



VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY

JNANASAGARA CAMPUS, BALLARI-583105

Department of Studies in

SOCIOLOGY

SYLLABUS

Master of Social Science

(III Semester)

With effect from

2021-22



VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY



Department of Sociology

Jnana Sagara, Ballari - 583105

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

III – SEMESTER

Without Practical

Semester	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)	
				IA	SEE	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		21SOC3E1AL	Contemporary Social Issues	30	70	100	4	-	-	4	3
			21SOC3E1BL	Sociology of Environment								
			21SOC3E1CL	Urban and Rural Sociology								
	DSE2		21SOC3E2AL	Industry and Society in India	30	70	100	4	-	-	4	3
			21SOC3E2BL	Sociology of Sport & Leisure								
			21SOC3E2CL	Sociology of Demography								
	GEC1		21SOC3G1AL	Crime and Society	20	30	50	2	-	-	2	1
21SOC3G1BL			Social Entrepreneurship									
21SOC3G1CL			Social Demography									
DSC13T3		21SOC3C3T	Gender and Society	20	30	50	-	2	-	2	1	
Total Marks for III Semester						600				24		

M.A. Sociology: Semester III
Course: Social Equality and Inequality

Course Title: Social Equality and Inequality	Course Code: 21SOC3C11L
Total Contact Hours: 58	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hours
Summative Assessment Marks: 70	Total Marks: 100

Introduction:

In society people differ from one another in many aspects. Differentiation and inequality are inherent of society. The main aim of this paper is to understand the division and hierarchical order of people into layers associated with different degrees of command over material resources, power, prestige, sex and gender etc.. To remove these inequality and as a part of affirmative action, government has made various provisions to safeguard the interests of the weaker sections.

Objectives:

1. To expose the students to understand Sociological perspectives on Social equality and Inequalities.
2. To understand the nature, issues and challenges of various groups and communities which have been suffering from poverty, deprivation and discrimination since a long period.
3. To identify the consequences of social inequality among various groups and communities existing in society
4. To comprehend the role of stake holders for minimising social inequalities of society
5. This course throws light on welfare measures adopted by the government for their upliftment.

Outcomes:

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

CO1. Learn the concept of Social equality and Inequalities, contemporary issues of inequalities in society.

CO2. Examine forms of stratification; understand the relevance of caste, race and ethnic identities in contemporary world.

CO3. Identify the reasons for social inequalities in industrial and/or post-industrial societies.

CO4. Discuss the hierarchical differentiations manifested by social inequalities.

CO5. Compare different forms of social inequalities such as social class, gender, race and ethnicity.

CO6. Address the explorative methods for analyzing social inequalities

Module I:	Meaning, Definition and Characteristics:	(10 Hours)
	Chapter 1: Difference: Equality, Inequality, Hierarchy B. Meaning, Definition and Characteristics of Equality and Inequality Chapter 2: Types of Equality, Patterns of Inequality	
Module II:	Identities and Inequalities	(12 Hours)
	Chapter 3: Caste, Race and Ethnicity Chapter 4: Feminism and Gendered Stratification	
Module III:	Disability And Social Inequality	(12 Hours)
	Chapter 5: Understanding Disability, Impairment, Handicap; Types of Disability Chapter 6: Approaches to Disability – Medical, Social, Rights Approach Chapter 7: Social Inclusion and Barrier-Free Society	
Module IV:	Gender and Stratification	(12 Hours)

	Chapter 8: Sex and Gender, Gender Inequalities in the Labour Market	
	Chapter 9: Caste and its Interaction with Gender and Research on Masculinities.	
Module V:	Inequality and Affirmative Actions	(12 Hours)
	Chapter10: Constitutional Provisions	
	Chapter 11: Government Policies and Programmes	
	Chapter 12: Role of N.G.Os- Merits and Demerits of Affirmative Action	

Reading List:

1. Gupta, D. 1991. 'Hierarchy and Difference', in Dipankar Gupta (ed.): Social Stratification (1-21). Delhi: Oxford University Press.
2. Beteille, A. 1983. 'Introduction', in Andre Beteille (ed.): Equality and Inequality: Theory and Practice (1-27). Oxford University Press. Delhi.
3. Beteille, A. 1977. Inequality among Men. Oxford: Basil Blackwell.
4. Mencher, J. 1991. 'The Caste System Upside Down', in Dipankar Gupta (ed.): Social Stratification (93-109). Delhi: Oxford University Press.
5. Kannabiran, Vasanth and K. Kannabiran. 2003. 'Caste and Gender: Understanding Dynamics of Power and Violence', in AnupamaRao (ed.): Gender &Caste (249-60). Delhi: Kali for Women.
6. Mendelsohn, O. and Vicziany M. 1998. The Untouchables: Subordination, Poverty and the State in Modern India. Cambridge: Cambridge University Press. (Chapters 1, 2 and 9).
7. Ambedkar, Annihilation of Caste
8. Bailey F G 'Closed Social Stratification in India', European Journal of Sociology Vol. 4, No. 1 (1963) pp. 107-124
9. Jain, Ravindra K. 'Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh, 1995' Economic and Political Weekly, Vol. 31, No. 4 (Jan. 27, 1996), pp. 215-223
10. Wrong, Dennis H. 'The Functional Theory of Stratification: Some Neglected Considerations' American Sociological Review, Vol. 24, No. 6 (Dec., 1959), pp. 772-782

M.A. Sociology: Semester III

Course: Gender and Society

Course Title: Gender and Society	Course Code: 21SOC3C12L
Total Contact Hours: 58	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hours
Summative Assessment Marks: 70	Total Marks: 100

Introduction:

This course examines the social and cultural construction of gender and draws on various issues related to women highlighting their position in society. Taking history into consideration, this subject tried to see how women empowerment has revolutionized every aspect, how gender inequality is being addressed at every level. It also equips students with the ability to deconstruct complex hierarchies and relationships operating in society, from the perspectives of women and gender. With technology playing a major role in today's modern world, this paper also highlights issues and problems which are faced worldwide by women.

Objectives:

- To introduce the students to the debate on the determination of Gender Roles.
- To orient the students regarding theories of Gender relation in Indian society.
- To trace the evolution of Gender as a category of social analysis.
- To introduce the basic concepts of Gender and Gender Inequality
- To analyze the Gendered nature of major social institutions
- To understand the challenges to Gender Inequality

Outcomes:

After the completion of this course the student will:

CO1. Understand the substantive, theoretical and methodological issues which have shaped the sociological thinking

CO2.To know the theoretical relevance and analytical utility of the Theoretical perspectives in understanding social structure and change.

CO3. Analyse the gender stratification existing in society

CO4. Know the role and contributions of women in various sectors of society

CO5. Evaluate the outcomes of various government and non - government programmes for women empowerment

Module I:	Introduction:	(11 Hours)
	Chapter 1: Emergence of Sociology of Gender Chapter 2 : Relevance of Sociology of Gender Chapter 3: Women Studies in India	
Module II:	Gender and Stratification	(13 Hours)
	Chapter 4 : Patriarchy and Gender Socialization Chapter 5 : Caste and Gender Chapter 6 : Gender Inequality, Gender Justice, Gender Development Index (GDI)	
Module III:	Theoretical Perspectives:	(12 Hours)

	<p>Chapter 7 : Concept of Feminism , Definitions, Goals, Types, Phases of Feminism</p> <p>Chapter-8: Liberal feminism – Equality, Rationality , Freedom – Mary Wollstonecraft</p> <p>Chapter 9 :Marxist feminism- Marx and Engels- Production, Reproduction, Class , Alienation , Marriage and Family</p> <p>Chapter 10 : Radical feminism: Gender, Patriarchy, Sexuality and Violence</p>	
Module IV:	Women in Indian Society	(13 Hours)
	<p>Chapter 11: Economic Participation of Women – Women in Organised and Unorganised sectors ,women’s work, concept of invisibility</p> <p>Chapter 12: Political participation of women - Meaning, scope and nature of political participation of women ,women as voters, women as candidates , women and political parties</p> <p>Chapter 13: Media presentation of women- Construction of womanhood in electronic media – portrayal of women in radio, television and cinema.</p>	
Module V:	Empowerment of Women in India:	(10 Hours)
	<p>Chapter-14: Concept of Empowerment and its Importance</p> <p>Chapter 15 : Women development and empowerment - Role of Government Policies and Strategies for Empowerment</p> <p>Chapter 16 : Role of NGOs in Women’s Development</p>	

Reading List:

1. Ahlwat, Neerja. 2002. “Empowering Women –Challenges before Women’s Organizations” Guru Nanak Journal of Sociology,Amritsar.Vol 23 (2)

3. Ahlawat, Neerja. 2005. "Domestic Violence against Women: Emerging concerns in Rural Haryana" *Social Action* Vol 55(4)
4. Ann, Oakley. 1972. *Sex Gender and Society*, Haper and Raw , New York.
5. Boserup E. 1979. *Women's Role in Economic Development* New York. St. Martins Press.
6. Bowles, Gloria and Renate, D, Klein (Eds). 1983. *Theories of Women's Studies*.
7. Rout ledge and KeganPaul : London & New York..
8. Chanana, Karuna. 1988. *Socialization, Women and Education: Exploration in Gender Identity*, New Delhi: Orient Longman.
9. Desai, Neera and M. Krishnaraj. 1987. *Women and Society in India*, Delhi: Ajanta Publication.
10. DeSouza, Alfred. 1980. *Women in Contemporary India and South Asia*, Manohar Publications, New Delhi.
11. Dube, Leela and RajniParliwal. 1990. *Structures and Strategies: Women, Work and Family*, New Delhi: Sage Publication.
12. John, Mary E. 2008. *Women's Studies in India-A Reader*, New Delhi: Penguin Group India.
13. Krishnaraj, M and KarunaChanana. 1989. *Gender and Household Domain: Social and Cultural Dimension, Women in Household in Asia-4*, New Delhi: Sage Publication.
14. Krishnaraj, Maithreyi (ed.). 1986. *Women's Studies in India: Some Perspectives* Popular Prakashan, Bombay.
15. Mies, Maria. 1980. *Indian Women and Patriarchy*, New Delhi: Vikas Publication.
16. Purushotham, Sangeetha. 1998. *Empowerment of Women at the Grassroots*, Sage, New Delhi.
17. Rege, Shamila (ed). 2003. *Sociology of Gender*, Sage Publications. New Delhi.
18. Vyas, Anju. 1993. *Women's Studies in India: Information Sources, Services and Programmes*. Sage Publications, New Delhi.

M. A. Sociology: Semester III
Course: **Qualitative Methods in Sociology**

Course Title: Qualitative Methods in Sociology	Course Code: 21SOC3C13L
Total Contact Hours: 58	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hours
Summative Assessment Marks: 70	Total Marks: 100

Introduction:

This course introduces various fundamentals research techniques and qualitative methods. It introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences, further it tries to sensitize post-graduate students to develop a critical outlook at the existing perspectives and methods to evolve conceptual clarity. Teaching certain qualitative methods and statistical techniques to collect and analyze the data which expose students to the fieldwork, leads to enhance the research interests and inculcate the spirit of inquiry among them. It tries to build upon the basic assumptions in adopting different methodologies for different kinds to address research problems.

Objectives:

1. Introduction to the philosophical foundations of social research.
2. To understand the nature of social phenomena, the issues involved in social research and the means of studying social reality.
3. To attain the research ethics of Qualitative methods
4. Acquaintance with the qualitative methods of research.
5. Write a research report.

Outcomes:

After the completion of the course the student will be able to ;

CO1. Understand the concept of scientific method and its importance in social research.

CO2. Articulate the basic techniques of the qualitative method used in sociology.

CO3. Test the hypotheses derived from a theory.

CO4. Identify and in calculate research designs for new problems.

CO5. Frame appropriate questionnaires/survey for suitable problems.

Module I:	Qualitative Social Research:	(10 Hours)
	<p>Chapter 1: Philosophical roots of social research; issues of ontology and epistemology</p> <p>Chapter2: Hermeneutics-Positivism, inductive analysis, Phenomenology, Ethno-methodology and Symbolic Interactionism, Interpretative understanding.</p> <p>Chapter 3: Problems in social research</p>	
Module II:	Qualitative Research Method	(12 Hours)
	<p>Chapter 4: Significance of Qualitative Research; Credibility and Reliability</p> <p>Chapter 5: Designing Issues and Sampling</p> <p>Chapter 6: Ethics in Qualitative research</p>	
Module III:	Methods of Data collection	(10 Hours)
	<p>Chapter-7: Interview, focus group interview</p> <p>Chapter-8: Observation and Triangulation</p> <p>Chapter-9: Collecting objects, documents and oral history; recording feelings</p>	
Module IV:	Application of Qualitative Methods in Social Research (Theoretical Social Research)	(13 Hours)
	<p>Chapter-10: Theoretical and applied Research; functions of qualitative research</p> <p>Chapter-11: Participatory and action research</p>	

	Chapter-12: Combining qualitative and quantitative methods	
Module V:	Analysis of Qualitative Data:	(13 Hours)
	Chapter-13: Narrative Analysis, Graphical presentation of the data Chapter-14: Application of computers and statistical measures in qualitative research	

Reading List:

1. Bailey, Kenneth. 1988. *Methods of Social Research*, John Willey & Sons, New York.
2. Black, James A and Champion, Dean J. 1976. *Methods and Issues in Social Research*, John Willey & Sons, New York.
3. Bryman, Alan. 2014. *Social Research Methods*. New Delhi: Oxford University Press.
4. David, Dooley. 1997. *Social Research Methods*, Prentice Hall, New Delhi.
5. Davis, G.B. 198. *Introduction to Computers*, McGraw Hill, New Delhi.
6. Goode, William J. & Hatt, Paul K. 1952. *Methods in Social Research*, McGraw Hill, New Delhi.
7. Kerlinger, Fred N. 1964. *Foundations of Behavioural Research*, Surgeet, Delhi.
8. Krishnaswami, O.R. 1983. *Methodology of Research in Social Sciences*, Himalaya, Bombay.
9. Marie Jahoda, et al., 1958. *Research Methods in Social Research*, The Dryden Press, New York.
10. Moser C.A. & Kalton G. 1971. *Survey Methods in Social Investigations* E.L.B.S. & Heinemann, London.
11. Narayan, Deepa 1997. *Toward Participatory Research*, The World bank, Washington.
12. Tim May. 2001. *Social Research: Issues methods and Process*, Rawat, Jaipur.

13. Young, Pauline V. 1982. *Scientific Social Surveys & Research*, Prentice Hall, New Delhi.

M.A. Sociology: Semester III

Course: Contemporary Social Issues

Course Title: Contemporary Social Issues	CourseCode: 21SOC3E1AL
Total Contact Hours: 58	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hours
Summative Assessment Marks: 70	Total Marks: 100

Introduction:

This course addresses the contemporary issues and the challenges faced by people in the present society. Every society faces a social tragedy in one or the other form, very often nation is not aware of the gravity of the problem, the social issue will become a problem when it is affected by large number of people often. This course enlightens students by identifying and focusing burning social issues which is happening around us.

Objectives:

1. To equip the students about the concept of social issues leading to social disorganization, encounters in real lifesituations.
2. To orient knowledge about theoretical perspectives oncontemporary issues.
3. To acquire sociological understanding ofcurrentissuesandproblems.
4. Empower them to deal with the problems and serve as agentsof social change.
5. To sensitize the students about causes, social dimensions, consequences and measures to controlSocial issues

Outcomes:

After the completion of this course the student will able to:

- CO1. Understand the sociological dimensions of contemporary social issues.
- CO2. Address the social problems to younger generations of present scenario
- CO3. Understand the inequality in gender issues at work place and in other social institutions
- CO4. They learn about changing forms of gender discrimination particularly in modern times.

CO5. Sensitize the factors affecting national integration

Module I:	Introduction	(11Hours)
	<p>Chapter 1:Meaning and Characteristics of Social Disorganization</p> <p>Chapter 2:Causes for Social Disorganization</p> <p>Chapter 3:Approaches to Sociology of Social Disorganization</p>	
ModuleII:	Challenges of Indian Society	(12 Hours)
	<p>Chapter 4:Social Unrest Terrorism, Naxalism, Communalism and Corruption</p> <p>Chapter 5: Educated unemployment and employability.</p> <p>Chapter 6:Childrights, RTE</p>	
Module III:	Developmental (Progressive) Issues in HK Region:	(11 Hours)
	<p>Chapter 7: Regional Disparities</p> <p>Chapter8: Development Induced displacement, Ecological Degradation and Environmental Pollutions.</p> <p>Chapter 9: Environmental Sanitation and Health</p>	
Module IV:	Gender Inequality:	(10 Hours)
	<p>Chapter 10: Female Feticide</p> <p>Chapter-11: Domestic Violence</p> <p>Chapter 12: Gender Discrimination in Employment Opportunity in Work place and Political Participation</p>	
Module V	Social Deviance:	(10 Hours)

<p>Chapter 13:Honor Killing – causes and consequences</p> <p>Chapter 14:Juvenile Delinquency andCauses</p> <p>Chapter 15:alcoholism and Drug Addiction</p> <p>Chapter 16: Cyber crime – Trends and patterns</p>

Reading List:

1. Allen, Douglas (ed.).1991.*Religion and Political Conflict in South Asia*, West Port Conn: Connecticut University Press.
2. Beteille, Andre. 1971. *Caste, Class and power*. Berkeley: University of California.
3. Beteille, Andre.1974.*SocialInequality*, New Delhi: Oxford University Press.
4. Beteille,Andre.1992.*Backward Classes in Contemporary India*.NewDelhi: Oxford University Press.
5. Berreman,G.D. 1979. *Caste and Other Inequalities: Essays in Inequality*. Meerut: Folklore Institute.
6. Dube,Leela.1997.*WomenandKinship,ComparativePerspectivesonGender*

SouthernSouthAsia.

7. Guha, Ranjit. 1991.*SubalternStudies*. NewYork:OxfordUniversityPress.
8. Kothari, Rajani(ed.).1973.*CasteinIndianPolitics*.
9. Madan,T.N. 1991.*Religion in India*, New Delhi: Oxford University Press.
10. Kapadia,K.M. 1981.*Marriage and Family in India*. Oxford University Press.
11. Karve, Iravathi. *Kinship Organization in India*.
12. Michael. S.M.1999.*Dalits and Modern India*; visions and values.
13. MinistryofHomeAffairs.1998.*CrimeinIndia*.NewDelhi; Government of India.
14. Rao, M.S.A.(ed).1974.*UrbanSociologyinIndia*.OrientLongman:NewDelhi.
15. Singer,Milton&Cohen,Bernards.1996.*StructureandchangeinIndianSociety*.Rawat:Jaipur.

M.A. Sociology: Semester III
Course: Sociology of Environment

Course Title: Sociology of Environment	Course Code: 21SOC3E1BL
Total Contact Hours: 58	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hours
Summative Assessment Marks: 70	Total Marks: 100

Introduction:

The course aims to provide sociological perspective of environment and society interface. It seeks to impart social skills in environmental concerns in order to understand the human suffering. As a prelude to it, the course focuses on 'Environment in Sociological Theory', both classical and contemporary. It also provides knowledge to debate on environment and development with a focus on environmental justice, policy and action.

Objectives:

1. To create awareness among the students about the relationship between Man and Environment, and its components.
2. To analyze the structural and functional aspects in evolution of environment with human life
3. To examine variety of environmental challenges and issues at every level of human life.
4. To debate the social movements pertaining to environmental issues
5. To acquaint students about the conceptual and theoretical framework of environment and society.

Outcomes:

After the completion of this course the student will be able to:

1. Disseminate knowledge about the significance of sociology of environment
2. Understand the role of environment in human life
3. Analyse the consequences of environmental issues and its effect on society
4. Protect, preserve and participate in environmental movements for sustainability.
5. Explore the different dimensions to address the environmental challenges

Module I:	Environment and Society:	(13 Hours)
	<p>Chapter 1: Man and Environment, Impact of Human Activities on Environment</p> <p>Chapter 2: Ecosystem: Structure and functions of ecosystem. Energy flow in an ecosystem: food chains, food-webs, and ecological succession.</p> <p>Chapter 3: Meaning of Environmental Sociology, Emergence of Environmental Sociology</p>	
Module II:	The Concept of Environment (Structure or Principles	(12 Hours)
	<p>Chapter 4: Environmental Issues, Environmental issues of urban areas, . Environmental problems of rural areas.</p> <p>Chapter 5: Population growth and environment, Impact of population on environment</p> <p>Chapter 6: Environmental pollution, Factors of environmental pollution, Types of pollution</p>	
Module III:	Eco-Systems and Culture	(10 Hours)
	<p>Chapter-7: Contributions of Dunlop and Catton, Contributions of R.K Mukherjee and R.C Guha, Environmental Research and it's Contemporary Trends in India</p> <p>Chapter 8: Structure of eco system, biotic and abiotic components, functions of eco- system- food chain and food web, spheres of eco-system: Biosphere and Culturosphere.</p> <p>Chapter 9: Human Impact on Earth- Hunting - gathering, Agrarian and Modern-Industrial societies.</p>	

Module IV:	People and Environment:	(12 Hours)
	<p>Chapter 10: Environmental Ethics: Human Valuing of Natural environment, throwaway society ethics, duties to eco-system,</p> <p>Chapter 11: Law and environmental protection movements in India (Chipko , Narmada, Bhopal Gas Tragedy, Appiko movement)</p>	
Module V:	Global risk and Environment	(11 Hours)
	<p>Chapter 12: Ulrich Beak's Conception of Risk Society</p> <p>Chapter 13: Cotton and Dunlop's ideas on environment</p> <p>Chapter 14: Global issues: Greenhouse effect, global warming, pollution and Health, Acid rain and desertification, Green Revolution</p>	

Reading List:

1. Giddens Anthony 1996 "Global problems and ecological Crisis" in Introduction to Sociology 2nd Edition, New York: W. W Norton
2. World commission on environment and development 1987, our common future Brundtland Report, New Delhi
3. Michael Redcliff 1984 Development and the environmental crisis, Methuen Co. Ltd. New York
4. Sharma S.L 1994 Perspectives on Sustainable development: possibilities Constraints and planning's issues, Technology and Social Change programme
5. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. Environmental and Pollution Science. Academic Press
6. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
7. Baviskar Anita , In the Belly of the River : Tribal Conflicts and Development in the Narmada Valley, New Delhi OUP 1997.
8. Giddens, Anthony, The Consequences of Modernity, Cambridge, Polity press. 1990

M. A. Sociology: Semester III
Course: Rural and Urban Sociology

Course Title: Rural and Urban Sociology	Course Code: 21SOC3E1CL
Total Contact Hours: 58	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hours
Summative Assessment Marks: 70	Total Marks: 100

Introduction:

This course is to deal with sociological skills to analyze and to diagnose the urban and rural settlements in India. To address the rural and urban problems and for its development need to be looked into from the point of view of sociological principles, with this basic background of urban and rural sociology - a determined sub- discipline of traditional Sociology - the student has to be sensitized on urban –rural dimensions of society, its social structure and social process in India. While urban society differentiating itself from rural society is yet another dimension part of society.

Objectives:

1. To trace the origin and historical background of rural and urban life.
2. To understand the nature, scope and importance of rural and urban sociology
3. To recognize rural and urban social structure, relationship, patterns of village settlements.
4. To identify social problems of rural and urban society.
5. To plan, monitor and evaluate rural and urban development programmes in India.

Outcomes:

After the completion of the course the student will be able to;

1. Demonstrate basic knowledge and concepts of Rural and Urban Sociology.
2. Think critically about issues and topics affecting Rural and urban society in developmental arena
3. Evaluate the land ownership patterns existed at different time line.
4. Analyze the developmental planes and programmes
5. Critically think on concept like urban fringe, rural-urban contrast.

Module I:	Introduction	(10Hours)
	<p>Chapter 1: Meaning and relationship between Rural and Urban Sociology</p> <p>Chapter 2: Nature and Scope of Rural and urban Sociology</p> <p>Chapter 3: Importance of the Study of Rural and Urban Sociology, Patterns of village settlements – Rural Urban contrast - Rurbanism</p>	
Module II:	Agrarian Society	(13 Hours)
	<p>Chapter 4: Agrarian Social Structure and Change -Village Social Structure</p> <p>Chapter 5: Land ownership pattern in Rural Society, Jajmani System; Tenancy Systems; Caste and social structure; Changing trends in inter caste relations.</p> <p>Chapter 6: Reform programmes; Green Revolution; Rural Development Programmes</p>	
Module III:	Rural A Social Problems	(11 Hours)
	<p>Chapter 7: Agrarian Unrest and Peasant Movements</p> <p>Chapter8: Untouchability; Rural Violence; Landlessness; Rural Indebtedness</p>	
Module IV:	Urban renewal, planning for new settlements, trends of world urbanization	(13Hours)
	<p>Chapter 9:Urban Renewal; Planning for New Settlements - Measuring Urbanization</p> <p>Chapter 10: Trends of world Urbanization - Growth of urban population in India</p> <p>Chapter 11: Location of cities - nature, culture, function, migration.</p>	
Module V:	Urban Social Problems	(11 Hours)

	<p>Chapter 12:Urban Social Problems-Crime; Juvenile Delinquency; Slums</p> <p>Chapter 13:Housing Problems; Environmental Problems; Poverty; Unemployment</p>	

Reading List:

1. Rao, M.S.A. (ed.) 1991. A Reader in Urban Sociology Orient Longman: New Delhi.
2. Rao, M .S. A. (ed.), 1974. Urban Sociology in India, Orient Longman, New Delhi.
3. Chitamber, JB (1990) Introduction to Rural Sociology. Wiley Eastern Pvt. Ltd, New Delhi.
4. Desai, AR (1978) Rural Sociology in India. Popular Prakashan, Bombay.
5. Bertrand, Alvin Lee, ed. *Rural sociology: an analysis of contemporary rural life*. McGraw-Hill, 1958.
6. Gillette, John Morris. *Constructive rural sociology*. Sturgis & Walton Company, 1915.
7. K.L. Sharma, (1986) Agrarian Stratification : Old Issues, New Explanations and New Issues, Old Explanations', *Caste, Class and Social Movements*, Rawat Publications, Jaipur, First Published
8. Dipankar Gupta (ed.), (1992) 'The Model of Agrarian Classes in India, *Social Startification*(Excerpted from D.N. Dhanagare, The Model of Agrarian Classes in 'India', in *Peasant Movements in India, 1920-50*), Oxford University Press, Delhi, First Published,.
9. Dube, S.C. 1955. Indian Village. Cornell University Press: New York
10. Madan, Vandana (ed.) 2002. The Village in India. Oxford University Press: New Delhi
11. Sharma.K.L. 1997. Rural Society in India. Mittal Publications: New Delhi
12. Srinivas, M.N. (ed.) 1978. India's Villages. Media Promoters: Bombay
13. Beteille, A. 1974 Studies in Agrarian Social Structure. Oxford University Press, Delhi.



M.A. Sociology: Semester III
Course: Industry and Society in India

Course Title: Industry and Society in India	Course Code: 21SOC3E2AL
Total Contact Hours: 58	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hours
Summative Assessment Marks: 70	Total Marks: 100

Introduction:

Work is a universal phenomenon of human life. As man became complex, his nature of work also started getting rigid and specialized. The base of work as a human organization in the industry is being organized in different ways. This course throws light on how the labour is abstracted in the industrial work process, how issues between labour and management is constructed. Further this course also acquaints the students about labour welfare measures which are implemented over a period of time. This in turn will be the rationale for the student who may consider the P.G. degree as a terminal one to get into the world of work in the industrial organization.

Objectives:

1. To trace the origin and development of industries in society
2. To understand the human relations in industrial management.
3. To familiarise different kinds of work in industrial setting.
4. It also equips the students with the actual problem situations in industrial organization and to prevent them.
5. To expose the students to industrial market through field experience

Outcomes:

After the completion of this course the student will be able to:

CO1. Have a basic understanding of work and industry, the problems faced by labor in organized and unorganized sector.

CO2. Understand sociology of industry, labour, human relations and management.

CO3. Evaluate the benefits and disadvantages of industrialization in the society and offer solutions in the form of social policies.

CO4. Get acquainted with the dynamics of industrial relation and consequences.

CO5. Develop the diagnostic skills of industrial society with an ability to be critic

Module I:	Introduction:	(12 Hours)
	Chapter 1: Scope and significance of Industrial Sociology Chapter 2: The Rise of Industrial Sociology: Hawthorne Experiment Chapter 3: Development of Industrial Sociology in India	
Module II:	Rise and Development of Industry	(11 Hours)
	Chapter 4 : Early Industrialism in Western Society: The Manorial System, Guild System Chapter 5 : The putting out system Chapter 6 : The Factory System: Its Characteristics	
Module III:	Organizational Structure of Industry	(12Hours)
	Chapter 7 : Formal Organization: Line and Staff Chapter-8: Informal Organization. Chapter 9 : Industrial Bureaucracy	

Module IV:	Industrialism and Indian Society	(13 Hours)
	Chapter 10: Industrial Development in India. Chapter 11: Characteristics of Indian labour and labour problems Chapter 12: Absenteeism in Indian industries.	
Module V:	Industrial Relations in KK Region	(10 Hours)
	Chapter-13: Trade Unions: Issues and challenges Chapter 14 : Industrial Disputes, Collective Bargaining Chapter 15 : Labour Welfare Programmes	

Reading List:

1. Miller and Form: Industrial Sociology, London, Hurper and Row Publishers 1964.
2. Schneider Eugene. V.: Industrial Sociology, London, McGraw, Hill, 1971
3. Moore, W.E: Industrial Relations and Social Order, New York: Mac Millian, 1974.
4. Eldridge: Industrial Disputes, London Routledge and Kegan Paul.
5. Parker.S.Ret. al. : The Sociology of Industry, London George Allen and Unwin,1967
6. Saxena, R.C: Labour problems and Social Welfare, Jai PrakashNath&Co. Meerat,1955
7. Agrawal, R.D.: Dynamics of Labour Relations in India: A book Readings: Tata MacGraw Hill.
8. PascualGisbert,S,J.: Fundamentals of Industrial Sociology, Tata McGraw Hill Publishing Company Ltd., New Delhi 1972.
9. N.R.Sheth (ed): Industrial Sociology in India. A Book of Readings Allied Publishers Pvt Ltd.,New Delhi 1982 .
10. Memoria.C.B. and Mamoria: Dynamics of Industrial Relations in India. Himalaya Publishing House, Mumbai 1992
11. Ramaswamy, E.A. Industrial Relations in India: New Delhi, 1978.
12. Deepak Mathur (2010): Industrial Sociology, Text & Practice, Biztantra.

13. Narendar Singh (2012): Industrial Sociology, Tata McGraw Hill Education Private Limited, New Delhi.
14. G. Subrahmanya (2006) Principles of Industrial Sociology, Sapna, Gandhinagar, Bangalore.
15. Somashekharappa, C.A (1992) Sociology of an Industrial Complex, Reliance, New Delhi.

M.A. Sociology: Semester III

Course: Sociology of Sport & Leisure

Course Title: Sociology of Sport & Leisure	Course Code: 21SOC3E2BL
Total Contact Hours: 58	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hours
Summative Assessment Marks: 70	Total Marks: 100

Introduction:

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

Objectives:

1. To introduce the students a fast emerging area of leisure and sport
2. **To provide insights to the students to take up analysis of various issues that concerns the Sociological foundation of the phenomena of leisure and sport.**
3. **To inculcate the cultural values with sports**
4. **To stimulate and communicate research, critical thought, and theory development on issues pertaining to the sociology of sport.**
5. **To cover all aspects of sport and leisure from a sociological perspective.**

Outcomes:

After the completion of this course the student will be able to:

CO1. Apply social theories and sociological themes to the study of sports and leisure.

CO2. Identify the key participation determinants of sport and leisure participation.

CO3. They will be able to know the importance of sport and leisure in modern society and the key issues facing sport.

CO4. Recognize the influence of social systems, cultures on the development and of sport.

CO5. Critically think about the sustainability of sports and leisure in present scenario

Module I:	Leisure:	(13 Hours)
	<p>Chapter-1: Nature, Scope and importance of Sociology of Leisure and sport- Notions of Leisure</p> <p>Chapter-2: Leisure and society- Leisure as social institution - Utilities of Leisure.</p>	
Module II:	Aspects of Leisure	(12 Hours)
	<p>Chapter-3: Social aspects of Leisure- leisure and stratification - Economic aspects of Leisure- Leisure and class</p> <p>Chapter-4: Cultural aspects of Leisure- Leisure and values : Political aspects of Leisure- Leisure and infrastructure</p>	
Module III:	Society and Sport	(10 Hours)
	<p>Chapter-5: Sport as a social phenomenon –Nature of sport; Culture and Sports- Sport as transmitter of values, cross cultural differences in sport</p> <p>Chapter-6: Sport as a social institution- Sport and Social mobility; Violence in Sport, Spectator Sport</p>	
Module IV:	Theories of Leisure and Sport	(12 Hours)
	<p>Chapter-7: Structural- Functional approach- Conflict approach</p> <p>Chapter-8: System approach- Ethno-Methodological approach</p>	

M.A. Sociology: Semester III

Course: **Social Demography**

Course Title: Social Demography	Course Code: 21SOC3E2CL
Total Contact Hours: 58	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hours
Summative Assessment Marks: 70	Total Marks: 100

Introduction:

The concept of demography has a long past but has a short history. This course through a light on the trends, patterns and distribution of world population in general and India in particular. It also gives core attention theoretical perspectives of demographic transition over a period of time, and the factors responsible for the change and its impact on society. It guides the future plans and programmes to control the population which is a social need.

Objectives:

1. To know the basic demographic concepts and theories of population growth.
2. To understand the influence of Population on Social Phenomena.
3. To acquaint students the demographic features and trends of Indian Society vis-a-vis world population.
4. To understand population control in terms of social needs.
5. To evaluate population control measures and their implementation.

Outcomes:

After the completion of this course the student will be able to:

CO1. Get a comprehensive picture of world population apart from understanding the basic concepts of population studies.

Co2. Learner becomes aware of the process and consequences of population growth on the quality of lives and the environment through understanding important theories advocated by eminent demographers

CO3. Provide measures to be adopted to check population situation in society.

CO4. Acquire complete knowledge about demographic transition and reasons for low quality population in India in addition to its basic features.

CO5. Would understand the impact of FWP to check the over growth of population in India.

Module I:	Introduction:	(11 Hours)
	Chapter 1: Scope and Importance of Social Demography Chapter 2: Sources of Population Data Chapter 3: World Population: Growth and Distribution	
Module II:	Theories of Population Growth:	(12 Hours)
	Chapter 4 : Malthusian Theory Chapter 5 : Post-Malthusian Theories Chapter 6 : Optimum and Theories of Demographic Transition	
Module III:	Components of Population Change:	(11 Hours)
	Chapter 7 : a. Fertility: Factors of Fertilities, Differential Fertility b. Mortality: Infant Mortality and Maternal Mortality Chapter-8: Migration: Types and Models of Migration Chapter 9: Recent trends in components of Population Changes	

Module IV:	Population of India:	(13 Hours)
	Chapter 10: Size and Growth of population in India Chapter 11: Composition and Characteristics of Population of India Chapter 12: Distribution of Population in India	
Module V:	Population Policies:	(11 Hours)
	Chapter-13: Implementation and Evaluation of Population Policy in India Chapter 14 : Population Policy 2000 Chapter 15 : Recent Trends in Population Policy	

Reading List:

2. Aijazuddin, Ahmad, Drivel Noin, H.N. Sharma (eds); Demographic Transition; The Third World Scenario”, Rawat Publications, Japur.
3. Asha Bhende & Tara Kanitkar: Principles of Population Studies. Mumbai, Himalaya Publishing House, 1999.
4. Bose. Ashish: Demographic Diversity of India Delhi; B.R. Publishing Corporation 1991.
5. Donald, J. Bogue – Principles of Demography, London, John Wiley and Sons, Inc. 1969.
6. Kingsley, Davis – Population of India and Pakistan, Princeton University Press, Princeton, 1951
7. Mascarenhas, Population Education, II Edition, Oxford and IBH, New Delhi. 1982.
8. National Family Health Survey 1998-99 and 2005-06. International Institute of Population studies, Bombay, New Delhi, 1996
9. O.S. Srivatsava; Demography and Population Studies, Vikas Publishing House
10. P.M. Houser and Duncan; Study of Population, Chicago: University of Chicago Press. 1973
11. Peterson William – Population; London: Macmillan. 1969. Population Reference Bureau – Latest world population data sheet.
12. S. Chandrashekar (ed): Infant Mortality, Population growth and family planning in India; London; George Allen & Unwin Ltd. 1974
13. W.S. Thompson and D.T. Lewis – Population Problems, New Delhi, TMH, 1976.

M.A. Sociology: Semester III

Course: **Crime and Society**

Course Title: Crime and Society	Course Code: 21SOC3G1AL
Total Contact Hours: 28	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 1 Hour
Summative Assessment Marks: 30	Total Marks: 50

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:

1. To acquaint the students with the changing profile of crime and criminals.
2. To demonstrate knowledge about theoretical perspectives on crime.
3. To sensitize the students about causes, social dimensions, consequences and measures to control crime.

Course Outcomes:

After the completion of this course the student will be able to:

CO1. Equip themselves with new perspectives of crime and its causes with special emphasis on sociological interpretation.

CO2. Understand the changing profile of crime and its recently emerged forms, the students acquaint with increasing crime and violence against women.

CO3.Acquaint the students with recent advances in correctional measures and programmes; alternatives to imprisonment; and its implications for crime control and prevention.

Module I:	Introduction:	(8 Hours)
	Chapter 1: Concept of Crime and Deviance Chapter 2: Characteristics of Crime Chapter 3: Causes for Criminal Behavior	
Module II:	Theoretical Perspectives:	(8 Hours)
	Chapter 4 : Anomic Theory(Durkheim, Merton) Chapter 5 : Differential Association Theory(Sutherland) Chapter 6 : Labeling Theory(Becker)	
Module III:	Changing Profile of Crime and Correction Methods:	(12 Hours)
	Chapter 7 : Organized crimes, Terrorism, White Collar Crime, Crimes Against Women Chapter-8: CorrectionMethods–Deterrent,Preventive and Reformative Chapter 9 : Judicial Custody, Prisons and Prison System Chapter 10 : Community based Correction–Probation and Parole	

Reading List:

1. Ahuja, Ram.2000.*Social Problems in India*,Jaipur:Rawat Publications.
2. Clinard,
Marshall,B.1957.*Sociology of Deviant Behaviour*,New York:Holt,Rinehart and Winston,Inc.
3. Cohen, AlbertK.1970.*Deviance and Control*, NewDelhi,Prentice-HallofIndia.
4. Frazier,CharlesE.1976.*Theoretical Approaches to Deviance*,Ohio:CharlesE.Morrill

Publishing Company

5. Lemert, Edwin. 1972. *Human Deviance, Social Problems and Social Control*,

Englewood Cliffs, N.J. Prentice-hall.

6. Merton, R. K. 1972. *Social Theory and Social Structure*. New Delhi: Emerind Publishing Co.

7. Ministry of Home Affairs. 1998. *Crime in India*. New Delhi: Government of India

8. Ministry of Home Affairs. *Report of the All India Committee on Jail Reforms*. 1980-83. New Delhi: Government of India.

9. Nagla, B. K. 1991. *Women, Crime and Law*, Jaipur: Rawat Publications.

10. Reid, Suetitus. 1976. *Crime and Criminology*. Illinois: Deyden Press.

11. Shankardas, Rani Dhavan, 2000. *Punishment and the Prison: India and International Perspectives*

12. Sutherland, Edwin H. and Donald R. Cressey. 1968. *Principles of Criminology*. Bombay: The Times of India Press.

13. Thio, Alex, 1978. *Deviant Behaviour*, Boston: Houghton Mifflin Co.

14. Williams, Frank P. and Marilyn D. Meshere. 1998. *Criminological Theory*. New Jersey: Prentice Hall.

15. Williamson, Herald E. 1990. *The Correction Profession*. New Delhi: Sage Publications.

M.A. Sociology: Semester III
Course: Social Entrepreneurship

Course Title: Social Entrepreneurship	Course Code: 21SOC3G1BL
Total Contact Hours: 28	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 1 Hour
Summative Assessment Marks: 30	Total Marks: 50

Introduction:

This paper engages students in the process of exploring significant global problems and developing innovative solutions that drive transformative social change. It helps students understand some of the strategies that social entrepreneurs employ to create high-impact ventures, highlighting unique models for social problem-solving that offer bold solutions to complex and entrenched societal issues.

Objectives:

1. Training to be an entrepreneur or to enlarge job prospects of the individual.
2. To examine the development of personal qualities that are relevant to entrepreneurship,
3. To Obtain knowledge of and contact with the world of business, entrepreneurial attitudes and skills and some understanding of the role of entrepreneurs in the community

Outcomes:

After the completion of this course the student will be able to:

CO1. Develop a social entrepreneurial imagination and to bring out the Practice of Social Entrepreneurship in India

CO2. Understand about real organizations and interact with entrepreneurs

Leading this works.

CO3. Write a case study of eminent entrepreneurs

Module I:	Introduction:	(12 Hours)
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	<p>Chapter 1: Meaning and Importance of Social Entrepreneurship; Qualities of Social Entrepreneurs</p> <p>Chapter 2 : Types of Social Enterprises – Voluntary, NGO, NPO, Third Sector Organizations</p> <p>Chapter 3: Establishment of Social Enterprises in India</p>	
Module II:	Professional Management for Social Enterprises:	(09Hours)
	<p>Chapter 4 : Importance of Professional management in Social Enterprises</p> <p>Chapter 5 :Application of professional management techniques in Social Enterprises</p> <p>Chapter 6 :Human Resource Development and capacity building for Social Enterprises</p>	
Module III:	Indian Social Enterprises and Social Entrepreneurs	(07Hours)
	<p>Case studies of Indian social enterprises and entrepreneurs-</p> <p>Chapter 7: M.S. Swaminathan, VargheaseKurien – green revolution, white revolution</p> <p>Chapter 8:BindeshwarPathak – Sanitation</p> <p>Chapter 9:Ela Bhatt, SumitaGhose – Women Empowerment</p>	

Reading List:

1. Bornstein, David. 2007. 'How to Change the world: Social Entrepreneurs and the Power of New Ideas', Oxford University Press.

2. Dees, Gregory. Jed Emerson and Peter Economy. 2002. 'Enterprising Non Profits – A Toolkit for Social Entrepreneurs, John Wiley and Sons'.
3. Drucker, Peter. 1990. 'Managing the Non Profits Organizations: Practices and Principles, Harperocollins'.
4. Lee, Nancy R and Philip Kotler. 2012. 'Social Marketing: Influencing Behaviours for Good, Sage South Asia'
5. Nicholls, Alex. 2006. Social Entrepreneurship: New Models of Sustainable Social Change', Oxford University Press.
6. Setterberg, Fred and Kary Schulman. 1985. 'Beyond Profit: Complete Guide to Managing the Non Profit Organizations', Harper & Row.
7. Steven Ott. J. 2001. 'Understanding Non Profit Organizations: Governance, Leadership and Management', Westview Press.
8. Sunder, Pushpa. 2013. 'Business and Community: The Story of Corporate Social Responsibility in India', Sage

M.A. Sociology: Semester III
Course: Social Demography

Course Title: Social Demography	Course Code: 21SOC3G1CL
Total Contact Hours: 28	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 1 Hour
Summative Assessment Marks: 30	Total Marks: 50

Introduction:

The concept of demography has a long past but has a short history. This course throughs a light on the trends, patterns and distribution of world population in general and India in particular. It also gives core attention theoretical perspectives of demographic transition over a period of time, and the factors responsible for the change and its impact on society. It guides the future plans and programmes to control the population which is a social need.

Objectives:

1. Toacquaintthestudentwithbasicdemographicconceptsandtheoriesofpopulation growth.
2. Tounderstand theinfluenceof PopulationonSocial Phenomena.
3. ToacquaintstudentsthedemographicfeaturesandtrendsofIndianSocietyvis-a-vis worldpopulation.

Outcomes:

After the completion of this course the student will:

CO1. Get a comprehensive picture of world population apart from understanding the basic concepts of population studies.

Co2. Learner becomes aware of the process and consequences of population growth on the quality of lives and the environment through understanding important theories advocated by eminent demographers

CO3. Provide measures to be adopted to check population situation in society.

Module I:	Introduction to Demography:	(9 Hours)
	<p>Chapter 1: Scope and Importance of Social Demography</p> <p>Chapter 2: Sources of Population Data</p> <p>Chapter 3: World Population: Growth and Distribution</p>	
Module II:	Theories of Population Growth:	(9 Hours)
	<p>Chapter 4 : Malthusian Theory</p> <p>Chapter 5 : Post-Malthusian Theories</p> <p>Chapter 6 : Optimum and Theories of Demographic Transition</p>	
Module III:	Population of India:	(10 Hours)
	<p>Chapter 7: Size and Growth, Composition, Characteristics and Distribution of Population in India.</p> <p>Chapter-8: Implementation and Evaluation of Population Policy in India, Population Policy 2000, Recent Trends in Population Policy.</p>	

Reading List:

1. Aijazuddin, Ahmad, Drivel Noin, H.N. Sharma (eds); Demographic Transition; The Third World Scenario, Rawat Publications, Japur.
2. Asha Bhende & Tara Kanitkar: Principles of Population Studies. Mumbai, Himalaya Publishing House, 1999..
3. Bose. Ashish: Demographic Diversity of India Delhi; B.R. Publishing Corporation 1991.
4. Donald, J. Bogue – Principles of Demography, London, John Wiley and Sons, Inc. 1969.
5. Kingsley, Davis Population of India and Pakistan, Princeton University Press, Princeton, 1951.
6. Mascarenhas, Population Education, II Edition, Oxford and BH, New Delhi. 1982.
7. National Family Health Survey 1998-99 and 2005-06. International Institute of Population

- studies, Bombay New Delhi, 1996.
8. O.S.Srivatsava; Demography and Population Studies, Vikas Publishing House.
 9. P.M. Houserand Duncan; Study of Population,Chicago:University of Chicago Press.1973.
 10. PetersonWilliamPopulation;London:Macmillan.1969.PopulationReference Bureau– Latest world population data sheet.
 11. S.Chandrashekar(ed):InfantMortality,PopulationgrowthandfamilyplanninginIndia;London; George Allen & Unwin Ltd.1974
 12. W.S.Thompsonand D.T.Lewis–Population Problems, New Delhi, TMH, 1976.

M.A. Sociology: Semester III
Course: Gender and Society

Course Title: Gender and Society	Course Code: 21SOC3C3T
Total Contact Hours: 28	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 1 Hours
Summative Assessment Marks: 30	Total Marks: 50

Introduction:

After examining gender and sexism at the theoretical level, this course examines how gender portrays in media and issues relating to violence, sexuality, intimacy, education, the economy, the family, religion, and government. Also explores how gender varies by race, class, ethnicity, and sexual orientation, and how feminism and women's liberation aim to improve the lives of women and men. Finally, each week students apply the theories and concepts learned in the theory paper to videos and hands on activities that deal with the week's topic.

Objectives:

1. Compare and contrast sociological perspectives used to interpret gender relations.
2. Identify the main agents of gender socialization and their impact on children's and adults' gender construction.
3. Describe gender ideology and practices in multiple social institutions and across cultures and societies.
4. To trace the evolution of Gender as a category of social analysis.
5. To understand the challenges to Gender Inequality.

Outcomes:

After the completion of this course the student will be able to:

CO1. Analyze how social structure and culture shape gendered identities and experiences, using ethnographic or content analysis.

CO2. Apply sociological theories, terms, and concepts concerning gendered experiences and

Phenomena.

CO3. Sensitise gender related issues

CO4. Analyse the gender stratification existing in society

CO5. Know the role and contributions of women in various sectors of society

Module I:	Gender and Society in India	(12Hours)
	Chapter 1: Demographic profile of women , gender gap (study through census data and other research) Chapter 2 : Economic aspects : Division of labour, Women in agriculture, industrial , service sectors, organised, unorganised labour(hands on session using statistical data) Chapter 3: Political aspects – representation in legislatures ,parliament, ministries, parliamentary reservation debate (hands on session using statistical data)	
Module II:	Major Social issues	(7Hours)
	Chapter 4: Health, education, violence , violence and harassment, destitution, ageing (hands on session using statistical data) Chapter 5: Legislation and Legal rights	
Module III:	Case Studies	(9Hours)
	Chapter 6 : Study of Urban Women Problems Chapter 7 : Issues of Dalit and Minority Women Chapter 8 : Study of Third Gender Problems	

Reading List:

1. Altekar, A. S. (1983).The Position of women in Hindu Civilization, Delhi: Motilal Banarasidas.
2. Channa, Karuna ed. (1988). Socialization, Education and Women, New Delhi: Orient Longman.
3. Chaudhuri, Maitrayee ed. (2004). Feminism in India, New Delhi: Kali for Women and Women Unlimited.
4. Desai, Neera and Maithreyi Krishnaraj (1987).Women and Society in India, Delhi: Ajanta.

5. Dube, Leela, Eleanor Leacock and Shirley Ardner (1986). Visibility and power: Essays on Women in Society and Development, New Delhi: Oxford University Press.
6. Forbes, Geraldine (1998). Women in Modern India, New Delhi: Cambridge University Press.
7. Gandhi, Nandita and N. Shah (1992). Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India, New Delhi: Kali for Women.
