**

*In partial fulfilment of the requirements for the award of the degree of*

**Master of Arts in Sociology**

*Under the guidance of*

**INTERNAL GUIDE**

**(Name)**

**(Designation)**

**Post-Graduate Department of Sociology,**

**Vijayanagara Sri Krishnadevaraya University,**

**Jnana Sagara Campus, Vinayaka Nagar, Cantonment, Bellary-583 104**

**2012-2014**

DECLARATION

**D E C L A R A T I O N**

I, the undersigned, hereby declare that the Project Report entitled “----------------------------------------------------------------” written and submitted by me to Vijayanagara Sri Krishnadevaraya University, Bellary in partial fulfilment of requirements for the Award of Degree of Master of Arts in Sociology under the guidance of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is my original work and the conclusions drawn therein are based on the material collected by myself.

Place: Bellary Signature

Date: (Name Research Student)

**CERTIFICATE**

**CERTIFICATE**

This is to certify that the Project Report entitled “----------------------------------------------------------------------------” which is being submitted herewith for the award of the degree of Master of Arts in Sociology of Vijayanagara Sri Krishnadevaraya University, Bellary is the result of the original research work completed by Mr. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bearing URN (xxxx), under my supervision and guidance and to the best of my knowledge and belief the work embodied in this Project Report has not formed earlier the basis for the award of any degree or similar title of this or any other University or examining body.

Signature of Research Guide

Signature of the HOD in Case of affiliated College

Place:

Date:

Signature of the Chairman/Principal

Place: Bellary

Date:

**F. CONTENT PAGE**

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| CHAPTER III: | Research Design and Methodology | Arabic No |
| CHAPTER IV: | Data Presentation, Analysis and Interpretation | Arabic No |
| CHAPTER V: | Findings and suggestions | Arabic No |
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| ANNEXURE |  | Arabic No |
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**G. ACKNOWLEDGMENT**

**A page for Acknowledgment**

Here the students can acknowledge for the people who are concern to the work and project. For example:

**ACKNOWLEDGMENT**

I take this opportunity as privilege to express my deep sense of gratitude to my research guide Dr./Shri \_\_\_\_\_\_\_\_, [**Designation],Post-Graduate Department of Sociology, Vijayanagara Sri Krishnadevaraya University,Bellary** for his continuous encouragement, invaluable guidance and help for completing the present research work.

I am deeply indebted to Dr.\_\_\_\_\_\_, Chairman/HOD/Principal, **Post-Graduate Department of Sociology, Vijayanagara Sri Krishnadevaraya University,Bellary or College**for being a source of inspiration to me and I am indebted to him for initiating me in the field of research.

I am deeply grateful to all authorities of the **Vijayanagara Sri Krishnadevaraya University,Bellary**without their help completion of the project was highly impossible.

I take this opportunity as privilege to articulate my deep sense of gratefulness to the Managing Director, and the staff of the ----------------- of Company for their timely help, positive encouragement and without their help completion of the project was highly impossible.

I wish to express a special thanks to all teaching and non-teaching staff members, the **Vijayanagara Sri Krishnadevaraya University,Bellary** for their forever support. Their encouragement and valuable guidance are gratefully acknowledged. I would like to acknowledge my all my family members, relatives and friends for their help and encouragement.

Place: Bellary

Date: **Name of the Student**

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Tables may be more or less depending upon the tables in the each chapter

**I.LIST OF FIGURES**

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| Figure No. 5.4 |  |  |

Figures may be more or less depending upon the figure in the each chapter

**EXECUTIVE SUMMARY OF THE PROJECT**

This page should consist of the executive summary of research project carried out by the project student/researcher.

M. A. Sociology:Semester IV

MASOH 404 :**PROJECT WORK**

|  |  |
| --- | --- |
| Sub Code: MASOH 404 | No. of Lecture Hours per week : 04 |
| Total Credit =04 | Internal Marks : 30 and Exam Marks : 70 = 100 |

**Objectives:**

**Outcomes:**

|  |  |  |
| --- | --- | --- |
| **Module I:** |  |  |
|  |  | |
| **Module II:** |  |  |
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| **Module III:** |  |  |
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| **Module IV:** |  |  |
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| **Module V:** |  |  |
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# M. A. Sociology:Semester IV

MASOS 405:**Social Policy and Planning**

|  |  |
| --- | --- |
| Sub Code: MASOS 405 | No. of Lecture Hours per week : 04 |
| Total Credit =04 | Internal Marks : 30 and Exam Marks : 70 = 100 |

**Introduction:**

The main aim of the paper is to understand the social policy and planning, social inclusion and human rights in India. The paper studies in detail about the role of social planning in rural and urban development, health, education, environmental issue. The paper elaborates in detail about includes policy focusing on Dalits, tribals, Gender and Minority issue.

**Objectives:**

* To understand social policy and planning
* To understand the role of social policy in human development
* To understand social policy through inclosing and human rights.

**Outcomes:**

Social policy helps us to understand social problems in our society or world and their causes, which affects every individual and how the governmentshave or are implementing policies and programmes to solve these social problems.

|  |  |  |
| --- | --- | --- |
| **Module I:** | **Introduction** | 1. **ours)** |
|  | Nature, Scope and Relevance of the Study of Social Policy- Social Planning-Meaning and Significance- Relationship between Social Policy and Planning- Enhancing Quality of Life-The Role of Social Policy and Planning | |
| **Module II:** | **Social Policy and Planning in India** | * + 1. **Hours)** |
|  | Emergence of Social policy and Planning in India- Constitutional Provisions for Creating an Egalitarian Society with special reference to Directive Principles of State Policy | |
| **Module III:** | **Role of Social Policy and Planning in Key Development Sectors in India** | 1. **Hours)** |
|  | Rural and Urban Development - Education, Health, Environment and Infrastructure- Review of India’s Planning Process | |
| **Module IV:** | **Social Policy, planning and Inclusion** | 1. **Hours)** |
|  | Meaning of Inclusive Policy and Planning - Bottom-up Planning Process-Micro Level Planning-Stakeholder Analysis - Sectoral Approach to Development in India- Reviewing Social Policy and Planning from Dalit, Tribal, Gender and Minority Perspectives | |
| **Module V:** | **Social Policy, Planning and Human Rights** | * + 1. **ours)** |
|  | Social Policy and the Rights Perspective- Social Policy as Entitlement with Special Reference to the Rights of Children and Elderly- Measuring the Impact of Social Policy-Human Development Index, Social Audit, and Community Score Card. | |

**Reading List**

* Burch Hobart. A. (1997). ***Basic Social Policy and Planning*: *Strategies and Practice Methods*** London: Routledge.
* Dean, H.(2006).***Social Policy***, Cambridge: Polity Press.Huttman,E.D.(1981)

***Introduction to Social Policy***, New York: McGraw Hill.

* Planning Commission (2011). ***India Human Development Report 2011: Towards Social Inclusion,*** New Delhi: Oxford University Press.
* Singh, Mohinder (1996). ***Social Policy And Administration In India***, New Delhi: M.D. Publications Pvt. Ltd.
* UNDP (2002).***Human Development Report: Deepening Democracy in a Fragmented World*** USA: Oxford University Press.

# M. A. Sociology:Semester IV

MASOS 406 :**Sociology of Sport and Leisure**

|  |  |
| --- | --- |
| Sub Code: MASOS 406 | No. of Lecture Hours per week : 04 |
| Total Credit =04 | Internal Marks : 30 and Exam Marks : 70 = 100 |

**INTRODUCTION:**

Sociology of sport, alternately referred to as sports sociology, is a sub-discipline of [sociology](https://en.wikipedia.org/wiki/Sociology) which focuses on [sports](https://en.wikipedia.org/wiki/Sport) as social phenomena. It is an area of study concerned with various socio-cultural structures, patterns, and [organizations](https://en.wikipedia.org/wiki/Organization) or groups involved with sport. The emergence of the sociology of sport (though not the name itself) dates from the end of the 19th century, when first [social psychological](https://en.wikipedia.org/wiki/Social_psychology) experiments dealing with group effects of competition and pace-making took place. Today, most sports sociologists identify with at least one of four essential theories that define the relationship between sports and society, namely [structural functionalism](https://en.wikipedia.org/wiki/Structural_functionalism), conflict theory, critical theory, and symbolic interactionism.

**Objectives:**

* To stimulate and communicate research, critical thought, and theory development on issues pertaining to the sociology of sport. To cover all aspects of sport and leisure from a sociological perspective.

**Outcomes:**

Eventually, students able to apply social theories and sociological themes to the study of sports and leisure. Identify the key participation determinants of sport and leisure participation.Will be able to know the importance of sport and leisure in modern society and the key issues facing sport. Recognize the influence of social systems, cultures on the development and of sport.

|  |  |  |  |
| --- | --- | --- | --- |
| **Module I:** | **Introduction:** | **(13 Hours)** | |
|  | Scope and importance of Sociology of Sport and Leisure- Origin and Development of Sociology of Sport Leisure- Sport as a Social Phenomenon – Nature of Sport Leisure- Sport and Socialization of the Individual | | |
| **Module II:** | **Theoretical Approaches:** | **(12 Hours)** | |
|  | Structural Functional Approach- Conflict Approach- Ethno- Methodological Approach | | |
| **Module III:** | **Cultural Basis of Sport:** | | * + 1. **Hours)** |
|  | Relationship of Sports with the elements of Culture- Sport, Leisure and Culture- Sport as a reflection and transmitter of values - Cross Cultural Differences in Sport | | |
| **Module IV:** | **Social Institutions and Sport:** | | **(11 Hours)** |
|  | Sport as a Social Institution- Sport and Economic, Political and Religious Institutions- interface- Emergence of Spectator Sport- Violence in Sport | | |
| **Module V:** | **Social Stratification and Sport:** | | **(12 Hours)** |
|  | Sport and Social Stratification- Sport and Social Mobility- Gender Inequality- Participation of Women in Sport- Sport and State: Policies and Programmes. | | |

###### Reading List:

Dharam.V.R. (1989) Sports & Society: Readings in Sociology of Sports, New Delhi classical.

Hylton, Kelvin, et al (2001) Sports Development: Policy Process & Practice, London: RKP

Laker Anthony (ed) ( 2002) The Sociology of Sport and Physical Education, London, RKP.

Loy John W et al(1978): Sports and Social System A Guide to the Analysis, Problems and Literature ,Wesley : London,.

Synder, E.E. & Elenor Spreitzer(1983), Social Aspects of Sports, Englewood Cliffs. N.J.

Oglesby Carde(1978) Women & Sport : From Myth to Reality, Orient Long man, London,.

Pachauri,S.K. (1999) Women & Children in Sports, Commonwealth Pub, New Delhi.

Sharma.V.K. & Rajeev Sareen (ed) (1992) Perspectives in Sports Education Commonwealth Publishing, New Delhi.

**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BALLARI**

**QUESTION PAPER PATTERN**

**Paper Code: Paper Title:**

**Time: 3 Hours Max. Marks: 70**

**Instruction: Answer all sections**

**Section-A**

**Answer any Three questions**

Q 1. **3x5=15**

Q 2.

Q 3.

Q 4.

Q 5.

Q 6.

**Section-B**

Answer any Four of the following questions

Q 7. **4x10=40** Q 8.

Q 9.

Q 10.

Q 11.

Q 12.

**Section-C**

Answer any One of the following questions **1x15=15**

Q 13.

Q 14.

**Note for Paper setters: Question papers shall be set in English only.**