KARNATAK UNIVERSITY, DHARWAD
ACADEMIC (S&T) SECTION
ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ
ವಿದ್ಯಾಮಂಡಳ (ಎಸ್&ಟಿ) ವಿಭಾಗ

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NAAC Accredited
'A' Grade 2014

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No. KU/Aca(S&T)/MGJ-487/BOS /Soc(PG) /25-26/267   ದಿನಾಂಕ: 9-12-2025

ಅಧಿಸೂಚನೆ

ವಿಷಯ: ಸ್ನಾತಕೋತ್ತರ ಸಮಾಜಶಾಸ್ತ್ರಗಳ 3ನೇ ಮತ್ತು 4ನೇ ಸೆಮಿಸ್ಟರ್ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ ಮಾದರಿಯಲ್ಲಿ ಅಲ್ಪ ತಿದ್ದುಪಡಿ ಮಾಡಿರುವ ಕುರಿತು.

ಉಲ್ಲೇಖ: 1. ಸ್ನಾತಕ / ಸ್ನಾತಕೋತ್ತರ ಅಭ್ಯಾಸಸೂಚಿ ಮಂಡಳಿ ಸಭೆನಿರ್ಣಯ ದಿ: 08.10.2025.

2. ಸಮಾಜವಿಜ್ಞಾನ ನಿಖಾಯ ಸಭೆಯ ನಿರ್ಣಯ ಸಂ: 18, ದಿನಾಂಕ: 17.10.2025.

3. ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ನಿರ್ಣಯ ಸಂ: 26, ದಿನಾಂಕ: 28.10.2025.

4. ಕುಲಪತಿಗಳ ಅನುಮೋದನೆ ದಿನಾಂಕ:04.12.2025

ಮೇಲಾಣಿಸಿದ ವಿಷಯ ಹಾಗೂ ಉಲ್ಲೇಖುಗಳನ್ವಯ 2025-26ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಸ್ನಾತಕೋತ್ತರ ಸಮಾಜಶಾಸ್ತ್ರಗಳ 3ನೇ ಮತ್ತು 4ನೇ ಸೆಮಿಸ್ಟರ್ ಪಠ್ಯಕ್ರಮಗಳಲ್ಲಿ ಹಾಗೂ ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ ಮಾದರಿಯಲ್ಲಿ ಅಲ್ಪ ತಿದ್ದುಪಡಿ ಮಾಡಿರುವ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲದಿಂದ www.kud.ac.in ಡೌನ್‌ಲೋಡ್ ಮಾಡಿಕೊಳ್ಳಲು ಸೂಚಿಸುತ್ತ, ವಿದ್ಯಾರ್ಥಿಗಳು ಹಾಗೂ ಸಂಬಂಧಿಸಿದ ಎಲ್ಲ ಬೋಧಕರ ಗಮನಕ್ಕೆ ತಂದು ಅದರಂತೆ ಕಾರ್ಯ ಪ್ರವೃತ್ತರಾಗಲು ಸೂಚಿಸಲಾಗಿದೆ.

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SHANKAREPPA LINGANNA VANIKYAL
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ಆಡಕ: ಮೇಲಿನಂತೆ.

ಗೆ

1. ಅಧ್ಯಕ್ಷರು, ಸ್ನಾತಕೋತ್ತರ ಸಮಾಜಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
2. ಡೀನರು, ಸಮಾಜವಿಜ್ಞಾನ ನಿಖಾಯ, ಸ್ನಾತಕೋತ್ತರ ಸಮಾಜಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.

ಪ್ರತಿ:

1. ನೊಡಲ್ ಅಧಿಕಾರಿಗಳು, ಯು.ಯು.ಸಿ.ಎಂ.ಎಸ್. ಘಟಕ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
2. ನಿರ್ದೇಶಕರು, ಐ.ಟಿ. ಶಾಖೆ, ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
3. ಕುಲಪತಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
4. ಕುಲಸಚಿವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
5. ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
6. ಅಧೀಕ್ಷಕರು, ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ / ಗೌಪ್ಯ / ಜೆ.ಎ.ಡಿ / ವಿದ್ಯಾಂಡಳ (ಪಿ.ಜಿ.ಪಿಎಚ್.ಡಿ) ವಿಭಾಗ, ಸಂಬಂಧಿಸಿದ ಕೋರ್ಸಗಳ ವಿಭಾಗಗಳು ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.

KARNATAK UNIVERSITY, DHARWAD

SYLLABUS

for

MASTER OF ARTS IN SOCIOLOGY

**With Effect from the academic year 2024-25
(Under Choice Based Credit System)
CBCS and NEP**

**Department of Studies in Sociology
Karnatak University,
Dharwad-580003**

DEPARTMENT OF SOCIOLOGY
(Estd. 1957)

Regulations Governing M.A. Degree Programme in Sociology under the Choice Based Credit System I. Commencement

These Regulations shall come into force from the academic year 2024-25.

II. Definitions

In these Regulations unless otherwise mentioned, provided.

a) 'University' means Karnatak University, Dharwad.

b) 'Board of Studies' means Board of Studies in Sociology (P.G) of the Karnatak University.

c) 'Compulsory Paper" means the paper that is prescribed by the Department from time to time as compulsory.

d) 'Specialization paper' means an optional paper prescribed by the Department from time to time.

e) 'Open Elective' means, a paper offered by the Department of Sociology, for the students of other Departments in Karnatak University from time to time. However, the students of the Department of Sociology have freedom to choose from a number of open electives offered by other Departments to add to their credits required for the completion of their degree.

f) 'Credit' means the unit by which the course work is measured. One credit means one hour of teaching work per week. As regards the marks for the papers, 1 Credit is equal to 25 marks, 2 Credits are equal to 50 marks, 3 credits are equal to 75 marks, 4 credits are equal to 100.

g) 'Grade' is an index to indicate the performance of a student. These Grades are arrived at by converting marks scored in each paper by the candidate after completing his/her Internal Assessment and Semester End Examinations. These grades are awarded for each paper at the end of each semester.

h) 'Grade Point Average' or GPA refers to an indicator of the performance of the student in a given semester. GPA is the weighted average of all Grades student gets in a given semester. The GPA depends on the number of papers a student takes and the grades awarded to him/her for each of the paper so chosen.

i) 'Cumulative Grade Point Average' or CGPA refers to the Cumulative Grade Point Averages weighted across all the semesters and is carried forward. The calculations of the GPA, CGPA is shown in these regulations.

III. Admission

a. The details of the admission rules are governed by the notifications issued by the University from time to time. However the applicant should have studied Sociology as one of the optional for admission to the Department of Sociology.

Total Intake Capacity:

A. Karnatak University campus: 74

B. Government First Grade College, Kumta : 15

C. Government First Grade College, Honnavar: 15

D. KSS College, Gadag: 15

AA. Under Normal fees at Karnatak University : 40

(Note: The University can allot more seats under enhanced fees category looking into situation).

IV. Duration of the Programme

The programme of study for M.A. Degree in Sociology shall normally extend over a period of two consecutive academic years, each academic 2-year comprising two semesters and each semester comprising 16 weeks of class work. However, the maximum period for completion of the Degree is four years from the date of his/her first admission. The normal calendar for the semester shall be as

follows:

a) I and III Semesters : August to November

b) II and IV Semesters : January to April

V. Teaching Course

Each paper shall be taught for 4 hours per week during the period of 16 weeks in a given semester. However, the actual number of classes may not be 64 hours as per the above calculation. It may vary from paper to paper depending on the activities of the Department, general holidays and the calendar of events prescribed by the University from time to time.

VI. Medium of Instruction

The medium of instruction shall normally be English. However, the students may write the examinations in Kannada also.

VII. Scheme of Papers and Credits/Classes and Marks

a) There shall be three categories of papers viz., Compulsory papers, Discipline Specific Course papers and Discipline Specific Elective Course. Compulsory and Specialization papers are meant for the students of Department of Sociology. The Open Electives are the papers offered by the Department for the students of other Departments. However, the students of the Department of Sociology can also offer the Open Electives offered by other Departments to add to their Credits depending on their interest.

b) The Credits for each of the Compulsory paper and Specialization paper are 4. The Open Electives offered by the Department to the students of other Departments also carry 4 credits. However, the number of credits for the Open Electives chosen by the students of our Department from amongst the Open Electives offered by the other Departments may vary from one Department to the other Department depending on the offer they make. The project work in IV Semester also carry 4 credits.

PROGRAMME: M.A SOCIOLOGY

COURSES /PAPER		Credits	Total
SEMESTER- I THEORY PAPERS			24
DSC 1 Theoretical Foundations of Sociology	B1SOC001T	4	
DSC 2 Society and Social Structure	B1SOC002T	4	
DSC 3 Research Methodology of Sociology	B1SOC003T	4	
DSC 4 Indian Society : Continuity and Change	B1SOC004T	4	
DSC 5 Medical Sociology	B1SOC005T	4	
DSC 6 Gender Studies	B1SOC006T	4	
SEMESTER- II THEORY PAPERS			
DSC 7 Sociological Perspectives	B2SOC001T	4	24
DSC 8 Sociology of Rural Studies	B2SOC002T	4	
DSC 9 Social Policy and Planning	B2SOC003T	4	
DSC 10 Social Movements And Social Change	B2SOC004T	4	
DSC 11 Tribal Society	B2SOC005T	4	
OEC 1 (Others) Everyday Sociology	B2SOC206OT	4	
SEMESTER- III THEORY PAPERS			
DSC 12 Advanced Sociological Theories	B3SOC001T	4	24
DSC 13 Applied Statistics	B3SOC002T	4	
DSC 14 Political Sociology	B3SOC003T	4	
DSC 15 Sociology of Subaltern Groups	B3SOC004T	4	
DSE 1 (a) Science Technology and Society	B3SOC103 (a) T	4	
DSE 1 (b) Urban Society	B3SOC103 (b) T		
DSE 1 (c) Social Gerontology	B3SOC103 (c) T		
OEC 2 (Others) Society in India	B3SOC206OT	4	
SEMESTER- IV THEORY PAPERS			
DSC 16 Post Modern Social Theories	B4SOC001T	4	24
DSC 17 Theories of Sociology of Development	B4SOC002T	4	
DSC 18 Sociology of Karnataka	B4SOC003T	4	
DSC 19 Sociology of Human Resource Development	B4SOC004T	4	
DSE 2 (a) Artificial Intelligence and Society	B4SOC104 (a)T	4	
DSE 2 (b) Urban Dynamics and Challenges	B4SOC104 (b)T		
DSE 2 (c) Sociology of Counseling	B4SOC104 (c)T		
PROJECT WORK (Compulsory for M.A. Sociology students only)			
1. Formative Assessment : Project/Internship assessment carrying 25 marks out of 100 marks Interaction with the project supervisor 10 marks and submission of progress reports 05 +05+05 =15 marks	B4SOC004P	3	
2. Summative Assessment : Project/Internship assessment carrying 80 marks out of 100 marks a. Project Report : 35 b. Presentation : 20 c. Viva-voce : 20		1	
TOTAL			96

The students of the Department shall offer 6 compulsory papers in I semester,
In II semester 4 compulsory courses and one specialization course.
In III Semester 4 compulsory and one specialization course.
In IV Semester, 4 compulsory courses, one specialization course and a project work.

Programme Outcomes

Post Graduate Course in Sociology will

PO1 : Help in gaining an in-depth knowledge of Sociological theories, and concepts, enabling a rational and critical understanding of social structures, processes, and changes.

PO2 : Give skills in qualitative and quantitative research methodologies, data collection, and analysis, enabling students to conduct independent research and contribute to the field of Sociology.

PO3 : Develop an ability to integrate knowledge from different specialization to understand the complexities of social issues pertaining to Indian society.

PO4: Enhance sensitivity towards social problems, inequalities, and issues related to marginalized communities, fostering a commitment to social justice and ethical responsibility in India.

PO5: Apply Sociological Perspectives to analyze contemporary social phenomena and contribute to policy formulation and social change initiatives.

Programme Specific Outcomes

After studying M.A Sociology Course students will

PSO1 Gain insights into the complexities of India's diverse social fabric, including caste, class, religion, gender, and regional differences, which will help them better understand and address national and local social issues.

PSO2 Equip students to critically examine social inequalities and injustices prevalent in India, such as caste discrimination, gender inequality, and poverty, enabling them to contribute to social reform and policy-making.

PSO3 Prepare students for roles in NGOs, social service, rural development, and government agencies where they can actively participate in Community Development and Welfare Programs.

PSO4 Develop the ability to analyze social policies and advocate for reforms that promote inclusive growth and social justice, contributing to the betterment of Indian society.

PSO5 Provide critical knowledge in understanding of crucial social issues and helps in contributing evidence-based policy-making and also enhances their career opportunities.

Summary of Credits for the Degree of M.A. in Sociology

I Semester:

Six Compulsory Papers	: 24 Credits

II Semester:

Four Compulsory Papers	: 16 Credits
One Specialization Paper	: 04 Credits
One Open Elective Paper	: 04 Credits – (Credits vary from Department to Department depending on the choice of open elective by the student)

III Semester:

Four Compulsory Papers	: 16 Credits
One Specialization Paper	: 04 Credits
One Open Elective Paper	: 04 Credits – (Credits vary)

IV Semester:

Four Compulsory Papers	: 16 Credits
One Specialization Paper	: 04 Credits
PROJECT WORK (Compulsory for M.A. Sociology students only)	: 04 Credits– (Credits vary)

Grand Total: 96 Credits

VIII. Attendance

a) The student shall be considered to have satisfied the requirement of attendance if he/she has attended not less-than 75 percent of total number of classes held till the end of the semester inclusive of tutorials. Each paper shall be taken as a unit for calculating the attendance.

b) Each student will have to sign his/her attendance for every hour of teaching in each paper. The Course Teacher shall submit monthly attendance report to the Chairman of the Department at the end of every month. The Chairman of the Department shall notify the attendance of every student on the Notice Board of the Department during the second week of the subsequent month. The Chairman of the Department shall send to the Registrar (Evaluation) and other Officers, as directed by the Registrar from time to time, at the end of every month and at the end of every semester, the detailed statement of attendance.

c) However, if a student represents the Department/ University/ State/ Nation in sports, NCC, NSS or Cultural or any other officially sponsored activities he/she shall be eligible to claim the Attendance for the actual number of days utilized in such activities (including travel days) subject to the production of certificate from the relevant authority within two weeks after the event.

d) A student who does not satisfy the requirement of attendance of 75 percent in each paper shall not be permitted to appear the semester end examination. Such candidates may seek admission afresh to the given semester.

IX. Evaluation

a) Evaluation of the papers will have two components-
   i.   Internal Assessment, and
   ii. Semester End examination

Total marks for the Internal Assessment is 25. In that, 10+10 marks Internal Test and 05 marks for Tutorial/Seminar/ Assignment.

The tests shall be written in separate designated answer booklet. The marks of all the two tests shall be notified on the notice board of the Department and submitted to the Registrar (Evaluation) at the end of every semester. The Internal Assessment marks shall be taken into account for compilation of grades. In case of candidates appearing for improvement examination the marks obtained in the Internal Assessment shall not be revised since there is no provision for improvement of Internal Assessment.

b) There shall be one Semester-End examination of 3 hours duration for every paper for 75 marks. The examination shall be conducted as per the rules, regulations, notifications, orders, instructions, procedures, formats and circulars issued by the University from time to time.

X. Challenge Evaluation

There shall be a provision for challenge valuation as per the rules and regulation of the University issued from time to time.

XI. Completion of the Course

a) A candidate is expected to successfully complete the Degree programme within two years from the date of admission.
b) Whenever the syllabus is revised, the candidate reappearing will have to write the examination as per the syllabi prevailing at that time.
c) The CBCS scheme is a fully carry-over system. However, the four-semesters (two years course) should be completed by the student within a maximum period of 4 years.

XII. Declaration of Results

a) Minimum for a pass in each paper shall be 40% of the total 100 marks including both the IA and the Semester-End examination. However a candidate should obtain at-least 40% marks in the Semester-End examination. There is no minimum for the Internal Assessment marks. However after adding the IA marks and the semester end examination marks, the candidates should score a minimum of 40% of the maximum marks per paper. Candidate shall secure a minimum of 50 % in aggregate in all papers of a programme in each semester to successfully complete the programme.

b) The improvement of the performance is permitted as per the rules and regulations of the University.

XIII. Marks and Grade Points

Percentage of Marks	GPA/CGPA	Grade Letter	Class Awarded
75 and above	7.50 to 10.00	A	First class with Distinction
60 and above but less than	6.00 to 07.49	B	First Class
50 and above but less than 60	5.00 to 05.99	C	Second Class
40 and above but less than 50	4.00 to 4.99	D	
Less than 40	Less than 4.00	F	

XIV. Grading

The Grade Point Average (GPA) shall be given to each candidate based on his/her performance during the semester which includes both the IA and the Semester-End examination. The GPA of each semester should be carried to next semester as Cumulative Grade Point Average CGPA. An illustration of the same is shown below.

XV. Grade Points (Format)

M.A. Degree in Sociology

Semester:

Name of the Candidate:

Registration No:

Number and Title of the Paper	Credit Hours	Max Marks	Marks obtd	Semester Grade Point	Credit Points
Urban Sociology	4	100	70	07.00	28.00

Semester GPA = Total Credit Points in all papers

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Credit hours

XVI. The GPAs for various semesters is calculated as follows:

Semester	Credits Hours	Credit Points	GPA
First	24	168	7.00
Second	24	168	7.00
Third	24	168	7.00
Fourth	24	168	7.00
Total	**96**	**672**	**28.00**

Cumulative Grade Point Average: (GPA of all Semesters) Credits of All Semesters

SYALLABUS

M.A III SEMESTER

DSC 12 ADVANCED SOCIOLOGICAL THEORIES

Course Code :B3SOC001T

Course Objectives:
This course will help the students to:
1. Learn about various new perspectives in Sociology.
2. To understand Sociology from a critical stand point on the basis of the learning of theories from previous semester.
3. Know the Contemporary Sociological theories.

Learning outcomes
1. It acquaint the students various contemporary Sociological theories.
2. It helps the students to understand sociology from exchange theoretical perspective and apply the same to modern contemporary issues of society.
3. It provides sociological insights.
4. It facilitates students to understand empirical investigations constructed by the contemporary sociological thetoricians.

UNIT I: Critical School/ Frankfurt School :
    1.1   Emergence of Frankfurt school
    1.2   Main Principles of critical school
    1.3   Max Horkheimer
    1.4   Theodor Adorno
    1.5   Jurgen Habermass

UNIT II : Neo-Functionalism And Neo-Marxism:
    2.1 Difference between functionalism & Neo functionalism
    2.2 Jeffrey Alexander
    2.3 Althusser-Structuralism
    2.4 Difference between Althusser & Neo Marxism
    2.5 Gramsci- Ideological Hegemony

UNIT III: Exchange & Rational Choice Theories:
    3.1 Emergence of Exchange Theories- Frazer, Malinowski,
    3.2 Levi-Strauss, Marcel Mauss.
    3.3 George C. Homan's Behaviourlist approach.
    3.4 Peter Blau's dialectical Theory of Exchange.
    3.5 Georg Simmel's Exchange Principles.

UNIT IV: Dramaturgical Theories:
    1.1 Erving Goffman on "The Interaction Order"
    1.2 The Presentation of Self
    1.3 Focused and unfocused interaction.
    1.4 Frames and Fabrications.
    1.5 Emotional labour of Arlie Hochschild

Essential Readings:

- Alexander, Jeffrey C: Neofunctionalism and After, Malden, MA Basiel Blackwell, 1998.
- Berger L & Thomas Lukmann. The Social Construction of Reality, Doubleday, Garden City 1966.
- Charles Lemert, Social Theory: The Multicultural and Classical Readings, Rawat, Jaipur, 2004
- Dipankar Gupta, My Favourite Levi-Strauss 'A Hero of Our time' Susan Sontag, Cambridge University press. 1964-1971
- Eliot Gregory, 'Althuser: A Critical Reader', Blackwell Publications, London, 1994.
- E.C. Cuff et al, *Perspectives in Sociology*, Routledge, London, 2009.
- Giddens, Anthony and Jonathan H. Turner (eds.): *Social theory today.* Stanford: Stanford University Press, 1987.
- Haralambos and Holborn, Sociology (7th edition), Collins, London, 2007.
- Habermas, Jurgen: *The philosophical discourses of modernity: Twelve lectures.* Mass.: MIT Press, 1987.
- Habermas, Jurgen: *The theory of communicative action*, *Vol.2: Life world and system: A critique of functionalist reason*, Boston: Beacon Press, 1987
- Jonathan H. Turner- Contemporary Sociological theory, SAGE publications 2013.
- Layder, Derek: *Understanding social theory.* London: Sage, 1994.
- Linda Nicholson, Steven Seidman, Social Postmodernism: Beyond Identify Politics 1995.
- Mouzelis Nicos, 'Sociological Theory what went wrong' Routledge Publicatons, London, 1995.
- Martindale, Don, The Nature and Types of Sociological Theory, Routledge & Kegan Paul, London 1960.
- Ritzer, George Modern Sociological Theories, Rawat publication, Jaipur, 2005.
- Sharan, Raka A Handbook of Sociology, Anmol Publication, New Delhi. 1997
- Swingwood . A.: A Short History of Sociological Thought, Mac Millan, Hong Kong, 1984.
- Sorokin.P Contemporary Sociological Theories. Kalyani Publisher, New Delhi, 1978.
- Steven Seidman and Jeffrey C. Alexander, *The New Social Theory Reader*, Routledge, New York. 2010.
- Turner, Jonathan .H: The Structure of Sociological Theory, Rawat Publications Fourth ed, Jaipur, 1987,
- Wells, Alan (ed.) Contemporary Sociological Theories. Goodyear Publishing Co, California.

M.A. III SEMESTER
DSC-13 APPLIED STATISTICS
Course Code :B3SOC002T

Course Objectives:
This course will help the students to
1. To know the meaning, definition about statistics, central and tendency, Q.D M.D, Range etc.
2. To explain and understand the various Tools and Test like T, F, Z "ANOVA".
3. To study the scope and importance of the social statistics.

Learning outcomes
1. It helps the students how to make the graphs and diagrammatic in study.
2. Measures of central tendency, dispersion helps the students, to draw the good conclusion in dissertation, thesis work etc.
3. Various tests in social statistics helps the students, researcher to understand the real problems, scales, and draw backs in the field work.

UNIT – I : Introduction:
1.1 Social Statistics: Scope and Importance, Collection of Data- Types and Sources of Statistical Data.
1.2 Classification, Tabulation of data, Diagrammatic and Graphical representation of data.
1.3 Measures of Central Tendency.
1.4 Measures of dispersion.
1.5 Skwness, movements and Kurtosis.

UNIT – II: Correlation and Regression:
2.1 Theory of Correlation and Regression; Types of Correlation and methods.
2.2 Types of Regression lines, Properties of Correlation Co-efficient.
2.3 Regression Co-efficient
2.4 Index numbers
2.5 Time series analysis.

UNIT – III: Large Sample Test:
3.1 Sampling of Attributes
3.2 Chi-square test
3.3 Tests of significance bases on t, F and Z distributions.
3.4 Analysis of variance (ANOVA)
3.5 Theory of Probability

UNIT – IV: Multiple Regression analysis : Foundation :
4.1 Analysis of variation.
4.2 Multiple regression, analysis of variations and other multivariate methods.
4.3 Factors analysis
4.4 Basics of Computer
4.5 Computer Languages and SPSS package

Essential Readings:

- S.P. Gupta (1985) Statistical Methods, S. Chand & Sons, New Delhi.
- S.C. Gupta (1990) Fundamentals of Statistics, Himalaya Publishing, Mumbai.
- Y.P. Agarwal (1995) Statistical Methods: Concepts, Applications and Computation, Sterling Publishers, New Delhi.
- R. Mark Sirkin(1995): Statistics for the Social Sciences, Sage, London.
- K.K. Sharma (1998) A to Z Elementary Statistics, Krishna Prakashan, Meerut.
- Peter Norton (2000) Introduction to Computers, Tata McGraw Hill, New Delhi
- V. Rajaraman: Fundamentals of Computers, Prentice-Hall, New Delhi.
- Ram Ahuja : (2000) Research Methods, Jaipur, Rawat.
- John Galtung, 1980: Theory and Methods of Social Research, Social Statistics, New Delhi. S. Chand.

M.A. III SEMESTER
DSE 14 : POLITICAL SOCIOLOGY
Course Code : B3SOC003T

Objectives:
This course will help the students to
1. Understand the scope, importance of Politics and their administration in Nation and society.
2. To analyse and helps to understand the power in political system.
3. To known the election process and problems in Local-State-National level.

Learning outcomes
1. To helps the students to known how politics and administration process in day today life.
2. It enable students how to socialize the various agencies to build up good governance.
3. It helps to known, social, political, religious aspects of political leaders in our nation.
2. It also helps to know how Indian states are functioning.

UNIT – I: Introduction:
1.1 Origin and Growth of the study of Political Science.
1.2 Scope and Importance of Political Sociology.
1.3 Political Science Vs Political Sociology.
1.4 Methodology of Political Science, Evaluation of Methodology and various Method and approaches.
1.5 State and its nature.

UNIT – II: Location of Power in the Political System:
2.1 People and Sovereignty (Hobbes, and Rousseau)
2.2 Ruling class (Marx & Mosca).
2.3 Elite Oligarchy
2.4 Power Elite (C.W. Mills)
2.5 Decline of Social Contract theory.

UNIT – III: Governmental Machinery :
3.1 Comparative study of Political Implications and its limitations.
3.2 Classification of Government.
3.3 Monarchy and Aristocracy
3.4 Democracy and its Rivals
3.5 Dictatorship.

UNIT – IV: Political Socialization and Election, voting behaviour in India:
4.1 Political Socialization and its agencies.
4.2 Political Communication and its Pattern
4.3 The electoral process in India
4.4 Municipal Corporations and Municipalitie
4.5 Panchayat Raj Institutions

Essential Readings:
Ashraf Ali & Sharma C.N. (1983) Political Sociology –A New Grammar of Politics, University Press, Madras.
Bendix, Reinard(1968) State and Society, Little Brown, Boston.
Dipankar Gupta (1996) Political Sociology in India :Contemporary Trends, Orient Longman, Hyderabad.
Dahl, Robert (1983) Modern Political Analysis, Prentice Hall, New Delhi.

Dowse, Robert and Hughes, John A(1972) Political Sociology, John Wiley, London.

Eisenstdt. S.N. (1989) Political Sociology – A Reader (2 Vols).Rawat, Jaipur.

Hyman. H.H.(1972) Political Socialization : A Study in the Psychology of Political Behaviour, Glencoe, Free Press.

Kothari Rajani (1982) Politics in India Orient Long man, New Delhi.

Lipset. S.M. (1960) Political Man, Feffer and Simons, New York.

Mukhopadhyay. A.K.(1977) Political Sociology – An Introduction, Bagchi, Calcutta.

Oram. A.M. (1970) Introduction to Political Sociology, Prentice Hall, Englewood Cliffs N. J.

Desai. A.R. (1980) Social Background to Indian Nationalism, Popular, Bombay

M.A. III SEMESTER
DSC 15: SOCIOLOGY OF SUBALTERN GROUPS
Course Code :B3SOC004T

Course Objectives:
1. To introduce students to the subaltern perspective and its significance in understanding marginalization in India.
2. To explore the ideological and historical foundations of subaltern studies through the contributions of key thinkers like Phule, Ambedkar, and Spivak.
3. To examine various subaltern groups in India, including Scheduled Castes, Scheduled Tribes, women, and other marginalized communities.
4. To analyze constitutional provisions, governmental policies, and the role of NGOs and recent legislations aimed at addressing marginalization and promoting affirmative action.

Course Outcomes:
By the end of this course, students will be able to:
1. Understand the subaltern perspective and its importance in addressing social inequality and marginalization.
2. Critically engage with the views of prominent thinkers on marginalization and apply these perspectives to contemporary Indian society.
3. Identify and analyze the challenges faced by different subaltern groups in India, focusing on caste, gender, religion, and other dimensions of marginalization.
4. Evaluate the effectiveness of constitutional provisions, policies, and programs in promoting social justice and equality for marginalized groups.

UNIT – I: Introduction to Subaltern Studies :
1.1 Meaning and Process of Subaltern Perspective
1.2 Scope and Importance of Studying Subaltern Perspective in India.
1.3 Marginalization: Meaning, Definition and Types of Mariginalization
1.4 Marginalization and its Socio-Economic Indices: Poverty, Relative deprivation, Exploitation, Discrimination, Backwardness, and Inequality.
1.5 Caste System; Untouchablity, Historical and Social Roots

UNIT – II: Perspectives on Subaltern Perspective:
2.1   Role of Ideology in Marginalization
2.2   Views of Phule, Periyar, Ambedkar, Lohiya
2.3   Contribution of Ranjith Guha
2.4   Gayatri Chakravorty Spivak
2.5   Dipesh Chakravarty

UNIT – III: Subaltern Groups in India:
3.1   Schedule Castes and Scheduled Tribes
3.2   Neo Buddhists , Christians and Muslims
3.3   Women, aged and differently abled
3.4   Caste Based Minorities: Scheduled Castes and Scheduled Tribes
3.5   Other Marginalized Groups: LGBTQ,Tibetan, Rohingyas)

UNIT – IV: Marginalization and Affirmative Actions:
4.1   Constitutional Provisions
4.2   Governmental Policies and Programmes
4.3   Role of N.G.Os.
4.4   Recent Legislations
4.5   Role of DSS

Essential Readings:

- Ambedkar,B.R. :Who Were the Shudras, Thacker and Co.Ltd., Bombay, 1946.
- Ambedkar,B.R. :The Untouchables : Who are They and Why They Became Untouchables, Amrit Book, New Delhi. 1948
- Khan, Mumtaz Ali :Scheduled Caste and Their Status in India, New Delhi, Uppal Publishing House, 1980.
- Praksh Nirupama, Scheduled Castes and Socio-Economic Changes, Allahabad: Chugh Publications, 1989.
- Kananakel Joshi Scheduled Caste and the Struggle against Inequality, New Delhi, Indian Social Institute, 1963
- Kamble. M.D. Deprived Caste and Their Struggle for Equality New Delhi, Ashish Publishing House.
- Vasant Moon: Dr. Babasaheb Ambedkar, Writings and Speeches Vol. 1-14, Government of Maharastra Publication.
- Patnaik,N Tribes and Their Development, Hyderabad, Hyderabad Institute of CommUnity Development, 1972.
- Ghurye,G.S. Caste, Race and Occupation in India, New Delhi,1969
- Elwin, Verier, A New Deal for Tribal India, 1963.
- Ranjeet Guha: Subaltern's Studies 2 Vol.s, Oxford, OUP

M.A III SEMESTER

DSE 1 (a): SCIENCE, TECHNOLOGY AND SOCIETY
Course Code :B3SOC103 (a)T

Course Objectives
- Understand the Emergence and Scope of Sociology of Science and Technology:
- Analyze the Relationship Between Science, Technology, and Society:
- Examine Science and Technology in the Indian Context:
- Explore the Social Impacts of Technology:
- Critically Assess the Role of Technology in Social Change:

Learning outcomes
By the end of the course, students will be able to:
- Identifies Technology as a form of knowledge
- Explains sociological perspectives towards Science & Technology Studies
- Examines the relationship between science, technology and society
- Critically evaluate the various impact of technology

UNIT I: Technology as Form of Knowledge
1.1 The Emergence, Scope and Importance of Sociology of Science and Technology
1.2 Science as a Social System, Norms of Science
1.3 Power relations in knowledge production - Science-non science dichotomy, Science and technology duality, State of indigenous knowledge
1.4 Scientism in social sciences – Perceptions on research in social sciences – thrust on Objectivity, Quantitative techniques and consequent reductionism
1.5 Perspectives on technology and society: Technological Determinism, Social Constructionism, Post humanism

UNIT II: Science and Technology as a Concern of Sociology
2.1 Science and Goals of Science
2.2 Pure and applied Science.
2.3 Concepts and ideas on Social impacts of Technology -Technocracy, Technological Determinism, Y Generation, Disneyfication, Fordism and Post-Fordism
2.4 Views on contemporary societies - Daniel Bell-Post Industrial Society,
2.5 Theoretical views on technological interventions in social life: Bruno Latour - Actor-Network Theory (ANT),

UNIT III: Science and Technological Interventions and Indian Society
3.1 Science education in India
3.2 The problems of Science education in India
3.3 Role of Universities in Development of Science and Technology
3.4 Technological interventions in re-defining space and time - Industrialisation and urbanization, migration.
3.5 E-Governance and Surveillance Society, State Policy, Digital Divide and Inclusion, Cyber Crime

UNIT IV: Technology and its Impact on Indian Society :

  4.1 Changing notions of Time and Space, Flows and Boundaries, Virtual Community
  4.2 Technology and Emerging Political Processes
  4.3 Technology and Changing Family Relations
  4.4 Technology and Changing Health Systems
  4.5 Women and Technology

Essential Readings:

- WiebeBijker, T. P. Hughes, and Trevor Pinch (eds.) 1987, Social Construction of
- Technology, pp.17- 50.
- Knorr-Cetina. K. The Manufacture of Knowledge: An Essay on the Constructivist and Contextual Nature of Science, Oxford: Pergamon Press 1981.
- Wiebe E. Bijker et.al. 2012. The Social Construction of Technological Systems. Cambridge: The MIT Press.
- Uberoi, J. P. S. 2002. The European Modernity: Science, Truth and Method. Delhi: Oxford, University Press.
- Hall, S., D. Held and T. McGrew. Ed. 1992. Modernity and its Futures. Cambridge: Polity Press/Open University.
- Gyan Prakash. 1999. Another Reason: Science and the Imagination of Modern India. Princeton: Princeton University Press.
- Latour, Bruno. 1987. Science in Action. Cambridge: Harvard University Press.
- McGinn, R.1991. Science, Technology and Society, Prentice Hall, Englewood Cliffs, N.J.
- Singh, Rajendra. 2001. Social Movements, Old and New: A Postmodernist Critique. New Delhi: Sage.
- AUberoi, J. P. S. 2002. The European Modernity: Science, Truth and Method. Delhi:
- Kamala Chaubey ed. 1974 Science policy and national development New Delhi: Macmillan.
- Peter Robb (Nov-1981) British Rule and Indian Improvement: The Economic History Review, New Series, Vol.34, No.4- PP. 507-523
- Tim Dyson et.al. (eds.), 2004,Twenty-first Century India: Population, Economy, Human Development, and the Environment, New Delhi: Oxford.
- Binay Kumar Pattanaik(2010)Sociology of Science and Technology in India, (Vol.VI) Sage, New Delhi.
- Robert K Merton(2017) The Sociology of Science, Rawat (Adhyayan Books), New Delhi.

M.A III SEMESTER
DSE 1 (b) URBAN SOCIETY
Course Code :B3SOC103(b)T

Objectives:
This course will help the students to
1. Understand the fundamental concepts of Urban Sociology and ecological theories of urban growth.
2. Examines the importance of urban institutions and their impact on society.
3. Discusses problems of urban society in order to enhance policy implications with special reference to India.

Learning Out comes:
3. It enables the learners to understand the origin and development of Urban Sociology as well as to comprehend the ecological theories of urban growth.
4. It helps the learners in acquainting with the urban processes and the importance of urban institutions.
5. It assists the students in comprehending the urban problems and their consequences on society.
6. It helps the learners to appreciate the significance of urban welfare and planning for development.

UNIT – I: Introduction:
    1.1 Scope and importance of study of Urban Life
    1.2 Concepts: Urban, Urbanization, Urbanism as a way of life.
    1.3 Classification of Urban Categories
    1.4 Urban Growth in Ancient, Medieval and Modern times
    1.5 Pre-Industrial City.

UNIT – II: Functional Theories of Urban Growth:
    2.1 Urban ecology & Ecological Processes.
    2.2 Concentric Zone Theory, Sector Theory,
    2.3 Multinuclei Theory.
    2.4 Land Use Pattern.
    2.5 Factors of Urbanization

UNIT – III: Urban Social Institutions and Urbanization in India:
    3.1 Urban Family
    3.2 Urban Religion
    3.3 Urban Government.
    3.4 Urban Education
    3.5 Emerging Trends in Urbanization

UNIT – IV: Urban Industrial Life and Modernization:
    4.1 Industrialization
    4.2 Urban Development
    4.3 City Industrial Urban-Base, its growth and special features
    4.4 Modernization, role of Government and NGOs
    4.5 Urban Social Organizations: Continuity and Change, Urban Neighbourhoods

Essential Readings:

- Bergel E. E. Urban Sociology, McGraw Hill, New York 1965.
- Geddes, P – Cities in Civilization, William Noregate, London, 1959.
- Hatt & Reiss (ed) Cities and Society, Glencoe Ill, 1961.
- Mumford, Lewis. The City in History, Secker & Warburg. 1961.
- J.John Palen – Urban World. McGraw Hill, New York, 1975.
- The American Journal of Sociology 1955. Vol. LX, March 1955, No.5, Pp. 427-520.
- Guttman and Popenoe (ed) The City, Metropolis and Neighbourhood.
- Bharadwaj R.K., (1974) Urban Development in India, National Publishing House,Gold
- Bose Ashish (1978) Studies in India Urbanization 1901-1971, Tata McGraw Hill
- Caste lis M., (1977) The Urban Question,Edwaed Arnold, London.
- Desai A R, and Pillai S.D, (ed) (1970) Slums and Urbanization, Popular Prakashan,Bombay
- Fawa F. Sylvia (1968) New Urbanism in World Perspectives- A Reader, T.Y.Cowell,New York
- Harry, (1982) Sociology of Urban Life, Prentice Hall, Englewood Cliff
- Jayapalan N, (2003) Urbanization in India in Contribution to Indian Sociology Sage Publications
- Quinn J.A., (1955) Urban Sociology, S. Chand and Co, New Delhi
- Rao M.S.A., (ed) (1955) Urban Sociology in India, Manohar, Delhi
- Satish Saberwal (ed) (1976) The Mobile Men: Limits to Social.

Course Objectives:
1. To introduce students to the emergence of the sociology of ageing as a sub-discipline and the factors influencing ageing.
2. To provide an understanding of global and Indian ageing trends, with a focus on the feminization of ageing and care giving arrangements.
3. To explore the socio-economic, health, and psychological challenges faced by the elderly, including elder abuse, ageism, and diseases like dementia.
4. To examine the adjustment processes in later life, including issues related to retirement, disability, and national policies supporting older adults.

Learning Outcomes:
By the end of this course, students will be able to:
1. Analyze the concept of ageing from various perspectives (biological, psychological, social, and functional) and understand factors that contribute to the ageing process.
2. Evaluate the global and Indian ageing scenarios, with attention to gendered experiences and caregiving challenges.
3. Identify and critically assess the socio-economic and health-related problems faced by the elderly, and apply relevant theories to understand these challenges.
4. Demonstrate knowledge of policies and support systems for the elderly, including the role of caregivers and the National Policy on Older People.

UNIT - I: Emergence of Sociology of Ageing
1.1 As a Sub discipline of Demography
1.2 Factors of Ageing
1.3 Different concepts of ageing- chronological Biological, functional, social and Psychological.
1.4 U 3 A and Active ageing.
1.5 Time Bank of Elderly.

UNIT - II : Ageing Scenario
2.1 Trends and patterns of Ageing –Global
2.2 Indian Scenario of Ageing
2.3 Feminization of ageing & Widowhood
2.4 Living Arrangements
2.5 Challenges of Care givers

UNIT - III : Problems & Challenges
3.1 Elder Abuse
3.2 Socio-economic health and nutritional issues of Aged
3.3 Dementia and Aleziemer diseases
3.4 Gerentophobia and Ageism
3.5 Theories on Ageing.

UNIT - IV : Adjustment in Later life
4.1 Ageing and Retirement
4.2 Ageing, Disability and dependency
4.3 ADL, IADL and HALE (Health Active Live Expectancy)
4.4 Old Age Homes & Daycare centers
4.5 National Policy on Older people

Essential Readings :

- Bali, Arun, (2001): Care of the Elderly in India Changing Configurations, Indian Institute of Advanced Study, Shimla.
- Bond J, Coleman and Peace. S., (ED.), 1996, *Ageing in society,* Sage Publications, New Delhi.
- Bond, Jhon., Peace, Sheila., et al (eds.) (2007), Ageing in Society: European Perspectives on Gerontology, Sage Publication, London.
- Chadha, N. K. (ed.) (1997). Ageing and the Aged: Challenges before Indian Gerontology. New Delhi: Friends Publication.
- Chan, A (1997): 'An Overview of the Living Arrangements and Social support Exchanges of Older Singaporeans', Asia Pacific Population Journal, Vol 12, No 4.
- D Souza, V S (1989): 'Changing Social Scene and Its Implications for the Aged' in K G Desai (ed), Aging in India, Ashish Publishing House, New Delhi.
- Dandekar, Kumudini (1993): 'The Aged, Their Problems and Social Intervention in Maharashtra', Economic and Political Weekly, Vol XXVII, No 23 June 5, pp 1188-94.
- Dandekar, Kumudini (1996): The Elderly in India, Sage Publications, New Delhi.
- Dreze, J (1990): 'Widows in Rural India', The Development Economic Research Programme Paper No 26, London School of Economics.
- Harris, Diana K. (2020), The Sociology of Ageing, Rawat Publication. ISBN: 978 - 8131611234.
- Husain, Z. and S. Ghosh. 2011. "Is Health Status of Elderly Worsening in India? A Comparison of Successive Rounds of National Sample Survey Data." *Journal of Biosocial Science* 43(02):211.
- Irudaya, Rajan, S, U S Mishra and P S Sarma (1995a): 'Living Arrangements among the Indian Elderly', Hongkong Journal of Gerontology, Volume 9, No 2, pp 20-28.
- Irudaya, Rajan, S, U S Mishra and P S Sarma (1995b): 'An Agenda for National Policies on Aging in India', Research and Development Journal, Journal of Helpage India, Volume 1, No 2, pp 38-53.
- Karalay, Gangadhar (2022), Sociology of Ageing, Sage Publication, New Delhi. ISBN: 978-9354793981.
- Lawton, M.P. 1981. "An Ecological View of Living Arrangements". *Gerontologist,* 21: 59-66.
- Mba, C.J. 2002. "Determinants of Living Arrangements of Lesotho's Elderly Female Population". *Journal of International Women's Studies,* 3(2): (online): http://www.bridgew.edu/DEPTS/ARTSCNCE/JIWS?June02?index.htm
- Mba, C.J. 2003. "Living Arrangements of the Elderly Women of Lesotho". BOLD: *Quarterly Journal of the International Institute on Ageing,* 14(1): 3-20.
- Mba, C.J. 2004. "Older Persons of Ghana". BOLD: *Quarterly Journal of the International Institute on Ageing,* 15(2): 23-31.
- Mossey, J. and E. Shapiro. 1982. "Self-rated health: a predictor of mortality among the elderly." *American Journal of Public Health* 72(8):800-808.

- National Sample Survey Organisation. *Socio-economic profile of the age person*. 2nd Round (July 1986-June 1987) No. 367. Revised Report, New Delhi: Department of statistics, September 1989.
- S. Irudaya Rajan, Gayathri Balagopal, and U.R. Arya (eds.) (2017), Elderly Care in India: Societal and State Responses, Springer Nature, Singapore.
- Sharma, M L and T M Dak (1987): Aging in India: Challengefor the Society, Ajanta Publications, New Delhi, India.
- Siva Raju, S. 2000: "Ageing in India: An Overview", in 'Gerontological Social Work in India', Murli Desai and Siva Raju (Eds.), Delhi, B. R. Publishing Co.
- Siva Raju, S. 2004: "Profile of Elderly and Organisations Working for their Care: A Study in Mumbai", Family Welfare Agency, Mumbai (Mimeo) Vijay Kumar, S. 2000: "Social Security in Indian Context", cited in Vijay Kumar, S. 2003: "Economic Security for the Elderly in India: An Overview", An Aging India: Perspectives, Prospects and Policies, The Haworth Press p.45-65, New York.
- Subrahmanya, R.K.A. (199.) Income security for the elderly in India. BOLD, Quarterly Journal of INIA (UN). 4 (2),

- Jayashree, S. (*1996).*"*Ageing in India - A Demographic Analysis*", Samaja Shodhana Vol. 5 No.2 October 1996.
- Jayashree, S. (*1997).* "*Demographic Analysis of Aging*" *Social Welfare* Vol.43 No.2 March 1997 ISSN no.0037-8038
- Jayashree, S. (*1999).*"*Living Arrangements: Enhances Quality of life". Social Welfare* Vol.46.No.7   *October 1999*. ISSN no.0037-8038
- Jayashree, S. (2000).*"Living Arrangements and Exchange Patterns of the Elderly", Research and Development Journal,* Vol. No.3, June-Sept. 2000. ISSN. No. 0972-0227.
- Jayashree, S. (2000).*"Work after Retirement" Yojana*, Vol.44, No.11, Nov-2000 ISSN. no. 971-8400
- Jayashree, S. (2001). *"Health Maintenance of Retirees", Man and Development*, Vol. XXIII, No.3 Sept. 2001.ISSN.no 0258-0438.
- Jayashree, S. (.2006). "*Gender Imbalance in Elderly Population*" in an edited book entitled Gender Discrimination in Indian societies, Allied publishers 2006.
- Jayashree, S. (2013)*. "The Morbidity Profile of the Elderly in Arehalli Village" IOSR Journal of Humanities and Social Sciences.* Vol. no.12 issue 2 (May –June, 2013) e-ISSN-22799-0837and p-ISSN No.2279-0845 pp.no-83-87.
- Jayashree, S. (2014*). "Role of Family in the Care of Oldest-Old", Research and Development Journal*. Vol.20 No.3 (October 2014) ISSN: 0972-0227 (pp.17-20).
- Jayashree, S. (2014*). **"Feminization of Ageing: A Celebration or A Challenge?"** In Karnatak University Social Science Journal Vol.38, 2014-15, ISSN No. 0075-5176*, Pp.1-5.
- Jayashree, S. (2015*). "Gender Dimensions of Population Ageing"* in *"Gender Dimensions of Population Ageing in Ageing through Past to Present and Future"* ISBN No. 978-81-7192-120-1. B.K.Swain et.al (Eds.) Dattsons, Nagpur *2015*.
- Jayashree, S. (2016*)."Migration and Rural Elderly"* JSSIER. Journal of Health and Demography. Vol.1. No.2 January 2016 ISSN: 24549207. Pp. 42-50.

- Jayashree, S. **"**Morbidity Profile of Elderly in Selected Indian Villages" Abstract of paper in Indian Journal of Geriatric Care (IJGC) Vol.5.No.1. January –April 2016.
- Jayashree, S. (2017). *"Elderly Women: Prevailing Paradigm of Caring Scenario in the Backdrop of Feminization and Ageing"* in "Elderly Care in India Societal and State Response". Springer Nature -2017, ISBN No.978-981-10-3481-1. Pp.193-207.
- Jayashree, S. (2017**)**. "Elder Abuse" in Vidyawarta International Multilingual Research Journal. Jan-March 2017. No.17 Vol.01 Page no.40-49. ISSN23199318
- Jayashree, S. (2023). Elder Abuse: A Sociological Study, Towards A Better India – Social Research in Action, Suvvi Publication, Shikaripur, Shivamogga, ISBN: 978-81-958711-0-0, PP. 33-40, 2023
- Jayashree, S. (2023). Elder Abuse: New Emerging Issue, Juni Khyat Journal, Vol-13, Issue 04, No. 01 April 2023, ISSN:2278-4632, PP 157-163.

M.A III SEMESTER
OEC 2: SOCIETY IN INDIA (OPEN ELECTIVE)
Course Code :B3SOC206OT

Course Objectives:
1. To introduce students to the basic concepts of sociology and their relevance in understanding Indian society.
2. To explore the historical and philosophical foundations of Indian social thought, focusing on traditions like Vedic, Buddhist, Bhakti, and Sufi.
3. To examine key social institutions in India, including family, caste, religion, and education, and their roles in shaping social structure.
4. To analyze the dynamics of social stratification, social change, and movements in India.
5. To critically engage with contemporary issues in Indian society, such as poverty, inequality, environmental challenges, and policy interventions.

Learning Outcomes:
By the end of this course, open elective students will be able to:
1. Comprehend the foundational sociological concepts and apply them to understand the complexities of Indian society.
2. Recognize the historical and cultural diversity of Indian society, including the contributions of major religious and philosophical traditions.
3. Understand the structure and functioning of key social institutions in India and their role in shaping social relations.
4. Analyze processes of social stratification and social change, focusing on issues of class, caste, gender, and movements for social justice.
5. Critically evaluate contemporary challenges facing Indian society, such as poverty, inequality, public health, and environmental sustainability, while considering policy interventions.

UNIT I: Foundations of Indian Society
    1.1 Understanding Sociology and Its Basic Concepts
    1.2 Indian Social Thought: Influences of Vedic, Buddhist, Bhakti, and Sufi traditions
    1.3 Salient Features of Contemporary Indian Society
    1.4 Unity and Diversity in India: Religious, Linguistic, ethnic, and cultural diversity
    1.5 Contemporary Challenges of Indian Society

UNIT II: Social Institutions in India
    2.1 Family and Marriage: Joint family vs nuclear family, changing patterns of family.
    2.2 Caste System: Origin, characteristics, and contemporary relevance.
    2.3 Tribe and Rural Societies: Social structure of tribal and rural communities.
    2.4 Religion and Society: Major religions in India and their role in society.
    2.5 Education and Social Mobility: The role of education in achieving social mobility.

UNIT III: Social Stratification and Change
    3.1 Class and Caste in India: Economic and social stratification.
    3.2 Gender and Society: Gender roles, patriarchy, and the status of women.
    3.3 Social Movements in India: Dalit, feminist, and tribal movements.
    3.4 Processes of Social Change: Modernization, urbanization, and westernization.
    3.5 Globalization and Indian Society: Impact of globalization on Indian culture and economy.

UNIT IV: Contemporary Issues in Indian Society

    4.1 Poverty and Inequality: Economic disparities, unemployment, and marginalization.

    4.2 Challenges to National Integration: Casteism, communalism, regionalism, and ethnic conflict.

    4.3 Health and Well-being: Public health challenges and access to healthcare.

    4.4 Environmental Issues: Environmental degradation, sustainability, and climate change.

    4.5 Development and Policy Interventions: Government schemes and policies aimed at social welfare (e.g., MGNREGA, reservations).

Essential Readings :

- Andre Beiteile (1965) Caste, Class and Power, 3rd Edition, Popular, Mumbai
- Bose N.K. (1967) Problems of National Integration. Indian Institute of Advanced Study, Shimla.
- David C Mandelbaum, (1972) Society in India, Popular Prakashan, Bombay
- Leela Dube (1997) Kinship System in India, United Nation University Press
- Rao M.S.A.(2000) Social Movements in India (Vol I & II) 3rd Edition, Manohar Publishers and Distributors
- Prabhu P.N. (1991) Hindu Social Organisation, Popular Prakashan, Mumbai.
- Singer & Cohen, (2007) Structure and Change in Indian Society, Transaction Publishers. New Delhi.
- Srinivas M.N. (1962) Caste in Modern India, Asia Publishing House, Bombay
- Srinivas M.N.(1980) Social Structure, Transaction Publishers, New Delhi.
- Yogendra Singh (2011) Modernization of Indian Tradition, Rawat Publications.
- Ram Ahuja (2020) Society in India, Rawat, Jaipur
- Ram Ahuja (1999) Indian Social System, Rawat, Jaipur.
- B. K. Nagla (2012) Indian Sociological Thought, Rawat, Jaipur.

M.A IV SEMESTER
DSC 16: POST MODERN SOCIAL THEORIES
Course Code :B4SOC001T

Course Objectives:
1. Understand the Emergence of Postmodern Social Theories:
2. Examine Key Thinkers and Theories Bridging Modernity and Postmodernity:
3. Critically Engage with Contemporary Theories of Modernity:
4. Explore Poststructuralism and Its Impact on Sociology:
5. Analyze the Impact of Global Capitalism and Cultural Shifts:

Learning Outcomes:
By the end of the course, students will be able to:
1. Explain the significance of postmodern social theories.
2. Critically evaluate contemporary theorists' contributions:
3. Apply post-structuralist ideas in sociological analysis
4. Understand the implications of globalization and global theories:
5. Engage with contemporary social debates

UNIT I Introduction :
1.1. Meaning and Causes for the emergence of Post-modern Social Theories
1.2. Distinction between modern and Post-modern theories
1.3. Classical Theorists on Modernity
1.4. The Development of Postmodern Social Theory
1.5. Sociological Theory in the Post Modern Era

UNIT - II Bridging Gaps In Theorizing The Social :
2.1 Pierre Boudieu's Theory of Practice
2.2 Ulrich Beck: Risk Society
2.3 Jurgen Habermas: Modernity as an 'Unfinished Project'
2.4 Jean Baudrillard: Simulacra and Simulation: Hyperreality, media, and the collapse of the real.
2.5 Jean-François Lyotard: The Post-modern condition: The Death of grand narratives.

UNIT - III Contemporary Theories Of Modernity
3.1 Anthony Giddens: Juggernaut of modernity
3.2 George Ritzer: McDonaldization; Americanization,
3.3 Zygmunt Bauman: Modernity and the Holocaust, Liquid Modernism,
3.4 Manuel Castells: Informationalism and The Network society
3.5 The Cultural logic of Late Capitalism: Jameson

UNIT- IV Post Structuralism And Post Modernism
4.1 Sociology of Post structuralism and post modernism
4.2 Linguistics and Anthropological Structuralism: Levi-Strauss
4.3 Jacques Derrida: Deconstruction and Grammatology
4.4 Michael Foucault : knowledge and power relationship
4.5 Edward Said: Orientalism

Essential Readings :

- Bourdieu, Pierre: Outline of a theory of practice. London: Cambridge University Press, 1977.
- Charles Lemert (2004) Social Theory: The Multicultural and Classical Readings, Rawat, Japir.
- David Harvey (1989) The Condition of Post-modernity, Blackwell, London.
- E.C. Cuff et al (2009) Perspectives in Sociology, Routledge, London
- George Ritzer (2019) Post Modern Social Theory, Rawat, Jaipur.(Indian Edition)
- George Ritzer Modern Sociological Theory. Rawat, Jaipur (Indian Edition)
- Giddens, Anthony and Jonathan H. Turner (eds.): Social theory today. Stanford: Stanford University Press, 1987.
- Habermas, Jurgen: The philosophical discourses of modernity: Twelve lectures. Mass.: MIT Press, 1987
- Habermas, Jurgen: The theory of communicative action, Vol.2: Life world and system: A critique of functionalist reason, Boston: Beacon Press, 1987
- Haralambos and Holborn (2007) Sociology (7th edition), Collins, London.
- James Farganis (2013) Readings in Social Theory, The Classic Tradition to Post Modernism, Mc Graw Hill, New Delhi.
- Scott A. Appelouth and Laura Desfor Edles(2012) Classical and Contemporary Sociological Theory, Sage, New Delhi.
- Scott, Lash: Sociology of postmodernism. London: Routledge, 1990.
- Smart, Barry: Michel Foucault. London, Routledge, 1985.
- Steven Seidman and Jeffrey C. Alexander(2010) The New Social Theory Reader, Routledge, New York.
- Thomas L. Friedman (2007) World is Flat: The Globalized World in the Twenty First Century, Penguin, U.K.

M.A. IV SEMESTER
DSC-17 : THEORIES OF SOCIOLOGY OF DEVELOPMENT
Course Code :B4SOC002T

Course Objectives:

This Course Will Help the Students to;
1. Understand the Sociological Dimensions of Development.
2. Analyze Changing Conceptions of Development and its Indices.
3. Find out the recent Trends and Patterns of Development in Theoretical Framework.
4. A review of the debates on development allows for a better understanding of contemporary issues in the field.

Learning Outcomes:
1. It enables the learners to understand the Concepts related to Social Structure and Development Process.
2. It helps the learners in Studying the relationship between Social and Economic Aspects.
3. It also familiarizes the Students to know various Approaches and Methods for Study on the Process of Development.
4. Know the various Models of Development for adopted in the Community Development.
5. It assists the Students enhancing their interests in Research on Developmental Studies.

UNIT – I : Introduction:
1.1 Historical Development of Economic Sociology
1.2 Scope and Importance of Sociology of Development
1.3 Perspectives for the Study of Development-Liberal and Marxist
1.4 Development Approaches and Methods –Participatory Rural Appraisal (PRA), Rapid Rural Appraisal (RRA), Public Private Partnership Management (PPPM), Social Capital Assessment Tool (SCAT)
1.5 Transforming Communities- Maps and Models

UNIT – II : Conceptual Perspectives on Development:
2.1 Sociological Dimensions of Development and its Components
2.2 Changing Conceptions of Development- Economic Growth, Human Development, Social Development, Sustainable Development, Post –Developmentalism
2.3 Development as Discourse- A. Escobar, W. Sachs
2.4 Education, Culture, Youth, Agriculture, Ecology, Technology, Liberalization, Globalization and Development
2.5 Development and Social Justice (Caste-Tribe)

UNIT - III: Theories of Development:
3.1 Structural Functional Theory
3.2 Socio-Psychological Theory -D. MaCllelland
3.3 Stages of Growth Model -W.W. Rostow
3.4 Vicious Circle Model
3.5 Alternatives in Development: E. F. Schumacher – Small is Beautiful; Amartya Sen – Development as Freedom; Mahatma Gandhi – Hind Swaraj.

UNIT – IV: Theories of Under Development:
    4.1 Dependency Theory
    4.2 Unequal Development -Samir Amin
    4.3 The World System and Multinational Corporations –Waller Stein and Development of under Development -A.G.Frank
    4.4 Trends in Development Theory -J.N. Pieterse
    4.5 Development Disparities and its Policies -With Special Reference to India,

Essential Readings:

- Alavi, H. and Shanin, T. (1982). *Introduction to the Sociology of Developing Societies.* Macmillan.
- Alexander K.C. and Kumaran,K.P. (1992) Culture and Development , New Delhi, Sage.
- Apffel- Marglin. F.Kumar, S. and Mishra, A. (Eds.). (2010). *Interrogating Development- Insights from the Margins.* Oxford University Press.
- Bergold, Jarg and Thomas, Stefan. Participatory Research Methods: A Methodological
- Approach in Motion. Historical Social Research Historische Sozialforschung, 191-222, 2012.
- Campbell, John, A Critical Appraisal of Participatory Methods in Development Research, 2002.
- Chambers, Robert. The origins and practice of participatory rural appraisal. World
- development, Vol. 22, no. 7, Pp. 953-969, 1994.
- Desai, Vandana and Potter, Robert. B. (Eds.). Doing development research. Sage,2006..
- Escobar, A. (1995). *Encountering Development, the Making and Unmaking of the Third World.* Princeton: Princeton University Press.
- 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.
- Munck, R. and O'Hearn, D. (Eds.). (1999). *Critical Development Theory.* London: Zed Books.
- Pandey, Rajendra (1985) Sociology of Development, New Delhi, Mittal.
- Pandey, Rajendra (1986) Sociology of Underdevelopment, New Delhi, Mittal.
- Peet. R. (with E. Hartwick). (1999). *Theories of Development.* New York: The Guildford Press.
- Parfitt. T. (2002). *The End of Development- Modernity, Postmodernity &Development.* London: Pluto Press.
- Pieterse, N.J. (2001). *Development Theory- Deconstructions/ Reconstructions.* London: Sage.
- Rostow,W,W, (1960) The Stages of Economic Growth, London.
- Sharma,S,L, (1986) Development: Socio-Cultural Dimensions. Jaipur, Rawat.
- Sachs, W. (Ed). (1997). *The Development Dictionary.* Hyderabad: Orient Longman.
- 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.

M.A. IV SEMESTER
DSC 18: SOCIOLOGY OF KARNATAKA
Course Code: B4SOC003T

Course Objectives:
1. To enhance students' sociological understanding of the local and regional context of Karnataka.
2. To familiarize students with the changing social, political, and developmental trends in Karnataka, with a focus on caste dynamics.
3. To explore the cultural diversity and unique traditions of Karnataka, including its regional variations.
4. To critically examine the impact of modernization, urbanization, and globalization on Karnataka's social structure.

Learning Outcomes:
By the end of this course, students will be able to:
1. Understand the historical and cultural context of Karnataka, with an emphasis on regional variations.
2. Analyze social disparities in Karnataka based on caste, religion, language, and tribal groups.
3. Examine the history of caste-based and backward class movements in Karnataka and their influence on contemporary society.
4. Assess the effects of urbanization and globalization on Karnataka's social and cultural landscape.

UNIT I: Introduction:
1.1 Emergence and formation of Statehood
1.2 Special features of Karnataka
1.3 Socio-economic, Demographic characteristics of Karnataka.
1.4 Sources of data- Census, NSS, survey, Reports etc.
1.5 North Karnataka and its special features

UNIT – II: Social Organization:
2.1 Religious Groups in Karnataka
2.2 Scheduled Castes and Scheduled Tribes in Karnataka
2.3 Other Backward Castes(OBCs) of Karnataka
2.4 Art, Culture and Literature of Karnataka
2.5 Social and Religious Movements in Karnataka

UNIT – III: Development Scenario of Karnataka:
3.1 Development Prior and After Independence
3.2 Human Development indicators of Karnataka
3.3 Regional imbalance in development (education, gender, employment, health)
3.4 HK Region: Issues and Challenges
3.5 Caste and Politics in Karnataka and Recent Reservation Issues in Karnataka

UNIT – IV: Development of Sociology in Karnataka and Sociologists of Karnataka
4.1 Origin and Development of Sociology in Karnataka
4.2 M.N. Srinivas
4.3 C. Parvathamma
4.4 K. Ishwaran
4.5 Major Sociological studies on Karnataka

Essential Readings:

- 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.
- 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, B
- Seminal works of Dr. M.N. Srinivas, Dr. C. Parvathamma and Dr. K. Ishwaran
- IIPS, National Family Helath Survery- 1,2,3,4, IIPS, Mumbai.
- ಟಿ. ಆರ್. ಚಂದ್ರಶೇಖರ, ಕರ್ನಾಟಕ ಜನಗಣತಿ 2011, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ.
- ಹೆಚ್.ಡಿ. ಪ್ರಶಾಂತ (ಸಂ) ಜನಸಮುದಾಯ ಸಂಪುಟ, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ.
- ಹಿ.ಚಿ. ಬೋರಲಿಂಗಯ್ಯ: ಕರ್ನಾಟಕ ಆದಿವಾಸಿ ಸಮುದಾಯಗಳ ಕನ್ನಡ ಅಭಿವೃದ್ಧಿ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು.
- ರಹಮತ್ ತರೀಕೆರೆ (2017) ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ, ಅಭಿನವ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು
- ರಹಮತ್ ತರೀಕೆರೆ(2021) ಕರ್ನಾಟಕದ ಸೂಫಿಗಳು,ಅಭಿನವ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು
- ಮುಜಾಫರ್ ಅಸ್ಸಾದಿ(2021) ಅಲ್ಪಸಂಖ್ಯಾತರು ಮತ್ತು ಜಾತಿ ವ್ಯವಸ್ಥೆ, ಬಹುರೂಪಿ, ಬೆಂಗಳೂರು.
- Govt. of Karnataka: Reports of Backward classes/ committees, GOK, Bangalore.
- Pais, Richard (ed.) 2016; Society and Culture in Karnataka, MSA, Mangaluru
- Niloshree Bhattacharya (2017)Networks, Solidarities And Emerging Alternatives: Farmers' Movement In Karnataka, Economic and Political Weekly,Vol. 52, No. 25/26 (JUNE 24, 2017), pp. 48-55 (8 pages)
- B R Parineeta(2022) Karnataka Society, Economy and Culture, (Kindle version only) Amazon Asia-Pacific Holdings Private Limited.
- B. Sheik Ali (2012) Cultural History Of Karnataka, Mysore Book House, Mysore
- V. K. Sridhar(2019)Social Movements in Karnataka:: A Study of Kudremukh Region in the Western Ghats, Aakar Books, Bangalore
- Halu Suhasini(2012)Human Rights and Dalit Movement in Karnataka, Lambert Academic Publishing, Bangalore.

M.A IV SEMESTER
DSC-19 : SOCIOLOGY OF HUMAN RESOURCE DEVELOPMENT
Course Code :B4SOC004T

Course Objectives:
1. To provide a foundational understanding of the evolution, structure, and functions of Human Resource Management (HRM) and its sociological dimensions.
2. To explore key HR concepts such as group dynamics, leadership, communication, and manpower planning, with a focus on recruitment, selection, and placement processes.
3. To introduce students to performance appraisal systems, job satisfaction, and compensation management within HRM frameworks.
4. To develop essential career and professional skills like teamwork, digital literacy, and self-motivation for effective HR management.
5. To prepare students for real-world HR challenges by equipping them with practical career planning tools, including resume writing, interview techniques, and participation in mock interviews.

Learning Outcomes:
By the end of the course, students will be able to:
1. Understand the core principles, functions and sociological determinants of Human Resource Development and Management.
2. Develop skills in manpower planning, team management, and employee development techniques.
3. Apply recruitment, selection, and performance appraisal strategies in organizational contexts.
4. Analyze factors affecting job satisfaction, employee compensation, and grievance redressal systems.
5. Acquire essential career and professional skills such as resume writing, interview techniques, and digital literacy.

UNIT I : Introduction of Human Resource Development:
    1.1 Scope and Significance of Study of HRD
    1.2 Origin and Development of HRD.
    1.3 HRD Practices and Informal society and formal organization.
    1.4 The need for HRD and HRD mechanism
    1.5 Designing HRD system.

UNIT II : Managing Human Resource:
    2.1 Definition of Human Resource Management.
    2.2 Social determinants of Human resource management, Society and Human Resource Management.
    2.3 Structure and Function - Systems view of HRM, The lighter side of HR: Parkinson's Law, Peter Principle, Dilbert Principle, Importance of Human Resources in organizations, Role of HR manager
    2.4 Group Dynamics - Definition, Methods of Group Analysis - Group Behaviour model, Variables that affect Group Behaviour, Group Decision Making Process, Group Cohesiveness
    2.5 Leadership, Supervision and Communication – Definition, Leadership styles, Leadership Theories, Effective Supervisory Practices, Communication Models, Barriers for effective communications, Communication Network

UNIT III : Manpower Planning

    3.1 Manpower Planning Techniques, Short-term and Long-term Planning

    3.2 Manpower Quality Management Techniques, Team building and Team management

    3.3 Management Development: Mentoring, Coaching, Job rotation.

    3.4 Professional development, Upward feedback, Executive education, Supervisory training

    3.5 Managing diversity for human resource development.

UNIT IV : Recruitment, Selection and Placement

    4.1 Recruitment - Meaning, Relevance, Factors, Recruitment process Job Analysis Description, Job Specification

    4.2 Selection: Meaning, Selection procedure, Tests and interviews, Group discussion; Barriers to effective selection

    4.3 Placement and Induction, Attracting and Retaining top talent, In - service training

    4.4 Career Planning – Objectives, Process, Total Quality Management

    4.5 Globalization, technology and human resource development issues.

Essential Readings :

- Ashwatthapa, K. 2005. Human Resource and Personnel Management, Text and cases, The Mc Graw Hill Companies. New Delhi
- Bateman Snell, Management: Competing in the new era, McGraw-Hill Irwin, 2002.
- Bhattacharyya, Management Accounting, Pearson, 2010
- Chandan J.S., Management Concepts and Strategies, Vikas Publishing House, 2002.
- Davis, Keith. (1983) Human Behaviour at Work. Tata McGraw Hill, New Delhi.
- Gareth R. Jones, Organizational Theory, Design & Change, Pearson Education.
- Ghanekar A. 2000. Human Resource Management Managing Personnel the HRD Way, Everest Publishing House. Mumbai
- Hellriegel, Jackson and Slocum, Management: A Competency - Based Approach, South Western, 9th edition, 2002
- Khan, Jain, Management Accounting: Text, Problems and Cases Tata McGraw Hill
- Kuppapally, Accounting for Managers, Prentice Hall of India, 2009.
- Maheswari, Maheswari Accounting for Management Vikas Publishing 2009
- Koontz, Essentials of Management, Tata McGraw-Hill, 5th Edition, 2001.
- Lane, H. (Edn.). 2005. The Blackwell handbook of Global Management: A guide to managing complexity, Blackwell Publishing. United Kingdom
- Mamoria C, Gankar, S.V. 2007, Personnel Management, Himalaya Publishing House, Mumbai.
- March, J. G. (ed.) (1965) Handbook of Organizations. Chicago Rand McNally.
- Pandikumar, Management Accounting-Theory and Practice, Excel Books 2009
- Richard L. Daft, Understanding the theory & Design of Organizations, Cengage Learning
- Stephen P. Robbins and David A. Decenzo, Fundamentals of Management, Pearson Education, Third Edition, 2001.
- Barun K. Mitra, "Personality Development & Soft Skills", Oxford Publishers, Third impression,2017.
- Ghosh, Shantikumar. 2004. Universal Values. Kolkata: The Ramakrishna Mission

M.A IV SEMESTER
DSE 2 (a): ARTIFICIAL INTELLIGENCE AND SOCIETY
Course Code: B4SOC104 (a)T

Course Objectives:

1. To provide foundational knowledge about AI, its history, key technologies, and its societal perception.
2. To explore the ethical, legal, and social implications of AI, including concerns about fairness, bias, and transparency.
3. To analyze the impact of AI across various social institutions like healthcare, education, work, and governance.
4. To examine the potential future of AI in India, addressing issues like inequality, national security, and workforce transformation.

Learning Outcomes:
After learning this course students will
1. Gain a comprehensive understanding of AI, its evolution, and current applications in society.
2. Be able to critically assess ethical dilemmas related to AI, including bias, privacy, and accountability.
3. Evaluate the role of AI in reshaping industries, institutions, and work, particularly in the Indian context.
4. Understand emerging trends in AI and its potential to address or exacerbate social issues like inequality and labor market challenges.

UNIT I: Foundations of Artificial Intelligence
1.1. Introduction to AI: Definitions, scope, and types of AI (Narrow AI, General AI, Super-intelligence).
1.2 History and Evolution of AI: Key milestones, AI winters, breakthroughs in machine learning, and neural networks.
1.3 AI in Popular Culture and Society: Perception of AI in media, movies, and literature, and its role in shaping societal attitudes.
1.4 Key AI Technologies Machine learning, deep learning, neural networks, natural language processing, and computer vision.
1.5 Social and Cultural Impacts of AI: How AI is reshaping social norms, culture, communication, and interpersonal relationships.

UNIT II: Ethical, Legal, and Social Implications of AI
2.1 AI Ethics and Moral Responsibility: Fundamental ethical principles (fairness, transparency, accountability) and their application in AI.
2.2 Algorithmic Bias and Fairness: Understanding biases in AI systems, and real-world consequences (e.g., racial, gender bias in algorithms).
2.3 AI and Privacy Concerns: Issues surrounding data collection, surveillance capitalism, and the protection of personal data.
2.4 Legal Frameworks for AI: Overview of laws and policies governing AI (e.g., GDPR, data protection, AI ethics guidelines).
2.5 AI Accountability and Transparency: The "black box" problem, challenges of making AI decisions transparent and accountable.

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UNIT III: AI in Social Institutions and Industries

3.1 AI in Healthcare: AI's role in diagnostics, personalized medicine, healthcare robots, and ethical dilemmas in healthcare decisions.

3.2 AI in Education: Personalized learning, AI-driven tools for teachers and students, and the digital divide.

3.3 AI and the Future of Work: Automation, job displacement, new job opportunities, and the future of labor markets.

3.4 AI in Governance and Smart Cities: Use of AI in urban planning, public services, policy-making, and governance (e.g., smart cities, AI in law enforcement).

3.5 AI and the Environment: AI's potential in solving environmental challenges (e.g., climate change, sustainable development).

UNIT IV: The Future of AI and India Society

4.1 AI and Social Inequality in India: Potential for AI to exacerbate or reduce inequality (access to technology, digital divide, AI in poverty reduction).

4.2 AI in National Security and Warfare: Autonomous weapons, AI in military strategies, and the ethical implications of AI in warfare.

4.3 AI and the Future of Work in India: Automation and the changing nature of jobs and Reskilling and upskilling the Indian workforce for the AI era.

4.4 India's AI landscape: NITI Aayog's AI strategy and National AI Policies, AI safety, and regulation challenges in India

4.5 The Future of AI: Trends and Technologies: General AI, AI-human collaboration, AI and creativity, and emerging AI applications.

Essential Readings
UNIT I: Foundations of Artificial Intelligence
1. **Russell, Stuart, and Peter Norvig (2010)***Artificial Intelligence: A Modern Approach* (3rd edition).Pearson Education, Upper Saddle River, NJ..
2. **Goodfellow, Ian, Yoshua Bengio, and Aaron Courville(2016)** *Deep Learning.* MIT Press, Cambridge, MA.
3. **Kaplan, Andreas, and Michael Haenlein(2020)***Artificial Intelligence in Popular Culture and Society.* Elsevier.

UNIT II: Ethical, Legal, and Social Implications of AI
1. **Boddington, Paula.(2017)***Towards a Code of Ethics for Artificial Intelligence.*Springer, 2017, Cham, Switzerland.
2. **O'Neil, Cathy.(2016)** *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy.* Crown Publishing Group, New York, NY.
3. **Eubanks, Virginia.(2018)** *Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor.*St. Martin's Press, New York, NY.

UNIT III: AI in Social Institutions and Industries
1. **Topol, Eric. (2019)** *Deep Medicine: How Artificial Intelligence Can Make Healthcare Human Again.*Basic Books, New York, NY. **Luckin, Rose.(2018)** *Machine Learning and Human Intelligence: The Future of Education for the 21st Century.*UCL IOE Press, London, UK.
2. **Ford, Martin.(2015)** *Rise of the Robots: Technology and the Threat of a Jobless Future.* Basic Books, New York, NY.

3. **Kitchin, Rob(2014)**_The Data Revolution: Big Data, Open Data, Data Infrastructures and Their Consequences._ Sage Publications, London, UK.

UNIT IV: The Future of AI and Indian Society

1. **NITI Aayog.**_National Strategy for Artificial Intelligence: #AIforAll._ NITI Aayog, Government of India, 2018.
2. **Sengupta, Ranjit, and Amitabh Sinha.**_Artificial Intelligence and National Security: Implications and Challenges for India._ORF Occasional Paper, 2021.
3. **Davenport, Thomas H., and Rajeev Ronanki** (2018)_AI Advantage: How to Put the Artificial Intelligence Revolution to Work._MIT Press.
4. **Christo El Morr** (2022)AI and Society: Tensions and Opportunities, Taylor and Francis, London.
5. Sumit Tripathi**,** Joanna Rosak-Szyrocka (Eds.) 2024 Impact of Artificial Intelligence on Society, Chapman and Hall, London. Leslie D'Monte
6. Jayanth N Kolla(2023), AI Rising: India's Artificial Intelligence Growth Story, Jaico Publishing House, New Delhi.

M.A. IV SEMESTER
DSE-2 (b): URBAN DYNAMICS AND CHALLENGES
Course Code :B4SOC104 (b)T

Course Objectives:
- ➢ Understand Urbanization Trends and Dynamics.
- ➢ Analyze Social, Economic, Environmental and Political Challenges in Urban areas.
- ➢ Evaluate Urban Planning and Policy Strategies.
- ➢ Develop the Sustainable Urban Development Solutions.

Course Outcomes:
- ➢ This Course is an explore the Complexities of Urbanization, examining the Social, Economic, Environmental and Political Dynamics shaping the Cities.
- ➢ Students will analyze Challenges facing urban areas and Develop Solutions for Sustainable Urban Development.

UNIT -I INTRODUCTION
1.1   Historical Context of Urban Dynamics
1.2   Concept of Urbanization
1.3   Urbanization Trends and Projections and its factors
1.4   Urban Demographics and Diversities
1.5   Approaches and Perspectives for the Study of Urban Dynamics and Challenges

UNIT -II: SOCIO-ECONOMIC DYNAMICS OF URBAN SOCIETY:
2.1   Social Inequality and Segregation
2.2   Community Engagement and Participation
2.3   Urban Economics and Globalization
2.4   Economic Development Strategies
2.5   Urban Inequality

UNIT -III: POLITICAL AND ENVIRONMENTAL DYNAMICS IN URBAN SOCIETY
3.1   Urban Governance and Policy making
3.2   Urban Planning and Zoning Regulations
3.3   Smart City Initiatives
3.4   Sustainable Urban Planning and Design
3.5   Green Infrastructure and Climate Change

UNIT -IV : CHALLENGES OF URBAN AREAS IN INDIA
4.1   Slums and Gentrification
4.2   Problems of Women Safety and Cyber Crime and High tech Robbery
4.3   Urban Environmental Problems- Water, Air and Waste
4.4   Density of Urban Population in India
4.5   Urban Development Programmes

Essential Readings :
- Bhargava Gopal. 1981. Urban Problems and Policy Perspective. New Delhi: Abhinava Publication.
- Desai, A. R. and Devadas S. 1970. Slums and Urbanization. Bombay: Popular Prakashan.
- Douglass Farr, 2008, Sustainable Urbanism,Mc-Hill, New Graw-Hill, New York.
- Jane Jacobs, 1961, The Death and Life of Great American Cities,Random House , New York Cities.

- Little, K. 1975. Urbanization as a Social Process. London: Routldge and Kegan Paul.
- Hunter, Davis. 1968. The Slums-Challenge and Response. New York: The Free Press.
- Maheshwari, S. R. 1984. Local Government in India. Agra: Educational Publications.
- Ricion, Michael. 2001. Model of Urban Land use Structure in Cities of Development World.
- Saberwall, Satish. 1978. Process and Institution in Urban India. New Delhi: Vikas Publication House Pvt. Ltd.
- Stefan Siedentop, 2008,The Urban Future, Verlagashaus Braun, Berlin.

M.A III SEMESTER
DSE 2 (c) SOCIOLOGY OF COUNSELLING
Course Code :B4SOC104 (c)T

Course Objectives:
1. This course aims to introduce students to the principles, processes, and techniques of counseling, exploring its meaning, goals, and relevance in various aspects of social life.
2. It highlights the distinction between guidance and counseling while emphasizing the role of both formal and informal groups as agents of counseling.
3. The course covers different types of counseling, such as crisis, preventive, and developmental, and examines counseling techniques like observation, listening, and questioning.
4. Additionally, students will explore specific areas of counseling, including family, educational, and de-addiction counseling, while examining modern trends such as problem-solving through voluntary agencies, transactional analysis, and rational emotional therapy.

Course Outcomes:
By the end of the course, students will be able to:
1. Understand the fundamental concepts of counseling and differentiate between guidance and counseling.
2. Identify the goals of counseling and its significance in social and personal life.
3. Gain knowledge about different types of counseling and their applications in various contexts.
4. Learn the counseling process and techniques, including the counselor-counselee relationship and effective communication.
5. Explore modern trends in counseling, including problem-solving approaches, transactional analysis, and rational emotional therapy.

UNIT I - Introduction
1.1 Counseling: Meaning and Definition, Guidance: Meaning and purpose, Difference between guidance and counseling, Society and Counseling
1.2 Goals of Counseling-immediate and long-term, Relevance of counseling in Social life.
1.3 Agents of Guidance and Counseling: Informal and Formal Groups
1.4 Types of counseling: Crisis counseling, Facilitative counseling, preventive counseling,
1.5 Development counseling and Group Counseling

UNIT II - Process And Techniques Of Counseling
2.1 Counseling process, Preparation for Counseling, Proceeding of Counseling, Follow up
2.2 Variables affecting Counseling process, Counselor-counselee relationship
2.3 Techniques of Counseling: observation, listening, responding, non-verbal Behavior , communication, questioning, silence, transference.
2.4 Gender and Counselling
2.5 Youth and Counseling

UNIT III - Areas of Counseling
3.1 Family and marital Counseling
3.2 Educational and vocational Counseling
3.3 De-addiction Counseling.
3.4 Rational emotional therapy
3.5 Rational emotional therapy

UNIT IV - Role of Sociologist in Counseling

4.1 Understanding Social Context: Understanding how social environment (family, community, work, education, etc.) influences their behavior, attitudes, and mental health.
4.2 Addressing Social Inequalities: impact of race, class, gender, and other forms of inequality on mental well-being.
4.3 Analyzing Social Relationships: emphasizing social justice and ethical considerations
4.4 Modern Trends in Counseling: Problem solving-role of Voluntary and non- Voluntary agencies
4.5 Transactional analysis and Counseling

Essential Readings

- R. A. Sharma(2015) Fundamentals Of Guidance & Counselling, R. LL Publishers New Delhi
- Reeta Kumari (2021) The Concept of Guidance and Counselling, Disha Publishers, New Delhi.
- Ramakant Tiwari (2009)Guidance and Counselling Hardcover – Import, 1 January 2009, New Central Pubslihers, New Delhi.
- Richard Nelson(2023)Basic Counselling Skills, Sage, New Delhi.
- Gladding, S.T. - Counseling: A comprehensive profession, Sage, London
- Bhatnagar, Asha and Gupta, Nirmala (Eds.) - Guidance and Counselling: A practical Approach, Manohar, New Delhi
- Sharma, R.N. & Rachana Sharma - Guidance and Counselling in India, RLL publishers, New Delhi.
- Gibson, R.L. and Mitchell, M.H. - Introduction to Guidance, Sage, London.

M.A. IV SEMESTER

PROJECT WORK

Course Code :B4SOC004 P

(Compulsory for M.A. IV Sem. Sociology students)

1. Formative Assessment : Project/Internship assessment carrying 25 marks out of 100 marks
   Interaction with the project supervisor 10 marks and submission of progress reports = 5+5+5=15 marks
2. Summative Assessment : Project/Internship assessment carrying 75 marks out of 100 marks
   a. Project Report   : 35
   b. Presentation   : 20
   c. Viva-voce   : 20

Note: Allocation of students for project work under each teacher guide should be by lottery method.

QP - PATTERN

Time: 3 Hours   **Max. Marks: 75**

Note: 1) Answer *any five* questions**.**
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2) *All* questions carry *equal* marks.
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5x15 =75 marks

1. A) Essay type questions
   Or
   B) Essay type Questions
2. A) Essay type questions
   Or
   B) Essay type Questions
3. A) Essay type questions
   Or
   B) Essay type Questions
4. A) Essay type questions
   Or
   B) Essay type Questions
5. Write Notes on any THREE of the following
   e)
   f)
   g)
   h)