



VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY
JNANASAGARA CAMPUS, BALLARI-583105

Department of Studies in
SOCIOLOGY
SYLLABUS

Master of Social Science
(IV 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

| 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 | 21SOC4E3LA | 1. Social Change and Development in India | 30 | 70 | 100 | 4 | - | - | 4 | 3 |
| | | 21SOC4E3LB | 2. Environment and Sustainable Development | | | | | | | | |
| | | 21SOC4E3LC | 3. Education and Modern Society | | | | | | | | |
| | DSE4 | 21SOC4E4LA | 1. Social Welfare in India | 30 | 70 | 100 | 4 | - | - | 4 | 3 |
| | | 21SOC4E4LB | 2. Sociology of Ethnic Groups | | | | | | | | |
| | | 21SOC4E4LC | 3. Sociology of Social Movements | | | | | | | | |
| | GEC2 | 21SOC4G2LA | 1. Sociology of Science | 20 | 30 | 50 | 2 | - | - | 2 | 1 |
| | | 21SOC4G2LB | 2. Contemporary Social Issues | | | | | | | | |
| 21SOC4G2LC | | 3. Society and Environment | | | | | | | | | |
| SEC3 | 21SOC4S3LT | Social Marketing | 20 | 30 | 50 | L-1 & T-1 | | | 2 | 1 | |
| Project | 21SOC4C1R | Research Project | 40 | 60 | 100 | | - | 8 | 4 | 4 | |
| Total Marks for IV Semester | | | | | | 600 | | | | 24 | |

M.A. Sociology: Semester IV
Course: Social Gerontology

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|-----------------------------------------|--------------------------------------|
| Course Title: Social Gerontology | Course Code: 21SOC4C14L |
| 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 worldwide trends indicate that the proportion of aged people in the populations of different societies is ever increasing. This has far reaching socio-economic and even political implications for the societies across the world. Social Scientists are looking at this issue as a matter of serious concern. It has therefore become essential to study the problems created by increasing aging population, as well as, the problems of aged people in the society.

Objectives:

1. To study the profile of changes in the age composition of different societies and to study various implications of the increasing aging population.
2. To know the traditional ways of accommodating the aged population in the main streams of family and community life.
3. To study various policy and programmes for aged in a modern society.
4. To create awareness among younger generations about the stress and strains led by economic dislocation and physical disabilities for elderly people.
5. To generate positive and respectful attitudes towards elderly by younger generation.

Outcomes:

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

- CO1. Identify socio-biological and Psycho-cultural factors related to healthy aging.
- CO2. Demonstrate sensitive issues of aging by social institutions.
- CO3. Apply inductive and deductive solutions for problems related to aging.
- CO4. Identify economic and legal issues pertaining to elderly.
- CO5. Evaluate the formal and informal support system that assist elders.

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| Module I: | Emergence of Gerontology: | (10 Hours) |
| | Chapter 1: The Emerging Field of Gerontology- Emergence of Sociology of Ageing as a Sub-discipline- Scope and Significance of the study of Sociology of Ageing. Chapter 2: Trends and Patterns of Ageing- Global and Indian Scenario | |

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| Module II: | Aspects of Ageing | (12 Hours) |
| | Chapter 3: Factors of Ageing- Problems of Ageing: Physical, Economic, Cultural and Psychological Chapter 4: Changing Family and Ageing. | |
| Module III: | Theoretical Approaches | (12 Hours) |
| | Chapter 5: Structural –functional. Chapter 6: Conflict Perspective- Symbolic Interaction Chapter 7: Phenomenology - Ethno methodology | |
| Module IV: | Coping With Ageing | (12 Hours) |
| | Chapter 8: Formal and Informal Support Systems- Ageing and Illness Chapter 9: Ageing and Retirement- Gender Dimensions of Ageing. | |
| Module V: | Policies and Programmes for the Elderly in India | (12 Hours) |
| | Chapter10: Role of the State- Central and State Schemes- Chapter 11: Role of Voluntary Organizations- National Policy on Ageing. | |

Reading List:

- Atchley, *Social Processes in Latter Life*. California: Wadsworth, 1972.
- Baara, Jan., Dale Dannefer, Chris Philipson and Alan Walker, eds. *Ageing, Globalization and Inequality*. New York: Baywood Publishing Company, Inc., 2006.
- Baum, M., and Baum, R.C. *Growing old: A Social Perspective*. New jersey: Prentice Hall, Inc., 1980.
- Bhatia, H.S. *Ageing and Society: A Sociological Study of Retired Public Servants*. Udaipur: Arya's Book Centre, 1983.
- Bond, John. Coleman Peter and Sheila Peace. *An Introduction to Social Gerontology*. New Delhi; Sage Publications, 1993.
- Cox. *Later Life: The Realities of Ageing*. New Jersey: Prentice Hall, Inc., 1984.
- Dhillon, P.K. *Psycho-Social Aspects of Ageing in India*. New Delhi: Concept Publishing Company, 1992.
- Jayprakash, Indira. Ed. *Quality Ageing: Collected Papers*. Varanasi: Association of Gerontology, 1991.
- Mishra, S. *Social Adjustment in Old Age*. New Delhi, B. R. Publishing House, 1987.
- Raju, S.S. *Health Status of the Urban Elderly; A Medico- Social Study*. Delhi: B.R. Publishing Corporation, 2002.
- Rao, K.S. *Ageing in India*. New Delhi: National Book Trust of India, 1994.

- Sharma, M.L., and T.M. Dak, eds. *Ageing In India*. New Delhi: Ajanta Publications, 1987.

M.A. Sociology: Semester IV

Course: Sociology of Media

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|-----------------------------|---------------------------|-----------------------|-------------------|
| Course Title: | Gender and Society | Course Code: | 21SOC4C15L |
| 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 this course students will explore the component and the basic concepts of mass media. Special emphasis is on the social construction of mass media. The positive as well as the negative role of the mass media is also taken into account. The course is also aimed at providing a critical assessment of the social construction of mass media with an emphasis on images, content and context as presented in the mass media.

Objectives:

1. To introduce the students to certain major themes of outlining the interconnections between media and society.
2. To familiarize students with important theories of sociology of media.
3. To make the students aware of relevance of agencies in everyday life.
4. To acquaint students with the concept and process of communication and various types of media.
5. To understand the problems and challenges of media and its role in various sectors of development.

Outcomes:

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

CO1. Describe the basic components and concepts of mass media

CO2. Explain and analyse the various theories of mass media.

CO3. Address the premise, assumptions and limitations of mass media.

CO4. Examine the role of mass media in dynamic social life.

C05. Understand the problems of mass media in development society.

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| Module I: | Introduction: | (11 Hours) |
| | Chapter 1: Meaning, Scope and Importance of Sociology of Media and Communication Chapter 2: Functions, Types, Barriers to communication. Chapter 3 : Social responsibility of media | |
| Module II: | Perspectives of communication and Media | (13 Hours) |
| | Chapter 4 : Functionalism, Marxist Chapter 5 : Information and knowledge Society | |
| Module III: | Mass Media | (12 Hours) |
| | Chapter 6: Radio, Television, Cinema and Social Media Chapter 7: Effects of Mass media on Society. Chapter 8: Media, technology and culture | |
| Module IV: | Mass media and Social Problem | (12 Hours) |
| | Chapter 9: Media, Crime and Violence, Obscenity Chapter 10: Media Commercialization. Chapter 11 : New media issues: Invasion of Privacy, Piracy, Cybercrimes and Pornography, IT | |
| Module V: | Media and Development | (10 Hours) |
| | Chapter-12: Communication and Development, Mass Media and Social | |

Reading List:

1. Allan Wells (1979) *Mass Media and Society*, Mayfield, California
2. Arvind Singhal and Rogers Evertt (1933) *Information Revolution in India*,
3. Asa Briggs & Burke (2005). *A Social History of the Media*, Cambridge: Polity Press.
4. Bever S.H., et.al., *The Sociology of Mass Media Communications*, The Social Review,
5. Blunder, J. and E. Katz, *The Uses of Mass Communication*. Thousand Oaks, CA: Sage, 1974.
6. David Holmer, *Communication Theory-Media, Technology and Society*, Sage Delhil.
7. Denis McQuail, *An Introduction to Communication Theories*, Sage Publication, New Delhi, 1994.
8. Denis McQuail, *Mass Communication Theory*, Third Edition, Sage Publication, 1994
9. Denis Mcquil (1969) *Towards a Sociology of Mass Communication*, Macmillan,
10. Emery E. Ault P.H., Agree W.K.(Dodd, Mead and Co., *Introduction to Mass Communication – by Inc. New York*)
11. Everett M Rogers 1989A *History of Communication Study :A Biological Approach* Institute of Mass Communication.
12. J.B Ambekar (1992) *Communication and Rural Development*, Mittal, New
13. Keval J.Kumar, *Mass Communication in India*, Vikas Publication,s New Delhi, 1994..
14. M.L de Flour and Rokesch S. Bat (1978) *Theories of Mass Communication*
15. Melvin L Defleur and Sandra Bll Rokeach 1989, *Theories of Mass Communication Publication*, London, 2005.
16. R.K. Chatterjee (1978) *Mass Communication*, NBT, New Delhil.
17. Richard Campbell *Media and culture an introduction to mass communication*
18. Ronald Rice *New media –*, Sage Publications, 1984
19. *Rural Development and Communication Problems* (1980), Indian Sage New Delhi.
20. Vir BalaAggarwal Ed *Media and Society: challenges and opportunities* Concept. 2002.

M. A. Sociology: Semester IV

Course: **Social Change and Development in India (1)**

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|-------------------------------------------------------------|--------------------------------------|
| Course Title: Social Change and Development in India | Course Code: 21SOC4E3L |
| 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:

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

Objectives:

1. To provide conceptual and theoretical framework of social change and development.
2. To offer an insight into the ways in which social structure impinges on development and visa-versa.
3. To examine social change and development in Indian context.
4. To expose the students for professional careers in the field of development, planning, undertaken by government, non-government and international agencies engaged in Development.
5. To enlighten the students about gender and developmental issues of Kalyana Karnataka Region.

Outcomes:

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

- CO1. Analyze various social issues like immigration, gender and sexuality, religion, popular culture, and other domains.
- CO2. Illustrate the theories of social change and development while analyzing the present scenario.
- CO3. Understand meanings and significance of social transformation.

CO4. To develop critical thinking on contemporary issues and challenges

CO5. Facilitate to theoretical framework for social transformation.

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| Module I: | Concepts | (10Hours) |
| | Chapter 1: Meaning and Forms of Social Change- Evolution, Progress and Transformation. Chapter2: Social Change in Contemporary India- Sanskritization, Westernization, Modernization and Secularization. | |
| Module II: | Changing Conceptions in Development | (12 Hours) |
| | Chapter 3: Economic Growth, Social Development Chapter 4: , Sustainable Development and Human Development | |
| Module III: | Theories of Development | (10 Hours) |
| | Chapter-5: Structural Functional Theory - Chapter-6: Socio-Psychological Theory(D. Maclelland) Chapter-7: Stages of Growth Model(Rostow)- Vicious Circle Model | |
| Module IV: | Theories of Under Development | (13 Hours) |
| | Chapter-8: Dependency Theory- Unequal Development(Samir Amin)- Chapter-9: The World System and Multi National Corporations(Waller Stein) Chapter-10: Development of under Development (A.G Frank)- Trends in Development Theory(J. N Pieterse) | |
| Module V: | Social Structure and Development With Reference To India | (13 Hours) |
| | Chapter-11: Caste, Religion and Development- : Education and Development. Chapter-12: Gender and Development- Displacement and Development Challenges with special reference to Kalyana Karnataka Region. | |

Reading List:

- * Appadurai, Arjun (1997). *Modernity at Large: Cultural Dimensions of Globalization*, New Delhi: OxfordUniversity Press.
- * Sing Chew and Robert Denemark (eds) (1996). *The Underdevelopment of Development:Essays in Honour of Andre Gunder Frank*, Thousand Oaks: Sage Publications.
- * Dreze, Jean and Amartya Sen (1996). *Indian Economic Development and Social Opportunity*,New Delhi: OxfordUniversity Press.
- * Haq Ul Mahbub. *Reflections on Human Development* (1996) .New Delhi: Oxford University Press.
- * Hoogvelt, Ankie M.M. (1998). *The Sociology of Developing Societies*,London: Macmillan.
- * Hoselitz, Bert F.(1996).*Sociological Aspects of Economic Growth*,New Delhi: AmerindPublishers

- * Kothari, Rajani (1990). *Rethinking Development: In Search of Humane Alternatives*, New Delhi: Aspects Publications.
- * Pandey, Rajendra (1985). *Sociology of Development*, New Delhi: Mittal.
- * Sharma, S.L (1986). *Development: Socio-Cultural Dimensions*, Jaipur: Rawat Publications
- * Singh, Yogendra (1986). *Modernization of Indian Tradition*.Jaipur: Rawat Publications.
- * Srinivas, M. N (1966) **Social Change in Modern India**, Berkley: University of Berkley.
- * Webster, Andrew (1984).*Introduction to the Sociology of Development*, London: Macmillan

M.A. Sociology: Semester IV

Course: Environment and Sustainable Development

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| Course Title: Environment and Sustainable Development | Course Code: 21SOC4E3L (2) |
| 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 focuses on the linkages between environment and sustainable development of society. It aims at enabling the students to develop a holistic and a critical understanding of sustainability around issues related to the society and environment. The concept of sustainable development is given a thorough treatment at the interface of environment, ecology and economy. The discussion covers a range of issues including critical analysis of the definition of sustainable development, indicators of sustainable development, environmental valuation methods, bio energy and global climate change.

Objectives:

1. To inculcate the knowledge based on sustainable development with a view to balance our economic, environmental and social needs, allowing prosperity for now and future generations.
2. To use environmental management tools that help to improve the quality of environment,
3. To assess local vulnerabilities with respect to climate, natural disasters and to achieve sustainable developmental needs.
4. To create awareness among the students about the relationship between Man and Environment, and its components.
5. To examine variety of environmental challenges and issues at every level of human life.

Outcomes:

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

- CO1. Understand the concept and role of environment in human life
- CO2. Protect, preserve and participate in environmental movements for sustainability.
- CO3. Explore the different dimensions to address the environmental challenges.
- CO4. Analyse the causes and effects of ‘environmental degradation’ and ‘resource depletion’
- CO5. Relate environmental issues to the larger context of sustainable development.

| Module I: | Emergence of Sustainable Development: | (12Hours) |
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| | <p>Chapter 1 : Principles of Sustainable Development</p> <p>Chapter 2: History and emergence of the concept of Sustainable Development, Definitions</p> <p>Chapter 3: Environmental issues and crisis, Resource degradation,</p> | |

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| | greenhouse gases, desertification, social insecurity, Chapter 4: Industrialization, Globalization and Environment. | |
| Module II: | Ecosystem & Sustainability: (11 Hours) | |
| | Chapter 5: Fundamentals of ecology, Types of ecosystems & interrelationships Chapter 6: Factors influencing sustainability of ecosystems, Ecosystem restoration - developmental needs. | |
| Module III: | Environment and Sustainability | (11 Hours) |
| | Chapter 7: Introduction to sustainability & its factors Chapter 8: Requirements for sustainability: food security and agriculture, renewable resources - water and energy, non-renewable resources. | |
| Module IV: | Dimensions to Sustainable Development | (13 Hours) |
| | Chapter 9: Society, Environment, Culture and economy; Chapter 10: Current challenges - natural, political, socio-economic imbalance, Sustainable development initiatives in India | |
| Module V | Sustainable development –Policies and Programmes (11 Hours) | |
| | Chapter 11 : Socio-economic policies for sustainable development Chapter 12: Strategies for implementing eco-development programmes. | |

Reading List:

1. Our Common Journey: A Transition Toward Sustainability. National Academy Press, Washington D.C. Soubbotina, T. P. 2004.
2. Elliott, Jennifer. 2012. An Introduction to Sustainable Development. 4th Ed. Routledge, London.
3. Rogers, Peter P., Kazi F. Jalal, and John A. Boyd. "An introduction to sustainable development." (2012).
4. Sachs, J. D. 2015. The Age of Sustainable Development. Columbia University Press, New York.
5. Soubbotina, Tatyana P. 2004. Beyond Economic Growth: An Introduction to Sustainable Development. WBI learning resources series. Washington DC ; World Bank.
6. Kerr, Julie. Introduction to energy and climate: Developing a sustainable environment. CRC Press, 2017.
7. Saito, Osamu. Sharing Ecosystem Services. Springer Singapore, 2020.
8. Nhamo, Godwell, and Vuyo Mjimba. Sustainable Development Goals and institutions of higher education. Springer, 2020.
9. Munshi, India, "Environment in Sociological Theory" Sociological Bulletin, Vol.49 No.2, 2000.
10. Madan Mohan, Ecology & Development: Rawat, Jaipur, 2000.

11. State of India's Environment, 1985, Report of Centre for Science & Environment

M.A. Sociology: Semester IV

Course: **Education and Modern Society**

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|---------------------------------------------------|--------------------------------------|
| Course Title: Education and Modern Society | Course Code: 21SOC4E3LC |
| 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 designed to contextualize the study of modern education within the discipline of sociology. It begins with a discussion of the major theoretical perspectives and the contributions of sociologists which have left their mark in the study of education and society. It assumes a basic knowledge of sociological concepts and theories. The first part acquaints the students with major concepts, theoretical approaches and development of sociology of education. It also focuses on some important aspects which are salient in any discussion of the interface between education and society. The second part shifts to the Indian situation. Beginning with a historical perspective, it moves to the contemporary situation. It carries forward the discussion of the some dimensions/themes from the first part and embeds them in the Indian context.

Objectives:

1. Get to know the meaning and the relationship between education and society
2. To understand theoretical perspectives of sociology of education, agencies of education, and the situated contexts of knowledge production.
3. To trace the expansion and growth of education, barriers to education in India.
4. To examine the philosophy of education.
5. To identify the causes and challenges of modern education and how it channelizes to social mobility.

Outcomes:

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

1. Learn various perspectives of education through the learning contributions of both Indian and western thinkers.
2. Develop academic interest by knowing the contribution of education in nation building and minimizing educational inequalities which persist in the society.
3. Explore the linkages of social structure and culture with educational institutions in Indian context
4. Get to know the education policies and constitution provisions that help students for their higher education.
5. Aware about problems and challenges faceted by Indian society in educational enrichment.

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| Module I: | Introduction to Education and Society: | (13 Hours) |
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| | Chapter 1: The nature, scope and importance of Sociology of Education Chapter 2: Theoretical framework about the relationship between Education and Society | |
| Module II: | New Developments in Sociology of Education | (12 Hours) |
| | Chapter 3: Theoretical Approaches and Contributions in Sociology of Education- Parsons, Gramsci, Bourdieu Chapter 4: Philosophy of Education – J Dewey, Paulo Freire, Ivan Illich, John Holt. | |
| Module III: | Agencies of Education: | (10 Hours) |
| | Chapter 5: Formal Agencies: Family, Peer group Chapter 6: School, Mass media | |
| Module IV: | Education, Stratification and Mobility: | (12 Hours) |
| | Chapter 7: Factors affecting academic opportunity & achievement: Caste, Class and Region Chapter 8: Education as a channel of Social Mobility Chapter 9: Problems of Education of Women, Dalits and Neo-literates | |
| Module V: | Educational System in India: | (11 Hours) |
| | Chapter 10: Education: Expansion and Growth Chapter 11: Constitutional Provisions and Educational Policies in India Chapter 12: Universalization of Elementary Education. | |

Reading List:

- Amirk, Singh and Philip.G. Altabach (ed.) The Higher Learning in India.
- Banks, Olive, 1971, Sociology of Education, (2nd ed.). London: Batsford.
- Craft, Maurice(ed), 1970, Family and Education: A Reader. London: Longman.
- Channa, Karuna: Interrogating Women's Education, Jaipur and New Delhi, Rawat Publications, 2001.
- Gore, M.S.(ed), 1975, Papers on the Sociology of Education in India. NCERT: New Delhi.
- Jayaram. N. 1990, Sociology of Education in India. Rawat Publication: Jaipur.
- Jerome Karabel and H.Halsey. Power and Ideology in Education. 1977. Oxford University Press.
- Morris, Iror: The Sociology of Education, Allan and Unwin, 1978
- Tayler, William, 1977, The Sociology of Educational Inequalities. Methuen: London.
- Ramachandran, V. 2004. Gender and Social Equity in Primary Education, Sage Publication.

M. A. Sociology: Semester IV

Course: Social Welfare in India

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|-----------------------------|--------------------------------|-----------------------|-------------------|
| Course Title: | Social Welfare in India | Course Code: | 21SOC4E4LA |
| 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 paper is to understand the social welfare and service, social welfare administration in India. The paper studies in detail about the structure and functions of welfare organization. Social welfare pertaining to marginalized and vulnerable groups, India's major welfare programmes. This course elaborates in detail about problems and challenges faced by NGOs in India

Objectives:

1. To develop an understanding of basic concepts and Administration in Social Welfare
2. To expose the ability to apply the basic principles of Social Welfare
3. To develop an understanding of the organisation as a system.
4. To examine the welfare programs of marginalized and weaker sections.
5. To know the strategies in formation of NGOs in India, and examine its present status.

Outcomes:

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

1. Acquaint the concept and organization of social welfare.
2. Learn about registration process and legal provisions for establishment of NGO's
3. Examine different schemes of social welfare for marginalized groups in India.
4. Aware about India's Major Welfare Programmes.
5. Understand major problems and challenges faced by NGOs in India.

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| Module I: | Social Welfare | (10Hours) |
| | Chapter 1: Social Welfare and Social Service, Social Welfare Administration. Chapter 2: Principles of Social Welfare, Functions of Social Welfare. | |
| Module II: | Registration of Welfare Organization | (13 Hours) |

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| | Chapter 3: Provisions for various forms of Registration of Welfare Organisation / NGOs: Indian Trust Act 1882/ Society Registration act 1860/Company Act 1956. Chapter 4: Conditions and Procedures required for Registration of NGOs under Registration of Societies Act 1860. Administration of Registered Welfare Agencies: Role and Functions of General body, Role and Responsibilities and Functions of Office bearer. | |
| Module III: | Social Welfare – Marginalised and Vulnerable sections | (11 Hours) |
| | Chapter 5: Scheduled Class welfare, Scheduled Tribe Welfare, Backwards Classes, Minority Welfare, Differently-abled welfare, Women and Child Development, Senior Citizen Welfare, Chapter 6: Unorganized Sector, Rural Poverty Alleviation, Urban Poverty Alleviation. | |
| Module IV: | India's Major Welfare Programmes | (13 Hours) |
| | Chapter 7: Ayushman Bharat, Food Subsidy and the National Food Security Act, al Jeevan Mission (JJM), Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS). Chapter 8: National Health Mission (NHM), Pradhan Mantri Awaas Yojana – Gramin (PMAY – G) | |
| Module V: | Problems of NGOs | (11 Hours) |
| | Chapter 9: Nature of programmes of NGOs, General and Specific Problems of Non-Governmental Organisations (NGOs), Remedial measures. | |

Reading List:

- Chowdry, Paul D. Social Welfare Administration. New Delhi: Atma Ram and Sons, 1990.
- Dhama, O.P. Extension and Rural Welfare. Agra: Ram Prasad & Sons, 1986.
- Dubey, S.N. Social Welfare Policy and Social Welfare Service. Bombay: Tata Institute of Social Sciences, 1972.
- John, Ray. Executive Responsibilities. New York: Association Press, 1954.
- Mazumdar, Ammu Menon. Social Welfare in India. Bombay: Asian Publishing House, 1964.
- Ranjana, Devi. Social Welfare: Concepts and Theory. New Delhi: Omega Publications, 2009.
- Rameshwari, Devi and Ravi Prakash. Social Work and Social Welfare Administration: Methods and Practices. Jaipur: Mangal Deep Publication, 1998.
- Young, P.V. Mastering Social Welfare. London: Macmillan Press, 1998.

M.A. Sociology: Semester IV

Course: Sociology of Ethnic Groups

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|-------------------------------------------------|--------------------------------------|
| Course Title: Sociology of Ethnic Groups | Course Code: 21SOC4E4LB |
| 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:

India is a large and highly diverse country. Indian society is composed of many different ethnic groups, each of which have their own unique customs. An ethnicity, or an ethnic group, is a group of people with a common identity based on shared cultural features, such as language, religion, customs, traditions, ancestry, and history. The most common basis of ethnicity is language. Ethnicity is different from **race**, which is defined as a group of people sharing, as perceived by society, certain common physical characteristics. At times, an ethnic group can be associated with race (as with Black Americans), but more often people sharing the same race perceive little commonality to one another primarily because ethnic groups are much more numerous than racial groups. The classification of people based on perceived physical characteristics is an inherently problematic process. This course focuses mainly on identifying features and types of ethnic groups for general awareness of students.

Objectives:

- 1. To identify and differentiating the concept of race and ethnic groups, and scope of study.**
- 2. To analyse theoretical perspectives of ethnic groups**
- 3. To introduce debates on ethnic groups: problems and challenges.**
- 4. To evaluate affirmative action of the govt. and NGOs.**
- 5. To examine and understand the change and transformation among ethnic groups.**

Outcomes:

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

- CO1 Understand sociological perspectives in the study of Ethnic and Ethnicity.
- CO2 Differentiate race and ethnic groups.
- CO3 Analyse the problems and challenges of ethnic groups of modern society.
- CO4 Evaluate the ethnic welfare programmes of the government.
- CO5 Useful for analyzing demographic study.

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| Module I: | Ethnicity: | (12 Hours) |
| | Chapter 1: The Sociological Understanding of Ethnicity Chapter 2: Meaning and Definition of Ethnic Groups Chapter 3: Racial and Ethnic Groups- main differences | |
| Module II: | Classical Sociological Theory and Ethnicity | (12Hours) |
| | Chapter 4 : Views: Durkheim, and Marx Chapter 5 : Weber and Smelser Chapter 6 : Karl Marx | |
| Module III: | Method of Approach | (10 Hours) |
| | Chapter 7: Functionalism: Ethnicity, Modernisation and Social Integration Chapter-8: Symbolic Interactionism: The Social Construction of Ethnic Group Reality Chapter 9: Sociobiology: Ethnic Groups as Extended Families. Chapter 10: Rational Choice Theory: Ethnic Group Membership as an Individual Gain | |
| Module IV: | Ethnic Conflicts in India | (13 Hours) |
| | Chapter 11: Manifestation Ethnic conflict- Inter Ethnic Conflict- Managing Ethnic Conflicts | |
| Module V: | Ethnicity and Affirmative Actions | (11 Hours) |
| | Chapter-12: Constitutional Provisions Chapter 13 : Governmental Policies and Programmes Chapter 14: NGOs in welfare of ethnic groups. | |

Reading List:

1. Ahuja R (2001) Society in India, Rawath Publication, New Delhi.
2. Bose, N.K. (1941), Hindu mode of Tribal absorption, Science and Culture vol. VII
3. Forde, G.D. (1979) (original 1934) Habitant, Economy, and Society, London, Methnen & co. Ltd.
4. Ghurye G.S., 1963. The Scheduled Tribes, Popular Prakashan, Bombay.
5. Kuppaswamy (2010) Social Change in India, Konark publishers Pvt. Ltd, New Delhi.
6. Majumdar R.C, The History and Culture of the Indian people, Bharatiya, Vidya Bhavan, Vol. III 1962.
7. Nadeem Hasnain, 2011, Tribal India, Palaka Prakashana, New Delhi.
8. Smelser N.J (Ed.) 1970, Sociology, Wiley Eastern, New Delhi.
9. Toynbee A. J. (1947), A study of History (Abridgement of vol. I-VI) New York, Oxford University, Press.
10. Vidyathri. L.P and B.K. Rai (1985), The Tribal Culture of India, concept publishing company, New Delhi.

M.A. Sociology: Semester IV

Course: Sociology of Social Movements

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|----------------------------------------------------|--------------------------------------|
| Course Title: Sociology of Social Movements | Course Code: 21SOC4E4LC |
| 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 objective of this course is to sensitize postgraduate students to the variety and dynamics of social movements and their role in social transformation. The course will hopefully enable the students to look at social movements in a sociological and comparative perspective.

Objectives:

1. To examine the origin, causes, factors led to social movements, analysing with historical background.
2. To understand different perspectives for analysing protest and social movements.
3. To analyse the historical and contemporary protests and social movements.
4. To evaluate the objectives and mode of social movements of ancient and modern.
5. To know how ideology and collective mobilization of people can bring transformations in human society.

Outcomes:

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

CO1. Distinguish the central principles of different theoretical perspectives in sociology of social movements and relate them to specific historical and empirical contexts.

CO2. Understand the dynamics and motivations of individuals and groups participating in social movements and identify reasons for their success or failure.

CO3. Define and explain the concept of a social movement.

CO4. Describe types of social movements, including identity movements, religious movements and/or issue driven movements.

CO5. Articulate the history of social movements both domestic and international.

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|------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Module I: | Meaning and Dynamics of Social Movements | (12 Hours) |
| | Chapter 1: Meaning and Types: Reform, Revival, Revolution; Chapter 2: Social Movements and Social Change; Schisms and Splits; Counter- | |

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| | Movements; Chapter 3: Leadership and Social Movements; Media and Social Movements. | |
| Module II: | Theories of Social Movements | (12 Hours) |
| | Chapter 4: Structural- Functional; Marxist; Weberian; Contemporary | |
| Module III: | Reform Movements | (10 Hours) |
| | Chapter 5: Bhakthi Movements: AryaSamaj and Brahma Samaj, PrarthanaSamaj Chapter 6: Sharana Movements 3. Sri Narayanaguru Dharma Paripalanasabha(SNDP) | |
| Module IV: | Old and New Social Movements in India | (12 Hours) |
| | Chapter 7: Nationalist Movement; Tribal Movement; Peasant Movement; Labour Movement; Ethnic movement Chapter 8: Dalit Movement; Women's Movement; Environmental Movement, LGBT Movements. | |
| Module V: | Social Movements, civil society and globalization | (12 Hours) |
| | Chapter 9: Social movement and its relationship with state and civil society (e.g. Jan Lokpal Bill), Chapter 10: Social movements and impact of globalization: Debates-end of movement and after, issues of citizenship | |

Reading List:

1. Banks, J. A. 1972. The Sociology of Social Movements. London: Macmillan.
2. Brass, T. 1995. New Farmers' Movements in India. London and Portland or Frank Cass.
3. Buchler, S. M. 2000. Social Movements in Advanced Capitalism. Oxford: Oxford University Press.
4. Dhanagare, D. N. 1983. Peasant Movements in Indian 1920-1950. New Delhi: Oxford University Press.
5. Mukherjee, P. N. 1977. 'Social Movement and Social Change: Towards a Conceptual Clarification and Theoretical Framework', Sociological Bulletin, Vol. 26, No. 1, pp. 38-59.
6. Oommen, T. K. 2004. Nation, Civil Society and Social Movements. New Delhi: Sage Publications.
7. Oomen, T. K. 1990. Protest and Change: Studies in Social Movements. New Delhi: Sage Publications.
8. Rao, M. S. A. 1979. Social Movements and Social Transformation. Delhi: Macmillan.
9. Rao, M. S. A. 1979. Social Movements in India. New Delhi: Manohar.
10. Singh, K. S. 1982. Tribal Movements in India. New Delhi: Manohar.
11. SinghaRoy, D. 2004. Peasant Movement in Post-Colonial India. New Delhi: Sage Publications.

M.A. Sociology: Semester IV

Course: **Sociology of Science**

| | |
|---------------------------------------|--------------------------------------|
| Course Title: Sociology of Science | Course Code: 21SOC4G2LA |
| 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:

Sociology is the youngest of the social sciences. Its major concern is society, and hence it is popularly known as the “science of society”. This course is intended to acquaint the students with sociology as science and the distinctiveness of its approach among the social sciences. It is to be organized in such a way that even students without any previous exposure to sociology could acquire an interest in the subject and follow it.

Objectives:

1. To understand the basic concept of science and scientific methods in Sociology.
2. To know the scope and importance of the study of Sociology.
3. To analyse people’s behavior from a sociological perspective, discovering sociological imagination among students, and apply it to a variety of social problems and situations.
4. To examine the development of sociology as a science and differentiate it from the other social sciences.
5. To understand the Research methods and tools of Sociology.

Outcomes:

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

- CO1. Explain the major methods and concepts it used in the systematic study of society.
- CO2. Describe the social structure in different societies.
- CO3. Analyse the social phenomena from sociological perspectives.
- CO4. Examine the differences between sociology and other sciences.
- CO5. Understand the origin and historical background of Sociology.

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| Module I: | Sociology and Science: | (10 Hours) |
| | Chapter 1: Science is knowledge-Classification of Science: Physical Sciences and Social Sciences Chapter 2: Emergence of Social Sciences- A Brief Historical background- A New Intellectual and Philosophical tendencies and Their Impact on the Development of | |

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| | Social Sciences. Chapter 3: Sociology as a Point of View- Is Sociology Common Sense, Sociology and Science- Sociology as a Social Science. | |
| Module II: | Nature of Sociology: | (9 Hours) |
| | Chapter 4: Nature, Subject matter, Scope of Sociology- Importance of Sociology. Chapter 5: Major Theoretical Perspectives: Functional, Structural and Conflict. Chapter 6: Sociological Perspectives: Ethno methodology, Phenomenology- Symbolic, Interactionist Perspective. | |
| Module III: | Methods of Sociology: | (9 Hours) |
| | Chapter 7: Quantitative Method: Survey method- Analytical method- Empirical method.. Chapter-8: Qualitative Method: Case Study- Observation method- Historical Method. Chapter 9: Research Tools: Interview Schedule- Questionnaire. | |

Reading List:

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

M.A. Sociology: Semester IV
Course: Contemporary Social Issues

| | |
|-------------------------------------------------|--------------------------------------|
| Course Title: Contemporary Social Issues | Course Code: 21SOC4G2LB |
| 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:

This course addresses the contemporary issues and the challenges faced by people in the present society. Every society faces a social melody 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 life situations.
2. To orient about theoretical perspectives on contemporary issues.
3. To acquire sociological understanding of current issues and problems.
4. To deal with the problems and serve as agents of social change.
5. To sensitize the students about causes, social dimensions, consequences and measures to control Social issues.

Course Outcomes:

After the completion of this course the student will be 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 inequalities at work place and in other social institutions
 CO4. Learn about changing forms of gender discrimination particularly in modern times.
 CO5. Sensitize the factors affecting national integration.

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| Module I: | Nature of Social Disorganisation: | (8 Hours) |
| | Chapter 1: Meaning and Characteristics of Social Disorganization Chapter 2: Causes for Social Disorganization Chapter 3: Approaches to study of Sociology of Social Disorganization | |
| Module II: | Developmental Issues: | (8 Hours) |
| | Chapter 4: Regional Disparities Chapter 5: Development Induced displacement, Ecological Degradation and Environmental Pollutions. Chapter 6: Social Unrest - Terrorism, Naxalism, Communalism and Corruption | |

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| Module III: | Social Issues: | (12 Hours) |
| | Chapter 7: Female Feticide, Honor Killing – causes and consequences Chapter-8: Domestic Violence, Juvenile Delinquency and Causes. Chapter 9: Gender Discrimination, alcoholism and Drug Addiction, Cyber crime – Trends and patterns | |

Reading List:

1. Ahuja, Ram. 2000. *Social Problems in India*, Jaipur: Rawat Publications.
2. Allen, Douglas (ed.). 1991. *Religion and Political Conflict in South Asia*, West Port Conn: Connecticut University Press.
3. Beteille, Andre. 1971. *Caste, Class and power*. Berkeley: University of California.
4. Beteille, Andre. 1974. *Social Inequality*, New Delhi: Oxford University Press.
5. Beteille, Andre. 1992. *Backward Classes in Contemporary India*. New Delhi: Oxford University Press.
6. Berreman, G.D. 1979. *Caste and Other Inequalities: Essays in Inequality*. Meerut: Folklore Institute.
7. Dube, Leela. 1997. *Women and Kinship, Comparative Perspectives on Gender*

Southern South Asia.

8. Guha, Ranjit. 1991. *Subaltern Studies*. New York: Oxford University Press.
9. Kothari, Rajani (ed.). 1973. *Caste in Indian Politics*.
10. Madan, T.N. 1991. *Religion in India*, New Delhi: Oxford University Press.
11. Kapadia, K.M. 1981. *Marriage and Family in India*. Oxford University Press.
12. Karve, Iravathi. *Kinship Organization in India*.
13. Michael. S.M. 1999. *Dalits and Modern India; visions and values*.
14. Ministry of Home Affairs. 1998. *Crime in India*. New Delhi; Government of India.
15. Rao, M.S.A.(ed). 1974. *Urban Sociology in India*. Orient Longman: New Delhi.
16. Singer, Milton & Cohen, Bernards. 1996. *Structure and change in Indian Society*. Rawat: Jaipur.

M.A. Sociology: Semester IV

Course: Society and Environment

| | |
|----------------------------------------------|--------------------------------------|
| Course Title: Society and Environment | Course Code: 21SOC4G2LC |
| 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:

The course aims to provide sociological perspective in understanding society and environment and its 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 pertainin
5. g to environmental issues
6. 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:

- CO1. Disseminate knowledge about the significance of sociology of environment.
- CO2. Understand the role of environment in human life
- CO3. Analyse the consequences of environmental issues and its effect on society.
- CO4. Protect, preserve and participate in environmental movements for sustainability.
- CO5. Explore the different dimensions to address the environmental challenges.

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| Module I: | Meaning and Emergence: | (12 Hours) |
| | Chapter 1: Man and Environment, Impact of Human Activities on Environment Chapter 2: Ecosystem: Structure and functions of ecosystem. Energy flow in an ecosystem: food chains, food-webs, and ecological succession. Chapter 3: Meaning of Environmental Sociology, Emergence of Environmental Sociology | |
| Module II: | The Concept of Environment | (09Hours) |

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| | <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: | People and Environment: | (07Hours) |
| | <p>Chapter 7: Environmental Ethics: Human Valuing of Natural environment, throwaway society ethics, duties to eco-system,</p> <p>Chapter 8: Law and environmental protection movements in India (Chipko , Narmada, Bhopal Gas Tragedy, Appiko movement)</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 Brutland Report, New Delhi
3. Michael Redcliff 1984 Development and the environmental crisis, mehewm co.ltd. New York
4. Sharma S.L 1994 Perspectives on Sustainable development: possibilities Constraints and planning's issues, TeclO1ology 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 IV

Course: Research Methodology

| | |
|-------------------------------------------|--------------------------------------|
| Course Title: Research Methodology | Course Code: 21SOC4S3LT |
| Total Contact Hours: 29 | Course Credits: 02 |
| Formative Assessment Marks: 20 | Duration of ESA/Exam: 2 Hours |
| Summative Assessment Marks: 30 | Total Marks: 50 |

Introduction:

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

Objectives:

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

Outcomes:

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

CO1: Articulate the basic tenets of the quantitative & qualitative methods used in social research.

CO2. Develop testable hypotheses derived from a theory.

CO3. Identify and apply various research designs in new situations.

CO4. Apply various research methods to answer sociological questions.

CO5. Use statistical software (SPSS) to analyze data and Interpret and draw conclusions from descriptive and inferential statistical analyses.

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| Module I: | Introduction to Research: | (9 Hours) |
| | <p>Chapter 1: Nature and Importance of Research- Aims, Objectives and Principles: Fundamental Research vs. Applied Research with examples: Qualitative vs. Quantitative research: Theoretical research vs. Experimental research with examples.</p> <p>Chapter 2: Selection of a Research Problem and Sources of Literature- Journals, Conferences, Books. Types of Sources: Literature Survey engines-Scopus, Web of Science, Google Scholar, PubMed, NCBI, Scihub, etc.</p> <p>Chapter 3: How to read a paper? Science Citation Index: Citations, h-index, i10 index, impact factor.</p> | |
| Module II: | Methods of Data Collection | (9 Hours) |
| | <p>Chapter 4: Data Collection Methods- Framing a hypothesis, designed controlled experiments, Choosing the Sample- size, Sampling bias, Importance of independent replicates, conducting an experiment, Maintaining a lab-notebook to record observations: Identifying experimental errors.</p> <p>Chapter 5: Case studies on well-designed experiments vs. poorly designed experiments. Correlations vs. causation: Good Laboratory Practices (hands on activity)</p> | |
| Module III | Data Analysis (Practicals) | (10 Hours) |
| | <p>Chapter 6: Data Presentation and Writing: Technical Presentation, Technical Writing, Formatting citations, MS Excel for plotting the data (pie chart, plots, bar charts)</p> <p>Chapter 7: Analysis using Software Tools: Descriptive Statistics: Mean, Standard deviation, variance, Plotting data and understanding error- bars; Curve Fitting: Correlation and Regression: Distributions: normal Distribution, Gaussian distribution, skewed distributions; Inferential Statistics; Hypothesis Testing and understanding p-value: Parametric tests: Student's t-test, ANOVA: Tests to analyse categorical data: Chi-square test.</p> | |

Reading List:

1. C.R. Kothari, Research Methodology: Methods and Techniques. II Ed. New Age International Publishers. 2009.
2. Shanthibhushan Mishra. Shashi Alok. Handbook of Research Methodology. I Ed. 2017. Educreation Publishers.
3. Basic Statistical Tools in Research and Data Analysis (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5037948/>)
4. Introduction to Statistical methods with MATLAB (MATLAB and Simulink Training) (mathworks.com)

M.A. Sociology: Semester IV

Course: **Research Project**

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|---------------------------------------|--------------------------------------|
| Course Title: Research Project | Course Code: 21SOC4C1R |
| Total Contact Hours: 60 | Course Credits: 04 |
| Formative Assessment Marks: 40 | Duration of ESA/Exam: 4 Hours |
| Summative Assessment Marks: 60 | Total Marks: 100 |

Introduction:

Research skills are very important for sociological analysis. Through this course, in addition to the theoretical input, an opportunity is given to the students to acquire research skills by undertaking a research project as a part of the academic activity. Students will be able to apply sociological theories to comprehend and solve various social issues. To learn the skills of research methods, techniques and tools in handling various fields of research that helps them to conduct more and more researches in the coming future.

Objectives:

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

Outcomes:

1. Develop the ability to conceptualize, formulate and conduct simple research projects.
2. Learn to assess the research studies and findings.
3. Develop the skills for library work and documentation for research.
4. Develop favorable attitudes for the integration of research and theory.
5. Develop logical thinking and critical analysis.

Guideline for Research Project:

1. A Student shall select the research topic in the third semester itself in consultation with the faculty member assigned as in-charge or guide for Research Project Course and report the same to the Head of the Department/College Principal in writing.

2. The topic of such research project shall be relevant to sociology course on the whole.
3. The topic of such research project shall be finalized only after the Department/College approves the same.
4. The tools of data collection should be finalized and data collection shall be completed by the mid of the fourth semester.
5. The student has to submit two bound copies of Research Dissertation to the Head of the Department/College Principal on or before the last working day of the IV semester in a prescribed format.
6. Each student shall be compulsorily supervised in the Research Project by a faculty member, preferably who has PhD research degree in sociology and is a full-time teaching faculty in the department/college. The supervisor will guide the student in methodology and the course of the study.
7. The list of such eligible faculty members in the Department/College is prepared and approved by the BOS in Sociology.
8. The allotment of the students to a faculty for supervision shall be done by the Department Council.
9. Periodic individual conference, related to Research Project of each student, shall be conducted by the supervisor.

10. Each student shall be required to take part in Class Room Presentations in the context of Research Project. Assignments regarding such presentations (colloquium) shall be related to the research methodology and tools of research being developed by the student.
11. The student's performance in such assignments is considered in assigning the Internal Assessment marks allocated for Research Project.
12. The type of research project (qualitative, quantitative or combined) should be based on the consensual decision of both the student and the supervisor.
13. The sample size for quantitative research shall not be less than 50 respondents; and minimum of 10 cases if it is qualitative.
14. Not less than 4 class hours per week or 60 hours in 4th semester shall be spent by the student for such Research Project.
15. A total of 4 Credits shall be allocated to the Research Project Course.
16. The project course will be evaluated on the basis of the dissertation and the continuous internal assessment. (Dissertation 70 + Viva-voce 30 = Total 100).
17. A certificate from the Institution/ Industry/ Panchayath/ hospital / agency should be enclosed with the research report if the project fieldwork is done in such institution.
18. Plagiarism should be avoided and the Department/college should check the project report for plagiarism.
19. On time submission of the dissertation is mandatory.

General Guidelines:

- A.** Nature of project work: The student will have to identify a problem that matches the student's area of specialization. Students are expected to identify, study a problem area and provide suggestions to overcome the problems.
- B.** No two students of the department/college shall work on the same problem in the same organization.
- C.** Maximum of TWO [02] students of different college can work in the same organization with different topics.
- D.** Duration of project work: The project work shall be for a period of ONE SEMESTER. Students are expected to take up the preliminary work such as identifying the problem, finalization of topic and review of literature during the 3rd semester and start the Pre- project work.

- E.** Guide: Internal guide of the project work is a full-time faculty member working in Sociology department of the VSKU/affiliated colleges where Master of Arts in Sociology program offered. External guide is from the Sociology/ NGOs where the student is carrying out his/her project work. Internal guide is expected to be in continuous interaction with external guide during the course of the work. The student must get the contact details of external guide and ensure both the external guide and internal guide in network.
- F.** Schedule to be followed before commencement of Project work [During III semester of the Master of Arts in Sociology Program]

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

Structure of Synopsis

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

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

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

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

G. Format of the Internship report:

- a. The report shall be prepared using a MS Word processor with Times New Roman font sized 12, on a page layout of A4 size with 1” margin on all three sides and left with 1.5”, double line spacing and only front side print, [no back-to-back print]. The report may not exceed 85 pages.

H. Submission of report:

- a) Students should submit the report in Hard bound “Navy Blue” color with Golden Embossing or screen-printing.
- b) Students should also submit the report in electronic form [CD].
- c) Only, in PDF file to the department and colleges where Master of Arts in Sociology program offered. Colleges in turn shall submit all the reports and CDs of their students along with a consolidated master list with university registration number], Name of the student, and Title of the report to the Chairman, PG-Department of Sociology, VSKUB before the commencement of the theory examinations.

I. Publication of research findings:

- a) Students expected to present their research findings in seminars/conferences/technical events/fests or publish their research work in journals in association with their internal guide of the department with VSKU Bellary affiliation as a tag. Appropriate weightage should be given to this in the internal evaluation of the project report.

J. Evaluation:

- a) The project report of a candidate shall be assessed for maximum of 100 marks [consisting of 70 marks for report evaluation by the internal and external guide and 30 marks for viva-voce examination.
- b) There shall be double valuation; one by internal guide and second by external guide for a maximum of SEVENTY (70) marks based on parameters specified by BOS in Sociology.
- c) Internal Evaluation: The internal guide shall evaluate the report for a maximum of SEVENTY (70) marks based on parameters specified by BOS in Sociology.
- d) External Evaluation: An associate professor or professor level faculty member of other university shall do external evaluation for maximum of SEVENTY (70) marks.
- e) The average of internal and external shall be arrived to award final marks for a maximum of SEVENTY (70) marks based on parameters specified by BOS in Sociology.
- f) Viva-voce/Presentation: A viva-voce examination will be conducted for thirty [30] marks at the PG-Department of Sociology, VSKU, Bellary and each student is expected to give a presentation of his/her work.
- g) The Chairman of the department and an expert appointed by the BOE chairman shall conduct the viva-voce examination.
- h) The Candidate who fails to attend and/or fulfil the requirements of the course shall not be eligible and he/she shall re-register for the course when offered.

K. Marks allocation for Internship report:

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

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

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

