VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BALLARI

2024

SYLLABUS

Department of Studies in Sociology

MASTER OF ARTS

(I to IV Semester)

Choice Based Credit System

With effect from 2024-25

VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY

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

MA-Department of Studies in Sociology

Without Practical

I-SEMESTER

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

II-SEMESTER

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

III-SEMESTER

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

IV-SEMESTER

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
FOURTH	DSC14	24SOC4C14L	Social Gerontology	30	70	100	4	-	-	4	3
	DSC15	24SOC4C15L	Sociology of Media	30	70	100	4	-	-	4	3
	DSE3	24SOC4E3L	1. Social Change and Development in India 2. Environment and Sustainable Development 3. Education and Modern Society	30	70	100	4	-	-	4	3
	DSE4	24SOC4E4L	1. Social Welfare in India 2. Sociology of Tribes 3. Sociology of Social Movements	30	70	100	4	-	-	4	3
	GEC2	24SOC4G2L	1. Sociology of Science	10	40	50	2	-	-	2	1

		2. Contemporary Social Issues 3. Society and Environment							
SEC3	24SOC4S3LT	Personality Development and Leadership Skills	20	30	50	L-1 & T-1		2	1
Project	24SOC4C1R	Research Project	30	70	100	-	8	4	4
Total Marks for IV Semester					**600**			**24**	

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

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

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

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

Subject Code Description:

24 – Year of Establishment
KAN – Program Code (here it is Kannada)
1/2/3/4 – Semester
C1/S1/G1/E1 – Course subject 1/SEC1/GEC1/DSE1
L –Lecture
T – Tutorial
P –Practical
R – Research Project

Department of Studies in Sociology

Preface:

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

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

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

Preamble

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

Programme Learning Objectives:

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

Program Outcomes:

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

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

Programme Specific Outcomes:

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

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

Program Articulation Matrix:

Pedagogy for student engagement is predominantly lectures. However, other pedagogies enhancing better student engagement to be recommended for each course. The list includes active learning/ course projects/ problem or project based learning/ case studies/self-study like seminar, term paper or MOOC

$ Every course needs to include assessment for higher order thinking skills (Applying/ Analyzing/ Evaluating/ Creating). However, this column may contain alternate assessment methods that help formative assessment (i.e. assessment forlearning)

Course Name: Sociological Theories

Course Title: **Sociological Theories**	Course Code: **24SOC1C1L**
Total Contact Hours: **56**	Course Credits: **04**
Formative Assessment Marks: **30**	Duration of ESA/Exam: **3 Hours**
Summative Assessment Marks: **70**	Total Marks: **100**

Introduction:

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

Objectives:

The course intends;

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

Course Outcomes:

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

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

Module I: Nature of Sociological Theorizing   **12Hours**
      a. Elements of Theory, Levels of Theorization
      b.Structural approach of A.R. Brown, S.F. Nadel and Levi-Strauss
Module II: Structural Functional School   **11Hours**
      a. History of Development of Functionalism
      b.Talcott Parsons
        Structure of Social Action, Theory of Social System,Pattern Variables, Functional Pre-requisites
      c. Robert K. Merton
        Theories of Middle Range, Paradigm for Functional analysis, Social Structure and Anomie,
        Reference Group Theory
ModuleIII: Conflict School   **11Hours**
      a.Contributions of Karl Marx
        Dialectical Materialism, Historical Materialism Class and Class conflict, Theory of surplus value
        Alienation
      b. Contributions of Ralf Dahrendrof and L.A. Coser
      c. Contributions of C.W. Mills and Randall Collins
Module IV: Symbolic Interactionism   **11Hours**
      a.Emergence of Symbolic Interactionism
      b.Contributions of G. H. Mead and C.H. Cooley
      c.Contributions of Herbert Blumer
Module V:Differing Perspective   **11Hours**
      a.Vilfredo Pareto
      Logical and Non Logical Actions, Residues and Derivations, Theory of Circulation of Elites.
      b. Pitrim Sorokin: Theory of Socio –cultural change,Social Mobility.

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- Ritzer George, Classical Sociological Theory, Migro Hill New York. 2000.
- Talcott Parsons the Social System, Am rind Publishing, New Delhi, 1972.
- Timasheff. N. &G.Theodorson: Sociological Theory, Random House, New York,1976.
- Turner, Jonathan H, 2007. The Structure of Sociological Theory (IV Edition)Rawat Publication, Jaipur.

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M.A. Sociology: Semester I
Course Name: **Polity and Society**

Course Title: **Polity and Society**		Course Code: **24SOC1C2L**	
Total Contact Hours:	**56**	Course Credits:	**04**
Formative Assessment Marks:	**30**	Duration of ESA/Exam: **3 Hours**	
Summative Assessment Marks:	**70**	Total Marks:	**100**

Introduction:

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

Objectives:

The major objectives of teaching this course are:
- To acquaint the students with the nature and functioning of political system(s), and the political processes.
- To generate in the minds of students an awareness of their status and role as citizens of the state.
- To make the students aware of the prerequisites of sound democratic political system and its vulnerability.
- To study the relationship between polity and society
- To study the various approaches to study the State and understand the contemporary Socio-Political challenges in India.

Course Outcomes (Cos):

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

Module I: Introduction   **11Hours**
      a.Concept and definition of Polity and Society
      b. Nature and scope of Society and Politics
      c. Approaches to the study of Politics
      d. Politics systems and other social systems.
Module II: Civil Society and Citizenship   **11Hours**

a.Relation of Civil Society to state
　　　b.Citizenship as a characteristic of civil society.
　　　c.How citizenship is acquired and denied
　　　d. Religion Ethnicity and Politics: Commission and Secularism Ethnolinguist

Module III: Some Basic Concepts   **11Hours**
　　　a.Bureaucracy: Marx, Weber and Merton
　　　b.Power, Authority, Legitimacy, Violence, State
　　　c.Social Ethics and Politics: Social Discrimination, Poverty and Hunger, Values of Secularism
　　　d. Language discourse as a political (Power) discourse, Ethnic assertion and National Unity.

Module IV: Issues in State Politics   **12Hours**
　　　a.Coalition Politics
　　　b. Interest group and Pressure Groups
　　　c.Marginalisation and Social Exclusion: Women, Dalit, Adivasi and Environmental   Movements
　　　d.Role of media in Modern Political Era

Module V: Disquieting Trends in Politics   **11Hours**
　　　a.Communalism/ Casteism
　　　b. Mafia Politics
　　　c. Corruption
　　　d.Propangonda and Public Opinion

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References:

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* Barrington, Moore Jr. 1958. *Political Power and Social Theory*. Cambridge: Cambridge University Press.
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* Bottoinore, Tom. Political Sociology. London: Hutchinson, I979 (especially the Introduction and chapters 1, 2 & 5)
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M.A. Sociology: Semester I
Course Name: **Sociology of Health and Wellness**

Course Title: **Sociology of Health and Wellness**	Course Code: **24SOC1C3L**
Total Contact Hours: **56**	Course Credits: **04**
Formative Assessment Marks: **30**	Duration of ESA/Exam: **3 Hours**
Summative Assessment Marks: **70**	Total Marks: **100**

Introduction:

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

Objectives:

- To introduce the student the concept of health and to impress that healthis primarily a social component.
- To understand that health is one of the basic rights of every citizen
- To assess the inter-relationship between society and health
- To examine the problems of health in India.
- To understand the relationship between political economy and health.

Course Learning Outcomes:

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

COs	Statement
CO1	Apply key sociological concepts to explain the social distribution of health, healthcare, and disease.
CO2	Will be able to analyze disease and illness experiences using a variety of social theories.
CO3	Evaluate the impact of biomedicine on experiences of different life stages.
CO4	Communicate the sociological analysis of healthcare and health conditions to non-sociological audiences; and reflect on and discuss their learning in relation to the content of the course.
CO5	Students will be able to understand the health conditions of weaker sections of the society.

Module I: Introduction   **12Hours**

    a.Nature and Scope - Emergence and Development of Sociology of Health

    b.Concept of Health, medicine, disease, illness and sickness

    c.Health and its Relationship with other Social Institutions

    d.Sociology of Medicine and Sociology in Medicine

Module II:Social Epidemiology   **11Hours**

    a.Vital and Public Health Concepts

    b. Social components in Therapy and Rehabilitation

    c. Recent trends in Diseases

    d.HIV/AIDS and Communicable Diseases

Module III: Wellness and Health System   **12Hours**

    a.Wellness and quality of life-their interactions

    b. Health system in India-AYUSH

    c. Health, food and environment.

    d. Financing of Health care- Health insurance and discount on medicine.

Module IV: Hospital, Physician and Patient   **10Hours**

    a.Hospital-Types, Functions, Interpersonal relations

    b.The Physician- Professionalization, Socialization of the physician, Doctor Patient Relationship

    c.Nursing as an Emerging Para Medical Profession

    d.Sick role, Patient role, Labeling theory, Health seeking Behaviour

Module V: Health Care Services and Health Awareness in India   **11Hours**

    a.State, Market, Community and Family in health and medicine

    b.Health care disparities in Karnataka: With Special Reference to Kalyana Karnataka Region

    c.National Health Policy : A Critical Analysis and NGOs

    d.Implementation and Utilization of health programs in rural, tribal and urban communities.

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References:

- Albert. Gary L and R. Fitzpatrick (1994) **Quality of life in Health Care**: Advances in Medical Sociology, Mumbai L Jai Press.
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M.A. Sociology: Semester I
Course Name: **Crime and Society**

Course Title: **Crime and Society**		Course Code: **24SOC1C4L**	
Total Contact Hours:	**56**	Course Credits:	**04**
Formative Assessment Marks:	**30**	Duration of ESA/Exam: **3 Hours**	
Summative Assessment Marks:	**70**	Total Marks:	**100**

Introduction:

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

Objectives:

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

Course Outcomes:

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

Module I: Introduction   **12Hours**
     a. Conception of Crime, Deviance and Social norms.
     b. Nature and Scope and Importance of crime and society
     c. Crime and Its Characteristics
     d.Causes and Types of Crime

Module II: Theoretical Perspectives   **12Hours**
     a.Anomic Theory (Emile Durkheim, R.K.Merton)
     b. Differential Association Theory (Sutherland)
     c.Labelling Theory (Becker)
     d.The Interactionist Approach (Edwin M. Lemert, Howard S. Hocker)

Module III:Changing Profile of Crime   **11Hours**
     a.Organised crimes, terrorism
     b.White collar crime
     c.Crimes against women
     d.Victimless Crime

Module IV: Juvenile Delinquency   **10Hours**
     a.Meaning, Characteristics and Causes
     b.Extent of Juvenile Delinquency in India
     c.Legislative Measures
     d.Rehabilitation – Juvenile home, Children's home, Observation home

Module V: Correction Methods   **11Hours**
     a.Meaning and significance of correction
     b. preventive and reformative methods of Correction
     c. Judicial custody and prision system
     d. Community based correction- probation and parole

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Course Title: **Sociology of Science and Technology**	Course Code: **24SOC1C5L**
Total Contact Hours: **56**	Course Credits: **04**
Formative Assessment Marks: **30**	Duration of ESA/Exam: **3 Hours**
Summative Assessment Marks: **70**	Total Marks: **100**

Introduction:

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

Objectives:

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

Course Outcomes:

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

Module I: Introduction   **12Hours**

       a.The Emergence ,Scope and Importance of Sociology of Science and Technology
       b.Concept of Society, Science and technology
       c. Norms of Science
       d.The culture of Science :Scientific temperament.

Module II:Emergence of Science and Technology   **11 Hours**

       a.Origin and Development of Science and technology
       b.Nature of Science and Technology Education in India
       c.Pure v/s Applied Sciences in India
       d.Society, Science and Technology in India today.

Module III: SocialOrganizationofScience   **11 Hours**

       a.The Science Policy in India
       b.Social organization of Science in India
       c. R and D Culture in India
       d.Contributions of Indian Scientists in Science and Technology

Module IV: Science Education   **11 Hours**

       a.Science education in India today
       b.Role of Universities in Development of Science and Technology
       c.Relationship between Science and Industry
       d. Challenges of Science education in India

Module V: Indian Science and Technology in Global Situation   **11 Hours**

       a.Impact of LPG on Indian Science and Technology
       b.WTO and IPR and Indian Science and Technology
       c. Role of MNCs in Indian Industry
       d.Political Economy of Science and Technology in India

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Course Title:	**NGO and Society**	Course Code:	**24SOC1S1LT**
Total Contact Hours:	**28**	Course Credits:	**02**
Formative Assessment Marks:	**20**	Duration of ESA/Exam:	**3 Hours**
Summative Assessment Marks:	**30**	Total Marks=	**50**

Introduction:

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

Objectives:

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

Course Outcomes:

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

Module I: Introduction   **9 Hours**

      a.Non-Governmental organization: Meanings, Definitions, Characteristics, Objectives and Types,

     b.Relevance and importance of voluntary agencies,

    c.Genesis and development, present status of NGOs and their role in Social upliftment

    d.**(Hands on sessions)** Issues and Challenges of NGOs- Poverty reduction,

    Child Welfare and Women Empowerment

Module II: Management of NGOs   **10 Hours**

     a.**Planning Process- Steps for the Establishment of NGOs**

     (**Hands on sessions**)1.Rapid Appraisal, 2. Need Assessment, 3. Framing Objectives of NGOs, 4. Registration of NGO, 5.Proposal Writing, 6.Fund Raising, 7.Rapport building, 8. Personnel skills required for administration/ management.

     b.**Social Skills for Students**: **(Hands on sessions)** 1. Leadership, 2.Optimism, 3.Grit, 4. Resilience in the face of adversities, obstacles, challenges and failures. 5. Creativity and Innovation, 6. Empathy, 7. Emotional and Social intelligence etc

Module III: Evaluation of Programmes   **9 Hours**

     a.Evaluation of development programmes: Relevance, needed measures.

    b. Implementation of government programmes through various functionaries. And their challenges of evaluations.

    c. Steps to be followed in monitoring and evaluation, Relevance of research methods in evaluation Process.

    d.**(Hands on sessions):**Measuring rods for Programme Evaluation: human Development index, Community Score Card, Social audit.

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References:

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2. Gopalkrishnan, P. (1993). Text book of project management.MacMillan and V. E. RammurthiIndu.Ltd.

3. Goudman, J. (2000). Integrated project planning and management cycle. Ralph Ngalala Love East West Centre, Hawai.

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MA Sociology: Semester I
Course Name: Crime and Society

Course Title:	**Crime and Society**	Course Code:	**24SOC1C1T**
Total Contact Hours:	**28**	Course Credits:	**02**
Formative Assessment Marks:	**20**	Duration of ESA/Exam:	**3 Hours**
Summative Assessment Marks:	**30**	Total Marks=	**50**

Introduction:

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

Objectives:

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

Course Outcomes:

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

Module I: Crime and Adult Offenders   **09 Hours**
    a.**Crime:** Extent of Crime in India- Extent of Juvenile Delinquency in India- Children Acts in different States and Cases registered- Developments during Five Year Plans
    b.**Adult Offenders**: Extent of Adult offenders in India- Treatment of adult Offenders- The Prisons Act 1894- Working of Probation and Probation Acts in India.

Module II:Social Vices   **10 Hours**
    a.**Alcoholism and Drug Addiction :**History of Drinking in India-Progress after Independence-Extent of Drug Addiction-Opium- Charas- Ganja and Bhang
    b.**Violence Against Women**:Violence: Nature, types: Extent of women violence in India- Dowry, Divorce, Gender violence

Module III: Human and Road Trafficking   **09 Hours**
    a.**Human trafficking:** Nature, Causes, History of Human Trafficking in India- Extent of Human Trafficking in India- Role of Suppression of Immoral Traffic Act, 1956 and Prevention of Immoral Traffic Act 1986 – Extent of Venereal Diseases in India
    b. **Violation of Road Traffic:** Data analysis of case registered against road traffic   in Karnataka- Extent of   road trafficking.

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Course Name: **Advanced Social Theories**

Course Title: **Advanced Social Theories**	Course Code: **24SOC2C6L**
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 contemporary world is the awake of globalization is passing through dramatic changes. Traditions gradually got weakened at the hands of modernity and this paper enables the students to know the transformation of sociological theories to social theories by setting up seeing the concepts with different dimension which suits to the present scenario.

Objectives:

1. To serve in-depth introduction of Sociological theories
2. Attempt to understand and explain periodical change and transformation in human history
3. Tries to uncover certain conceptualization and assumptions about human nature, society in relation to the individual and society

Outcomes:

After the completion of this course the student will:
- To introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking
- To understand the theoretical relevance and analytical utility of the theoretical perspectives in understanding social structure and change.
- To develop the understanding of major sociological perspectives.
- To develop the analytical abilities of the students.
- To develop research orientation of the students with the understanding of major theoretical perspectives.

Module I: Introduction   **11Hours**

    a. Modernity, Meaning and Emergence

    b.Sociology of Post Modernism- Applying Postmodern Social Theory

    c.Post modern and Post–Postmodern Social Theories

Module II:Bridging Gaps in Theorizing the Social   **13Hours**

    a.Pierre Bourdieu- the theory of practice, Reflexive Sociology

    b.Anthony Giddens- Structration theory , Juggernaut of Modernity

    c.Ulrich Beck- the risk Society , Second Modernity

Module III:Post Modernism and Post Structuralism   **12Hours**

    a.Emergence of Structuralism

    b.Jacques Derrida- Logocentrism, Deconstruction

    c.Michal Foucault- Knowledge and Power relationship.

Module IV: Contemporary Theories of Modernity   **12Hours**

    a.Jean Baudrillard: Simulation Society, Consumer Society

    b.George Ritzer : McDonaldization, Americanization

    c. Zygmen T.Bauman- Modernity and the Holocaust, Liquid Modernism,

      Modernity's Unfinished Project

Module V:Neo-Scoiological Theories   **10Hours**

    a.Globalization Society

    b. From Structuralism to post Structuralism

    c. Neo- Marxist Theories- Habermas and Althusser

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Course Title: **Social Exclusion & Inclusive Policy**	Course Code: **24SOC2C7L**
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 Indian society has witnessed enormous changes in the past six decades. This course explains the concept of "social exclusion" and "social inclusion" that are most widely used by people in public domain. Social exclusion and inclusion are multi-dimensional terms and their definitions, meanings and connotations are context-dependent. Social exclusion is a dynamic process that precludes full participation in the normatively prescribed activities of a given society and denies access to information, resources, sociability, recognition, and identity, eroding self-respect and reducing capabilities to achieve personal goals. Social inclusion is understood as a process by which efforts are made to ensure equal opportunities, for all, regardless of their background, and so they can achieve their full potential in life. It is understood as a process by which societies combat poverty and social exclusion.

Objectives:

1. To Introduced the concepts of social exclusion and social Inclusion
2. To Understand Indian Society from the perspectives form the below i.e Social Exclusion and Social Inclusion.

Outcomes:

After the completion of the course the student will be familiar with;

1. The course provides an insight into the background of the concept social exclusion and Inclusive.
2. The students will see how the concept is related to various theoretical concepts of inequality, poverty and discrimination.
3. It discusses case studies relating to social exclusion with a specific focus on poverty, discrimination, deprivation and inequality.
4. It will give understanding of Social Responsibility.

Module I:Introduction   10Hours
      a.Meaning and Nature of Social Exclusive and Social Inclusive
      b.Scope and Significance of Social Exclusive and Social Inclusive.
      c.Consequences of Social Exclusion and Discrimination.
Module II: Theories of Social Exclusion   13Hours
      a.Historical **Perspective** : DD Kosambi, RomilaThapar
      b.Views of T.K.Ooman, Jyotiba Phule, RamaswamiPeriyar, Mahatma Gandhi
      c.**Subaltern Studies:** B.R.Ambedkar, RanjitGuha and David Hardiman
Module III:Forms of Social Exclusion   11Hours
      a.Forms of Social Exclusion: Religion, Race, Caste, Class
      b.Gender, Migrants and Refugees
      c.Region, Language and Ethnicity, Illness.
Module IV:Government Programmes and Schemes for Social Inclusion   13Hours
      a.Government Programmes and schemes Concerning SC/ST, Minorities and OBC
      b.Government Programmes and schemes Concerning Women
      c.Government Programmes and schemes for Environment.
Module V:Impact of Inclusive Policies   11Hours
      a.Impact of Inclusive Polices, Measurement of impact analysis
      b.Socio-Economic upliftment of backward communities, minorities, OBC and Women.
      c.Socio-Economic upliftment of Migrants and Refugees
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Course Title:**Quantitative Techniques for Sociology**	Course Code: **24SOC2C8L**
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 aims to provide exposure to the fundamentals of various quantitative research techniques and methods. It tries to build upon the basic assumptions in adopting different methodologies for different kinds of research themes. Teaching certain quantitative methods, statistical techniques to collect and analyze the data would help them to organize and analyze the information gathered by them. Learning about quantitative techniques at the post-graduate level is intended to enhance the research interests and inculcate the spirit of analysis among students who may be motivated to continue higher studies in research.

Objectives:

1. Understand some basic concepts of quantitative techniques
2. Identify appropriate statistical measures
3. Select and define appropriate quantitative methods in research
4. Indentifying and using tools of data analysis
5. To use of computers and its software packages
6. Write a research report.

Outcomes:

After the completion of the course the student will be familiar with;

1. The quantitative methods in socialresearch.
2. The statistical values of the numericaldata.
3. The methods of calculating the central tendencies of thedata.
4. The dispersion values of thedata.
5. The correlation between thevariables.
6. The use of computers in socialresearch, use of statistical software (Excel & SPSS) to analyse data.

Module I:Introduction   **10Hours**
    a.   Meaning and Definitions of Social Research
    b.   Importance of quantitative research in social sciences- Concepts, Conceptualization and
         Operationalisation
    c.   Theory and research; hypothesis, testinghypothesis

Module II:Statistical Measures   **12Hours**
    a.Central tendencies – mean, median andmode

    b.**Measures of dispersion** – inter-quartile deviation, standard deviation,mean deviation,co-efficient

    c.Co-relational **analysis** – chi-square, regression, Pearson's productmoment, Spearman's Rank
      Correlation

Module III: Methods in quantitative research   **10Hours**
    a.Social survey,sampling and its Types
    b.Questionnaire : Construction of questionnaire and its types
    c.Content analysis; structuredobservation

Module IV:Data analysis   **13 Hours**
    a.Coding, Editing and classification of data

    b.Measurement and scaling; Likert's scale and Bogardus social distance scale

    c..Presentation of data – tables, graphs anddiagrams

Module V:Use of Computers in Quantitative Social Research   **13 Hours**
    a.Use of Computers in SocialResearch
    b.Software Package for Social Research - Excel andSPSS
    c.Limitations of computer use in socialresearch

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References:

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M.A. Sociology: Semester II
Course Name: Globalization and Society

Course Title: **Globalization and Society**	Course Code: **24SOC2C9L**
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 paper aims to delineate the characteristics of and the issues relating to globalization. After an introduction to the nature and dynamics of globalization, it explains the various agencies involved in this process, examines its socio economic and cultural impact. It finally examines the Indian experience of globalization and reflects on its problems and prospects.

Objectives:

- The students can overview of the emergence of Globalization from socio- historical and political - economiccontext.
- To understand the different socio-cultural consequences ofGlobalization.
- To Know the agencies that promote theprocess
- To Understand the impacts of Globalisation on different spheres of Sociallife
- To Analyse the Indian experience of Globalisation

Outcomes:

After the completion of this course the student will:

- Person can critically think and analyze the Globalization processes as it is developing at different levels and in different institutional frames.
- Comprehension about the new forms of interconnection and interdependence in the economic as well as in the political and cultural spheres.
- Will be able to understand sociological theories in attempt to provide explanations for phenomena associated with globalisation and with its history.
- Role of migration as an important component of globalization.
- How various agencies involved in the process and how globalization process experienced in Indian context can be analyzed.

Module I:Introduction   13 Hours
     a.Meaning and Distinctive Characteristics of Globalization
     b.The Historical and Social Context of Globalization‑ Capitalism, Modernization and
       Globalization
     c.The Role of Information and Communication Technology in the process of Globalization
    d.Consequences of Globalization

Module II: Theoretical Approaches   12 Hour
     a.Roland Robertson: History of Globalisation‑ Immanuel Wallerstein
     b.ArjunAppadurai‑ Martin Albrow‑ Anthony Giddens
     c.A G Frank – Theory of Underdevelopment – Baran Lee

Module III: Agencies of Globalization   10 Hours
     a.Multi-National Corporation (MNCs)- Nation - State, Market- Non-Governmental Organization
     (NGOs)
     b. Multilateral Agencies (International Monetary Fund, World Bank, WTO)‑ Political Economy of
     Globalization

Module IV: Social Consequences of Globalization   12 Hours
     a.Inequality within and among nation state
     b.Socio-economic impact of Globalization – Market, Agriculture andEmployment
     c. Impact on Individual and Group identities – Gender, Education

Module V: Globalization and the Indian experience   10 Hours
     a..Globalization and Public Policy- Impact on family and other Social Institutions
     b.Resistance to Globalization
     c.Trends and Future Prospects of Globalisation.

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References:

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Course Title:**Sociology of Profession**	Course Code: **24SOC2C10L**
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 offers an introduction to theories and empirical studies on occupational and professions. With the increasing division of labour in modern society, professions have become dominant forces in bringing knowledge to the service of power. Using different theoretical approaches, this course examines the historical change, social structure, workplace interactions and other aspects of occupations and professions from the late nineteenth century to the age of globalization.

Objectives:

1. To introduce the students to the discipline of occupations and professions.
2. To familiarize students with the basic concepts in Sociology of Professions
3. To provide the students panoramic view of different professions and their work culture
4. To provide the basic understanding of the structure and functions of different semi professions and professions
5. To highlight about various professional issues

Outcomes:

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

1. CO1. Demonstrate competence of sociological concepts relevant to the Sociology of professions.
2. CO2. Trace the origin and history of professions from the nineteenth century to the present era.
3. CO3 Explain the Basic concepts of professions
4. CO4: Distinguish the different approaches of professions
5. CO5 Identify different issues in profession
6. CO6. Discuss the contributions of various sociologists to the study of profession
7. CO7. Describe the changes happening in various professions

Module I: Introduction   **10 Hours**
     a.Meaning, Definition and Characteristics of Professions
     b.Scope and Importance to study Sociology of Professions
     c.Theories of Professions : Structural approach, Marxist approach, and Interactionist approach of
        Professions
     d.Contributions of Indian Sociologists

Module II: Concepts and Reality   **12 Hours**
     a.Professions, Semi Professions, Definitions,Attributes and status ofSemi - professionals
     b.Distinction between Occupations and Professions
     c.Professionalization: Stages and elements of Professionalization
     d. Professionalism: Attributes of Professionalism

Module III:Social History of Professions   **12 Hours**
     a.Form Guilds to Learned Professions
     b.The Emergence of Middle Class
     c.Recent Trends in Professions

Module IV: Issues in Professions   **12 Hours**
     a.Professional Organization: Structure and Functions
     b.Professional Ethics and Commitment
     c.Professional Client Relationship

Module V: Studies on Professions And Semi- Profession   **12 Hours**
     a.Studies on Nursing and Doctors
     b.Lawyers
     c. Teachers.
     d. Professions and social change

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References:

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MA Sociology: Semester II
Course Name: Disaster Management

Course Title: **Disaster Management**		Course Code: **24SOC2S2LT**	
Total Contact Hours:	**28**	Course Credits:	**02**
Formative Assessment Marks:	**20**	Duration of ESA/Exam: **3 Hours**	
Summative Assessment Marks:	**30**	Total Marks=	**50**

Introduction:

This course gives training to students to become professionals, who are capable of meet the challenges of managing disaster through a combination of theoretical inputs and practical application in Disaster Management. Here people participate who want to make the world a better place for every individual who is suffering.

Objectives:

1. To learn the basic concepts in social crisis and disaster
2. To create awareness regarding the natural disaster and disaster management
3. Learn the causes for the natural disasters
4. Become aware of the vulnerability in times of disasters
5. Understand the preparedness in times of disasters

Course Outcomes:

COs	Statement
CO1	Demonstrate awareness regarding the natural disasters and disaster management
CO2	Define the basic concepts of disaster and disaster management
CO3	Outline the causes for the natural and manmade disasters and show preparedness in times of disasters
CO4	Gain familiarity with disaster management theory.
CO5	Demonstrate Entrepreneur attitude in times of social crisis

Module I:Introduction   **09 Hours**
      a.Emergence of study of disaster management
      b.Scope and objectives of disaster management
      c. Definition and nature of disasters,
      d.Types of disaster management-Natural and Manmade disasters.

Module II: Types Disasters-1 (**Hands on sessions**)   **10 Hours**
      a.**Epidemic: 1**. Sanitation, 2. Mask wearing, 3. Social Distance.
      b.**Pollution**: 1. Recycling of water, 2. Waste management 3. Energy conservation
        4. Pollution prevention Strategies, 5. Green Agriculture, 6. Efficient Irrigation,
        7. Organic Farming
     c.**Mining:** Mining Disaster Management Experience.

Module III:Types Disasters-2(Hands on sessions)   **09 Hours**
      a.**Global Warming**: Reduce- Reuse-Recycling.
      b.**Deforestation**: Reforestation, Aforestation
      c**.** Major Accidents: Mock drills- Fire accident, Road accident.

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References:

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- Sinha, Prabhas Chandra (ed). 2006. *Disaster Mitigation Preparedness Recovery and Response*, SBS, New Delhi
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Course Title:**Quantitative Techniques for Sociology**	Course Code: **24SOC2C2T**
Total Contact Hours: **28**	Course Credits: **02**
Formative Assessment Marks: **20**	Duration of ESA/Exam: **3 Hours**
Summative Assessment Marks: **30**	Total Marks: **50**

Introduction:

This course is an analytical study of quantitative methods and techniques in Sociology. Students will be able to learn data analytical skills. Keeping in mind all, students will be able to analyse the data from different sources by using different software tools.

Objectives:

1. To identify the appropriate quantitative tools and methods for data analysis
2. To understand the basic computer skills required for the research.

Course Outcomes:

COs	Statement
CO1	Learn about framing major quantitative methods
CO2	Able to know the tools available for data analysis and presentation.
CO3	Introduction of Computer software like Excel and SPSS
CO4	Able to understand research measuring scales.

Module I: Introduction   **7 Hours**

       a.Listing the uses of quantitative methods in Sociology
       b.Exercise on framing hypothesis
       c. Testing- Activity on framing of structured questionnaire, sampling and structured observation

Module II:Tools of Data Analysis: (Hands on sessions)   **9 Hours**

       a.**Entering of data:**Activity on preparing coding, decoding, editing, classification.
       b.**Analysis of data:**Activity by using measuring scales-Likert's scale and Bogardus social distance scale.
       c. **Presentation of data:** Activity on tabulation, graphs and diagrams

Module III: Computer Software Tools (Hands on sessions)   **12 Hours**

       a. Introduction to Software packages: Excel and SPSS
       b. Activity on report writing.

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Course Name: Social Equality and Inequality

Course Title:	**Social Equality and Inequality**	Course Code:	**24SOC3C11L**
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 no society of the world all the people are equal in all aspects. On the contrary, in all the societies' men differ from one another in many respects. Differentiation and inequality are inherent in society. The main aim of the paper is to understand the division and hierarchical ranking of people into layers associated with different degrees of command over material resources, power and prestige, sex and gender divisions upon which inequalities may be formed. To removing inequality and as a part of affirmative action government has made various provisions to safeguard the interests of the poor.

Objectives:

1. This course introduces students to Sociological Study of Social equality and Inequalities.
2. This course creates awareness of various groups and communities which have been suffering from extreme poverty, deprivation and discrimination since a long period.
3. This course also throws light on welfare measures adopted by the government for their up liftment.

Outcomes:

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

CO1. Students will learn about the concept of Social equality and Inequalities, and problems and contemporary issues related to inequalities s and its forms.

CO2. Examining forms of stratification, understanding 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. Develop a theoretical and methodological framework for analysing social inequalities.

Module I: Introduction   **10 Hours**
      a.Difference, Equality, Inequality, Hierarchy
      b.Meaning, definition and characteristics of equality and inequality
      c. Types of equality, patterns of inequality

Module II: Identities and Inequalities   **12 Hours**
      a.Caste, Race and Ethnicity
      b.Feminism and Gendered Stratification

Module III: Disability and Social Inequality   **12 Hours**
      a. Understanding disability, impairment, handicap; types of disability
      b. Approaches to disability – medical, social, rights approach
      c. Social inclusion and barrier-free society

Module IV: Gender and Stratification   **12 Hours**
      a.Sex and gender, gender inequalities in the labour market
      b. caste and its interaction with gender and research on masculinities.

Module V: Inequality and affirmative actions   **12 Hours**
      a.Constitutional Provisions
      b.Government Policies and Programmes
      c. Role of N.G.Os- Merits and Demerits of Affirmative action

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- Beteille, A. 1983. 'Introduction', in Andre Beteille (ed.): Equality and Inequality: Theory and Practice (1-27). Oxford University Press. Delhi.

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

Course Title:	**Gender and Society**	Course Code:	**24SOC3C12L**
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 paper studies and 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:

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

Outcomes:

After the completion of this course the student will:

CO1. To introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking
CO2. To understand the theoretical relevance and analytical utility of the Theoretical perspectives in understanding social structure and change.
CO3. To develop the understanding of major sociological perspectives of gender.
CO4. To develop the analytical abilities of the students.
CO5. To develop research orientation of the students with the understanding of Major theoretical perspectives.

Module I: Introduction   **11Hours**

    a. Emergence of Sociology of Gender
    b. Relevance of Sociology of Gender
    c. Gender and Sex, Gender as a Social Construct

Module II: Gender and Stratification   **13Hours**

    a.Patriarchy and Gender Socialization
    b. Gender Stereotyping
    c. Gender Inequality, Gender Justice, Gender development index(GDI)

Module III: Theoretical Perspectives   **12Hours**

    a. Concept of Feminism, Definitions, Goals, Types, Phases of feminism
    b. Liberal feminism – Equality, Rationality, Freedom – Mary Wollstonecraft
    c.Marxist feminism- Marx and Engels- Production, Reproduction, Class , Alienation ,
      Marriage and Family
    d. Radical feminism: Gender, Patriarchy, Sexuality and Violence

Module IV: Women in Indian Society   **13Hours**

    a. Economic Participation of Women – women in Organized and unorganized sectors.
    b.Political participation of women - Meaning, scope and nature of political participation of
      Women, women as voters, women as candidates, women and political parties
    c.Media presentation of women- Construction of womanhood in electronic media – portrayal
      of women in radio, television and cinema.

Module V: Empowerment of Women in India   **10Hours**

    a.Concept of Empowerment and its Importance
    b.Women development and empowerment **-** Role of Government Policies and Strategies for
      Empowerment
    c.Role of NGOs in Women's Development

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- Ahlawat, Neerja. 2002. "Empowering Women –Challenges before Women's Organizations" Guru Nanak Journal of Sociology, Amritsar. Vol 23 (2)
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- Vyas, Anju. 1993. Women's Studies in India: Information Sources, Services and Programmes. Sage Publications, New Delhi.

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Course Name: Qualitative Methods in Sociology

Course Title:	**Qualitative Methods in Sociology**	Course Code:	**24SOC3C13L**
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 plan aims to provide exposure to the fundamentals of various research techniques and qualitative methods. 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 qualitative methods and statistical techniques 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. An understanding of the nature of social phenomena, the issues involved in social research and the ways and means of studying social reality.
2. Acquaintance with the qualitative methods of research.
3. Study of qualitative research methods to understand social reality.
4. Exposure to the fundamentals of various qualitative research techniques and methods.
5. Introduction to the philosophical foundations of social research.
6. Write a research report.

Outcomes:

After the completion of the course the student will be familiar with;

CO1. Helps in understanding the concept of scientific method and its importance in social research.
CO2. Articulate the basic tenets of the quantitative & qualitative methods used in sociology.
CO3. Develop testable hypotheses derived from a theory.
CO4.Identify and apply various research designs in new situations.
CO5. Create and critique questionnaires/survey instruments.
CO6. Apply various research methods to answer sociological questions.
CO7. Identify which analyses are appropriate for various research designs.
CO8. Use statistical software (SPSS) to analyze data.
CO9. Interpret and draw conclusions from descriptive and inferential statistical analyses.

Module I: Introduction   **10Hours**

    a.Philosophical roots of social research; issues of ontology and epistemology

    b.Hermeneutics-Positivism, inductive analysis, Phenomenology, Ethno-methodology

    c. Problems in social research

Module II: Qualitative Research   **12 Hours**

    a.Significance of Qualitative Research**;** Credibility and Reliability

    b**.**Designing Issues and Sampling

    c. Ethics in Qualitative research

Module III: Methods of Data collection   **10 Hours**

    a. Interview, focus group interview

    b. Observation and Triangulation

    c. Collecting objects, documents and oral history; recording feelings

Module IV: Application of Qualitative Methods in Social Research   **13 Hours**

    a.Theoretical and applied Research; functions of qualitative research

    b**.** Participatory and action research

    c.Combining qualitative and quantitative methods

Module V: Analysis and Interpretation of qualitative Data   **13 Hours**

    a.Narrative Analysis, Graphical presentation of the data

    b. Application of computers and statistical measures in qualitative research

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References:

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M.A. Sociology: Semester III
Course Name: Contemporary Social Issues

Course Title: **Social Demography**		Course Code: **24SOC3E1L (1)**	
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:

Most of the countries of the world including India are facing a social tragedy found in various forms. Very often nation is also not aware of the gravity of the problems. This course enlightens students by identifying and focusing burning social issues which happening around us.

Objectives:

1. To go beyond the commonsense understanding of the prevailing social issues and problems in order to project them into their structural context; to focus on the structural linkages and interrelationships.
2. To sensitize the students to the emerging social issues and problems of contemporary India, to enable them to acquire sociological understanding of these issues and problems
3. Empower them to deal with these issues and problems and to serve as change agents both in governmental and non-governmental organizations
4. The sociological perspective on Indian society presented in this course will also enable students to gain a better understanding of their own situation and region.

Outcomes:

After the completion of this course the student will:

CO1. Able to understanding different dimensions of regional inequalities that are and also learner about ecological degradation and environment population from sociological perspective in structural context. The learner acquires knowledge about the causes, effects and situations of grave contemporary problems and issues in the light of sociological perspective.

CO2. It enables the learner to standing interlink and inter relationship between sanitation and health at awakens the learner with regard to the ethics of environment conservation and pretending spread of diseases. At seeks the knowledge and data on one of the most burning issue educated unemployment and effective section to it. He/she become aware of Child rights and provisions made in RTE for the empowerment of weaker section.

CO3. Will be aware of socially and gender system. They will also learn about changing forms of gender discrimination particularly in modern times. In fact, they will come to know now women are facing new problems in place of old ones. This unit focuses on less participation of women in political field and it reasons. At the end of discussion on this unit the student opinion that gender inequality is the creation of society.

Module I: Development Issues   **11 Hours**

    a.Regional Disparities

    b. Development Induced displacement, Ecological Degradation and Environmental Pollutions.

    c. Social Unrest - Terrorism, Naxalism, Communalism and Corruption

Module II: Social Issues in Contemporary India   **13 Hours**

    a.Environmental Sanitation and Health

    b.Educated unemployment and employability.

    c**.**Child rights, RTE

Module III: Contemporary Debates   **12Hours**

    a.Migration and Refugees

    b.Citizenship amendment Act-2019

    c.ONOE-2023(One Nation and One Election)

Module IV: National Distress   **10Hours**

    a. South-North India Communal Divide

    b.Culture and Communal Riots

    c. Surgical Strike

Module V: Gender Inequality   **12 Hours**

    a.Female Feticide

    b.Domestic Violence and Women Abuse

    c**.**Gender Discrimination in Employment Opportunity in Work place and PoliticalParticipation

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- Beteille, Andre. 1971. Caste, Class and power. Berkeley: University ofCalifornia.
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M.A. Sociology: Semester III
Course Name: Sociology of Environment

Course Title: **Sociology of Environment**	Course Code: **24SOC3E1L (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:

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

Objectives:

1. To make the students aware of the Man and Environment, Meaning of Sociology of environment, Ecosystem.
2. To understand the relation to a wide variety of environmental challenges, controversies and issues, at every level from the global to local, from 'world culture' to diverse local perspectives.
3. To acquaint students the conceptual and theoretical of both environmental and mainstream sociology.

Outcomes:

After the completion of this course the student will:

- The very aim of this paper is to disseminate knowledge about the significance of environment for society
- to change the practices that can protect and preserve the environment and to make the students participate in the mission to preserve, protect and promote the cause of environment.

Module I: Introduction   **13 Hours**
      a.Man and Environment, Impact of Human Activities on Environment
      b.Ecosystem: Structure and functions of ecosystem. Energy flow in an ecosystem: food chains,
        food-webs, and ecological succession.
      c.Meaning of Environmental Sociology, Emergence of Environmental Sociology

Module II: The Concept of Environment   **12 Hours**
      a.Environmental Issues, Environmental issues of Rural and Urban areas.
      b.Population growth and environment, Impact of population on environment
      C.Environmental pollution, Factors of environmental pollution, Types of pollution

Module III: Eco-Systems and Culture   **10 Hours**
      a.Contributions of Dunlop and Catton, Contributions of R.K Mukherjee and R.C Guha,
        Environmental Research and it's Contemporary Trends in India
      b.Structure of eco system, biotic and abiotic components, functions of eco- system- food chain and
        food web, spheres of eco-system: Biosphere and Culturosphere.
      c.Human Impact on Earth- Hunting - gathering, Agrarian and Modern-Industrial societies.

Module IV: People and Environment   **12 Hours**
      a.Environmental Ethics: Human Valuing of Natural environment, throwaway society ethics, duties
       to eco-system,
      b.Law and environmental protection movements in India (Chipko , Narmada, Bhopal Gas Tragedy,
       Appiko movement)

Module V: Global risk and Environment   **10 Hours**
      a.Ulrick Beak's Conception of Risk Society
      b.Cotton and Dunlop's ideas on enviromnent,
      c.Global issues: Greenhouse effect, global warming, poIIution and Health, Acid rain and
       desertification, Green Revolution

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Course Title:	**Rural and Urban Sociology**	Course Code: **24SOC3E1L**	**(3)**
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:

Urban society differentiating itself from rural society is yet another dimension of part society. This course is to deal with sociological skills to analyze and to diagnose the urban and rural question in India. The planning of solutions of urban and rural question and also urban and rural development need to be looked into from the point of view of sociological principles limited to the part- society i.e urban and rural sociology in India. With the 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.

Objectives:

1. Understand the origin and history of rural and urban and its life.
2. To get insights of the rural and urban India through sociological understanding of rural and urban social structure, relationship, nature and scope and patterns of village settlements.
3. To understanding with regard to the social problems of rural and urban and application as sociological skills to plan, monitor and evaluate rural development programme in India.

Outcomes:

After the completion of the course the student will be familiar with;

1. Demonstrate basic knowledge and understanding of concepts and content areas in the discipline of Rural and urban Sociology.
2. Think critically about issues and topics affecting Rural and urban society understanding the strengths and weaknesses of different and/or opposing points of view.

Module I: Introduction   **10Hours**
    a. Meaning and relationship between Rural and Urban Sociology

    b. Nature and Scope of Rural and urban Sociology

    c.Importance of the Study of Rural and Urban Sociology, Patterns of village settlements – Rural Urban contrast - Rurbanism

Module II: Agrarian Society   **13Hours**
    a.Agrarian Social Structure and Change -Village Social Structure

    b.Land ownership pattern in Rural Society, Jajmani System; Tenancy Systems; Caste and social structure; Changing trends in inter caste relations.

    c.Reform programmes; Green Revolution; Rural Development Programmes

Module III: Rural Social Problems   **11 Hours**
    a.Agrarian Unrest and Peasant Movements

    b.Untouchability; Rural Violence; Landlessness; Rural Indebtedness

Module IV: Trends of urbanization   **13Hours**
    a.Urban Renewal; Planning for New Settlements - Measuring Urbanization

    b.Trends of world Urbanization - Growth of urban population in India

    c. Location of cities - nature, culture, function, migration.

Module V: Urban Social Problems   **11 Hours**
    a.Urban Social Problems-Crime; Juvenile Delinquency; Slums

    b.Housing Problems; Environmental Problems; Poverty; Unemployment

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

Course Title: **Industry and Society in India**		Course Code: **24SOC3E2L (1)**	
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 base of work as a human organization in the industry, how the work is being organized in an industrial organization, how the labour is abstracted in the industrial work process, how the issue between labour and management is constructed and how the labour welfare measures are implemented will be the rationale for the P.G. student who may consider the P.G. degree as a terminal one to get into the world of work in the industrial organization.

Objectives:

1. To understand the, human organization in the industry and how the work is being organized in an industrial organization.
2. How the labour is abstracted in the industrial work process,
3. How the issue between labour and management is constructed and how the labour welfare measures are implemented will be the rationale for the P.G. student of Sociology.
4. It also equips the students to prevent and to settle industrial problems.

Outcomes:

After the completion of this course the student will:

CO1   Students will have a basic understanding of work and industry and will be able to understand the problems faced by labor in organized and unorganized sector.

CO2   This paper provide an understanding of sociology of industry, labour, human relations and management to get the P.G students familiarized with the actual problem situations in industrial organization in sociological perspectives.

CO3   This course also helps students evaluate the benefits and disadvantages of industrialization in the society and proffer solutions in the form of social policies in order to ameliorate the situation and bring about long-lasting sustainability.

CO4 This will also acquaint the student with dynamics of industrial relation and consequences.

Module I: Introduction   **11Hours**
       a.Scope and significance of Industrial Sociology
       b.The Rise of Industrial Sociology: Hawthorne Experiment
       c.Development of Industrial Sociology in India

Module II: Rise and Development of Industry   **13Hours**
       a.Early Industrialism in Western Society: The Manorial System, Guild System
       b. The putting out system
       c.The Factory System: Its Characteristics

Module III: Organizational Structure of Industry   **12Hours**
       a.Formal Organization: Line and Staff
       b.Informal Organization.
       c.Industrial Bureaucracy

Module IV: Industrialism and Indian Society   **13Hours**
       a.Industrial Development in India.
       b.Characteristics of Indian labour and labour problems
       c.Absenteeism in Indian industries

Module V: Industrial Relations   **10Hours**
       a.Trade Union Movement in India
       b.Industrial Disputes, Collective bargaining
       c.Labour Welfare

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Course Name: Sociology of Sport & Leisure

Course Title: **Sociology of Sport & Leisure**		Course Code:	**24SOC3E2L**	**(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:

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. Provide them insights to take up analysis of various issues that concern the Sociological foundation of the phenomena of leisure and sport.
3. To stimulate and communicate research, critical thought, and theory development on issues pertaining to the sociology of sport.
4. To cover all aspects of sport and leisure from a sociological perspective.

Outcomes:

After the completion of this course the student will:

CO1. Students would able to 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.

Module I: Introduction   **13 Hours**
    a. Scope and importance of Sociology of Leisure and sport
    b. Origin and Development of Leisure and sport
    c. Sport as a Social Phenomenon – Nature of Sport
    d. Sport and Socialization of the Individual

Module II: Theoretical Approaches   **12 Hours**
    a.Structural- Functional approach

    b. Conflict approach
    c. Ethno-methodological approach
    d. Leisure Sport and Society : Sport as Leisure time Activity

Module III: Culture bases of Sport   **10 Hours**
    a. Relationship of Sport with elements of Culture
    b. Sport Leisure and Culture
    c. Sport as a reflection and transmitter of Values
    d. Cross cultural difference in Sport

Module IV: Social Institution and Sport   **12 Hours**
    a.Sport as a social institution
    b. Sport and Economic, Political, and Religious institutions- Interface
    c. Emergence of Spectator Sport
    d. Violence in Sport

Module V: Social Stratification and Sport
    a. Sport and Social Stratification
    b. Sport and Socail Mobility
    c. Gender inequality – Participation of Women
    d. Sport and State - Policies and Programme in Karnataka

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References:

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

Course Title: **Social Demography**	Course Code: **24SOC3E2L** (3)
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 base of work as a human organization in the industry, how the work is being organized in an industrial organization, how the labour is abstracted in the industrial work process, how the issue between labour and management is constructed and how the labour welfare measures are implemented will be the rationale for the P.G. student who may consider the P.G. degree as a terminal one to get into the world of work in the industrial organization.

Objectives:

1. To acquaint the students with 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 appreciate population control measures and their implementation.

Outcomes:

After the completion of this course the student will:

CO1. This unit makes the learner to ace unit with the quantitative and qualitative aspects of population at enable to learn about different sources of population data. The learner also gets a comprehensive picture of world population apart from understanding the basic concepts of population studies.

Co2. At the end of the study of this unit the 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. It, further provides measures to be adopted to check population situation in society.

CO3. This unit enables the learner to know changes it's the components of population leads to population change. Understanding such changes is useful in devising appropriate ways of improving the living conditions. The learner will be able to identity a behavioral fertility response to mortaring exposure in the community.

CO4. In this unit the learner acquires complete knowledge about demographic transition and reasons for low quality population in India in addition to its basic features. At provides sufficient scope for

understanding the main trends in population growth of our country. The learner learns about the historical and current population trends.

CO5. This unit enables the learner of learn the main features of population on policy secondly, learn about child care and mother care health serials. In the addition to these things, the learner would understand the impact of FWP on arresting the growth of population in India.

Module I: Introduction   **11Hours**
     a. Scope and Importance of Social Demography
     b. Historical Development of Social Demography
     c. Sources of Population Data
     d. World Population: Growth and Distribution

Module II: Theories of Population Growth   **13Hours**
     a.Pre-Malthusian Theory
     b. Malthusian Theory
     c.Post-Malthusian Theories
     d.Optimum and Theories of Demographic Transition

Module III: Components of Population Change   **12 Hours**
     a. Fertility: Factors of Fertilities, Differential Fertility
     b. Mortality: Infant Mortality and Maternal Mortality
     c. Migration: Types and Models of Migration
     d. Recent trends in components of Population Changes

Module IV: Population of India   **13 Hours**
     a.Size and Growth of population in India
     b. Composition and Characteristics of Population of India
     c. Distribution of Population in India
     d. Recent Trends in India's Population dynamics

Module V: Population Policies and Programmes   **10Hour**
     a. Importance of Population Policies and Programmes
     b Implementation and Evaluation of Population Policy in India
     c. Population Policy 2000
     d. Recent Trends in Population Policy

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References:

- Aijazuddin, Ahmad, Drivel Noin, H.N.Sharma (eds); Demographic Transition; TheThird World Scenario", Rawat Publications, Japur.
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Course Name: Sociology of Crime

Course Title: **Sociology of Crime**	Course Code: **24SOC3G1L** **(1)**
Total Contact Hours: **28**	Course Credits: **02**
Formative Assessment Marks: **10**	Duration of ESA/Exam: **2 Hours**
Summative Assessment Marks: **40**	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 equip them with the emerging perspectives of crime causation with particular stress on sociological explanations
3. To sensitize them to the emerging idea of correction, its types and measures to prepare them for professional roles of correctional agents in agencies of criminal justice administration system.
4. To acquaint the students with recent advances in correctional measures and programmes; alternatives to imprisonment; and its implications for crime control and prevention
5. To demonstrate knowledge about theoretical perspectives on crime.
6. To sensitize the students about causes, social dimensions, consequences and measures to control crime.

Course Outcomes:

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

Outcomes:
After the completion of this course the student will:

CO1. In this unit students acquaint with understanding the concept of crime and criminals by taking into consideration their changing nature. They equip themselves with new perspectives of crime and its causes with special emphasis on sociological interpretation.

CO2. This Unit enables the students to learner about popular theories of crime. They would be able to understand theoretical explanation of crime and the conditions motivate and legal activities by understanding theories, the students would be able to learner about differences of opinion scholars regarding the features of crime and the motives behind it.

CO3. This Unit provides an opportunity to learner about the changing profile of crime and its recently emerged forms the students acquaint with increasing crime and violence against women. They will learner about organized crime and terrorism and their consequences particularly de stabilizing government and political systems.

CO4. This unit provides scope to understand juvenile delinquency is a severe problems rampantly found is modern society which is considered a direct outcome of industrial revolution. Along with acquire details about juvenile delinquency the students acquaint with resent advance in correctional measures and programs rehabilitation methods.

CO5. The Students have a wide scope to known the theories of punishment, learner about different types of correctional measures such as judicial system, prison, police system, probation and parole , the students acquire sufficient knowledge and skills relating to correction and rehabilitation of criminals and they will prepare to play professional roles in agencies of criminal judicial administrative system.

Module I: Introduction   **10Hours**
      a.Concept of Social Norms
      b. Meaning and Characteristics of Deviance and Crime
      c. Factors and Consequences of Criminal Behavior

Module II: Theoretical Perspectives   **09Hours**
      a.Anomie Theory (Durkheim, Merton)
      b.Differential Association Theory (Sutherland)
      c.Labeling Theory – Howard Becker

Module III: Changing Profile of Crime   **09Hours**
      a. White collar crime: Meaning Characteristics and causes
      b. Juvenile Delinquency: Meaning Characteristics and causes
      c.Crimes against women: Causes and types, Legislative measures and Rehabilitation

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

Course Title: **Social Entrepreneurship**		Course Code:	**24SOC3G1L (2)**
Total Contact Hours:	**28**	Course Credits:	**02**
Formative Assessment Marks:	**10**	Duration of ESA/Exam:	**2 Hours**
Summative Assessment Marks:	**40**	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. Promoting the development of personal qualities specific training that are relevant to entrepreneurship,
3. Offering early knowledge of and contact with the world of business, entrepreneurial attitudes and skills and some understanding of the role of entrepreneurs in the community
4. Raising students' awareness of self-employment as a career option

Outcomes:

After the completion of this course the student will:

CO1   Will be able to develop a social entrepreneurial imagination and to bring out the practice of Social Entrepreneurship in India

CO2   Will be able to understand about real organizations and interact with Entrepreneurs leading this work.

Module I: Introduction   **11Hours**
     a.Meaning and Importance of Social Entrepreneurship; Qualities of Social Entrepreneurs
     b.Types of Social Enterprises – Voluntary, NGO, NPO, Third Sector Organizations
     c.Establishment of Social Enterprises in India

Module II: Professional Management for Social Enterprises   **09Hours**
     a. Importance of Professional management in Social Enterprises
     b. Application of professional management techniques in Social Enterprises
     c. Human Resource Development and capacity building for Social Enterprises

Module III: Indian Social Enterprises and Social Entrepreneurs   **07Hours**
     a.Case studies of Indian social enterprises and entrepreneurs- M.S. Swaminathan,
      Varghease Kurien – green revolution, white revolution
     b.Bindeshwar Pathak – Sanitation
     c.Ela Bhatt, Sumita Ghose – Women Empowerment

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References:

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2. Dees, Gregory. Jed Emerson and Peter Economy. 2002. 'Enterprising Non Profits – A Toolkit for Social Entrepreneurs**,** John Wiely and Sons'.
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M.A. Sociology: Semester III
Course Name: Social Demography

Course Title: **Social Demography**		Course Code: **24SOC3G1L** **(3)**	
Total Contact Hours:	**28**	Course Credits:	**02**
Formative Assessment Marks:	**10**	Duration of ESA/Exam:	**2 Hours**
Summative Assessment Marks:	**40**	Total Marks:	**50**

Introduction:

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

Objectives:

1. To acquaint the students with 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 appreciate population control measures and their implementation.

Outcomes:

After the completion of this course the student will:

CO1. This unit makes the learner to ace unit with the quantitative and qualitative aspects of population at enable to learn about different sources of population data. The learner also gets a comprehensive picture of world population apart from understanding the basic concepts of population studies.

Co2. At the end of the study of this unit the 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. It, further provides measures to be adopted to check population situation in society.

CO3. This unit enables the learner to know changes it's the components of population leads to population change. Understanding such changes is useful in devising appropriate ways of improving the living conditions. The learner will be able to identity a behavioral fertility response to mortaring exposure in the community.

CO4. In this unit the learner acquires complete knowledge about demographic transition and reasons for low quality population in India in addition to its basic features. At provides sufficient scope for

understanding the main trends in population growth of our country. The learner learns about the historical and current population trends.

CO5. This unit enables the learner of learn the main features of population on policy secondly, learn about child care and mother care health serials. In the addition to these things, the learner would understand the impact of FWP on arresting the growth of population in India.

Module I: Introduction   **10Hours**
     a.Scope and Importance of Social Demography
     b.Sources of Population Data
     c. World Population: Growth and Distribution
Module II: Population of India   **08 Hour**
     a.Size and Growth of population in India
     b.Composition and Characteristics of Population of India
     c**.** Distribution of Population in India (Hands on session using Statistical Tools)
Module III: Population Policies and Programmes   **10 Hours**
     a.Implementation and Evaluation of Population Policy in India
     b.Population Policy 2000
     c.Recent Trends in Population Policy (Critical Assessment)
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References:

- Aijazuddin, Ahmad, Drivel Noin, H.N.Sharma (eds); Demographic Transition; TheThird World Scenario", Rawat Publications, Japur.
- Asha Bhende & Tara Kanitkar: Principles of Population Studies. Mumbai, Himalaya publishing House, 1999.
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M.A. Sociology: Semester III
Course Name: Gender and Society

Course Title: **Gender and Society**	Course Code: **24SOC3C3T**
Total Contact Hours: **27**	Course Credits: **02**
Formative Assessment Marks: **20**	Duration of ESA/Exam: **2 Hours**
Summative Assessment Marks: **30**	Total Marks: **50**

Introduction:

After examining gender and sexism at the theoretical level, this course examines how gender shapes the media, violence, sexuality, intimacy, education, the economy, the family, religion, and government. We also explore 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.

Outcomes:

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

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

Module I: Gender and Society in India   **12Hours**
    a.Demographic profile of women , gender gap (study through census data and other research)
    b.**Economic aspects :** Division of labour, women in agriculture, industrial , service sectors,
    organised, unorganised labour(hands on session using statistical data)
    c.Political aspects – representation in legislatures ,parliament, ministries, parliamentary reservation
    debate (hands on session using statistical data)

Module II: Major Social issues   **07Hours**
    a.Health, education, violence , violence and harassment, destitution, ageing (hands on session
    using statistical data)
    b. Legislation and Legal rights

Module III: Case Studies   **09Hours**
    a.Study of urban women problems
    b.Issues of Dalit and minority women
    c.Study of Third gender problems

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Course Title:	**Social Gerontology**		Course Code:	**24SOC4C14L**
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 assists elders.

Module I: Introduction   **10Hours**
      a.Scope and Significance of the study of Sociology of Ageing.
      b.Emergence of Sociology of Ageing as a Sub-discipline
      c.Trends and Patterns of Ageing- Global
      d.Indian Scenario of Ageing

Module II: Aspects of Ageing   **12 Hours**
      a.Factors of Ageing
      b.Problems of Ageing
      c.Changing Family and Ageing.
      d. Elder Abuse

Module III: Theoretical Approaches   **12 Hours**
      a.Structural –functional theory
      b.Conflict Perspective- Symbolic Interaction
      c. Role theory
      d.Phenomenology - Ethno methodology

Module IV: Coping With Ageing   **12 Hours**
      a.Formal and Informal Support Systems of ageing
      b. Ageing and Retirement
      c. Gender Dimensions of Ageing
      d.Living arrangements of Ageing

Module V: Policies and Programmes for the Elderly in India   **12 Hours**
      a.Role of the State- Central and State Schemes-
      b.Role of Voluntary Organizations- National Policy on Ageing

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M.A. Sociology: Semester IV
Course Name: Sociology of Media

Course Title: **Sociology of Media**	Course Code: **24SOC4C15L**
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 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 Communication Process, Patterns in the changing situation.
4. To acquaint students with the concept and process of communication and Various types of media.

Outcomes:
After the completion of this course the student will:

CO1. Able to 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 aspects of social life.

C05. Understand the role of mass media in rural development.

Module I: Introduction   **11Hours**
      a.Meaning, Scope and Importance of Sociology of Media and Communication
      b.Functions, Types, Barriers to communication
      c.Social responsibility of media

Module II: Perspectives of communication and Media   **13Hours**
      a.Functionalism,
      b.Marxist
      c.Information and knowledge Society

Module III: Mass Media   **12Hours**
      a.Radio, Television, Cinema and Social Media
      b. Effects of Mass media on Society.
      c. Media, technology and culture

Module IV: Mass media and Social Problem   **13Hours**
      a.Media, Crime and Violence, Obscenity
      b.Media Commercialization.
      c.New media issues: Invasion of Privacy, Piracy, Cybercrimes and Pornography, IT

Module V: Media and Development   **10Hours**
      a.Communication and Development,
      b.Mass Media and Social Change
      c.Communication and Rural Development

References:

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- Vir BalaAggarwal Ed Media and Society: challenges and opportunities Concept. 2002.

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Course Title: **Social Change and Development in India**	Course Code:	**24SOC4E3L**
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 understanding 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 address Indian experience of social change and development.
4. To prepare the students for professional careers in the field of development planning, including governmental, non-governmental 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. Use sociological concepts to analyze various social issues like immigration, gender and sexuality, religion, popular culture, and other domains.

CO2. Apply theories of social change and development.

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.

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

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Course Name: Environment and Sustainable Development

Course Title: **Environment and Sustainable Development**	Course Code: **24SOC4E3L** **(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 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 base 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, to assess local vulnerabilities with respect to climate, natural disasters and to achieve sustainable developmental needs

Outcomes:

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

CO1. Understand the concept of environment

CO2. Analyse the causes and effects of 'environmental degradation' and 'resource depletion'

CO3. Understand the nature of environmental challenges facing India

CO4. Relate environmental issues to the larger context of sustainable development.

Module I: Introduction   **10Hours**
      a.Principles of Sustainable Development
      b.History and emergence of the concept of Sustainable Development, Definitions
      c.Environmental issues and crisis, Resource degradation,greenhouse gases, desertification,
      Social insecurity,Industrialization, Globalization and Environment.

Module II: Ecosystem & Sustainability   **11Hours**
      a.Fundamentals of ecology, Types of ecosystems & interrelationships
      b.Factors influencing sustainability of ecosystems,
      c.Ecosystem restoration - developmental needs

Module III: Environment and Sustainability   **13Hours**
      a.Introduction to sustainability & its factors
      b.Requirements for sustainability: food security and agriculture,
      c. renewable resources - water and energy, non-renewable resources.

Module IV: Dimensions to Sustainable Development   **12Hours**
      a.Society, Environment, Culture and economy;
      b.Current challenges - natural, political, socio-economic imbalance,
      c.Sustainable development initiatives in India

Module V: Sustainable development –Policies and Programmes   **12Hours**
      a.Socio-economic policies for sustainable development
      b.Strategies for implementing eco-development programmes
      c. Role of Educational institutions in Promoting Sustainable development

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Course Title: **Education and Modern Society**		Course Code:	**24SOC4E3L (3)**
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. This course introduces the students to the theoretical perspectives on sociology of education, agencies of education, and the situated contexts of knowledge production.
3. The course also explores the linkages of social structure and culture with educational institutions in Indian context

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

1. Learn various perspectives on education through the contributions of both Indian and western thinkers.
2. Get knowledge on education policies and constitution provisions that help students for their higher education.
3. Develop academic interest by knowing the contribution of education in nation building as well as the educational inequalities which persist in the society.

Module I: Introduction   **12 Hours**
    a. The nature, scope and importance of Sociology of Education
    b. Inter relationship between Education and Society
    c. Theoretical Approaches and Contributions in Sociology of Education- Parsons,
     Gramsci, Bourdieu

Module II: Education and Socialization   **12 Hours**
    a. Agencies of Socialization – Family, Peer group, School, Mass media
    b. Changing Dimensions

Module III: Education, Stratification and Mobility   **10 Hours**
    a. Factors affecting academic opportunity & achievement: Caste, Class and Region
    b. Education as a channel of Social Mobility
    c. Problems of Education of Women, Dalits and Neo-literates

Module IV: Higher Education in India   **12 Hours**
    a. Growth of Higher education in India
    b. Problems and prospectus of Higher education in India
    c. Gender Discrimination in Higher education

Module V: Educational System in India   **12 Hours**
    a. Education: Expansion and Growth
    b. Constitutional Provisions and Educational Policies in India
    c. Universalization of Elementary Education.

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References:

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M. A. Sociology: Semester IV
Course Name: **Social Welfare in India**

Course Title: **Social Welfare in India**	Course Code: **24SOC4E4L**	**(1)**
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:

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

Outcomes:

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

1. Acquaint students about the concept and organization of social welfare.
2. Learn about different schemes of Marginalised social welfare.
3. Aware about India's Major Welfare Programmes.
4. Understand major problems and challenges faced by NGOs in India.

Module I: Introduction   **10Hours**
    a. Meaning and Definitions of Welfare
    b. Social Welfare and Social Service, Social Welfare Administration.
    c. Principles of Social Welfare, Functions of Social Welfare.

Module II: Registration of Welfare Organization   **13Hours**
    a. Provisions for various forms of Registration of Welfare Organisation / NGOs: Indian Trust Act 1882/ Society Registration act 1860/Company Act 1956.
    b. Conditions and Procedures required for Registration of NGOs under Registration of Societies Act 1860.
    c. 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   **11Hours**
    a. Scheduled Class welfare, Scheduled Tribe Welfare, Backwards Classes, Minority Welfare,
    b. Differently-abled welfare, Women and Child Development, Senior Citizen Welfare,
    c. Unorganized Sector, Rural Poverty Alleviation, Urban Poverty Alleviation.

Module IV: India's Major Welfare Programmes   **13Hours**
    a. Ayushman Bharat, Food Subsidy and the National Food Security Act,
    b. Jal Jeevan Mission (JJM), Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS).
    c. National Health Mission (NHM), Pradhan Mantri Awaas Yojana – Gramin (PMAY – G)

Module V: Challenges faced by NGOs   **11Hours**
    a. Nature of programmes of NGOs,
    b. General and Specific Problems of Non-Governmental Organisations (NGOs)
    c. Remedial measures.

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References:

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Course Title: **Sociology of Tribes**		Course Code: **24SOC4E4L (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:

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 study the problems of tribes in Indian Society.
2. To help to know the Ethnographic Profiles of Selected Indian Tribes.
3. To study the Problems and prospects of Tribal's in India

Outcomes:

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

CO1   It enables to understand the students about the origin and development of various tribes
in India.
CO2 It helps the students to know about tribal family, economy, education religion and
Welfare.
CO3. It helps the students to acquire knowledge how to solve etc various problems of tribes in
Indian Society
CO4   It helps the students how tribal people are separated from Non- tribals
CO5. Develop the diagnostic skills to solve the problems of tribal's

Module I: Introduction   **11Hours**
    a. The rationale of studying tribal Society
    b. Meaning, Nature, Scope and Significance of Sociology of Tribes
    c. Origin and development of tribal Sociology

Module II: Tribes in India: Their classification   **13Hours**
    a. Geographical distribution
    b. Racial diversities
    c. Linguistic and Cultural Organization of tribes in India

Module III: Ethnographic Profiles of Selected Indian Tribes   **12Hours**
    a. The Todas(pastoralists)
    b. The Bedas(Hunting-ruling)
    c. The Khasi (Matrilineal & Matriarchal)
    d. Tribes in Kalyana Karnataka Region

Module IV: Tribal Welfare Measures   **13Hours**
    a. Tribal Family and Marriage
    b. Tribal Economy and Education
    c. Tribal Unrest
    d. Tribal Development : Policies and Programs

Module V: Problems and Prospects of tribal in India   **10Hours**
    a. Social, economic, educational and health problems
    b. Hinduization of Tribes
    c. Modernization of Tribals
    d. Political Participation of Tribal's in India

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References:
- Nadeem Hasnain, 2011, Tribal India, Palaka Prakashana, New Delhi.
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M.A. Sociology: Semester IV
Course Name: Sociology of Social Movements

Course Title: **Sociology of Social Movements**	Course Code: **24SOC4E4L** **(3)**
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. understand a range of theories and perspectives for analysing protest and social movements;

2. critically evaluate these theories and perspectives by investigating historical and contemporary examples of protests and social movements;

3. relate levels and forms of protest to theories and debates about the nature of power in modern societies.

This course introduces students of Sociology to the collective efforts of people to bring transformations in human society. It deals with nature, characteristics, structure and processes of social movements besides its emergence, dynamics, theories and arena of social movements.

Outcomes:

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

CO1. At the end of the course, students should be able to distinguish the central principles of different theoretical perspectives in the 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 success (or failure) of social movements.

CO3. Define and explain the concept of a social movement.Understand and apply theories about mobilization and movement formation. Describe types of social movements, including identity movements, religious movements and/or issue driven movements. Articulate the history of social movements both domestically and internationally. Development of a case history of a social movement.

Module I: Introduction   **13Hours**
    a. Scope and Significance of Sociology of Social movements
    b. Genesis of Social Movements
    c. Ideology and Types of Social Movements

Module II: Reform Movements   **10Hours**
    a. Bhakthi Movements: AryaSamaj and Brahma Samaj, PrarthanaSamaj
    b. Sharana Movements 3. Sri Narayanaguru Dharma Paripalanasabha(SNDP)
    c. Ram Krishna mission

Module III: Theories of Social Movements   **12Hours**
    a. Structural- Functional
    b. Marxist
    c. Weberian and Contemporary

Module IV: Dalit and Peaseant movements   **12Hours**
    a. Emergence of Dalit movement
    b. Role of Phule and Ambedkar
    c. Peasant movements in India and karnataka

Module V: Social Movements, civil society and globalization   **10Hours**
    a. Social movement and its relationship with state and civil society (e.g. Jan Lokpal Bill),
    b. Social movements and impact of globalization: Debates-end of movement and after,
    c. issues of citizenship

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References:

- Banks, J. A. 1972. The Sociology of Social Movements. London: Macmillan.

- Brass, T. 1995. New Farmers' Movements in India. London and Portland or Frank Cass.

- Buchler, S. M. 2000. Social Movements in Advanced Capitalism. Oxford: Oxford University Press.

- Dhanagare, D. N. 1983. Peasant Movements in Indian 1920-1950. New Delhi: Oxford University Press.

- 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.

- Oommen, T. K. 2004. Nation, Civil Society and Social Movements. New Delhi: Sage Publications.

- Oomen, T. K. 1990. Protest and Change: Studies in Social Movements. New Delhi: Sage Publications.

- Rao, M. S. A. 1979. Social Movements and Social Transformation. Delhi: Macmillan.

- Rao, M. S. A. 1979. Social Movements in India. New Delhi: Manohar.

- Singh, K. S. 1982. Tribal Movements in India. New Delhi: Manohar.

- SinghaRoy, D. 2004. Peasant Movement in Post-Colonial India. New Delhi: Sage Publications.

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Course Title: **Sociology of Science**	Course Code: **24SOC4G2L (1)**
Total Contact Hours: **28**	Course Credits: **02**
Formative Assessment Marks: **10**	Duration of ESA/Exam: **2 Hours**
Summative Assessment Marks: **40**	Total Marks: **50**

Introduction:

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. View people's behavior from a sociological perspective, discover your own sociological imagination, and apply it to a variety of social problems and situations.

2. Discuss the development of sociology as a science and differentiate it from the other social sciences.

3. Understand of Research methods 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 various social structures in societies.

CO3. Describe the social phenomena from sociological perspectives.

CO4. Examine analytically the differences between sociology and other sciences.

CO5. Elaborates the origin and historical background of Sociology.

Module I: Introduction   **10Hours**

    a. Science is knowledge-Classification of Science: Physical Sciences and Social Sciences
    b. Emergence of Social Sciences- A Brief Historical background- A New Intellectual and Philosophical tendencies and Their Impact on the Development of Social Sciences.
    c. Sociology as a Point of View- Is Sociology Common Sense, Sociology and Science- Sociology as a Social Science

Module II: Nature of Sociology   **09Hours**

    a. Nature, Subject matter, Scope of Sociology- Importance of Sociology.
    b.Major Theoretical Perspectives: Functional, Structural and Conflict.
    c. Sociological Perspectives: Ethno-methodology, Phenomenology-Symbolic, Interactionist Perspective.

Module III: Methods in Sociology   **09Hours**

    a. **Quantitative Method:** Survey method- Analytical method- Emperical method..
    b. **Qualitative Method:** Case Study- Observation method- Historical Method.
    c. **Research Tools**: Interview Schedule- Questionnaire- Observation method.

References:

- 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.

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Course Name: Contemporary Social Issues

Course Title: **Contemporary Social Issues**	Course Code: **24SOC4G2L** **(2)**
Total Contact Hours: **28**	Course Credits: **02**
Formative Assessment Marks: **10**	Duration of ESA/Exam: **2 Hours**
Summative Assessment Marks: **40**	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 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 life situations.
2. To orient knowledge about theoretical perspectives on contemporary issues.
3. To acquire sociological understanding of current issues and problems.
4. Empower them 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 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   **08Hours**
      a.Meaning and Characteristics of Social Disorganization
      b. Causes for Social Disorganization
      c.Approaches to Sociology of Social Disorganization

Module II: Developmental Issues   **08Hours**
      a.Regional Disparities
      b.Development Induced displacement, Ecological Degradation and Environmental
       Pollutions.
      c.Social Unrest - Terrorism, Naxalism, Communalism and Corruption

Module III: Social Issues   **12Hours**
      a.Female Feticide, Honor Killing – causes and consequences
      b.Domestic Violence, Juvenile Delinquency and Causes.
     c.Gender Discrimination, alcoholism and Drug Addiction, Cyber crime – Trends and patterns

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References:

- Ahuja, Ram. 2000. *Social Problems in India*, Jaipur: Rawat Publications.
- Allen, Douglas (ed.). 1991. *Religion and Political Conflict in South Asia*, WestPort Conn: Connecticut University Press.
- Beteille, Andre. 1971. *Caste, Class and power*. Berkeley: University ofCalifornia.
- Betteille, Andre. 1974. *Social Inequality*, New Delhi: Oxford University Press.
- Betteille, Andre. 1992. *Backward Classes in Contemporary India*. New Delhi:Oxford University Press.
- Berreman, G.D. 1979. *Caste and Other Inequalities: Essays in Inequality*.Meerut: Folklore Institute.
- Dube, Leela. 1997. *Women and Kinship, Comparative Perspectives on Gender* Southern South Asia.
- Guha, Ranjit. 1991. *Subaltern Studies*. New York: Oxford University Press.
- Kothari, Rajani (ed.). 1973. *Caste in Indian Politics*.
- Madan, T.N. 1991. *Religion in India*, New Delhi: Oxford University Press.
- Kapadia, K.M. 1981. *Marriage and Family in India*. Oxford University Press.
- Karve, Iravathi. *Kinship Organization in India*.
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- Rao, M.S.A.(ed). 1974. *Urban Sociology in India*. Orient Longman: NewDelhi.
- Singer, Milton & Cohen, Bernards. 1996. *Structure and change in IndianSociety*. Rawat: Jaipur.

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M.A. Sociology: Semester IV
Course Name: Society and Environment

Course Title: **Society and Environment**	Course Code:	**24SOC4G2L (3)**
Total Contact Hours:	**28**	Course Credits:	**02**
Formative Assessment Marks:	**10**	Duration of ESA/Exam:	**2 Hours**
Summative Assessment Marks:	**40**	Total Marks:	**50**

Introduction:

The course aims to provide sociological perspective of society and environment 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:

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.

Module I: Introduction   **12 Hours**
     a.Man and Environment, Impact of Human Activities on Environment
     b.**Ecosystem**: Structure and functions of ecosystem. Energy flow in an ecosystem: food chains,
     food-webs, and ecological succession.
     c.Meaning of Environmental Sociology, Emergence of Environmental Sociology

Module II: The Concept of Environment   **09Hours**
     a.Environmental Issues, Environmental issues of urban and Rural areas .
     b.Population growth and environment, Impact of population on environment
     c.Environmental pollution, Factors of environmental pollution, Types of pollution

Module III: People and Environment   **07Hours**
     a.Environmental Ethics: Human Valuing of Natural environment, throwaway society ethics,
    duties to eco-system,
     b.Law and environmental protection movements in India (Chipko , Narmada,
     Bhopal Gas Tragedy, Appiko movement)

References:

- Giddens Anthony 1996 "Global problems and ecological Crisis" in Introduction to Sociology 2nd Edition, New York: W. W Nortion

- World commission on environment and development 1987, our common future Brutland Report, New Delhi

- Michael Redcliff 1984 Development and the environmental crisis, mehewn co.ltd. New York

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- Baviskar Anita , In the Belly of the River : Tribal Conflicts and Development in the Narmada Valley, New Delhi OUP 1997.

- Giddens, Anthony, The Consequences of Modernity, Cambridge, Polity press. 1990

Course Title: **Personality Development and Leadership Skills**	Course Code: **24SOC4S3LT**
Total Contact Hours: **28**	Course Credits: **02**
Formative Assessment Marks: **20**	Duration of ESA/Exam: **2 Hours**
Summative Assessment Marks: **30**	Total Marks: **50**

Introduction:

Personality development is a continuous process containing a structured set of activities that builds and improves an individual's potential and capacities to become productive and intelligent. Various behavioural characteristics and qualities are cultivated through professional training, classes, and workshops focusing primarily on different aspects of personality development. It is also possible to develop personality development skills through informal experience. Personality development also involves a range of skills and knowledge regarding self-help techniques, motivation, goal-setting, and improving interpersonal relationships.

.Objectives:

- Helping students discover the 'Musk' (Inner scent or talent) in each of them by building Self-esteem through non-correctional methods of training.
- While building people towards success, we care very much for developing not only values, but also associated skills- technical, conceptual and human relations.

Outcomes:

After the completion of this course the student will:
- **CO1:** Able to form scientific outlook and team spirit to channelize their energies in to creative and constructive endeavours.
- **CO2:** The fundamental belief of the course that the development of individuals leads to the refinement of society
  CO3: Assess the role of branding, social advertising and other communications in
   achieving behavioural change.

Module I: Effective Leadership: Activities-1 (Hands On Activity)   **15 Hours**

Breaking the ice- Self Analysis, Contact, My Friend, Word Play, Face It, Mock Press, Group Discussion, Callisthenics, Toy Game, Tower Building, My favourite Person, My favourite Animal, Public Speaking Theory, Introduction Speech, Evaluations.

Module II: Effective Leadership: Activities-2(Hands On Activity)   **12Hours**

Recollections, Successful Things, My Qualities, My Picture, Tom Dick or Harry, Jest a Minute, Blind walk, Passing Information, Pair of Bullocks, Callisthenics, Tailing the Donkey, Making 'T', Nine Spots, Sinking Ship, Public Speaking Theory, PS Practical, Evaluations.

Module III: Effective Leadership: Activities-3(Hands On Activity)   **11Hours**

Recollections, Group Discussion-1, Group-Discussion 2, Salesman, Kriticos, Pantomime, Daughter's Dilemma, Shankar's Problem, Brainstorming, Callisthenics, Broken Squares, Two Way Communication, Rope Game, Feelings Game, PS Practicals, Evaluations, Round the Room.

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References:

1. M. Stogdill- A Handbook of Leadership.
2. Fred Fielder- New approaches to Effective Leadership
3. Gary Yukl- Leadership in Organisations
4. Peters & Waterman- In Search of Excellence
5. John Adair- Effective Leadership
6. R.L.Wing- The Art of Strategy
7. Tom Peters- A Passion for Excellence.
8. Mitchell Posner- Executive Essentials
9. Williard Gaylin- Feelings
10. David Lewis- Mind Skills
11. Terry Fransworth- Test Your Executive Skills

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M.A. Sociology: Semester IV
Course Name: **Project Work**

Course Title: **Project Work**		Course Code: **24SOC4C1R**	
Total Contact Hours:	**60**	Course Credits:	**04**
Formative Assessment Marks:	**30**	Duration of ESA/Exam:	
Summative Assessment Marks:	**70**	Total Marks:	**100**

Objectives:

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. This project course will help to:-

- Develop the ability to conceptualize, formulate and conduct simple research projects.
- Learn to assess the research studies and findings.
- Develop the skills for library work and documentation for research.
- Develop favorable attitudes for the integration of research and theory.
- 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 5 class hours per week or 80 hours in 4th semester shall be spent by the student for such Research Project.
15. A total of 5 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 75 + Viva-voce 25 = 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.

Research Project Report shall consist of the following sections.

Section A : Preliminaries
Section B : Body of the Report
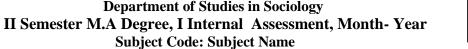Section C : Annexure / Appendix

Section A is a formal general section and shall include:
1. Title page - having details as the title of the study, name of the researcher, register number, name of the guide, department/institution through which the study has been undertaken under University, and the year of the research project work.
2. Forward/Acknowledgement.
3. Table of contents with Page Numbers.
4. List of Tables, Charts, Graphs.
5. Certificate from the candidate stating the originality of the research report content.
6. Certification from the guide/supervisor.
7. Certification from the agency if the study has been carried out in a particular institution.

Faculty Name: **Time:**
Date: **Marks: 10**

<center>Section –A   *(1x5=5)*</center>

I.Answer any one of the following

Sl No	Questions	Cos	Blooms level
1			
2			

<center>Section –B   *(2.5x2=5)*</center>

II. Answer any two of the following

Sl No	Questions	Cos	Blooms level
1			
2			
3			
4			

<center>*******</center>

CBCS Question Paper Pattern for PG Semester End Examination with Effect from the AY 2024-25

Disciplines Specific Core (DSC) and Discipline Specific Elective (DSE)

Paper Code: **Paper Title:**

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

Note: Answer any *FIVE* of the following questions with Question No. 1 (Q1) Compulsory, each question carries equal marks.

Q1.   14 Marks

Q2.   14 Marks

Q3.   14 Marks

Q4.   14 Marks

Q5.   14 Marks

Note: Question No.1 to 5, *one question from each unit* i.e. (Unit I, Unit II, ….). The Questions may be a whole or it may consists of sub questions such as a,b, c etc…

Q6.   14 Marks

Note :Question No.6, *shall be from Unit II and III,* the Question may be a whole or it may consists of sub questions such as a,b, c etc…

Q7.   14 Marks

Note: Question No.7, *shall be from Unit IV and V,*the Question may be a whole or it may consists of sub questions such as a,b, c etc…

Q8.   14 Marks

Note: Question No-8 shall be from *Unit II, Unit III , Unit IV and Unit V*. The question shall have the following sub questions and weightage. i.e a – 05 marks, b – 05 marks, c – 04 marks.

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Skill Enhancement Courses (SECs)

Paper Code: **Paper Title:**

Time: 1 Hours   **Max. Marks:**

30

There shall be Theory examinations of Multiple Choice Based Questions [MCQs] with Question Paper set of A, B, C and D Series at the end of each semester for SECs for the duration of One hour (First Fifteen Minutes for the Preparation of OMR and remaining Forty-Five Minutes for Answering thirty Questions). The Answer Paper is of OMR (Optical Mark Reader) Sheet.

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Question Paper Pattern for Subjects with Tutorial

For the subjects with Tutorial component, there is no Semester-End Examination (SEE) to the component C3. The liberty of assessment of C3 is with the concerned faculty. The faculty must present innovative method of evaluation of component C3 before the respective BoS for approval and the same must be submitted to the Registrar and Registrar(Evaluation) before the commencement of the academic year.

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