

HASSAN UNIVERSITY

Department of Studies in Sociology

HEMAGANGOTTHRI HASSAN - 573226

Syllabus

Master of Sociology (M.A.)

(Two-years semester scheme)

Under

Credit Based Choice Based (CBCS)

Continuous Evaluation Pattern System (CEPS)

Programme Objective

Master degree in Sociology aims to establish sound connection between theory and application. Teaching learning involves classical and contemporary theories of society and understanding their relevance to current social problems. It also provides a spring board to identify and research in existing sociological problems. Contemporary issues like Health, Development, Marginalization, Globalization, Social policy, Changing Family, Gender and Society, Human Rights and Social Justice etc. are explored.

Programme Outcomes

On successful completion of this program, students would be able to:

- Gain a comprehensive knowledge of important concepts and issues in sociology and society at large, which would provide students a scientific outlook and attitude to understand the human behaviour, social issues and phenomena.
- Utilise their knowledge of sociology in skill development, logical and critical thinking, and will be able to formulate cogent arguments which will give them an edge in any profession that they wish to pursue.
- Explain, and evaluate the ways in which sociological theories and methods are used outside of academic settings and bring positive social change.
- Develop an aptitude for research, thus preparing them for roles as a researcher (qualitative, quantitative, and/or evaluative) using theory-driven research questions and understand the ethical issues involved with various methodological approaches.
- To face competitive exams conducted by different agencies to work as administrators, researchers, counsellors, rehabilitation officers and teachers

Programme Specific Outcome (PSO)

- To provide Sociological understanding of changing social structure and social relations
- To analyze various issues critically and to give suggest suitable steps/remedies at national and international level
- To prepare the students to take up research activities / projects.
- To equip the students to constructive thinking towards social development.
- To impart the skills to reconstruct the society through sociological eyes and evaluate the impact of development programmes.
- To develop critical thinking and analytical ability to interpret different social scenario.

Pedagogy :Blended learning and continuous assessment through assignment, seminars, group discussions and field visits.

DETAILS OF COURSE PATTERNS FOR M.A. DEGREE COURSE (CBCS)

Sl. No.	Title of the Paper	HC/SC/OE	Number of Credits			
			L	T	P	Total
I SEMESTER						
1	Classical Sociology	HC	3	1	0	4
2	Research Methods in Social Sciences	HC	3	1	0	4
3	Rural Society in India: Change and Development	HC	3	1	0	4
4	Society and Education	SC	3	1	0	4
5	Sociology of Marginalized Group	SC	3	1	0	4
6	Sociology of Development	SC	3	1	0	4
II SEMESTER						
1	Modern Sociological Theories	HC	3	1	0	4
2	Sociology of Health	HC	3	1	0	4
3	Gender and Society	HC	3	1	0	4
4	Sociology of Social Movements	SC	3	1	0	4
5	Sociology of Professions	SC	3	1	0	4
6	Indian Society in Transition	OE	3	1	0	4
III SEMESTER						
1	Contemporary Sociological Theories	HC	3	1	0	4
2	Statistics and Computer Applications	HC	3	1	0	4
3	Politics and Society	HC	3	1	0	4
4	Human Rights and Social Justice	SC	3	1	0	4
5	Urban Society in India	SC	3	1	0	4
6	Social Disorganization and Reconstruction	OE	3	1	0	4
IV SEMESTER						
1	Approaches to the Study of Indian Society	HC	3	1	0	4
2	Globalization and Indian Society	HC	3	1	0	4
3	Project Work	HC	-	-	4	4
4	Society, Media and Development	SC	3	1	0	4
5	Social Policy and Social Development	SC	3	1	0	4
6	Sociology of Family	SC	3	1	0	4

FIRST SEMESTER (HARD CORE)

COURSE - 1: CLASSICAL SOCIOLOGY

Course Outcomes:

The aim of this course is to enable students to understand and appreciate the contributions of founding fathers of Sociology.

On successful completion of this course students will be able to:

- Contextualize the intellectual and social background of classical sociologists.
- Understand the contemporary relevance of foundational theories.
- Provide foundational introduction to theoretical thinking in Sociology.

Pedagogy: Blended learning and continuous assessment through assignment, seminars and group discussions.

COURSE CONTENT

Unit 1 : Introduction

- Nature, Characteristics and Importance of Sociological Theory
- Types of Sociological Theory
- Reciprocity between Theory and Research

Unit 2 : a) August Comte

- Law of Human Progress
- Positivism

b) Herbert Spencer

- Theory of Evolution,
- Organic Analogy

c) Emile Durkheim

- Rules of Sociological Methods,
- Division of Labour
- Theory of Suicide
- Sociology of Religion

Unit 3 : Karl Marx

- Marx's Conception of Society: Historical and Dialectical Materialism
- Class Struggle,
- Alienation

Unit 4 : Max Weber

- Social Action and types of Authority,
- Ideal Types
- Protestant Ethic and Spirit of Capitalism
- Bureaucracy

Reading List:

- Abraham, Francis (1984) *Modern Sociological Theory*, New Delhi: Orient Longman.
- Collins, Randall (1997). *Sociological Theory*, Jaipur: Rawat Publications
- Coser, Lewis (2002). *Masters of Sociological Thought*, Jaipur: Rawat Publications.
- Craib, Ian (1992). *Modern Social Theory: From Parsons to Habermas*, London: Harvester Press,
- Giddens, Anthony (1983). *Sociology*, Cambridge: Polity Press.
- Martindale, Don (1960). *The Nature and Types of Sociological Theory*, London: Routledge and Kegan Paul.
- Morrison, Ken (1995). *Marx, Durkheim, Weber-Formation of Modern Social Thought*, London: sage Publications.
- Ritzer, George (2000). *Sociological Theory*, New York: McGraw Hill.
- Sorokin, Pitirim A. (1978). *Contemporary Sociological Theories*, New Delhi: Kalyani Publishers.
- Turner, Jonathan (1987). *The Structure of Sociological Theory*, Jaipur: Rawat Publications.
- Zetlin, I.M. (1998). *Rethinking Sociology: A Critique of Contemporary Theory*, Jaipur: Rawat Publications.

FIRST SEMESTER (HARD CORE)

COURSE - II : RESEARCHMETHODS IN SOCIAL SCIENCES

Course Outcomes :

The course is intended to understand the nature of Social phenomena, issues involved in social research and means of understanding social reality.

On successful completion of this course students will be able to:

- Understand different tools of sociological research method and how and when to use.
- Formulate research design, hypothesis and methods of sample selection.
- Know the methods of data collection, data analysis and report writing.
- Acquaint the qualitative and quantitative strategies of research.

Pedagogy: Blended learning and continuous assessment through assignment, seminars and group discussions.

COURSE CONTENT

Unit 1 : Social Research

- Scientific Method and its Application to Social Research
- Meaning and Importance of Social Research
- Stages of Social Research
- Types of Social Research: Pure and Applied
- Inter-disciplinary Research
- Problems of Objectivity in Social Research

Unit 2 : Research Procedure

- Social Survey – Stages, Types and Importance
- Hypothesis – Meaning and Characteristics
- Research Design – Meaning and Types
- Sampling: Methods of Sample Selection

Unit 3 : Tools and Techniques of Data Collection

- Primary Data: Observation, Questionnaire, Interview
- Secondary Data: Sources of Secondary Data

Unit 4 : Methods of Social Research and Report Writing

- Case Study, Historical and Descriptive Methods
- Qualitative and Quantitative Research
- Preparation of Research Report
- Participatory Rural Appraisal (PRA)
- Rapid Rural Appraisal (RRA)
- Writing Research Proposals

Reading List:

- Bose, Pradip Kumar (1995). *Research Methodology*, New Delhi: ICSSR.
- Bryman, Alan (2001). *Social Research Methods*, New York: Oxford University Press.
- Carol Grbich (2000). *New Approaches in Social Research*, London: Sage Publications.
- D. A. DE VAUS (1986). *Surveys in Social Research*, London & Winchester, MA: George Allen & Unwin.
- Dooley, David (1997). *Social Research Methods*, New Delhi: Prentice Hall of India.
- Goode and Hatt (1952). *Methods in Social Research*, New York: McGraw Hill.
- Young Pauline V. (1992). *Scientific Social Surveys and Research*, New Delhi: Prentice Hall of India.
- Sadhu, A.N. and Amarjit Singh (1980). *Research Methodology in SocialSciences*, Bombay: Himalaya Publishing House.
- Yayas, Simeon (2004). *Doing Social Science Research*, London: Sage Publications.

FIRST SEMESTER (HARD CORE)

COURSE - III : RURAL SOCIETY IN INDIA: CHANGE AND DEVELOPMENT

Course Outcomes :

This course is intended to provide sociological understanding of rural social structure, change, challenges and development in rural India.

On successful completion of this course students will be able to

- Analyze the factors responsible for changing rural society.
- Acquaint themselves on the changing aspects of politics in the rural India.
- Capable to discuss various rural development programs implemented for rural people.
- Explain the factors which are challenges to Rural Development

Pedagogy: Blended learning and continuous assessment through assignment, seminars, group discussions and field visits

COURSE CONTENT

Unit 1 : The Changing Rural Society

- Features and Factors of Change
- Land Rights
- Changing Power Structure
- Migration and Education

Unit 2 : Recent Trends in Rural Society

- Impact of Industrialization, Urbanization and Globalization on Rural Society
- GATT, W.T.O., IPRs

Unit 3 : Current Rural Development Programs

- Panchayat Raj,
- Self-Help-Groups
- MGNREGA, PURA
- Water and Land Resource Development Efforts

Unit 4 : Challenges to Rural Development

- Casteism, Factional Politics and Political Interference
- Natural Calamities: Droughts, Floods
- Poverty, Indebtedness and Unemployment
- Sustainable Development

Reading List:

- Birch, Berberoged ed. (1992). *Class, State and Development in India*, New Delhi: Sage Publications.
- Desai A.R. ed. (1969). *Rural Sociology in India*, Bombay: Popular Publications.
- Epstein T.S. (1978). *South India – Yesterday, Today and Tomorrow*, London: Macmillan Publications.
- Lakshminarayana H.D. (1980). *Democracy in Rural India*, New Delhi: National.
- Oommen T.K. (1984). *Social Transformation in Rural India*, New Delhi: Vikas Publications.
- Omvet, Gail (1987). *Land, Caste and Politics*, New Delhi: Department of Political Science, Delhi University.
- Satyamurthy, T.V (1996). *Industry and Agriculture in India since Independence*, (Volume 2), New Delhi: Oxford University Press.
- Singh, Katar (1999). *Rural Development*, New Delhi: Sage Publications.
- Thorner Daniel and Alice Thorner (1962). *Land and Labour in India*, Bombay: Asia. Publications.

FIRST SEMESTER (SOFT CORE)

COURSE - IV : SOCIETY AND EDUCATION

Course Outcomes :

The aim of this course is to explain and analyze the role of education in social life of a group. It focuses on both the enabling and binding nature of education in any society.

On successful completion of this course students will be able to:

- Understand the role of education in building a society and enabling its development
- Look into the socialization process from a critical perspective
- Appreciate the role of education in perpetuating the existing system of norms and values
- Explore the possibilities of bringing about social change through education
- Appraise educational policies and programs

Pedagogy: Blended learning and continuous assessment through assignment, seminars and group discussions.

COURSE CONTENT

Unit 1 : The Relationship between Society and Education

- Introduction to Sociology of Education
- Theoretical Approaches in Sociology of Education: Functional, Conflict and Radical Perspectives

Unit 2 :Education and Socialization

- Interrelationship between Education and Socialization
- Agencies of Socialization : Family, Peer Group, School and Communication Media

Unit 3 : Education and Social Stratification

- Barriers to Equal Access: Caste, Class, Tribe and Gender
- Rural – Urban Differences
- Education and Social Mobility
- Role of Modernization and Globalization in Social Mobility

Unit 4 : Society and Education in India

- A Brief Socio – Historical View: Pre-Colonial, Colonial and Independent India
- Contemporary Educational Scenario in India
- School and Higher Education: Diversities, Disparities and Challenges
- Right to Education Act

Reading List:

- Ashok Kumar (1990). *Current Trends in Indian Education*, New Delhi: Ashish Publishing House.
- Banks, Olive (1976). *Sociology and Education*, London: Batsford.
- Blackledge, D. and B. Hunt (1985). *Sociological Interpretations of Education*, London: Croom Helm.
- Boudon, Raymond (1973). *Education, Opportunity and Social Inequality*, New York: John Wiley & Sons.
- Brint, Steven (1998). *Schools and Societies*, Thousand Oaks, California: Pine Forge Press.
- Brookover, Wilburt B. (1955). *Sociology of Education*, New York: American Book Company.
- Dreze, Jean and Amartya Sen (1995). *Indian Economic Development and Social Opportunity*, Oxford: Oxford University Press.
- Durkheim, Emile (1956). *Education and Sociology*, New York: Free Press.
- Jayaram, N. (1990). *Sociology of Education in India*, Jaipur: Rawat Publications.
- Gore, M.S., I.P. Desai and Suma Chitins eds. (1967). *Papers in the Sociology of Education in India*, New Delhi: NCERT.

FIRST SEMESTER (HARD CORE)

COURSE - V : SOCIOLOGY OF MARGINALIZED GROUPS

Course Outcomes :

The aim of this course is to provide a comprehensive understanding of the marginalized groups in India.

On successful completion of this course students will be able to:

- Understand the process of marginalization.
- Understand the status and role of marginalized groups in Indian society.
- Critically appreciate the role of social thinkers with respect to their contributions to marginalized groups.
- Analyze and suggest different welfare programs in light of problems faced by the marginalized groups.
- Understand the Social reality, social change and development of the marginalized communities.

Pedagogy : Blended learning and continuous assessment through assignment, seminars, group discussions and field visits

COURSE CONTENT

Unit 1 : Introduction

- Meaning and Process of Marginalization
- Scope and Importance of Studying Marginalization
- Socio-Economic Indices of Marginalization: Poverty, Relative Deprivation, Exploitation, Discrimination, Backwardness and Inequality, Marginalization and Exclusion

Unit 2 : Perspectives on Marginalization

- Role of Ideology in Identification of Marginalization
- Views of Jyotiba Phule, Periyar, B.R. Ambedkar and Ram Manohar Lohiya

Unit 3 : Marginalized Groups in India and Affirmative Action

- Scheduled Castes, Scheduled Tribes, Minorities and Other Backward Classes
- Constitutional Provisions, Central and State (with special reference to Karnataka)
- Schemes and Programmes, Implementation and Hurdles

Unit 4 : Social Change and Marginalized Groups

- Recent Trends in the Movement for Development of Marginalized Groups
- Social Mobility among Marginalized Groups: Education, Employment,
- Political Participation, Conversion, Migration and Social Legislation

Reading List:

- Ambedkar, B.R. (1946). *Who were the Shudras? How they came to be the Fourth Varna in the Indo-Aryan Society*, Bombay: Thackers.
- Beteille, Andre (1981). *Backward Classes and the New Social Order*, New Delhi: Oxford University Press.
- Beteille, Andre (1992). *Backward Classes in Contemporary India*, New Delhi: Oxford University Press.
- Charsley, S.R. and G.K. Karanth eds. (1998). *Challenging Untouchability*, New Delhi: Sage.
- Gore, M.S. (1993). *The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar*, New Delhi: Sage.
- Guha, Ranjeet ed. (1996). *Subaltern Studies: Writings on South Asian History and Society*, New Delhi: Oxford University Press.
- Khan, Mumtaz Ali (1980). *Scheduled Castes and Their Status in India*, New Delhi: Uppal Publishing House.
- Jogdand, P.G. (2000). *New Economic Policy and Dalits*, Jaipur: Rawat Publications.
- Omvedt, Gail (1995). *Dalit Visions: The Anti-Caste Movement and the Construction of an Indian Identity*, New Delhi: Orient Longman.
- Parvathamma, C. (1989). *Scheduled Castes at the Cross Roads*, New Delhi: Ashish Publishing House.
- Singh, K.S. (1995). *The Scheduled Tribes*, New Delhi: Oxford University Press.

FIRST SEMESTER (SOFT CORE)

COURSE - VI : SOCIOLOGY OF DEVELOPMENT

Course Outcomes :

This course provides an opportunity for the students to get a broad overview of the conceptual framework of 'Development'. This paper familiarizes the learner with the debates associated with development in India.

On successful completion of this course students will be able to:

- Demonstrate their knowledge on Sociology of development and evaluate sociological and cultural dimensions of development.
- Examine the various concepts of Development.
- Critically analyse the theoretical background of development and underdevelopment.
- Apply basic knowledge and understanding of the concepts of development with reference to India concerning it with education, gender, climate change and disparities.

Pedagogy : Blended learning and continuous assessment through assignment, seminars and group discussion.

COURSE CONTENT

Unit 1 : Introduction

- Meaning, Scope and Importance of Sociology of Development
- Sociology of Economic Life
- Sociological Dimensions of Development
- Cultural Dimension and Trends of Development

Unit 2 : Concepts of Development

- Human Development
- Economic Development
- Ecological Development
- Social Development
- Sustainable Development
- Right to Development

Unit 3 : Theories of Development and Underdevelopment

- Structural – Functional Theory
- David McClelland's Socio-Psychological Theory
- W.W.Rostow's Stages of Growth Model
- Dependency Theory
- Development of Under Development

Unit 4 : Social Structure and Development with Reference to India

- Education and Development
- Climate Change and Development
- Gender and Development
- Development Disparities

Reading List:

- Alavi, Hamza and Teodor Shanin eds. *Introduction to the Sociology of Developing Societies*, London: Macmillan.
- Appadurai, Arjun(1997). *Modernity at Large: Cultural Dimensions of Globalization*, New Delhi: Oxford University Press.
- Desai, A.R. (1997). *India's Path of Development: A Marxist Approach*, Bombay: Popular Prakashan.
- Dreze, Jean and Amartya Sen (1996). *Indian Economic Development and Social Opportunity*, New Delhi: Oxford University Press.
- Haq, MahabubUl (1991).*The Sociology of Modernization and Development*, New Delhi: Oxford University Press.
- Harrison, D. (1989). *The Sociology of Modernization and Development*, New Delhi: Sage.
- Hoogvelt, Ankie M.M. (1998).*The Sociology of Developing Societies*, London: Macmillan.
- Hoselitz, Bert F.(1996).*Sociological Aspects of Economic Growth*, New Delhi: AmerindPublishers.
- Kiely, Ray, and Phil Marfleet eds. (1998).*Globalization and the Third World*, London: Routledge.
- Kothari, Rajani (1990). *Rethinking Development: In Search of Humane Alternatives*, New Delhi: Aspects Publications.
- Pandey, Rajendra (1985). *Sociology of Development*, New Delhi: Mittal.
- Pandey, Rajendra (1986). *Sociology of Underdevelopment*, New Delhi: Mittal.
- Rostow, W.W. (1960). *The Stages of Economic Growth*, London: University Press
- Singh, Chew C. and Robert A. Denmark eds. (1996).*The Underdevelopment of Development*, New Delhi: Sage.
- Smelser, Neil J. (1988). *The Sociology of Economic Life*, New Delhi: Prentice Hall.
- Webster, Andrew (1984). *Introduction to the Sociology of Development*, London: Macmillan.
- Zimmerman, Carle C. and Richard E. Duwods eds. (1976). *Sociology of Underdevelopment*, Jaipur: Rawat Publications.

SECOND SEMESTER (HARD CORE)

COURSE - I : MODERN SOCIOLOGICAL THEORIES

Course Outcomes :

This course intended to equip the students with theoretical insights to analyse and interpret the modern social phenomena and also familiarize them with different sociological perspectives.

On successful completion of this course students will be able to:

- Develop critical thinking and analytical ability to interpret the social scenario around
- Know the foundation of sociology from theoretical perspective
- Acquaint the theoretical relevance in understanding social structure and change

Pedagogy : Blended learning and continuous assessment through assignment, seminars and group discussion.

COURSE CONTENT

Unit 1 : Structural Approach

- Alfred Reginald Radcliffe-Brown
- Siegfried Fredrick Nadel
- Claude Levi Strauss

Unit 2 : Functional Perspective

- Bronislaw Malinowski
- Talcott Parsons
- Robert K. Merton

Unit 3 : Conflict Approach

- Georg Simmel,
- Lewis A. Coser
- Ralf Dahrendorf,
- Randall Collins

Unit 4 : Theories of Social Change

- Vilfredo Pareto
- Pitirim Alexandrovich Sorokin
- William Fielding Ogburn

Reading List:

- Aron, Raymond (1991). *Main Currents in Sociological Thought (Vol.1)*, London: Penguin.
- Barnes H.E. ed. (1948). *An Introduction to the History of Sociology*, Chicago: Chicago University Press.
- Black, Max ed. (1961). *The Social Theories of Talcott Parsons: A Critical Examination*, Carbondale: Southern Illinois University Press.
- Coser, Lewis (1975). *Masters of Sociological Thought: Ideas in Historical and Social Context*, New York: Harcourt Brace Jovanovich.
- Firth, Raymond (1957). *Man and Culture: An Evaluation of the Work of Bronislaw Malinowski*, New York: Humanities Press.
- Merton, R.K. (1968). *Social Theory and Social Structure*, New York: The Free Press.
- Nadel, S.F. (1957). *The Theory of Social Structure*, Glencoe: The Free Press.
- Routledge Library Edition (2004). *The Sociology of Radcliffe Brown*, London: Routledge.
- Tucker, K.N (2002). *Classical Social Theory*, Oxford: Blackwell Publication.
- Wiseman, Boris (1998). *Introducing Lévi-Strauss*. Toronto: Totem Books.

SECOND SEMESTER (HARD CORE)

COURSE - II : SOCIOLOGY OF HEALTH

Course Outcomes :

The course aims to provide an account of relation between social factors and health of a society. As well as the association between health, illness and development of a society from sociological perspectives.

On successful completion of this course students will be able to:

- Understand the concept of health, illness and social conditions.
- Analyse the relationship between social factors and health status.
- Analyse the health policies and programs in the Indian context from a comparative perspectives

Pedagogy: Blended learning and continuous assessment through assignment, seminars, group discussions and field visits.

COURSE CONTENT

Unit 1 : Introduction

- Meaning, Nature and Scope of Sociology of Health
- Emergence and Development of Sociology of Health
- Importance of Sociology of Health
- Sociology of Health in India

Unit 2 : Health and Disease

- The Sick Role and Patient Role
- Treatment: Preventive, Curative and Rehabilitative
- Epidemiology of Disease
- Natural History of Disease
- Systems of Medicine

Unit 3 : Determinates of Disease

- Socio-Economic-Cultural Determinants
- Health Seeking Behavior
- Doctor-Patient – Nurse Relationship
- Hospital as a Social Organization

Unit 4 : Community Health and Health Policy in India

- Community Health Problems and Health Care Delivery
- Implementation and Utilization of Health Care Delivery Programmes
- Social Legislation and Health Care
- Health for All – Privatization of Health Care and Corporatization of Health in India

Reading List:

- Albert, Gary L. and R. Fitzpatrick (1994). *Quality of Life in Health Care: Advances in Medical Sociology*, Mumbai: Jai Press.
- Annandale Allen (2001). *The Sociology of Health and Medicine– A Critical Introduction*, Cambridge: Polity Press.
- Bloom, Samuel W. (1963). *The Doctor and His Patient*, New York: Free Press.
- Coe, Rodney M. (1970). *Sociology of Medicine*, New York: McGraw Hill.
- Chloe Bird, Peter Conrad and Alan Fremont eds. (2000). *Handbook of Medical Sociology*, New York: Prentice Hall.
- Cockerham, William C. (1997). *Medical Sociology*, New Jersey: Prentice Hall
- Conrad, Peter ed. (2005). *Sociology of Health and Illness: Critical Perspectives*, New York: Worth Publishing.
- Dutta, P.R. (1955). *Rural Health and Medical Care in India*, Ambala: Army Education Press.
- Madan, T.N. (1980). *Doctors and Nurses*, New Delhi: Vikas.
- Ommen, T. K. (1978). *Doctors and Nurses: A Study in Occupational Role Structures*, Bombay: Macmillan.
- Rama, Baru V. (1998). *Private Health Care in India*, New Delhi: Sage.
- Schwatz, Howard (1994). *Dominant Issues in Medical Sociology*, New York: McGraw Hill.
- Venkataratnam, R (1979). *Medical Sociology in an Indian Setting*, Madras: Macmillan.

SECOND SEMESTER (HARD CORE)

COURSE - III : GENDER AND SOCIETY

Course Outcomes :

This course focused on social construction of gender, feminist thought and basic concepts of gender in sociological perspective.

On successful completion of this course students will be able to:

- Understand the relevance of gender study in sociological perspective.
- Examine the Feminist approaches in the Indian context.
- Sensitize the Gender construction in Indian Institutions.
- Know the changing status of Indian Women.

Pedagogy: Blended learning and continuous assessment through assignment, seminars and group discussion.

COURSE CONTENT

Unit 1 : Social Construction of Gender

- The Relevance of Gender Studies to Sociology
- Basic Concepts in Gender Studies: Gender vs. Biology (Sex), Patriarchy, Gender Bias, Gender Relations, Gender Division of Labour, Gender Equality, Gender Neutrality, Gender Justice, Androgyny and Gender Sensitivity

Unit 2 : Sociology and Feminism

- Interrelationship and Interdependence of Sociology and Feminism
- Theoretical Debates on Feminism-Liberal, Marxist, Radical, Socialist, Existential and, Post-Modern Schools
- Indian Perspectives on Feminism

Unit 3 : Gender and Society in India

- The Construction of Gender in Indian Social Institutions- Family, Marriage, Education, Economy, Religion and Caste
- Changing Status of Women in India-Pre-Independence, From Independence to the International Women's Decade and From International Women's Decade to Contemporary Times (With reference to laws and schemes)

Unit 4 : Women's Movement in India – Issues and Achievements

- Role of State and Autonomous Women's Groups in Women's Emancipation
- Contemporary Challenges before the Women's Movement
- India's Changing Demographic Profile
- Domestic Violence- Communal Violence
- Religious Fundamentalism and Political Marginalization

Reading List:

- Altekar, A.S. (1983).*The Position of Women in Hindu Civilization*, Delhi: Motilal Banarasidas.
- Channa, Karuna ed. (1988).*Socialization, Education and Women*, New Delhi: Orient Longman.
- Chaudhuri, Maitrayee ed. (2004).*Feminism in India*, New Delhi: Kali for Women and Women Unlimited.
- Desai, Neera and Maithreyi Krishnaraj (1987).*Women and Society in India*, Delhi: Ajanta.
- Dube, Leela, Eleanor Leacock and Shirley Ardner (1986).*Visibility and Power: Essays on Women in Society and Development*, New Delhi: Oxford University Press.
- Forbes, Geraldine (1998).*Women in Modern India*, New Delhi: Cambridge University Press.
- Gandhi, Nandita and N. Shah (1992).*Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*, New Delhi: Kali for Women
- Geetha, V. (2002).*Gender*. Calcutta: Stree.

SECOND SEMESTER (SOFT CORE)

COURSE - IV : SOCIOLOGY OF SOCIAL MOVEMENTS

Course Outcomes :

Aim of this course is to enable the students to make a critical evaluation of role of social movements in the Indian society.

On successful completion of this course students will be able to:

- Conceptually analyse different forms of social movements.
- Place the role of leader and followers in proper perspective.
- Appreciate the role played by ideologies and techniques of movement.
- Determine the problems associated with succession of leadership and interpretation of ideologies
- Understand Indian society from the viewpoint of different theories advocated by social thinkers

Pedagogy : Blended learning and continuous assessment through assignment, seminars and group discussion.

COURSE CONTENT

Unit 1 : Introduction

- Scope and Significance of Sociology of Social Movements
- Genesis and Ideology of Social Movements

Unit 2 : Reform Movements

- Brahma Samaj, Prarthana Samaj, Satyashodhak Samaj, Arya Samaj and Kabir Panth
- **Protest Movements** – Jainism, Buddhism, Veerasaivism and Sikhism

Unit 3 : Dalit and Backward Class Movements

- Emergence of Dalit Movement in India
- Role of Jyotiba Phule and B.R. Ambedkar
- Dalit Movement in Karnataka (DSS)
- Backward Classes Movement in Karnataka

Unit 4 : Tribal and Peasant Movements

- Peasant Movement in India
- Peasant Movement in Karnataka
- Santal Movement, Jharkhand Movement
- Tribal Self Rule,
- Political Awakening among Tribals

Reading List:

- Banks, J.A. (1972). *The Sociology of Social Movements*, London: Macmillan.
- Cameron, W.B. (1966). *Modern Social Movements: A Sociological Outline*, New York: Random House.
- Choudhary, S. (1971). *Peasants' and Workers' Movement in India-1905-1929*, New Delhi: People's Publishing House.
- Hardgrave, Robert L. (1965). *The Dravidian Movement*, Bombay: Popular Prakashan.
- Malik, S.C. (1977). *Dissent, Protest and Reform in Indian Civilization*, Shimla: Indian Institute of Advanced Study.
- Patwardhan, Sunanda (1973). *Change among Indian Harijans: Maharashtra, A Case Study*, New Delhi: Orient Longman.
- Rao, M.S.A. ed. (1979). *Social Movements and Social Transformation*, New Delhi: Mac Millan.
- Rao, M.S.A. ed. (1979). *Social Movements in India*, New Delhi: Macmillan.
- Shah, Ganshyam (2002). *Social Movements and the State*, New Delhi: Sage.

SECOND SEMESTER (SOFT CORE)

COURSE - V : SOCIOLOGY OF PROFESSIONS

Course Outcomes :

This course wishes to equip students to understand the dynamics of status and role of professions in modern societies.

On successful completion of this course students will be able to:

- Appreciate the relation and differences between Profession, Semi-profession and Occupation
- Clearly identify the features that defines a profession
- Understand the role of different professions and their importance to modern societies
- Analyse the role played by professional status and bodies in perpetuating social inequality and its implications

Pedagogy: Blended learning and continuous assessment through assignment, seminars and group discussion.

COURSE CONTENT

Unit 1 : Introduction

- Definition and Scope of Sociology of Professions
- Sociological Perspectives on Professions
- Contributions of Indian Sociologists to the Study of Professions

Unit 2 : Professions-Concept and Reality

- Professions and Semi Professions: Definitions and Attributes
- Distinction between Occupations and Professions
- Professionalization – Professionalism

Unit 3 : Issues in Professions

- Professional Organizations: Structure and Functions
- Professional Ethics and Commitment
- Professional-Client Relationship
- Professions and Social Change

Unit 4 : Studies on Professions and Semi-Professions

- Doctors, Engineers, Lawyers, Teachers, Nurses and Social Workers

Reading List:

- Bhoite, U.B. (1987). *Sociology of Indian Intellectuals*, Jaipur: Rawat Publications.
- Chitnis, Suma and Philip G. Altbach eds. (1979). *The Indian Academic Profession*, New Delhi: Macmillan.
- Dingwall, Robert and Philip Lewis eds. (1983). *The Sociology of the Professions: Lawyers, Doctors and Others*, London: Macmillan.
- Eliatt Philip (1972). *The Sociology of Professions*, London: Macmillan.
- Glass, D.V. (1954). *Social Mobility in Britain*, London: Routledge and Kegan Paul.
- Gamdhi, K S. (1987). *Sociology of Legal Profession, Law and Legal Systems*, Delhi: Cian.
- Lal, Shoekumar ed. (1988). *Readings in the Sociology of Professions*, Delhi: Cian.
- Larson, M.S. (1977). *The Rise of Professionalism*, Berkely: The University of California Press.
- Misra, B B. (1961). *The Indian Middle Classes: Their Growth in Modern Times*, London: Oxford University Press.
- Montagna, Paul D. (1997). *Occupations and Society*, Canada: John Willey and Sons.
- Nagla, Madhu (1997). *Sociology of Medical Profession*, Jaipur: Rawat Publications.
- Oommen, T.K. (1978). *Doctors and Nurses*, New Delhi: Vikas Publications.
- Ullen, John B. (1978). *The Structure of Professionalism*, New York: Petrotelli-Books Inc.

SECOND SEMESTER (OPEN ELECTIVE)

COURSE - VI: INDIAN SOCIETY IN TRANSITION

Course Outcomes :

This course intends to introduce students to the transitions taking place in the social structure of Indian society. Generally the course also stresses on the changing Indian villages, specifically concentrating on participation of rural people in the democratic process.

On successful completion of this course students will be able to:

- Analyse the nature and direction of change in Indian society, basically from traditional to modernity of Social Institutions.
- Understand the Indicators of change and participation in democratic process.
- Examine the changing conditions of socially excluded groups through movement for social justice.
- Articulate on conceptualization issues and contemporary trends that face Indian society.

Pedagogy: Blended learning and continuous assessment through assignment, seminars and group discussion.

COURSE CONTENT

Unit 1 : From Tradition to Transition

- The Nature and Direction of Change in Indian Society
- The Changing Face of Indian Social Institutions: Family, Caste, Economy and Polity

Unit 2 : India's Changing Villages

- Indicators of Change: Infrastructure, Education, Poverty Reduction, Employment Guarantee
- Participation in Democratic Processes and Governance - Panchayati Raj
- The Rural-Urban Divide
- A Critical Insight into Rural Development Initiatives

Unit 3 : Movements for Social Justice

- A Background View, Role of the Constitution of India and Legislation
- Backward Classes and Dalit Movements
- Opportunities for Social Mobility for Scheduled Castes, Scheduled Tribes, Backward Classes, Minorities and Women

Unit 4 : India in the Globalization Era

- The Nature and Impact of Changes on different Sections of Indian Society
- Contemporary and Future Challenges Facing Indian Society

Reading List:

- Ahuja, Ram (1993). *Indian Social System*, Jaipur: Rawat.
- Deshpande, Satish (2003). *Contemporary India: A Sociological View*, New Delhi: Viking.
- Desouza, P.R (2000). *Contemporary India: Transitions*, New Delhi: Sage Publications.
- Dube, S.C (1900). *Indian Society*, New Delhi: National Book Trust.
- Galanter, Marc (1984). *Competing Equalities: Law and the Backward Classes in India*, New Delhi: Oxford University Press.
- Sharma, K.L (1997). *Social Stratification in India: Issues and Themes*, New Delhi: Sage Publications.
- Thappara, Romila (1978). *Ancient Indian Social History: Some Interpretations*, Mumbai: Orient Longman.
- Sasen, Saskia and Kwame Anthony Appiah (1998). *Globalization and Its Discontents*, New Press

THIRD SEMESTER (HARD CORE)

COURSE - I :CONTEMPORARY SOCIOLOGICAL THEORIES

Course Outcomes :

This course introduces the students to symbolic interactionism perspective which tries to analyze the society at a micro level. The applicability of these theories in understanding contemporary social reality is also emphasized.

On successful completion of this course students will be able to:

- Examine Symbolic Interactionism perspectives and to distinguish between micro and macro level analysis of society.
- Understand the distinctive features of Symbolic interactionism perspective.
- Analyze the concept of social reality and social constructionism and its application to the social world.
- Identifying how contemporary sociological theories differ from classical theories, i.e., Neo-functionalism, Neo-Marxism, Structuration and Post Modernism

Pedagogy: Blended learning and continuous assessment through assignment, seminars and group discussion.

COURSE CONTENT

Unit 1 : Symbolic Interactionism

- George Herbert Mead
- Charles Horton Cooley
- Herbert Blumer

Unit 2 : a) Phenomenology

- Karl Mannheim (Sociology of Knowledge)
- Alfred Schutz
- Erving Goffman (Dramaturgy)

b) Ethnomethodology

- Harold Garfinkel

Unit 3 : a) Neo-Functionalism

- Jeffrey Charles Alexander

b) Neo-Marxism

- Jürgen Habermas (Theory of Communicative action)

Unit 4 : a) Structuration

- Anthony Giddens

b) Post Modernism

- Michel Foucault
- Jacques Derrida (Deconstruction)
- Ulrich Beck (Risk society)

Reading List:

- Giddens, Anthony (2004). *In Defense of Sociology*, Cambridge: Polity Press.
- Giddens, Anthony and J.H.Turner (1987). *Social Theory Today*, Cambridge: Polity Press.
- Jeffrey, Alexander C. (1985). *Neofunctionalism*, London: Sage.
- Luckmann, Thomas ed. (1978). *Phenomenology and Sociology: Selected Readings*, New York: Penguin Books.
- Rabinow, Paul ed. (1986). *The Foucault Reader*, Harmondsworth: Penguin.
- Ritzer, George ed. (2007). *The Blackwell Encyclopedia of Sociology*, Oxford: Blackwell.
- Scott, Applelrouth and Laura Desfor Edles (2008). *Classical and Contemporary Sociological Theory: Text and Readings*, California: Pine Forge Press.

THIRD SEMESTER (HARD CORE)

COURSE - II : STATISTICS AND COMPUTER APPLICATIONS

Course Outcomes:

The course aims to equip the students with basic qualitative and quantitative data analysis techniques in social research.

On successful completion of this course students will be able to:

- Understand the values of the numerical data and interpretation of data
- Acquaint the various methods of statistical measurements.
- Gain knowledge and importance of vital events.
- Use the Software packages of computer in social research.

Pedagogy: Blended learning and continuous assessment through assignment, seminars and group discussion.

COURSE CONTENT

Unit 1 : Introduction

- Social Statistics: Scope and Importance
- Deductive and Inductive Statistics
- Classification and Tabulation of Data
- Diagrammatic and Graphical Representation

Unit 2 : Methods of Statistical Measurement

- Measures of Central Tendency – Arithmetic Mean, Median and Mode
- Measures of Dispersion – Range, Quartile Deviation Standard Deviation and Mean Deviation
- Correlation – Pearson's Correlation and Rank Correlation
- Factor Analysis – Association of Attributes – Chi-Square Test

Unit 3 : Vital Statistics

- Meaning and Uses of Vital Statistics
- Methods of Collecting Data on Vital Events
- Measures of Mortality and Fertility

Unit 4 : Computer Operations

- Software Packages: MS OFFICE, (Ms.Word ,Ms, EXCEL, Power Point Presentation)
- SPSS, FLOW CHARTS
- Application of Computers in Social Research

Reading List:

- Agarwal, Y.P. (1995). *Statistical Methods: Concepts, Applications and Computation*, New Delhi: Sterling Publishers.
- Altman, Micah, Jeff Gill and Michael McDonald (2003). *Numerical Issues in Statistical Computing for the Social Scientist*, New York: John Wiley and Sons.
- Bryman, Alan (1988). *Quality and Quantity in Social Research*, London: Unwin Hyman.
- Gupta, S.C. (1990). *Fundamentals of Statistics*, New Delhi: Himalaya Publishing House.
- Gupta, S.C. (1985). *Statistical Methods*, New Delhi: S.Chand and Sons.
- Irvine, J. I. Miles and J.Evans eds. (1979). *Demystifying Statistics*, London: Pluto Press.
- Norton, Peter (2005). *Introduction to Computers*, New Delhi: Tata McGraw Hill.
- Rajaraman, V. (2004). *Fundamentals of Computers*, New Delhi: Prentice Hall.
- Shipman, Martin (1998). *The Limitations of Statistics*, London: Longman.

THIRD SEMESTER (HARD CORE)

COURSE - III : POLITICS AND SOCIETY

Course Outcomes:

The course is intended to expose the students on modern society and political systems as well as status and role as citizens of the state.

On successful completion of this course students will be able to:

- Understand the society and politics through different sociological perspectives.
- Acquaint the nature and functions of political systems and political processes.
- Know their rights and duties in the state.
- Aware the prerequisites of sound democratic political system and its vulnerability

Pedagogy: Blended learning and continuous assessment through assignment, seminars and group discussion.

COURSE CONTENT

Unit 1 : Introduction

- Scope and importance of Political Sociology
- Emergence of Political Sociology
- Visions of Society and Politics – Thomas Hobbes, Jean-Jacques Rousseau, Karl Marx, Max Weber, Vilfredo Pareto

Unit 2 : Political and Political Systems

- Characteristics and Functions of Political System
- Types of Political System
- Political System as a Social System
- Relationship between Political System and Non-Political System

Unit 3 : Political Socialization and Participation

- Politicalization and Politicization
- Political Socialization and its Agencies
- Political Participation and its Pattern
- Political Mobilization and Political Culture
- Political Communication and its Patterns

Unit 4 : Electoral Behavior in India

- Introduction to Psephology – Meaning, Scope and Importance
- Pattern of Voting Behavior in India
- Party System, Political Parties and Ideologies
- Politics and Civil Society

Reading List:

- Ali, Ashraf and C.N. Sharma (1983). *Political Sociology: A New Grammar of Politics*, Madras: University Press.
- Bendix, Reinhard (1968). *State and Society*, Boston: Little Brown.
- Dahl, Robert (1983). *Modern Political Analysis*, New Delhi: Prentice Hall.
- Eisenstadt, S.N. ed. (1971). *Political Sociology*, New York: Basic Books.
- Gould, Harold A. and Sumit Ganguly eds. (1993). **India Votes: Alliance Politics and Minority Governments in the Ninth (1989) and Tenth (1991) General Elections**, Boulder: West View Press.
- Gupta, Dipankar (1996). *Political Sociology in India: Contemporary Trends*, Hyderabad: Orient Longman.
- Hyman, H.H. (1972). *Political Socialization: A Study in the Psychology of Political Behaviour*, Glencoe: Free Press.
- Jangam, R.T. (1980). *Text Book of Political Sociology*, New Delhi: Oxford and IBH Publishing Company.
- Kothari, Rajni ed. (1973). *Caste in Indian Politics*, New Delhi: Orient Longman.
- Lipset, Seymour Martin. (1960). *Political Man: The Social Bases of Politics*, New York: Feffer and Simons.
- Mitra, Subrata K. and James Chiriyandath eds. (1992). *Electoral Politics in India: A Changing Landscape*, New Delhi: Segment Books
- Mukhopadhyay, A.K. (1977). *Political Sociology: An Introduction*, Calcutta: Bagchi.

THIRD SEMESTER (SOFT CORE)

COURSE - IV :HUMAN RIGHTS AND SOCIAL JUSTICE

Course Outcomes:

The aim of this course is to sensitize the students on the application as well as the relevance of human rights and social justice in a globalised world which makes them to understand the nature of human dignity.

On successful completion of this course students will be able to:

- Understand the History of Human Rights
- Analyze the Human Rights violation and the Issues of Social justice with special reference to Dalit, Tribes, Minorities and Women.
- Acquaint the importance of Human Rights movement in the present context.

Pedagogy :Blended learning and continuous assessment through assignment, seminars and group discussion.

COURSE CONTENT

Unit 1 : Introduction

- Human Rights: Meaning, Definition and Characteristics
- History of Human Rights
- Forms of Rights: Constitutional Rights, Human Rights and Civil Rights
- Theories of Human Rights: Classical, Marxist, Neo-Marxist and Liberal

Unit 2 : Constitutional Rights and Social Justice

- Forms of Social Justice: Meaning, Definition and Characteristics
- Constitutional Rights with special reference to Schedule Castes, Schedule Tribes, Minorities and Other Backward Classes
- Rights of Prisoners , Women,Children and LGBT
- Recent Development : Consumer Act, Right to Information, Right to Education, Rights Related to Health and Rights of the Aged

Unit 3 : Human Rights Movements and Stakeholders

- Human Rights and Movements-The Stakeholder Approach
- Rights of Unorganized Labour Sectors
- Civil Society Organizations

Unit 4 : Relevance of Human Rights and Social Justice at Global Level

- Relevance of Human Rights and Social Justice
- Social Justice and the Corporate Sector
- Social Justice and Social Marketing

Reading List:

- Blau, Judith, E. Keri and Iyall-Smith (2006). *Public Sociologies Reader*, Toronto: Rowman and Littlefield Publications.
- Desai, A.R. (1986). *Violation of Democratic Rights in India*, Bombay: Popular Prakashan.
- Haragopal, G. (1997). *The Political Economy of Human Rights*, Himalaya, Hyderabad.
- Iyer, Krishna (1983). *Indian Social Justice in Crisis*, New Delhi: East West Press.
- Jogdand, P.G ed. (2008). *Globalization and Social Justice*, Jaipur: Rawat Publications.
- Richard Falk (2000). *Human Rights Horizons: The Pursuit of Justice in a Globalizing World*, New York: Routledge.
- Robertson, A.H. (1972). *Human Rights in the World*, Manchester: Manchester University Press
- UNDP, *Human Development Reports*
- Zinnos, Albert A. ed. (2007). *Human Rights; A Bibliography with Indexes*, Inc.: Nova Science Publishers.

THIRD SEMESTER (HARD CORE)

COURSE - V :URBAN SOCIETY IN INDIA

Course Outcomes :

The course aims to present a social and historical picture of urban areas and process of urbanization in India.

On successful completion of this course students will be able to:

- Acquaint with the historical development of Urban areas in India
- Understand the factors and process of Urbanization
- Demonstrate the impact of changes on social life due to Urbanization
- Analyze the urban problems from sociological perspective
- Suggest developmental strategies for Urban communities

Pedagogy: Blended learning and continuous assessment through assignment, seminars, group discussions and field visits.

COURSE CONTENT

Unit 1 : Introduction

- Study of City life in India: Origin and Development
- Scope and Importance of the Study of City life in India
- City life in Ancient and Medieval India

Unit 2 : Urbanization in India

- The Process of Urbanization
- Nature of Urbanization in India
- Trends and Patterns of Urbanization
- Factors of Rapid Urbanization
- Problems of Urbanization – Over Urbanization

Unit 3 : Problems of City Life

- Poverty – Nature, Causes and Consequences
- Slum – Causes and Consequences
- The Problem of Urban Infrastructure
- Urban Environmental Problems

Unit 4 : Urban Renewal and Urban Governance

- Urbanization Policy in India
- Urban Renewal Mission –Issues –Problems of Urban Development
- Role of Urban Local Bodies in Urban Development

Reading List:

- Abrahamson, M. (1980). *Urban Sociology*, Englewood: Prentice Hall
- Bhardwaj, R.K. (1974). *Urban Development in India*, New Delhi: National Publishing House.
- Bose, Ashish (1978). *Studies in Indian Urbanization 1901-1971*, New Delhi and Bombay: Tata Mc Graw Hill.
- Castells, M. (1977). *The Urban Question*. London: Edward Arnold.
- De Souza, Alfred (1979). *The Indian City: Poverty, Ecology and Urban Development*, New Delhi: Manohar.
- Desai A.R. and S.D. Pillai ed. (1970) *Slums and Urbanization*, Bombay: PopularPrakashan.
- Pickvance, G.G. ed. (1976). *Urban Sociology: Critical Essays*, London: Tavistock.
- Quinn J.A. (1955). *Urban Sociology*, New Delhi: S. Chand and Co.
- Ramachandran, R. (1991). *Urbanization and Urban Systems in India*, NewDelhi: Oxford University Press.
- Ronnan, Paddison ed. (2001). *Handbook of Urban Studies*, London: Sage Publications.
- Saunders, P. (1981). *Social Theory and the Urban Question*. London: Hutchinson.

THIRD SEMESTER (OPEN ELECTIVE)

COURSE - VI : SOCIAL DISORGANIZATION AND RECONSTRUCTION

Course Outcomes :

This paper focuses on Social disorganization and reconstruction. It discusses various social issues which are of relevance for contemporary world. It also deals with Penological and Correctional Measures.

On successful completion of this course students will be able to:

- Explain how Social Disorganization and Reconstruction interact and react with the larger society and its effect on individual, family and society at a large.
- Analyze social disorganization in contemporary India in the context of Sociological theory, knowledge, concepts and perspectives
- Comprehension on various Socio-economic problems.
- Exhibit problem solving strategies, social consciousness, thinking skills.

Pedagogy: Blended learning and continuous assessment through assignment, seminars and group discussion.

COURSE CONTENT

Unit 1 : Introduction

- Concepts of Disorganization and Social Reconstruction
- Theoretical Approaches to the Study of Disorganization

Unit 2 : Problem of Crime and Delinquency

- Incidence, Causes, Types of Crime and Remedies
- Cyber Crimes

Unit 3 : Socio-Economic Problems

- Alcoholism,
- Drug Abuse,
- Domestic Violence
- Child Labour
- Corruption
- Communal Riots
- Terrorism

Unit 4 : Penological and Correctional Measures

- Theories of Punishment – Retributive, Deterrent and Reformative
- Law and Social Reconstruction
- NGOs and Social Reform

Reading List:

- Ahuja, Ram (1997). *Social Problems in India*, Jaipur: Rawat Publications.
- Ahuja, Ram (2000). *Criminology*, Jaipur: Rawat Publications.
- Williamson, Hearld E. (1990). *The Correction Profession*, New Delhi: Sage Publications.
- Gill, S. (1998). *The Pathology of Corruption*, New Delhi: Harper Collin – Ministry of Home Affairs.
- Parsonage Willam H. (1979). *Perspective on criminology*, London: Sage Publications.
- Sutherland, Edwin, H and Donald R. Creassy (1968). *Principles of Criminology*, Bombay: Times of India Press.
- Shankar Dass Rani Dhawan (2000). *Punishment and the Prison – India and International Perspective*, New Delhi: Sage Publications.
- Reid Sue Titus (1976). *Crime and Criminology*, Illinois: Deyden Press.
- Varshney, Ashutosh (2003), *Ethnic Conflict and Civic Life: Hindus and Muslims in India*, New Heaven: Yale University Press.
- Williams, Frank P. and Marilyn D. MC Shane (1998). *Criminological Theory*, New Jersey: Prentice Hall.

FOURTH SEMESTER (HARD CORE)

COURSE - I : APPROACHES TO THE STUDY OF INDIAN SOCIETY

Course Outcomes :

This course familiarizes the students on colonial experience of Indian society. It also exposes the students to the contribution of sociologists who have built-up sociology in India. The theoretical foundation in this paper introduces a number of seminal works.

On successful completion of this course students will be able to:

- Demonstrate their understanding of Society in Pre-Colonial India.
- Explain the characteristics of the Indological and Textual, Structural Functionalist, Conflict, and Subaltern Perspectives
- Analyze aspects of social structure using these different approaches to the study of Indian Society
- Identify the need of Sociology for India.

Pedagogy: Blended learning and continuous assessment through assignment, seminars and group discussion.

COURSE CONTENT

Unit 1 : Society in Pre-Colonial India

- Western Accounts of India
- British Reports on 17th and 18th Century India with Special Reference to Village Economy and Education
- British Census of India

Unit 2 : a) Indological and Textual

- Govind Sadashiv Ghurye
- Louis Dumont

b) Structural Functionalism

- Mysore Narasimhachar Srinivas
- Shyama Charan Dube

c) Marxism

- Dhurjati Prasad Mukherjee
- Akshaybhai Ramanlal Desai

Unit 3 : Synthesis of Textual and Field Views

- N.K.Bose
- Irawati Karve
- T.N.Madan

Unit 4 : a) Subaltern Perspective

- Bhimrao Ramji Ambedkar
- Ranajit Guha
- David Hardiman

b) Sociology for India

Reading List:

- Beteille, Andre (2002). *Sociology: Essays on Approach and Method*, New Delhi: Oxford University Press.
- Dahiwale, S.M. ed. (2004). *Indian Society: Non-Brahmanic Perspectives*, Jaipur: Rawat Publications.
- Dhanagare, D.N. (1998). *Themes and Perspectives in Indian Sociology*, Jaipur: Rawat
- Dharmapal (2000). *Collected Writings (in 5 volumes)*, Goa: Other India Press.
- Das, Veena (2004). *Handbook of Indian Sociology*, New Delhi: Oxford University Press.
- Dumont, Louis (1970). *Homo Hierarchicus: The Caste System and its Implications*, Delhi: Oxford University Press.
- Guha, Ranjit (1997). *A Subaltern Studies Reader, 1986-1995*, New Delhi: Oxford University Press.
- Inden, Ronald (1990). *Imaging India*, Oxford: Basil Blackwell.
- Madan, T.N. (1995). *Pathways: Approaches to the Study of Indian Society*, New Delhi: Oxford University Press.
- Oomen, T.K. and P. Mukherjee (1986). *Indian Sociology: Reflections and Retrospections*, Bombay: Popular Prakashan.
- Said, Edward (1979). *Orientalism*, New York: Vintage Books.
- Srinivas, M.N. (1962). *Caste in Modern India and Other Essays*, Bombay: Asia Publishing House.
- Vivek, P.S. (2002). *Sociological Perspectives and Indian Sociology*, Mumbai: Himalaya Publishing House.

FOURTH SEMESTER (HARD CORE)

COURSE - II : GLOBALIZATION AND INDIAN SOCIETY

Course Outcomes :

This course aims to enable the students to appreciate and understand different facets of globalization and its implication on Indian society.

On successful completion of this course students will be able to:

- Understand the emergence of globalization from Socio-Historical and Economic – Political background.
- Know the agencies involved in the process of globalization.
- Critically analyze the issues arising out of and related to the process of globalization.
- Understand the impact of globalization on Socio-Economic and cultural life of Indian society.

Pedagogy: Blended learning and continuous assessment through assignment, seminars and group discussion.

COURSE CONTENT

Unit 1 : Understanding Globalization

- Globalization and its Historical and Social Context
- Characteristics of Globalization
- The Role of Information and Communication Technology
- Positive and Negative Effects of Globalization
- Globalization : Interaction between Global and Local

Unit 2 : Agencies of Globalization

- Political Economy of Globalization
- Agencies of Globalization: Multi-national Corporations (MNCs), Nation, Media, Non-Governmental Organizations (NGOs), International Agencies (International Monetary Fund and World Bank)

Unit 3 : Theoretical Approaches

- Roland Robertson,
- Immanuel Wallerstein
- Martin Albrow
- Anthony Giddens

Unit 4 : Globalization and Indian Experience

- Globalization and Public Policy
- Globalization and Indian Culture
- Impact of Globalization: Trends and Prospects
- Changing Role of the State in the Era of Globalization

Reading List:

- Appadurai, Arjun (1996). *Modernity at Large*, University of Minnesota Press.
- Applebaum R. and W. Bobinson (2005). *Critical Global Studies*, New York: Routledge.
- Bremen, Yam (1993). *Footlost Labour*, Cambridge: Cambridge University Press.
- Browning, Halcli, Webster ed. (1996). *Understanding Contemporary Society: Theories of the Present*, London: Sage Publications.
- Cohen, Robin and M. Shirin ed. *Global Social Movements*, London: The Athlone Press.
- Giddens, Anthony (2000). *Runaway World: How Globalization is reshaping Our Lives*, New York: Routledge.
- Jha, Avinash (2000). *Background to Globalization*, Mumbai: Centre for Education and Documentation.
- Jogdand, P.G., P.Bansode and N.G.Meshram eds. (2008). *Globalization and Social Justice*, Jaipur: Rawat Publications.
- Kofman and Young (2003). *Globalization, Theory and Practice*, London: Continuum.
- Lechner F. and J. Boli ed. (2000). *The Globalization*, Oxford: Blackwell.
- Schuurman Frans J. ed. (2002). *Globalization and Development Studies*, New Delhi: Sage Publications.
- Upadhya C. and A.R. Vasavi ed. (2007). *In an Outpost of the Global Economy: Work and Workers in India's Information Technology Industry*, London: Routledge.
- Waters M. (1995). *Globalization*, London: Routledge.

FOURTH SEMESTER (HARD CORE)

COURSE - III : PROJECT WORK

Course Outcomes :

This course designed to sensitize the students to approach different social issues from critical sociological perspective. It aims to expose the students to social reality and understand them with sociological imagination.

On successful completion of this course students will be able to:

- Improve the research skills
- Develop the art of writing research proposals and reports
- Develop logical thinking and critical analysis of various social phenomena

Pedagogy: Lecture, guidance and discussions.

FOURTH SEMESTER (SOFT CORE)

COURSE - IV :SOCIETY, MEDIA AND DEVELOPMENT

Course Outcomes :

The aim of this course is to provide a sociological perspective on the role of mass media in modern society especially in the context of Indian society.

On successful completion of this course students will be able to:

- Understand the social history of media.
- Analyze the media content from a developmental perspective.
- Acquaint with different types of media.
- Develop critical thinking about various social issues in the interest of the society.

Pedagogy :Blended learning and continuous assessment through assignment, seminars and group discussion.

COURSE CONTENT

Unit 1 : Media and Society: Introduction

- Scope and Importance of Sociological Study of Media
- Social History of Media
- State, Civil Society and Media in India
- Theoretical Perspectives on Media

Unit 2 : Mass Media

- Print, Electronic and New Media
- The Use and Abuse of Media – Analyzing Media Content from a Developmental Angle
- Media and Politics
- Information Flow and Knowledge Society

Unit 3 : Media and Popular Culture

- Regional - National – Transnational Media
- Representation of Diversity in Media (with specific reference to different types of Media)
- Media Responses to Issues of Deprivation and Exclusion

Unit 4 : Impact of Media on Society

- Media, Crime and Violence
- Media and Gender Issues
- Impact of Media on Socialization of Youth, Lifestyle and Social Relations
- Media, Consumerism and Globalization

Reading List:

- Abbas, Ackbar and John Nguyet Erni (2005). *Internationalizing Cultural Studies: An Anthology*, London: Blackwell.
- Asa Briggs & Burke (2005). *A Social History of the Media*, Cambridge: Polity Press.
- Ash Amin and Nigel Thrift eds. (2004). *Cultural Economy Reader*, London: Blackwell.
- Don Robotham (2005). *Culture, Society and Economy: Bringing Production Back In*, London: Sage Publications.
- Dwyer, Rachel (2010). *Bollywood's India: Hindi Cinema as a Guide to Modern India*, New Delhi: Oxford University Press.
- Dwyer, Rachel and C. Pinney ed. (2001). *Pleasure and the Nation: The History of Consumption and Politics of Public Culture in India*, New Delhi: Oxford University Press.
- Elizabeth Long ed. (1997). *From Sociology to Cultural Studies*, London: Blackwell.
- Gray, Ann (2005). *Research Practice for Cultural Studies*, London: Sage
- Ingles, David (2005). *Culture and Everyday Life*, London: Routledge
- Jan van Dijk (2006). *The Network Society*, London: Sage Publications.
- Nandy, Ashis (1995). *The Secret Politics of Our Desires*, New Delhi: Oxford University Press
- Niranjana, Tejaswini, P. Sudhir and Vivek Dhareshwar ed. (1995). *Interrogating Modernity: Culture and Colonialism in India*, Calcutta: Seagull.
- Rajgopal, Arvind (2001). *Politics after Television: Hindu Nationalism and the Reshaping of Public in India*, Cambridge: Cambridge University Press.
- Stuart Hall ed. (1997). *Cultural Representation and Signifying Practices*, London: Sage.

FOURTH SEMESTER (SOFT CORE)

COURSE - V : SOCIAL POLICY AND SOCIAL DEVELOPMENT

Course Outcomes :

This course aims to enable the students to understand the social policy and social development through critical analysis with policy frame work of India.

On successful completion of this course students will be able to:

- Understand the emergence of social policy and planning in India.
- Appreciate the constitutional provisions and social welfare needs of the people of India.
- Understand the different developmental approaches.

Pedagogy: Blended learning and continuous assessment through assignment, seminars and group discussion.

COURSE CONTENT

Unit 1 : Introduction

- Nature, Scope and Significance of study of Social Policies
- Social Policy and Planning for Social Engineering
- Millennium Development Goals
- Emergence of Social Policy and Planning in India
- Role of Social Policy in tackling Social Exclusion

Unit 2 : Policy Frame Work of India

- Uniform Legal Framework in India and its impact
- Indian Constitution: Fundamental Rights, Duties and Responsibilities

Unit 3 : Social Development and Planning

- Rural and Urban Plans in India
- Bottom-up Planning Process – Micro Level Planning – Stakeholder Analysis
- Project Planning using Logical Framework Analysis (LFA)
- Social Infrastructure and Social Development

Unit 4 : Sectoral Approach to Development in India

- Livelihood Promotion, Micro-Finance
- Reproductive and Child Health Programs
- Role of State, International and Civil Society Groups in Sectoral Development

Reading List:

- Chaudhury, Sukant K.(2006). *Culture, Ecology and Sustainable Development*, New Delhi: Mittal Publications.
- Council for Social Development (2005). *India Social Development Report*, New Delhi: Oxford University Press.
- Dean, H. (2006). *Social Policy*, Cambridge: Polity Press.
- Huttman, E.D. (1981). *Introduction to Social Policy*, New York: McGraw Hill.
- Kulkarni, P. D. (1979). *Social Policy and Social Development in India*, Madras: Association of Schools of Social Work in India.
- Livingstone, A. (1969). *Social Policy in Developing Countries*, London: Routledgeand Kegan Paul.
- Madison, B.Q. (1980).*The Meaning of Social Policy*, London: Croom Helm.
- Mathur, Hari Mohan (2008). *India Social Development Report 2008: Development andDisplacement*, New Delhi: Oxford University Press.
- Pathak, S. (1981). *Social Welfare: An Evolutionary and Development Perspective*, Delhi: McMillan.
- Sharma, S.L. (1985). *Development: Socio-Cultural Dimensions*, Jaipur: Rawat Publications.
- Venkata Ravi, R., V. N. Reddy and Venkataramana eds. (2004). *Empowerment ofPeople: Grassroot Strategies and Issues*, New Delhi: Kanishka Publishers.

FOURTH SEMESTER (SOFT CORE)

COURSE - VI : SOCIOLOGY OF FAMILY

Course Outcomes:

This course aims to focus on the universally acknowledged social importance of Family and issues and debates on changing structure and functions of the family.

On successful completion of this course students will be able to:

- Understand the challenges in defining a family today and the factors responsible for the families to shift from private to public domain.
- Analyze the changing nature of marriage and changing marital relationship.
- Know the various challenges of today's family life posing threat to the society.

Pedagogy: Blended learning and continuous assessment through assignment, seminars and group discussion.

COURSE CONTENT

Unit 1 : Introduction

- Family – Definition, Challenges of Defining a Family Today
- The Expanding Notions of Family in Modern Society
- Family's Shift from Private to Public Domain
- Sociology of Family – Scope and Importance

Unit 2 : Spectrum of Family Relations

- Stages of Coupling
- Relations between Spouses through Time – Parenting – Singlehood
- Marital Disunions and Divorce
- Institutions Affecting and Affected by Family – Family Court – Family Counseling

Unit 3 : The Changing Nature of Modern Marriages and Freedom of Choice

- Marriage and Family in India
- Impact of Global Trends on Marriage and Family in India
- Changing Life styles and Family

Unit 4 : Challenges of Family Life Today

- Nurturing the Elderly, Sick and Dependent Members,
- Increasing Parent – Child Divide,
- Family Violence
- Invasion of Communication Media and Electronic Gadgets

Reading List:

- Das, Veena. **Handbook of Indian Family**, New Delhi: Oxford University Press.
- Furguson, Susan (2007). *Shifting the Center: Understanding Contemporary Families*, USA: McGraw Hill.
- Karraker Meg W. and Susan Furguson (2007). *Global Families (Families in the 21st Century*, Needham Heights: Allyn & Bacon.
- Newman, David M, Liz Grauerholz and Elizabeth Grauerholz (2002). *Sociology of Families*, California: Pine Forge Press.
- Patel, Tulsi (2005). *The Family in India: Structure and Practice*, New Delhi: Sage Publications.
- Ross, Eshleman J. (2000). *The Family (Ninth Edition)*, Needham Heights: Allyn & Bacon.
- Shah, A.M (1998). *The Family in India*, New Delhi: Orient Longman.