

MANGALORE  **UNIVERSITY**

**Department of
Post Graduate Studies and Research in**

Sociology

**MA Degree Course in
Choice Based Credit System**


Syllabus

2016

Contents

Course objectives	3
Scheme of new Courses	4
Course Evaluation	6
Semester I	
SYH 401 Classical Sociological Traditions	7
SYH 402 Research Methodology	9
SYH 403 Indian Society	11
SYS 404 Society in Karnataka	13
SYS 405 Rural and Urban Society in India	15
SYS 406 Sociology of Marginalised Groups	17
SYS 407 Sociology of Social Movements	19
Semester II	
SYH 451 Development of Sociological Thought	21
SYH 452 Social Statistics	23
SYS 453 Sociology of Health and Sanitation	25
SYS 454 Political Sociology	27
SYS 455 Sociology of Ageing	29
SYS 456 Sociology of Disaster and Social Crisis	31
SYE 457 Invitation to Sociology	33
SYE 458 Methods in Social Research	35
Semester III	
SYH 501 Sociological Theories	37
SYH 502 Social Stratification and Mobility	39
SYS 503 Crime and Society	41
SYS 504 Sociology of Religion	43
SYS 505 Social Psychology	45
SYS 506 Globalisation and Society	47
SYE 507 Indian Society : Contemporary Issues and Challenges	49
SYE 508 Classical Themes in Sociological Analysis	51
Semester IV	
SYH 551 Modern Sociological Theories	53
SYH 552 Gender and Society	55
SYS 553 Education and Society	57
SYS 554 Sociology of Development	59
SYS 555 Industry and Society	61
SYS 556 Social Entrepreneurship	63
SYP 557 Project Work - Dissertation	65

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General Objectives of the Course:

1. To equip the students with latest sociological knowledge pertaining to various sub-fields within the discipline of sociology.
2. To orient the students for comprehending, analyzing and critically assessing the social reality from sociological perspective.
3. To inculcate the analytical ability, research aptitude and relevant skills in the students useful for their social and professional life.
4. To prepare the students for undertaking research, jobs in Colleges/Universities/ Research Institutions, various Government Departments and Non-governmental organizations as well as for various competitive examinations.

Programme Outcome: M A Degree in Sociology

The programme in Sociology is to prepare the candidate to equip the employability skills and to acquire comprehensive knowledge on human life and social analysis leading to PG Degree in Sociology.

Programme specific Outcomes

The curricula are prepared to teach the candidate the

- PSO 1 Employability skills for efficient service in Government departments,
- PSO 2 Research skills to with the research groups, and Market research firms.
- PSO 3 Serve in Development agencies,
- PSO 4 Teaching - Universities and colleges,
- PSO 5 Work with Legal firms and correction centres
- PSO 6 Take up independent choice as entrepreneurs.
- PSO 7 Equipped with skills to face the social reality confidently.
- PSO 8 Focus areas are: Social Research and Social Statistics; Sociological Theories; Study on Indian Society, the marginalised communities and social exclusion; and entrepreneurship.
- PSO 9 Educates the students on special streams as Social Psychology, Social Deviance and correction methods; Gender Studies, Religion and society, Globalisation, Gerontology and such other current socially relevant themes.
- PSO 10 Field work research through Project Work

New CBCS Scheme of Courses – Sociology

Sem	Hard Core			Soft Core			Open elective			Project	Total
	Course	Credit	Total	Course	Credit	Total	Course	Credit	Total		
I	3	5	15	2	4	8					23
II	2	5	10	2	4	8	1	3	3		21
III	2	5	10	2	4	8	1	3	3		21
IV	2	5	10	2	4	8				5	23
Total	9		45	8		32	2		6	5	88
			57%			43%					100%
			51%			36%			7%	6%	100%

Rules regarding selection of Courses:

The courses offered under each semester are indicated in 3 categories (see table next page)

- a. Hard Core, compulsory courses.(SYH401, SYH402, SYH403, SYH451, SYH452, SYH501, SYH502, SYH551 and SYH552)
 - b. Soft core, optional courses.(SYS404, SYS405, SYS406, SYS407, SYS453, SYS454, SYS455, SYS456, SYS503, SYS504, SYS505, SYS506, SYS553, SYS554, SYS555 and SYS556)
 - c. Open elective courses. (SYE457, SYE458, SYE507, SYE508)
 - d. Project work and dissertation (SYP 557 compulsory)
- The hard core courses are compulsory.
 - The soft core courses are given in alternative options where the candidate has to opt for one of two.
 - The open elective courses are offered for candidates of other streams or faculties. The sociology candidates have to opt for courses offered by other departments in the campus or within the university jurisdiction as stated in the university guidelines.

Department of Sociology – Scheme of New Courses

Semester	Hard Core	Soft Core	Open Elective
I Sem	1 - SYH 401 2 - SYH 402 3 - SYH 403	4 - SYS 404 Or SYS 405 5 - SYS 406 Or SYS 407	
II Sem	6 - SYH 451 7 - SYH 452	8 - SYS 453 Or SYS 454 9 - SYS 455 Or SYS 456	10 - SYE 457 Or SYE 458
III Sem	11 - SYH 501 12 - SYH 502	13 - SYS 503 Or SYS 504 14 - SYS 505 Or SYS 506	15 - SYE 507 Or SYE 508
IV Sem	16 - SYH 551 17 - SYH 552 20 – SYP 557 Project	18 - SYS 553 Or SYS 554 19 - SYS 555 Or SYS 556	

Courses offered in the Department

SCHEME OF M.A. Sociology SYLLABUS							
Sl No	Course type	Title of the Course	Hours	Credits	Marks		
					Theory	IA	Total
Semester I							
1	Hard Core	SYH 401 Classical Sociological Traditions	80	5	70	30	100
2	Hard Core	SYH 402 Research Methodology	80	5	70	30	100
3	Hard Core	SYH 403 Indian Society	80	5	70	30	100
4	Soft Core	SYS 404 Society in Karnataka	64	4	70	30	100
5	Soft Core	SYS 405 Rural and Urban Society in India	64	4	70	30	100
6	Soft Core	SYS 406 Sociology of Marginalised Groups	64	4	70	30	100
7	Soft Core	SYS 407 Sociology of Social Movements	64	4	70	30	100
Semester II							
8	Hard Core	SYH 451 Development of Sociological Thought	80	5	70	30	100
9	Hard Core	SYH 452 Social Statistics	80	5	70	30	100
10	Soft Core	SYS 453 Sociology of Health and Sanitation	64	4	70	30	100
11	Soft Core	SYS 454 Political Sociology	64	4	70	30	100
12	Soft Core	SYS 455 Sociology of Ageing	64	4	70	30	100
13	Soft Core	SYS 456 Sociology of Disaster and Social Crisis	64	4	70	30	100
14	Elective	SYE 457 Invitation to Sociology	48	3	70	30	100
15	Elective	SYE 458 Methods in Social Research	48	3	70	30	100
Semester III							
16	Hard Core	SYH 501 Sociological Theories	80	5	70	30	100
17	Hard Core	SYH 502 Social Stratification and Mobility	80	5	70	30	100
18	Soft Core	SYS 503 Crime and Society	64	4	70	30	100
19	Soft Core	SYS 504 Sociology of Religion	64	4	70	30	100
20	Soft Core	SYS 505 Social Psychology	64	4	70	30	100
21	Soft Core	SYS 506 Globalisation and Society	64	4	70	30	100
22	Elective	SYE 507 Indian Society : Contemporary Issues and Challenges	48	3	70	30	100
23	Elective	SYE 508 Classical Themes in Sociological Analysis	48	3	70	30	100
Semester IV							
24	Hard Core	SYH 551 Modern Sociological Theories	80	5	70	30	100
25	Hard Core	SYH 552 Gender and Society	80	5	70	30	100
26	Soft Core	SYS 553 Education and Society	64	4	70	30	100
27	Soft Core	SYS 554 Sociology of Development	64	4	70	30	100
28	Soft Core	SYS 555 Industry and Society	64	4	70	30	100
29	Soft Core	SYS 556 Social Entrepreneurship	64	4	70	30	100
30	Compulsory	SYP 557 Project Work - Dissertation	80	5	70	30	100

Evaluation of the course consists of

1. Theory exam for 3 hours duration for 70 marks
2. Internal Assessment for 30 marks
 - a. 10 marks for 2 written Internal Assessment Exams
 - b. 10 marks for 1 assignment and presentation
 - c. 10 marks for 1 Book Review

Question paper pattern:

Time: 3 Hours

Max. Marks: 70

Note:

- a. Answer ALL questions.
- b. All questions carry equal marks
- c. Each answer should not exceed 8 pages.

1. Question.

or

Question.

2. Question.

or

Question

3. Question.

or

Question.

4. Question.

or

Question.

5. Question.

or

Question.



Note: Question No 5 may be given as short notes, as:

Write short notes on any TWO of the following:

- a. Q
- b. Q
- c. Q
- d. Q

SYH 401 Classical Sociological Traditions

Course Outcome:

- CO1. Understand the emergence of Sociology.
- CO2. Know the foundations of Sociology.
- CO3. Impart critical thinking
- CO4. Inculcate analytical ability to interpret the social scenario.
- CO5. Understand the forces in the rise of sociological theory.
- CO6. Understand the concepts of early sociologists

Objectives:

After studying this course, the learners will be able to -

1. Understand the linkage between the social changes in the economic and social systems and the emergence of discipline of Sociology.
2. 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.
3. Develop critical thinking, analytical ability to interpret the social scenario around.
4. Learn the historical, socio-economic and intellectual forces in the rise of sociological theory.
5. Understand the selected sociological theories of Auguste Comte, Herbert Spencer, Karl Marx, Max Weber and Emile Durkheim.

UNIT - I: Origin of Social Thought:

Hrs – 16

- a. Historical background of social thought – social context and intellectual traditions.
- b. Emergence of sociology as a discipline – enlightenment, industrial revolution, French revolution, growth of other social sciences.
- c. New modes of thinking and reasoning –scientific and humanistic perspectives.

UNIT - II: Auguste Comte and Herbert Spencer:

Hrs - 16

- a. Positivism and law of three stages
- b. Theory of evolution and social Darwinism
- c. Organismic analogy and Classification of society

UNIT -III: Karl Marx:

Hrs - 16

- a. Dialectical materialism
- b. Class struggle and alienation
- c. Stages of growth of society

UNIT - IV: Max Weber:**Hrs - 16**

- a. Social action, authority and rationality
- b. Methodology – ideal types
- c. Protestant ethics and spirit of capitalism

UNIT- V: Emile Durkheim**Hrs - 16**

- a. Division of labour; social solidarity – mechanical and organic
- b. Social facts; suicide and its types
- c. Elementary forms of religion

Reference Books:

Abraham, J.H., 1974. *Origin and Growth of Sociology*, London: Pelican books.

Aron, Raymond. 1965 – 1967: *Main Currents in Sociological Thought*, Vol.1 and II, Penguin, Chapters on Marx, Durkheim and Weber.

Barnes, H.E. 1980. *An Introduction to the History of Sociology*, University of Chicago Press, Chicago.

Bendix, Rinehard. 1960. *Max Weber, An Intellectual Portrait* (Weber). Double Day.

Bogaradus, E. 1969. *The Development of Social Thought*, Vakils, Feffer and Simon's, Bombay.

Coser, Lewis. 1977. *Masters of Sociological Thought*, Harcourt & Brace, Chicago.

Dahrendorf, Ralp. 1959. *Class and Class Conflict in an Industrial Society*. Stanford University Press.

Giddens, Anthony. 1997. *Capitalism and Modern Social Theory – A analysis of writings of Marx, Durkheim and Weber*, Cambridge University Press.

Hughes, John A., Martin, Peter, J. and Sharrock, W.W.1965 : *Understanding Classical Sociology – Marx, Weber and Durkheim*, London : Sage.

Nisbet. 1966. *The Sociological Tradition*. Heinemann Educational Books Ltd., London.

Parsons Talcott. 1937- 1949. *The structure of social Action*, McGraw Hill, New York.

Popper, Karl. 1945. *Open Society and its Enemies*. Routledge, London.

Ritzer, George. 2000. *Classical Sociological Theory*, McGraw Hill, New York.

Swingwood, A. 1984. *A Short History of Sociological Thought*, Macmillan, Hong Kong.

Turner, Jonathan H, 2007. *The Structure of Sociological Theory* (IV Edition) Rawat Publication, Jaipur.

Zeitlin, Irvin. 1981. *Ideology and the Development Sociological Theory*. Prentice Hall.

SYH 402 Research Methodology

Course Outcome:

- CO1. Learn social research and the ways and means of studying social reality.
- CO2. Study of research methods and research techniques.
- CO3. Understand the Philosophical foundations of social research.
- CO4. Understanding of issues involved in social research.
- CO5. Exposure to the various research techniques and methods.
- CO6. Quantitative and qualitative strategies of research

Objectives:

This course aims to provide

- 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. Study of research methods as a means of understanding social reality.
- 3. Exposure to the fundamentals of various research techniques and methods.
- 4. Introduction to the philosophical foundations of social research.
- 5. Acquaintance with the quantitative and qualitative strategies of research

UNIT - I : Social Research:

Hrs - 16

- a. Philosophical Roots of Social Research – Issues of epistemology
- b. Hermeneutics – inductive analysis, Positivism, Phenomenology, Ethnomethodology and Symbolic Interactionism, Interpretative understanding.
- c. Problems in Social Research; Objectivity and subjectivity in social sciences
- d. Types of Social Research

UNIT - II: Research Procedures:

Hrs - 16

- a. Role of theory in social research
- b. Concepts; Problems of Conceptualization and operationalisation
- c. Steps in social research; Hypothesis
- d. Research Design: Meaning and Types

UNIT III : Methods of Social Research:

Hrs - 16

- a. Types of data; qualitative and quantitative
- b. Inductive and deductive method
- c. Social survey; sampling and its types
- d. Case Study Method

UNIT -IV : Methods of Data Collection:

Hrs - 16

- a. Primary Data: 1. Observation, 2. Questionnaire 3. Interview
- b. Secondary Data and sources
- c. Participatory Research
- d. Measurement and Scaling method – Likert, Bogardus social distance

UNIT –V: Analysis of Data and Report Writing:

Hrs - 16

- a. Analysis and Interpretation of Data
- b. Content analysis; oral history
- c. Types of report
- d. Qualities of Research Report

Reference Books:

Bailey, Kenneth. 1988. *Methods of Social Research*, John Willey & Sons, New York.

Black, James A. and Champion, Dean J. 1976. *Methods and Issues in Social Research*, John Willey & Sons, New York.

David, Dooley. 1997. *Social Research Methods*, Prentice Hall, New Delhi.

Davis, G.B. 1981. *Introduction to Computers*, Mc Graw Hill, New Delhi.

Goode, William J. & Hatt, Paul K. 1952. *Methods in Social Research*, McGraw Hill New Delhi.

Kerlinger, Fred N. 1964. *Foundations of Behavioural Research*, Surgeet, Delhi.

Krishnaswami, O.R. 1983. *Methodology of Research in Social Sciences*, Himalaya, Bombay.

Marie Jahoda, et al., 1958. *Research Methods in Social Research*, The Dryden Press, New York.

Moser, C.A. & Kalton G. 1971. *Survey Methods in Social Investigations* E.L.B.S. & Heinemann, London.

Narayan, Deepa 1997. *Toward Participatory Research*, The World Bank, Washington.

Tim May. 2001. *Social Research: Issues methods and process*, Rawat, Jaipur

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

SYH 403 Indian Society

Course Outcome:

- CO1. Understand the diversities in India.
- CO2. Understand theoretical perspectives to comprehend Indian Society.
- CO3. Understand the factors for unity in Indian Society;
- CO4. Know the major segments in society,
- CO5. Understand the continuities and changes taking place in Indian society;
- CO6. Better understanding of social situation in the given region.

Objectives:

After studying this course, the learners will be able to:

1. Understand the diversities and unity in Indian Society;
2. Know the major segments in society, the traditions, continuities and changes taking place in Indian society;
3. Understand various theoretical perspectives to comprehend Indian Society.
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.

UNIT – I: Introduction:

Hrs - 16

- a. Geographical and Historical Background
- b. Linguistic and religious distribution
- c. Unity and diversity in India

UNIT – II: Theoretical Perspectives:

Hrs - 16

- a. Indological/Textual (G.S. Ghurye, Louis Dumont)
- b. Marxism (D.P. Mukhaerjee, A.R. Desai)
- c. Subaltern (B.R. Ambedkar, David Hardiman)

UNIT- III: Marriage and Family and Changing Trends:

Hrs - 16

- a. Marriage and family among Hindus
- b. Marriage and family among Muslims
- c. Marriage and family among Christians

UNIT – IV: Caste Organization:

Hrs - 16

- a. Theories of origin and features of caste
- b. Scheduled castes, scheduled tribes and other backward classes
- c. Positive discrimination – Reservation and its implications

UNIT –V: Social Change in Contemporary India:

Hrs - 16

- a. Meaning and Theories of Social Change
- b. Processes of Social Change – Sanskritization and Westernization
- c. Modernization and Secularization.

Reference Books:

Beteille, Andre.1971. *Caste, Class and power*, Berkeley, University of California.

Dhanagare, D.N. 1993: *Themes and Perspectives in Indian Sociology*. Rawat: Jaipur.

Dube, Leela.1997: *Women and Kinship*, Comparative Perspectives on Gender Southern South Asia.

Dumont, Louis.1988: *Homo Hierarchicus*, Oxford University Press.

Hardiman, David 1987: *The Coming of the Devi: Adivasi Assertion in Western India*, Oxford University Press.

Kapadia, K.M.1981: *Marriage and Family in India*, Oxford University Press.

Karve Iravathi, *Kinship Organization in India*.

Lannoy, Richard. 1971: *The Speaking Tree, A Study of Indian Culture and Society*. London: Oxford University Press.

Marriott, McKim 1990: *India through Hindu Categories*. Sage: Delhi.

Michael.S.M.1999: *Dalits and Modern India* ; visions and values.

Mondelboum, D.C.1972: *Society in India*; popular Prakashan, Bombay.

Oommen, T.K. and P.N. Mukherjee, eds. 1986: *Indian Sociology: Reflections and Introspections*. Popular Prakashan: Bombay.

Rao, M.S.A.(ed) 1974: *Urban Sociology in India*, Orient Longman, New Delhi.

Singer, Milton &Cohen, Bernards, 1996: *Structure and change in Indian Society*, Rawat, Jaipur.

Singh,A.K. 1998: *Forest and Tribal in India*.

Srinivas, M.N. 1987: *The Dominant Caste and other Essays*, Oxford University, New Delhi.

SYS 404 Society in Karnataka

Course Outcome:

- CO1. Sociological knowledge about the local and region.
- CO2. Acquaint with changing trends in Karnataka
- CO3. Learn the unique cultures in Karnataka
- CO4. Regional context of Karnataka.
- CO5. Changing trends in Development processes and caste politics
- CO6. Learn about the unique cultural diffusion in Karnataka

Objectives

After completion of the course one will be able to

1. Enhance sociological knowledge about the local and regional context of Karnataka.
2. Acquaint students with the changing trends in Karnataka with special reference to Development processes and caste politics
3. Learn about the unique cultures in Karnataka

UNIT I : Introduction:

Hrs-14

- a. Historical and political developments in formation of statehood
- b. Special features of Karnataka – society in Coastal Karnataka and Kodava Culture
- c. Border areas of Karnataka and its influence

UNIT – II: Social Organisation:

Hrs - 12

- a. Castes in Karnataka
- b. Religions in Karnataka
- c. Tribes in Karnataka

UNIT – III: Development Scenario of Karnataka:

Hrs -12

- a. Development Prior to Independence and after Independence
- b. Human Development indicators of Karnataka
- c. Regional imbalance in development

UNIT – IV: Movements in Karnataka:

Hrs -14

- a. Backward Classes and Dalit movement
- b. Religious movements, Sharana movement, Dasa Movement
- c. Progressive movements – literary and farmers' movements

UNIT – V: Sociologists of Karnataka and their Contributions:

Hrs-12

- a. M.N. Srinivas
- b. C. Parvathamma
- c. K. Ishwaran

References Books:

Government of Karnataka. 2006. *Karnataka Human Development Report 2005*, Planning and Statistics Department, Bangalore.

Jai Prabhakar S C, *Socio-Cultural Dimensions of Development in North Karnataka*, CMDR Monograph Series No. – 63.

Karnataka Human Development Reports.

Malini Adiga. 2006. *The Making of Southern Karnataka: Society, Polity and Culture in the early medieval period, AD 400–1030*, Orient Longman, Chennai.

Narasimhacharya, R. 1988. *History of Kannada Literature*, 1988, Asian Educational Services, New Delhi.

Nilakanta Sastri, K.A. 1955. *A History of South India, From Prehistoric times to fall of Vijayanagar*, OUP, New Delhi.

Panchamukhi P R. 2001. *North-South Divide: Karnataka's Development Scenario*, CMDR Monograph, Series No.21, pp.1-10, Centre for Multi-Disciplinary Development (CMDR), Dharwad, Karnataka.

Rajyashree, K.S. "Kodava Speech Community: An Ethnolinguistic Study". *Online webpage of languageindia.com*. M. S. Thirumalai.

Srikanta Sastri, S. 1940. *Sources of Karnataka History*, Vol I (1940) - University of Mysore Historical Series, University of Mysore, Mysore.

Suryanath U. Kamat. 2001. *Concise history of Karnataka*. MCC, Bangalore

SYS 405 Rural and Urban Society in India

Course Outcome:

- CO1. Analyze rural and urban problems in India
- CO2. Knowledge of rural and urban governance.
- CO3. Skills to reconstruct rural institutions and rural development.
- CO4. Sociological understanding of society in India
- CO5. Basic concepts in rural and urban studies
- CO6. Development programmes to plan, monitor and evaluate.
- CO7. Understanding of the linkages between urban and rural reality

Objectives:

This course is designed

1. To provide sociological understanding of rural and urban society in India
2. To acquaint students with basic concepts in rural and urban studies
3. To analyze rural and urban problems in India
4. To provide knowledge of rural and urban governance.
5. To impart sociological skills to reconstruct rural institution and rural development programmes to plan, monitor and evaluate rural development programmes.
6. To develop the understanding of students regarding the linkages between urban and rural reality

UNIT – I: Rural Society:

Hrs -14

- a. Scope and Importance of Study of Rural Sociology in India
- b. Social organisation – Settlement Patterns, caste, class, family and religion.
- c. Rural problems in India

UNIT – II: Rural Society and Planned Change:

Hrs - 12

- a. Land reforms and rural development programmes
- b. Rural governance and panchayati raj
- c. Impact of globalisation on rural society

UNIT – III: Urban Society:

Hrs - 14

- a. Urbanisation, urban studies and its importance in India
- b. Trends in urban growth in India
- c. Urban problems – transport, housing, water scarcity, pollution.

UNIT – IV: Urban Governance:

Hrs - 12

- a. Urban planning in India
- b. Urban governing bodies
- c. Impact of urbanisation on family, caste and women.

UNIT – V: Rural Urban Transition:

Hrs - 12

- a. Rural-urban fringe – suburban transformation
- b. Rural-urban continuum, migration and trends
- c. Government policies: PURA .

Reference Books:

Das Veena, (ed), 2003, *Oxford India Companion to Sociology and Social Anthropology*; Oxford University Press, New Delhi.

Desai, A.R. (Ed). 1978. *Rural Sociology in India*, Bombay, Popular.

Doshi S.L. and P.C. Jain. 1999. *Rural Sociology*, Jaipur, Rawat.

Fernandes Leela 2007. *The New Urban Middle Class*, OUP, New Delhi.

Gilbert Alan and Gugler Josef, (ed), 2000, *Cities, Poverty and Development- Urbanization in the Third World*; Oxford University Press, Oxford.

Kosambi Meera, 1994, *Urbanisation and Urban Development in India*, ICSSR, New Delhi

Kundu, A and Sarangi N. *Migration, Employment Status and Poverty An Analysis across Urban Centres* (Economic and Political Weekly, January 27, 2007)

Patel, Sujata & Deb Kushal. 2006. *Urban Studies*. Oxford University Press.

Politics and Urban Governance in India (Economic and Political Weekly, June 30, 2007)

Punit, A.E. 1978. *Social Systems in Rural India*, Delhi, Sterling.

Rao M. S. A. (ed.), 1974, *Urban Sociology in India*, Orient Longman, Hyderabad.

Singh, Yogendra. 1977. *Social Stratification and Change in India*, Manohar, New Delhi.

Sivaramkrishnan, K., A Kundu and B.N. Singh, 2005. *Handbook of Urbanisation in India*, Delhi.

Sorokin, P. and Other (Eds.). 1965. *Systematic Source Book in Rural Sociology*, New York: Russell and Russell.

Srinivas, M.N. 1962. *Caste in Modern India and Other Essays*, Asia Publishing House, Bombay.

SYS 406 Sociology of Marginalised Groups

Course Outcome:

- CO1. Focus on the neglected segments of the population.
- CO2. Sociological study of Dalits,
- CO3. Understand tribal communities and nomadic tribes.
- CO4. Focus communities in extreme poverty, deprivation and discrimination.
- CO5. Nature of social exclusion in India.
- CO6. Positive discrimination and reservation policy.

Objectives

This course helps the student

1. To focus on the segments of the population which have lived on the margins of society and which have not received adequate attention.
2. To sensitize students to the significance of the sociological study of Dalits, tribal communities and nomadic castes and tribes.
3. To focus on groups and communities which have suffered extreme poverty, deprivation and discrimination over a long period of time.

UNIT – I: Introduction: Hrs -14

- a. Meaning and Process of Marginalization
- b. Scope and Importance of the Study of Marginalization
- c. Marginalization and its Socio-Economic Indices: Poverty, Relative deprivation, Exploitation, Discrimination, Backwardness, and Inequality

UNIT – II: Perspectives on Marginalization: Hrs -12

- a. Role of Ideology in Marginalization
- b. Subaltern perspective - Views of Phule, Periyar and Ambedkar
- c. Human rights perspective

UNIT – III: Marginalized Groups in India: Hrs -14

- a. Schedule Castes and Scheduled Tribes
- b. Minorities: Muslims, Christians, Parsees
- c. Women and Aged

UNIT – IV : Marginalization and Affirmative Actions: Hrs -12

- a. Constitutional Provisions
- b. Governmental Policies and Programmes
- c. Role of N.G.Os.

UNIT – V : Emerging Marginalized Groups: Hrs -12

- a. Gay, Lesbians and Transgender
- b. Displaced by development projects
- c. Refugees

Reference Books:

Ambedkar, B.R. 1946. *Who Were the Shudras?* Thacker and Co.Ltd., Bombay.

Ambedkar, B.R. 1948. *The Untouchables : Who are They and Why They Became Untouchables*, Amrit Book, New Delhi.

David E. Newton, (II ed.): *Gay and Lesbian Rights: A Reference hand book*, Greenwood publishing group.

Elwin, Verier. 1963. *A New Deal for Tribal India*.

Ghurye, G.S. 1969. *Caste, Race and Occupation in India*, New Delhi.

Kamble, M.D. *Deprived Caste and Their Struggle for Equality* New Delhi, Ashish Publishing House.

Kananakel, Joshi. 1963. *Scheduled Caste and The Struggle Against Inequality*, New Delhi, Indian Social Institute.

Khan , Mumtaz Ali 1980. *Scheduled Caste and Their Status in India*, New Delhi, Uppal Publishing House.

Paisley Currah (ed.): *Transgender Rights*, The University of Minnesota Press.

Patnaik, N. 1972. *Tribes and Their Development*, Hyderabad, Hyderabad Institute of Community Development.

Praksh, Nirupama. 1989. *Scheduled Castes and Socio-Economic Changes*, Allahabad : Chugh Publications.

Ranjeet, Guha. *Subaltern's Studies 2 Vols*, Oxford, OUP.

Richard Peddicord, O.P. Sheed and Ward. *Gay and Lesbian Rights: A Question Sexual Ethics or Social Justice*.

Vasant, Moon. *Dr. Babasaheb Ambedkar, Writings and Speeches* Vol. 1-14, Government of Maharashtra Publication.

SYS 407 Sociology of Social Movements

Course Outcome:

- CO1. Understand the dynamics of social movements
- CO2. Role of social movements in social transformation in India.
- CO3. Understand approaches to the study of social movements.
- CO4. Look at the social movements from sociological perspective.
- CO5. Rise of social movements in India.
- CO6. Societal impact of social movements.

Objectives:

After completion of this course, the learners will be able to:

1. Look at the social movements from sociological perspective.
2. Understand the dynamics of social movements and their role in the social change and transformation in India.
3. To introduce the students to the role of social movements in social transformation
4. To help them understand the various approaches to the study of social movements.

UNIT – I: Introduction:

Hrs -14

- a. Scope and Significance of Sociology of Social Movements
- b. Characteristics and types of Social Movements
- c. Social Movements and Social Change

UNIT – II: Reform Movements:

Hrs - 12

- a. Brahma Samaj, Arya Samaj and Prarthana Samaj
- b. Bhakthi Movement
- c. Sri Narayanaguru Dharma Paripalanasabha (SNDP)

UNIT – III : Dalit and Backward Classes Movements:

Hrs - 14

- a. Emergence of Dalit Movements in India
- b. Role of Phule and Ambedkar
- c. Growth of Backward Class Movement in India

UNIT – IV : Peasant Movements:

Hrs - 12

- a. Characteristics and Trends
- b. Peasant Movements in India
- c. Growth of Naxalism

UNIT – V : Tribal and Environmental Movements:

Hrs - 12

- a. Santal Movement
- b. Jharkhand Movements
- c. Environmental movements

Reference Books:

- Banks, J.A. 1972. *The Sociology of Social Movements*, London, Mac Millan.
- Cameran, W.R. 1966. *Modern Social Movements*, New York Random House.
- Chawdhary, S. *Peasants and workers Movements in India*.
- David S. Meyer, Nancy Whittilev, and Belinda Robnett. 2002. *Social Movements*, Oxford, New York.
- Hardgraue .R.C. 1965. *The Dravidian Movement*, Popular Publication, Bombay.
- James, Petras and Henry Vettmeyer. 2005. *Social Movements and State Power*, Pluto Press, London.
- Malik, S.C. (ed.). 1977. *Dissent, Protest and Reform in Indian civilization*, Indian Institute of advanced study, Simla.
- Oommen, T.K. 2004. *Nation, Civil Society and Social Movements*, Sage, Delhi.
- Rao, M.S.A (ed). 1979. *Social Movements and Social Transformation*, Delhi : Mac Millian.
- Shah, Ganshyam, 2002. *Social Movements and the State*, New Delhi, Sage.
- Sunanda, Patwardhan. 1973. *Social change among India's Harijans: Maharashtra A Case Study*, Orient Longman, Hyderabad.



SYH 451 Development of Sociological Thought

Course Outcome:

- CO1. Understand social and intellectual contexts of emergence of sociology.
- CO2. Understand classical contributions in sociology.
- CO3. Know the theoretical foundations of Sociology.
- CO4. Relevance of contemporary sociological concerns.
- CO5. Developments in sociological Theory.
- CO6. Critical thinking, analytical ability to interpret the social scenario.
- CO7. Historical, socio-economic and intellectual forces in sociological theory.

Objectives:

The course intends

1. To familiarise the students with the social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline.
2. To help students gain an understanding of some of the classical contributions in sociology, and their relevance to its contemporary concerns.
3. 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.
4. Develop critical thinking, analytical ability to interpret the social scenario around.
5. Learn the historical, socio-economic and intellectual forces in the rise of sociological theory.

UNIT – I: Talcott Parsons:

Hrs -16

- a. Structure of social action
- b. Pattern variables
- c. Model of social system AGIL

UNIT – II : R K Merton:

Hrs -16

- a. Middle range theories
- b. Social Structure and Anomie; Social functions and dysfunctions
- c. Functional alternatives

UNIT – III: Vilfredo Pareto

Hrs - 16

- a. Logical and Non Logical Actions - Logico Experimental Method
- b. Residues and Derivations
- c. Theory of Circulation of Elites

UNIT – IV Pitrim Sorokin:

Hrs - 16

- a. Integralist approach and Forms of Interaction

- b. Theory of Social Change
- c. Theory of Social Mobility

UNIT – V: Georg Simmel:

Hrs - 16

- a. Formal Sociology
- b. Dialectical method and functions of conflict
- c. Forms of Sociation

Reference Books:

Abraham, F and J.H. Morgan. 1985. *Sociological Thought*, Delhi: Macmillan India.

Abraham, J.H., 1974. *Origin and Growth of Sociology*, London: Pelican books.

Aron, Raymond. 1970. *Main Currents in Sociological Thought* (Two Volumes), Doubleday, Garden City.

Barnes, H.E. 1980. *An Introduction to the History of Sociology*, University of Chicago Press, Chicago.

Bogardus, E. 1969. *The Development of Social Thought*, Vakils, Feffer and Simon's, Bombay.

Coser, Lewis. 1977. *Masters of Sociological Thought*, Harcourt & Brace, Chicago.

Gerth H. and C. Wright Mills. 1968. *From Max Weber: Essays in Sociology*, Oxford Univ. Press, New York.

Giddens, Anthony. 1997. *Capitalism and Modern Social Theory – A analysis of writings of Marx, Durkheim and Weber*, Cambridge University Press.

Hughes, John A., Martin, Peter, J. and Sharrock, W.W. 1965 : *Understanding Classical Sociology* London : Sage Publications.

Nisbet. 1966. *The Sociological Tradition*. Heinemann Books Ltd., London.

Parsons Talcott. 1937- 1949. *The structure of social Action*, McGraw Hill, New York.

Popper, Karl. 1945. *Open Society and its Enemies*. Routledge, London.

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Swingwood, A. 1984. *A Short History of Sociological Thought*, Macmillan.

Timasheff. N. and G. Theodorson. 1976. *Sociological Theory*, Random House, N Y.

Turner, Jonathan H. 2007. *The Structure of Sociological Theory* (IV Edition) Rawat Publication, Jaipur.

Zeitlin, Irvin. 1981. *Ideology and the Development Sociological Theory*. Prentice Hall.

SYH 452 Social Statistics

Course Outcome:

- CO1. Use of statistical values in social research.
- CO2. Handling Quantitative data in social research.
- CO3. Use of computers in social research
- CO4. The methods of calculating the central tendencies of data
- CO5. Use dispersion values of the data
- CO6. Use correlation between the variables
- CO7. Application of statistical software in social research

Objectives:

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

1. The statistical values of the numerical data
2. The methods of calculating the central tendencies of the data
3. The dispersion values of the data
4. The correlation between the variables
5. The use of computers in social research

UNIT – I : Introduction:

Hrs – 16

- a. Importance of Statistics in social research
- b. Classification of data
- c. Graphical Presentation of Data – graphs, Diagrams, stem & leaf, tables.

UNIT – II: Measures of Central Tendency:

Hrs – 16

- a. Mean
- b. Median
- c. Mode

UNIT – III: Measures of Dispersion:

Hrs – 16

- a. Range, quartiles.
- b. Standard deviation and mean deviation.
- c. Relative measures of Dispersion and Co-efficient

UNIT – IV: Correlation analysis:

Hrs – 16

- a. Chi-square and ANOVA tests
- b. Pearson's Product moment
- c. Spearman's Rank correlation

UNIT – V: Computers and Social Research:

Hrs - 16

- a. Use of Computers in Social Research
- b. Software Package for Social Research - Excel and SPSS

c. Limitations of computer use in research

Reference Books:

Agarwal B.K. *Statistical Mechanics*. New Delhi.

Bhattacharya, Gouri K. *Statistical Concepts and Methods*, John Weley Publication: New York.

Blalock, Habertern. *Social Statistics*, Tokyo: MacGraw Hill Publication.

Ghosh M.K. *Statistics*, Indian Press.

Gupta B.N. *Statistics: Theory and Practice*. Sahitya Bhavan Publication.

Gupta R.C. 2nd ed.: *Statistical Quality Control*. New Delhi.

Gupta S.P. *Statistical Methods*. Sulthan Chand Publications: New Delhi.

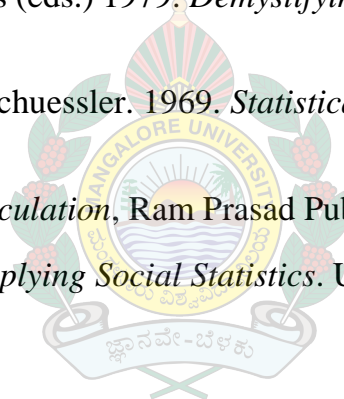
Gupta V.P. *Statistical Mechanism*. Meerut Publication: Gujarat.

Irvine, J., I. Miles and J. Evans (eds.) 1979. *Demystifying Social Statistics*. London: Plauto Press.

John H. Mueller and Karl F. Schuessler. 1969. *Statistical Reasoning in sociology*. New Delhi: Oxford.

Ratna V., Jatar. *Statistical Calculation*, Ram Prasad Publication: Agro.

Weinstein, Jay Alan. 2010. *Applying Social Statistics*. UK: Rowman and Littlefield publishers.



SYS 453 Sociology of Health and Sanitation

Course Outcome:

- CO1. Sensitize to health related social issues.
- CO2. Understand public health and social medicine.
- CO3. Aware of health and sanitation conditions in India
- CO4. Role of the Governments in the healthcare in India
- CO5. To make aware the health and sanitation conditions in India
- CO6. Social aspects of sanitation and social ordering
- CO7. Understand sanitation movement in India
- CO8. Know about Sulabh Movement in India

Objectives

The content of the course will enable the students :

1. To sensitize students to health related issues
2. To understand the issues related to public health and social medicine
3. To understand the role of the State in the healthcare in India
4. To make aware the health and sanitation conditions in India
5. To understand the social aspects of sanitation and social ordering

UNIT - I : Introduction:-

Hrs -12

- a. Meaning and relationship between health and sociology
- b. Social aspects of health and illness.
- c. Significance of medical sociology

UNIT - II : Organization of Health Services:

Hrs - 12

- a. Medical services; Role of physician and nurses in a changing society
- b. Role of patients and family members – medical compliance
- c. Public health and social medicine

UNIT – III : Health and Sanitation:

Hrs -14

- a. Health programmes and Social legislations in health care in India
- b. Origin and scope of sociology of sanitation
- c. Problem of environmental sanitation in India

UNIT - IV : Sanitation in India:

Hrs -12

- a. Sulabh sanitation movement
- b. Sanitation policies and programmes
- c. Sanitation in Karnataka, a regional analysis

UNIT - V : Sanitation and Society:

Hrs -14

- a. Social construction of hygiene and sanitation
- b. Scavenging castes and social deprivation
- c. Sanitation and dignity of women

Reference Books :

Akram, Mohammad.2015. *Sociology of Sanitation*. Delhi: Kalpaz Publications.

Albrecht, Gary L. and Fitzpatrick, R. 1994. *Quality of life in health care: Advances in medical sociology*. Mumbai: Jai press.

Basu S.C. 1991. *Hand book of preventive and social medicine* 2nd edition, Current Books International, Calcutta.

Chatterjee, Meera. 1988. *Implementing Health Policy*, New Delhi: Manohar Pub.

Cockerham , William C, 1997, *Medical Sociology* New Jersey : Prentice Hall

Dalal, Ajit, Ray Shubha, 2005. Ed. *Social Dimensions of Health*, Rawat.

Government of India. *National Health Policy*. 2002. New Delhi: Ministry of health and family Welfare.

Gupta, Giri Raj (ed.). 1981. *The Social and Cultural Context of Medicine in India*, New Delhi: Vikas Publishing House.

Jha, Hetukar. 2015. *Sanitation in India*. Delhi: Gyan Books.

Madan, T.N. 1980. *Doctors and Society*, New Delhi: Vikas Publishing House.

Nagla, B K. 2015. *Sociology of Sanitation*. Delhi: Kalpaz Publications.

Nagla, Madhu. 2013. *Gender and Health*, Jaipur Rawat Publications

Nagla, Madhu.1988. *Medical Sociology* Jaipur: Printwell Publishers.

Oommen, T.K. 1978. *Doctors and Nurses: A Study in Occupational Role Structure*, Delhi: Macmillan.

Pais, Richard. 2015. *Sociology of Sanitation*. Delhi: Kalpaz Publications.

Park K . 2002. *Textbook of Preventive and Social medicine*; 20th edition, Banarasidas Bhanot publishers, Jabalapur.

Pathak, Bindeshwar. 2015. *Sociology of Sanitation*. Delhi: Kalpaz Publications.

Saxena, Ashish. 2015. *Sociology of Sanitation*. Delhi: Kalpaz Publications.

SYS 454 Political Sociology

Course Outcome:

- CO1. Awareness of role as citizens of the state.
- CO2. Understand the contemporary socio-political challenges in India
- CO3. Nature and functioning of political system(s), and political processes.
- CO4. Prerequisites of sound democratic political system and its vulnerability.
- CO5. Learn relationship between society and polity
- CO6. Approaches to study the State

Objectives:

The major objectives of teaching this course are:

1. To acquaint the students with the nature and functioning of political system(s), and the political processes.
2. To generate in the minds of students an awareness of their status and role as citizens of the state.
3. To make the students aware of the prerequisites of sound democratic political system and its vulnerability.
4. To study the relationship between society and polity
5. To study the various approaches to study the State and understand the contemporary socio-political challenges in India

UNIT – I : Introduction:

Hrs - 12

- a. Nature and scope of political sociology
- b. Relationship between society and polity
- c. Ideology and types of political system

UNIT – II : Basic Concepts:

Hrs - 14

- a. Bureaucracy, authority and its bases
- b. Power elites, political parties and pressure groups
- c. Political socialisation and political participation

UNIT – III : Theoretical Approaches:

Hrs - 12

- a. Pluralist
- b. Power - elite
- c. Marxian

UNIT –IV : Political Party System:

Hrs - 14

- a. National level parties and their ideology
- b. State and regional parties
- c. Rise of backward classes in politics in India

UNIT – V : Society and Polity in India:

Hrs - 12

- a. Language, ethnicity and region
- b. Caste politics in India
- c. Religious Nationalism

Reference Books

Bhargava, Rajeev. 1999. *Secularism and its Critics*, OUP, New Delhi.

Chandhoke, Neera (edt). 1994. *Understanding the Post Colonial World*, Sage, New Delhi.

Desai A.R. 2000. *State and Society – India – Essays in Dissent*, popular Pub, Bombay.

Ernst, Gellner. 1983. *Nations and Nationalism*, Cornell University Press

Gershon, Shafir (ed). 1998. *The Citizenship Debates*, University of Minnesota Press

Kohli, Atul. 1987. *The State and Poverty in India –The Politics of Reform*. Cambridge University Press, Cambridge.

Miller, David. 1995. *On Nationality*, Clarendon Press, Oxford.

Nash, Kate. 2000. *Contemporary Political Sociology*, Blackwell Publishers, Massachussets.

Rajni, Kothari. 1973. *Caste in Indian Politics*, Delhi.

Shakir, Moin. 1986. *State and Politics in Contemporary India*. Ajanta Publication, Delhi.

Sharma, Rajendra. 1999. *Power Elite in Indian Society*. Rawat Publications, Jaipur and New Delhi.

Vora, Rajendra and Palshikar Suhas (Ed). 2004. *Indian Democracy*, Sage New Delhi.

SYS 455 Sociology of Ageing

Course Outcome:

- CO1. Accommodating the aged in modern society.
- CO2. Psychological, sociological and economic rehabilitation of elderly.
- CO3. Make aware of stresses and strains of elderly.
- CO4. Profile of changes in the age composition of different societies
- CO5. Implications of the increasing ageing population.
- CO6. Usefulness of the elderly in modern society.
- CO7. Strategies and programmes adopted in a modern society for elderly.
- CO8. Positive and respectful attitudes towards elderly.

Objectives:

The objectives of this course are

1. To study the profile of changes in the age composition of different societies and to study various implications of the increasing ageing population.
2. To study and to know the ways of accommodating the aged population in the main streams of family and community life and to see how far they would be useful in modern society.
3. To study various strategies, programmes and measures adopted in a modern society to bring about psychological, sociological and economic rehabilitation of elderly people.
4. To make the members of incoming generations aware of stresses and strains created by economic dislocation and physical disabilities for elderly people and to generate in them positive and respectful attitudes towards them.

UNIT – I : Introduction:

Hrs - 14

- a. Emergence of Sociology of Ageing as a discipline
- b. Scope and Significance of Sociology of Ageing
- c. Trends and Patterns of Ageing –Global and Indian Scenario

UNIT – II : Aspects of Ageing:

Hrs - 12

- a. Factors of Ageing; Problems of Ageing
- b. Changing Family and its effect on Ageing
- c. Female ageing and widowhood

UNIT – III : Health Status of the Aged:

Hrs - 12

- a. Ailments and health problems of the aged
- b. Nutritional factors
- c. Social aspects of nutrition amongst the aged

UNIT –IV : Adjustments in Later Life:**Hrs - 14**

- a. The Caregivers; Informal Support and Its Relevance in Later Life
- b. Living Arrangements of Elderly
- c. Ageing and Retirement

UNIT – V : The State and the Elderly:**Hrs - 12**

- a. Role of the State – Policies and Programmes for the Aged in India
- b. Role of NGOs in the care of the aged
- c. National Policy on the Aged

Reference Books:

Alfred de Souza and Walter Fernandes (ed). 1982. *Ageing in South Asia : Theoretical Issues and Policy Implications*, New Delhi, Indian Social Institute.

Bhatla, P. C. 2000. (ed.); *Lecture-Series in Geriatrics*, New Delhi : National Institute of Primary Health.

Biswas, S. K. 1987. (ed.) *Ageing in Contemporary India* Calcutta : Indian Anthropological Society.

Bond John Coleman Peter and Sheila Peace.1993. *An Introduction to Social Gerontology*. Sage Publications, New Delhi.

Bond, Lynne (ed). 1994. *Ageing in Society: An Introduction to Social Gerontology* 2nd edition, London, Sage.

Borgalta. E F. 1980. *Ageing and Society*. Sage Publications, New Delhi.

Chowdhary, S. K. (ed). 1992. *Problems of the Aged and of Old Age Homes*, Bombay, Akshar Prathi Roop Ltd.

Cox. 1984. *Later Life: The Realities of Ageing*. Prentice Hall. Inc. New Jersey.

Dhillon, P. K. 1992. *Psycho-Social Aspects of Ageing in India*, New Delhi : Concept Publishing Company.

Indira Jai Prakash (ed). 1991. *Quality Ageing: Collected Papers*, Varanasi, Association of Gerontology.

Kumar S. Vijaya. 1991. *Family Life and Socio-Economic Problems of the Aged*, New Delhi : Ashish Publishing House.

Kumudini, Dandekar. 1996. *The Elderly in India*, New Delhi, Sage.

Marshall.V.W. 1986. *Later Life : The Social Psychology of Ageing*.

Mishra. S. 1987. *Social Adjustment in Old Ages*. B.R. Publishers, New Delhi.

Sati P. N. 1987. *Needs and the Problems of the Aged*; Udaipur : Himanshu Publishers.

Sharma.M.L. and T.M. Dak. 1987. *Ageing in India*, Ajantha Publications New Delhi.

Soodan K. S. 1975. *Ageing in India*; Calcutta : T. K. Mukherjee Minerva Association (Pvt.) Ltd.

SYS 456 Sociology of Disaster and Social Crisis

Course Outcome:

- CO1. Awareness regarding the natural disasters and disaster management.
- CO2. Understand India's disaster management policy.
- CO3. Basic concepts in social crisis and disaster
- CO4. Historical development of India's disaster management policy.
- CO5. Causes for the natural disasters
- CO6. Aware of the vulnerability in times of disasters.
- CO7. Preparedness in times of disasters
- CO8. Entrepreneur attitude in times of social crisis

Objectives

The main objectives of this course are

1. To learn the basic concepts in social crisis and disaster
2. To create awareness regarding the natural disasters and disaster management.
3. To understand the historical development of India's disaster management policy.
4. Learn the causes for the natural disasters
5. Become aware of the vulnerability in times of disasters.
6. Understand the preparedness in times of disasters
7. Create entrepreneur attitude in times of social crisis

UNIT -1: Introduction:

Hrs-12

- a. Emergence of study of disaster management and social Crisis
- b. Scope and objectives of disaster management
- c. Elements of disaster management

UNIT – II: Basic Concepts in Disaster Management

Hrs-12

- a. Disaster and Social Crisis
- b. Natural Disasters;
- c. Disaster victims; Disaster relief system and responses

UNIT- III: Types, Causes and Effects of Disasters

Hrs-14

- a. Earthquake and Tsunami
- b. Tropical Cyclones
- c. Droughts and Floods

UNIT – IV: Social Crisis and Management

Hrs-14

- a. Nature and types of social crisis
- b. Terrorism; Communalism and Casteism
- c. Economic crisis and its impact on managing disasters

UNIT – V: Strategies and Mechanisms of Disaster Management

Hrs-12

- a. Disaster manager's role in disaster management
- b. Role of the government and NGOs in disaster management
- c. Aftermath of disaster and managing refugees

Reference Books:

Arick, Auf Der Heide. 2002. *Disaster Response: Preparedness and Co-ordination*
Online Book: The Center for Excellence in Disaster Management and Humanitarian Assistance.

Goel, S.L. and Ram Kumar J T (ed.). 2001. *Disaster Management*, Deep & Deep, New Delhi.

Sinha Prabhas Chandra (ed). 2006. *Disaster Management Process Law, Policy and Strategy*, SBS, New Delhi.

Sinha Prabhas Chandra (ed). 2006. *Disaster Relief Rehabilitation and Emergency humanitarian Assistance*, SBS, New Delhi.

Sinha, Prabhas Chandra (ed). 2006. *Disaster Mitigation Preparedness Recovery and Response*, SBS, New Delhi.



SYE 457 Invitation to Sociology

Course Outcome:

- CO1. Acquaint with the basic concepts in sociology
- CO2. Understand the social processes in social relations
- CO3. Understand the basic principles in sociology
- CO4. Know the origin and development of sociology
- CO5. Learn sociological analysis
- CO6. Contributions of early sociologists
- CO7. Usefulness of sociology in the contemporary society.

Objectives:

The main objectives of this course are

1. To understand the basic principles in sociology
2. To acquaint with the basic concepts in sociology
3. To know the origin and development of sociology
4. To understand the social processes in social relations

UNIT – I Introduction:

Hrs - 09

- a. Emergence of Sociology - factors
- b. The Sociological Perspectives – structural, conflict and interactionalism
- c. The Development of Sociological thinking – early thinkers

UNIT – II Basic Concepts in Sociology:

Hrs - 09

- a. Society and Community; Association and Institutions
- b. Culture and Socialization
- c. Social System, Structure and Function

UNIT - III Social Processes:

Hrs - 10

- a. Social Processes – Meaning, Characteristics
- b. Major Social Processes – Cooperation, Competition, Conflict, Accommodation and Assimilation
- c. Social interaction

UNIT – IV Social Stratification and Mobility:

Hrs - 09

- a. Features of Caste and Class system
- b. Changes in caste in India
- c. Social mobility : Types and factors

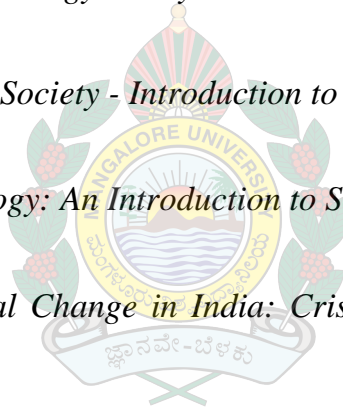
UNIT – V Social Control and Social Change:

Hrs - 10

- a. Meaning and Agencies of Social Control
- b. Meaning and Factors of Social Change
- c. Process of Social Change in India- Sanskritization, westernisation, Modernization and secularisation.

Reference Books:

- Berger, Peter L. 1978. *An Invitation to Sociology*, Allen and Unwin, London.
- Davis, Kingsley. *Human Society*, Macmilan, New Delhi.
- Dumont, Louis, 1988, *Homo Hierarchicus*. Oxford University Press.
- Giddens, Anthony. 2009. *Sociology*. Politi Press, Malden.
- Inkles, Alex. 2002. *What is Sociology*, Prentice Hall India, New Delhi.
- Jayaram, N, 1990, *Introductory Sociology*, Macmilan, New Delhi.
- Johnson Harry M., 2011: *Sociology: A Systematic Introduction*: Allied Publishers, New Delhi.
- MacIver, R.M and C.H. Page. *Society - Introduction to Sociology*, Macmilan, New Delhi
- Samuel, Koenig. 1957. *Sociology: An Introduction to Science of Society*, Barnes & Nobel Books, London.
- Singh, Yogendra. 1993: *Social Change in India: Crisis and Resilience*, Har-Anand, New Delhi.



SYE 458 Methods in Social Research

Course Outcome:

- CO1. Exposure to various research techniques and methods.
- CO2. Philosophical foundations of social research.
- CO3. Quantitative and qualitative strategies of research.
- CO4. Understanding of the nature of social phenomena,
- CO5. Issues involved in social research.
- CO6. Research methods as a means of understanding social reality.
- CO7. Exposure to the research techniques and methods.

Objectives:

This course aims to provide

1. An understanding of the nature of social phenomena, the issues involved in social research and the ways and means of understanding and studying social reality.
2. Study of research methods as a means of understanding social reality.
3. Exposure to the fundamentals of various research techniques and methods.
4. Introduction to the philosophical foundations of social research.
5. Acquaintance with the quantitative and qualitative strategies of research

UNIT – I Social Research:

Hrs - 09

- a. Philosophical roots
- b. Problems in social research

UNIT – II Research Procedure:

Hrs - 09

- a. Steps in social research
- b. Research designs

UNIT - III Methods in Social Research:

Hrs - 10

- a. Deductive, quantitative – social survey and sampling types
- b. Inductive, qualitative – case study method

UNIT – IV Methods and Sources of Data:

Hrs - 10

- a. Sources of primary data – observation, interview, questionnaire
- b. Sources of secondary data

UNIT – V Report Writing:

Hrs - 10

- a. Types of report
- b. Qualities of report

Reference Books:

Bailey, Kenneth. 1988. *Methods of Social Research*, John Willey & Sons, New York.

Black, James A. and Champion, Dean J. 1976. *Methods and Issues in Social Research*, John Willey & Sons, New York.

David, Dooley. 1997. *Social Research Methods*, Prentice Hall, New Delhi.

Davis, G.B. 1981. *Introduction to Computers*, Mc Graw Hill, New Delhi.

Goode, William J. & Hatt, Paul K. 1952. *Methods in Social Research*, McGraw Hill New Delhi.

Kerlinger, Fred N. 1964. *Foundations of Behavioural Research*, Surgeet, Delhi.

Krishnaswami, O.R. 1983. *Methodology of Research in Social Sciences*, Himalaya, Bombay.

Marie Jahoda, et al., 1958. *Research Methods in Social Research*, The Dryden Press, New York.

Moser, C.A. & Kalton G. 1971. *Survey Methods in Social Investigations* E.L.B.S. & Heinemann, London.

Narayan, Deepa 1997. *Toward Participatory Research*, The World Bank, Washington.

Tim, May. 2001. *Social Research: Issues methods and process*, Rawat, Jaipur

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



SYH 501 Sociological Theories

Course Outcome:

- CO1. Theoretical and methodological sociological thinking.
- CO2. Theoretical relevance in understanding social structure and change.
- CO3. Understand major sociological perspectives.
- CO4. Substantive issues which have shaped the sociological thinking.
- CO5. Analytical abilities of the students.
- CO6. Develop research orientation in major theoretical perspectives.

Objectives

This course is intended

1. To introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking.
2. To understand the theoretical relevance and analytical utility of the theoretical perspectives in understanding social structure and change.
3. To develop the understanding of major sociological perspectives.
4. To develop the analytical abilities of the students.
5. To develop research orientation of the students with the understanding of major theoretical perspectives.

UNIT – I : Nature of Sociological Theory:

Hrs -16

- a. The elements of sociological theory
- b. Levels of theorisation
- c. Types and functions of sociological theory
- d. Theory and sociological inquiry

UNIT – II Functional school :

Hrs -16

- a. Emergence of functionalism; anthropological traditions
- b. Grand theory - Functional dimensions of social system – T Parsons
- c. Middle range theories; functional alternatives – RK Merton
- d. Idea of social structure – Radcliffe Brown

UNIT – III Conflict School :

Hrs -16

- a. Origin of conflict school
- b. Dialectics of conflict – R Dehrendorf
- c. Functional analysis of conflict – L Coser
- d. General principles of conflict

UNIT – IV : Symbolic Interactionism:**Hrs -16**

- a. Meaning of human interaction
- b. Social construction of reality – P Berger, TG Luckman.
- c. Symbolic Interactionism – H Blumer, G H Mead.
- d. Theory of dramaturgy –Ervin Goffman

UNIT – V : Exchange Theory:**Hrs -16**

- a. Intellectual background – Frazer and Levi-Strauss
- b. Basic principles of Exchange Theory – G Homans
- c. Dialectical exchange theory – Peter Blau
- d. Rational choice theory

Reference Books:

Abraham, Francis. 1984. *Modern Sociological Theory*, Orient Longmans, New Delhi.

Berger, L and Thomas Lukmann. 1966. *The Social Construction of Reality*, Doubleday, Garden City.

Martindale, Don. 1960. *The Nature and Types of Sociological Theory*, Routledge & Kegan Paul, London.

Merton, R.K. 1968. *Social Theory and Social Structure*, Am rind Publishing.

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Wells, Alan (ed). *Contemporary Sociological Theories*. Goodyear Publishing Co, California.

SYH 502: Social Stratification and Social Mobility

Course Outcome:

- CO1. Nature of inequalities in the society
- CO2. Dynamics of social groupings and discrimination
- CO3. Theories behind the social stratification and mobility.
- CO4. The modes of social improvement people use
- CO5. Reservation policy and implications.
- CO6. Welfare activities for the OBC
- CO7. Nature of social mobility

Objectives:

After the completion of this course the student will understand

- 1. The nature of inequalities in the society
- 2. The dynamics of social groupings and discrimination
- 3. The modes of social improvement people use in their life time
- 4. The theories behind the social stratification and mobility

UNIT - I: Introduction:-

Hrs -16

- a. Meaning and Characteristics of social stratification
- b. Processes of Social Stratification.
- c. Forms of social stratification – caste, class and race

UNIT - II: Approaches to Social Stratification:

Hrs - 16

- a. Functionalist approach
- b. Conflict approach
- c. Weber's approach to stratification

UNIT - III: Social Mobility:

Hrs -16

- a. Meaning and types of Social Mobility
- b. Channels of Mobility
- c. Criteria of Measurement, Objective and subjective criteria

UNIT – IV: Occupational Mobility:

Hrs -16

- a. Meaning of occupational mobility
- b. Inter-generational and intra-generational
- c. Prestige grading of occupations

UNIT - V: Theories of Social Mobility:

Hrs -16

- a. Intelligence Theory
- b. Neo- Marxist Theory
- c. Rational Action Theory

Reference Books

Baily. F.G.1957. *Caste and Economic Frontier: A Village in Highland Orissa*, Oxford Manchester University Press.

Barber B. 1957. *Social Stratification: A Comparative Analysis of Structure and Process*, Harcourt Brace and World Incorporated, New York.

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Gore M.S.1990. *Urbanization and Family change*, Popular Prakashan, Bombay.

Gupta, Dipankar. 1992. *Social Stratification*, Oxford, Delhi.

Kolenda. P. 1984. *Caste in contemporary India Beyond Organic Solidarity*, Rawat Publication, Jaipur.

Lipset SM.and Bendix.R. 1967. *Class, Status and Power: Social Stratification in Comparative Perspective*, Routledge and Kegan Paul, London.

Saberwal. S1990. *Mobile Men: Limits to Social Change in Urban Punjab*, South Asian Books.

Sarokin, P.A. 1959. *Social and Cultural Mobility*, The Free Press, New York.

Sharma.K.L. 1986. *Social Stratification in India*, Manohar Publication, New Delhi.

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Singh.Y. 1980. *Social Stratification and Change in India*, Manohar Publication, New Delhi.

Tumin, M.M. 1981. *Social Stratification: The Forms and Functions of Inequality*, Prentice-Hall, New Delhi.

SYS 503 Crime and Society

Course Outcome:

- CO1. Understand changing profile of crime and criminals
- CO2. Crime causation and sociological explanations
- CO3. Correction methods, its types and criminal justice.
- CO4. Role of correctional agencies of criminal justice administration system.
- CO5. Recent advances in correctional measures and programmes;
- CO6. Alternatives to imprisonment; and its implications for crime prevention.
- CO7. Theoretical perspectives on crime.
- CO8. Social dimensions, consequences and measures to control crime.

Objectives

The course is designed to achieve the following 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.

UNIT - I: Introduction:-

Hrs -14

- a. Concept of crime and deviance; old and modern
- b. Characteristics of crime.
- c. Causes for criminal behavior.

UNIT - II : Theoretical Perspectives:

Hrs - 12

- a. Anomic theory (Durkheim, Merton)
- b. Differential Association Theory (Sutherland)
- c. Labeling theory

UNIT - III : Changing Profile of Crime:

Hrs -12

- a. Organized crimes, terrorism
- b. White collar crime
- c. Crimes against women

UNIT – IV: Juvenile Delinquency:**Hrs -12**

- a. Meaning and causes
- b. Legislative measures
- c. Rehabilitation – remand home, certified schools, group therapy, vocational training.

UNIT - V: Correction Methods:**Hrs -14**

- a. Meaning and significance of correction – deterrent, preventive and reformative
- b. Judicial custody, prisons and prison system
- c. Alternative imprisonment – probation, parole and open prisons

Reference Books

Ahuja, Ram. 2000. *Social Problems in India*, Jaipur: Rawat Publications.

Clinard, Marshall, B. 1957. *Sociology of Deviant Behaviour*, New York: Holt, Rinehart and Winston, Inc.

Cohen, Albert K. 1970. *Deviance and Control*, New Delhi, Prentice-Hall of India.

Frazier, Charles E. 1976. *Theoretical Approaches to Deviance*, Ohio: Charles E. Morrill Publishing Company

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

SYS 504 Sociology of Religion

Course Outcome:

- CO1. Understand concepts and key interpretations of religion
- CO2. Interface between religion and society in India.
- CO3. Analyse social change in relation to religion.
- CO4. Construct the local knowledge on culture and nature of religion.
- CO5. Introduce sociology of religion.
- CO6. Basic concepts and key interpretations of religion

Objectives

The main objectives of the course are

1. To provide an additional capacity for the students to discover enough about the society and the religion.
2. To enable the students to construct the local knowledge on culture and nature of the religion.
3. To introduce the students to the subfield of sociology of religion.
4. To analyse the basic concepts and key interpretations of religion
5. To focus on the interface between religion and society in India.
6. To analyse social change in relation to religion.

UNIT - I: Introduction:

Hrs -14

- a. Meaning and scope of sociology of religion
- b. Elements of religion
- c. Religions of India – Hinduism, Islam, Christianity, Buddhism, Jainism, Sikhism

UNIT - II: Sociological Interpretation of Religion:

Hrs - 12

- a. Emile Durkheim
- b. Karl Marx
- c. Max Weber

UNIT - III: Organization of Religion:

Hrs -12

- a. Forms of religion
- b. Religious sects and popular cults
- c. Growth and decline of denominations

UNIT – IV: Religion and State:

Hrs -12

- a. Fundamentalism and nationalism
- b. Religious minorities and their religious rights
- c. Religion and civil society

UNIT - V: Religion and Social change:

Hrs -14

- a. Religious factors for social change
- b. Secularisation and future of religion
- c. Globalisation and religion

Reference Books

Baird, Robert D. (ed.). 1995. *Religion in modern India*. Delhi: Manohar.

Jones, Kenneth W. 1989. *Socio-religious reform movements in British India*, Hyderabad: Orient Longman.

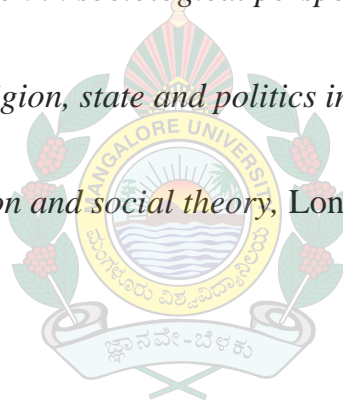
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SYS 505 Social Psychology

Course Outcome:

- CO1. Understand concepts in social behaviour
- CO2. Processes of motivation, perception and attitude formation
- CO3. Understand Crowd and mob behaviour.
- CO4. Social behavior in relation to social institutions
- CO5. Forces behind the crowd and mob behavior
- CO6. Factors behind the social discrimination
- CO7. Leadership types and functions
- CO8. Personality traits and formation
- CO9. Major theories to interpret human behaviour

Objectives:

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

- 1. Understand the basic concepts in social behavior
- 2. Understand the dynamics of social behavior in relation to the social institutions
- 3. Analyze the processes of motivation, perception and attitude formation
- 4. Comprehend the forces behind the crowd and mob behavior
- 5. Know the factors behind the social discrimination

UNIT - I: Introduction:-

Hrs -12

- a. Meaning and importance of social psychology
- b. Relationship with social sciences – sociology and anthropology.
- c. Relevance of social psychology in India

UNIT - II: Basic Concepts:

Hrs - 12

- a. Motivation
- b. Perception and learning
- c. Personality and development

UNIT - III: Major Theories in Social Psychology:

Hrs -12

- a. Role theory - Merton
- b. Symbolic interaction - Blumer
- c. Theory of prejudice - Allport

UNIT – IV: Social Attitudes:

Hrs -14

- a. Formation and change of attitudes
- b. Stereotypes and prejudices
- c. Discrimination and deprivation of social groups

UNIT - V: Collective Behaviour:

Hrs -14

- a. Leader and followers
- b. Rumour and crowd behaviour
- c. Propaganda and public opinion

Reference Books:

- Allpoort, G.W. 1954. *The Nature of Prejudice*, Cambridge Mass.
- Baros, Robert A. and Donn Byrne. 1988. *Social Psychology*, Prentice Hall of India, New Delhi.
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- Lindzey, Gardner and Elliot Aronson (ed.). 1964. *Handbook of Social Psychology*, Vol.I & II, Wiley Publishing Co. London.
- Maltzer, B.N., W. John, et al 1945. *Symbolic Interactionism*, Routledge and Kegan Paul Ltd., New Jersey.
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- Newcomb T.M. 1950. *Social Psychology*, Drvdon Press, New York.
- Paliwal, Suprithy. 2002. *Social Psychology*, RBSA Publishers, Jaipur.
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SYS 506: Globalization and Society

Course Outcome:

- CO1. Analyse impacts of globalisation on social life
- CO2. Understand Indian experience of globalisation
- CO3. Understand globalisation in social context
- CO4. Process and characteristics of globalisation
- CO5. Agencies that promote the globalisation process
- CO6. Factors that promote globalisation
- CO7. Globalisation impact on gender
- CO8. Globalisation impact on family
- CO9. Marginalised groups and globalisation

Objectives:

After the completion of this course the student will

- 1. Understand the concept of globalisation in the social context
- 2. Analyse the process and characteristics of globalisation
- 3. Know the agencies that promote the process
- 4. Understand the impacts of globalisation on different spheres of social life
- 5. Analyse the Indian experience of globalisation

I: Introduction

Hrs - 14

- a. The historical and social context of globalization
- b. Characteristics of globalization
- c. Benefits and disadvantages of globalization

II: Agencies of Globalization

Hrs - 12

- a. Multinational corporations (MNCs) and non-governmental organizations (NGOs)
- b. Information technology
- c. International agencies (IMF, World Bank, etc.).

III: Process of Globalization

Hrs - 12

- a. Diffusion and projection of American value system and cultural patterns
- b. Cultural homogenization, hegemony and dominance
- c. Diaspora communities, transnational ethnic and religious movements.

IV: Social Consequences of Globalization

Hrs - 12

- a. Inequality within and among nation states
- b. Socioeconomic impact of globalization – market, agriculture and employment
- c. Impact on individual and group identities – gender, education

V: Globalization and the Indian Experience

Hrs - 14

- a. Globalization impact on public policy
- b. Impact on family and social institutions
- c. Trends and future prospects of globalisation

Reference Books

Appadurai, Arjun. 1997. *Modernity at large: Cultural dimensions of globalization*. New Delhi: Oxford University Press.

Drezem Jean and Amartya Sen. 1996. *Indian economic development and social opportunity*. Delhi: Oxford University Press.

Escobar, Arturo. 1995. *Encountering development: The making and unmaking of the third world*. Princeton: Princeton University Press.

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Watters, Malcolm.1996. *Globalization*. London: Routledge.

SYE 507 Indian Society: Contemporary Issues and Challenges

Course Outcome:

- CO1. Understand social issues and problems of contemporary India.
- CO2. Change agents - governmental and non-governmental organizations.
- CO3. Structural linkages and interrelationships of social issues.
- CO4. Emerging social issues and problems of contemporary India,
- CO5. Sociological understanding of issues and problems
- CO6. Empower to deal with issues and problems
- CO7. Better understanding of their own situation and region.

Objectives:

The course seeks

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.

UNIT - I : Introduction:

Hrs -10

- a. Distribution of population in racial categories, religious and linguistic groups.
- b. Unity and diversity
- c. Problems of integration

UNIT - II : Social Organisation:

Hrs -09

- a. Caste – characteristics and recent changes.
- b. Marginalisation – SC, ST, OBC and minorities
- c. Classes – agrarian, industrial and emerging trends

UNIT - III : Changing Trends of Marriage and Family:

Hrs -10

- a. Changes in marriage and family.
- b. Familial problems - Dowry, Domestic Violence, Divorce.
- c. Problem of the aged

UNIT - IV : Development Issues:

Hrs -10

- a. Regional Disparities.

- b. Development Induced displacement, Ecological Degradation and Environmental Pollutions.
- c. Social unrest - terrorism, naxalism, communalism and corruption

UNIT - V : Social Issues in Contemporary India:

Hrs -09

- a. Environmental sanitation and health
- b. Educated unemployment and employability.
- c. Child rights, RTE

Reference Books

Atal, Yogesh. 1979. *The Changing Frontiers of Caste*. National Publishing House: Delhi.

Allen, Douglas (ed.). 1991. *Religion and Political Conflict in South Asia*, West Port Conn: Connecticut University Press.

Beteille, Andre. 1971. *Caste, Class and power*. Berkeley: University of California.

Beteille, Andre. 1974. *Social Inequality*, New Delhi: Oxford University Press.

Beteille, Andre. 1992. *Backward Classes in Contemporary India*. New Delhi: Oxford University Press.

Berremen, 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.

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Madan, T.N. 1991. *Religion in India*, New Delhi: Oxford University Press.

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Karve, Iravathi. *Kinship Organization in India*.

Michael. S.M. 1999. *Dalits and Modern India; visions and values*.

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

Rao, M.S.A.(ed). 1974. *Urban Sociology in India*. Orient Longman: New Delhi.

Singer, Milton & Cohen, Bernards. 1996. *Structure and change in Indian Society*. Rawat: Jaipur.

SYE 508 Classical Themes in Sociological Analysis

Course Outcome:

- CO1. Learn theoretical and methodological issues in sociological thinking.
- CO2. Theoretical analytical abilities.
- CO3. Research orientation in major theoretical perspectives.
- CO4. Issues which have shaped the sociological thinking.
- CO5. Theoretical relevance and analytical utility theoretical perspectives.
- CO6. Understanding of major sociological perspectives.
- CO7. Major theoretical themes in sociological analysis
- CO8. Philosophical arguments in explanation of social reality

Objectives:

This course is intended

1. To introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking.
2. To understand the theoretical relevance and analytical utility of the theoretical perspectives in understanding social structure and change.
3. To develop the understanding of major sociological perspectives.
4. To develop the analytical abilities of the students.
5. To develop research orientation of the students with the understanding of major theoretical perspectives.

UNIT – I Positivism:

Hrs - 10

- a. Comte's positive philosophy
- b. Durkheim's social facts

UNIT – II Rationality:

Hrs - 09

- a. Weber's rationality and types
- b. Rationalisation of society – bureaucracy

UNIT - III Dialectical Materialism:

Hrs - 10

- a. Class struggle and alienation – Karl Marx
- b. Conflict functionalism – Simmel, Coser

UNIT – IV Social Interactionalism:

Hrs - 09

- a. Symbolic interactionalism – H Blumer
- b. Ethnomethodology – Garfinkel; Dramaturgy - Goffman

UNIT – V Phenomenology:

Hrs - 09

- a. Sociological phenomenology – Schultz, Hurssel
- b. Grounded theory

Reference Books:

Abraham, Francis. 1984. *Modern Sociological Theory*, Orient Longmans, New Delhi.

Berger, L and Thomas Lukmann. 1966. *The Social Construction of Reality*, Doubleday, Garden City.

Martindale, Don. 1960. *The Nature and Types of Sociological Theory*, Routledge & Kegan Paul, London.

Merton, R.K. 1968. *Social Theory and Social Structure*, Am rind Publishing.

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Sorokin. P. 1978. *Contemporary Sociological Theories*. Kalyani Publisher, New Delhi.

Swingwood, A.1984. *A Short History of Sociological Thought*, Mac Millan, Hong Kong.

Turner, Jonathan. H.1987. *The Structure of Sociological Theory*. Rawat Publications Fourth ed., Jaipur.

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SYH 551 Modern Sociological Theories

Course Outcome:

- CO1. Understand major sociological perspectives.
- CO2. Analytical abilities.
- CO3. Research orientation in theoretical perspectives.
- CO4. Theoretical issues which have shaped the sociological thinking.
- CO5. Relevance and analytical utility of the theoretical perspectives.
- CO6. Social context of theories.
- CO7. Development of sociological theories

Objectives:

This course is intended

- 1. To introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking.
- 2. To understand the theoretical relevance and analytical utility of the theoretical perspectives in understanding social structure and change.
- 3. To develop the understanding of major sociological perspectives.
- 4. To develop the analytical abilities of the students.
- 5. To develop research orientation of the students with the understanding of major theoretical perspectives.

UNIT – I : Ethno-methodology and Phenomenology: Hrs -16

- a. Ethno-methodology – H Garfinkel
- b. Sociological phenomenology – Alfred Schultz and Husserl
- c. Empirical phenomenology and emergence of grounded theory

UNIT – II : Post Modern Social Theory: Hrs -16

- a. Emergence Post Modern Social Theory
- b. Application of post-modern theory
- c. Critique on Post-modern social theory

UNIT– III : Concept of Modernity: Hrs -16

- a. Classical Theorists on Modernity
- b. The Risk Society – Ulrich Beck
- c. Hyper-rationality, McDonaldization – George Ritzer

UNIT – IV: Neo Functionalism and Neo Marxism: Hrs-16

- a. Neo-functional approach – Jeffry Alexander
- b. Jurgan Habermas; Antony Gramsci

- c. Marxist structuralism – Lewis Althusser

UNIT – V Structural and Post Modernist Theory:

Hrs -16

- a. Structuration theory – Anthony Giddens
- b. Deconstructionist approach – Jacques Derrida
- c. Post-modernist theory – Michel Foucault

Reference Books:

Abraham, Francis. 1984. *Modern Sociological Theory*, Orient Longmans, New Delhi.

Berger, L and Thomas Lukmann. 1966. *The Social Construction of Reality*, Doubleday, Garden City.

Bryant, G.A. and D. Jary. 1991. *Giddens's Theory of Structuration : A Critical Approach* Rutledge, London.

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Parsons, Talcott. 1972. *The Social System*, Am rind Publishing, New Delhi.

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Sorokin. P. 1978. *Contemporary Sociological Theories*. Kalyani Publisher, New Delhi.

Swingwood, A.1984. *A Short History of Sociological Thought*, Mac Millan.

Turner, B.S.(ed.) 2000. *Social Theory*, Blackwell Publishers, Oxford.

Turner, Jonathan. H.1987. *The Structure of Sociological Theory*. Rawat Publications Fourth ed., Jaipur.

Wells, Alan (ed). *Contemporary Sociological Theories*. Goodyear Publishing Co, California.

SYH 552 Gender and Society

Course Outcome:

- CO1. Understand gender determination and gender roles.
- CO2. Analyse gendered nature of major social institutions
- CO3. Understand the challenges to gender inequality
- CO4. Theories of gender relation in Indian society.
- CO5. Gender as a category of social analysis.
- CO6. Basic concepts of gender and gender inequality
- CO7. Gendered nature of major social institutions
- CO8. Social construction of gender and gender roles

Objectives:

After completion of this course, the learners will be able:

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

UNIT – I : Introduction:

Hrs -16

- a. Emergence of Sociology of Gender.
- b. Relevance of Sociology of Gender
- c. Methodological and Theoretical Perspectives for the study of Gender
- d. Women studies in India

UNIT – II : Gender and Stratification:

Hrs -16

- a. Patriarchy and Gender Socialization
- b. Religion and Gender
- c. Caste and gender
- d. Gender Inequality, Gender Justice, Gender development index (GDI)

UNIT – III : Theoretical Perspectives:

Hrs -16

- a. Liberal feminism
- b. Radical feminism
- c. Socialist feminism
- d. Eco-feminism and Black feminism

UNIT – IV : Women in Indian Society:

Hrs -16

- a. Economic Participation of Women.

- b. Political participation of women.
- c. Women empowerment through Education
- d. Media presentation of women

UNIT – V : Empowerment of Women in India:

Hrs -16

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

Reference Books:

- Ahlawat, Neerja. 2002. "Empowering Women –Challenges before Women's Organizations" *Guru Nanak Journal of Sociology*, Amritsar. Vol 23 (2)
- Ahlawat, Neerja. 2005. "Domestic Violence against Women: Emerging concerns in Rural Haryana" *SocialAction* Vol 55(4)
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- Krishnaraj, Maithreyi (ed.). 1986. *Women's Studies in India: Some Perspectives* Popular Prakashan, Bombay.
- Mies, Maria. 1980. *Indian Women and Patriarchy*, New Delhi: Vikas Publication.
- Purushotham, Sangeetha. 1998. *Empowerment of Women at the Grassroots*, Sage, New Delhi.
- Rege, Shamila (ed). 2003. *Sociology of Gender*, Sage Publications. New Delhi.
- Vyas, Anju. 1993. *Women's Studies in India: Information Sources, Services and Programmes*. Sage Publications, New Delhi.

SYS 553 Education and Society

Course Outcome:

- CO1. Interface between education and society.
- CO2. Understand theoretical approaches of sociology of education.
- CO3. Learn about alternative educational programmes in India
- CO4. Understand the theoretical perspectives in education
- CO5. Development of sociology of education.
- CO6. Contributions in sociology of education
- CO7. Nature of higher education in India
- CO8. Problems and prospects of higher education in India

Objectives:

After completion of this course, learners will be able to

1. Understand the interface between education and society.
2. Understand the major concepts, theoretical approaches and development of sociology of education.
3. Get acquainted with the approaches and contributions in sociology of education
4. Get acquainted with the alternative educational programmes in India

UNIT- I: Introduction:

Hrs – 14

- a. The nature, scope and importance of Sociology of Education
- b. Relationship between Education and Society; importance of education
- c. Concepts – broader and narrower; bi-polar and tri-polar

UNIT- II: Education in India:

Hrs -12

- a. Socio-historical Context - Education in pre-independent and Post-Independent India
- b. Recent Trends in Education in India
- c. Problems of education in India

UNIT- III: Agencies of Education:

Hrs - 12

- a. Family and Peer group
- b. School and teachers
- c. Mass media

UNIT-IV: Education and Mobility:

Hrs - 14

- a. Factors affecting academic opportunity and achievement: Caste, Class and Region
- b. Problems of girl education in India
- c. Education as a channel of Social Mobility

UNIT-V: Higher Education in India:

Hrs -12

- a. Growth of Higher Education in India
- b. Non-formal education and distant learning
- c. Challenges and problems of higher education

Reference Books

Banks, Olive. 1971. *Sociology of Education*, (2nd ed.). London: Batsford.

Blackledge, D. and Hunt.B.1985. *Sociological interpretation of Education*. Crom Helm: London.

Brokover, and D.A. Gottlieb. *A Sociology Education*.

Chitinis, Suma and P.G. Altbach. 1993. *Higher Education Reform in India, Experience and perspectives*. Sage: New Delhi.

Craft, Maurice (ed). 1970. *Family and Education: A Reader*. London: Longman.

Dreze, Jean and Amartya Sen. 1995. *India Economic Development and Social Opportunity*. Oxford University Press: Oxford.

Gore, M.S.(ed). 1975. *Papers on the Sociology of Education in India*. NCERT: New Delhi.

Jayaram, N. 1990. *Sociology of Education in India*. Rawat Publication: Jaipur.

Naik, J.P.1975. *Quality, quantity and equality in education*. Allied Publication.

Ottaway. *Education and Society: an Introduction to the Sociology of Education*, Routledge & Kegan Paul, London.

Singh, Amirk and Philip.G. Altabach (ed.) *The Higher Learning in India*.

Syed, Nurullah and Naik. J.P, *History of Education in India during the British Period*.

Tayler, William. 1977. *The Sociology of Educational Inequalities*. Methuen: London.

SYS 554 Sociology of Development

Course Outcome:

- CO1. Understand social change and development
- CO2. Indian experience of social change and development
- CO3. Professional careers in development planning.
- CO4. Theoretical understanding of social change and development
- CO5. Social structure and development relationship
- CO6. Alternative trends and paths of development
- CO7. Contemporary socio-economic framework of development in India

Objectives:

The course is designed to achieve the following 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 imposes on development and development on social structure
3. To address the Indian experience of social change and development
4. To prepare the students for professional careers in the field of development planning.
5. To provide an understanding of the alternate trends and paths of development
6. To understand the contemporary socio-economic framework of development in India

UNIT – I: Introduction:

Hrs - 12

- a. Scope and Importance of Sociology of Development
- b. Development of Economic Sociology
- c. Sociological Dimensions of Development

UNIT – II: Changing concepts on Development:

Hrs - 12

- a. Human Development
- b. Social Development
- c. Sustainable Development

UNIT - III : Theories of Development:

Hrs - 12

- a. Modernisation Theory
- b. Socio-Psychological Theory (D.MacLlelland)
- c. Vicious Circle Model

UNIT – IV: Theories of Under Development and Dependency Theory: Hrs - 14

- a. Unequal Development (Samir Amin)
- b. The World System and Multinational Corporations (Wallerstein)
- c. Development of Under Development (A.G. Frank)

UNIT – V: Social Structure and Development (special reference to India):Hrs - 14

- a. Culture and Development
- b. Gender and Development
- c. Development Disparities in India

Reference Books:

Alexander K.C. and Kumaran, K.P. 1992. *Culture and Development*, New Delhi, Sage.

Haq, Mahabub ul. 1990. *Reflections on Human Development*, Karachi, Oxford.

Hoogvelt, Ankie M. 1996. *The Sociology of Developing Societies*, Delhi. MacMillan.

Hoselitz, Bert F. 1996. *Sociological Aspects of Economic Growth*, New Delhi, Amerind Publishers.

Ian, Roxborough. 1979. *Theories of Underdevelopment*, Macmillan, London

Pandey, Rajendra. 1985. *Sociology of Development*, New Delhi, Mittal.

Pandey, Rajendra. 1986. *Sociology of Underdevelopment*, New Delhi, Mittal.

Sharma, S.L. 1986. *Development: Socio-cultural Dimensions*. Jaipur, Rawat.

Smelser, Neil. J. 1988. *The Sociology of Economic life*, New Delhi, Prentice Hall.

Webster, Andrew. 1988. *Introduction to the Sociology and Development*, New Delhi, Macmillan.

Zimmerman, Carle C. and Richard E. Duwords (eds.). 1976. *Sociology of Underdevelopment*, Jaipur, Rawat.

SYS 555 Industry and Society

Course Outcome:

- CO1. Understand industry, labour, human relations and management,
- CO2. Trace problem situations in industrial organisation.
- CO3. Industrial organisation and personnel management.
- CO4. Sociology of industry and labour.
- CO5. Industrial organisation and sociological perspectives.
- CO6. Organisation aspect of work and workers in industrial organisation.
- CO7. Industrial society and sociological order.
- CO8. Bearing of society and industry on each other

Objectives:

The course is designed to

1. Provide an understanding of sociology of industry, labour, human relations and management,
2. Get the student familiarised with the actual problem situations in industrial organisation in sociological perspectives.
3. Impart sociological knowledge for students on the management and organisation aspect of work and workers in industrial organisation.
4. Expose the students with the knowledge on industrial society and sociological order, industrialisation process, work transformation, Industrial organisation with personnel management practices
5. Understand the bearing of society and industry on each other

UNIT – I: Introduction:

Hrs -14

- a. The Rise of Industrial Sociology
- b. Scope and significance of Industrial Sociology
- c. Industrial development in India

UNIT – II: Industrial Society in Sociological Tradition:

Hrs -12

- a. Division of labour: The Manorial and Guild System
- b. Rationality and bureaucracy
- c. Production relations – surplus value, alienation

UNIT – III: Industry as Social System:

Hrs -12

- a. Formal and Informal Organization.
- b. Social structure and industry
- c. Impact of industry on society

UNIT – IV: Industrial Relations:

Hrs -14

- a. Changing profile of labour.
- b. Changing management-labour relations: conciliation, adjudication, collective bargaining.
- c. Trade unions; worker participation in management

UNIT -V : Industry and Social Change in India:

Hrs -12

- a. Impact on social institutions – family, education, caste and religion
- b. Obstacles and limitations of industrialisation
- c. Industry as agent of development

Reference Books:

Agrawal, R.D. *Dynamics of Labour Relations in India : A book Readings* ; Tata MacGraw Hill.

Agrawal, V.N. 1972. *Labour Problems in India*, Asia Publishing House, Bombay.

Eldridge,. *Industrial Disputes*, London Routledge and Kegan Paul.

Giri, V.V. 1972. *Labour Problems in Indian Industry*, Asia Publications, Bombay,.

Gisbert, Pascual S.J. 1972. *Fundamentals of Industrial Sociology*, Tata McGraw Hill Publishing Company Ltd., New Delhi.

Kennedy V.D. 1966. *Unions, Employers and Government*. Bombay, Manktalas.

Memoria.C.B. and Mamoria. 1992. *Dynamics of Industrial Relations in India*. Himalaya Publishing House, Mumbai.

Miller and Form. 1964. *Industrial Sociology*, London, Hurper and Row Publishers.

Mongia, J.N. (ed.) 1980. *Readings in Indian Labour and Social Welfare*, Atma Ram, Delhi.

Moore, W.E. 1974. *Industrial Relations and Social Order*, New York: MacMillan.

Parker, S.R. et. al. 1967. *The Sociology of Industry*, London George Allen and Unwin.

Punekar, S.D. 1952. *Trade Unionism in India, Trade Union Leadership In India*.

Ramaswamy, E.A. (ed.). 1978. *Industrial Relations in India*, Macmillan, Delhi.

Schneider, Eugene V. 1971. *Industrial Sociology*, London, McGraw Hill.

Sexena, R.C. 1981. *Labour Problems and Social Welfare*, K. Nath and Co. Meerut.

Sheth, N.R. (ed). 1982. *Industrial Sociology in India. : A Book of Readings* Allied Publishers Pvt Ltd., New Delhi.

SYS 556 Social Entrepreneurship

Course Outcome:

- CO1. Be an entrepreneur or enlarge job prospects.
- CO2. Development of personal qualities relevant to entrepreneurship,
- CO3. Contact with the world of business and market relations
- CO4. Entrepreneurial attitudes, skills and career options.
- CO5. Self employment strategies
- CO6. Raising students' awareness of self-employment as a career option
- CO7. Prominent social entrepreneurs

Objectives:

The course intends to provide

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

UNIT –I: Introduction:

Hrs -14

- 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

UNIT – II: Professional Management for Social Enterprises:

Hrs - 12

- 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

UNIT - III: Mobilizing and Managing Capital for Social Enterprises: Hrs - 12

- a. Aid Agencies for social enterprises
- b. Accountability among social enterprises
- c. Social Audit and submitting returns.

UNIT –IV: Indian Social Enterprises and Social Entrepreneurs:

Hrs - 14

Select case studies of Indian social enterprises and entrepreneurs–

1. M.S. Swaminathan, Varghease Kurien – green revolution, white revolution

2. Bindeshwar Pathak – Sanitation
3. Ela Bhatt, Sumita Ghose – women empowerment
4. Vineet Rai, Harish Hande – rural facelift

UNIT – V: Marketing of Social Services:

Hrs -12

- a. Application of marketing principles in welfare and development field
- b. Corporate Social Responsibility
- c. Monitoring and Evaluation

Reference Books:

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

Dees, Gregory., Jed Emerson, and Peter Economy. 2002. *Enterprising Non Profits – A Toolkit for Social Entrepreneurs*, John Wiley and Sons.

Drucker, Peter. 1990. *Managing the Non Profits Organizations: Practices and Principles*, Harpercollins.

Lee, Nancy R and Philip Kotler. 2012. *Social Marketing: Influencing Behaviours for Good*, Sage South Asia

Nicholls, Alex. 2006. *Social Entrepreneurship: New Models of Sustainable Social Change*, Oxford University Press.

Setterberg, Fred and Kary Schulman. 1985. *Beyond Profit: Complete Guide to Managing the Non Profit Organizations*, Harper & Row.

Steven Ott. J. 2001. *Understanding Non Profit Organizations: Governance, Leadership and Management*, Westview Press.

Sunder, Pushpa. 2013. *Business and Community: The Story of Corporate Social Responsibility in India*, Sage

SYP 557 - Research Project Course – Dissertation

Course Outcome:

- CO1. Ability to conceptualize, formulate and conduct research projects.
- CO2. Assess the research studies and findings.
- CO3. Skills for library work and documentation.
- CO4. Logical thinking and critical analysis.
- CO5. Favorable attitudes for the integration of research and theory.
- CO6. Field-work skills and experience.
- CO7. Writing skills, reference skills
- CO8. Techniques of data collections
- CO9. Methodologies in social analysis

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:-

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

Guideline for Research Project:

1. A Student shall select the research topic in the third semester itself in consultation with the faculty member assigned as in-charge or guide for Research Project Course and report the same to the Head of the Department/College Principal in writing.
2. The topic of such research project shall be relevant to sociology course on the whole.
3. The topic of such research project shall be finalized only after the Department/College approves the same.
4. The tools of data collection should be finalized and data collection shall be completed by the mid of the fourth semester.
5. The student has to submit two bound copies of Research Dissertation to the Head of the Department/College Principal on or before the last working day of the IV semester in a prescribed format.
6. Each student shall be compulsorily supervised in the Research Project by a faculty member, preferably who has PhD research degree in sociology and is a full-time teaching faculty in the department/college. The supervisor will guide the student in methodology and the course of the study.

7. The list of such eligible faculty members in the Department/College is prepared and approved by the BOS in Sociology.
8. The allotment of the students to a faculty for supervision shall be done by the Department Council.
9. Periodic individual conference, related to Research Project of each student, shall be conducted by the supervisor.
10. Each student shall be required to take part in Class Room Presentations in the context of Research Project. Assignments regarding such presentations (colloquium) shall be related to the research methodology and tools of research being developed by the student.
11. The student's performance in such assignments is considered in assigning the Internal Assessment marks allocated for Research Project.
12. The type of research project (qualitative, quantitative or combined) should be based on the consensual decision of both the student and the supervisor.
13. The sample size for quantitative research shall not be less than 50 respondents; and minimum of 10 cases if it is qualitative.
14. Not less than 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 70 + continuous Internal Assessment 20 + colloquium 10 = 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.

Section B is a formal technical section and shall include the chaptarisisation of the report

1. Executive summary in the form of abstract (200 words)
2. Introduction
3. Objectives
4. Review of literature.
5. Methodology
6. Data presentation and analysis
7. Major Findings and conclusions
8. Suggestions and recommendations.

Section C shall include such information that is not included in the body of the report, but is relevant to the study.

1. Reference
2. A copy of the tool of data collection.
3. Additional statistical tables.
4. Photographs, figures, maps, etc.

Technical specifications of the report:

1. Printed and bound a minimum of 25 pages to a maximum of 50 pages, excluding the preliminary content pages and the annexure/appendix.
2. Use A4 size paper, 1 inch margins on all 4 sides; font Times New Roman 12 size, double spaced.
3. Referencing in ASA/APA style, with author-date system.
e.g. for a book by Pitirim Sorokin published in 1978; title of the book 'Contemporary Sociological Theories'; published by Kalyani Publisher, from New Delhi.
 - a. In text referencing:
(Sorokin 1978)
 - b. In text quoting the statement:
(Sorokin 1978: 236)
 - c. Reference:
Sorokin, Pitirim. 1978. *Contemporary Sociological Theories*. New Delhi: Kalyani Publishers.

Areas of Job orientation in completion of the courses:

- Government departments
- Research groups
- Development agencies
- Teaching - Universities and colleges
- Market research firms
- Legal cells / bodies

Fields open:

In research: survey designer, market research analyst, data analyst, social statistician, population analyst, health researcher, criminology researcher, environment policy analyst.

In education: teacher, lecturers, administrative officer, career counsellor, public health education.

In Community work: social worker, community worker, child and youth worker, family therapist, addiction counsellor.

In correction centres: police officer, correction officer, criminal law legal advisor.

Course specific future orientations:

SI No	Courses	Job orientation
1	Research Methodology Social Statistics Methods in Social Research Themes in Sociological Analysis Project Work	Survey designer, Market research analyst, Data analyst, Social statistician Development research
2	Indian Society; Society in Karnataka Rural and Urban Society in India Sociology of Marginalised Groups Sociology of Social Movements Sociology of Religion	Social work Community work Social counsellor
3	Sociology of Health and Sanitation Sociology of Ageing Sociology of Disaster and Social Crisis	Health researcher Fire service safety worker Disaster relief worker
4	Crime and Society Social Psychology Gender and Society Education and Society	Criminology researcher Correction centres Family counsellor Police department
5	Social Entrepreneurship Industry and Society Sociology of Development Globalisation and Society	Social entrepreneur Employment exchange office Career guidance HRD