



**VIJAYANAGARA SRI KRISHNADEVARAYA  
UNIVERSITY**

**JNANASAGARA CAMPUS, BALLARI – 583 105**

**Department of Studies in Political  
Science**

**SYLLABUS**

**Master of Arts  
(I-IV Semester)**

**With effect from  
2021-22**



# **VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY**

**JNANASAGARA CAMPUS, BALLARI – 583 105**

**Department of Studies in Political Science**

## **Program Outcomes**

The subject Political Science is not a new subject in the Indian Universities. Political science is that branch of the social sciences that studies the state, politics, and government. Political Science deals extensively with the analysis of political systems, the theoretical and practical applications to politics, and the examination of political behaviour. Political science is not a standalone field and it intersects many other branches like sociology, economics, history, anthropology, public policy among others. Political scientists are much sought after these days because of the changing

Landscape of politics across the world and since the society wants to understand how the political world works, they need someone to explain the nuances of the political economy. Any casual perusal of the newspapers and the television channels reveals that political scientists are at the forefront of debates and discussions for their knowledge and expertise.

The proposed programme - M. A. in Political Science - has the mission and objectives in relation to the teaching and learning in open and distance mode. In order to afford Quality Education for every one through distance learning mode need based academic programmes for livelihood and lifelong learning at post graduate level has been adopted. In order to set highest benchmark for quality and standards of

Indian open distance learning strategy introduction of this programme has enormously been spread. The post graduate Programme in Political Science offered through ODL mode will have certain learning outcomes. The Department is dedicated to promote teaching and research in diverse fields of political science including Indian politics, comparative politics, international relations and human rights while maintaining the scholarship in some of the conventional fields like political theory and political philosophy. Presently, the department is offering Master's and PhD programmes in Political Science. The learning outcomes of the programmes are as follows:

- To develop comprehensive understanding of the subject by teaching both conventional and new areas of relevance in the domain of political theory and philosophy, Indian politics, comparative politics, public administration and international politics.
- To develop comprehensive and interdisciplinary knowledge by emphasizing inter-linkages between various political, economic and social issues and challenges.
- To generate socially-informed knowledge and cater to the educational upliftment of Marginalized communities through papers like Human Rights, Political Ideas in Modern India and Women and Politics in India
- To develop theoretically rich and empirically grounded knowledge
- To motivate and inform students about the opportunities and future prospects in the field.
- To develop the overall personality of students and prepare them to compete and succeed in their endeavours.
- To provide a progressive, healthy and vibrant environment to its students as well as teachers for the purpose of developing a department known for its academic and intellectual pursuit.
- To inculcate the values of tolerance, progressiveness and fraternity that contributes towards the making of a healthy and prosperous society.



# VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY

**Distribution of Courses/Papers in Postgraduate Programme I Semester as per Choice Based Credit System (CBCS)**

**Proposed for PG Programs**

**MA-Department of Studies in Political Science**

**Without Practical**

**I-SEMESTER**

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
FIRST	DSC1	21POL1C1L	Modern Indian Political Thought	30	70	100	4	-	-	4	3
	DSC2	21POL1C2L	Contemporary Debates in Political Theory	30	70	100	4	-	-	4	3
	DSC3	21POL1C3L	Comparative Government and Politics	30	70	100	4	-	-	4	3
	DSC4	21POL1C4L	International Relations and Organisations	30	70	100	4	-	-	4	3
	DSC5	21POL1C5L	Administrative Machinery in Local Governance	30	70	100	4	-	-	4	3
	SEC1	21POL1SLT	Public Speaking Skills and Political Orator	20	30	50	L-1 & T-1			2	2
	DSC4P1	21 POL1C1T	International Relations and Organisations	20	30	50	-	2	-	2	2
<b>Total Marks for I Semester</b>						<b>600</b>				<b>24</b>	

## II-SEMESTER

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
SECOND	DSC6	21POL2C6L	Western Political Thought	30	70	100	4	-	-	4	3
	DSC7	21POL2C7L	Indian Government and Politics	30	70	100	4	-	-	4	3
	DSC8	21POL2C8L	Civil Society and Democracy in India	30	70	100	4	-	-	4	3
	DSC9	21POL2C9L	Emerging New World Order	30	70	100	4	-	-	4	3
	DSC10	21POL2C10L	Development Administration In India	30	70	100	4	-	-	4	3
	SEC2	21POL2S2LT	<i>Psephology</i> and Election Data analysis	20	30	50	L-1 & T-1			2	2
	DSC9T1	21POL2C2T	India and the SAARC	20	30	50	-	2	-	2	2
Total Marks for II Semester						600				24	

### III-SEMESTER

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
THIRD	DSC11	21POL3C11L	Contemporary Political Ideologies	30	70	100	4	-	-	4	3
	DSC12	21POL3C12L	National and Regional Politics in India	30	70	100	4	-	-	4	3
	DSC13	21POL3C13L	Public Policy In India	30	70	100	4	-	-	4	3
	DSE1	21POL3E1AL	Federalism in India	30	70	100	4	-	-	4	3
		21POL3E1BL	Public Administration In India								
		21POL3E1CL	Social Movements in India								
	DSE2	21POL3E2AL	Coalition Governments In India	30	70	100	4	-	-	4	3
		21POL3E2BL	Rural Local Governance								
		21POL3E2CL	India and the UNO								
	GEC1	21POL3G1AL	Gender Politics	10	40	50	2	-	-	2	2
		21POL3G1BL	Civil Services In India								
		21POL3G1CL	Good Governance and Service Delivery								
	DSC13T	21POL3C13T	Public Policy In India	20	30	50	-	2	-	2	2
Total Marks for III Semester						600				24	

#### IV-SEMESTER

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
FOURTH	DSC14	21POL4C14L	Identity Politics In India	30	70	100	4	-	-	4	3
	DSC15	21POL4C15L	Techniques and Research Methods in Political Science	30	70	100	4	-	-	4	3
	DSE3	21POL4E3AL	Issues in Central State Relations	30	70	100	4	-	-	4	3
		21POL4E3BL	Administrative Reforms in India								
		21POL4E3CL	Secularism In India								
	DSE4	21POL4E4AL	Coalition Governments in Karnataka	30	70	100	4	-	-	4	3
		21POL4E4BL	Urban Governance in India								
		21POL4E4CL	Foreign Policy of India								
	GEC2	21POL4G2AL	E-Governance	10	40	50	2	-	-	2	2
		21POL4G2BL	Election survey and Media								
		21POL4G2CL	Planning and Development of Kalyana Karnataka								
	SEC3	21POL4S3L	Political Leadership Training	20	30	50	1	-	2	2	2
	Project	21POL4RP	Research Project	40	60	100	-	-	8	4	-
Total Marks for IV Semester						600				24	

**(I-IV semester)-      Total Marks: 2400      and      Total credits: 96**



## M. A Political Science Semester - I

### 21POL1C1L: Modern Indian Political Thought

Sub Code : 21POL1C1L	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

#### Course Objectives:

1. It emphasizes on the distinctive contribution of Indian thinkers to political theorizing and the relative autonomy of Indian political thought
2. The course offers different traditions of modern political philosophy with a view to creating analytical skills in students.
3. The Course helps the students in understanding various concepts, theories, categories and ideologies in the contemporary period.
4. The course is one of the fascinating areas of scholarly debates and discussions in contemporary India. It also signifies a shift away from excessive reliance upon Eurocentric views, methods and concepts to study and interpret Indian society and its politics.
5. The major objective of this course is to introduce the students to some of the key modern Indian thinkers and their ideas which helped in shaping the society and politics of modern India.

#### Course Outcome:

After completion of this course, the students will be able to:

1. The course gives an introduction to Modern Indian Political Thought processes and Theory making in the Indian scenario.
2. The Course emphasizes over the Indian Political thinkers in the modern perspectives including Nationalists and Socialists.
3. This course introduces the student to the richness and variations in the political perceptions of Indian Thinkers including the communists.
4. The Course provides a foundation to students of Political Science in familiarizing themselves to the Thought & Theory of Indian Philosophy.
5. The ultimate aim of the Course is make the students to understand the Social Justice and Modernity.

<b>Module I:</b>	<b>Nationalism in India</b>	<b>11 Hours</b>
	Bal Gangadhar Tilak - Swaraj and Nationalism. Dadabhai Noaraji - Drain Theory and Poverty. Swami Vivekananda – Concept of Hinduism and Spiritual Nationalism. Recent Trends of Nationalism in India.	
<b>Module II:</b>	<b>Islamic Pragmatism</b>	<b>12 Hours</b>
	Sir Syed Ahmad Khan – Philosophy Islamic Pragmatism and Renaissance. Maulana Abul Kalam Azad - Indian Independence Movement and Education. Muhammad Ali Jinnah - National Movement and Political Ideas.	

<b>Module III:</b>	<b>Philosophy of Communists and Socialists</b>	<b>10 Hours</b>
	M.N.Roy - Communism and Humanism Ram Manohar Lohia - Socialistic Pattern and State Jaya Prakash Narayan – Total Revolution, Socialism and Sarvodaya	
<b>Module IV:</b>	<b>Ideas on Social Justice</b>	<b>12 Hours</b>
	Dr.B.R.Ambedkar - Social Justice and Constitutional Democracy. Jyothirao Govindrao Phule - Caste System and Women's Emancipation Periyar E. V. Ramaswamy- Self-Respect Movement and Nationalism	
<b>Module V:</b>	<b>State and Modernity</b>	<b>11 Hours</b>
	Mahatma Gandhi - Non-Violent Resistance, Sathyagraha and Sarvodaya Jawaharlal Nehru – Nationalism and Architect of Modern India. Subhash Chandra Bose - Extreme Nationalism and Patriotism.	

### Suggested Readings

1. Alam.J, India: Living with Modernity, Oxford University Press, Delhi, 1999. Mehtha V.R and Thomas Pantham (Ed).Political Ideas in Modern India, Sage, Delhi, 06.
2. Gandhi. M.K, Hind Swaraj or Home Rule, Novjivan press, Ahemadabad, 1946.
3. Chandra, Bipin, Nationalism and Colonialism in Modern India, Orient Longman, Delhi 1979.
4. Frankel Francine, Zoya Hassan, Rajiv Bargava and Balveer Arora (Eds) Transforming Indian: social and Political Dynamics of Democracy, Oxford University Press, Delhi 2000.
5. Green field Liah, Nationalism: five Roads to Modernity, Harvard University Press, Cambridge, Mass 1982.
6. Ambedkar .B.R, Writing and Speeches, Vols-1, 11, 111, IV and V, Education Department Govt of Maharastra, Mumbai
- 7, Appadorai.A, Indian Political Thinking in the 20<sup>th</sup> Century from Netaji to Nehru, OUP 1971.
8. Brown.D.M., (edt) The White Umbrella: Indian Political Thought from Manu to Gandhiji, Bombay, Jaico 1970.
9. Dllamayr, F.R and Devy, G.N. (EDT), between tradition and modernity: India's search for identity, London. Sage, 1998.
10. Doctor, Adhi, H, Political thinkers of Modern India, New Delhi, Mittal 1997.
11. Mehta V.R, Modern Indian Thought, Bombay, Asia, 1964.
12. Naravane .V.S. Modern Indian Thought, Bombay, Asia, 1964

## M. A Political Science Semester - I

### 21POL1C2L: Contemporary Debates in Political Theory

Sub Code : 21POL1C2L	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

#### Course Objectives:

1. The central object of this course is to provide sound knowledge, skills and disposition amongst students on some of the contemporary discourses that dominate the contemporary political thinking.
2. This course aims at analysing fundamental topics of Classical, Modern and Contemporary political theory from 2<sup>nd</sup> World War period.
3. The course will look into the issues of various debates in the contemporary period such as the Post Modernism and Multiculturalism.
4. The Course also enhances to understand the concepts such as socialism, utilitarianism, libertarianism and feminism.
5. Students are expected to actively participate in class debates and share their personal research and analysis on topics such as Political Obligation, Consent, Idealists, and Marxian.

#### Course Outcomes:

After completion of this course, the students will be able to:

1. The ability to outline the argumentative structure of current debates within political theory and philosophy.
2. The ability to contextualize such a debate both historically in the development of the discipline, and ontologically in schools of thought within philosophy and politics.
3. The ability to assess the strengths and weakness of a debate (the argumentative lacunae and innovative qualities), to identify needs and opportunities for fruitful and relevant research and indicate realistic limits for future debates.
4. It helps to understand the fundamental aspects of contemporary political discourses, particularly 'feminism', 'multiculturalism', 'post-modernism', development, identity and difference.
5. It paves the Way to articulate their own positions in a clear, coherent and logical manner concerning the theories and concepts covered in this course.

<b>Module I:</b>	<b>Political Theory</b>	<b>11Hours</b>
	Meaning and Evolution (Classical, Modern and Contemporary) Political Theory. Debate on the Decline and resurgence of Political Theory in the post 2 <sup>nd</sup> World War period.	
<b>Module II:</b>	<b>Feminism</b>	<b>12 Hours</b>
	Meaning, Nature and Significance impact of Feminism Movements, Evolution and Types of Feminism. Feminism in India – Recent Trends in Feminist Movements - Issues, Challenges and future prospects.	

<b>Module III:</b>	<b>Post -Colonialism</b>	<b>10 Hours</b>
	Meaning, Nature, Significance and Impact of Colonialism, Imperialism, Decolonization, Post- Colonialism and Neo-Colonialism	
<b>Module IV:</b>	<b>Postmodernism</b>	<b>11Hours</b>
	Emergence of Post Modernism in the 20 <sup>th</sup> century. Characteristics, Significance and Impact of Post Modernism. Modernism and Postmodernism politics. Recent Trends in Postmodernism.	
<b>Module V:</b>	<b>Multiculturalism</b>	<b>12 Hours</b>
	Multiculturalism as a challenge to traditional liberalism Multicultural Politics: Identity Politics, Political and Social Movements, Impact of Multiculturalism on the oppressed groups. Multiculturalism in Asian Context.	

### **Suggested Readings**

1. Ahmed. V. 1992. Theory: Classes, Nations Literatures. London: Verso.
2. Arendt. H. 1963. On Revolution, New York: Viking.
3. Ashcroft. B. 1995. The Post-Colonial Studies Reader. London: Rout ledge.
4. Bryson. V. 1992. Feminist political Theory. London: Macmillan.
5. Christopher Butler. 2002. Postmodernism: A very Short Introduction. Oxford: OUP.
6. Christopher Norris. 1993. The Truth about Postmodernism. New Jersey: WileyBlackwell.
7. Connolly. W. 1991. Identity/Difference: Democratic Negotiations. NY: Cornell University Press.
8. Edward Said. 1978. Orientalism. Pantheon Books. New York.
9. Elshtain. J. B. 1981. Public Man, Private Man: women in Social and Political Thought. Princeton NJ: Princeton University Press.
10. Fanon. F. 1967. Black skin, white Masks, translated by C. L. Markham, New York: Grove press.
11. Jean Francis Lyotard. 1979. The Postmodern Condition- A report on Knowledge. Parris: Minuit. 29
12. Kymlicka, Will. 2002. Contemporary Political Philosophy. London: Oxford University Press.
13. Leela Gandhi. 1998. Postcolonial Theory: A Critical Introduction. Allen and Unwin.
14. Parekh, Bikhu. 2000. Rethinking Multiculturalism. Palgrave MacMillan Ltd.
15. Perry Anderson. 1998. The Origins of Post modernity. London: Verso.
16. S.de Beaver. 1953. The Second sex, London: Cape.

## **M. A Political Science Semester - I**

### **21POL1C3L: Comparative Government and Politics**

Sub Code : 21POL1C3L	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

#### **Course Objectives:**

1. This course expects students to understand comparisons in the context of concrete processes of politics in the various nation states.
2. This course will allow students to compare the governmental structure with the other nations.
3. The object of this course is to introduce students to the political institutions and processes of the various countries in a comparative context.
4. The Course enables the students to understand the political structure and process of institutional setup.
5. Finally the course makes the students to understand the critical approaches to study the politics and process at various levels among the nations.

#### **Course Outcomes:**

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

1. Gain useful knowledge about the institutions, processes, and Constitutions of various countries in a comparative context.
2. Define and apply key concepts in comparative politics, including but not limited to nation-states, political regimes, political identity, and politics,
3. Explain and evaluate the importance of specific historical events in the context of the political and economic development of the countries studied
4. Compare and contrast the political systems of the countries explored in the course, paying particular attention to historical, political, economic, geographical, and moral aspects of governance in a variety of countries.
5. The ability to analyse beliefs about the institutions and forces shaping the political systems of several countries.

<b>Module I:</b>	<b>Approaches to Comparative Politics</b>	<b>10Hours</b>
	Meaning, Nature, Scope, Significance and Evolution of Comparative Politics. Traditional Approaches to the Study of Comparative Politics Modern Approaches to the Study of Comparative Politics	
<b>Module II:</b>	<b>Constitutional Developments</b>	<b>10Hours</b>
	Meaning ,Nature and Importance of Constitutionalism (Western and Non-Western), Meaning and Nature of Constitutional Government Evolution and Classification of Constitutions.	
<b>Module III:</b>	<b>Comparative Political Structure</b>	<b>12 Hours</b>
	Legislature, Executive and Judiciary in China, Bangladesh, Srilanka and Nepal.	
<b>Module IV:</b>	<b>Political Dynamics</b>	<b>12 Hours</b>
	Political Parties and Pressure Groups in China, Bangladesh, Srilanka and Nepal.	
<b>Module V:</b>	<b>Electoral System</b>	<b>12 Hours</b>
	Electoral Systems in China, Bangladesh, Srilanka and Nepal	

#### **Suggested Readings**

1. Rod Hague Martin, Comparative Government and Politics, 2001.
2. Howard J. Wiarda, Esther M. Skelly, Comparative Politics – Approaches and Issues, Rowman and Littlefield, 2007.
3. Larry Alexander, Constitutionalism – Philosophical Foundations, Cambridge University Press, Cambridge, 2001.
4. Mackerra, C. et.al. (eds.) (2001) Dictionary of the Politics of the People's Republic of China.
5. London: Routledge
6. G. Almond et.al, Comparative Politics Today: A World View (Haper Collins, 2000).
7. J. Blond, An Introduction to Comparative Government (Weidens & Nicholson, 1980).
8. H. Finer, Theory and Practice of Modern Government (Methune, 1969).
9. V.N. Khanna, Comparative Study of the Government and Politics (R.C. Chand, 2004).
10. I. Debryshree, Politics in China (Chambers, 1991).
11. A. Heywood, Parties and Party System in Politics (Palgrave, 2002).
12. M. Kamrava, Understanding Comparative Politics: A Framework of Analysis (Routledge, 2003).
13. Hugh G. Thorburn, Party Politics in Canada, Prentice Hall, New Delhi, 1985.

## M. A Political Science Semester - I

### 21POL1C4L: International Relations and Organizations

Sub Code : 21POL1C4L	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

#### Course Objectives:

1. The object of this course is to provide students the background and conceptual tools they need to understand contemporary international relations.
2. The aim of this course is to provide students a theoretical as well as practical understanding of international organizations and the international governance.
3. It orients the students to understand how International Organizations came about and the critical evaluation of their roles in International Politics
4. The objective is make students understand the major theories of international relations and debates on the role and effect of international institutions.
5. To analyse and explain contemporary international phenomena, including identifying and assessing the positions and interests of key international subjects, drawing on theoretical insights from more than one discipline;

#### Course Outcomes:

After completing this course, the students will be able to:

1. Develop critical and independent thought on the contemporary trends of international politics. and Understand the meaning, nature and origin of International Organisations.
2. Understand a wide range of issues involved in the study of international relations including the workings of the state system, the causes of international conflict and violence, and international economic relations.
3. Explain global politics using an historical approach which allows students to understand continuity as well as change.
4. Discuss various theories of international governance and regional integration.
5. Discuss the United Nations' effectiveness with respect to addressing global issues such as armed conflict, human rights and environmental crises and examine arms control Agreements.

<b>Module I:</b>	<b>International Relations- Introduction</b>	<b>12Hours</b>
	Evolution, Growth and Importance International Relations. Approaches to the study of International Relations: Idealist ( Woodrow Wilson) and Realist (H.J. Morgenthau) approaches. State and Non-State Actors in International Relations.	
<b>Module II:</b>	<b>Major Theories of International Relations</b>	<b>10Hours</b>
	Systems Theory, Bargaining Theory, Decision making and Game Theories, Feminist, Marxism and Neo Marxism Perspectives of International Relations	
<b>Module III:</b>	<b>International Organizations and Global Order</b>	<b>11 Hours</b>

	Role of International Organizations' in International Peace and Security, Cold war, Post Cold War and International Order. Power Politics: Balance of Power, Geopolitics, Bipolarity, Unipolarity, Multipolarity.	
<b>Module IV:</b>	<b>International Organizations and Global Governance</b>	<b>12 Hours</b>
	Global Civil Society and International Non-Governmental Organization. The UN in action: Peace and Security, Human Rights, Development, Ideas, Reforming the UN. Regional and Sub-regional Organizations.	
<b>Module V:</b>	<b>International Peace and Treaties</b>	<b>11 Hours</b>
	Disarmament and Arms Control, Dangers of Arms Race, PTBT, N.P.T, CTBT, and UN specialized agencies. Dependency and Self Reliance theory, South-South and North-South Dialogue, UNCTAD, NEO.	

### Suggested Readings

1. Inis L. Claudy Jr., —International Organisation: The process and the institutions, International encyclopaedia of social sciences, Vol. 8, London, Macmillan , 1964, pp. 33-40.
2. Inis L. Claudy Jr., —Swords into plowshares: The problem and progress of International Relations, 4th edn., New York: Random House 1971, pp.3-17.
3. Clive, Archer, —Theories of International Organisation in Bhupinder S. Chimmis and Sidharth Malavarapu (eds.), International Relations: Perspective for the Global South, Delhi: Pearson, 2012, pp. 358-72.
4. David M. Malone, —Security Council in Thomas Weiss and Sam Dawss eds .
5. The Oxford Handbook on the United Nations (Oxford University Press, 2007, pp.117-35.
6. Timothy Dunne and Steve Smith, eds., International Relations Theories: Discipline and
7. Diversity, Oxford University Press, 2007.
8. Scott Burchill, Andre Linklater and Terry Nardin, eds., Theories of International Relations, 4<sup>th</sup> Edition, Palgrave Macmillan Publishers, 2009.
9. Robert Art and Robert Jervis, eds., International Politics: Enduring Concepts and
10. Contemporary Issues, 9th Edition, Pearson-Longman Publishers, 2009.
11. Trevor C. Salmon and Mark Imber, eds., Issues in International Relations, Routledge Publishers, 2008.
12. John Baylis and Steven Smith, eds., The Globalization of World Politics: An Introduction to
13. International Relations. London: OUP, 2008.
14. Margaret Karns and Karen Mingst, eds., International Organizations: The Politics and Processes of Global Governance, Lynne Rienner Publishers, 2009.
15. P. M. Kamat and K. D. Mathur, Conduct of India's Foreign Policy, New Delhi: South Asia



Books, 1996.

16. C. Raja Mohan, Crossing the Rubicon: The Shaping of India's New Foreign Policy, New Delhi:Penguin Books, 2005.
17. J. N. Dixit, Indian Foreign Policy and its Neighbours, New Delhi: Gyan Publishing, 2001.
18. Anjali Ghosh, tridibChakrobroti, AnindyoJyotiMajumdar and ShibashisChatterjee, eds.,  
India's Foreign Policy, New Delhi: Pearson, 2009

## M. A Political Science Semester - I

### 21POL1C5L: Administrative Machinery in Local Governance

Sub Code : 21POL1C5L	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

#### Course Objectives:

1. The course has been designed to provide the students a broad overview of local government in India in a comparative perspective
2. Students will understand the importance and need for a local government. Define local government and assess its need in a governing system.
3. Appreciate the evolution of local government in India.
4. Identify the objectives, functions and sources of income for local governments in rural and urban areas.
5. To understand the Local Self Government is the study of Panchayath Raj systems in detail and the Local Politics and Duties.

#### Course Outcomes:

After completing this course, the students will be able to:

1. Students will be able to understand that decentralization of power is important at all levels for effective governance.
2. Understand that local Government is the closest form of government for its citizens that will help address local issues.
3. Build knowledge and understanding in tackling more advanced and specialized courses, and more widely to pursue independent, self-directed and critical learning.
4. To understand the conception of local government, its significance and relevance in a democratic system.
5. To evaluate the advantages and disadvantages, similarities and dissimilarities of the models of local government and strive for realizing Good Governance at the Grass root.

<b>Module I:</b>	<b>Local Governance</b>	<b>12Hours</b>
	Meaning, Nature, Significance and Evolution of Local Governance in India 73 <sup>rd</sup> Constitutional Amendment Act, 1992 74 <sup>th</sup> Constitutional Amendment Act, 1993	
<b>Module II:</b>	<b>Panchayat Governance</b>	<b>12 Hours</b>
	Gram Sabha & Gram Panchayat: Structure, Functions and Role Panchayat Samiti (Taluka) : Structure, Functions and Role Zilla Parishad: Structure, Functions and Role	
<b>Module III:</b>	<b>Urban Governance</b>	<b>11 Hours</b>

	Municipal Corporation, Municipality, Town Panchayats, Notified Areas, Cantonment Boards, Township, Port Trust, Special Purpose Agency: Structure, Composition, Functions and Role.	
<b>Module IV:</b>	<b>Recent Trends in Local Governance</b>	<b>10 Hours</b>
	Issues and Challenges of Rural and Urban Governance, Weak Executive System, Relationship between elected representatives and Bureaucrats, Civil society and Local Governance.	
<b>Module V:</b>	<b>Financial Administration of Local Governance</b>	<b>11Hours</b>
	Central and State Finance Commission: Composition, Functions and Role Sources of Finance in Rural and Urban Local Bodies District Planning Committee and Metropolitan Planning Committees	

### Suggested Readings

1. Shakuntala Sharma, Grass Root Politics and Panchayat Raj, Deep and Deep, New Delhi, 1994.
2. George Mathew, Status of Panchayati Raj in the States of India, Concept, New Delhi, 1995.
3. George Mathew, Panchayati Raj – From Legislature to Movement, Concept, New Delhi, 1994.
4. Mukesh Sharma, Panchayati Raj System and Empowerment, Surabi, Rajasthan, 2002.
5. Thomas Isaac and Richard W. Fran, Local Democracy and Development, Left Word, New Delhi, 2002.
6. Niraja Gopal Jayal, Ed, Democratic Governance in India, Sage, New Delhi, 2008.
7. Sreevidya Kalaramadam, Gender, Governance and Empowerment in India, Routledge; 1st edition New Delhi, 12 December 2019.
8. Singh S Panchayats and Good Governance APH Publishing Coraporation, New Delhi, 2012.
9. E. Venkatesu, Democratic Decentralisation in India : Experiences, issues and challenges, Routledge; 1st edition New Delhi, 12 June 2019.
10. Prashant Kadam, Panchayatraj : Urban Local Self-Government and District Administration, McGraw Hill, First edition, New Delhi, 6 June 2019.
11. Gangadhar Jha, Fragile Urban Governance : Evolution, Decline and Empowerment of Local Self-Government in India, Manohar Publishers and Distributors, New Delhi, 01, January 2018.
12. Bidyut Chakrabarty and Rajendra Kumar Pandey, Local Governance in India, Sage Publications India Private Limited , First edition, New Delhi, 27 October 2018.
13. Anil Kumar Vaddiraju, Urban Governance and Local Democracy in South India, Routledge; 1st edition New Delhi, 14 December 2020.

## M. A Political Science Semester - I

### 21POL1S1T: Public Speaking Skills and Political Oration

Sub Code : 21POL1S1T	No. of Lecture Hours per week : 02
Total Credit =02	Internal Marks : 20 and Exam Marks : 30 = 50

#### 1. Course Objectives:

- Demonstrate skills in researching, planning, organizing, rehearsing, and delivering a variety of speeches individually and/or in groups.
- Demonstrate an understanding of the foundation models of communication leading to effective and ethical communication based on audience and context.
- Illustrate and appropriately employ verbal and nonverbal various modes of delivery in oral communication (e.g. manuscript, extemporaneous, impromptu, memorized).
- Recognize and use principles of critical thinking, problem solving, and technical proficiency in gathering information for the development of oral presentations and argument.
- Employ appropriate research and provide speeches with appropriate documentation.

#### Course Outcome:

After completing this course, the students will be able to:

- Will Recognize the roles that public speaking plays in civic awareness.
- The course will utilize listening skills for analysis and evaluation of a speaker's message.
- The students will participate in teamwork situations to foster interpersonal and collaboration skills.
- This course expects students to understand comparisons in the context of concrete processes of politics in the various nation states.
- Will try and understand their respective oratory competencies

<b>Module I</b>	<b>Public Speaking- Introduction</b>	<b>10 Hours</b>
Develop, interpret, and express ideas and information through written, oral and visual communication that is adapted to purpose, structure, audience, and medium. Critical Thinking Skills		
<b>Module II</b>	<b>Communication Skills and Effective Speaking</b>	<b>09 Hours</b>
Gather, analyze, synthesize, evaluate and apply information for the purposes of innovation, inquiry, and creative thinking and Personal Responsibility.		
<b>Module III</b>	<b>Practicing Public Oration</b>	<b>09 Hours</b>
Identify and apply ethical principles and practices to decision-making by connecting choices, actions and consequences, Social Responsibility (Civic and Cultural Awareness)		

### **Suggested Readings**

1. Collins, Philip. "The Art of Speeches and Presentations" (John Wiley & Sons, 2012).
2. Fairlie, Henry. "Oratory in Political Life," *History Today* (Jan 1960) 10#1 pp 3–13. A survey of political oratory in Great Britain from 1730 to 1960.
3. Flintoff, John-Paul. "A Modest Book About How To Make An Adequate Speech" (Short Books, 2021). excerpt
4. Gold, David, and Catherine L. Hobbs, eds. *Rhetoric, History, and Women's Oratorical Education: American Women Learn to Speak* (Routledge, 2013).
5. Heinrichs, Jay. "Thank You For Arguing" (Penguin, 2008).
6. Lucas, Stephen E. *The Art of Public Speaking* (13th ed. McGraw Hill, 2019).
7. Noonan, Peggy. "Simply Speaking" (Regan Books, 1998).
8. Parry-Giles, Shawn J., and J. Michael Hogan, eds. *The Handbook of Rhetoric and Public Address* (2010) excerpt
9. Sproule, J. Michael. "Inventing public speaking: Rhetoric and the speech book, 1730–1930." *Rhetoric & Public Affairs* 15.4 (2012): 563–608. excerpt
10. Turner, Kathleen J., Randall Osborn, et al. *Public speaking* (11th ed. Houghton Mifflin, 2017). excerpt
11. Dale Carnegie · Arthur R. Pell. *Public Speaking for Success*. 2006 Dale Carnegie. *Public Speaking and Influencing Men in Business*. 2003 Dale Carnegie.
12. *How to Develop Self-Confidence & Influence People by Public Speaking*. New York: Pocket Books, 1926 Chris Anderson. *The Official TED Guide to Public Speaking*. Houghton Mifflin Harcourt, Boston, 2016.

## M. A Political Science Semester - I

### 21 POL1C1T: International Relations and Organizations

Sub Code : 21 POL1C1T	No. of Lecture Hours per week : 02
Total Credit =02	Internal Marks : 20 and Exam Marks : 30 = 50

#### Course Objectives:

1. The objective of this course is to provide students a theoretical as well as Practical understanding of international organizations and the international Governance.
2. To deepen the theoretical and experiential understanding of concepts, strategies of International Relations
3. To encourage students to understand the regional organization in comparison with the world order.

#### Course Outcome:

After completion of this course, the students will be able to:

1. Understand the meaning, nature and origin of International Organisations.
2. Discuss various theories of international governance and regional integration.
3. 3. Discuss the United Nations' effectiveness with respect to addressing global issues and the role of International Organizations.

<b>Module I:</b>	<b>Introduction</b>	<b>09 Hours</b>
	Meaning, Nature and Characteristics of International Organization Historical Development of International Organization Theories of Regional Integration	
<b>Module II:</b>	<b>International Organizations</b>	<b>09 Hours</b>
	League of Nations: Composition, Functions, Causes of Failure and Legacy United Nations: Evolution, Aims and Objectives, Organs and their Functions	
<b>Module III:</b>	<b>UN and its Specialized Agencies</b>	<b>10 Hours</b>
	United Nations Education, Scientific and Cultural Organization (UNESCO) World Bank; and World Trade Organization (WTO) European Union (EU) Association of South East Asian Nations (ASEAN) and South Asian Association for Regional Cooperation (SAARC) Brazil, Russia, India, china and South Africa (BRICS)	

#### Suggested Readings

1. 1.Brian Frederking and Paul F. Diehl, eds., The Politics of Global Governance: International Organizations in an Interdependent World, fifth edition (Lynne Rienner, 2015).
2. Margaret P. Karns, Karen A. Mingst, and Kendall W. Stiles, International Organizations: The Politics and Processes of Global Governance, third edition (Lynne Rienner, 2015).
3. LeRoy Bennett, International Organisations: Principles and Issues (Prentice Hall Inc., 1998)
4. Kalpana Rajaram, ed., International Organisations, Conferences and Treaties (Spectrum Books, 2005).
5. F.S. Northedge, The League of Nations: Its Life and Times, 1920-1946 (Holmes, 1986).

6. Jean E. Krasno, ed., *The United Nations* (Lynne Rienner, 2004)
7. John Baylis, Steve Smith and Patricia Owens, *The Globalisation of World Politics* (Oxford, 2011)
8. Jeffry A. Frieden and David A. Lake, *International Political Economy* (Routledge, 2003)

**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY BALLARI**

**Department of Studies in Social Work**



**Faculty of Social Sciences**

**Syllabus of  
Master of Social Work (MSW)**

**Choice Based Credit System**

**With effect from the Academic Year  
2021-22**





**Vijayanagara Sri Krishnadevaraya University, Ballari**  
**Department of Studies in Social Work**  
**Two Year Post-Graduation Programme**  
**Structure and Syllabus**



## **Preface**

The Two-year post-graduation programme in The Social Work is dedicated to preparing adult learners as scholar- practitioners by expanding their knowledge of real-world social problems and preparing them as social work and human services professionals who provide ethical, evidence-based services to individuals, families, groups, organizations, and communities. Students are educated by an experienced faculty with a breadth of personal and professional experience in serving the needs of populations, human service organizations, and communities. Graduates will be equipped with interdisciplinary knowledge of contextually and culturally relevant assessments, intervention strategies, and evaluation methods that will enhance their service and change-agent skills in areas such as practice, collaboration, and advocacy for underserved and never-before-served global populations.

The Curriculum also provides students myriad practical components to integrate innovations in media technologies for effective communication. The courses spanning four semesters intend to take care of all levels of learning in the field of Social Work, and it includes Discipline Specific Core Courses, Discipline Specific Elective Courses, Ability Enhancement Courses, Skill Enhancement Courses, Hands-on-training, Value-Based Courses, Vocational Courses, and Research Project.

The Curriculum is built on the five aspiration goals of NEP2020 i.e., ACCESS, EQUITY, QUALITY, ACCOUNTABILITY, and AFFORDABILITY, and hope that the prepared curriculum will be appropriate for the aspiring learners and ensure critical and creative thinking, innovation, employability, inclusivity, and other goals of education.

## **Preamble**

According to the preamble of the NASW Code of Ethics (2017): The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

We all have witnesses the bad hit of COVID-19. Since the dawn of humankind, The Master of Social Work (MSW) degree program is designed Strong foundation of social work education and practice is based on its three primary (Social Casework, Social Group Work and Community Organisation) and three auxiliary (Social Welfare Administration, Social Work Research, and Social Action) methods. Along with its theory inputs in the class room

settings, the support of strong field work orientation, it promotes social change and social development, by professionals working towards empowering people. Social work believes in the individual freedom, human rights and individual and collective responsibility where the welfare of the people is at the centre stage i.e. there is no clash of interest between society and its units. It prepares the human beings at different stages of their life to face and address the challenges and for this it draws the knowledge, theories, skills, values and norms from many other social sciences.

Prepare students to provide services to individuals, families, groups, organizations, and communities. By selecting one of four concentrations focused on specific populations, students learn to draw from social work theory and methods to engage, evaluate, and intervene in the problems experienced by individuals, families, and groups. Skills gained through this program can be applied in schools, hospitals, private practice, social service agencies, and mental health clinics. Students have an additional opportunity to increase their knowledge by choosing an optional elective cluster in one of six key areas, and customized case studies throughout the program add perspective to the curriculum. In-person residencies and field experience also help prepare graduates to provide culturally and contextually relevant social work services in their practice, using mentoring, supervision, advocacy, and collaboration activities with their varied client populations.

### **Programme Learning Objectives:**

1. To enable students to understand history, philosophy, values, ethics and functions of social work profession, and its linkages with other social science disciplines;
2. To equip students with knowledge on core and ancillary methods of professional social work, and its practice base;
3. To inculcate in the students values of enquiry and research; and thereby develop problem solving and decision making abilities;
4. To prepare professionals to practice in diverse social work settings and also address contemporary issues and concerns such as of marginalized and exclusive population;
5. To make learners- the young professionals sensitive to the needs of the people at individuals, group and community levels and to social problems in changing social, cultural and techno-economic context;
6. To develop young professionals with good communication skills and quest for a self-motivated life-long learning, focusing on skilling and re-skilling in their respective field of social work practice;
7. To develop in the graduates a perspective on understanding planning and development at the national and international levels; and also thrust on national policies directed towards achieving sustainable development;
8. To imbibe in the learners the values of social justice, human rights, empathy, hard and honest work- thereby developing in them the vision to work towards an egalitarian society;

### **Programme Outcomes:**

After the successful completion of the Social Work (MSW) programme, the student will be able to:

- PO1: Demonstrate Ethical and Professional Behavior in Social Work Practice.
- PO2: Apply critical thinking to inform and communicate professional judgement in Social Work Practice
- PO3: Demonstrate diversity and difference in Practice
- PO4: Construct research informed practice and practice informed research in Social Work.
- PO5: Formulate policy practice to advance social and economic wellbeing in Social Work services
- PO6: Engage, assess, intervene and evaluate individuals, families, groups, organizations, and communities

### **Programme Specific Outcomes:**

At the end of the programme, the student will be able to:

PSO1	Obtain knowledge on the utilization of Social Work practice theories and methods with individuals,families and groups
PSO2	Acquire knowledge on the utilization of social work Practice theories and methods with community organization and Social Welfare Administration
PSO3	Develop skills to Practice values and ethics of Social Work Practice with diverse and vulnerablepopulations
PSO4	Conduct evidence-based research and evaluation
PSO5	Get diverse technical knowledge on various Acts and legislations related to Social Work practice
PSO6	Apply various techniques, skills, approaches and model of social work practice which leads to theemployment opportunities.

### **Post-Graduate Attributes:**

As a post-graduate from MSW course students will be:

The post-graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a post-graduate through studies at the higher education institution (HEI) such as a college or university. The post-graduate attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies, performing well in a chosen career and playing a constructive role as a responsible citizen in the society. The post-graduate attributes define the characteristics of a student's university PG programme(s), and describe a set of characteristics/competencies that are transferable beyond study of a particular subject area and programme contexts in which they have been developed. Post-Graduate attributes are fostered through meaningful learning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking. The learning outcomes-based curriculum framework is based on the premise that every student and graduate is unique. Each student or post-graduate has his/her own characteristics in terms

of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the higher education institutions help develop their characteristic attributes.

The post-graduate attributes reflect both disciplinary knowledge and understanding, generic skills, including global competencies that all students in different academic fields of study should acquire/attain and demonstrate. Some of the characteristic attributes that a Social Work post-graduate should demonstrate are as follows: **Disciplinary Knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study. **Awareness of the social context,** policies and programmes directed towards social development; understanding of social problems, social legislations and the rights based approach. **Communication Skills:** Ability to express thoughts and ideas effectively, demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups. **Develop skills in verbal and non-verbal communication,** preparation and presentation of documents/reports/PPTs. **Skills of interpersonal communication,** use of IEC and programme media in working with diverse population groups. **Able to use ICT in a variety of learning situations,** demonstrate ability to access, evaluate, and use a variety of relevant information sources and develop digital literacy as applicable to the professional needs. **Critical Thinking:** Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development. **Problem Solving:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of problems by stepping out of comfort zones and taking up challenges in unforeseen challenges.

**Analytical Reasoning:** Ability to access secondary information as a consumer, identify right resources/ data banks. **Analyze and synthesize data** from a variety of sources and draw valid conclusions. **Research-related Skills:** As a producer of research develop basic skills and a scientific attitude, problem identification and formulation of research design; ability to plan, execute and report a research investigation; develop skills to prepare case studies and best practice documentation, learn to use appropriate software for analyzing data and work towards generation of indigenous knowledge. **Cooperation and Team Work:** Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group and or a team in the interests of a common cause and work efficiently as a player. **Reflective Thinking:** Awareness of and ability to use one's professional skills and behavioural competencies that meet the need of the situation. **Self-motivated Learning:** Ability to identify needs and mobilize resources independently, monitor and evaluate programmes. **Ability to guide and lead clientele in the community/work setting in the right direction.** **Diversity Management and Inclusive Approach:** Able to understand and appreciate diversity (caste, ethnicity, gender and marginalization), values and beliefs of multiple cultures in a global perspective, managing diversity, use of an inclusive approach to the extent possible. **13 Moral and Ethical Awareness/Reasoning:** Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. **Capable of demonstrating the ability to identify ethical issues related to one's work,** avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and

adopting objective, unbiased and truthful actions in all aspects of social work. **Lifelong Learning:** Capable of self-paced and self-directed continuous learning aimed at personal/professional development and for improving knowledge, attitude and skills as also reskilling in diverse areas

- Universal - globally relevant with comprehensively applicable abilities, skills and behaviors
- Work ready - dynamic and prepared for employment in complex, ever-changing environments which require life-long learning and resilience
- Successful - MSW graduate with a solid foundation on which to continue succeeding and realizing potential, across various contexts through graduating, student will develop attributes across three dimensions:
  - Academic – knowledge, skills and abilities related to high-level academic study
  - Personal – qualities and characteristics of well-rounded, developed, responsible individuals
  - Professional – skills, aptitudes and attitudes required for professional working life in the 21st Century

The underpinning attributes are developed through the key skills and competencies student will learn as part of master degree programme:

<b>MSW</b>	<b>Academic</b>	<b>Personal</b>	<b>Professional</b>
Universal	Critical thinker Analytical Inquiring	Emotionally intelligent Ethically-minded Culturally aware	Collaborative Research-minded Socially-responsive
Work-ready	Knowledgeable Digitally literate Problem solver	Effective communicator Influential Motivated	Potential leader Enterprising Ambitious
Successful	Autonomous Incisive Innovative	Creative Imaginative Resilient	Driven Daring Transformational

#### **Assessment:**

Weightage for assessments (in percentage)

<b>Type of Course</b>	<b>Formative Assessment / IA</b>	<b>Summative Assessment</b>
Theory	30	70
Practical	20	30
Projects	40	60
Experiential Learning (Internships etc.)	NA	NA



# VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY

## Department of Studies in Social Work

### I Semester

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
<b>FIRST</b>	DSC1	21SOW1C1L	Social Work Education and Profession	30	70	100	4	-	-	4	3
	DSC2	21SOW1C2L	Social Science Foundation for Social Work	30	70	100	4	-	-	4	3
	DSC3	21SOW1C3L	Human Behaviour and Dynamics	30	70	100	4	-	-	4	3
	DSC4	21SOW1C4L	Social Work with Individuals and Families	30	70	100	4	-	-	4	3
	SEC1	21SOWS1L	Skills for Social Work Practitioner	20	30	50	1		2	2	2
	DSCP1	21SOW1C1P	Social Work Practicum - Orientation Visits and Skill Lab	20	30	50	-	-	4	2	4
	DSCP2	21SOW1C2P	Social Work Practicum - Concurrent Field Work	20	30	50	-	-	4	2	4
	DSCL/T1	21SOW1C1T	Social Work Case Studies	20	30	50	1	2		2	4
<b>Total Marks for I Semester</b>						<b>600</b>				<b>24</b>	

**MASTER OF SOCIAL WORK  
I SEMESTER**

<b>Course: Social Work Education and Profession</b>	<b>Course Code: 21SOW1C1L:</b>
<b>Teaching Hours/Week (L-T-P): 4 - 0 - 0</b>	<b>No. of Credits: 04</b>
<b>Internal Assessment: 30 Marks</b>	<b>Semester End Examination: 70 Marks</b>

**Course Objectives**

- To understand social work philosophy and inculcate values to work as human service professionals
- To appreciate the imperatives of becoming professional social worker
- To understand the context of emergence of social work as a profession
- To understand the nature of social work practice in different settings

<b>COs No.</b>	<b>Course Outcomes</b>
<b>CO-1</b>	To know the nature and development of professional social work in India and abroad.
<b>CO-2</b>	To learn different social service traditions, reform movements and transition from welfare to empowerment
<b>CO-3</b>	To appreciate values, ethics, knowledge, attitudes, skills and techniques required by a professional social worker working in different settings.
<b>CO-4</b>	To explore and develop the professional self and persona of a professional social work practitioner

<b>Unit I:</b>	<b>Introduction to Social Work Profession</b>	<b>12 Hours</b>
	Professional Social Work: concept, goals and functions; its relationship with Voluntary action, Social services, Social reform, Social movement, Social welfare, Social development, and Human rights, Value base of social work profession; Principles of social work and their application in diverse socio-cultural settings, Methods of social work intervention	
<b>Unit II:</b>	<b>Historical Development of Social Work</b>	<b>12 Hours</b>
	Development of social work education and profession in U.K., U.S.A and Asia. Social reform and social reconstruction, Social service traditions, Socio-Religious Reform Movements in India. Contribution of Social and political leaders of 20th and 21 <sup>st</sup> century to social change namely Gandhi, Ambedkar, Phule, Vinoba and Jay Prakash Narayan and others • Social Work Education in India: Current issues, challenges and alternatives • Development of Social Work Profession in India	
<b>Unit III:</b>	<b>Social Work as a Profession</b>	<b>10 Hours</b>
	Basic requirements of a profession: Present state of social work as a profession in India, Social work functions and roles of social workers, Competencies for social work practice, Code of ethics for social workers, Changing context for practice and emerging areas	
<b>Unit IV:</b>	<b>Theoretical Perspectives for Social Work Practice</b>	<b>12 Hours</b>
	Therapeutic approach, Systems and Ecological perspectives, Radical, Marxist approaches and Emancipatory social work, Integrated approach to social work practice and Rights based social work practice, Emerging perspectives and trends of social work practice	
<b>Unit V:</b>	<b>Fields of Social Work:</b>	<b>10 Hours</b>
	Social work in Community Development and correctional setting, Medical and Psychiatric social work, Family, Women and child centered Social work, Industrial social work, Emerging Areas of Social Work: Environmental Protection, Disaster management, HIV/AIDS, Gerontological Social Work and Human Rights, etc,	

**References:**

- 1) Skidmore, A. A., Thackeray, M. G. & Farley O. W. (1997). Introduction to social work. Boston: Allyn & Bacon.
- 2) Siporin, M. (1975). Introduction to social work practice. New York: Macmillan Publishing Inc.
- 3) Zastrow, C. (1995). The practice of social work (5th e d.). California: Brooks/Cole Publishing Company.
- 4) Dubois, B. & Miley, K. K. (2002). Social work: An empowering profession. London: Allyn and Bacon.
- 5) Miley, K. K., O'Melia, M., & DuBois, B. L. (1998). Generalist social work practice: An empowering approach. Boston: Allyn & Bacon.
- 6) Clark, C. & Asquith, S. (1985). Social work and social philosophy. London: Routledge and Kegan Paul.
- 7) Payne, M. (2005). Modern social work theory. New York: Palgrave/ MacMillan.
- 8) Dominelli, L. (2004). Social work: theory and practice for a changing profession. Cambridge: Polity Press.
- 9) Woodrofe, K. (1962). From charity to social work. London: Routledge and Kegan Paul.
- 10) Parsons, R. J., Jorgensen, J. D. & Hernandez, S. H. (1994). The integration of social work practice. California: Brooke/Cole.
- 11) Desai, M. (2002). Ideologies and social work: Historical and contemporary analyze. Jaipur: Rawat Publications
- 12) Sajid S. M., & Jain, R. (2018). Reflections on social work profession. New Delhi: Bloomsbury
- 13) Bhatt, S. & Singh, A. P. (2015). Social work practice: The changing context. The Readers Paradise, New Delhi, ISBN: 978-93-82110-43-9
- 14) Bhatt, S., & Pathare, S. (2014). Social work education and practice engagement. ISBN: 9788175417571(HB), 9788175417953(PB), Shipra Publications, New Delhi,
- 15) Nair, T. K (2015). Social Work Profession in India: An Uncertain Future. Niruta Publication



## MASTER OF SOCIAL WORK

### I SEMESTER

<b>Course: Social Science Foundation for Social Work</b>	<b>Course Code: 21SOW1C2L:</b>
<b>Teaching Hours/Week (L-T-P): 4 - 0 - 0</b>	<b>No. of Credits: 04</b>
<b>Internal Assessment: 30 Marks</b>	<b>Semester End Examination: 70 Marks</b>

#### Course Objectives

- To enable students, develop deeper insight into the concepts of State, structures, processes and institutions, and state's interactions with other institutions like economy and society
- To help students develop understanding of the normative and institutional logic of democratic structures and institutions and role of citizens in expanding the democratic domains
- Develop understanding of the Governance systems, processes and structures to enable themselves in strengthening governance systems and procedures
- Understand the meaning and relevance of political economy and its applications

<b>COs No.</b>	<b>Course Outcomes</b>
<b>CO-1</b>	Acquire understanding about the concepts of State, Nations, Nation State, State structures and Institutions and its relevance in the everyday lives of citizens
<b>CO-2</b>	Develop insights about basic political and economic concepts and political environments and how do national and international, economic and political forces shape the lives and future of citizens, business and civil society
<b>CO-3</b>	Gain understanding of the rich terrain of contemporary issues in the context of politics and evolve as informed citizens
<b>CO-4</b>	Understand the relationship between 'politics' and 'the economy'

<b>Unit I:</b>	<b>Sociological Perspectives and Concepts:</b>	<b>12 Hours</b>
	Concepts in Sociology: Society, Culture, Socialisation, Social Control, Social Change, Social Groups and Social Construction, Cultural Lag. Foundation of Society: Social Structure and Sub Structure. Institutions for Socialisation: Family, Marriage, Religion, Education, Mass Media, and Norms. The application of sociological concepts in Social Work practice. The application of social anthropological concepts in Social Work practice	
<b>Unit II:</b>	<b>Social Institutions and Social Groups:</b>	<b>12 Hours</b>
	Approaches to society: Functionalist approach, Conflict/ Dialectical approach, Structuralism and Post-modernism. Social Stratification: Marxist, Emile Durkheim, Weberian approaches (Brief Summary). Power Structure: Formal and Informal. Dalits, Adivasis, Gender and minority groups: Situation analysis and dynamics of change	
<b>Unit III:</b>	<b>Social Problems:</b>	<b>10 Hours</b>
	Social Problems: Evolution and Dimensions. Analyzing of social problems using sociological, economic and political concepts. Concept of social deviance. Social structure. Corruption. Illiteracy. Casteism, Communalism, Racism, Terrorism and Ethnic Violence, Problems of Youth: Addiction and Alienation, Abuse of Children; Discrimination against Women and Elderly. Unemployment and Poverty	
<b>Unit IV:</b>	<b>Indian Economy:</b>	<b>10 Hours</b>
	Application of economic concepts to analyze local contexts (capital, production, distribution and consumption). Overview of Indian Economy: Pre-Globalization and Globalization. Basic Economic Concepts: Inflation, Deficit Financing, Stagnation, Balance of Payment. Economic Growth and Equity in Development. Human Development and Millennium Development Goals	

<b>Unit V:</b>	<b>Polity and Governance:</b>	<b>10 Hours</b>
	State and Nation: Concept and Historical overview. Indian Constitution and Rule of Law: Rights and Duties. Good Governance, Transparency, Right to Information, Accountability, Citizens' Charters, Citizen Report Cards. Decentralization: Urban Bodies and Panchayath Raj Institutions	

**References:**

1. Ahuja, R. 2014 Social problems in India. Rawat publication
2. Bakshi, P.M. 2013 The Constitution of India Universal Law Publishing
3. Basu, D.D. 2013 Introduction to the Constitution of India
4. Lexisnexis Haralambos, M. & Holborn, M. 2013 Sociology: Themes and Perspectives Collins Educational
5. Kapila, U. 2004 Indian Economy Since Independence Academic Foundation
6. Kothari, R. 1970 Caste in Indian Politics Orient Longmen
7. Leslie, B. and Lisa, H. 2009 E Governance Managing or Governing Routledge
8. Mette, A. 2005 Governance Atlantic Publishers
9. Reddy, S. 2006 Good Governance IIPA 10.
10. Shah, A.M. 1998: The Family in India: Critical Essays Orient Longman.
11. Madan, G.R. 2012 Social Problems in India Allied Publishers Pvt. Ltd.
12. Giddens, A. 2009 Sociology Polity Press.
13. Ritzer, G. 2003 Sociological Theory McGraw Hill

**MASTER OF SOCIAL WORK**  
**I SEMESTER**

<b>Course: Human Behaviour and Dynamics</b>	<b>Course Code: 21SOW1C3L:</b>
<b>Teaching Hours/Week (L-T-P): 4 - 0 – 0</b>	<b>No. of Credits: 04</b>
<b>Internal Assessment: 30 Marks</b>	<b>Semester End Examination: 70 Marks</b>

**Objectives:**

1. To understand the fundamental components of human behaviour
2. To Gain insight into factors contributing to development of personality
3. To understand growth and development of individual at various stages in the life span.
4. To acquire knowledge on Personality Patterns of the individuals

<b>COs No.</b>	<b>Course Outcomes</b>
<b>CO-1</b>	Develop knowledge base and understanding of the role of social environment in shaping the individual –growth, development and personality
<b>CO-2</b>	Understand how social groups develop and maintain identity
<b>CO-3</b>	Develop an understanding of the basic mental processes and their role in influencing behaviour
<b>CO-4</b>	Develop sensitivity towards one's own biases, stereotypes, motivations in carrying out social work practice and appreciate the measurement concerns of behaviour

<b>Unit I:</b>	<b>Introduction to Social Psychology:</b>	<b>12 Hours</b>
	Brief introduction to growth and development, developmental stages, developmental tasks; personality: definition, theories of personality, types of personality, factors influencing personality; emotion: nature and characteristics, psychological and situational factors in emotion, learning and emotion.	
<b>Unit II:</b>	<b>Human Behaviour:</b>	<b>10 Hours</b>
	Human Behaviour: Concept, Determinants and Reflectors, Behavioural Problems in Different Stages of Personality Development; Adjustment: Concept, Characteristics, Factors; Leadership: Concept, Types and functions.	
<b>Unit III:</b>	<b>Perception: Concept and principles</b>	<b>12 Hours</b>
	Factors influencing perception, social perception; intelligence: concepts, levels of intelligence, influence of heredity and environment; measurement of intelligence; learning: principles and theories of heredity and environment; measurement of intelligence; learning: principles and theories of learning, learning and behavior modification	
<b>Unit IV:</b>	<b>Attitude and motivation</b>	<b>12 Hours</b>
	Attitude: definition, formation of attitude, measurement of attitude; motivation: definition and concepts, theories of motivation, types of motivation	
<b>Unit V:</b>	<b>Adjustment and conflict:</b>	<b>10 Hours</b>
	Adjustment: concept of adjustment and maladjustment, Défense mechanisms stress, frustration and conflict sources of frustration and conflict, types of conflicts. Concepts of normality and abnormality, causation of mental illness, neuroses, psychoses, psychosomatic disorders, measures to promote mental health	

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3. Hiele, Larry. A and Ziegler Daniel (1981); Personality Theories, McGraw Hill Ltd, New Delhi.
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6. Sheridan, Charles (1978); Methods in Experimental Psychology, Holt Rinechart and Wisdom Ltd., New Delhi.
7. Snodgrass, Joan Gay. et. al. (1985); Human Experimental Psychology, Oxford University Press, New York.
8. Strange, Jack Roy (1996); Abnormal Psychology, Tata McGraw Hill Ltd, New Delhi.
9. Ullmknn, Leonard and Krasneg Leonard (1975); A Psychological Approach to Abnormal Behaviour, Prentice Hall Ltd., New Jersey.
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**MASER OF SOCIAL WORK  
I SEMESTER**

<b>Course: Social Work With Individuals and Families</b>	<b>Course Code: 21SOW1C4L:</b>
<b>Teaching Hours/Week (L-T-P): 4 - 0 – 0</b>	<b>No. of Credits: 04</b>
<b>Internal Assessment: 30 Marks</b>	<b>Semester End Examination: 70 Marks</b>

**Objectives:**

1. To understand the individual, family and their problems and the social contextual factors affecting them
2. To understand Social Casework as a method of Social Work practice
3. To gain knowledge about the basic concepts, tools, techniques, processes and Skills of working with individuals
4. To develop an understanding of application of case work in diverse settings

<b>COs No.</b>	<b>Course Outcomes</b>
<b>CO-1</b>	Able to demonstrate familiarity with Casework processes, tools and techniques and their application in Professional Social Work Practice.
<b>CO-2</b>	Learn different approaches, processes and interventions of case work practice
<b>CO-3</b>	Able to develop skills of Observation, Listening, Interviewing and Home Visits, Rapport Building, Resource Mobilization and Recording.
<b>CO-4</b>	Explore and develop the professional self and skills of a practitioner

<b>Unit I:</b>	<b>Social Casework: Components and Process</b>	<b>10 Hours</b>
	Social Casework: Definition and Historical Development and Scope. Principles of Social Casework: Individualization, acceptance, non-judgmental attitude, participation, relationship, effective communication of feeling, client self-determination, and confidentiality. Components of social casework: The person, the problem, the place and the process. Social Case Work Process: Intake, Study, Assessment (Diagnosis), Intervention (Treatment), Evaluation and Termination and follow up. Use of Casework in Group work and Community Organization	
<b>Unit II:</b>	<b>Social Casework Relationship</b>	<b>12 Hours</b>
	Social Casework Techniques. Use of Relationship, Transference and Counter Transference and their significance, Use of Authority. Culture aligned Social Casework Practice: Spirituality, Fine Arts and Performing Arts. Client System: Direct and Indirect Clients, Voluntary and Involuntary Clients, Hard-to-reach Clients, Target and Tangential Clients, Agreement or Contract, Enabling and Empowering, Crisis Intervention	
<b>Unit III:</b>	<b>Models of Social Casework: Summary</b>	<b>12 Hours</b>
	Models of Case Work Practice: Problem Solving Model, Psycho-social Model, Functional Model, Socialization Model, Developmental Model, Crisis Intervention Model, Social Behavioral Model, Communication Model, Gestalt Therapy Model, Cognitive Model, Ecological Model, Feminist Model, Existential Model, Task-Centered Model and Empowerment Model	
<b>Unit IV:</b>	<b>Social Casework Process Structure</b>	<b>12 Hours</b>
	Supportive Techniques: Observation, Interview, Home-Visit, Resource Mobilization, Referral and Collateral Contacts. Problem Solving Techniques: Verbal and Non-verbal, Reflective and Logical Discussion. Types and Formats of Recording: Process, Narrative and Summary. Use of Recording in Social Casework. Supervision in Social Casework. Understanding Self and Professional Self	
<b>Unit V:</b>	<b>Social Casework in Different Settings</b>	<b>10 Hours</b>
	Casework practice in different settings: Educational, Health, Career Guidance, Community, Correctional and Disability. Casework and Information Technology: Tele-Help lines, Tele-	

### References:

1. Banerjee, G. R. 1967 "Concept of Being and Becoming in the Practice of Social Work", Indian Journal of Social Work, Mumbai: Tata Institute of Social Sciences.
2. Banerjee, G. R. 1971 "Some Thoughts on Professional Self in Social Work", Indian Journal of Social Work, Mumbai: Tata Institute of Social Sciences.
3. Banerjee, G. R. Papers on Social Work - An Indian Perspective, Bombay, Tata Institute of Social Sciences.
4. Barba, J. G. 1991, Beyond Casework; London: Macmillan.
5. Bergh, M. V. 1995: Feminist Practice in the 21st Century, Washington: National Association of Social Workers.
6. Biestek, F. P. 1957: The Case Work Relationship, London, George Allen and Unwin.
7. Compton, B.R. and Galaway, B. (1979). Social Work processes (Rev. Edition) Illinois, The Dorsey Press
8. Cross, C.P. (Ed.) (1974). Interviewing and Communication in Social Work, London: Routledge and Kegan Paul.
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### Journals:

1. Indian Journal of Social Work, By-Annual, TISS, Deonar, Mumbai (Maharashtra)
2. Perspectives in Social Work, College of Social work, Nirmal Niketan, Mumbai (Maharashtra)
3. Social Work Journal, Bi-Annual, Department of Social Work, Assam University, Silchar-788 011 (Assam)

**MASER OF SOCIAL WORK  
I SEMESTER**

<b>Course: Skills For Social Work Practitioner</b>	<b>Course Code: 21SOWS1L:</b>
<b>Teaching Hours/Week (L-T-P): 1 - 0 – 2</b>	<b>No. of Credits: 02</b>
<b>Internal Assessment: 20 Marks</b>	<b>Semester End Examination: 30 Marks</b>

**Objectives:**

- To learn to communicate effectively vocally, in writing and in presentation format.
- To develop skills in working with different groups.
- To gain knowledge of life skills.
- To develop a comprehensive understanding of inter personal influences on relationships in terms of power, persuasion and assertiveness.

<b>COs No.</b>	<b>Course Outcomes</b>
<b>CO-1</b>	Develop understanding of Presentation skills
<b>CO-2</b>	Learn different life skills in working with individuals and different groups
<b>CO-3</b>	Develop skills to building effective relationship with different settings.
<b>CO-4</b>	Explore and develop the professional self and skills of a practitioner

<b>Unit I:</b>	<b>Presentation skills:</b>	<b>06 Hours</b>
	Listening centered message, knowing about the listeners' messages, overcoming anxiety, Persuasive strategies, Structuring the presentation, Effective use of visual aids and non-verbal communication. Basic forms of writing styles and contents, Formal correspondence.	
<b>Unit II:</b>	<b>Life Skills</b>	<b>06 Hours</b>
	Self-awareness, Self-esteem, Assertiveness, coping with anger, Fear, anxiety, stress, hurt and depression sensitivity, empathy and support, creative thinking, time management, decision making, understanding defense mechanisms, positive thinking, enhancing capacity to love, be happy enjoy.	
<b>Unit III:</b>	<b>Soft Skills</b>	<b>06 Hours</b>
	Communication, Commitment, Conflict resolution, Civic and traffic sense, Emotional competence, listening skills, Non-verbal communication, Skills in dealing with selected groups such as developmental, educational and recreational.	
<b>Unit IV:</b>	<b>Building effective relationships</b>	<b>08 Hours</b>
	Building rapport, Nurturing friendship. Personal communications skills: Self – disclosure, feedback. Conflict management skills: Negotiating; resolving disagreement, Team work and synergy skills: Creating groups energy in pursuing collective goals. Open-minded ideas, team work contribution, influencing skills, making a positive difference, leadership skills, initiating and managing needed change and innovation. Public speaking on any topic, oral presentation with visual, technology, group discussion, listening comprehension. Group research projects. Using computer, Role –play evaluation	

**References:**

1. Pasty McCarthy a Carolin Hatcher, (2002). Presentation Skills The essential guide for student, New Delhi SAGE publication
2. Dalai Lama and cutler, H.C(1998) the Art of Happiness; A Handbook for Living, London; Coronet Books
3. Hargie, Saunders, C Dickson, D. (1994) Social Skills in Interpersonal Communication; London; Routledge.

**MASTER OF SOCIAL WORK  
I SEMESTER**

<b>Course: Social Work Practicum - Orientation</b> Lectures & Visits, Skill Lab	<b>Course Code: 21SOW1C1P</b>
<b>Teaching Hours/Week (L-T-P): 1 - 0 - 2</b>	<b>No. of Credits: 02</b>
<b>Internal Assessment: 20 Marks</b>	<b>Semester End Examination: 30 Marks</b>

<b>COs No.</b>	<b>Course Outcomes</b>
<b>CO-1</b>	Able to understand Programmes and projects of governmental and nongovernmental organizations and critically appraise them
<b>CO-2</b>	Able to understand role of professional Social Workers in different settings
<b>CO-3</b>	Able to understand programme media Skills in planning Social Work interventions
<b>CO-4</b>	Able to develop skills of writing record of the observation visits and engage in meaningful discussions during group interactions

**REQUISITS FOR Orientation Visits and Skill Lab:**

**Objectives:**

1. Begin to use orientation visit instruction from the faculty and the agency supervisors-for professional growth and defective intervention and developing as a professional person.
2. To provide an exposure to and understanding about the various agency settings to the students
3. To critically understand and appreciate Programmes and projects of governmental and non-governmental organizations.
4. To understand the skillful application of programme media and develop Skills in record writing and use of supervision

**Orientation visit**

1. **Orientation visit for field work:** Ten days orientation shall be organized i.e., weekly two days Wednesday and Thursday for the first semester of MSW students. In this faculty members and external expert shall orient about fields of social work, norms, structure of the course and practical of the course.
2. **Orientation visits:** coordinator shall organize orientation visits to the service providers in the field. There shall be minimum Ten orientation visits to be made in the first five weeks to provide an exposure to and understanding of the services provided in responses to people's needs Agencies are as follows
  - a. Health Setting- Hospitals, Community health extension projects, Primary health centres, Psychiatric Departments, Clinics, and HIV Guidance Centres etc.
  - b. Educational Setting - Formal schools, non-formal/adult education centres, income generating skill development centres, vocational training facilities, etc.
  - c. Community Services - Skill development programme centres, vocational training centres, environment improvement centres, family service centres, Community development projects in urban and rural settings, etc.
  - d. Institutional and Non-institutional Services for Special Groups - the Differently abled, Mentally Challenged, Destitute, Migrants, Women, Street Children, Elderly, and Other Vulnerable Groups; Adoption Agencies, Child Rights Protection Facilities, Rehabilitation centres, Labour Welfare Centres/workers education centres etc.



- e. Criminal Justice System- Prisons/Jails, Courts, Police stations, and agencies under the Juvenile Justice Act.
  - f. Civic Administration Centres- Municipal Corporation, Ward offices, Zila Parishad, Panchayat Samiti, Block Development Office, etc.
3. **Presentation of orientation visits:** Soon after the completion of orientation visits, “Orientation to fields of social work”, a student workshop shall be conducted to share the orientation visit experiences and learning.
  4. **Structured Experience Laboratory:** - in a classroom activity, which provides opportunities through the games/activities, to form the involvement of self in various practice skills. These laboratory experiences are designed in small groups to encourage participation, sharing of the experience and aid in examining learning and applications of skills. These sessions have a specific objective of experiencing self, and applying /using self in practice. (Relationship skills, Communication skills etc., will be focused).
  5. **Orientation visits learning of Ten-days:** on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two days or its equivalent (8 hours), each week of the semester.
    - a. Field work Allotment: After completion of the orientation visits each. The students can be placed in nearby open community setting/ non-government organizations working in local communities, urban/rural /tribal/Govt. agency, Industrial sector, Medical sector etc”. to practice the social work and each student will be monitored by faculty member. The Field work days are Wednesday and Thursday. This is mentoring the student to become professional.
    - b. Every student has to attend Maximum 10 orientation visits in fieldwork days and 75 percent attendance is compulsory in orientation visits.
    - c. Students will have to submit his/her orientation visits report i.e., weekly two Log Reports on every Saturday and one Detail Reports (on every Monday).
    - d. It will be the responsibility of the student to keep his/her movement & attendance record specific and at a proper and easily approachable place, so that the supervisor under visit can locate them easily. Otherwise, it will be adverse observation against the student.
    - e. The students who will be found late in the orientation visits will be treated as absent on that every day.
    - f. Individual and Group conferences: To facilitate learning, Individual as well as group conference will be organized every week.
    - g. Presentation of orientation visits / internal viva: After completion of 10 visits and the end of the field work, students should present their learning in a special class which will be organized for this purpose.

#### **Role of Field Work Supervisor:**

Staff member is required to visit periodically, supervise and monitor the field work orientation visits training. All reports be regularly corrected and weekly individual and group conference be scheduled and held

1. Three-way matching of students-agency-fieldwork coordination in the department.
2. Providing adequate supervision inputs to the orientation visit supervisor.
3. Providing counseling support, assistance to the students for effective learning in the field.
4. Another educational responsibility is the assessment of the student’s performance, in terms of his/her progress in the field of learning social work perspectives and skills. With the emphasis on participatory learning and consistent interaction between the Field Supervisor and the student.

- The orientation visit Supervisor is responsible for workload allocation to ensure that the student has sufficient number and variety of tasks to accomplish the objectives of the education plan.

### Viva Voce examination

After completion of the orientation visits in the end of the semester (after completion of theory exams), BoE Chairman has to schedule viva-voce examination for concurrent orientation visits as follows.

- Every student has to submit duly signed by internal and external supervisor live visit diary or records to the department for the purpose of assessment.
- The students learning and applicability of theory into practice will be assessed.
- Viva-voce examination will be conducted for seventy marks (35) marks at the PG-Department of Social work, VSKU, Bellary/P.G Centre, Nandihalli, PG centre Koppal and each student is expected to give a presentation on orientation visits.
- Maximum 20 students Viva-voce examination may be schedule during morning and afternoon each session.

### ASSESSMENT/ EVALUATION GUIDELINES

#### Internal assessment Criteria- Orientation Visit

#### Orientation Visit

Max marks= 20

Note: Internal evaluation/ Assessment shall be done in two or three stages

Sl. No	Criteria	Marks
1	Orientation Visit Diary and Report	04
2	Action Plan Preparation and Performance	04
3	No. of Visits (attended)	04
4	Professional Learning	04
5	Field Work Presentation	04
<b>Total</b>		<b>20</b>

#### 1. Orientation Visit Diary and report= Max Marks= 04

Sl. No.	Area	Max marks=03	Dimensions to be considered while awarding marks	Criteria
1	Maintenance of Orientation Visit dairy	2	Language, content, logical connection, etc.	Rating scale 1 Satisfactory
2	Orientation Visit report	2	Language, content, logical connection, submitted the reports in time, etc	Rating scale 1 2 Satisfactory Very Good
<b>Total</b>		<b>04</b>		

#### 2. Action plan and performance- Max Marks=04

Sl No	Area	Max marks =04	Dimensions to be considered while awarding marks	Criteria
1	Takes initiative in preparing future visits plan	1	discuss with the faculty supervisor, agency supervisor, review the related literature	Rating scale 1 Satisfactory
2	Participation in individual conference	1	Participation in individual conference	Rating scale 1 Satisfactory

3	Orientation Visit supervision/consultation with agency officials	2	Periodically meets the agency supervisor, regular in field work, etc	Rating scale 1 <hr/> Satisfactory
	<b>Total</b>	<b>04</b>		

**a. No. of Live Visits- Max Marks= 04**

Sl. No.	Area	Max marks=03	Dimensions to be considered while awarding marks	Criteria
1	Number of Live Visits	4	75% - 85% 86% - 95% 96% -100%	1 Mark 2 Marks 4 Marks
	<b>Total</b>	<b>04</b>		

**b. Professional learning- Max Marks=04**

Sl No	Area	Max marks=03	Dimensions to be considered while awarding marks	Criteria
1	Application of theory in to practical context	2	Integration of theory into practice, able to understand the theory and relates to practice	Rating scale <1                      2 <hr/> Satisfactory      Very Good
2	Practice of case work/ group work etc.) in the second semester.	2	Practices case work and group work process, skills, etc in the second semester.	Rating scale <1 <hr/> Satisfactory
	<b>Total</b>	<b>04</b>		

**c. Presentation of reports and discussion with faculty supervisor- Max Marks=04**

Sl no	Area	Max marks	Dimensions to be considered while awarding marks	Criteria
1	Presentation of reports and discussion with faculty supervisor	04	Part A: Profile of the community/ organization/Industry <ul style="list-style-type: none"> <li>• Address</li> <li>• Genesis (History of the agency)</li> <li>• Vision and mission (Aim and objectives)</li> <li>• Interventions/ Programmes</li> <li>• Target group/s</li> <li>• Organizational structure</li> <li>• Funding sources</li> <li>• Monitoring and evaluation framework</li> </ul> Part B: Observational & Experiential learning <ul style="list-style-type: none"> <li>• Personal learning</li> <li>• Professional learning</li> <li>• Social problems and the role of social work</li> </ul>	Rating scale <1                      2-4 <hr/> Satisfactory      Very Good
	<b>Total</b>	<b>04</b>		

**Orientation visit Viva-Voce Examination**

The following criterion is designed to assess the MSW student's performance in the Orientation Visit Viva-Voce examination.  
**Maximum marks: 30**

Sl. No.	Assessment Domains	Marks	Assessment tool
1.	Orientation visit Diary and Report	06	Rating scale <2                      3-4                      5-6 <hr/> Satisfactory      Good                      Very Good

2.	Understanding about the community/ Organization/ industry: structure, target group and Programmes	06	Rating scale <2                      3-4                      5-6 Satisfactory      Good                      Very Good
3.	Action plan (Preparation of action plan and implementation)	06	Rating scale <2                      3-4                      5-6 Satisfactory      Good                      Very Good
4.	Learning outcome (Professional and personal)	06	Rating scale <2                      3-4                      5-6 Satisfactory      Good                      Very Good
5.	Theoretical and conceptual knowledge (Social Work Practice linkage)	06	Rating scale <2                      3-4                      5-6 Satisfactory      Good                      Very Good
	<b>Total= 30</b>		

**MASTER OF SOCIAL WORK  
I SEMESTER**

<b>Course: Social Work Practicum - Concurrent Field Work</b>	<b>Course Code: 21SOW1C2P</b>
<b>Teaching Hours/Week (L-T-P): 4 - 0 - 0</b>	<b>No. of Credits: 04</b>
<b>Internal Assessment: 30 Marks</b>	<b>Semester End Examination: 70 Marks</b>

<b>COs No.</b>	<b>Course Outcomes</b>
<b>CO-1</b>	Able to understand Programmes and projects of governmental and nongovernmental organizations and critically appraise them
<b>CO-2</b>	Able to prepare work plan and its execution
<b>CO-3</b>	Able to develop professional attitude conducive to deal with human problems
<b>CO-4</b>	Able to develop sensitivity towards the needs and problems of different target groups and able to develop understanding of the role of Social Workers in different settings.

**RATIONALE FOR FIELD WORK**

Theory provides the perspective and information base to understand the socio-economic, political and cultural contexts, within which human societies interact, engage and strive to create better living conditions. The classroom provides this theoretical knowledge and understanding which forms the foundation and core areas of social work. Field work ensures the development of competence in social work practice because ‘knowing’ does not automatically result in the ability to ‘do’ or to ‘feel’ which is essential for professional development. Fieldwork is the ‘learning by doing’ aspect of social work education and an integral part of the total curriculum. Fieldwork plays a pivotal role and provides the experimental basis for the student’s academic programme. It offers an environment within which students are given an opportunity to develop a coherent framework for social work practice by integrating and reinforcing the knowledge acquired in the classroom with actual practice. It also enables students to acquire and test relevant practice skills.

First year field work instruction in particular aims at developing capacities among the students which can be broadly explained as mentioned below:

**Objectives for Concurrent Field Work:**

1. To work in agencies working in different types of areas of Social Work practice
2. To develop work plan in consultation with agency supervisor
3. To develop capacity for observation and analysis of social realities
4. To practice the methods of working with individuals and groups
5. To develop understanding of the needs, problems and Programmes for different target groups
6. To develop understanding of the role of Social Workers in different settings

**REQUISITS FOR COCURRENT FIELD WORK:**

1. **Structured Experience Laboratory:** - is a classroom activity, which provides opportunities through the games/activities, to form the involvement of self in various practice skills. These laboratory experiences are designed in small groups to encourage participation, sharing of the experience and aid in examining learning and applications of skills. These sessions have a specific objective of experiencing self, and applying /using self in practice. (Relationship skills, Communication skills etc., will be focused).
2. **Concurrent practice learning of two-days a week:** on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two days or its equivalent (8 hours), each week of the semester.

- a. Field work Allotment: After completion of the orientation visits each. The students can be placed in nearby open community setting/ non-government organizations working in local communities, urban/rural /tribal/Govt. agency, Industrial sector, Medical sector etc”. to practice the social work and each student will be monitored by faculty member. The Field work days are Wednesday and Thursday. This is mentoring the student to become professional.
- b. Every student has to attend Maximum 15 concurrent fieldwork days including special field work in each semester and 75 percent attendance is compulsory in fieldwork.
- c. Students will have to submit his/her weekly fieldwork report i.e., Two Log Reports on every Saturday and Two Detail Reports on every Monday.
- d. It will be the responsibility of the student to keep his/her movement & attendance record specific and at a proper and easily approachable place, so that the supervisor under visit can locate them easily. Otherwise, it will be adverse observation against the student.
- e. The students who will be found late in the fieldwork will be treated as absent on that every day.
- f. Individual and Group conferences: To facilitate learning, Individual as well as group conference will be organized every week.
- g. Presentation of field-work visits/ internal viva: After completion of 10 visits and the end of the field work, students should present their learning in a special class which will be organized for this purpose.

#### **Role of Field Work Supervisor:**

Every staff member is required to visit periodically, supervise and monitor the field work training. All reports be regularly corrected and weekly individual and group conference be scheduled and held

1. Three-way matching of students-agency-fieldwork coordination in the department.
2. Providing adequate supervision inputs to the agency supervisor.
3. Providing counseling support, assistance to the students for effective learning in the field.
4. Another educational responsibility is the assessment of the student’s performance, in terms of his/her progress in the field of learning social work perspectives and skills. With the emphasis on participatory learning and consistent interaction between the Field Supervisor and the student.
5. The Field work Supervisor is responsible for workload allocation to ensure that the student has sufficient number and variety of tasks to accomplish the objectives of the education plan.

#### **Viva Voce examination**

After completion of the field work, BoE Chairman has to schedule viva-voce examination for concurrent field work as follows

1. Every student has to submit duly signed by internal and external supervisor live visit diary or records to the department for the purpose of assessment.
2. The students learning and applicability of theory into practice will be assessed.
3. Viva-voce examination will be conducted for seventy marks (30) marks at the PG-Department of Social work, VSKU, Bellary/P.G Centre, Nandihalli, PG centre Koppal and each student is expected to give a presentation on field work.
4. Maximum 20 students Viva-voce examination may be schedule during morning and afternoon each session.

# ASSESSMENT/ EVALUATION GUIDELINES

## Internal assessment Criteria- Field work

### Concurrent Field Work

Max marks= 20

Note: Internal evaluation/ Assessment shall be done in two or three stages

Sl. No	Criteria	Marks
1	Field Work Diary and Report	04
2	Action Plan Preparation and Performance	04
3	No. of Visits (attended)	04
4	Professional Learning	04
5	Field Work Presentation	04
<b>Total</b>		<b>20</b>

### 2. Field work Diary and report= Max Marks= 04

Sl. No.	Area	Max marks=04	Dimensions to be considered while awarding marks	Criteria
1	Maintenance of field work dairy	2	Language, content, logical connection, etc.	Rating scale 1 _____ Satisfactory
2	Field work report	2	Language, content, logical connection, submitted the reports in time, etc	Rating scale 1 _____ 2 _____ Satisfactory      Very Good
	<b>Total</b>	<b>04</b>		

### 3. Action plan and performance- Max Marks=04

Sl No	Area	Max marks =04	Dimensions to be considered while awarding marks	Criteria
1	Takes initiative in preparing future visits plan	2	discuss with the faculty supervisor, agency supervisor, review the related literature	Rating scale 1 _____ Satisfactory
2	Participation in individual conference	1	Participation in individual conference	Rating scale 1 _____ Satisfactory
3	Field work supervision/consultation with agency officials	1	Periodically meets the agency supervisor, regular in field work, etc	Rating scale 1 _____ Satisfactory
	<b>Total</b>	<b>04</b>		

#### 4. No. of Live Visits- Max Marks= 04

Sl. No.	Area	Max marks=04	Dimensions to be considered while awarding marks	Criteria
1	Number of Live Visits	4	75% - 85%	2 Mark
			86% - 95%	3Marks
			96% -100%	4 Marks
	<b>Total</b>	<b>04</b>		

#### 5. Professional learning- Max Marks=04

Sl No	Area	Max marks= 04	Dimensions to be considered while awarding marks	Criteria
1	Application of theory in to practical context	2	Integration of theory into practice, able to understand the theory and relates to practice	Rating scale <div style="display: flex; justify-content: space-between; border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 0;"> <span>&lt;1</span> <span>2</span> </div> Satisfactory      Very Good
2	Practice of case work/ group work etc.) in the second semester.	2	Practices case work and group work process, skills, etc in the second semester.	Rating scale <div style="display: flex; justify-content: space-between; border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 0;"> <span>&lt;1</span> </div> Satisfactory
	<b>Total</b>	<b>04</b>		

#### 6. Presentation of reports and discussion with faculty supervisor- Max Marks=04

Sl no	Area	Max marks 04	Dimensions to be considered while awarding marks	Criteria
1	Presentation of reports and discussion with faculty supervisor	04	Part A: Profile of the community/ organization/Industry <ul style="list-style-type: none"> <li>• Address</li> <li>• Genesis (History of the agency)</li> <li>• Vision and mission (Aim and objectives)</li> <li>• Interventions/ Programmes</li> <li>• Target group/s</li> <li>• Organizational structure</li> <li>• Funding sources</li> <li>• Monitoring and evaluation framework</li> </ul> Part B: Observational & Experiential learning <ul style="list-style-type: none"> <li>• Personal learning</li> <li>• Professional learning</li> <li>• Social problems and the role of social work</li> </ul>	Rating scale <div style="display: flex; justify-content: space-between; border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 0;"> <span>&lt;1</span> <span>2-3</span> </div> Satisfactory      Very Good
	<b>Total</b>	<b>04</b>		



### **Criterion for Field Work Viva-Voce Examination**

The following criterion is designed to assess the MSW student's performance in the Field Work Viva-Voce examination.

**Maximum marks: 30**

<b>Sl. No.</b>	<b>Assessment Domains</b>	<b>Marks</b>	<b>Assessment tool</b>		
1.	Field Work Diary and Report	06	Rating scale <2	3-4	5-6
			Satisfactory	Good	Very Good
2.	Understanding about the community/ Organization/ industry: structure, target group and Programmes	06	Rating scale <2	3-4	5-6
			Satisfactory	Good	Very Good
3.	Action plan (Preparation of action plan and implementation)	06	Rating scale <2	3-4	5-6
			Satisfactory	Good	Very Good
4.	Learning outcome (Professional and personal)	06	Rating scale <2	3-4	5-6
			Satisfactory	Good	Very Good
5.	Theoretical and conceptual knowledge  (Social Work Practice linkage)	06	Rating scale <2	3-4	5-6
			Satisfactory	Good	Very Good
	<b>Total= 30</b>				

**MASTER OF SOCIAL WORK  
I SEMESTER**

<b>Course: Social Work Case Studies</b>	<b>Course Code: 21SOW1C1T</b>
<b>Teaching Hours/Week (L-T-P): 1 - 2 - 0</b>	<b>No. of Credits: 02</b>
<b>Internal Assessment: 30 Marks</b>	<b>Semester End Examination: 70 Marks</b>

**Course Objectives**

- To understand Case study service.
- To understand the context of Case Studies in profession
- To understand the social work Intervention.
- To understand the nature of Case Study practice in different settings

<b>COs No.</b>	<b>Course Outcomes</b>
<b>CO-1</b>	To know the Case study practice in social work in India.
<b>CO-2</b>	To learn different Case study to professional empowerment
<b>CO-3</b>	To appreciate Case study values, ethics, knowledge, attitudes, skills and techniques required by a professional social worker working in different settings.

<b>Unit I:</b>	<b>Introduction to Case Study.</b>	<b>10 Hours</b>
	Case Study: Meaning, Definition, Objectives, Characteristics And Types. Principal, Methods And Scope, Tools, Techniques and skills.	
<b>Unit II:</b>	<b>Process of Case Study.</b>	<b>14 Hours</b>
	Process: Assessment And Diagnosis Of Disorders, Status Examination, Symptoms and Diagnosis. Psycho-social Assessment; Individual Level, Family Level, Community Level. Pharmacological Management And Drug Adherence. Psychosocial Interventions, Psycho-education. Rehabilitation, Role Of Social Work and Worker. Ethical Issues. Case Report writing Skills	
<b>Unit III:</b>	<b>Social Work Case Studies Interventions :</b>	<b>10 Hours</b>
	Individual, Family, Women and child. Youth, Gerontology. Community Development and correctional setting, Medical and Psychiatric, schools, Industrial. Environmental Protection, Disaster management, Human Rights	

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**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY,  
BALLARI**



**SYLLABUS**

**Faculty of Social Sciences**

**Department of Studies in Sociology**

**MASTER OF ARTS**

**(I to IV Semester)**

**Choice Based Credit System**

**With effect from 2021-22**



## VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY

**Distribution of Courses/Papers in Postgraduate Programme I to IV Semester as per Choice Based Credit System (CBCS) Proposed for PG**

**Programs**

**MA-Department of Studies in Sociology**

**Without Practical**

**I-SEMESTER**

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
FIRST	DSC1	21SOC1C1L	Sociological Theories	30	70	100	4	-	-	4	3
	DSC2	21SOC1C2L	Polity and Society	30	70	100	4	-	-	4	3
	DSC3	21SOC1C3L	Sociology of Health and Wellness	30	70	100	4	-	-	4	3
	DSC4	21SOC1C4L	Crime and Society	30	70	100	4	-	-	4	3
	DSC5	21SOC1C5L	Sociology of Science and Technology	30	70	100	4	-	-	4	3
	SEC1	21SOC1S1LT	NGOs and Society	20	30	50	L-1 & T-1			2	2
	DSCT	21SOC1C1T	Crime and Society	20	30	50	-	2	-	2	2
<b>Total Marks for I Semester</b>						<b>600</b>				<b>24</b>	

## II-SEMESTER

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
SECOND	DSC6	21SOC2C6L	Advanced Social Theories	30	70	100	4	-	-	4	3
	DSC7	21SOC2C7L	Social Exclusion and Inclusive Policy	30	70	100	4	-	-	4	3
	DSC8	21SOC2C8L	Quantitative Techniques for Sociology	30	70	100	4	-	-	4	3
	DSC9	21SOC2C9L	Globalization and Society	30	70	100	4	-	-	4	3
	DSC10	21SOC2C10L	Sociology of Profession	30	70	100	4	-	-	4	3
	SEC2	21SOC2S2LT	Disaster Management	20	30	50	L-1 & T-1			2	2
	DSCT	21SOC2C2T	Quantitative Techniques for Sociology	20	30	50	-	2	-	2	2
Total Marks for II Semester						600				24	

### III-SEMESTER

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
THIRD	DSC11	21SOC3C11L	Social Equality and Inequality	30	70	100	4	-	-	4	3
	DSC12	21SOC3C12L	Gender and Society	30	70	100	4	-	-	4	3
	DSC13	21SOC3C13L	Qualitative Methods in Sociology	30	70	100	4	-	-	4	3
	DSE1	21SOC3E1L	1. Contemporary Social Issues 2. Sociology of Environment 3. Urban and Rural Sociology	30	70	100	4	-	-	4	3
	DSE2	21SOC3E2L	1. Industry and Society in India 2. Sociology of Sport & Leisure 3. Sociology of Demography	30	70	100	4	-	-	4	3
	GEC1	21SOC3G1L	1. Crime and Society 2. Social Entrepreneurship 3. Social Demography	10	40	50	2	-	-	2	2
	D SCT	21SOC3C3T	Gender and Society	20	30	50	-	2	-	2	2
<b>Total Marks for III Semester</b>						<b>600</b>				<b>24</b>	

#### IV-SEMESTER

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
FOURTH	DSC14	21SOC4C14L	Social Gerontology	30	70	100	4	-	-	4	3
	DSC15	21SOC4C15L	Sociology of Media	30	70	100	4	-	-	4	3
	DSE3	21SOC4E3L	1. Social Change and Development in India 2. Environment and Sustainable Development 3. Education and Modern Society	30	70	100	4	-	-	4	3
	DSE4	21SOC4E4L	1. Social Welfare in India 2. Sociology of Ethnic Groups 3. Sociology of Social Movements	30	70	100	4	-	-	4	3
	GEC2	21SOC4G2L	1. Sociology of Science 2. Contemporary Social Issues 3. Society and Environment	10	40	50	2	-	-	2	2
	SEC3	21SOC4S3LT	Social Marketing	20	30	50	L-1 & T-1			2	2
	Project	21SOC4C1R	Research Project	40	60	100		-	8	4	4
	<b>Total Marks for IV Semester</b>					<b>600</b>				<b>24</b>	

**(I-IV semester)- Total Marks: 2400 and Total credits: 96**

**Note:** Course = paper; L= Lecture; T= Tutorial; P=Practical; DSC= Discipline Specific Core Course; DSE= Discipline Specific Elective; SEC= Skill Enhancement Course; GEC1 = General Elective Course to be taken from within Faculty from other department, GEC2= General Elective Course to be taken outside Faculty.



A credit is a unit of study of a fixed duration. For the purpose of computation of workload as per UGC norms the following mechanism be adopted in the university: One credit (01) = One Theory Lecture (L) period of one hour; One credit (01) = One Tutorial (T) period of one hour; One credit (01) = One practical (P) period of two hours.

A Tutorial is supplementary practice to any teaching –learning process that may consist of participatory discussion/self study, desk work, seminar presentations by students and such other novel methods that help a student to absorb and assimilate more effectively the contents delivered in the Lecture Sessions/ Class, Seminars, Case study, Discussion Session etc.

### **Subject Code Description:**

**21** – Year of Establishment

**KAN** – Program Code (here it is Kannada)

**1/2/3/4** – Semester

**C1/S1/G1/E1** – Course subject 1/SEC1/GEC1/DSE1

**L** –Lecture

**T** – Tutorial

**P** –Practical

**R** – Research Project

## **Department of Studies in Sociology**

### **Preface:**

Two years MA Programme in Sociology is dedicated to preparing students who taught by an experienced faculty with a breadth of personal and professional experience in studying society and its social issues, weaker sections and communities. Graduates will be equipped with interdisciplinary knowledge of contextually and culturally relevant assessments, intervention strategies, and evaluation methods that will enhance their service and change-agent skills in areas such as practice, collaboration, and advocacy for underserved and never-before-served global populations.

The courses spanning four semesters intend to take care of all levels of learning in the field of Sociology and it includes Discipline Specific Core Courses, Discipline Specific Elective Courses, Ability Enhancement Courses, Skill Enhancement Courses, Value-Based Courses, Vocational Courses, and Research Project.

The Curriculum is built on the five aspirational goals of NEP 2020 i.e., ACCESS, EQUITY, QUALITY, ACCOUNTABILITY, and AFFORDABILITY, and hope that the prepared curriculum will be suitable for the aspiring learners and ensure critical and creative thinking, innovation, employability, inclusivity, and other goals of higher education.

### **Preamble**

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. A student 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 the 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 can able to give his ideas in the reconstruction of society in the form of framing social policy and establishing new social plannings. Even in major competitive examinations like IAS, IPS, IFS, KAS, 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.

### **Programme Learning Objectives:**

1. To inculcate in the students values of enquiry and research; and thereby develop problem solving and decision making abilities.
2. Critical Thinking: The programme seeks to develop in students the sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues.
3. Sociological Understanding: The ability to demonstrate sociological understandings of phenomena, for example, how individual biographies are shaped by social structures, social institutions, cultural practices and multiple axes of difference and inequality.
4. Written and Oral communication: the ability to formulate effective and convincing written and oral arguments.
5. Better understanding of real life situation: The ability to apply sociological concepts and theories to the real world and ultimately their everyday lives.
6. Analytical Thinking: Field survey and preparation of dissertation paper is an inseparable part of sociology Hons program.

### **Program Outcomes:**

By the end of the program the students will be able to:

- PO1: Think critically by exercising sociological imagination
- PO2: Question common wisdom, raise important questions and examine arguments
- PO3: Collect and analyse data, make conclusions and present arguments
- PO4: Think theoretically and examine the empirical data
- PO5: Skillfully Participate in Research Groups and market Research Firms
- PO6: Serve in Development Agencies, Government Departments and Projects
- PO7: Be a Social Entrepreneur, Community Worker, Survey Designer, Research Analyst, Social Statistician
- PO8: Transfer Skills as a Teacher, Facilitator of Community Development
- PO9: Competent to make a difference in the community

### **Programme Specific Outcomes:**

At the end of the programme, the student will be able to:

PSO1	The program seeks to introduce students to the major concepts of sociology and perspectives of sociology in such a way that even those who come from other disciplines and without any previous exposure to sociology could develop an interest in the subject and follow it.
PSO2	The program would enable the students to understand, critically analyze and interpret all aspects of human social behaviour, including the behaviour of individuals as well as the social dynamics of small groups, large organizations, communities, institutions, and entire societies.
PSO3	The program would familiarize students the fundamental problems of social life at local, regional and global levels and motivate them to use these understanding in the formulation of more enlightened and effective social policy.
PSO4	Students would be able to understand and address social issues that affect everything from interpersonal relations to broad challenges like global warming.
PSO5	On completion of the program, students would be able to independently carry out research, development work and policy evaluation etc. to solve sociological and societal problems.

### **Program Articulation Matrix:**

- ## Pedagogy for student engagement is predominantly lectures. However, other pedagogies enhancing better student engagement to be recommended for each course. The list includes active learning/ course projects/ problem or project based learning/ case studies/self study like seminar, term paper or MOOC
- \$ Every course needs to include assessment for higher order thinking skills (Applying/ Analyzing/ Evaluating/ Creating). However, this column may contain alternate assessment methods that help formative assessment (i.e. assessment for learning)

## M.A. Sociology: Semester I

### 21SOC1C1L: Sociological Theories

Sub Code: 21SOC1C1L		No. of Lecture Hours per week : 04
Total Credit =04	Total Hours = 56	Internal Marks : 20 and Exam Marks : 80 = 100

#### Introduction:

This course aims at familiarizing students with Sociological theories and Methodological Foundations. The paper acknowledges the contributions of both western and Indian scholars in the development of Sociology.

#### Objectives:

The course intends;

- To familiarise the students with the social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline.
- To help students gain an understanding of some of the classical contributions in sociology, and their relevance to its contemporary concerns.
- Know the theoretical foundations of Sociology on which edifice of modern Sociological theories are built; and develop insights for understanding the later developments in sociological Theory.
- Develop critical thinking, analytical ability to interpret the social scenario around.
- Learn the historical, socio-economic and intellectual forces in the rise of sociological theory.

#### Course Outcomes:

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

CO	Statement
1	Classify sociological theory, its features and describe the role of theory in building sociological knowledge.
2	Outline the classical theories and contributions of different thinkers in this regard.
3	Differentiate between the three main theoretical paradigms /perspectives in sociology.
4	Grasp the importance of the contributions of founding fathers of Sociology in developing sociology as an academic discipline.
5	Interpret social reality in the light of sociological discourses
6	To address the significance of these theories in understanding the changing social realities of the West and in India.

<b>Module I:</b>	<b>Nature of Sociological Theorizing</b>	<b>12 Hours</b>
	<b>Chapter 1:</b> Elements of Theory, Levels of Theorization <b>Chapter 2:</b> Structural approach of A.R. Brown, S.F. Nadel and Levi-Strauss	
<b>Module II:</b>	<b>Structural Functional School</b>	<b>11 Hours</b>

	<b>Chapter 3:</b> History of Development of Functionalism  <b>Chapter 4:</b> Talcott Parsons <ol style="list-style-type: none"> <li>Structure of Social Action</li> <li>Theory of Social System,</li> <li>Pattern Variables</li> <li>Functional Pre-requisites.</li> </ol> <b>Chapter 5:</b> Robert K. Merton: <ol style="list-style-type: none"> <li>Theories of Middle Range</li> <li>Postulates and Prepositions,</li> <li>Paradigm for Functional analysis</li> <li>Social Structure and Anomie</li> <li>Reference Group Theory</li> </ol>	
<b>Module III:</b>	<b>Conflict School</b>	<b>11 Hours</b>
	<b>Chapter 6:</b> Contributions of Karl Marx <ol style="list-style-type: none"> <li>Dialectical Materialism</li> <li>Historical Materialism Class and Class conflict</li> <li>Theory of surplus value</li> <li>Alienation</li> </ol> <b>Chapter 7:</b> Contributions of Ralf Dahrendorf and L.A. Coser  <b>Chapter 8:</b> Contributions of C.W. Mills and Randall Collins	
<b>Module IV:</b>	<b>Symbolic Interactionism</b>	<b>11 Hours</b>
	<b>Chapter 9:</b> Emergence of Symbolic Interactionism <b>Chapter 10:</b> Contributions of G. H. Mead and C.H. Cooley <b>Chapter 11:</b> Contributions of Herbert Blumer and Peter J. Burke	
<b>Module V:</b>	<b>Differing Perspective</b>	<b>11 Hours</b>
	<b>Chapter 12:</b> Vilfredo Pareto <ol style="list-style-type: none"> <li>Logical and Non Logical Actions</li> <li>Residues and Derivations,</li> <li>Theory of Circulation of Elites.</li> </ol> <b>Chapter 13 :</b> Pitrim Sorokin: <ol style="list-style-type: none"> <li>Theory of Socio –cultural change</li> <li>Social Mobility.</li> </ol>	

#### References:

- Abraham, Francis & J.H. Morgan: Sociological Thought, Macmillan India Ltd, Delhi 1985.
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## M.A. Sociology: Semester I

### 21SOC1C1L: Polity and Society

Sub Code: 21SOC1C2L		No. of Lecture Hours per week : 04
Total Credit =04	Total Hours =56	Internal Marks :20 and Exam Marks : 80 = 100

#### Introduction:

In modernized societies the political system has become one of the most dominant components of the total social structure. The phrase political society is used in different ways, generally revolving around the process by which the interests and values of civil society are articulated and aggregated for action by government. A large variety of groups and organizations take part in this process including political parties, lobbies, advisory councils, social movements, citizen and consultative assemblies, participatory budgeting meetings, Bolivarian circles and neighborhood and community councils. More is known about each of these kinds of groups and organizations than about how they function collectively to aggregate and articulate the interests and values of a society as a whole.

#### Objectives:

The major objectives of teaching this course are:

- ☐ 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.
- ☐ To study the relationship between polity and society
- ☐ To study the various approaches to study the State and understand the contemporary Socio-Political challenges in India.

#### Course Outcomes (Cos):

COs	Statement
CO1	Explains the Nature and scope of Society and Politics
CO2	An ability to comprehend the of politics and the society in each other.
CO3	Be able to understand the relationship between state and society in shaping politics in India both historically and analytically.
CO4	Interpret the current Issues in State Politics
CO5	To address the Disquieting Trends in Politics



<b>Module I:</b>	<b>Introduction</b>	<b>11 Hours</b>
	<b>Chapter No. 1</b> Concept and definition of Polity and Society <b>Chapter No. 2</b> Nature and scope of Society and Politics <b>Chapter No. 3</b> Approaches to the study of Politics <b>Chapter No. 4</b> Politics systems and other social systems.	
<b>Module II:</b>	<b>Civil Society and Citizenship</b>	<b>10 Hours</b>
	<b>Chapter No. 5</b> Relation of Civil Society to state <b>Chapter No. 6</b> Citizenship as a characteristic of civil society. <b>Chapter No. 7</b> How citizenship is acquired and denied <b>Chapter No. 8</b> Religion Ethnicity and Politics: Commission and Secularism Ethnolinguist. <b>Chapter No. 9</b> Language discourse as a political (Power) discourse <b>Chapter No. 10</b> Ethnic assertion and National Unity.	
<b>Module III:</b>	<b>Some Basic Concepts</b>	<b>11 Hours</b>
	<b>Chapter No. 11</b> Bureaucracy: Marx, Weber and Merton <b>Chapter No. 12</b> Power, Authority, Legitimacy, Violence, State <b>Chapter No. 13</b> Social Ethics and Politics: Social Discrimination, Poverty and Hunger, Values of Secularism	
<b>Module IV:</b>	<b>Issues in State Politics</b>	<b>12 Hours</b>
	<b>Chapter No. 14</b> Coalition Politics <b>Chapter No. 15</b> Interest group and Pressure Groups <b>Chapter No. 16</b> Marginalisation and Social Exclusion: Women, Dalit, Adivasi and Environmental Movements	
<b>Module V:</b>	<b>Disquieting Trends in Politics</b>	<b>11 Hours</b>
	<b>Chapter No. 17</b> Communalism/ Casteism <b>Chapter No. 18</b> Mafia Politics <b>Chapter No. 19</b> Corruption	

## Reference:

- Ashraf, Ali & Sharma, L.N. 1983. *Political Sociology: A New Grammar of Politics*, Universities Press, Hyderabad : Orient Longman.
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## M.A. Sociology: Semester I

### 21SOC1C3L: Sociology of Health and Wellness

Sub Code: 21SOC1C3L		No. of Lecture Hours per week : 04
Total Credit =04	Total Hours =56	Internal Marks: 20 and Exam Marks : 80 = 100

#### INTRODUCTION:

After the several years of independence and we have made many developmental efforts but 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 is 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 examine the problems of health in India.
- To understand the relationship between political economy and health.

#### Course Learning Outcomes:

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

COs	Statement
CO1	Apply key sociological concepts to explain the social distribution of health, healthcare, and disease.
CO2	Will be able to analyze disease and illness experiences using a variety of social theories.
CO3	Evaluate the impact of biomedicine on experiences of different life stages.
CO4	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.
CO5	Students will be able to understand the health conditions of weaker sections of the society.

<b>Module I:</b>	<b>Introduction</b>	<b>12 Hours</b>
	<b>Chapter 1: Sociology of Health:</b> <ul style="list-style-type: none"> <li>a. Nature and Scope - Emergence and Development of Sociology of Health</li> <li>b. Concept of Health, medicine, disease, illness and sickness</li> <li>c. Health and its Relationship with other Social Institutions</li> <li>d. Sociology of Medicine and Sociology in Medicine</li> </ul> <b>Chapter 2: Wellness and Health System:</b> <ul style="list-style-type: none"> <li>e. Wellness and quality of life-their interactions</li> <li>f. Ecology, culture, attitudes, beliefs and values associated with disease.</li> <li>g. Health system in India-AYUSH</li> </ul>	
<b>Module II:</b>	<b>Social Epidemiology</b>	<b>11 Hours</b>
	<b>Chapter 3: Therapy and Rehabilitation:</b> <ul style="list-style-type: none"> <li>a. Vital and Public Health Concepts</li> <li>b. Social components in Therapy and Rehabilitation</li> </ul> <b>Chapter 4: Current Diseases:</b> <ul style="list-style-type: none"> <li>c. Recent trends in Diseases</li> <li>d. HIV/AIDS and Communicable Diseases</li> </ul>	
<b>Module III:</b>	<b>Hospital, Physician and Patient</b>	<b>12 Hours</b>
	<b>Chapter 5: Hospital and Physician System:</b> <ul style="list-style-type: none"> <li>a. Hospital-Types, Functions, Interpersonal relations</li> <li>b. The Physician- Professionalization, Socialization of the physician, Doctor Patient Relationship</li> </ul> <b>Chapter 6: Nurse and Patient:</b> <ul style="list-style-type: none"> <li>c. Nursing as an Emerging Para Medical Profession-</li> <li>d. Sick role, Patient role, Labeling theory, Health seeking Behaviour</li> </ul>	
<b>Module IV:</b>	<b>Health Care Services</b>	<b>10 Hours</b>
	<b>Chapter 7: Health Care Stakeholders:</b> <ul style="list-style-type: none"> <li>a. State, Market, Community and Family in health and medicine</li> <li>b. Community Health Care delivery and Social Policy</li> </ul> <b>Chapter 8: Health Programs:</b> <ul style="list-style-type: none"> <li>c. Health Care Services in India and Emergence of Corporate Medicine</li> <li>d. Implementation and Utilization of health programs in rural, tribal and urban communities.</li> </ul>	

<b>Module V:</b>	<b>Issues of Health and Health Awareness in India</b>	<b>11 Hours</b>
	<b>Chapter 9: Health Issues:</b> <ol style="list-style-type: none"> <li>Inequalities in health and healthcare-Health among the marginalized scheduled castes (SCs) Scheduled Tribes(STs)</li> <li>Health care disparities in Karnataka: With Special Reference to HK Region</li> </ol> <b>Chapter 10: Health Awareness Program:</b> <ol style="list-style-type: none"> <li>National Health Policy : A Critical Analysis and NGOs</li> <li>Financing of Health care- Health insurance and discount on medicine.</li> <li>Health, food and environment.</li> </ol>	

### Reading List:

- \* Albert. Gary L and R. Fitzpatrick (1994) *Quality of 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.
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- \* 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.
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- \* Nayar, K.R., 1998, *Ecology and Health: A System Approach*, New Delhi, APH Publishing Corporation.
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- \* 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.

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## M.A. Sociology: Semester I

### 21SOC1C4L: Crime and Society

Sub Code: 21SOC1C4L	No. of Lecture Hours per week : 04
Total Credit =04	Total Hours =56
Internal Marks: 20 and Exam Marks :80 = 100	

#### Introduction:

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

#### Objectives:

- ➡ To provide an introduction to and a sociological perspective on the concept and phenomenon of crime.
- ➡ To explore the various sociological theories that can be used to analyze specific social crimes and that explain why individuals and groups deviate.
- ➡ To provide the tools necessary to understand and analyze crime 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 crime.
- ➡ To provide opportunities to become immersed in crime by participating in a variety of out-of-class activities.

#### Course Outcomes:

COs	Statement
CO1	Expresses the nature, scope and significance of the study of Sociology of deviance.
CO2	Able to understand the concept of crime and its various forms, and its sociological theories.
CO3	Identify the process of how behaviors become criminalized and how social inequalities leads to criminality.
CO4	Explains about ancient and modern controlling mechanisms of deviance and crime in society.
CO5	Outline professional careers in the field of criminology, law, psychology, police service and public administration.

<b>Module I:</b>	<b>Introduction:</b>	<b>12 Hours</b>
	<b>Chapter 1: Conception of Crime:</b> Nature and Scope and Importance of crime and society- Concept of Crime and Deviance- Crime and Social norms. <b>Chapter 2: Crime and Its Causes:</b> Characteristics and Types of Crime - Causes for Criminal Behaviour	
<b>Module II:</b>	<b>Theoretical Perspectives</b>	<b>12 Hours</b>

	<b>Chapter 3: Functional Perspectives of Crime:</b> <ol style="list-style-type: none"> <li>Anomic Theory (Emile Durkheim, R.K.Merton)</li> <li>Differential Association Theory (Sutherland)</li> </ol> <b>Chapter 4: Social and Interactionist Approach:</b> <ol style="list-style-type: none"> <li>Labelling Theory (Becker)</li> <li>The Interactionist Approach (Edwin M. Lemert, Howard S. Hocker)</li> </ol>	
<b>Module III:</b>	<b>Changing Profile of Crime</b>	<b>11 Hours</b>
	<b>Chapter 5: Recent Trends in Crime:</b> <ol style="list-style-type: none"> <li>Organised crimes, terrorism</li> <li>White collar crime</li> </ol> <b>Chapter 6: Other Forms of Crime:</b> <ol style="list-style-type: none"> <li>Crimes against women</li> <li>Victimless Crime</li> </ol>	
<b>Module IV:</b>	<b>Juvenile Delinquency:</b>	<b>10 Hours</b>
	<b>Chapter 7: Nature of Juvenile Delinquency:</b> <ol style="list-style-type: none"> <li>Meaning, Characteristics and Causes</li> <li>Extent of Juvenile Delinquency in India</li> </ol> <b>Chapter 8: Methods of controlling Vagrancy:</b> <ol style="list-style-type: none"> <li>Legislative Measures</li> <li>Rehabilitation – Juvenile home, Children’s home, Observation home</li> </ol>	
<b>Module V:</b>	<b>Correction Methods:</b>	<b>11 Hours</b>
	<b>Chapter 9: Nature of Correction Method:</b> Meaning and significance of correction- different preventive and reformatory methods. <b>Chapter 10: Judicial and Prisons System:</b> Judicial custody, prisons and prison system- Community based correction- probation and parole.	

#### Reading List:

- Ahuja, Ram. 2000. *Social Problems in India*, Jaipur: Rawat Publications.
- Clinard, Marshall, B. 1957. *Sociology of Deviant Behaviour*, New York: Holt, Rinehart and Winston, Inc.
- Cohen, Albert K. 1970. *Deviance and Control*, New Delhi, Prentice-Hall of India.
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- Thio, Alex, 1978. *Deviant Behaviour*, Boston: Houghton Mifflin Co.
- Williams, Frank P. and Marilyn D. Meshere. 1998. *Criminological Theory*. New Jersey: prentice Hall.
- Williamson, Herald E. 1990. *The Correction Profession*. New Delhi: Sage Publications.

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## M.A. Sociology: Semester I

### 21SOC1C5L: Sociology of Science and Technology

Sub Code: 21SOC1C5L		No. of Lecture Hours per week : 04
Total Credit =04	Total Hours =56	Internal Marks: 20 and Exam Marks: 80 = 100

#### Introduction:

Science and technology are an inseparable aspect of the modern life and hence progress without science and technology is inconceivable. Indeed the study of sociology of science and technology stands its own significance. Research in the scientific and technological field is a sine quo non for economic advancement. Industry and society must provide the necessary environment for research to flourish. Effective utilization of research is equally important. Knowledge can be a real “power” only when there are able and efficient people to use it. From the society’s point of view, scientific and technological research is useless in a practical sense unless it is properly tapped or exploited. Such exploitation, however, requires more successful, aggressive, forward looking and efficiently organized mechanism for development. Science and technology cannot assure progress or service to humanity by themselves. They depend on certain conditions to make available for the society and people, their utilization.

#### Objectives:

- ➡ To examine the how science and technology has become a part of modern life
- ➡ To understand the favorable and hindrance factors of science and technology
- ➡ To analyse the role of this paper in minimizing daily human problems.

#### Course Outcomes:

COs	Statement
CO1	Grasp the importance of Science and Technology in everyday life.
CO2	Classify the asset of analytical tools to observe how science and Technology are socially constructed across the contexts.
CO3	Able to understand the role of science in developing social organization in India.
CO4	Interpret and critically examine the production, dissemination and utilization of science and technology in contemporary society.
CO5	Analyses the Indian science and technology to Global scenario.

<b>Module I:</b>	<b>Unit I: Introduction</b>	<b>12 Hours</b>
	<b>Chapter 1:</b> <ul style="list-style-type: none"><li>a. The Emergence, Scope and Importance of Sociology of Science and Technology</li><li>b. Relationship between Society, Science and technology</li></ul> <b>Chapter 2:</b> <ul style="list-style-type: none"><li>c. Science as a Social System, Norms of Science</li><li>d. The culture of Science: Scientific temperament.</li></ul>	
<b>Module II:</b>	<b>Unit II: Emergence of Science and Technology</b>	<b>11 Hours</b>

	<b>Chapter 3:</b> <ul style="list-style-type: none"> <li>a. Origin and Development of Science and technology</li> <li>b. Nature of Science and Technology Education in India</li> </ul> <b>Chapter 4:</b> <ul style="list-style-type: none"> <li>c. Pure v/s Applied Sciences in India</li> <li>d. Society, Science and Technology in India today.</li> </ul>	
<b>Module III:</b>	<b>Social Organization of Science</b>	<b>11 Hours</b>
	<b>Chapter 5:</b> <ul style="list-style-type: none"> <li>a. The Science Policy in India</li> <li>b. Social organization of Science in India</li> </ul> <b>Chapter 6:</b> <ul style="list-style-type: none"> <li>c. R and D Culture in India</li> <li>d. Social Background of Indian Scientists</li> </ul>	
<b>Module IV:</b>	<b>Science Education</b>	<b>11 Hours</b>
	<b>Chapter 7:</b> <ul style="list-style-type: none"> <li>a. Science education in India today</li> <li>b. Role of Universities in Development of Science and Technology</li> </ul> <b>Chapter 8:</b> <ul style="list-style-type: none"> <li>c. Relationship between Science and Industry</li> <li>d. The problems of Science education in India</li> </ul>	
<b>Module V:</b>	<b>Indian Science and Technology in Global Situation</b>	<b>11 Hours</b>
	<b>Chapter 9:</b> <ul style="list-style-type: none"> <li>a. Impact of LPG on Indian Science and Technology</li> <li>b. WTO and IPR and Indian Science and Technology</li> </ul> <b>Chapter 10:</b> <ul style="list-style-type: none"> <li>c. MNCs Indian Industry and Industrial R and D situation.</li> <li>d. Political Economy of Science and Technology in India</li> </ul>	

## References:

- Baliga, AV (1972) Science and Society, Bombay, Lalvam Pub. House
- Barber, B (1953) Science and Social order, London, Allen. G
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- G. Pinch and Petersen J (Eds) (2002) Handbook of Science, Technology and Society London, Sage.
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- Kothari A.N; and others (1986) Science, Technology and Social Change. New Delhi: Wiley Eastern
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- Motwani, Kewal (1945) Science and Society in India: Foundations of Planning Bombay: Hind
- Sprott. WJH (1954) Science and Social Action London . Watts
- StorerNorman W (1966) Social System of Science, Newyork, Holt
- Uberoi, JPS (1978) Science and Culture, Delhi, OxfordUniversity Press
- Williams R and Edge. D (1966) “The Social Shaping of Technology” Research Policy Vol. 25 pp 856-899(2)

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## MA Sociology: Semester I

### 21SOC1S1LT: NGO and Society

Sub Code: 21SOC1S1LT		No. of Lecture and Tutorial Hours Per Week : 01+01=02
Maximum Marks: 50	Total Hours =28	Internal Marks : 20 and Exam Marks : 30

#### Introduction:

NGOs are bodies which function free from the control of governmental agencies. These are said to be nonprofit governmental bodies which work for the welfare of societies. It does not take any financial help from the government and some take finance from those who are willing to do good for society. They act as a mediator between society and government. When some issues are not solved or reached to the government NGOs play an important role in conveying these issues and some issues which are intentionally looked down by the government, then these NGOs look after those issues. Here people participate who want to make the world a better place for every individual who is suffering.

#### Objectives:

- To enhance the skills for NGO management
- It is also to develop social skills among students.

**Course Outcomes:**

COs	Statement
CO1	Students will be able to understand the concept, meaning and role of NGOs
CO2	Learning different steps required for establishing NGOs and its management.
CO3	Inculcating social skills for students
CO4	Express one's understanding of current social issues dealt by NGOs.

<b>Module I</b>	<b>Introduction</b>	<b>9 Hours</b>
	<b>Chapter 1 :</b> Non-Governmental organization: Meanings, Definitions, Characteristics, Objectives and Types, Relevance and importance of voluntary agencies, <b>Chapter 2 :</b> Genesis and development, present status of NGOs and their role in Social upliftment <b>Chapter 3: (Hands on sessions)</b> Issues and Challenges of NGOs- Poverty reduction, Child Welfare and Women Empowerment.	
<b>Module II</b>	<b>Management of NGOs</b>	<b>10 Hours</b>
	<b>Chapter 4: Planning Process- Steps for the Establishment of NGOs</b> <b>Hands on sessions:</b> 1. Rapid Appraisal, 2. Need Assessment, 3. Framing Objectives of NGOs, 4. Registration of NGO, 5. Proposal Writing, 6. Fund Raising, 7. Rapport building, 8. Personnel skills required for administration/ management. <b>Chapter 5: Social Skills for Students: Hands on sessions</b> 1. Leadership, 2. Optimism, 3. Grit, 4. Resilience in the face of adversities, obstacles, challenges and failures. 5. Creativity and Innovation, 6. Empathy, 7. Emotional and Social intelligence etc.	
<b>Module III</b>	<b>Evaluation of Programmes</b>	<b>9 Hours</b>
	<b>Chapter 6:</b> Evaluation of development programmes: Relevance, needed measures. Implementation of government programmes through various functionaries. The challenges of evaluations. <b>Chapter 7:</b> Steps to be followed in monitoring and evaluation, Relevance of research methods in evaluation process. <b>Chapter 8:</b> Measuring rods for Programme Evaluation: human Development index, Community Score Card, Social audit. <b>(Hands on sessions)</b>	

**Reference:**

1. David, I. (1995). Cleland Project Management: Strategic designed implementations. Mc Grow Hill inc.
2. Gopalkrishnan, P. (1993). Text book of project management. MacMillan and V. E. Rammurthi Indu. Ltd.
3. Goudman, J. (2000). Integrated project planning and management cycle. Ralph Ngalala Love East West Centre, Hawaii.
4. Cedric Saldhara (1998). Using the logical framework for sector analysis and John Whittle project design a users guide. Asian development Bank manila.

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**MA Sociology: Semester I**  
**21SOC1C1T: Crime and Society**

Sub Code: 21SOC1C1T		No. of Tutorial Hours per week : 02
Maximum Marks: 50	Total Hours =28	Internal Marks : 20 and Exam Marks : 30

**Introduction:** This course is an analytical study of crime and society. We will explore how and why certain forms of behavior and populations come to be defined as crime, as well as factors that influence conformity and change. Students will be able to learn data analytical skills. Keeping in mind major forms of crimes in India, students will be able to collect the data from different sources in various ways.

**Objectives:**

- To enhance the skills of Crime data analysis
- It is also to develop skills for collection of data sources among students.

**Course Outcomes:**

COs	Statement
CO1	By understanding the theories and data analysis of crime, students can able to know the reasons for why people commit crime.
CO2	Able to know the crime rate and data sources.
CO3	Interpret the criminal rate data visualization
CO4	Big data analytics, simulation, machine learning, network analysis, survey design in criminal justice issues, Data security.
CO5	Formulate crime control questions that can be tested using various methods.
CO6	Use of data to test policy outcome.

<b>Module I</b>	<b>Crime and Adult Offenders</b>	<b>9 Hours</b>
	<b>Chapter 1: Crime:</b> Extent of Crime in India- Extent of Juvenile Delinquency in India- Children Acts in different States and Cases registered- Developments during Five Year Plans <b>Chapter 2: Adult Offenders:</b> Extent of Adult offenders in India- Treatment of adult Offenders- The Prisons Act 1894- Working of Probation and Probation Acts in India.	
<b>Module II</b>	<b>Social Vices</b>	<b>10 Hours</b>
	<b>Chapter 3: Alcoholism and Drug Addiction</b> History of Drinking in India- Progress after Independence-Extent of Drug Addiction-Opium- Charas- Ganja and Bhang <b>Chapter 4: Violence Against Women:</b> Violence: Nature, types: Extent of women violence in India- Dowry, Divorce, Gender violence	
<b>Module III</b>	<b>Human and Road Trafficking and Corruption</b>	<b>9 Hours</b>
	<b>Chapter 5: Human trafficking:</b> Nature, Causes, History of Human Trafficking in India- Extent of Human Trafficking in India- Role of Suppression of Immoral Traffic Act, 1956 and Prevention of Immoral Traffic Act 1986 – Extent of Venereal Diseases in India <b>Chapter 6: Violation of Road Traffic:</b> Data analysis of case registered against road traffic in Karnataka- Extent of road trafficking. <b>Chapter 7: Corruption:</b> Meaning, Causes, corruption in Ancient and Modern Society, Forms, - Extent of Corruption in India- Data analysis- Measures for controlling Corruption.	

**References:**

- Ahuja, Ram. 2000. *Social Problems in India*, Jaipur: Rawat Publications.
- Clinard, Marshall, B. 1957. *Sociology of Deviant Behaviour*, New York: Holt, Rinehart and Winston, Inc.
- Cohen, Albert K. 1970. *Deviance and Control*, New Delhi, Prentice-Hall of India.
- Frazier, Charles E. 1976. *Theoretical Approaches to Deviance*, Ohio: Charles E. Morrill Publishing Company.
- Lemert, Edwin. 1972. *Human Deviance, Social Problems and Social Control*, Englewood Cliffs. N.J. Prentice-hall.
- Shankardas, Rani Dhavan, 2000. *Punishment and the Prison: India and International Perspective*. New Delhi: Sage Publications.
- Sutherland, Edwin H. and Donald R. Cressey. 1968. *Principles of Criminology*. Bombay: The Times of India Press.
- Thio, Alex, 1978. *Deviant Behaviour*, Boston: Houghton Mifflin Co.
- Williams, Frank P. and Marilyn D. Meshere. 1998. *Criminological Theory*. New Jersey: prentice Hall.
- Williamson, Herald E. 1990. *The Correction Profession*. New Delhi: Sage Publications.

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**VIJAYANAGARA SRI KRISHNADEVARAYA  
UNIVERSITY**

**JNANASAGARA CAMPUS, BALLARI – 583 105**

**Faculty of Social Sciences  
Department of Studies in Women's Studies**

**Choice Based Credit System**

**With effect from 2021-22**



# **Vijayanagara Sri Krishnadevaraya University, Ballari**

## **JNANASAGARA CAMPUS, BALLARI – 583 105**

### **Department of Studies in Women's Studies**

Two Year Post-Graduation Programme  
Structure and Syllabus

#### **Preface**

Women's Studies emerged as part of a broader process of the critical evaluation of issues that structured the way women lived their everyday realities. Issues of violence, communalization of society, rampant caste discrimination, dowry deaths, female feticide and infanticide, sexual harassment, lower female work participation rates, ill effects of globalization and many more are not just real issues that affect women, but they define the very world of education that Women's Studies is a part of it. This makes its task even more crucial because these areas are equally compelling and challenging.

The mandate of Women's Studies has undergone changes from its earlier conceptualization, in terms of challenging its limitations and broadening its spectrum with an emphasis on equity and inclusiveness. If in its embryonic years, Women's Studies was exclusively women-centered, today it has broadened its scope to encapsulate gender non-normative persons, trans people, queer and other groups, marginalized on the basis of their identities and sexual orientation.

Emphases on teaching, training and research have played a key role in Women's Studies classrooms, and there is constant reiteration of the reciprocal and generative relationship between these aspects. Their commitment to interdisciplinarity has challenged higher education to rethink the foundational assumptions of how knowledge is produced, organized and evaluated (Berger 2013). Furthermore, the pedagogical emphasis on the dialectical relationship between "theory" and "praxis" vis-à-vis the women's question is another important contribution.

Women, gender, and sexuality studies students may find employment in a variety of areas depending on their skills and experience. Some women, gender, and sexuality studies graduates choose to work in advocacy or social services-related positions, community development, business, and government. Career-related internships or part-time jobs may be a prerequisite to finding professional-level employment after graduation in these and other fields.

#### **Programme Learning Objectives:**

- Understand women's struggles, achievements, and contributions in past and present societies and across cultures from a feminist perspective
- Knowledge of the conditions of women in various cultures and societies
- Understanding of both the causes and consequences of women's subordination



- Ability to evaluate empirical and normative theories of gender construction and inequality
- Familiar with the strategies and organizational skills needed to address gender inequalities
- Critical and analytical skills, creative approaches to problem solving, and the ability to articulate productive alternatives
- Ability to identify and analyse gender-based assumptions and biases and to recognize their consequences on individual, social, and cultural levels.

**Programme Outcomes:**

After the successful completion of the Women's Studies (MWS) programme, the student will be able to:

**PO1:** Understand Gender and Women's Studies as an academic field of study, be familiar with its major concepts, history, assumptions, and theories/theorists, and recognize its epistemological and methodological diversity and character.

**PO2:** Recognize the intersections between gender and other social and cultural identities, including but not limited to, race, ethnicity, national origin, religion, class and sexuality.

**PO3:** Analyse the ways in which societal institutions and power structures impact the material realities of women's lives.

**PO4:** Demonstrate adequate skills in listening, speaking, and writing effectively, performing critical thinking and analysis, incorporating feminist theoretical perspectives in problem solving and research methodologies.

**PO5:** Evaluate and interpret information from a variety of sources including print and electronic media, film, video, and other information technologies.

**PO6:** Articulate connections between global, regional, and local issues, and their relationship to women's experiences and human rights, with an awareness of the importance of context.

**PO7:** Engage in promoting social justice and human right



## VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY

### Department of Studies and Research in Women's Studies

**Distribution of Courses/Papers in Postgraduate Programme I to IV Semester as per Choice Based Credit System (CBCS) Proposed for PG Programs**

#### Without Practical

#### I-SEMESTER

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
FIRST	DSC1	21WSD1C1L	Fundamentals of Women's Studies	30	70	100	4	-	-	4	3
	DSC2	21 WSD1C2L	Gender Development and Empowerment	30	70	100	4	-	-	4	3
	DSC3	21 WSD1C3L	Feminist Thought	30	70	100	4	-	-	4	3
	DSC4	21 WSD1C4L	Inequalities and Exclusions: Gender Perspectives	30	70	100	4	-	-	4	3
	DSC5	21 WSD1C5L	Women and society	30	70	100	4	-	-	4	3
	SEC1	21 WSD1S1L/T/LT	Leadership skill	20	30	50	-	2	-	2	2
	DSC2T1	21 WSD1C2T	Gender Development and Empowerment	20	30	50	-	2	-	2	2
<b>Total Marks for I Semester</b>						<b>600</b>				<b>24</b>	

## II-SEMESTER

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
SECOND	DSC6	21 WSD2C6L	Women's Movements	30	70	100	4	-	-	4	3
	DSC7	21 WSD2C7L	Gender Management System	30	70	100	4	-	-	4	3
	DSC8	21 WSD2C8L	Quantitative Techniques	30	70	100	4	-	-	4	3
	DSC9	21 WSD2C9L	Gender Economics and Budgeting	30	70	100	4	-	-	4	3
	DSC10	21 WSD2C10L	Women and Human Rights	30	70	100	4	-	-	4	3
	SEC2	21 WSD2S2L/T/LT	Computer skills	20	30	50	-	2	-	2	2
	DSC8T2	21 WSD2C2T	Quantitative Techniques	20	30	50	-	2	-	2	2
Total Marks for II Semester						600				24	

### III-SEMESTER

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
THIRD	DSC11	21 WSD3C11L	Women and psychology	30	70	100	4	-	-	4	3
	DSC12	21 WSD3C12L	Women: Violence - Management and Prevention	30	70	100	4	-	-	4	3
	DSC13	21 WSD3C13L	Research Methodology	30	70	100	4	-	-	4	3
	DSE1	21 WSD3E1AL	A. Women and Wellness	30	70	100	4	-	-	4	3
		21 WSD3E1BL	B. Women and Reproductive Health								
		21 WSD3E1CL	C. Gender Justice and Workplace Security								
	DSE2	21WSD3E2AL	A. Men in Feminism	30	70	100	4	-	-	4	3
		21WSD3E2BL	B. Gender and Environment								
		21WSD3E2CL	C. Women and Media								
	GEC1	21WSD3G1AL	A. Women Workplace Security	20	30	50	2	-	-	2	2
		21WSD3G1BL	B. Gender Justice								
		21WSD3G1CL	C. Gender Auditing								
	DSC12T3	21WSD3C3T	Women Violence – Case studies	20	30	50	-	2	-	2	2
Total Marks for III Semester						600				24	

#### IV-SEMESTER

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs.)
				IA	Sem. Exam	Total	L	T	P		
FOURTH	DSC14	21WSD3C14L	Women Entrepreneurship	30	70	100	4	-	-	4	3
	DSC15	21WSD3C15L	Women Work Force in India	30	70	100	4	-	-	4	3
	DSE3	21WSD4E3AL	A. Feminist jurisprudence	30	70	100	4	-	-	4	3
		21WSD4E3BL	B. Women and Technology								
		21WSD4E3CL	C. Rural women								
	DSE4	21WSD4E4AL	A. Globalization and women	30	70	100	4	-	-	4	3
		21WSD4E4BL	B. Women and start-ups								
		21WSD4E4CL	C. Women and self-help groups								
	GEC2	21WSD4G2AL	A. Law and Society - women Perspectives	20	30	50	2	-	-	2	2
		21WSD4G2BL	B. Women in Media								
		21WSD4G2CL	C. Women in Rural Development								
	SEC3	21WSD 4S3T	Women - Managerial skills	20	30	50	-	2	-	2	2
	Project	21WSD 4C1R	Research Project	40	60	100	-	-	8	4	4
Total Marks for IV Semester						600				24	

**(I-IV semester)- Total Marks: 2400 and Total credits: 96**

**Note:** Course = paper; L= Lecture; T= Tutorial; P=Practical; DSC= Discipline Specific Core Course; DSE= Discipline Specific Elective; SEC= Skill Enhancement Course; GEC1 = General Elective Course to be taken from within Faculty from another department, GEC2= General Elective Course to be taken outside Faculty.

A credit is a unit of study of a fixed duration. For the purpose of computation of workload as per UGC norms the following is mechanism be adopted in the university: One credit (01) = One Theory Lecture (L) period of one hour; One credit (01) = One Tutorial (T) period of one hour; One credit (01) = One practical (P) period of two hours.

A Tutorial is supplementary practice to any teaching –learning process that may consist of participatory discussion/self-study, desk work, seminar presentations by students and such other novel methods that help a student to absorb and assimilate more effectively the contents delivered in the Lecture Sessions/ Class, Seminars, Case study, Discussion Session etc.

#### **Subject Code Description:**

**21** – Year of Establishment

**WSD** – Program Code (here it is Women's Studies)

**1/2/3/4** – Semester

**C1/S1/G1/E1** – Course subject 1/SEC1/GEC1/DSE1

**L**-Lecture,

**T**-Tutorial

**P**-Practical

**R** – Research Project

## FIRST SEMESTER M.A WOMEN'S STUDIES

Course: Fundamentals of Women's Studies	Course Code: 21WSD1C1L
Teaching Hours/Week(L-T-P): 4-0-0	No. of Credits: 04
Internal Assessment: 30: Marks	Semester End Examination Marks: 70

### Course Objectives

1. To Introduce Students to the Discipline of Women's Studies and Gender its Specific Purposes and Perspectives.
2. To understand the basic concepts of Women's Studies

COs No.	Course Outcomes
CO-1	Define the concepts of women studies.
CO-2	Able to interpret and identify the gender issues and problems.
CO-3	Develop critical thinking and analysing in conventional sector

<b>Unit I</b>	<b>Introduction</b>	10 Hours
	Introduction to Women's studies - Origin and Growth – Need for Women's Studies – Objectives - Scope of Women's Studies - Women's Studies as an academic discipline – Relevance of Women's Studies in Indian Context	
<b>Unit II</b>	<b>Concepts</b>	12 Hours
	Key Concepts in Women's Studies – Sex - Gender - Feminism - schools of Feminism – Patriarchy – Matriarchy – Androcentrism - Gynocentric – Sexuality - Gender Roles – Gender Taboos - Gender Mainstreaming – Gender Budgeting – Gender discrimination – Gender Division of Labour – Gender gap - Invisibility of Women's Work – Gender Equity – Gender Equality – Empowerment	
<b>Unit III</b>	<b>Need for Women's Studies:</b>	12 Hours
	Scope of Women's Studies-Women's Studies as An Academic Discipline Women's Movements-Pre-Independent, Post Independent and Current Women Movements National Committees and Commissions for Women-Government Organization for Women and Child Development	
<b>Unit IV</b>	<b>Emergence of Women's Studies:</b>	10 Hours
	Feminist Critique of Construction of Knowledge and Emergence of Women's Studies Evolution of Women's Studies as An Academic Discipline Women's Movement to Academic/Curriculum Development in Women's Study.	
<b>Unit V</b>	<b>Women's Studies as an Academic Discipline:</b>	12 Hours
	Growth and Development of Women's Studies as A Discipline Internationally and In India. Role of UGC in promoting Women's Studies – Origin, growth and objectives of Women's Studies Centers in India – Employment opportunities – Constraints – Emerging needs - future of women's studies The Link Between Women's Studies and The Women's Movement.	

**References:**

1. Amy S. Wharton. (2005). "The Sociology of Gender: An Introduction to Theory and Research". (Key Themes in Sociology) Blackwell Publishing, UK, Indian Reprint, Kilaso Books, New Delhi.
2. Devaki Jain and Pam Rajput (Ed). (2003). "Narratives from the Women's Studies Family: Recreating Knowledge, Sage, and New Delhi.
3. Jasbir Jain (Ed). (2005). "Women in Patriarchy: Cross Cultural". Rawat Publications, Jaipur.
4. Kumkum Sangaree and Sudesh Vaid. Recasting Women: Essay in Colonial History".
5. Lerner, Gerda. (1986). "The Creation of Patriarchy". Oxford University Press, New Delhi.
6. Maithreyi Krishna Raj. (1986). "Women Studies in India: Some Perspectives". Popular Prakashana, Bombay.
7. Mala Khullar, (Ed). (2005). "Writing the Women's Movement: A Reader". Zubaan, Kali for Women, New Delhi.
8. Mie's, Maria. (1980). "Indian Women and Patriarchy". Concept Publishing Company, New Delhi.
9. Sharmila Rege, (Ed.). (2003). "Sociology of Gender: The Challenge of Feminist Sociological Knowledge". Sage, New Delhi.
10. Veena Majumdar. (1974). "Report on the committee on the Status of Women: Towards Equality". Journal of Women Studies



## FIRST SEMESTER M.A WOMEN'S STUDIES

Course: Gender Development and Empowerment	Course Code: 21WSD1C2L
Teaching Hours/Week(L-T-P): 4-0-0	No. of Credits: 04
Internal Assessment: 30: Marks	Semester End Examination Marks: 70

### Course Objectives

1. To understand the Gender Development concepts-theories and models.
2. To highlight the government initiatives for gender development.

COs No.	Course Outcomes
CO-1	Recognize various stages of gender development and empowerment.
CO-2	Describe familiarity of concept of gender development and empowerment.
CO-3	Critically analyse various dimensions and challenges of women development

<b>Unit I</b>	<b>Concept and Theories of Development:</b>	10 Hours
	Concepts and Development – Definition, meaning and scope – women and Development – Women in Development – Gender and Development Human Development Index – Gender Development Index.	
<b>Unit II</b>	<b>Connecting, Extending, Revising:</b>	12 Hours
	Socio Economic Development of women's Development – Education, Employment, Health, Political Participation and Mass Media Housing. Connecting, Extending, Revising: Development from a gender perspective (A detailed review of the perspectives of Vandana Shiva, Maria Mie's and Naila Kabir)	
<b>Unit III</b>	<b>Gender and Practical Concerns</b>	12 Hours
	Women and Literacy, Women and Population Dynamics, Women and Health, Concept of Nutrition. Women and Politics, Sexuality and Health;	
<b>Unit IV</b>	<b>Gender Development and the Planning:</b>	10 Hours
	Women - Definitions - dimensions - Needs for assessing quality of life – Basic needs, welfare needs, security needs, identity needs, freedom needs. Towards Equality, Sharma shakti Report, NPP, National Commission for Women, Five Year Plans, Gender Mainstreaming Beijing and After Programs for Women's Development: Central and State Social Welfare Boards (CSWB), Department of women and children, Women Development Corporation.	
<b>Unit V</b>	<b>Policies and Programmes for Women's Empowerment:</b>	12 Hours
	DWCRA, New Economic Policy, Gender Budgeting, National Policy for the Empowerment of women, Mother and Child Tracking System (MCTS), Indira Gandhi Matritva Sahyog Yojana (IGMSY), Rajiv Gandhi Scheme for Empowerment of Adolescent Girls (RGSEAG), National Mission for Empowerment of Women (NMEW), Swarna Jayanti Shahari Rozgar Yojana (SJSRY), Girl Child Protection Scheme, NRHM, MNEREGA, Beti Bachao Beti Padhao Scheme, Kishori Shakti Yojana.	

### References:

1. IAWS, Feminist Approaches to Economic Theories A Report, IAWS, New Delhi, 1995.

2. Pramila Kapoor (ed), Empowering Indian Women, Publication Division, Government of India, New Delhi, 2000.
3. Kaila H.L, Women, Work and the Family, Rawat Publications, Jaipur, 2005.
4. Malcom Harper, Profit for the Poor – Cases in Microfinance, Oxford and IBH Publishing House, New Delhi, 1998.
5. Sheela Varghese, Employment of Women in the unorganized manufacturing sector, University Book House Private Limited, Jaipur, 2003.
6. Balakrishnan A., Rural Landless women Labourers – Problems and Prospects, Kalpaz Publications, New Delhi, 2005.

## FIRST SEMESTER M.A WOMEN'S STUDIES

Course: Feminist Thought	Course Code: 21WSD1C3L
Teaching Hours/Week(L-T-P): 4-0-0	No. of Credits: 04
Internal Assessment: 30: Marks	Semester End Examination Marks: 70

### Course Objectives

1. This paper gives an understanding about concepts of Feminist Theories
2. It introduces the phases of Feminism in India and abroad.

COs No.	Course Outcomes
CO-1	Describe the concept and trend of feminist thought.
CO-2	Explain various thoughts in the protection of women rights.
CO-3	Evaluate mobilization of feminist thought in India and Abroad.

<b>Unit I</b>	<b>Feminism</b>	10 Hours
	Definition of feminism, Meaning and Scope of feminism and Roots of Feminism, stop feminism.	
<b>Unit II</b>	<b>Waves of feminism</b>	12 Hours
	Waves of feminism: First wave feminism, second wave feminism; Third wave Feminism changing thoughts of feminism and contemporary view.	
<b>Unit III</b>	<b>Theoretical perspective of Feminism:</b>	12 Hours
	Liberal feminism, Marxist Feminism, Radical Feminism, Psychoanalytic Feminism, Socialist Feminism, Existential Feminism.	
<b>Unit IV</b>	<b>New dimensions of Feminism</b>	10 Hours
	Strands of feminist ethics. The post- structuralist turns in feminist ethics. Problems of representing: Who speaks for Women? Can the woman speak in a male world? Democracy, Radical Politics and Deconstruction. Queer Perspective Intersectional Approach.	
<b>Unit V</b>	<b>Interrogating Universals</b>	12 Hours
	Agency and Identity of Women, Race and Ethnicity, Black Feminism. Eco-feminism: Greens, Peace and Women. Third World Feminisms: Dalit and Indigenous women. Post Modern Feminism and the Post-structuralist Turn Postmodernism and post structuralism and its impact on Feminism	

### References

1. Basu, Aparna. (1990). "The Role of Women in the Indian Struggle for Freedom". In .R.Nanda (Ed). "Indian Women: From Purdah to Modernity". Nehru Memorial Museum and Library and Vikas/ Radiant Pub, New Delhi.
2. Gandhi, Nandita&Nandita Shah. (1992). "The Issues at Stake:Theory and Practice in the Contemporary Women"s Movement in India". Kali, New Delhi.

3. Goonesekere, Savitri (ed). (2004). "Violence, Law and Women's Rights in South Asia". Sage, New Delhi.
4. Khullar Mala, (ed.). (2005). "Writings in Women's Studies: A Reader". Zubaan Publications, New Delhi.
5. Kuumba, M. Bahati. (2003). "Gender and Social Movements". Rawat Publications, New Delhi.
6. Mazumdar, Vina. (1989). "Peasant Women Organize for Empowerment: The Bankura Experiment". (Occasional Papers), CWDS, New Delhi.

## FIRST SEMESTER M.A WOMEN'S STUDIES

Course: Inequalities and Exclusions: Gender Perspectives	Course Code: 21WSD1C4L
Teaching Hours/Week(L-T-P): 4-0-0	No. of Credits: 04
Internal Assessment: 30: Marks	Semester End Examination Marks: 70

### Course Objectives

1. To Map gender as a focal point linking all other exclusions as patriarchal domination creates hierarchies and exclusions within class, caste community and nation.
2. Understand how the dominant groups have the capacity to lay down norms.

COs No.	Course Outcomes
CO-1	Demonstrate knowledge on theoretical conceptions of social stratification and inequality
CO-2	Analyse and apply classical and contemporary theoretical perspectives to the various dimensions of social inequality
CO-3	Predict a critical understanding of social exclusion, its causes, factors, forms and consequences

<b>Unit I</b>	<b>Introduction</b>	10 Hours
	Meaning of social exclusion Key concepts: difference, stigma and notions of othering; the concept and experience of exclusion, inter sectionality Unit.	
<b>Unit II</b>	<b>Exclusions based on control over material resources</b>	12 Hours
	Land, water, forests, minerals; Creating unequal life chances: fragile livelihoods Historic inequalities in resource control: failure of land reform and struggles over resources: the demand for land, wages, conditions of labour; forest use. Denotified and Nomadic communities and historic inequalities and new struggles in the era of predatory capital: forests and mines.	
<b>Unit III:</b>	<b>Caste Based Exclusions</b>	12 Hours
	Caste based exclusions, denial of land and water Stigma as the basis of permanent exclusions, the role of violence in the perpetuation of inequalities.	
<b>Unit IV</b>	<b>Nation and its Periphery</b>	10 Hours
	The nation and its periphery: exclusions based on race, ethnicity, region, culture, religion: The cultural other: normative people at the centre and the 'other' at the periphery: manifesting difference through class, region and state power as the basis of unequal control over territory, people and resources: The South Asian experience.	
<b>Unit V</b>	<b>Citizenship - Sexualities and Exclusions</b>	12 Hours
	The socially excluded subordinate citizen: creating the disabled by social and civil invisibilisation. Sexual preference as the basis of difference: the powerful normative stigmatizes the other.	

### References

1. Addlakha Renu (2007) *Gender, Subjectivity, and Sexual Identity: How Young People with Disabilities conceptualize the body, sex, and marriage in urban India*, New Delhi, CWDS.
2. Butalia Urvashi (2002) *Speaking Peace*, New Delhi: Kali for Women (introduction).
3. Chakravarti Anand, (2004) 'Caste and Agrarian Class: A view from Bihar' in Mohanty (ed), *Class, Caste and Gender*, New Delhi: Sage Publications.
4. Chowdhry Prem (ed), (2009) *Gender Discrimination in Land Ownership*, New Delhi: Sage (introduction and chapters 4, 6 and 10).
5. D'souza Dilip, (2001) *Branded by Law*. New Delhi: Penguin.
6. Dalit Women Speak, Report by AIDMAM, Zubaan, 2011.
7. Deshpande Ashwini (2011) *The Grammar of Caste*, New Delhi: Oxford (chapter6).
8. Frontline: Volume 15, Issues 1-8; Volume 15, Issues 1-8 (for Forests, mines and predatory capital).
9. Ghai Amita (2003) *(Dis)-embodied Form: Issues of Disabled Women*, New Delhi: Haranand Publications.

## FIRST SEMESTER M.A WOMEN'S STUDIES

Course: Women and Society	Course Code: 21WSD1C5L
Teaching Hours/Week(L-T-P): 4-0-0	No. of Credits: 04
Internal Assessment: 30: Marks	Semester End Examination Marks: 70

### Course Objectives

1. Aims to Create an Intersectional Understanding of Various Social Factors Which Shape the Identity of Women and Responsible For Their Oppression.
2. Aims to understand gender and its impact on various issues

COs No.	Course Outcomes
CO-1	Distinguish opinion from fact gender bias process.
CO-2	Demonstrate positive social change towards an egalitarian society.
CO-3	Engage in promoting social justice

<b>Unit I</b>	<b>Patriarchy, Caste and Gender Inequality</b>	<b>10 Hours</b>
	Perpetuation of Gender Inequality Under Patriarchy: Socialization and Role of Social Institutions – Family, Marriage, Kinship Caste and Gender – Structuralist, Materialist and Dalit Perspective on Caste, Position of Women Within Caste System. Endogamy and Exogamy, Khap Panchayats and The Reinforcing of Marriage Structures, Reservation Policy and Its Implication for Women	
<b>Unit II</b>	<b>Women and Education</b>	<b>12 Hours</b>
	Various Committees and Commissions on Women's Education Gender Bias in Enrolment, Drop Out, Curriculum Content, Values in Education, Gender Stereotyping in Text Books, Initiatives of Adult and Non-Formal Education. Education for Socially and Economically Backward Women, Physically Challenged Women, Women and Right to Education (Rte.), Women in Higher and Professional Education.	
<b>Unit III:</b>	<b>Differential Status of Women</b>	<b>12 Hours</b>
	Dalit Women, Tribal Women, Minorities Women (Muslim, Christian, Sikh). Rural Women, Urban Women, Widow, Physically Challenged Women, Single Mother, And Victims of Sexual Offenses, Devadasis, Sex Workers and Domestic Workers	
<b>Unit IV</b>	<b>Engendering Social, Economic, Cultural and Political Contexts</b>	<b>10 Hours</b>
	Concept of Engendering: Strategic Gender Needs, Practical Gender Needs, Gender Budgeting, Gender Auditing, State/National Policy on Women's Empowerment, Demographic Indicators on Status of Women in India	
<b>Unit V</b>	<b>Women's Education</b>	<b>12 Hours</b>
	Women's Education-Gender Bias in Enrolment-Curriculum Content -Dropouts Negative Capability in Education-Values in Education-Vocational Education Recent Trends in Women's Education-Committees and Commissions on Education Adult Literacy and Non-Formal Education for Women's Development.	

## References

1. Anusaksena. (2004). "Gender and Human Rights". Shipra, New Delhi.
2. Clara Zetkin. (1988). "Movements for The Emancipation of Women". Kamgarprakashan, New Delhi.
3. Evorett, Jana, Matson. (1979). "Women in Social Change in India". Heritage Publication, New Delhi.
4. Ghosh .S. K. (1989). "Indian Women Through The Ages". Ashish Publishing House, New Delhi.
5. Government Of India. (1974). "Towards Equality Report Of The Committee On The Status Of Women". Ministry Of Educational Social Welfare, December.
6. Leelammadevasia And Devasia .V.V. (1991). "Girl Child In India".Ashish Publishing House, New Delhi.
7. Madhushastri. (1990). "Status Of Hindu Women". Rbsa Publishers, Jaipur.
8. Meerakosambi. (1993). "At The Intersection Of Gender Reform And Religious Belief". Rcws, Sndt, Bombay.
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12. Regina Pappa B. (2003). "Gender Perspective Curriculum in Higher Education". Women'S Studies Division, Alagappa University, Karaikudi.
13. Rehnaghadially (Ed). (1988). "Women in Indian Society". Sage Publications, New Delhi.
14. Sandhanarya. (2000). "Women Gender Equality and The State". Deep and Deep Publications, New Delhi.
15. Susheela Mehta. "Revolution And The Status Of Women".Metropolitan Book Co.Pvt Ltd, New Delhi. (1989).



### FIRST SEMESTER M.A WOMEN'S STUDIES

Course: Leadership Skill	Course Code: 21WSD1SILT
Teaching Hours/Week(L-T-P): 0-4-0	No. of Credits: 02
Internal Assessment: 20: Marks	Semester End Examination Marks: 30

#### Course Objectives

1. Understand the status of women in leadership roles in a variety of industries, and be able to articulate reasons to explain the lack of women in senior-level positions.
2. Recognize and advocate useful strategies that can be employed by men who want to partner in advancing women in leadership.

COs No.	Course Outcomes
CO-1	Challenge stereotypes about gender and leadership.
CO-2	Eliminate habits which lead to burnout, work strategically and lead with intention.
CO-3	Find solutions to real-life problems and challenges as a female leader

<b>Unit I</b>	<b>The Current Status of Women Leaders:</b>	08 Hours
	Messaging to women; History; Facts/Figures; Women leaders in India and abroad; Where are the Women? The Concepts of Gender and Leadership in Indian Culture Gender and Difference: Understanding and Evaluating Different Theoretical Positions.	
<b>Unit II</b>	<b>Leadership and Traits</b>	08 Hours
	Leadership and Style/Situation, Leadership Effectiveness, Evidence of Discrimination, Nature of Discrimination. Women in male dominated professions; differences leadership and communication styles; discrimination and prejudice.	
<b>Unit III:</b>	<b>Media Representations of Women Leaders</b>	12 Hours
	Gender and Household Responsibilities, Legal Issues and Gender in the Workplace Challenge's men face, how do Women Find Their Way Through the Labyrinth? Women in Public Service; Family and motherhood Women in Business; Pay Differential; intersection with other underrepresented groups Career Planning and Solutions	

#### References

1. Acker, J. (1992). Gendering organizational theory. In A. Mills & P. Tancred (Eds.), Gendering organizational analysis, 248-260, New Park, CA: Sage.
2. Aries, E. (1998). Gender differences in interaction: A reexamination. In D. J. Canary & K. Dindia (Eds.), Sex differences and similarities in communication, 65-81, NY: Lawrence Erlbaum Associates.
3. Campbell, K. K. (1991). Hearing women's voices. Communication Education, 40(1), 33-48. Carter, K. & Spitzack C. (1990) Transformation and Empowerment in gender and communication courses. Women's Studies in Communication, 13, 92-110.
4. Counselman, E. F. (1991). Leadership in a long-term leaderless women's group. Small Group Research, 22(2), 240-257.
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- rhetoric of Ann Richards. *Quarterly Journal of Speech*, 79(3), 286-302.
6. Fairhurst, G. T. (2009). The leader-member exchange patterns of women leaders in industry: A discourse analysis. *Communication Monograph*, 60(4), 321-351.
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## FIRST SEMESTER M.A WOMEN'S STUDIES

Course: Gender Development and Empowerment	Course Code: 21WSD1C2T
Teaching Hours/Week(L-T-P): 0-4-0	No. of Credits: 02
Internal Assessment: 20: Marks	Semester End Examination Marks: 30

### Course Objectives

1. To enhance self-esteem and self-confidence of women.
2. building a positive image of women by recognizing their contribution to the society.

COs No.	Course Outcomes
CO-1	Recognize various stages of gender development and empowerment.
CO-2	Describe familiarity of concept of gender development and empowerment.
CO-3	Critically analyse various dimensions and challenges of women development

<b>Unit I</b>	<b>Unit – 1 WOMEN'S EMPOWERMENT – PROGRAMMES &amp; POLICIES</b>	08 Hours
	Concept of women empowerment – Women development and empowerment – Programmes Central and State Government - IRDP – DWACRA – SGSY – Streesakti, MGNREGA	
<b>Unit II</b>	<b>Unit – 2 SUPPORT SERVICES TO WOMEN EMPLOYMENT</b>	08 Hours
	Employment Generation Schemes - Approaches and Access to Credit (from traditional form of credit to microcredit), Microfinance revolution - SHGs and Economic Empowerment	
<b>Unit III:</b>	<b>Unit – 3 GENDER PLANNING</b>	12 Hours
	Human Development Index – Methods of Activity at Gender Based Analysis – Gender Related Development Index - Gender Empowerment Measures – Mainstreaming Gender development policies – Paradigm shift from women well-being to Women's Empowerment; Gender needs –practical and strategic.	

### References

1. IAWS, Feminist Approaches to Economic Theories A Report, IAWS, New Delhi, 1995.
2. Promilla Kapur (ed), Empowering Indian Women, Publication Division, Government of India, New Delhi, 2000.
3. Kaila H.L, Women, Work and the Family, Rawat Publications, Jaipur, 2005.
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