

**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY,  
BALLARI**



**SYLLABUS**

**Department of Studies in Sociology**

**SYLLABUS**

**MASTER OF ARTS  
(I to IV Semester)**

**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
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	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
	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 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.

Module I:	Nature of Sociological Theorizing	12 Hours
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	<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 <ul style="list-style-type: none"> <li>a) Structure of Social Action</li> <li>b) Theory of Social System,</li> <li>c) Pattern Variables</li> <li>d) Functional Pre-requisites.</li> </ul> <b>Chapter 5:</b> Robert K. Merton: <ul style="list-style-type: none"> <li>a) Theories of Middle Range</li> <li>b) Postulates and Prepositions,</li> <li>c) Paradigm for Functional analysis</li> <li>d) Social Structure and Anomie</li> <li>e) Reference Group Theory</li> </ul>	
<b>Module III:</b>	<b>Conflict School</b>	<b>11 Hours</b>
	<b>Chapter 6:</b> Contributions of Karl Marx <ul style="list-style-type: none"> <li>a) Dialectical Materialism</li> <li>b) Historical Materialism Class and Class conflict</li> <li>c) Theory of surplus value</li> <li>d) Alienation</li> </ul> <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 <ul style="list-style-type: none"> <li>a) Logical and Non Logical Actions</li> <li>b) Residues and Derivations,</li> <li>c) Theory of Circulation of Elites.</li> </ul> <b>Chapter 13 :</b> Pitrim Sorokin: <ul style="list-style-type: none"> <li>a) Theory of Socio –cultural change</li> </ul>	

b) Social Mobility.
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**References:**

- Abraham, Francis & J.H. Morgan: Sociological Thought, Macmillan India Ltd, Delhi 1985.
- Alexander J.C, (1987) 20 Lectures: Sociological Theory Since World War II.
- Anthony Giddens (1971) Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber.
- Aron, Raymond, Main Currents in Sociological Thought (Two Volumes), Doubleday, Garden City, 1970.
- Bottomore, T: ( 1984) The Frankfort School Chester , Sussex : Ellis Horwood and Tavistock Publications , London .
- Coser, Lewis: Masters of Sociological Thought, Harcourt & Brace, Chicago 1971.
- Gerth H. & C. Wright Mills: From Max Weber: Essays in Sociology, Oxford Univ. Press, New York. 1968.
- Giddens A. (1997) Capitalism and Modern Social Theory, Cambridge University Press.
- Merton. R.K. – Social Theory and Social Structure, Am rind Publishing, 1968.
- Ritzer George, Classical Sociological Theory, Migo Hill New York. 2000.
- Talcott Parsons the Social System, Am rind Publishing, New Delhi, 1972.
- Timasheff. N. & G.Theodorson: Sociological Theory, Random House, New York, 1976.
- Turner, Jonathan H, 2007. The Structure of Sociological Theory (IV Edition) Rawat Publication, Jaipur.

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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):**

<b>COs</b>	<b>Statement</b>
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	

**Reference:**

- Ashraf, Ali & Sharma, L.N. 1983. *Political Sociology: A New Grammar of Politics*, Universities Press, Hyderabad : Orient Longman.
- Barrington, Moore Jr. 1958. *Political Power and Social Theory*. Cambridge: Cambridge University Press.
- Bendix, Reinhard & Seymour M. Lipset. The Field of Political Sociology in Coser, Lewis (ed.) *Political Sociology*. New York; Harper, 1966 (Pgs. 9 -44)
- Best, Shaun.2002. *Introduction to Politics and Society*. Sage Publications, New Delhi.
- Giddens, Anthony. Durkheim 's Political Sociology in *Studies in Social and Political Theory*. London: Hutchinson, 1977. (Pgs. 235 - 272)
- Bottoinore, Tom. *Political Sociology*. London: Hutchinson, 1979 (especially the Introduction and chapters 1, 2 & 5)
- Chakrabarty, Satyabrata(ed).2005. *Political Sociology* Macmillan Press, Delhi.
- Chandhoke, Neera (ed.), 2000. *State and Civil society*, New Delhi: Sage.
- Jena, S.K. 2002. *Political Sociology: A Realistic Approach*, New Delhi: Anmol Publications.
- Kohli Atul. 1987. *The State and Poverty in India –The Politics of Reform*, Cambridge: Cambridge University Press.
- Laclau, Ernesto. 1977. *Politics and Ideology in Marxist Theory*, London: Verso.
- Parekh, Bhikhu. The Nature at the Modern State. In Sheth D.L & Ashis Nandy (eds). *The Multiverse of Democracy - Essays in honour of Rajni Kothari*. New Delhi: Sage, 1996
- Gore M.S. *The Social Context ofan Ideology»Ambedkar'sPolitical and Social Thought*. New Delhi: Sage, 1993
- Kumar, Anand 2014. *Political Sociology of India*.Vol.8, Sage publishers.
- Lloyd & Susanne Rudolph. *The Modernity of Tradition: Political Developments in India*. Chicago, Chicago University Press, 1967.
- Shah, Ghanshyam. *Dalit Identity and Politics*. New Delhi: Sage, 2001
- Hasan, Zoya *Parties and Party Politics IVI India*.New Delhi: Oxford University Press, 2002
- Weiner, Myron. *Struggle against Power: Notes on Indian Political Behaviour* in Bendix, Reinhard (ed.) *State and Society: A Reader in Comparative Political Sociology*. Boston: Little, Brown and Company, 1968. (Pgs. 630 — 640)

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

	<p><b>Chapter 9: Health Issues:</b></p> <ul style="list-style-type: none"> <li>a. Inequalities in health and healthcare-Health among the marginalized scheduled castes (SCs) Scheduled Tribes(STs)</li> <li>b. Health care disparities in Karnataka: With Special Reference to HK Region</li> </ul> <p><b>Chapter 10: Health Awareness Program:</b></p> <ul style="list-style-type: none"> <li>c. National Health Policy : A Critical Analysis and NGOs</li> <li>d. Financing of Health care- Health insurance and discount on medicine.</li> <li>e. Health, food and environment.</li> </ul>
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### 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.
- \* Bloom, Samuel W. (1963). **The Doctor and his patient**, New York: Free Press.
- \* Coe, Rodney M. (1970). **Sociology of Medicine**, New York: McGraw Hill.
- \* Chloe Bird, Peter Conrad and Alan Fremont edn. (2000) **Handbook of Medical Sociology**, New York: Prentice Hall.
- \* Cockerham, William C. (1997) **Medical Sociology**, New Jersey prentice Hall.
- \* Conrad, Peter ed (2005) **Sociology of Health and Illness : Critical Perspectives**, New York Worth Publishing
- \* DLHS-3 (District Level Household Survey) IIPS, Mumbai.
- \* Dutta P. R., (1955) **Rural Health and Medical Care in India**, Amblala: Army Education Pres.
- \* Madan T. N. (1980). **Doctor and Nurses**, New Delhi : Vikas
- \* Nayar, K.R., 1998, **Ecology and Health: A System Approach**, New Delhi, APH Publishing Corporation.
- \* NFHS I(1992-1993) II- (1997-98)III (2005-06), IIPS Mumbai.
- \* Ommen, T. K. (1978) **Doctor and Nurses: A Study in Occupational Role Structures**, Bombay: Macmillan.
- \* Rama Baru V. (1998) **Private Health Care in India**, New Delhi: Sage.
- \* Schwatz, Howard (1994) **Dominant Issues in Medical Sociology**, New York: Mc Graw Hill.
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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> <ul style="list-style-type: none"> <li>a. Anomic Theory (Emile Durkheim, R.K.Merton)</li> <li>b. Differential Association Theory (Sutherland)</li> </ul> <b>Chapter 4: Social and Interactionist Approach:</b> <ul style="list-style-type: none"> <li>c. Labelling Theory (Becker)</li> <li>d. The Interactionist Approach (Edwin M. Lemert, Howard S. Hocker)</li> </ul>	
<b>Module III:</b>	<b>Changing Profile of Crime</b>	<b>11 Hours</b>
	<b>Chapter 5: Recent Trends in Crime:</b> <ul style="list-style-type: none"> <li>a. Organised crimes, terrorism</li> <li>b. White collar crime</li> </ul> <b>Chapter 6: Other Forms of Crime:</b> <ul style="list-style-type: none"> <li>c. Crimes against women</li> <li>d. Victimless Crime</li> </ul>	
<b>Module IV:</b>	<b>Juvenile Delinquency:</b>	<b>10 Hours</b>
	<b>Chapter 7: Nature of Juvenile Delinquency:</b> <ul style="list-style-type: none"> <li>a. Meaning, Characteristics and Causes</li> <li>b. Extent of Juvenile Delinquency in India</li> </ul> <b>Chapter 8: Methods of controlling Vagrancy:</b> <ul style="list-style-type: none"> <li>c. Legislative Measures</li> <li>d. Rehabilitation – Juvenile home, Children’s home, Observation home</li> </ul>	
<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 reformative 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.
- **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.
- **Merton R.K. 1972.** *Social Theory and Social Structure*. New Delhi: Emerind Publishing Co.
- **Ministry of Home Affairs. 1998.** *Crime in India*. New Delhi: Government of India.
- **Ministry of Home Affairs. 1980-83.** *Report of the All India Committee on Jail Reforms*. New Delhi: Government of India.
- **Nagla, B.K. 1991.** *Women, Crime and Law*, Jaipur: Rawat Publications.
- **Reid, Suetitus. 1976.** *Crime and Criminology*. Illinois: Deyden Press.
- **Shankardas, Rani Dhavan, 2000.** *Punishment and the Prision: 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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## 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.

Module I:	Unit I: Introduction	12 Hours
	<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>

	<p><b>Chapter 9:</b></p> <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> <p><b>Chapter 10:</b></p> <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>
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## References:

- Baliga, AV (1972) Science and Society, Bombay, Lalvam Pub. House
- Barber, B (1953) Science and Social order, London, Allen. G
- Barber, B and Walter Hirsch, Walter (1962) Sociology and Science, Glencoe, Ill. Free Press
- Barnes (Barry) Ed. Sociology of Science, Hamands worth: Pengvin
- Chicago: University of Chicago Press
- G. Pinch and Petersen J (Eds) (2002) Handbook of Science, Technology and Society London, Sage.
- Gillard, J (1991) Scientists in the Third World, Lexington: Kentucky University Press
- Goldsmith, Maurice(ed)(1975) Science and Social Responsibility, London, Macmillan
- Kothari A.N; and others (1986) Science, Technology and Social Change. New Delhi: Wiley Eastern
- Merton R.K. (1973) The Sociology of Science: Theoretical and Empirical Investigations
- 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.

Module I	Introduction	9 Hours
	<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.	
Module II	Management of NGOs	10 Hours
	<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. Mesher. 1998. *Criminological Theory*. New Jersey: prentice Hall.
- Williamson, Herald E. 1990. *The Correction Profession*. New Delhi: Sage Publications.

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