

PROGRAMME PROJECT REPORT (PPR)

Name of the Programme: **MASTER OF ARTS IN SOCIOLOGY
(M.A. in Sociology)**

Duration: Minimum 2 years
 Maximum 4 years

Recognition: This Programme was recognized by DEC-IGNOU and now by the UGC-DEB

A. PROGRAMME'S MISSION & VISION

Mission:

The MA in Sociology Programme aims to build a knowledge base in the field of sociology and its allied disciplines that imparts a socially relevant knowledge and provides better opportunities to the Learners irrespective of the age group.

Adopt a Socially Sensitive and Academically Vibrant Curriculum that prepares Learners/ Students to handle the changing demands of the discipline.

Inculcate respect for values and practices of multicultural and interdisciplinary approach in the Teaching and Learning

Vission:

- To empower the Learners to become Sociology teachers and in-turn to create competent, creative students for academic achievement.
- To prepare the Learners to become holistic persons with diverse learning experiences and productive thinking in a global society.
- Transforming the hidden potentialities of the students into realities

B. RELEVANCE OF THE PROGRAM WITH HEI'S MISSION AND GOALS

Kuvempu University is an affiliating State University in Karnataka. Established in 1987, it is a University with a distinctive academic profile, blending in itself commitment to rural ethos and a modern spirit. It has 37 Post-Graduate departments of studies in the faculties of Arts, Science, Commerce, Education and Law. It also has 4 constituent colleges at Shankaraghatta and Shimoga, and two outlying regional Post-Graduate Centres at Kadur and Chikkamagalur.

The Vision and Mission of the University are:

Vision: Kuvempu University shall strive to become an international centre of excellence in teaching and research to provide high quality value based education to all through various modes to meet the global challenges.

Mission:

Foster creativity in teaching, learning and research to build a knowledge base and promote quality initiative.

Provide access to education to all.

Develop human resources to meet the societal needs.

The Distance Education Programmes are a part of the University's outreach programmes for the rural masses and also to foster University-Society relationship with the motto of "Education for All", to provide quality education at the doorsteps of desirous individuals who want to take up higher education, for the discontinued who could not take up formal education, housewives and employees who want to improve and enhance their knowledge. The University firmly believes that education and seeking knowledge is a **Lifelong Learning** concept.

Offering higher education through Distance Mode is an important step taken by Kuvempu University so as to help the student community in their zeal to pursue higher education at UG and PG Level. The University felt the necessity of this when when a large number of students, who wanted seats for PG. Studies, could not be accommodated in our regular P.G. Programmes. The University believes that Distance Education Mode is an equally good avenue to be made available to interested students. With these view, Kuvempu University started offering courses through distance mode since 2002-2003. At present it is offering 31 Programmes (earlier called Courses) in various faculties at the U.G., P.G. and PG Diploma levels. These courses were approved by the erstwhile DEC-IGNOU, and now by the UGC-DEB.

Goals & Objectives of Distance Mode Programmes

- Reach out to larger sections of society seeking non-formal education.
- Capacity Building using the non-formal mode platform.
- Concentrate on planning & constant upgrading of facilities to meet new challenges in education through Distance Mode.
- Provide counseling & consultancy to students.
- Offer area/ region wise educational requirements.
- Skill Development and Enhancement.
- To impart quality training through interactive learning module.
- Interactive Pedagogy of teaching-learning and flexible learning environment.
- Provide supportive academic environment and effective teaching.

C. NATURE OF PROSPECTIVE TARGET GROUP OF LEARNERS:

The Master of Arts in Sociology is a Post-graduates degree aimed to provide educational opportunity in teaching, research activities for the persons working educational and social science institutes.

It is also intended for

- Qualified graduates in any stream from any recognized University who wish to see their career development in teaching and to train future Social reforms.

- Persons who love to spent their quality time with enrich skills regarding Solving the Social issues .
- Persons who are not able to pay higher fees in regular mode (Affordable Fee structure). Home makers who want to enhance their career.
- Person who is in valued in social contact with the society like social welfare department officials, public relation officers’ non government organization persons in social works women and children welfare counseling centers.

D. APPROPRIATENESS OF PROGRAMME TO BE CONDUCTED IN OPEN AND DISTANCE LEARNING MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE

M.A in Sociology Programme helps to develop in prospective teacher educators, educational administrators, and Heads of Schools and college’s skills related to independent study of literature, research, academic writing, professional communication and team work it should also Endeavour to develop in the future practitioners a deep and critical awareness of professional ethics and an ability to critically engage in and reflect on practice.

Further, the Programme develops ability to apply acquired knowledge and solve problems in new or unfamiliar surroundings within broader (or multi-disciplinary) contexts related to the area of society. The Programme will expose students to the diversity and variety of Social practices, in India. The Programme aims to build among our graduates capabilities for ongoing self motivated professional development. The Programme will strive to develop capabilities to plan independent Social interventions in various roles such as those of curriculum developers, textbook/ material developers, teacher educators, and researchers. The programme would provide learners a wider and more comprehensive understanding of Society as field of knowledge and would accommodate a wide variety of learning needs of learners.

E. INSTRUCTIONAL DESIGN:

(i) Programme Formulation:

Proposal from the concerned PG department to commence the programme was placed before Monitoring Committee of the DDE/Syndicate. Then it will be referred to the BOS concerned for formulation and approval of the syllabus scheme pattern, time allotment for each paper, marks allotment, scheme of examination etc., then it was placed in the Faculty meeting and then Academic Council (the highest body) of the University for its approval. After approval by both the bodies, the programme was introduced. The academic advisory body of DDE refers the matter to the concerned subject/parent department council for preparation of study material. The concern subject faculty will coordinate with the DDE and the department council, as he/she is on the member in it. Workshops for preparing study material in SLM mode are regularly conducted (with the help of IGNOU experts).

(ii) Curriculum design: The Programme is 2 of years duration with annual examinations. The maximum period allowed is 4 years (double the duration). The Programme structure is as below.

Year	Course	Marks		
		Term End Exams	Continuous Evaluation/I A	Total
First Year	Course 1: Development of Sociological Thought	80	20	100
	Course 2: Research Methodology	80	20	100
	Course 3: Social stratification and Mobility	80	20	100
	Course 4: Sociology of Education	80	20	100
	Total marks	320	80	400
Second Year	Course 5: Sociological Theories	80	20	100
	Course 6: : Political Sociology	80	20	100
	Course 7: Urban Sociology	80	20	100
	Course 8: Industrial Sociology	80	20	100
	Total marks	320	80	400
Total Marks - I Year & II Year		640	160	800

(iii) Medium of Instruction:

The medium of instruction shall be Kannada and English.

(iv) Detailed syllabi: Given as Appendix-01

(v) Faculty and Supporting Staff Requirement

Full time faculty in regular department will be involved in orientation counseling, and face to face programmes. Such programmes are scheduled during the vacation time of the regular department, which will meet the faculty availability and infrastructure need of ODL Programme. Coordinator of the programme, who is a regular faculty member and the Research and Teaching Assistant (RTA) will be in-charge of the Programme, who will address the day to day academic and learner/student support aspects of the Programme.

Regarding supporting staff, DDE has a separate and well equipped wing/office to take care of all the administration and delivery aspects of ODL Programmes.

There is a separate DDE wing in the Office of the Registrar (Evaluation) for all the evaluation and certification aspects headed by a Deputy/Assistant Registrar.

The DDE and Evaluation wings are fully computerized and technical staff assist in all the activities.

(vi) Instructional Delivery Mechanism

Instructional delivery mechanism is through study materials prepared by the experts in the subjects concerned. Study materials (SLM) are prepared in-house by the faculty of the department and the faculty from sister universities.

The study material provided is the general guide and covers the course content in order the learner understand core content of the course concerned. Learner are advised to make use of the reference books in the list of books provided along with the syllabus.

Contact Programme: There will be a contact programme for a minimum duration of 15 days normally. A minimum of 15 days for instruction by experienced and scholarly faculty will be arranged for each paper. There shall be interaction built around lectures, discussions, individual and group activities. A test will be conducted for the candidates in each paper at the end of the contact programme.

Student support service: Students can interact with the Office/Faculty through e-mails and personal visits. SMS alert facility for the students regarding dissemination of information relating to conduct of PCPs/Orientation Programme and Production file submission deadlines etc. Student Support Service is provided through online mode and grievance handling mechanism is adopted with the help of supporting technical staff. All necessary and relevant information are uploaded in the dedicated website: www.kuvempuuniversitydde.org. Internal Assignments with Guidelines, previous years question papers, notifications timetables and results are available from the website.

F. PROCEDURE FOR ADMISSIONS, CURRICULAM TRANSACTION AND EVALUATION:

As outlined in Section-B, Kuvempu University has a policy to provide opportunity to maximum number of eligible and desirous candidate from all sections of the Society including a class having of low-level of disposable income, rural dwellers, women unskilled men minorities etc.

(i) Eligibility for the Programme

Any candidate who has passed the three year degree examination of this University or any other University considered as equivalent there to with Sociology as a major/ optional subject.

However, any graduate who wish to study Sociology for personal knowledge enhancement, and do not require eligibility condition for jobs, will also be given admission to MA Sociology Programme in order to provide opportunity for sociological and Societal behavior and studies.

(ii) Admission Process

- Notification issued by the Directorate of Distance Education (DDE) in Regional and National News papers and in the official website.
- Uploading of the Application by the candidate through Online only.
- Payment of fee through online (various options like net banking etc.) or through banks/post offices using printout of the challan.
- Submission of the printout of the application by the candidate to DDE alongwith original documents for eligibility, date of birth etc., and along with fee paid receipt.
- Verification of applications- for fulfillment of eligibility criteria (marks cards) documents, fee paid details.
- Approval of the admission and issue of self learning material (Study Materials) to the students.

(iii) Fee Structure

Figures in rupees as prescribed for the academic year 2016-17

SN	Fee Component	First Year	Second Year
Admission Orientation/Practicals and Other Components			
1	Registration	1680	-
2	Admission	600	600
3	Orientation/ Tuition fee	1080	1080
4	Study materials	2160	2160
5	Liaison	120	120
6	IA Books	300	300
7	UDF -1	250	
8	Postage	360	360
Examination , Certification and Other Components			
9	Examination	1030	1030
10	PPC	-	365
11	Convocation	-	900
12	UDF-2	120	120
TOTAL (Rupees)		7700	7035

Financial Assistance:

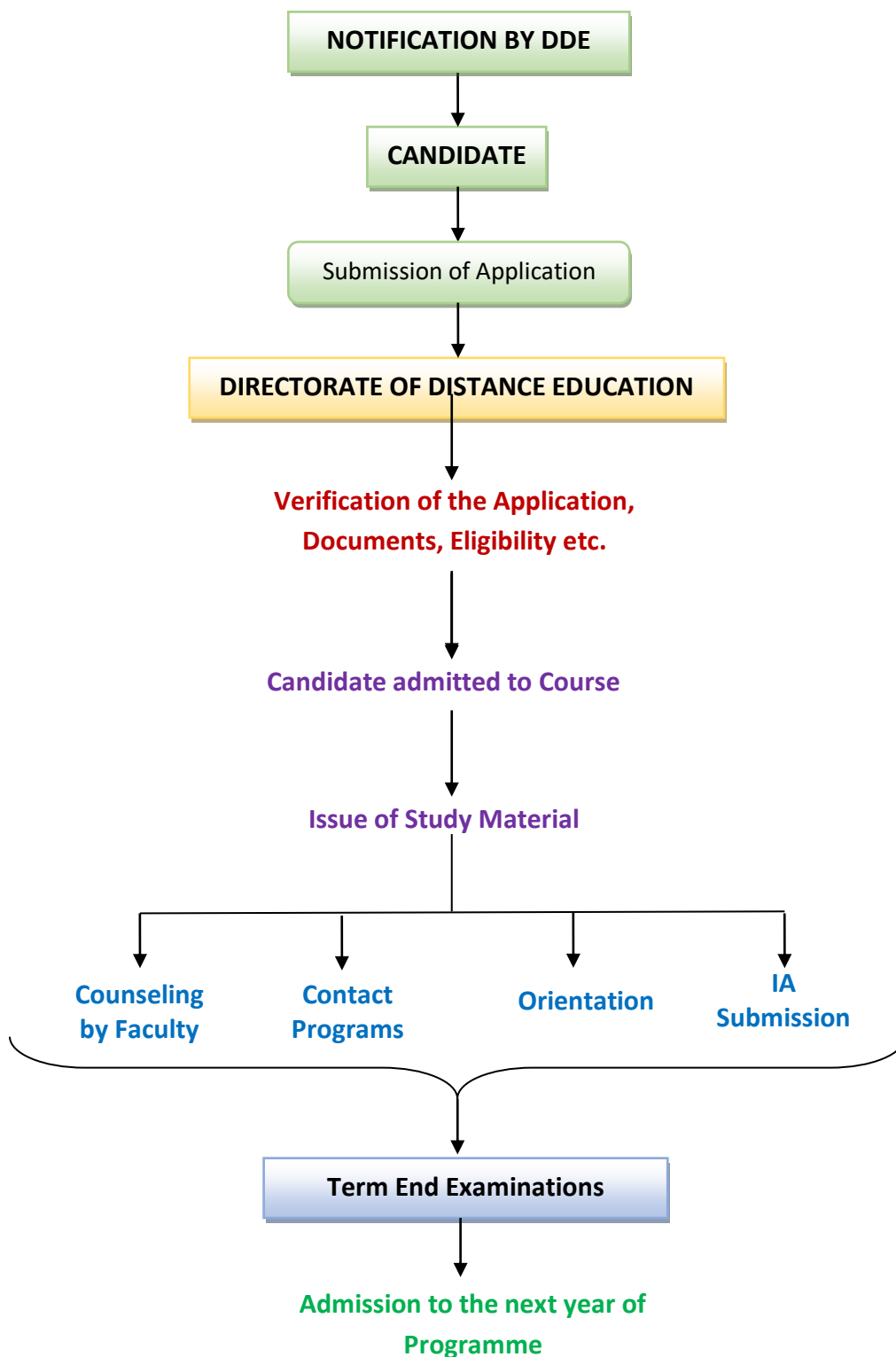
- SC/ST and OBC Students can avail scholarship/fee reimbursement from the concerned State Departments/Agencies
- Fee Concession to Physically Handicap Candidates.
- Fee concession to Employees of the University and their dependents.
- Fee concession to Ex- servicemen.
- Scholarships and education supports extended by various Governmental and Non-Governmental agencies.

(iv) Academic and Activity Planner

Calendar Year-I		
1	Issue of Notification	July / August
2	Commencement of Online Admissions	July / August
3	Last Date for submission of online applications by the students without Late Fee	October 31
4	Last Date for submission of online applications by the students with late fee	December 31
5	Issue of Study Material and Assignment Books (immediately after verification of the applications)	July to December
Calendar Year-II		
6	Issue of assignment topics	December - January

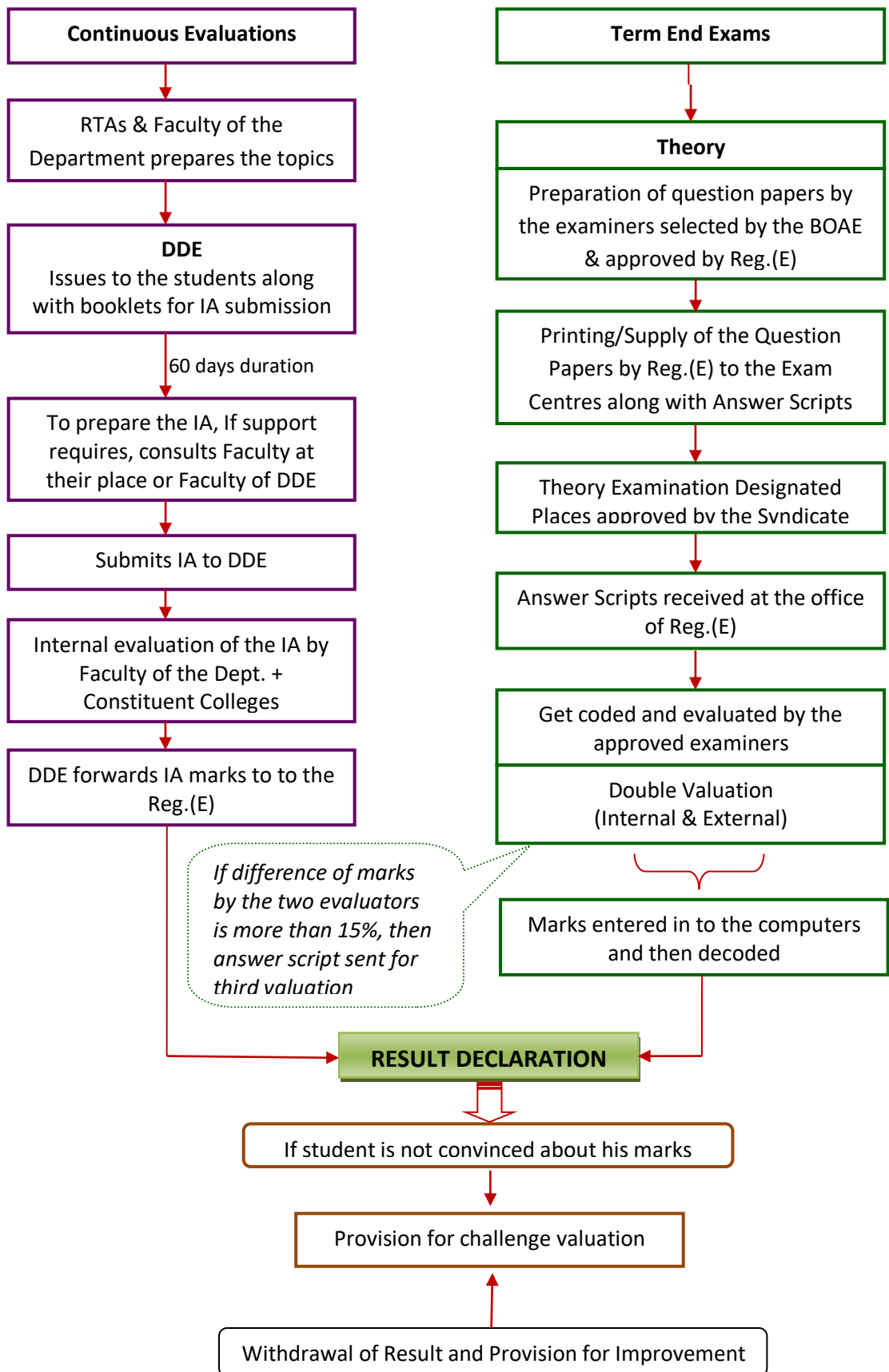
	Commencement of Counseling sessions	
7	Commencement of Face-to-Face (Orientation) Sessions	February –March
8	Completion of all Orientation Sessions	April 30
9	Last date for Submission of Internal Assignments/ Project Reports	April 30
10	Tentative date for commencement of Examination.	May / June
11	Declaration of Examination Results	August / September

Generalised Academic Flow Chart for the Distance Mode Learners



(v) Evaluation of Learner Progress

Evaluation Process is given here in the form of Flowchart. This Flowchart is common to all Programme at UG, PG and PG Diploma level offered by the University.



Internal Assessments:

- As a part of continuous assessment the candidates will have to complete assignments in the booklets provided by DDE and submit them to the Directorate of Distance Education within the specified date. The Topics & Instructions for I.A. will be notified in the Students Corner section of the website and also issued to the students directly or through Student Counseling Centres.
- It is mandatory to submit the I.A. in the same year of registration. However, if the candidate failed to take up the theory examination, for any reason, such candidate can submit the I.A. in the next year with prior permission from the DDE.
- All students are expected to complete the above assessments before taking the Term end Examination.
- There is no provision for resubmission of I.A.

Provision for workout exercises: during Counseling and Face-to-Face (Orinetaton/Contact) programmes.

(vi) Term End (written) Examination:

Duration: 3 hours, **Maximum marks:** 80

Questions pattern: There shall be multi-choice descriptive questions in each of the courses. Each question carries 16 marks. Learner can chose among internal choices.

Declaration of class: At the completion of Programme/ evaluation the class will be awarded on the basis of the aggregate of marks at both previous and final examinations taken together.

Pass Class: 40% of marks or above but below 50% of marks.

Second class: 50% of marks or above but below 60% of marks.

First Class: 60% of marks or above.

Separate Ranks and Medals are awarded to ODL Learners. Policy for awarding ranks and medals are same as the one followed for the Regular Programme.

Reappearing for Exams: Unsuccessful candidates at the Term end Examinations of a particular year are required to reappear for those courses/examinations only as per the syllabus of that year. The repeaters are therefore advised to preserve the syllabus and study material until they pass the final year of the course. Learners can upload their repeater application directly through Online after the notification issued for the same.

Candidates will have to complete all the exams within double the duration of the course (and not the number of attempts). The double the duration is reckoned from the year of registration.

A candidate is permitted to register for the final year examination irrespective of the number of courses failed at the previous theory exams.

(vii) Other Policy/Provisions

Renewal of Registration: Students who have not registered for II year immediately after the First year due to any personal/unforeseen reason, they can reregister in the subsequent years. They have to pay a Programme fee plus nominal re-registration fee based number of years lapsed. However they should complete the Programme within the maximum permissible period, ie., 4 years.

Bonafide student certificate: Those candidates who require Bonafide Certificate/ Study Certificate can obtain by submitting a written request or a filled in prescribed application form (available from the KUDDE website) along with a fee of Rs. 100/- paid either through Bank Challan or Demand Draft.

Change of Address: Any change in the address of the students should be intimated to the Directorate with a fee of Rs. 100/- paid through a challan of Electronic Transfer. No change of address will be entertained once the students receive their examination hall ticket. The Directorate of Distance Education is not responsible for missing correspondence due to change of address without getting address changed at DDE.

Name Correction: Change of Name, if any required, candidate has to make a written request along with relevant documents as proof of change of name, and by paying specified fee.

Duplicate Registration Card: For issue of duplicate Admission/Registration/ Enrollment card- Rs. 200/- will be charged.

Transfer Certificate: A Transfer Certificate is not required for admission to any of the KUDDE courses. The Directorate will also not issue Transfer Certificate at the time of completion of the course. However, for Lateral Entry admissions a migration and transfer certificate will be required from such students.

Change of Examination Centre: DDE will not entertain any change of exam centre unless there is a proof of change of address and it is permissible.

Discrepancies in Marks cards and certificates: In case of any discrepancies observed in the marks card/ certificates etc., candidates have to bring it to the notice of the Director, DDE through a written request within a period of 3 months from the date of issue of the document.

Miscellaneous: All the original certificates submitted by the candidates in connection with their admission, registration will be returned to them from the Office of the DDE along with the registration certificate. In case any of their certificates are not received back, they must bring the same to the notice of The Director, DDE, Kuvempu University, immediately. The original records will be maintained for a minimum period of three months. If the candidates ask for the originals before three months, their requests will not be entertained.

Preservation of Answer Scripts / IA Scripts: The answer scripts of Theory Exams will be preserved for a maximum duration of 6 months from the date of announcement of results/ revaluation / challenge valuation results. Any query or request for verifications may be submitted, through a written request, within the notified period only.

Similarly, written IA Scripts of the students will be preserved for a period of six months from the date of announcement of the results (First announcement of results). Any discrepancy observed regarding IA marks may be informed to DDE through a written request within three months from the date of issue of results. Later request may not be accepted.

Students are advised to refer the website for notifications regarding preservation of various documents, issued from time to time.

Notwithstanding any conditions mentioned above the University reserves the right to change, alter, and amend any of the above clauses/conditions. In matters of fees for unforeseen issues / certificates/ endorsements the University may fix the amount subject to the existing fee structure or change it from time to time.

Post-Examination Related Issues: Submission of applications for - Convocation (Degree) Certificates, Duplicate Marks Cards, Provisional Pass Certificate (PPC), Name Correction, Consolidated Marks Cards, removal of NCL, Academic Transcript, verification of genuineness of Marks Cards and Certificates, and Processing Certificates For all matters regarding post-examination Certifications – can made through online. Learners can directly apply for the same. For all enquiries and clarifications regarding said issues Learners can contact the DDE Section of the Office of the Registrar (Evaluation). Contact details, telephone and e-mail ID, of the Helpdesk at the O/o the Registrar (Evaluation) are given in the website.

G. LIBRARY RESOURCES

A well established library facility shall be made available with the support of the university library. In the campus we have modern and well equipped building of library in Kuvempu University offers excellent infrastructure facilities in reading, browsing and reference to the students, teachers and research scholars. The library has kept pace with modernisation by introducing CD ROM data base, internet and e-mail facilities. It is also a nodal centre for INFLIBNET, access is available to 10,000 + e-journals online under the UGC- ninfonet Consortia. There is a well developed digital library and campus network interconnecting all the Post-Graduate departments and offices in the campus.

Further, the DDE will made special effort to upgrade the existing DDE Library exclusively for distance learners with an emphasis on distribution of information and course material online by making use of the state-of-art information and communication technologies.

Library Card: Candidates who are desirous to avail themselves the facilities of Kuvempu University Main Library on the campus will be permitted. They have to obtain a separate Library / ID Card on payment of Rs. 100/- (through Challan of Electronic Transfer). However, no books will be issued to them.

H. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS

Cost Estimated of the Programme is based on following components
– calculated for an admission of 100 Students:

SN	Component	Estimate in Rupees
1	Study Material Development – Course Writer honorarium, Review vetting, editing, SLM conversion etc	4.32
2	Printing and Distribution of SLM	2.59
3	Publicity, Awareness Information Decimation Programmes *	0.15
4	Conduction of Counselling, Orientation/Face to Face/ Practical Sessions etc.	2.22
5	Student Support Services*	0.30
6	TA/DA Meeting Expenses *	0.17
7	Continuous Evaluation / IA	0.18
8	Examination and Certification	2.33
9	Office Automation/ICT/ Communication Related Infrastructure *	0.34
10	Library *	0.22
11	Staff Salaries/ Remunerations/ Other Honorariums – Teaching, Nan-Teaching/Technical/Supporting *	2.00
12	Office Infrastructure *	0.24
13	Learner Centre Expenses*	0.26
14	Others – Office Contingence, Post/Courier, Vehicle Maintenance, Fee reimbursement and such others. *	0.58

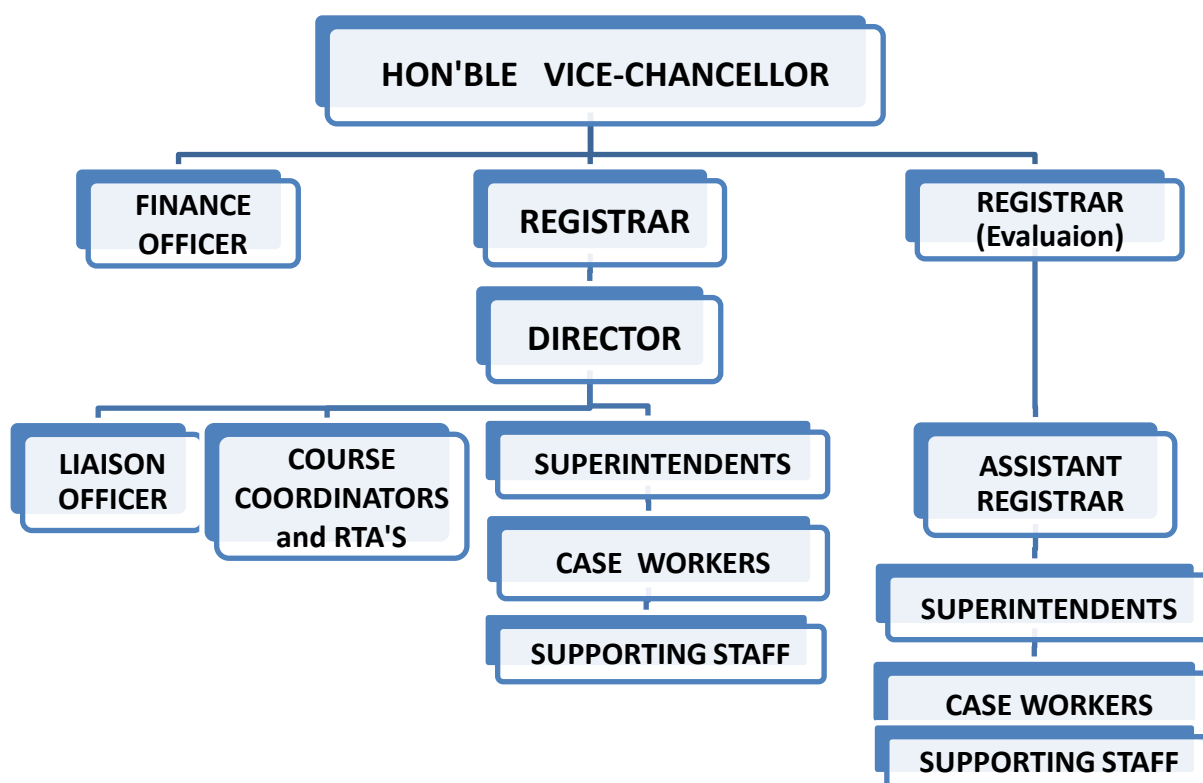
Note: * costs that will be incurred collectively for all the Programmes, but given here are the fractions of the total, considering 100 students admission to the Programme.

I. QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAMME OUTCOMES

(a) Organizational Structure, Management and Monitoring Mechanism

The Organizational Structure of the Kuvempu University Directorate of Distance Education (KUDDE) is given below in the form of flowchart.

For the administrative and policy decisions, and reviewing and monitoring of the ODL activities, Kuvempu University has a Monitoring Committee (MC) Chaired by the Honorable Vice-Chancellor. The Registrar, Registrar (Evaluation), Finance Officer, Deans of all the Faculties, Chief Librarian, One Syndicate Member, One Academic Council Member and the Regional Director of the IGNOU, are its members. The Director, DDE is the Organising Member. The operational plans, goals and policies are decided by the MC, and all the decisions and policy matters are placed before the Monitoring Committee before implementation. The Committee normally meets twice a year to review the ODL Programmes and activities.



Academic Advisory Committee (AAC) of the DDE will review the academic programme performance, content delivery mechanism. Issues regarding course content and syllabi revision of all the Programme offered in ODL mode are discussed and decided in AAC. The Registrar will be the Chairman of the AAC, and Registrar (Evaluation), Chairpersons of all BOSs of the concerned Departments will be the members. The Director/ Deputy Director of the DDE is the Organising Member.

All the major decisions including financial, planning and implementation which are discussed in the MC meeting are placed before the Syndicate of the University and after its approval they will come into force.

The decisions taken by the AAC are placed through the concerned bodies like, BOS/ Examination wing (for evaluation and certification issues) and finally placed before the Academic Council of the University for its approval.

For the internal quality assurance mechanism there is a Internal Quality Assurance Cell of the University.

(b) Articulation of the Objectives

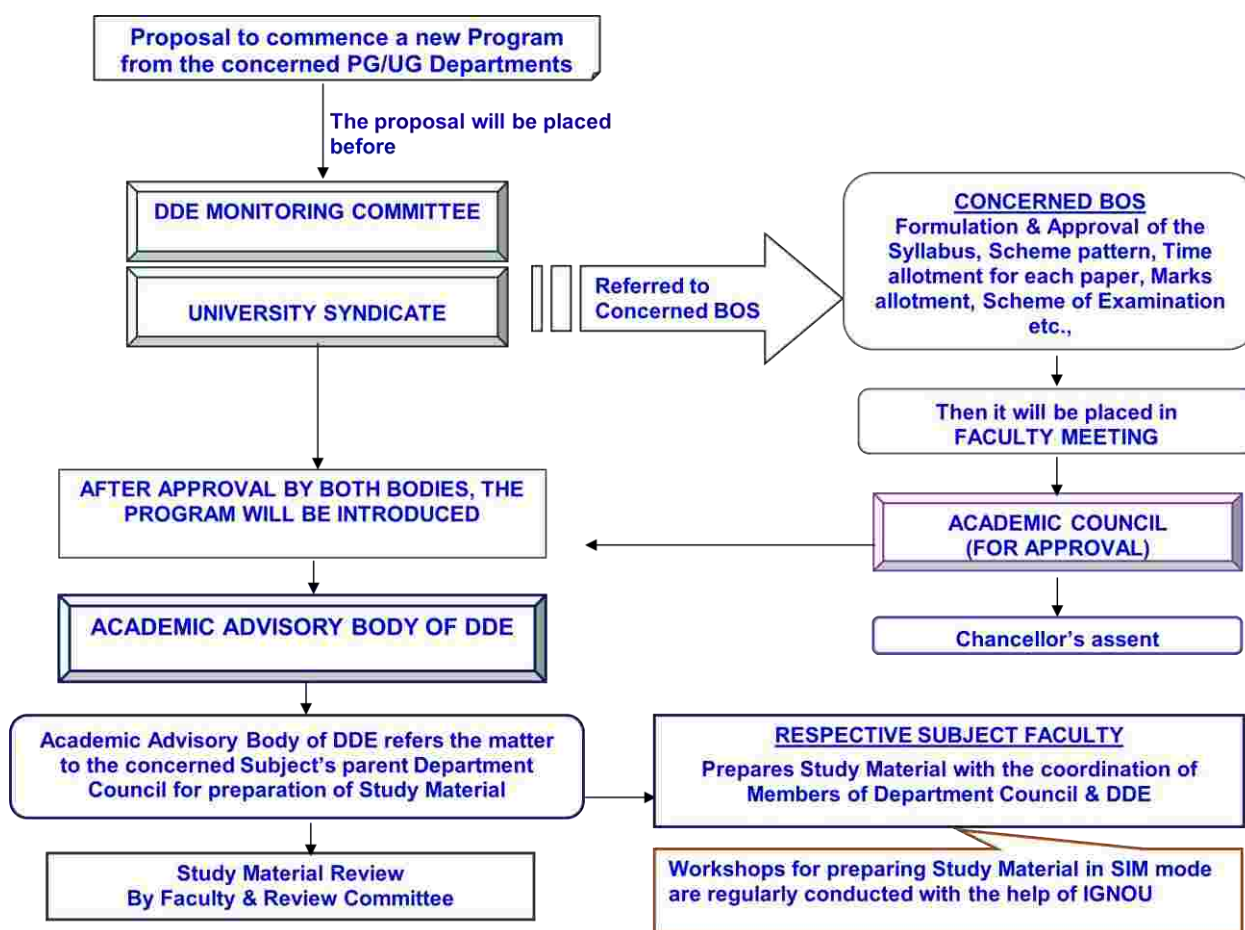
Xxx (Course Benchmark Statement)

(c) Programme Development and Approval Processes.

Proposal from the concerned PG/ UG department to commence a new Programme will be placed before Monitoring Committee of the DDE/ Syndicate. Then it will be referred to the

BOS concerned for formulation and approval of the syllabus, programme structure, time allotment for each paper, marks allotment, scheme of examination etc., then it will be placed in the Faculty meeting and then Academic Council for its approval. After approval by both the bodies, the programme will be introduced. The Academic Advisory Body of DDE refers the matter to the concerned Subject's/ parent Department Council for preparation of Study Material. The concern subject Faculty will coordinate with the DDE and the Department Council, as he/ she is one of the member in it. Workshops for preparing Study Material in SIM mode are regularly conducted (with the help of IGNOU experts) and preparation of course material in SIM mode is in progress.

The various steps involved in programme development, approval and implementation are depicted in the flowchart given below.



(d) Programme Monitoring and Review

As a part of the regular monitoring mechanism, feedback from the Learners is obtained at the end of each of the face-to-face programmes - both through discussion and through written feedback form. Feedback form includes mainly three aspects – about appropriateness/ usefulness of learning (study) materials, effectiveness of orientation/ face-to-face programmes and internal assessments/continuous assessment process. Learner can give their opinion, suggestions and complaints, if any, through the feedback form. Issues raised in feedback are addressed at appropriate level.

There is also Student Support Service and Grievance Cell in DDE in order to address the day-to-day issues faced by the Learners. The Research and Teaching Assistants at DDE and the Coordinator in the concerned the subjects are available for the learner support services. These apart, regular meetings of concerned faculty are conducted in order to plan the orientation and practical session's activity.

It is the policy of the KUDDE to make available the expert faculty of the PG Departments/ Colleges (for UG) and experts from the sister universities in the state who are regular faculty in the respective subjects for the ODL programmes. The same is followed for the Learner Support Centres (LSC). Programme delivery/academic activities at the LSC are also monitored from the Headquarter.

DDE is organizing Coordinators Meet every year wherein all the issues related to ODL programmes – academic, examination, learners related and administration are discussed and remedial measures are considered under the ODL framework of the university. During the Meet academic activities/learners' issues at the LSC are also reviewed.

Detailed Syllabi of M.A. in Sociology Programme.

FIRST YEAR

Course- I: DEVELOPMENT OF SOCIOLOGICAL THOUGHT

Unit -1 The Origin of Sociology

- a. The transition from social Philosophy to Sociology
- b. The Contributions of comte and Spencer

Unit -2 Emile Durkheim.

- a. Social Facts
- b. Collective Representations
- c. Mechanical and Organic Solidarity
- d. Sociological Theory and
- e. Religion and Society

Unit -3 Max weber

- a. Conception of Sociology: Social Action, Social relationship
- b. Authority: Rational-Legal, Traditional and charismatic
- c. Ideal Types
- d. Religion and Economy
- e. Protestant Ethic and sprit of capitalisam

Unit -4 Karl Marx

- a. Laws of Dialectics
- b. Dialecticals Materialism
- c. Classes and class struggle
(Collective Ideas of Angels and Mark)
- d. Alienation.

Unit -5 Vilfredo Pareto

- a. Logico-Expederal method
- b. Logical and Non-Logical Actions
- c. Residues and Derivations and
- d. The circulation of Elites

Unit -6 Ferdinand Tonnies Geminschaft and Gessellschaft

Unit -7 George simmel: Formal Sociology

Unit -8 Contributions of Indian Sociologists: R.K.Mukherji, D.P.Mukherji, .S.Ghurye.

Unit -9 Sociological Relevnce of M.K.Gandhi: Religion, politics and Society. Economic Philosophy

READING LIST:

1. Harry Elmer Barnes (Ed): An Introduction to the History of Sociology (Chicago the University of Chicago press, 1948)
2. Raymond Aron:Main currents in Sociological Thought (2 Vols.) (penguin Books, 1965)
3. Lewis A coser: Masters of Sociological Thought (New York : Harcourt Brace Jovansvich, 1971)
4. Irving M.Zeitlin: Ideology and the Development of Sociological Theory (New Delhi Drentile Hall of India, 1968)
5. Emile Durkheim: The Rules of Sociological Method (New York: Free press,1938)
6. Steven Lukes: Emile Durkheim (Peregrine Books, 1975)
7. Max Weber: The Theory of Social and Economic Organization(New York: Free press,1974)
8. Julien Freud The Sociology of Max Weber(penguin Books, 1972)
9. T.B.Bottomore and M.Rubel: Karl Marx-Selected writings in Sociology and Social Philosophy (Penguin Books, 1963)
10. S.E.Finer (ed) : Vilfredo pareto- Sociological writings(Oxford: Basil blackwell, 1966)
11. N.K.Bose: On Gandhi.

Course – II RESEARCH METHODOLOGY

Unit -1 The goal of Science

- a. Common Sense and seience
- b. Empirical science and social science
- c. Ideology and Scientific Nature.

Unit -2 Problems of Explanation in Social Science: Deductive conception of Explanation in Social science: Deductive conception of Explanation and causal explanation of Human behavior

Unit -3 Research Design:

- a.Meanning and Nature
- b.Exploratory
- c.Descriptive
- d.Diagnostic
- e. Analytical of Experimental types
- f. Ex-Post-facto Design

Unit -4 Methodological problems in social sciences: problems of generalizations, conceptualization, Theory construction, Role of Theory in empirical Research, Reciprocal Relationship between theory and research, problem of objectivity in social science.

Unit -5 Research procedure:

- a. Identifications of the problem
- b. Review of Literature
- c. Formulation of Hypothesis
- d. Formulation of Research Design
- e. Collection of Data
- f. Processing and Classification of Data
- g. Analysis
- h. Generalisation
- i. Preparation of the Report

Unit -6 Types of Social Research:

- a. Basic Research,
- b. Applied Research
- c. Action Research
- d. Historical Research
- e. Survey Research
- f. Library Research

Unit -7 Tools and Techniques of Research:

- a. Observation Questionnaire Interview
- b. Secondary data-documents, Records and Consensus material

Unit -8 Introduction Social Statistics: Frequency, Measures of central tendency, Measures of dispersion.

Unit -9 Sampling Theory and procedure: Types of sampling.

Unit -10 Analysis of qualitative and quantitative data, Interpretation and Report writing.

READING LIST:

1. W.J.Goode and P.H.Hatt: Methods in Social research(New York, M.C.Graw Hill, 1952)
2. Clarie selltiz et.al Research Method in Social Relation, 1959.
3. J.T.Doby(Ed) : An Introduction to Social Research, 1967
4. C.A.Moser and G.Kalfon: survey Methods in social investigation.
5. Earnest Nagel: The structure of science, 1961.
6. Leonard I: Nature and scope of Social science (Krimmerman (ed)1969
7. Simon,J.L.: Basic Research Methods in social science, 1978
8. Feshinger L and Katz.D.(Eds): Research Methods in Behavioural sciences.
9. Black and champion : Methods and Issues in social research
10. Bhandarkar.P.L. : Methodology and techniques of social research.
11. Matlid riley: Sociological Research- A case Approach- Part I
12. Naman K. Denzin (Ed) : Sociological Method-A Source Book-1970 butterwath.
13. Sharma, Ravindra prasad and satyanarayana: Research Methods in social science

14. Pauline V. Mounq: Scientific social surveys and research (New Delhi prentice Hall of India,1973)
15. Morris.R.cohen and emert Nagel: An Introduction Top Logic and scientific Method. (New Delhi, Allied Publishers,1968)
16. Alan Ryan: The philosophy of social sciences (London, Macmillan, 1970)
17. Robert Brown: Explanation in Social Science (London: Routledge and Regan Paul, 1962).
18. J.A.Barnes: The Ethics of Enquiry in social sciences (Delhi, Oxford University press, 1977)

Course -III: SOCIAL STRATIFICATION AND MOBILITY

Unit -1 Introduction: Meaning and characteristics of stratification social patterning Antiquity, Ubiquity, Diversity and consequentiality.

Unit -2 Approaches to the Study Early and Modern, From Plato to Marx and Weber

Unit -3 Class and caste and forms of stratification

Class: U.K.and U.S.A.

Caste: India

Unit -4 Problems of Identifying social class: Wealth, Education, occupation, Power, Life – style and standard of living as determinants of class.

Unit -5 Meaning and Measurement of Mobility: Vertical and Horizontal, Integenerarional and Intergenerational.

Unit -6 Education, Income and Occupation as determinants of Mobility.

Unit -7 Occupational Mobility; Prestige grading of occupations objective and subjective criteria.

Unit -8 Social Mobility in India: Trends of Mobility in India Role of caste and class, Factors of Mobility Education, occupation, Income, politics, Industrialization, Sanskritization, Backward class Movement, Urbanization, social Mobility and social change.

READING LIST:

1. Tumin melvin: Social Stratification, New Delhi, prentice Hall of India, 1970
2. Barber,B:Social stratification, New York Harcourt, Brace & Co., 1957
3. Dumon I .; Homo Hierarchies, Chicago, University of Chicago press, 1970
4. Singh, Yogendra: Social stratification and change in India New delhi, Manohar, 1977
5. Goldhamer.II.; Social Mobility in D.L.saills (Ed), The International Encyclopaedia of the social science, Macmillan,1968.
6. Ghurye.G.S.: Caste and Rece in India, Bombay, popular, 1969.
7. Beteille, Andre: Caste , Class and power, Berkely, University of California Press, 1971
8. Srinivas.M.N.: Social change in Modern India, Berkelay, University of California press, 1966
9. Beteille, Andre: Castes old and New-Essays in Social structure and social stratification, Bombay, Asia, 1969.
10. Jackson, J.,A.(Ed) : Social stratification, cambridge, cambridge University Press.
11. Dubey.S.M.: Social Mobility among the professions, Bombay, popular prakashna
12. Bendix.R. and lipset, S.M.(Eds):Class, status and power, New York, Free press,1966.
13. Sorokin p.A.; Social & cultural Mobility, Mac Millan, 1959.
14. Betille, Andre: Social Inequality, New Sethi, Oxford University Press, 1974
15. Betille, Andre: Social Inequality, New Delhi, Oxford University,Press, 1974.

16. Gould.H.A.: A theory of social Stratification and the case of Indian society, in pradhan, M.C. et al, Anthropology and Archaeology, Bombay, Oxford, 1969.
17. Saberwals,S: Mobile Man, Delhi, vikas,1976.
18. Sharma K.L.: The changing Rural Stratification system, New Delhi, Orient, 1974.
19. Beteille, Andre: Inequality and social change, New Delhi, Oxford, 1972.
20. Loach.R.K.(Ed): Aspects of caste in south India, Ceylon and North, West Pakistan, London, Cambridge. University press, 1960.
21. Leeds.(Ed) : Social Structure, Stratification and Mobility, New York, Mc Graw Hill, 1966.
22. Mandelbaum.D.G.: Society in India, 2 Vols., Berkeley and los Angeles, University of California press 1970.
23. Misra, B.B.: The India Middle classes New York, Oxford University presses 1961.
24. Miller.D.B.: From Hierarchy to Stratification,Changing patterns of social, Inequality in A North Indian Village, Oxford, 1975.

Course -IV-: SOCIOLOGY OF EDUCATION

Unit -1 Introduction: Nature and scope of Sociology of Education (From education Sociology to Sociology of Education) Approaches to the study of Sociology of Education, Recent Trends in Sociology of Education and their significance.

Unit -2 Social Functions of Education-Education as a means of cultural Transmission and social control- Education and Social change.

Unit -3 Agencies of Education- Family, Peer Group, Mass media and School.

Unit -4 A brief history of education in India- per British period British period and post-Independence period.

Unit -5 The school as a social system, school- community Relationship. The Importance of school as a community center.

Unit -6 Education and social stratification- A study of the Academic and Non –Academic factors affecting the Academic opportunity and Achievement, Education and Social Mobility.

Unit -7 Education for National Reconstruction- The Role of Education in Modernisation and National Integration.

Unit -8 Sociology of the Teaching profession- Roles of the teacher stress and strains, Social background of the Indian Teacher, Professionalisation of Teaching, Academic Freedom, Teacher’s Organizations.

Unit -9 Main Issues in Indian Education- Student Unrest, Wastage and stagnation in primary schools, unplanned growth of Higher Education- Deucated unemployment- Brain Drain special problems of the education of women, Scheduled castes and schedules tribes.

READING LIST:

1. Olive Banks: The Sociology of Education, London; Batsford, 3rd edn., 1976
2. Parolius, A.P. & Patolius, R.J.: The Sociology of Education. Englewood Cliffs-New Jersey: Prentice Hall, 1978.
3. Musgrave, P.W.: The Sociology of Education, London: Methuen, 1972.
4. Levites, Monis; Marxist perspective in the Education. London: Routledge and Kegan Paul, 1974.
5. Halsey, A.H., Rytzel et al. (Ed): Education, Economy and Society, New York; Free Press, 1961.
6. Karabel, Jerome and Halsey, A.H. (Ed): Power and Sociology in Education, New York; Oxford University Press, 1977.
7. Gore, M.S. et al (Ed) : papers in the Sociology of Education in India New Delhi; N.C.E.R.T., 2nd edn., 1975.
8. Ruhela, S.P. (Ed) ; Social Determinants of Educability in India New Delhi, Jain Brothers, 1967.
9. Ministry of Education, Government of India: Education and National Development (Report of the Education Commission 1964-66), New Delhi; N.C.E.R.T., 1971
10. Singh, Amsik and Altabach, Philip G. (Ed): The Higher Learning in India, New Delhi, Vikas, 1974.
11. Altabach, Philip G. (Ed) : Turnout and transition. Bombay, Lalwani Publishing House, 1968.
12. David Robinstein (Ed) ; Education and Equality, Harmondsworth; Penguin Books, 1979
13. Chithis, Suma and Altabach, Philip G. (Ed) : The Indian Academic Profession, New Delhi; Macmillan, 1979.
14. Saini, S.K.: Development of Education in India, New Delhi; Cosmo Publication, 1980.
15. Flew, Anthony; Sociology, Equality and Education. London: Macmillan, 1976.
16. Eggleston, John (Ed) ; Contemporary Research in the Sociology of Education, London; Mehuen, 1974.
17. Bidwell, E. Charles: The Sociology of School and Classroom in Herbert M. Blalock, Jr. (Ed) Sociology Theory and Research: A Critical Approach, New York; The Free Press, 1980.
18. Shipman, M.D.; The Sociology of the School. London, Langman.
19. Brookover, W.B. & D.A. Crotty: A Sociology of Education
20. Chitnis, Suma & Philip G. Altabach: The Indian Academic Profession.
21. Mukherji, S.M., Education in India – Today & Tomorrow.
22. Halsey et al: Education, Govt. of India, Education and National Development – Report of the Education Commission.

SECOND YEAR

Course - V: SOCIOLOGICAL THEORIES

Unit -1 Nature of Sociological Theory

- a) Sociological Theory: Meaning, Components and Features
- b) Levels of Theorization

Unit -2 Structural – Functionalism

- a) Origin and Development – Anthropological and sociological traditions.
- b) Concept of Social Structure – Nadel
- c) Reference group theory – Merton
- d) Paradigm for functional analysis – Merton
- e) Merton's Theories of the Middle Range
- f) Social Structure and anomie – Merton
- g) Functional pre-requisites – Levy

Unit -3 Social Action Approach

- a) Action – Frame of reference – parsons
- b) Critical Appraisal of Voluntaristic interpretation

Unit -4 Symbolic Interactions.

- a) Origin and Development
- b) Basic Elements
- c) In-house and non-interactions criticisms

Unit -5 Phenomenology and Ethnomethodology

- a) Origin and development
- b) Phenomenology –Edmund Husserl
- c) Ethnomethodology – Garfinkel
- d) Max Scheler
- e) Peter Berger and Thomas Luckman –Social Construction of Reality

Unit -6 Conflict Theory

- a) Origin and Development
- b) Conflict model – Dahrendorf
- c) Functionalised conflict – Coser
- d) General Introduction to Interactionism
- e) George Herbert Mead
- f) Charles Hurton Cooley
- g) Herbert Blumer

Unit -7 Critical Theory

- a) The Frankfurt School – Rise, Decline and Renewal
- b) A critical Assessment of the ‘ Critics’ contributions
- c) Jurgen Habermas

Unit -8 Recent Trends in Sociology

- a) Contributions of Mills, Goffman, Giddens.

READING LIST:

1. William Skidmore : Theoretical Thinking in Sociology, Cambridge University Press, Cambridge, 1975.
2. Walter Wallace(ed): Sociological Theory – An Introduction, London, 1969.
3. Don Marindale : The Nature and Types of Sociological Theory
4. Robert Merton : Social Theory and Social Structure, Amerind, New Delhi, 1974
5. Peter.M.Blau(ed) : Approaches to the study of Social structure, Open Books, London, 1976
6. Nadel. S.J.: The Theory of Social structure, Cohen and West, 1972

7. Talott Parsons: the Social system, Amerind, New Delhi, 1972
8. Barnard N. meltzeret.al: The social system, Amerind, New Delhi 1972.
9. Peter L Berger and Thomas Luckmann: The Social construction of reality, penguin, 1975
10. Roy Turner (ed) : Ethnomethodology, Penguin, 1975
11. Irving Zeitlin: Rethinking Sociology, Appleton century crofts, New York, 1973
12. Tom Bottomere: The Frankfurt School, Ellis Horsood, chicheter and Tavistock, London, 1984
13. Paul conerston (ed) : critical Sociology, Penguin,1975
14. Lexzek Kolakowski: Main Currents of Marxism, Vol.3, clarendon press, Oxford,1978.

Course VI – POLITICAL SOCIOLOGY

Unit-1 Introduction:

- a) Sociological approach to the study of political
- b) Nature and scope of Political Sociology

Unit -2 Intellectual Background of Modern Political Sociology.

- a) Ruling class – Marx, Mosca and Aron
- b) Elite – Pareto
- c) Power Elites – C.W.Mills
- d) Power and Bureaucracy – Weber

Unit -3 Political Ideologies:

- a) Traditional Political Ideologies in India
- b) Parties and Organizations – National and Regional
- c) Factionalisation and its consequences.

Unit -4 Political Socialisation:

- a) concept of Political Socialisation
- b) Participation and Orientation
- c) Agencies of Political Socialization

Unit -5 Social structure and Political and Electoral process in India:

- a) The Role of Religion, Community and caste
- b) The Role of Economic Factors
- c) The Role of Linguistic Factors

Unit -6 Nationalism in India:

- a) Phases of Nationalism
- b) Role of Press, Education, Industrialization, Transport and Communitisation

Unit -7 Democratic decentralization – Centre-State relations, Panchayat Raj institutions.

Unit -8 Politics in Village India and the changing pattern of Rural Leadership

Unit -9 Bureaucracy in India: Development, Features and problems

Unit -10 Politics and Social change in India.

READING LIST:

1. **Lowis A coser (ed): Political Sociology,New york, Harper and Row,1966.**
2. Lipest S.M.: Political Man,Bombay, Vakils,1960
3. Reinhard Bendix(ed): State and Society, Boston, Little, Brown and Co., 1960.
4. Bottomore T.B.: Elites and Society, penguin Books 1966.
5. Herbert Hyman : Political Socialisation, New Delhi, Amerind, 1972.
6. Rajni Kothari: Politics in India, Delhi, Orient Longmans 1970
7. Rajni kothari (ed) : Caste in Indian Politics, Delhi, Orient Longmans,1970.
8. Desai A.R.: The Social Background of Indian Nationalism Bombay, Popular Prakashan, 1966.
9. Desai A.R.: Trends in Indian Nationalism, Bombay, Popular prakashan, 1973.
10. David selbourne: An Eye to India, penguin Books 1977.
11. Mishra B.B.:India Bureaufacy, Delhi, Oxford University Press
12. Michael Rush and philip Althoff: An introduction to Political Sociology, London, Thomas Nelson, 1971.

Course VII: URBAN SOCIOLOGY

Unit -1 Introduction:

- a. Origin and Development of Urban Sociology
- b. Nature, Scope and Importance of Urban Sociology

Unit -2 Human Ecology

- a. Definition and Scope
- b. Ecological processes
- c. Factors of human ecology

Unit -3 Concepts:

- a. Rural and Urban – I. Legal Approach
II. Census Approach
- b. City, Urbanism of city

Unit -4 Historical Analysis of city:

- a. Ancient
- b. Medieval
- c. Pre-industrial and
- d. Modern

Unit -5 Internal Structure of cities:

- a. Ecological
- b. Demographic and

- c. Physical

Unit -6 Classification of cities:

- a. Problems of classification
- b. Different bases of classification

Unit -7 Location and Distribution of cities:

- a. Theories of the location cities
- b. Distribution of cities in India

Unit -8 Growth of the city

- a. Theories of the Growth of city-concentric Zone Theory, Sector theory, Multiple Nuclie Theory
- b. Sub- Urbanization, Contribution, Metropolitan and Urban – regions.

Unit -9 Urbanization:

- a. Processes of Urbanization
- b. Rural- Urban Migration
- c. Industrialization
- d.

Unit -10 Problems of cities:

- a. Population
- b. Housing
- c. Transport
- d. Sanitation and Health

Unit-11 Urban Planning.

- a. Urban renewal and reconstruction
- b. Urban and regional Planning

Unit -12 Urbanization and social change.

READING LIST.

1. Bergel E.E.: Urban Sociology, Mc graw Hill Book company,1955
2. Mann P.H. : An Approach to Urban Sociology, Routledge and Kegan paul, London , 1965.
3. Morries R.N.: Urban Sociology, George Allen and Unwin Ltd., 1968.
4. Burges E.W. and Donald J Bogue: Urban Sociology, The University of chicago Press.
5. Halt P. and Reiss, A.J.(Editors): Cities and Society, The Pree Press of Glencoe Inc, 1961
6. Sjoberg G: The Pre-Industrial city, The Free Press, N.Y.1960
7. Theoderson G.A.: Studies in Human Ecology, Harper and Row, New York.
8. Dickenson: City and Region, Routledge and Kegan paul Ltd.
9. James A quimm: Urban Sociology, Eurosia publishing House
10. Busara J.F.: Problems of Rapid Urbanization, popular prakashana, 1964
11. Rao.M.S.A.: Urbanization and Social change, Orient Longmans, New Delhi 1970.

Course VIII – INDUSTRIAL SOCIOLOGY

Unit -1 Introduction:

- a. Origin, Nature and Scope of Industrial Sociology
- b. Importance of Industrial Sociology with reference to India.

Unit -2 Society and types of productive system:

- a. The guild system: and its decline
- b. The putting – Out system
- c. The Factory system – Causes, Conditions and Characteristics

Unit -3 The Social structure of Industry:

- a. Organizational Analysis of Industry: Theories Formal and Informal Organizations – Line and staff Organizations.
- b. Industrial Bureaucracy: Prerequisites of Industrial Organization and Characteristics of Industrial Bureaucracy.
- c. The Role of the Executive, specialist, office worker supervisor and worker.

Unit -4 Industrialization in India – Historical Analysis Characteristics.

Unit – 5: Industrial Relations:

- a. History of Industrial Relations in India
- b. Dimensions of Industrial relations at the operational Level, Bipartite Negotiation collective Bargaining. Workers participation in Management, productivity and Incentives and Absenteeism and Discipline.

Unit -6: Trade Unionism:

- a. Social Context and Functions of Trade Unions
- b. Development of Trade Unionism in India
- c. Features, Problems and prospects of Trade Unionism in Contemporary India.

Unit -7: Automation and its Repercussion on Industry and Society.

Unit -8: The Future of Industrial society

Unit -9: Industrialization and Social change in India

READING LIST:

1. Engene V.Schneider: Industrial Sociology, London, McGraw- Hill, 1971.2nd International Edition.
2. Parker S.R. Et al : The Sociology of Industry: London , George Allen and Unwin, 1967.
3. Pascual gisbert: Fundamentals of Industrial Sociology, Bombay, Tata-Mcgraw-Hill, 1972.
4. Amital Etzioni : Modern Organizations, New Delhi Brentics Hall of India, 1976
5. Agarwal A.D.: Dyanamics of Labour Relations in India New Delhi, Tata- McGrall Hill

6. Kannappen S and Mayars C.A.: Industrial Relations in India, Bombay Asia publishing House, 1970 2nd Edition.
7. Karnik.V.B.: Indian Trade Unions – A survey, Bombay, Asia Publishing House 1972.
8. Giri V.V.: Labour problem in Indian Industry Bombay, Asia publishing House,1972
9. Leo Huberman: Man's Wordly Goods, New Delhi, People's publishing House , Indian Edition.
10. Baldev R Sharma : The Indian Industrial Worker, Delhi, Vikas 1974.
11. Sagar c Jain: The Indian Manager, Bombay, Somaiya Publications 1974.
