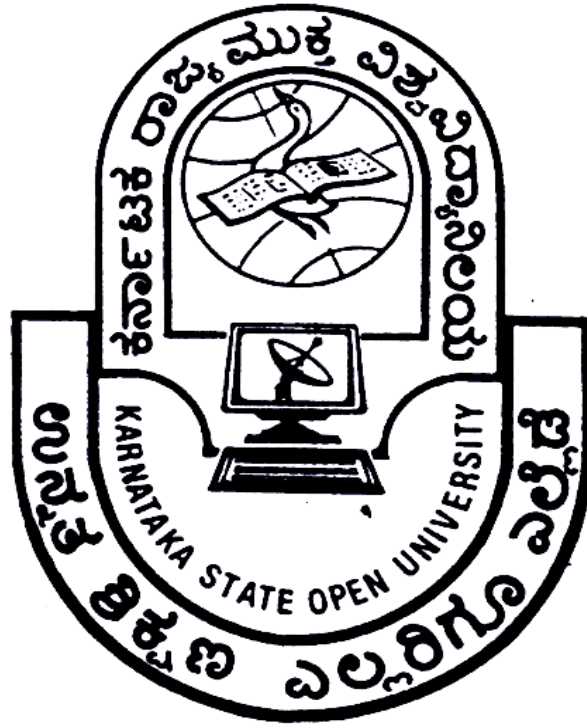


KARNATAKA STATE OPEN UNIVERSITY

PROGRAMME GUIDE

**MASTER OF ARTS IN
SOCIOLOGY**

(CBCS-SEMESTER SCHEME)



**DEPARTMENT OF POST GRADUATE
STUDIES AND RESEARCH SOCIOLOGY**

Mukthagangothri, Mysore – 570 006

PROGRAMEE GUIDE DESIGN COMMITTEE

Dr. Jayapal.H.R

Assistant Professor & Chairman,
Department of Sociology, KSOU, Mysuru.

Dr. Santhosh Naik.R

Assistant Professor
Department of Sociology, KSOU, Mysuru.

Dr. Ramya.S

Assistant Professor
Department of Sociology, KSOU, Mysuru.

PROGRAMEE CO-ORDINATOR

Dr. Jayapal.H.R

Assistant Professor and Chairman,
Department of Studies and Sociology,
KSOU, Mysuru.

© December, 2021

Karnataka State Open University reserved all rights. No part of this work may be reproduced in any form, by mimeograph or any other means, without permission in writing from the Karnataka State Open University.

Further, information on the Karnataka State Open University course may be obtained from the University's office at Muktagangothri, Mysuru – 570 006

Printed and published on behalf of the Karnataka State Open University , Mysuru, by the Register, KSOU , Mysuru.

VICE-CHANCELLOR'S MESSAGE

Dear Learner,

The family of KSOU welcomes you to pursue the academic programmes you have chosen to achieve not only academic excellence but also to fulfil the desire of your career. The University established by the Act of State Legislature, it has created wonderful academic ambience. The programmes offered by the university have been recognized by University Grants Commission. Therefore, the degrees are valid for employment opportunities across the country. The 'core values' of the University is derived from its vision '**Higher Education to Everyone, Everywhere**'. The ultimate touchstone of providing quality higher education is the motto of the university. Today, higher education stands at the crossroads of keeping pace with the emerging needs of the country.

The University has adopted a school concept in its functioning. Different schools headed by Directors offer academic programmes in Humanities, Commerce, Education, Science and Social Sciences. It combines an inter-disciplinary and professional approach to pedagogy and research. The University believes that rigors of the contemporary world require competent quality human resources to create knowledge based society. The academic activities of M.A./M.Com programmes are routed through well-established department/s led by the Chairperson/s. Well-qualified teaching faculty with equally dedicated non-academic team is an asset to the university, which is always, committed for the welfare of the students.

The University functions in a 3-tier system of student support service, namely Headquarters, Regional Centres and Learners Support Centres spread all over Karnataka. The learners can undergo teaching learning process in the notified Regional Centres/Learner Support Centres. The University has adopted a mechanism to deliver Self Learning Material by print, limited audio visual and Counselling/Personal Contact Programme. As a learner, you will have greater opportunity to gain knowledge and skill through these mechanisms. The academic counsellors will play a strategic role and enable you from the enrolment of the programme till you accomplish the goal. A proper blending of the knowledge and skill will be imparted so that you will be transformed as a good citizen to contribute to the development of society and the country.

The UGC in its Public Notice dated: 23.02.2018 stated that the Degree/Diploma/Certificate Programmes awarded through distance mode are on par with corresponding Degree/ Diploma/ Certificate Programme obtained through conventional universities. The degrees acquired through distance education are recognized for the purpose of employment in State/Central Government, MNCs, and Private Sector etc. It also enables you to pursue higher education in other educational institutions. Therefore, you have greater opportunity of pursuing Higher Education without any kind of fear about your career.

I am sure you will enjoy good experience with services rendered by the university through its Regional Centres and Learner Support Centres, besides Headquarters. I wish you all the best in your academic endeavours.

Prof. Vidyashankar .S

MESSAGE FROM DEAN (ACADEMIC)

Dear learner,

As you know education imparts knowledge and skills which empowers all to build civilized society. Higher education policy which was once a priority sector is no longer maintaining the same, due to General Agreements and Trade in Services (GATS). The education policy of the government provides a greater opportunity to accelerate Gross Enrolment Ratio (GER).

Higher education is imparted both by conventional system and ODL system. The former education has inbuilt rigidity where ODL enjoy flexibility. Presently the GER in higher education around is 27%, thanks to the role played by ODL system. The ODL system operates under access, flexibility and success.

The Karnataka State Open University, which came up in 1996 under the Act of state legislation 1992 play a stupendous role in imparting quality education. As one of the premier institution in ODL system of the country, the university strive hard to empower various disadvantaged sections of the society like, house wives, economically and culturally backward, tribal, senior citizens, working groups, differently abled, professionals, technocrat, jail inmates etc., The University cater to the needs of students ranging from the age of 18 years to 80 years.

The programmes offered by KSOU are strictly in conformity with quality and standards set by regulatory bodies UGC/AICTE etc., The University is recognized by the University Grants Commission wide reference vide order No: F.No 14-5/2018 (DEB-I) Dated : 14th August 2018 for the period from 2018-19 to 2022-23. The KSOU operates on dictum quality first and students foremost. Further the University is highly committed to provide need based education to the door steps of the students.

The KSOU has students' support services which work in 3 tiers - head office; regional centres and study centres within the jurisdiction of state. The admissions, counseling and the examinations are conducted in different places, hence, education at the door steps.

The dedicated staffs in various department and state of the art student support services create a conducive environment for teaching learning. The university put in places all possible efforts to keep the learners happy from the stage of enrolment till they get employed. I am confident that, as a learner in the university, you will enjoy good experience in the system.

I wish you all the best in your academic endeavors.

Truly yours

Dean (Academic)

A WORD FROM CHAIRPERSON

Dear Learner,

Department of sociology extends you a very warm welcome and also congratulates you for having taken a decision to study sociology at Master's Level. Sociology is today a very fruitful and fertile ground for practitioners in terms of its everlasting horizon of knowledge and opportunities both in academics and organizations as well. Hence, it gives me immense pleasure to extend a very warm welcome to you for pursuing sociology at the level of Master Arts (M.A).

Career in sociology at Master's level is both promising and rewarding. Your expertise in the subject which you acquire through this programme presents you opportunities in the field of teaching, research and organizations engaged in such diverse fields as rural & tribal development and welfare, health, environment, etc.

Curriculum designed in this programme intends to equip you with systematic and through knowledge on subject matter of sociology: its abstract theories, research methods and other specialized branches. The programme helps learners not only in systematically understanding the structure and dynamics of modern societies but also in orienting them to devise ways and means as working solutions for several of the problems plaguing modern societies. *Comprehensive* and *Eclectic* perspectives taught in the program train you to work with concrete skills at the field level and in the sphere of teaching, research and organizations. They are concerned with the issues of 'development', 'Environment', 'social movements', 'health', 'welfare of tribes', 'peasants', 'work, industry & professional groups' and 'social problems' confronted by modern dynamic societies.

M.A in sociology is a two year Degree programme consisting of 04 semesters and 28 courses are offered over four semesters. You will be provided Self Learning Material (SLM) for all the courses prepared by experts - experienced faculty members who are proficient and conversant in the subject. SLM sets concrete objectives in the beginning of each unit which you will be

able to realize after studying a particular unit; besides, SLM are designed in interactive mode. Interaction between learners and teacher in open and distance education takes place predominantly through the medium of SLM which acts as equivalent to every day class room experience in conventional mode. Apart from this, university also holds contact/counseling classes for the learners; schedule of which will be informed later. I once again extend a very warm welcome to this wonderful academic journey and wish you a success!

Chairperson

Department of Sociology

DEPARTMENT OF STUDIES AND RESEARCH IN SOCIOLOGY

Post graduate department of sociology was started under erstwhile Institute of Correspondence Course and Continuing Education (ICC&CE) in 1975; sociology as a subject was quite popular even during those days. When ICC&CE was upgraded as University by government of Karnataka in 1996, M.Phil and PhD programmes were also introduced in the department besides continuing postgraduate and undergraduate programmes. The department has been catering to the needs of learners in pursuing higher studies in the field of sociology. Department of sociology has so far served every year the academic needs of more than 3000 learners on an average from both the years of MA (sociology).

It is appropriate here to remember the contributions of the senior professors who acted as torchbearers in the building the department of sociology. Prof. M. B. Rajamanni, Sri. M R Satish, Sri. T. Nagaraju and Dr. K T Shivanna have earnestly built the department from its nascent stage. Subsequently Dr. Doddasiddaiah, Prof. M. H. Krishnappa and Prof. H L Venkatesh joined the department and their services have firmly and consistently expanded the scope of development. At present, the department is served by Dr. Jayapal H R, Sri. Santosh Naik and Smt. Ramya.

The department has organized National level and state level conferences and seminars; of them, the most magnificent was XXXIX *All India Sociology Conference* organized by the department on December 27-29, 2013 which attracted more than two thousand delegates across the nook and corner of the country and also from BRIC nations.

The Department comes under the ambit of school of social sciences. Department provides learners self-learning material (SLM) written by professors who are proficient, experienced and conversant with the subject and latest developments in it. SLMs are reviewed by editorial committee comprising of senior professors-subject experts along with the chairman of the department. SLM are prepared in conversational and lucid way which acts as functional equivalent for every day class room teaching.

Faculty Details

a. Department of Sociology

Sl. No.	Name of the Faculty	Designation	Qualification	Specialization	Experience in Years	Mobile Number
1	Dr. Jayapal .H.R	Assistant Professor & Chairman	M.A. Ph.D	<ul style="list-style-type: none"> • Sociological Theory • State & Social Movements • Agrarian Studies • Development & Environment 	14	7406600034
2	Dr. R. Santhosh Naik	Assistant Professor	M.A. Ph.D	Rural and Urban Sociology	9	-
3	Dr. Ramya .S	Assistant Professor	M.A. MPhil Ph.D	Sociology of Gender	11	443
4	Dr. Appaji Gowda	Assistant Professor	M.A. Ph.D	Anthropology	9	-
5	Dr. Bhagyamma	Assistant Professor (Contract Basis)	-	-	-	-
6	Dr. Mohankumar H.S	Assistant Professor (Contract Basis)	-	-	-	-
7	Dr. K.C. Raju	Assistant Professor (Contract Basis)	-	-	-	-
8	Dr. Keshawa S	Assistant Professor (Contract Basis)	-	Anthropology	-	-

PROGRAMME: MASTER OF ARTS IN SOCIOLOGY (M.A.)

Master of Arts in Sociology is a post graduate degree course spread over two academic years in semester mode. Curriculum of the programme is designed to create a methodical and advanced knowledge among learners on the structure and processes of societies. Master of Arts in sociology intends to equip learners with the abstract knowledge of social reality. A methodical orientation in the discipline and successful completion of the programme along with good communication skills by learner may lead him/her to possess certain set of useful skills helping to find career in fields ranging from academics (teaching & research) to organizations (in the areas of health, development, welfare, tribes, environment, etc.).

The programme is designed in semester mode and offers 28 courses from four semesters. Courses of this programmed are designed as *Hard core*, *Soft Core*,

Interdisciplinary Open Elective and Skill Enhancement Courses. Hard core courses are compulsory courses which represent the fundamental aspects of the discipline without which the essence of the discipline cannot be understood and students have to compulsorily learn them. Whereas, soft courses are related to different specializations of the discipline and learning such courses expands the knowledge, bestows skills and keeps the learners abreast with the latest developments in the disciplinary field which in turn is shaped by the developments in society, economy and nation. Interdisciplinary open electives are the courses which learners from different other programmes can choose in first and second semesters. Intention of introducing open electives is to encourage the interdisciplinary approach towards the knowledge as disciplines are different branches of the same tree. *Skill Enhancement Courses* are introduced in new CBCS based curriculum, which aim to give specific and concrete skills to the future practitioners of the discipline. Students will learn them in third and fourth semesters.

The programme is delivered through quality self-learning materials (SLM) and contact/counseling classes. Self-learning Materials are prepared by experienced faculty members who are well conversant in the discipline.

Department is also mulling over beginning online platforms such as *discussion forums* and *blogs* intending to bring together learners as community to discuss and debate the academic contents of the programme and also to clear the doubts. Department has already launched official *Telegram* groups for disseminating the key and essential information about the programme and the University. It also serves as a platform for discussion and resolving their doubts about the programme. University has state of art library at the headquarters and learners are advised to make use of it.

I sincerely hope that successful completion of this programme makes you more sensible towards the social reality-civil society and bestows skills to approach the problems of modern societies with a systematic abstract knowledge. All the faculty members of the department wish you the very best and success.

Mission and Objectives of MA Programme in Sociology

Mission

To empathize the learners to understand the structure, processes, problems of modern complex societies and equipping them to approach and solve them with methodical Knowledge

Objectives:

- To inculcate *abstract knowledge* about broad range of sociological taxonomies, theories and research methods.
- To bestow sociological knowledge to its future practitioners to approach the contemporary issues of society with *sociological imagination*
- To create some definite employable skills in getting job opportunities by dissemination of sociological knowledge
- To enable the learners to evaluate competing versions of explanation and to question the assumptions.
- To reach learners' community who are often from humble socio-economic and regional background

Programme Outcomes, Skills and Core Competencies

Programme Level	Programme Outcomes	Specific Skills and competencies
M.A. in sociology	<ul style="list-style-type: none">• Will be equipped with professional knowledge on <i>interpersonal and intergroup relations, institutions, development, health, education, communities/societies, governance and groups</i>• Capacity to connect the isolated empirical issues to the macro theoretical framework• Tapping the dialectics of common-sense and science to understand social reality transcending the limits of time and space• Capacity to apply abstract theories and concepts to understand the problems of contemporary society and to suggest remedies• Can work in spheres of teaching and research in higher educational institutions• Can work with communities, groups and can diagnose the issues with remedies• Capacity to devise, construct and execute the Research methods and Data Collection Techniques in Survey Research and other types of Research•	<ul style="list-style-type: none">• <i>Empathy</i>• <i>Abstract Thinking and Observation skills</i>• <i>Holistic Perspective</i> about society and reality• <i>Analytical and Synthetic skills</i> in understanding the reality• <i>Learning Sociological Imagination</i>• <i>Becoming acquainted with Sociological Theories and Concepts</i>• <i>Competent with Research Methods and Tools of Data Collection</i>• <i>Communication skills</i>

Expected Programme Outcomes and Benchmark Statements

The benchmarks statements on part of learners from completing Post Graduate course in sociology are elucidated here in detail:

Subject Knowledge and Understanding

A post Graduate student in sociology shall possess the following subject knowledge and understanding

- Abstract Knowledge about broad range of sociological taxonomies, theories, and methods
- Equipped with Ontological and epistemological basis and essence of sociological knowledge
- Shall possess *Analytical and synthetic* views and *Eclecticism*
- Equipped with scholarly knowledge on Research Methods and Tools of Data Collection.
- Thorough with the logics of induction, and deduction
- Ability to correlate and explain the interrelation and interconnection between social action, and social structure, social processes shaping social action, institutions and social structure
- Must be aware of and understand the ways that sociological knowledge can be used across a variety of professional contexts public, private, and third sector organizations, both national and international

i. Discipline-specific Skills

- *Empathy*
- *Abstract Thinking and Observation skills*
- *Holistic Perspective* about society/reality
- Analytical and Synthetic skills in understanding the reality
- Learning *Sociological Imagination*
- Becoming acquainted with *Sociological Theories and Concepts*
- Competent with *Research Methods and Tools of Data Collection*
- Communication skills

ii. Cognitive Abilities and Skills

- analyze, examine and explain the social reality on the basis of sociological reasoning
- evaluate competing versions of explanation based on sources
- Equipped with sociological reflexiveness in questioning assumptions which are taken for granted
- employ both analysis and synthesis in explaining the reality

iii. Employable Skills

Equipped with professional knowledge on *interpersonal and intergroup relations, institutions, development, health, education, communities/societies, governance and groups*

- Can work with communities, groups and can diagnose the issues with remedies
- Capacity to devise, construct and execute the Research methods and Data Collection Techniques in Survey Research and other types of Research

- Capacity to connect isolated empirical issues to the macro theoretical framework
- Tapping the dialectics of common-sense and science to transcend the limits of time and space
- Capacity to apply abstract theories and concepts
- Can diagnose the problems of contemporary society and to suggest remedies

DELIVERY MECHANISM

The delivery mechanism followed in this University is different from that of conventional Universities. The Open University system is more learners oriented, and is geared to cater to the needs of motivated students assuming that the student is an active participant in the teaching-learning process. Instruction to student is imparted through various modes such as print, audio and supported by face to face communication during week-end counseling/Personal Contact Programme . The University follows multi-channel approach for instruction. It comprises proportionate combination of:

- * Printed Self-Learning Material.
- * Audio programs transmitted through Radio.
- * Face-to-Face counseling at learners support centres by academic counsellors.

- Medium of Instruction:** English and Kannada
- Mode of Instruction**

SLM takes the role of a teacher in distance education system. The study material provided to you along with this programme guide are called self-learning material as it facilitates learning on your own. The lessons are simple and easy to understand. The SLM have been divided into blocks and units. Each block has one credit value which means you have to devote 30 hours of study for one block, be it studying, discussing with counselors, attending classes, writing assignment and so on.

Objectives are given in the beginning of each unit which tells what is expected of you by learning that unit. Check your progress questions are given in content so that you can measure your progress while studying the material. Try to answer this questions which make the SLM self-evaluating. References are given at the end of each unit which gives you sources for furtherance of your study.

- Duration of Programme:** The duration of the programme is Two years. However additional two years (N+2) would be provided to complete the programme.

Course Matrix and Evaluation System for M.A. Programme in Sociology

Type of Course	Semester & Courses	Credits	Counseling / PCP Hours	Maximum Marks			Minimum Marks		Examination Duration
				Continuous internal assessment	Term end examination	Total	Min. Marks in Theory	Aggregate for Pass	
	Semester -I								
HC 1.1	Classical Sociological Tradition	4	12	20	80	100	32	40	3
HC 1.2	Methods in Social Research	4	12	20	80	100	32	40	3
HC 1.3	Agrarian Social Structure and Change	4	12	20	80	100	32	40	3
SC 1.1	Education and Society	4	12	20	80	100	32	40	3
SC 1.2	Sociology of Health and Wellness	4	12	20	80	100	32	40	3
SC 1.3	Study of Majority-Minority Relations	4	12	20	80	100	32	40	3
EL-1.1	Interdisciplinary Course- <i>Invitation to Sociology</i>	02	06	10	40	50	16	40	1 ½
	Total	22	66	110	440	550			
Semester-II									
HC 2.1	Development of Sociological Theories:	4	12	20	80	100	32	40	3
HC 2.2	Social Statistics	4	12	20	80	100	32	40	3
HC 2.3	Urban Sociology	4	12	20	80	100	32	40	3
SC 2.1	Sociology of Work, and Profession	4	12	20	80	100	32	40	3
SC 2.2	Gender and Society	4	12	20	80	100	32	40	3

SC 2.3	Religion and Society	4	12	20	80	100	32	40	3
EL-2.1	<i>Study of Indian Society</i>	2	06	10	40	50	16	40	1 ½
	Total	22	66	110	440	550			
Semester-III									
HC 3.1	Modern Social Theories	4	12	20	80	100	32	40	3
HC 3.2	Sociology of Movements	4	12	20	80	100	32	40	3
HC 3.3	Sociology of Ageing	4	12	20	80	100	32	40	3
SC 3.1	Environmental Sociology	4	12	20	80	100	32	40	3
SC 3.2	Science, Technology and Society	4	12	20	80	100	32	40	3
SC 3.3	Sociology of Diaspora	4	12	20	80	100	32	40	3
SEC	Skill Enhancement Course	2	06	10	40	50	16		1 ½
	Total	22	66	110	440	550			
Semester IV									
HC 4.1	Perspectives on Indian society	4	12	20	80	100	32	40	3
HC 4.2	Society in Karnataka: Structure and Transformation	4	12	20	80	100	32	40	3
HC 4.3	State, Social Justice & Human Rights	4	12	20	80	100	32	40	3
SC 4.4	Sociology of Globalization	4	12	20	80	100	32	40	3
SC 4.5	Sociology of Marginali	4	12	20	80	100	32	40	3

	zed Groups								
SC 4.5	Crime and Society	4	12	20	80	100	32	40	3
SEC-P	Practice of Development (Skill Enhancement Course)	2	06	20	80	100	16		1 ½
	Total	22	66	100	440	550			
Semester I-IV Grand Total		88	264	440	1760	2200			

HC: Hard Core, SC: Soft Core, EL: Interdisciplinary Elective, SEC: Skill Enhancement Course

Interdisciplinary Electives

SL No	Department	Sub Code	I Semester	Sub Code	II Semester
1	KANNADA	ELK-01	ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಇತಿಹಾಸ	ELK-02	ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಇತಿಹಾಸ
2	ENGLISH	ELE-01	Indian Literature -I	ELE-02	Indian Literature -II
3	HINDI	ELH-01	Vyavaharik Hindi Vyakaran	ELH-02	Hindi Cinema
4	TELUGU	ELT-01	Tilak	ELT-02	Telugu Samskruthi – Samaajam
5	HISTORY	ELHS-01	Ancient World Civilisations (Egypt, Mesopotamia, Greek, Roman, Inca, Chinese)	ELHS-02	Social Reform Movement in India
6	ECONOMICS	ELEC-01	Economic Policies of India Since 1991	ELEC-02	Institutions for International Development
7	POLITICAL SCIENCE	ELP-01	Local Government in India.	ELP-02	Indian Constitution
8	PUBLIC ADMINISTRATION	ELPA-01	Indian Polity-1	ELPA-02	Indian Polity-2
9	SOCIOLOGY	ELS-01	Invitation to Sociology	ELS-02	Study of Indian Society
10	JOURNALISM AND MASS COMMUNICATION	ELJ-01	Aspects of Journalism and Mass Communication - I	ELJ-02	Aspects of Journalism and Mass Communication - II

11	ANCIENT HISTORY AND ARCHEOLOGY	ELA-01	World heritage sites of India	ELA-02	Cultural History of Hoysalas
12	EDUCATION	ELED-01	Foundations of Education	ELED-02	Higher Education
13	COMMERCE	ELC –01	Personal Financial Planning	ELC –02	Entrepreneurship Development
14	MANAGEMENT	ELM –01	Disaster Management	ELM –02	E-Commerce
15	BIOCHEMISTRY	ELMBC –01	Basics of Bioinorganic and Biophysical chemistry for Biology graduates.	ELMBC –02	Basic Bioorganic chemistry for Biology graduates.
16	BIOTECHNOLOGY	ELMBT –01	Biotechnology Principles and applications	ELMBT –02	Fundamentals of Biotechnology
17	CHEMISTRY	ELMC –01	Open Elective I	ELMC –02	Open Elective II
18	CLINICAL NUTRITION AND DIETETICS	ELMCND –01	Healthy lifestyles and nutrition	ELMCND–02	Nutraceuticals and health foods
19	COMPUTER SCIENCE	ELMCS –01	Mobile App Development	ELMCS –02	E-Commerce
20	ENVIRONMENTAL SCIENCE	ELMES –01	Basics of Environmental Science	ELMES –02	Advances in Environmental Science
21	GEOGRAPHY	ELMG –01	Introduction to Physical Geography	ELMG –02	Geography of Karnataka
22	MATHEMATICS	ELMM –01	Fundamentals of Mathematics	ELMM –02	Combinatorics and Graph Theory
23	MICROBIOLOGY	ELMMB –01	Microbial World and Microbial Diversity	ELMMB –02	Microbes in Sustainable Agriculture and Development
24	PHYSICS	ELMP –01	Mechanics	ELMP –02	Waves and Optics
25	PSYCHOLOGY	ELMPSY –01	Introduction to Psychology	ELMPSY –02	Psychology in Everyday Life
26	INFORMATION TECHNOLOGY	ELMIT –01	Green Computing	ELMIT –02	E-Commerce
27	BOTANY (NEW)	ELMBOT –01	Plant-Microbe Interactions	ELMBOT –02	Plant Diversity and Human Welfare
28	ZOOLOGY (NEW)	ELMZ –01	Parasites Vectors & communicable diseases	ELMZ–02	Essential of Reproductive Health
29	FOOD AND NUTRITION SCIENCES	ELMFNS –01	Food Psychology	ELMFNS –02	Nutritional Management in Disaster Conditions

Note:

- A. I and II Semester Open elective (Interdisciplinary Electives) syllabus are attached in Annexure – I and Annexure - II respectively.
- B. The Students may contact respective department chairperson in case of any queries regarding open elective course. The contact details available in the university website.

Pedagogy

Curriculum of the programme is delivered through written contents in the form of Learning Materials. Learning Materials provided to students are interactive, self-explanatory, self-contained, self-directed, self-motivating, self-evaluating and self-paced. Self-Learning Materials play essential role in open and distance education and substitute the absence of teacher and student interaction in everyday context. Hence, interactive self-learning materials are significant in the delivery and cognizing of the contents of the programme and in realizing the philosophy of open education. Self-Learning Materials are provided to the learners in both print and digital form.

With the accelerating growth of technology, new online platforms have emerged to interact with learners in every day context, which fuses learners together as community; to interact, answer their queries and to ensure continuity in learning.

Besides, contact programme/counseling classes are conducted at the headquarters and recognized learner support centres. The contact/counseling/face to face, /electronic, radio/e-counseling sessions will be held in accordance with benchmarks set by UGC

Syllabus

SEMESTER-I

Classical Sociological Tradition

Hardcore-04 Credits

Course Description

Every science has its own classical theories, which stand as eternal in their explanatory power and prowess to transcend the time and region. This course intends to introduce the learners to the classical period of sociology, which is not just a bundle of theories but a *consistent tradition* and *formative period*, even contemporary theories cannot eschew from being inspired.

Course Objectives

- To Identify the broader factors responsible for the emergence of classical sociological tradition
- To Analyze the thematic concerns common to theories of all classical sociologists
- To Examine and appreciate the broad social context of intellectual ideas associated with the classical theorists
- To Explain and Evaluate the philosophical and epistemological basis of classical theories and their key propositions

Learning Outcomes and Core Competencies

After the successful completion of the course, learners are expected to have following outcomes and competencies

LOC1: Capacity to connect the isolated empirical issues to the macro theoretical framework

LOC2: Tapping the dialectics of common sense and science to understand social reality transcending the limits of time and space

LOC3: Bestow abstract *knowledge* about broad range of sociological taxonomies, theories and research methods.

LOC4: Capacity to apply abstract theories and concepts to understand the problems of contemporary society and to suggest remedies

Course Content

Block-1 *Emergence of Sociological Thought*

Unit-1 Philosophical Foundations of Sociology-Age of Enlightenment

Unit-2 Development of Sociological Tradition-Ideology and Empiricism

Unit-3 Project of Positivism and August Comte

Unit-4 Evolution and Social Darwinism: Views of Herbert Spencer

Block-2 Karl Marx

Unit-5 Marxian Watershed

Unit-6 Capitalism and Sociology of Alienation

Unit-7 Ideology, State and Civil Society

Unit-8 Theory of Class: Class consciousness and Class Struggle

Block-3 Emile Durkheim

Unit-9: Social Solidarity and Division of Labour

Unit-10: Social Facts and Sociological Method

Unit-11: Theory of Suicide

Unit-12: Religion and Society-Elementary Forms of Religious Life

Block-4 Max Weber

Unit-13: Methodology of social sciences

Unit-14: Theory of social action-Verstehen and Ideal Types

Unit-15: Rationality, Rationalization and Bureaucracy

Unit-16: Theory of Domination: Power and Authority

Block -5 Georg Simmel

Unit-17: Simmel's Methodological Approach: *General, Formal and Philosophical Sociology*

Unit-18: Conflict as social form: Dialectical Method

Unit-19: Forms of Sociation

Unit 20: Philosophy of Money

References

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

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

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

- Bogardus, E. 1969. *The Development of Social Thought*, Vakils, Feffer and Simon's, Bombay.
- Coser, Lewis. 1977. *Masters of Sociological Thought*, Harcourt & Brace, Chicago.
- Durkheim, Emile. 1955. *Rules of Sociological Method*. Glenoce: Free Press-Translated by Karen E. Fields)
- Giddens, Anthony. 1997. *Capitalism and Modern Social Theory – A analysis of writings of Marx, Durkheim and Weber*, Cambridge University Press.
- Hughes, John A., Martin, Peter, J. and Sharrock, W.W.1965 : *Understanding Classical Sociology – Marx, Weber and Durkheim*, London : Sage.
- Morrison, Ken. 2006 *Marx, Weber and Durkheim*. New Delhi: Sage
- Nisbet. 1966. *The Sociological Tradition*. Heinemann Educational Books Ltd., London.
- Parsons Talcott. 1937- 1949. *The structure of social Action*, McGraw Hill, New York.
- Ritzer, George. 2000. *Classical Sociological Theory*, McGraw Hill, New York.
- Swingwood, A. 1984. *A Short History of Sociological Thought*, Macmillan, Hong Kong.
- Turner, Jonathan H, 2007. *The Structure of Sociological Theory* (IV Edition) Rawat Publication, Jaipur.
- Wolf, H. Kurt. 1950. *Sociology of Georg Simmel*. Gelenoce: Free Press
- Zeitlin, Irvin. 1981. *Ideology and the Development Sociological Theory*. Prentice Hall.

Methods in Social Research

Hadcore-04 Credits

Course Description

Science is not only concerned with knowledge but also with how knowledge is produced. *Valid methods produce valid knowledge*. If theory expands the knowledge frontiers of the discipline, whereas, research tests and verifies the same knowledge-ideas and propositions of theory. Such methods and procedures are concerned with the rules of generating knowledge. Ideas and propositions can transcend the limits of time and space only when they are constantly tested and validated. This Course introduces the learners to social research methods and acquaints them with standard methods and techniques of measurement used in social research.

Learning Objectives

- To Explain the Meaning and Issues of Social Research on Epistemological Plane
- To Examine the Merits of Scientific Method and Research
- To Identify the role of concepts and theory in Social Research
- To Explicate the different methods, measurement and analysis of data

Learning Outcomes and Core Competencies

After successfully completing the course, learners are expected to have the following competencies: S/he will have or can

LOC1: Application of abstract understanding of social research methods to concrete situations by problematizing the concrete events

LOC2: Competent in devising the appropriate methods for Research studies

LOC3: construct and execute data collection tools

LOC4: Capacity to devise, construct and execute the Research methods and Data collection techniques in Survey Research and other types of Research

LOC5: Capacity to connect the isolated empirical issues to the macro theoretical framework

LOC6: work in Research Organizations in various capacities

Course Contents

Block -01: Social Research

Unit-1 Social Research: Meaning, Scope and Importance

Unit-2 Issues in Social Research-Ontology, Epistemology, Hermeneutics and Semiotics

Unit-3 Problems of Objectivity and Subjectivity in Social Research

Unit-4 Types of Social Research-Theoretical, Empirical, Applied, Participatory and Action Research

Block-2: Research Procedures

Unit-5 Role of Theory in Social Research

Unit-6 Concepts- Problems of Conceptualization and Operationalization

Unit-7 Steps in Social Research-Hypothesis

Unit-8 Research Design: Meaning and Types

Block-03: Methods of Social Research

Unit-9 Types of Data-Qualitative and Quantitative

Unit-10 Inductive and Deductive Methods

Unit-11 Social Survey; Sampling and Its Types

Unit-12 Case Study Method

Block-04: Sources of Data

Unit-13 Observation and Types

Unit-14 Interview and Types

Unit-15 Questionnaire; Mailed Questionnaire

Unit-16 Sources of Secondary Data

Block-05: Analysis of Data and Report Writing

Unit- 17 Content Analysis-Oral History

Unit-18 Scaling - Likert Scale and Bogardus' Social Distance Scale

Unit-19 Classification and Interpretation of Data

Unit-20 Qualities and types of Research Report

Essential Readings

Ahuja, Ram. 2003. *Research Methods*. Jaipur: Rawat

Babbie, Earl. 2015. *Baiscs of Social Research*. Jaipur: Rawat

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

Bhandarkar, P L & T S Wikinson. *Methodology and Techniques of Social Research*. New Delhi: Himalaya Publishing House

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

David, Dooley. 1997. *Social Research Methods*, Prentice Hall, NewDelhi.

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

Dwivedi, R S. 2001. *Research Methods in Behavioural Sciences*. Delhi: Macmillan India Ltd.

Goode, William & Paul Hatt. 1952. *Methods in Social Research*. New York: Mc Graw Hill

- Kerlinger, Fred N. 1964. *Foundations of Behavioral Research*. Delhi: Surjeet
- Krishnaswami, O.R. 1983. *Methodology of Research in Social Sciences*, Himalaya, Bombay.
- Marie Jahoda, et al., 1958. *Research Methods in Social Research*, The Dryden Press, New York.
- Tim May. 2001. *Social Research: Issues methods and process*, Rawat, Jaipur
- May, Tim. 2002. *Qualitative Research in Action*. London: New Delhi
- May, Tim 2015. *Social Research: Issues, Methods and Process*. Berkshire: Mc Graw Hill Open University Press
- Moser, C.A. & Kalton G. 1971. *Survey Methods in Social Investigations* E.L.B.S. & Heinemann, London
- Narayan, Deepa 1997. *Toward Participatory Research*, The World Bank, Washington.
- Seale, Clive (Ed). 2004. *Social Research Methods: A Reader*. London: Routledge
- Young, Pauline V & Calvin F Schmid. 2001. *Scientific Social Surveys and Research*. New Delhi: Prentice Hall of India

Agrarian Social Structure and Change in India

Hardcore-04 Credits

Course Description

Agriculture as occupation and life marks the significant step in the settled life of human society and distinguishes the humans from other classes of species. Agrarian structure and peasants have been the fascinating areas of study. Peasants have been conceptualized on varying lines; they are portrayed as agents of revolution and humanism on the one hand and on the other as conservative and awkward. This paper introduces you to the basic concepts of agrarian structure, its evolution and dynamics through the ages, peasant, agrarian unrest and movements and agrarian reforms.

Course Objectives

1. To introduce the learners to basic concepts in the study of agrarian social structure
2. Elucidate the different theoretical approaches to the study of agrarian societies
3. To Analytically distinguish the concepts of peasant and farmers

4. To discuss the dynamics in the development of agrarian structures across the time
5. To trace the development of agrarian societies in India and to discuss the causes for structures of underdevelopment
6. To identify the reasons responsible for the agrarian unrest and examine peasant movements as expression against agrarian inequalities
7. To examine the impact of induced changes on agrarian social structure

Learning Outcomes and Competencies

After successfully completing the courses, Learner is expected of certain outcomes and competencies. Learner can

- LOC 1. conceptualize agrarian structure as area of study and present theoretically eclectic views on Indian agrarian social structure and its dynamics of development over the ages
- LOC 2. definitely explain the roots of problems in Indian agrarian social structure and structures of underdevelopment
- LOC 3. Critique the path of agrarian reforms and planned changes in agriculture sector
- LOC 4. Can diagnose the roots of agrarian unrest and come with prognosis for the problems of agrarian unrest and distress

Course Content

Block-01: Emergence of Agrarian and Peasant Studies

- Unit-1: Agrarian Social Structure--Nature-characteristics
- Unit-2: Peasantry as Category-Meaning, Properties, distinctions between Peasant and Farmer
- Unit-3: Approaches to the study of agrarian societies: Marxist, Durkheimian, Economic Typological, Ethnographic
- Unit-4: Agrarian and Peasant studies as a subject of sociological Inquiry: origin, Types and phases

Block-02: Evolution of Agrarian Structure

- Unit-5 Development of Agrarian Societies in Ancient India-Feudalism,
- Unit-6 Agrarian Social Structure during Medieval Period
- Unit-7 Colonial Watershed and Agrarian Social Structure
- Unit-8 Structures of Underdevelopment

Block-3: Agrarian Reforms

Unit-9 Approaches to Agrarian Reforms in Independent India

Unit-10 Impact of Land Reforms on agrarian structure

Unit-11 Modernization of Agrarian Structure-Green Revolution

Unit 12-Debate over mode of production and class differentiation in agriculture

Block-4: Agrarian Movements

Unit-13 Agrarian Unrest and Peasant Movements in Colonial India:

Unit-14 Agrarian Mobilizations in Independent India:

Unit-15 Rise of Farmers Organizations and New Farmers Movements:

Unit-16 Peasant and Farmer's Movements in Karnataka

Block-05: Agrarian Society and Planned Changes

Unit-17: Rural Development Programmes; Government Policies: PURA, MNREGA, Sanitation

Unit-18: Rural Governance and Panchayat Raj Institutions

Unit-19: Impact of Globalization and economic reforms on Indian agriculture

Unit-20: Contemporary Trends in Agrarian Societies

References

- Beteille, Andre.1974. *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press
- Beteille, Andre.1974. *Studies in Agrarian Social Structure*, New Delhi:Oxford University Press
- Dhanagare, D N 1988. *Peasant Movements in India*, New Delhi: Oxford University Press
- Desai, A. R. (ed.) 1979. *Peasant Struggles in India*. Bombay: Oxford University Press

- Desai, A. R. 1987. *Agrarian Struggles in India After Independence*. New Delhi: Oxford University Press
- Desai, A. R. 2005. *Rural India in Transition*. Mumbai: Popular Prakshan Ltd
- Desai, A. R. 2019. *Rural Sociology in India*. New Delhi: Sage
- Gough, Kathleen. 1975. *Class developments in South India*. Centre for Developing-Area Studies, McGill University.
- Kumar, Dharma. ed. 1983. The Cambridge Economic History of India, Volume 2 c.1750c.1970. Cambridge: Cambridge University Press.
- Mohanty, B. B. 2012. *Agrarian Change and Mobilisation*, New Delhi: Sage Publication.
- Omvedt, Gail. 1987. *Land, Caste and Politics*. Delhi: Delhi University
- Satyamurthy, T. V. 1996. *Industry and Agriculture in Indian Since Independence*. Vol.2. New Delhi: Oxford University Press
- Stokes, Eric. 1978. *The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*. Cambridge: Cambridge University Press.
- Shanin, T. 1987. *Peasants and Peasant Societies*. Wiley-Blackwell: New Jersey
- Thorner, Daniel. 1965. *Land and Labour in India*. Bombay: Asia Publishing House
- Thorner, Alice. 1982. 'Semi-Feudalism or Capitalism' Contemporary Debate on Classes and Mode of Production in India' in *Economic and Political Weekly*. Vol.X, Nos. Pp. 49-51,
- Thorner, Alice (Ed). 2001. *Land, Labour and Rights: 10 Daniel Thorner Memorial Lectures*. Delhi: Manohar Publications

Education and Society

Softcore-04 Credits

Course Description

Education is one of the major social processes. Education as a concept is theorized in both areas of philosophy and sociology. Broadly defined education becomes synonymous with socialization, that is, the process of learning. But education as a social fact is more than that denoting *knowledge, ideology, pedagogy* and sociology of education is concerned with the social basis and consequences of education. To elaborate, it tries to understand the way the knowledge is socially constructed and social reproduction of cultures and personalities. As societies industrialized and societies become structurally differentiated, learning becomes more formal and schooled. This course introduces the learners to education as major social process, institution and method of general society to reproduce its structures and systems.

Course Objectives

1. To cognize education as a social process and to appreciate the social basis of education
2. To examine the interfaces between education and society
3. To critically examine the theoretical perspectives on education
4. To examine and appreciate the alternative pedagogical alternatives
5. To discern the linkages between education and social mobility

6. To identify the barriers preventing the underprivileged and marginalized from reaping the benefits of education

Learning Outcomes and Core Competencies

After successfully completing the courses, Learner is expected of certain outcomes and competencies. Learner can

LOC 1. Explain the interfaces between education and society

LOC 2. Critique the theoretical perspectives on relationship between education, pedagogy and society, pedagogy

LOC 3. Can explain the social functions of education with eclectically coherent views

LOC 4 Can discuss the social functions of education and agencies of education

LOC 4. Identify the issues, problems and prospects of education in India

Course Content

Block -1 Introduction

Unit-1 Nature, Scope and Importance of Sociology of Education

Unit-2 Relation between Education and Society-Social Functions of Education

Unit-3 Theoretical Approaches in the Sociology of Education: Functionalist, Marxist and Feminist

Unit-4 Pedagogy and Alternatives -John Dewey, Mahatma Gandhi, Paulo Freire, and Ivan Illich

Block -2 Education in India

Unit-5 Socio-Historical Context-Education in Pre Independent and Post Independent India

Unit-6 Social Functions of Education: Transmittive, Allocative, Innovative, Regulative and Transformation

Unit-7 Recent Trends in Education in India

Unit-8 Problems of Higher Education in India

Block -3 Agencies of Education

Unit-9 Family

Unit-10 Peer Group

Unit-11 School and Teachers

Unit-12 Mass Media

Block -4 Education and Social Mobility

Unit-13 Education as a Channel of Social Mobility

Unit-14 Factors affecting academic opportunities and achievements: Caste, Class, Tribe, Religion and Gender
Unit-15 New Education Policy-A Critical Appraisal
Unit-16 Role of Distant Learning in social mobility

References

- Banks, Olive. 1971. *Sociology of Education*, (2nd ed.). London: Batsford. Blackledge,
- D. and Hunt.B.1985. *Sociological interpretation of Education*. Crom Helm: London.
- Brokover, and D.A. Gottlieb. *A Sociology Education*.
- Chitinis, Suma and P.G. Altbach. 1993. *Higher Education Reform in India*, Experience and perspectives. Sage: New Delhi.
- Craft, Maurice (ed). 1970. *Family and Education: A Reader*. London:
- Longman. Dreze, Jean and Amartya Sen. 1995. *India Economic Development and Social Opportunity*. Oxford University Press: Oxford.
- Gore, M.S.(ed). 1975. *Papers on the Sociology of Education in India*. NCERT: New Delhi.
- Jayaram, N. 1990. *Sociology of Education in India*. Rawat Publication:
- Jaipur. Naik, J.P.1975. *Quality, quantity and equality in education*. Allied Publication.
- Ottaway. *Education and Society: an Introduction to the Sociology of Education*, Routledge & Kegan Paul, London.
- Singh, Amirk and Philip.G. Altabach (ed.) *The Higher Learning in India*.
- Syed, Nurullah and Naik. J.P, *History of Education in India during the British Period*.
- Tayler, William. 1977. *The Sociology of Educational Inequalities*. Methuen: London.

Sociology of Health and Wellbeing

Softcore-04Credits

Course Description

This course introduces the learners to the field of health, illness, medicine and wellbeing. Health and Illness are not merely biological factors. They are conditioned by social and cultural factors. Sociology of Health is concerned with the social dimensions of health and illness and differential distribution of health, illness and medicine among different groups. Every culture develops its own views about what is health and illness. It also evolves its own methods, institutions and organizations to deal with the phenomena of health and illness. Health and wellbeing are the desired goals towards which all state-societies strive.

Course Objectives

1. To bring out the social dimensions of health and illness and inequality existing among different groups in accessing health care
2. To discuss the nature and scope of sociology of health
3. To infuse clarity on concepts health, illness, wellbeing, social epidemiology
4. To recognize hospitals as social organizations and examine the issues of corporatization of health services
5. To identify the role of health professionals in health services and in changing society
6. To explore the interconnections between health, community and wellness

Learning Outcomes

After successfully completing the course, following competencies can be expected from the learners. Learner can/have

- LOC-1: Recognize and appreciate the social base and social consequences of health, illness and wellness
- LOC-2: critique the state of prevailing health care services and issues of inequity and inequality prevailing in health sector
- LOC-3: explain the underpinnings between community, health, sanitation and environment
- LOC-4: present informed views about the steps to be initiated to strengthen the public health
- LOC-5: work in field of health services such as Hospital and Organizations as sociological consultant

Course Content

Block 1-Sociology of Health and Social Epidemiology

- Unit-1 Nature, Scope and Contributions of Sociology to Health
- Unit-2 Social Aspects of Health and Illness
- Unit-3 Social Epidemiology
- Unit-4 Concept of Wellbeing and Quality of Life-Indicators

Block 2: Orientation of Health Services

Unit-5 Medical Services-Role of Physicians and Nurses in changing society
Unit-6 Role of Patients and Family Members in Medical compliance
Unit-7 Public Health and Social Medicine
Unit-8 Hospital as a Social Organizations-Types of Medicine

Block 3: Health and Sanitation

Unit-9 Pandemic and Environmental Sanitation in India
Unit-10 Social construction of Hygiene and Sanitation
Unit-11 Sanitation and Human Dignity-Women and Scavenging Caste
Unit-12 Sanitation Policies and Programmes in India

Block 4: Community Health and Wellness

Unit-13 Integrated Health Services-PHCs, NGOs and Health Care
Unit-14 Health Care Delivery and Social Policy-National Health Policies
Unit-15 Inequalities in Health and Health Care
Unit-16 Special Issues of Women, Children, Aged and Disabled

References:

- Albrecht, Gary L. and Fitzpatrick, R. 1994. Quality of life in healthcare: Advances in medical sociology. Mumbai: Jai Press.
- Albrecht, Gary L. 1944. Advances in medical sociology Mumbai: Jai Press.
- Coe, Rodney M. 1970. Sociology of medicine. New York: McGraw Hill.
- Cockerham, William C. 1997. Medical sociology. New Jersey: Prentice Hall.
- Cockerham, William C. 1997. Readings in medical sociology. New Jersey: Prentice Hall.
- Conrad, Peter et al. 2000. Handbook of medical sociology, New Jersey: Prentice Hall.
- Dasgupta, R. 1993. Nutritional planning in India. Hyderabad: NIN.
- Fox, Renee C. 1988. Essays in medical sociology: Journeys into the field. New York: Transaction Publishers.
- Gunatillake, G. 1984. Intersectoral linkages and health development: Case studies in India (Kerala State), Jamaica, Norway, Sri Lanka, and Thailand (WHO Offset series) Geneva: WHO.
- Nayar, K.R. 1998. Ecology and health: A system approach. New Delhi: APH Publishing Corporation.
- Venkataratnam, R. 1979. Medical sociology in an Indian setting, Madras: Macmillan.

- Rao, Mohan. 1999. Disinvesting in health: The World Bank's prescription for health New Delhi: Sage. Schwatz, Howard. 1994. Dominant issues in medical sociology. New York: McGraw Hill.
- Scrambler, Graham and Paul Higgs. 1998. Modernity, medicine and health: Medical sociology towards 2000. London: Routledge.

Study of Majority and Minority Groups

Soft Core-04 Credits

Course Description

Society consists of several groups. Membership, identity, numerical strength and resource control are key to any groups in situation. Classification of groups as minority and majority is only of recent times. Factors, which separate and structure the groups are diverse ranging from religion, language, to race, etc. Problems of minorities are intimately connected with the rise of modern nation- states and democracy. The terms minority and majority are not merely based on statistical sense; instead, the factors of dominance and subordination define the relations. This course introduces the learners to the field of intergroup relations aiming to understand the

concepts of minority and dynamics of minority and majority relations with special reference to Indian context

Course Objectives

- Define the concepts of Minorities and Majority and discuss the associated concepts
- Approach the Majority-Minority relations as dynamic intergroup relations
- Elucidate the different approaches to the study of minorities
- Examine the problems and prospects of minorities in Indian context
- Discuss the contributions of minorities to Indian society and culture
- Examine the problems of minority communities and issues of conflict between majority minority relations
- To analyze the problems of marginalization and exclusion faced by minorities and to explicate the different welfare measures for minorities

Learning Outcomes and Core Competencies

After successfully completing the course, Learner will be equipped with the following outcomes and competencies. Learner:

LOC 1- will be equipped with the conceptual clarity on terms minority, majority and associated concepts such as *ethnicity, race, prejudice, discrimination*, etc.

LOC 2- can trace the development of the concept and its intricate relations with nation-states and political regimes

LOC 3- can eloquently recognize and discuss the contributions of minorities to Indian social structure and culture.

LOC 4- can confidently discuss the problems of minorities and tumultuous situation in contemporary times

LOC 5- can make constructive and theoretically informed suggestions for the problems of majority-minority conflict

Course Content

Block 1-Introduction

Unit-1 Meaning, Characteristics and Types of Minorities

Unit-2 Scope and Importance of Sociological Study of Minorities

Unit-3 Approaches to the Study of Minorities

Unit-4 Majority-Minority Relations-Prejudice, Stereotypes and Discrimination

Block 2-Minorities in India: Socio-Demographic Profile and Issues

Unit-5 Religious Minorities

Unit-6 Linguistic Minorities

Unit-7 Racial Minorities

Unit-8 LGBTQ

Block 3-Minority, Conflicts, Tumults and Integration

Unit-9-Political Participation and Political Representation

Unit-10-Violence and Displacement of Minorities

Unit-11-Contributions of Minorities-Health, Education and Economy

Unit-12-Policies and Programmes for Minority Welfare and Rights

Block-4-Minorities and Social Affirmation

Unit-13 Problems of Minorities in India: Socio-Psychological Issues

Unit-14 Citizenship, Exclusion and Social Movements

Unit-15 Minorities Identity, Protests and Social Mobilization

Unit-16 Impact of Nationalism and Globalization on Minorities

References

Ahmed, Imtiyaz and Ghosh, Partha and Reifeld, Helmut (ed.) (2000): Pluralism and Equality (Values in Indian Society and Politics), Sage, New Delhi.

Brass, Paul R. (1991): Ethnicity and Nationalism: Theory and Comparison, Sage, Delhi.

Harisson, Selig: India: Most Dangerous Decades, OUP, 1968.

Hassan, Mushiral (1997): Islam, Communities and the Nation: Muslim Identities in Asia and Beyond, Manohar, New Delhi.

Kakar, Sudhir, The Colours of Violence, Viking 1997.

Kohli, Atul (ed.) (1998): India's Democracy: An Analysis of Changing State-Society Relationship, Princeton University Press.

Schemerhorn, R. A. Ethnic Plurality in India, Arizona, 1978.

Weinner, Myron, India's Minorities: Who are they? What do they want?, in Partha Chatterjee (ed.) State and Politics in India, OUP, 1997.

Invitation to Sociology

Open Elective -02 Credits (Interdisciplinary)

Course Description

This course introduces learners to the basic concepts of sociology. It is particularly designed to orient the learners from interdisciplinary background about the essence of sociology and intends to inculcate sociological imagination.

Course Objectives

- To introduce the learner to the basic concepts and processes of sociology
- to comprehend the structural and organizational aspects of society
- to examine the process of social change

Learning Outcomes and Competencies

After successfully completing the course, following outcomes and competencies are possible among the learners. Learner will have/can

- Conceptual precision and clarity about the basic sociological concepts
- Develop sociological imagination and apply to analyze the contemporary events
- explain major social processes of society
- analytical view about Indian social structure
- explicate major process of social change and can conceptualize the changing aspects of Indian society

Course Contents

Block-1 Basic Concepts and Processes

Unit-1 Emergence of Sociology-Factors and Early Thinkers-Sociological Imagination

Unit-2 Society, Community- Associations and Institutions- Culture and Socialization

Unit-3 Social System, Structure and Function

Unit-4 Social Processes-Cooperation, Competition, Conflict, Accommodation and Assimilation

Block-2 Social Organization and Social Change

Unit-5 Caste and Class System-Changes in Caste

Unit-6 Social Mobility and Types

Unit-7 Factors of Social Change

Unit-8 Process of Social Change in India (Sanskritization, Westernization, Modernization and Globalization)

References

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

SEMESTER II

Development of Sociological Theories

Hardcore-04 Credits

Course Description

As a discipline develops towards maturity, its body of theories and perspectives are characterized by precision and analytical clarity. This course consists of key theoretical perspectives in the field of sociology. Perspectives are higher level of abstraction and are above the empirical theories. Axioms and Laws of perspectives are very highly abstract, applicability of which transcend the constraints of time and space. Each perspective is rested on its own assumptions, ontology and methods. This course also introduces the learners to the aspects of theory building apart from Four important perspectives.

Course Objectives

- To define the meaning and nature of sociological theory
- To explicate the importance of interplay between theory and research
- To explicate the process of theory construction and to identify the levels of theorization

- Examine the major theoretical perspectives and assess their relative importance in contemporary times

Learning Outcomes and Competencies

After successfully completing the course, Learner is expected of the following outcomes and competencies. Learner can/has

LOC-1: clarity on the building blocks of theories

LOC-2: analytical precision about the levels of theorization and abstraction

LOC-3: critically examine each perspective in terms of their analytical strength, integrated views and their ability to mirror the reality

LOC-4: explicate the major concepts of structure, function, conflict and interaction

Course Content

Block -1: Nature of Sociological Theory

Unit-1 Theory-Meaning, Nature, Features, Types and significance

Unit-2 Interplay between Theory and Research

Unit-3 Philosophical background of Sociological Theory

Unit-4 Process of Theory Building and Levels of Theorization

Block -2: Structuralism

Unit-5 Radcliffe Brown

Unit-6 S F Nadel

Unit-7 Evans Pritchard

Unit-8 Claude Levi Strauss

Block-3: Functionalism

Unit-9 Emile Durkheim's Theory of Functionalism

Unit-10 Malinowski's Theory

Unit-11 Talcott Parsons' Analytical Functionalism

Unit-12 Robert King Merton's Theory-Revision and codification of Functional

Analysis

Block-4: Conflict Theory

Unit-13 Marxism and Conflict Perspective

Unit-14 Ralph Dahrendorf-Dialectical Conflict Model

Unit-15 Lewis Coser-Conflict Functionalism

Unit-16 Randal Collins

Block-5: Symbolic Interactionism

Unit-17 Emergence of Symbolic Interactionism

Unit-18 C H Cooley-*Looking Glass Self*

Unit-19 W I Thomas-*Definition of Situation*

Unit-20 George Herbert Mead-*Mind, Self and Society*

References

- Abraham, F and J.H. Morgan. 1985. *Sociological Thought*, Delhi: Macmillan India. Abraham, J.H., 1974. *Origin and Growth of Sociology*, London: Pelican books.
- Aron, Raymond. 1970. *Main Currents in Sociological Thought* (Two Volumes), Doubleday, Garden City.
- Barnes, H.E. 1980. *An Introduction to the History of Sociology*, University of Chicago Press, Chicago.
- Bogaradus, E. 1969. *The Development of Social Thought*, Vakils, Feffer and Simon's, Bombay.
- Coser, Lewis. 1977. *Masters of Sociological Thought*, Harcourt & Brace, Chicago.
- Giddens, Anthony. 1997. *Capitalism and Modern Social Theory – A analysis of writings of Marx, Durkheim and Weber*, Cambridge University Press.
- Hughes, John A., Martin, Peter, J. and Sharrock, W.W.1965 : *Understanding Classical Sociology* London : Sage Publications.
- Nisbet. 1966. *The Sociological Tradition*. Heinemann Books Ltd., London.

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

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

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

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

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

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

Social Statistics

Hardcore-04 Credits

Course Description

Use of statistical methods are indispensable to social research. Classification and measurement of data is central to any branch of science and research inferences are drawn on the basis of quantification of data. Hence, statistical methods are essential for empirical research. This course introduces learners to the statistical methods widely used in social research

Course Objectives

1. To define statistics and its relevance in social research
2. To demonstrate and discuss the different forms of graphical presentation of data
3. To define and explicate the measures of central tendency and dispersion
4. To discuss the concept of correlation, its relevance in social research and its different methods of computation
5. To discuss the utility of use of computers and software packages in enhancing the effectiveness of research
6. To create awareness about ethics in social research and the issues of plagiarism

Learning Outcomes and Competencies

After successfully completing the course, Learner is expected of the following outcomes and competencies. Learner can/has

LOC-1: conceptual clarity about the statistical methods, its utility and significance in social research

LOC-2: classify and code the data collected

LOC-3: subject the classified and categorized data to measurement through different methods such as central tendency, measures of dispersion

LOC-4: ability to subject the data to correlation analysis

LOC-5: can work as sociological consultant in research agencies and organizations

Course Content

Block -1 Introduction

Unit-1 Meaning, Types and Scope of Social Statistics

Unit-2 Significance and Limitations of use of Statistics in Social Research

Unit-3 Graphical presentation of Data-Tables, Histogram and Frequency Polygon

Unit-4 Diagrams-Bar Diagram and Pie Chart

Block- 2 Measures of Central Tendency

Unit-5 Mean

Unit-6 Median

Unit-7 Mode

Unit-8 Advantages and Limitations of Central Tendency

Block-3 Measures of Dispersion

Unit-9 Range and Quartiles

Unit-10 Standard Deviation

Unit-11 Mean Deviation

Unit-12 Relative Measures of Dispersion and Co efficient

Block-4 Correlation Analysis

Unit-13 Chi Square Analysis

Unit-14 Anova Test

Unit-15 Pearson's Product Moment

Unit-16 Spearman Rank Correlation

Block-5 Computers and Social Research

Unit-17 Uses of Computers in Social Research

Unit-18 Software Packages for Social Research-Excel and SPSS

Unit-19 Limitations of Computers' use in Social Research

Unit-20 Research Ethics and Plagiarism

References

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

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

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

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

Gupta B.N. *Statistics: Theory and Practice*. Sahitya Bhavan Publication. Gupta R.C. 2nd ed.: *Statistical Quality Control*. New Delhi.

Gupta S.P. *Statistical Methods*. Sulthan Chand Publications: New Delhi. Gupta V.P. *Statistical Mechanism*. Meerut Publication: Gujarat.

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

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

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

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

Urban Sociology

Hardcore-04 Credits

Course Description

This course introduces the learners to the study of Urban sociology. Urban mode of living is neither new to our civilization nor phenomenal. But urbanization since three centuries departs from traditional urban structures as it is induced by industrialization and accompanied by mass production and consumption. Urban societies attract our attention for its volume and intensity of social interaction, governance, usages of resource and pressure on eco system, exchange of information and energy, etc. Urban societies differ from other ways of living in terms of *large population, high density and heterogeneity*. More than half of the population lives in urban areas. 68 percent of the world's population is projected to be living in urban areas by 2050 as per the estimation of United Nations. In this course learners will come across the basic concepts of Urban sociology and issues and problems of urban societies in India.

Course Objectives

1. To define the basic concepts of urban sociology and to bestow conceptual clarity among learners
2. To appreciate the theoretical models on urban ecology and process of urbanization
3. To examine the contemporary urban problems
4. To discuss the aspects of urban governance and trends and patterns of urban growth in India

Learning Outcomes and Competencies

After successful completion of the course, following outcomes are expected from the learners. Learners can/has

LOC-1: recognize the fact that emergence of sociological tradition is intimately connected with the process of urbanization

LOC-2: critique the theories of urban ecological models and present his own views about the patterns of urban growth

LOC-3: conceptualize the urban problems and suggest workable solutions

LOC-4: sociological imagination to connect the concepts and theories with issues and aspects of her/his own urban societies

Course Content

Block -1 Introduction

Unit-1 Origin and Development of Urban Sociology

Unit-2 Significance of Urban Sociology-Urban Sociology in India

Unit-3 Basic Concepts in Urban Sociology

Unit-4 New Urban Sociology-Cosmopolitan Canopy

Block-2 Urban Question in Sociological Theory

Unit-5 Karl Marx-*The Town, The City and the Capitalist Mode of Production*

Unit-6 Emile Durkheim-*The City, the division of labour and the moral basis of community*

Unit-7 Max Weber-*The City and the growth of Rationality*

Unit-8 Georg Simmel-*The Metropolis and Mental Life*

Block-3 Urban Ecology and Culture

Unit-9 Urban Ecology-Ecological Processes

Unit-10 Ecological Approach of Robert Ezra Park

Unit-11 Ecological Approach of Mckenzie

Unit-12 Critique of Urban Ecological Models

Block-4 Urban Problems

Unit-13 Drug Addiction and Cyber Crimes

Unit-14 Housing and Slums

Unit-15 Infrastructure and Environmental Issues

Unit-16 Urban Violence and Communalism

Block-5 Urbanization in India

Unit 17 Urban Planning in India

Unit-18 Urban Governing Bodies

Unit-19 Trends in Urban Growth in India

Unit-20 Urban Studies and its Importance

References

- Berry, Brian J.L. and John D. Kasarda. 1977. Contemporary Urban Ecology. New York: Macmillan.

- Bullard, Robert D., & Glenn S. Johnson, (1997), *Just Transportation: Dismantling Race & Class Barriers to Mobility*, Gabriola Island, BC: New Society Publishers.
- Castells, Manuel. 1983. *The City and Grass Roots: A Cross Cultural Theory of Urban Social Movements*. Berkeley: University of California Press.
- Castells, Manuel. 1989. *The Informational City*. London: Basil Blackwell.
- Durkheim, Emile. 1964 *The Division of Labor in Society*. New York: Free Press.
- Fischer, C. 1982. *To Dwell Among Friends: Personal Networks in Town and City*. Chicago: University of Chicago Press.
- Fitzpatrick, Kevin, & Mark LaGory, (2000), *Unhealthy Places: The Ecology of Risk in the Urban Landscape*, New York: Routledge.
- Fodor, Eben, (1999), *Better, not Bigger*, Gabriola Island, BC: New Society Publishers.
- Gans, Herbert. 1967. *The Levittowners: Ways of Life and Politics in a New Suburban Community*. New York: Harcourt Brace.
- Gans, Herbert. 1991. *People, Plans and Policies: Essays on Poverty, Racism and Other National Urban Problems*. New York: Columbia University Press.
- Gold, Harry, (2002), *Urban Life and Society*, Upper Saddle River, New Jersey: Prentice Hall.
- Hartshorn, Truman. 1992. Chapter 11: Land Use Dynamics. In *Interpreting the City: An Urban Geography*, 2nd ed. New York: Wiley.
- Hayden, D. 1995. *The Power of Place*. Cambridge: MIT Press.
- Lefebvre, H. 1996. *Writings on Cities*. Translated by E. Kofman and E. Lebas. Oxford: Blackwell.
- Logan, J., and H. Molotch. 1987. *Urban Fortunes: The Political Economy of Place*. Berkeley: University of California Press, 17-49.
- Macionis, John J., Vincent Parillo, (2001), *Urban Sociology*, Boston: Allyn and Bacon.
- Mumford, L.. 1961. *The City in History*. New York: Harcourt, Brace and World, 525-567.
- Palen, John J., (2002), *The Urban World*, 6th ed., Boston: McGraw-Hill Higher Education.
- Park, R., E. Burgess, & R. McKenzie, eds. [1925] 1967. *The City*. Chicago: University of Chicago Press, 1-80.
- Redfield, Robert. 1953. *The Primitive World and Its Transformation*. Ithaca: Cornell University Press.
- Shevky, E., and W. Bell. 1955. *Social Area Analysis*. Stanford, CA: Stanford University Press, 28-53.
- Simmel, G. [1902] 1950. *The Metropolis and Mental Life*. In *The Sociology of Georg Simmel*, edited by K. Wolff. New York: Free Press, 409-424.
- Soja. E. 1989. *Postmodern Geographies: The Reassertion of Space in Critical Social Theory*. New York: Verso, 43-75 & 190-248.

- Toennies, F. [1887] 1963. Community and Society (Gemeinschaft and Gesellschaft). New York: Harper & Row, 12-29 & 33-102.
- Ullman, E. L. 1941. A Theory of Location for Cities. American Journal of Sociology. 46: 853-864.
- Weber, M. 1966. The City. New York: Free Press, 65-89.
- Wirth, L. 1938. Urbanism as a Way of Life. American Journal of Sociology 44:1-24.

Sociology of Professions

Softcore-04 Credits

Course Description

This course introduces the learners to the study of professions, which play an important role in bringing innovations and changes in society. Professions are the privileged groups in society due to their abstract knowledge and expertise. Professions are also known for their ethics and organization and ushered in changes in society. Autonomy is one of the defining aspects of professions, which is confronted by bureaucratic rules and authority.

Course Objectives

1. To define and distinguish the concept of profession from semi professions and occupations
2. To explicate the theoretical perspectives on professions
3. To discuss the issues of professionalism, professionalization and professional ethics
4. Bring out the interfaces between professions, social change and organization and nexus between profession, polity and economy
5. To examine the issues faced by different professions in India

Learning Outcomes and Competencies

Successful completion of this course leads to the following outcomes and competencies. Learner can/have

COC-1: conceptual clarity on concepts of profession, semi professions and occupations

COC-2: recognize the role of professions in innovation and social change

COC-3: discuss the process of professionalization and issues faced by professions

COC-4: explicate the interfaces and nexus between professions, bureaucracy, polity and economy

Block -1 Introduction

Unit-1 Sociology of Professions: Nature, and Scope

Unit-2 Significance of Sociology of professions

Unit-3 Occupations, Semi Professions and Professions

Unit-4 Professionalization and Professionalism

Block-2 Theoretical Perspectives

Unit-5 Max Weber-*Bureaucracy*

Unit-6 Talcott Parsons-*Professions and Social Structure*

Unit-7 Robert King Merton-*Growth of Professions and Sociological Ambivalence*

Unit-8 Car Saunders-*Professions and Society*

Block -3 Professions and Organizations

Unit-9 Professional Ideology, Professional Ethics and code of conduct

Unit-10 Professional socialization and career

Unit-11 Professions and Organization

Unit-12 Profession-Client relationship

Block -4 Social Change through Professions

Unit 13-Professions and social change

Unit-14 Economy and Polity: Nexus of Power and Patronage

Unit-15 Gender and Division of Labour in Professions

Unit-16 Professions in India: Medical, Engineers, Legal, Teaching and Nursing

References

Bhoite, U.B. (1987). *Sociology of Indian Intellectuals*, Jaipur: Rawat Publications.

Chitnis, Suma and Philip G. Altbach eds. (1979). *The Indian Academic Profession*, New Delhi: Macmillan.

Dubey, S.M. 1975. *Social Mobility among Professions*, Popular Prakashan, Bombay

Dingwall, Robert and Philip Lewis eds. (1983). *The Sociology of the Professions: Lawyers, Doctors and Others*, London: Macmillan.

Elliatt Philip (1972). The Sociology of Professions, London: Macmillan. •Glass, D.V. (1954). Social Mobility in Britain, London: Routledge and Kegan Paul.

Gandhi, K S. (1987). Sociology of Legal Profession, Law and Legal Systems, Delhi: Cengage.

Lal, Shokumbar ed. (1988). Readings in the Sociology of Professions, Delhi: Cengage.

Larson, M.S. (1977). The Rise of Professionalism, Berkeley: The University of California Press.

Misra, B B. (1961). The Indian Middle Classes: Their Growth in Modern Times, London: Oxford University Press.

Montagna, Paul D. (1997). Occupations and Society, Canada: John Wiley and Sons

.Nagla, Madhu (1997). Sociology of Medical Profession, Jaipur: Rawat Publications

.Oommen, T.K. (1978). Doctors and Nurses, New Delhi: Vikas Publications

.Ullén, John B. (1978). The Structure of Professionalism, New York: Petrotelli-Books Inc.

Gender and Society

Softcore-04 Credits

Course Description

This course introduces learners to the concept of Gender and interfaces between gender and society. If sex indicates the biological differences between male and female; whereas, the gender denotes socially constructed meanings, beliefs, values and expectations over biological differences. They are not mere beliefs and values but expressions of hierarchical relations between the sexes. Roles, division of labour and social organization reflect the unequal relations between the sexes in traditional social

order. So much changes have taken place in the last century that transformation in gendered relations, opportunities and order can be seen.

Course Objectives

1. To establish conceptual clarity on gender and its associated concepts
2. To trace the emergence and relevance of sociology of gender
3. To examine the different perspectives on gender
4. To explicate the interfaces between gender, caste, class and development
5. To discuss the issues and aspects of women empowerment in India

Learning Outcomes

Following outcomes and competencies can be expected from learners after successfully completing the course. Learner can/has

LOC-1: conceptual clarity on gender and its associated concepts

LOC-2: explain how gender is one of the bases of social stratification

LOC-3: elucidate gender inequality as impediment to social transformation

LOC-4: critique the theoretical perspectives on gender and synthesize them in terms of their common focus and thrust

LOC-5: figure out theoretically informed ways for accelerating the process of women empowerment

LOC-6: work as project consultant/investigator and in organizations aiming for women welfare and empowerment

Course Content

Block-1 Introduction

Unit-1 Emergence of Sociology of Gender

Unit-2 Relevance of Sociology of Gender

Unit-3 Methodological Perspectives on Gender

Unit-4 Women Studies in India

Block-2 Gender and Stratification

Unit-5 Patriarchy and Gender Socialization

Unit-6 Religion and Gender

Unit-7 Caste and Gender

Unit-8 Gender Inequality-Gender Justice-Gender Development Index

Block-3 Theoretical Perspectives

Unit-9 Liberal

Unit-10 Radical

Unit-11 Socialist

Unit-12 Eco Feminist

Block-4 Women Empowerment in India

Unit-13 Women Empowerment through Education

Unit-14 Economic and Political Participation

Unit-15 Role of Government Policies

Unit-16 Role of NGOs in Women Development

- **References**

- Ahlawat, Neerja. 2002. "Empowering Women –Challenges before Women's Organizations" *Guru Nanak Journal of Sociology*, Amritsar. Vol 23 (2)
 - Ahlawat, Neerja. 2005. "Domestic Violence against Women: Emerging concerns in Rural Haryana" *SocialAction* Vol 55(4)
- Ann, Oakley. 1972. *Sex Gender and Society*, Haper and Raw , New York.
- Boserup E. 1979. *Women's Role in Economic Development* New York. St. Martins Press.
- Bowles, Gloria and Renate, D, Klein (Eds). 1983. *Theories of Women's Studies*. Rout ledge and Kegan Paul : London & New York..
- Chanana, Karuna. 1988. *Socialization, Women and Education: Exploration in Gender Identity*, New Delhi: Orient Longman.
- Desai, Neera and M. Krishnaraj. 1987. *Women and Society in India*, Delhi: Ajanta Publication.
- DeSouza, Alfred. 1980. *Women in Contemporary India and South Asia*, Manohar Publications, New Delhi.
- Dube, Leela and Rajni Parliwal. 1990. *Structures and Strategies: Women, Work and Family*, New Delhi: Sage Publication.

- John, Mary E. 2008. *Women's Studies in India-A Reader*, New Delhi: Penguin India.
- Krishnaraj, M and Karuna Chanana. 1989. *Gender and Household Domain: Social and Cultural Dimension, Women in Household in Asia-4*, New Delhi: Sage.
- Krishnaraj, Maithreyi (ed.). 1986. *Women's Studies in India: Some Perspectives* Popular Prakashan, Bombay.
- Mies, Maria. 1980. *Indian Women and Patriarchy*, New Delhi: Vikas Publication.
- Purushotham, Sangeetha. 1998. *Empowerment of Women at the Grassroots*, Sage, New Delhi.
- Rege, Shamila (ed). 2003. *Sociology of Gender*, Sage Publications. New Delhi.
- Vyas, Anju. 1993. *Women's Studies in India: Information Sources, Services and Programmes*. Sage Publications, New Delhi.

Religion and Society

Softcore-04 Credits

Course Description

This course introduces the learners to the social analysis of religion; widely known as sociology of religion it tries to understand the social context of religion. Religion as set of beliefs, symbols and rituals is based on the ideas of *sacred* and *Profane*. Sociological analysis of religion makes a scientific study of religion as institution, beliefs and practices and its relation with other aspects of social structure such as economy, polity, etc.

Course Objectives

1. To trace the emergence of sociology of religion
2. To explicate the sociological essence of the concept religion and discuss the elements of religion
3. To examine the sociological perspectives on religion
4. To analyze the organizational aspects of religion
5. To discuss the interrelations between religion, fundamentalism and nationalism
6. To observe the relation between religion and social change

Learning Outcomes and Competencies

After successfully completing the course, following outcomes are expected from the learners. Learner can/has

LOC-1: present sociological views about religion

LOC-2: critique the sociological perspectives on religion

LOC-3: discuss the organizational aspects of religion

LOC-4 identify the interconnections between religion, economy, polity and social Change

Block-1: Introduction

Unit-1 Origin, Scope and Importance of Sociology of Religion

Unit-2 Elements of Religion

Unit-3 Religions of India: Hinduism, Islam, Christianity, Buddhism, Jainism, etc.

Unit-4 Religion and Civil Society

Block-2 Sociological Interpretation of Religion

Unit-5 Emile Durkheim

Unit-6 Karl Marx

Unit-7 Max Weber

Unit-8 Roger Finke and Roney Stark

Block-3 Organization of Religion

Unit-9 Forms of Religion

Unit-10 Religious Sects and Popular Cults

Unit-11 Growth and Decline of Religious Denominations

Unit-12 Fundamentalism and Nationalism

Block-4 Religion and Social Change

Unit-13 Religious Factors for Social Change

Unit-14 Secularization, Globalization and Future of Religion

Unit-15 Views of Indian Philosophers on Religion-Swami Vivekananda, Dr. B R Ambedkar, Mahatma Gandhi,

Unit-16 Religion and Transformation of Society

References

- Baird, Robert D. (ed.). 1995. *Religion in modern India*. Delhi: Manohar.
- Jones, Kenneth W. 1989. *Socio-religious reform movements in British India*, Hyderabad: Orient Longman.
- Madan, T.N. (ed.). 1992. *Religion in India*, New Delhi: Oxford University Press.
- Muzumdar, H.T. 1986. *India's Religious Heritage*. New Delhi: Allied.
- Roberts, Keith A. 1984. *Religion in sociological perspective*. New York: Dorsey Press.
- Shakir, Moin (ed.). 1989. *Religion, state and politics in India*, Delhi: Ajanta Publications.
- Turner, Bryan S. 1991. *Religion and social theory*, London: Sage.

SEMESTER-III

Modern Social Theories **Hardcore-04 Credits**

Course Description

After having examined classical sociological theories and theoretical perspectives in previous courses, learners will come across discourses on modernity and post modernity in this course. Modernity as an era of total transformation and liberating philosophy has later come to be associated with totalizing social systems and

totalitarian regime; thus forming the complete circle. Post Modernity is, hence, a response against totalizing ideas and point out at *ambiguities, paradox and fragmentation*. Even some of Marxism's doctrines were viewed with skepticism and led to the development of Neo Marxism, of which the most notable is the rise of Frankfurt school of critical theory. Learner will come across several theories and perspectives in this course which will definitely elevate the sense of perception about reality

Course Objectives

1. To examine the ideas of modernity and post modernity as perspectives and narratives
2. To discuss the factors necessitating the emergence of post modernity
3. To explicate the different theories under the postmodern and post structural perspectives
4. To analyze 'risk' as factor gripping the postmodern societies
5. To critically examine the different strands of Neo Marxism and Neo Functionalism
6. To examine Phenomenology and Ethnomethodology as significant departures from conventional sociological theorizing

Learning Outcomes and Competencies

After successful completion of the course, following outcomes and competencies can be expected from the learners. Learner can/has

LOC-1: appreciate the theoretical perspectives of modernity and post modernity

LOC-2: critique the totalizing narrative of modernity and conventional sociological theorizing through the lens of post modernity and post structural theories

LOC-3: discover risk as manufactured factor pervading all societies and emanating from ecological-environmental destruction

LOC-4: explain and appreciate the different strands of Neo Marxism and Neo Functionalism how far they effectively explain the reality and differ from conventional theorizing

Course Content

Block-1 Modern Social Theory

Unit-1 Classical Approaches on Modernity

Unit-2 Emergence of Post-Modern Social Theory

Unit-3 The Risk Society-Ulrich Beck

Unit-4 Hyper Rationality, McDonaldization

Block-2 Neo Functionalism

Unit-5 Thesis of Neo-Functionalism

Unit-6 Neo-Functionalism and Religion Integration

Unit-7 Neo-Functionalist Approach-Jeffrey Alexander

Unit-8 Appraisal of Neo-Functionalism

Block-3 Neo Marxism

Unit-9 Rise of Frankfurt School and Critical Theory

Unit-10 Jürgen Habermas-Communicative Rationality

Unit-11 Antonio Gramsci-Cultural Hegemony

Unit-12 Marxist Structuralism-Louis Althusser

Block-4 Post-Structural and Post-Modernist Theory

Unit-13 Structuration Theory-Anthony Giddens

Unit-14 Deconstructionist Approach-Jacques Derrida

Unit-15 Post-Modernist Theory-Michel Foucault

Unit-16 Social Differentiation-Pierre Bourdieu

Block-5 Phenomenology and Ethnomethodology

Unit-17 Rise of the school of Ethnomethodology

Unit-18 Contributions of Harold Garfinkel, Herbert Blumer, Dramaturgy-Erving Goffman

Unit-19 Sociological Phenomenology

Unit-20 Contributions of Edmund Husserl and Alfred Schutz

References

- Abraham, F and J.H. Morgan. 1985. *Sociological Thought*, Delhi: Macmillan India. Abraham, J.H., 1974. *Origin and Growth of Sociology*, London: Pelican books.

- Aron, Raymond. 1970. *Main Currents in Sociological Thought* (Two Volumes), Doubleday, Garden City.
- Barnes, H.E. 1980. *An Introduction to the History of Sociology*, University of Chicago Press, Chicago.
- Bogaradus, E. 1969. *The Development of Social Thought*, Vakils, Feffer and Simon's, Bombay.
- Coser, Lewis. 1977. *Masters of Sociological Thought*, Harcourt & Brace, Chicago.
- Giddens, Anthony. 1997. *Capitalism and Modern Social Theory* – A analysis of writings of Marx, Durkheim and Weber, Cambridge University Press.
- Hughes, John A., Martin, Peter, J. and Sharrock, W.W. 1965 : *Understanding Classical Sociology* London : Sage Publications.
- Nisbet. 1966. *The Sociological Tradition*. Heinemann Books Ltd., London.
- Parsons Talcott. 1937- 1949. *The structure of social Action*, McGraw Hill, New York. Ritzer, George. 2000. *Classical Sociological Theory*, McGraw Hill, New York.
- Swingwood, A. 1984. *A Short History of Sociological Thought*, Macmillan.
- Timasheff. N. and G. Theodorson. 1976. *Sociological Theory*, Random House, New York
- Turner, Jonathan H. 2007. *The Structure of Sociological Theory* (IV Edition) Rawat Publication, Jaipur.
- Zeitlin, Irvin. 1981. *Ideology and the Development Sociological Theory*. Prentice Hall

Sociology of Movements

Hardcore-04 Credits

Course Description

This course deals with social movements, one of the prominent sub disciplines of sociology. Sociological tradition is closely connected with social movements. French revolution played a crucial role in the emergence of sociology as a discipline. Social movements are collective concerted action to bring changes or to resist changes. Such collective actions are oriented in terms of ideology and mobilized through organization. Deprivation, Disgruntlement and Deprivation are key to the emergence of any movement. Social movements because of their goals and nature of action come in confrontation with power structures, particularly state. Whether it triumphs in its goals or succumbs to the pressure and suppression of the state, wider impact on society and culture is released by social movements.

Course Objectives

1. To conceptualize social movements and to discuss theoretical perspectives on social movements
2. To discuss the debates about old and new social movements
3. To delineate the structural and organizational aspects of social movements
4. To elucidate the interconnections between social movements and social change
5. To examine the issues, ideology, leadership and organization of different types of social movements in India

Learning Outcomes and Competencies

Following outcomes and competencies can be expected from learners after successfully completing the course. Learner can/have

LOC-1: conceptual clarity about social movements and

LOC-2: recognize the role of deprivation and dissent as the major elements of social movements

LOC-3: elucidate the relationship between social movements and social change

LOC-4: present the relevance of ideology, organization and mobilization as pillars of social movements

LOC-4: articulate the causes, issues and consequences of different social movements taken place in Indian context

Course Content

Block-1 Introduction

Unit-1 Nature, Types, Scope and Significance of Social Movements

Unit-2 Structure and Organization of Social Movements

Unit-3 Theoretical Perspectives on Social Movements

Unit-4 Social Movements and Social Change

Block-2 Protest and Reform Movements

Unit-5 Buddhism and Jainism

Unit 6 Bhakti Movement

Unit-7 Veerasaiva Movement

Unit-8 Brahma Samaj, Arya Samaj and Prarthana Samaj, SNDP

Block-3 Dalit and Backward Class Movements

Unit-9 Emergence of Dalit Movements in India

Unit-10 Role of Jyothy Bha Phule and Dr B R Ambedkar

Unit-11 Backward Class Movements in India

Unit-12 Backward Class Movements in Karnataka

Block-4 Peasant Movements

Unit-13 Peasant Movements in India-Historical Sketch

Unit-14 Ideology, Organization, Leadership and Typology

Unit-15 Peasant and Farmers Movements in Karnataka

Unit-16 Recent Trends in Farmers Movements

Block-5 Tribal and Environmental Movements

Unit-17 Tribal Movements in India-Issues, Ideology, Leadership and Organization

Unit-18 Santhal Movement and Jharkhand Movement

Unit-19 Environmental Movements in India-Genesis, Issues, Ideology, Leadership and Organization

Unit-20 Major Environmental Movements in India: Chipko and Appiko Movements, Silent Valley Movement and Narmada Bachav Andolan

References

Banks, J.A. 1972. *The Sociology of Social Movements*, London, Mac Millan. Cameran, W.R. 1966. *Modern Social Movements*, New York Random House. Chawdhary, S. *Peasants and workers Movements in India*.

David S. Meyer, Nancy Whittilev, and Belinda Robnett. 2002. *Social Movements*, Oxford, New York.

- Hardgraue .R.C. 1965. *The Dravidian Movement*, Popular Publication, Bombay.
- James, Petras and Henry Vettmeyer. 2005. *Social Movements and State Power*, Pluto Press, London.
- Malik, S.C. (ed.). 1977. *Dissent, Protest and Reform in Indian civilization*, Indian Institute of advanced study, Simla.
- Oommen, T.K. 2004. *Nation, Civil Society and Social Movements*, Sage, Delhi. Rao, M.S.A (ed). 1979. *Social Movements and Social Transformation*, Delhi : Mac Millan.
- Shah, Ganshyam, 2002. *Social Movements and the State*, New Delhi, Sage.
- Sunanda, Patwardhan. 1973. *Social change among India's Harijans: Maharashtra A Case Study*, Orient Longman, Hyderabad.

Sociology of Ageing

Softcore-04 Credits

Course Description

Ageing is not merely a biological phenomenon but also a social construct. Humans attach meanings on the phenomenon of ageing and developed beliefs and expectations. India is expected to have about 20 percent of world's aged population. Experts and surveys have warned that 'India is ageing much faster than thought'. Apart from health problems, aged people experiences the prejudices, stereotypes apathy and discrimination from others. Ageing experiences are, hence, socially conditioned and has to be understood from social context. This course introduces you to social context of ageing and interfaces between ageing, aged and society.

Course Objectives

1. To trace the emergence of sociology of ageing as a discipline
2. To equip the learners with social context of ageing and associated concepts

3. To observe the trends and patterns of ageing
4. To examine the relationship between ageing and social structure
5. To recognize and empathize the problems of the aged
6. To discuss the state's response to the problems of the elderly people

Learning Outcomes

Learners are expected to have following outcomes and competencies after the successful completion of the course. Learner can/have

LOC-1: bring out the social context of ageing and interfaces between ageing, aged and society

LOC-2: critique the theories of ageing and explain the feminization of ageing

LOC-3: empathy and sociological insights about the health problems of the aged and social construction of the apathy and prejudice about aged

LOC-4: advocate pragmatic solutions and insights about the problems of the aged

LOC-5: can work as sociological consultant in projects and organizations working for the aged

Course Content

Block-1 Introduction

Unit-1 Emergence of Sociology of Ageing as a discipline

Unit-2 Scope and Significance of Sociology of Ageing

Unit-3 Trends and Patterns of Ageing (Global and Indian scenario)

Unit-4 Ageism, Gerontophobia and Active Ageing

Block-2 Aspects of Ageing

Unit-5 Factors of Ageing and Problems of Ageing

Unit-6 Challenging Family and its Effects on ageing

Unit-7 Theories of Ageing

Unit-8 Feminization of Ageing and Widowhood

Block-3 Health Status of the Aged

Unit-9 Ailments and Health Problems of the Aged

Unit 10 Dementia and Alzheimer disease

Unit-11 Nutritional Factors-Social Aspects of Nutrition among the Aged

Unit-12 The Caregivers and Informal Support

Block-4 The State and Elderly

Unit-13 Role of State-Policies and Programmes for the Aged in India

Unit-14 Living Arrangements of the Elderly

Unit-15 Role of NGOs in the care of the Aged

Unit-16 National Policy on the Aged

References

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

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

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

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

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

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

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

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

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

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

Devi, Gayatri and Shanti.G 2020 *Thinking Gender-Socio-Cultural Perspectives* (Eds.). New Delhi: Concept Publishing Company.

Rajan, Irudaya and Gayatri Balagopalan. 2017 *Elderly Care in India Societal and State Response*. Springer Nature.

Jasyashree,. 2009. "Retirement and Leisure" *BOLD Quarterly Journal of the International Institute on Ageing*. Volume No.19 , No 2. pp10-15

Jasyashree.1997."Improvement in Female Life Expectancy: Trends and Implications" *Man and Development*, Vol. XXXV, No.4.

Rajan, Irudaya. et al. 2009. *Sociology of Ageing*. Jaipur & New Delhi. Rawat

Environmental Sociology

Softcore-04 Credits

Course Description

Society is embedded in environment. The term environment is a relative one; the immediate surrounding for an object or person is environment. Environment that the present course discusses is natural environment; that is, not constructed by humans. Nature is protected and conserved. What is nature is cultured. But how much natural is nature? Society and Environment are two major systems which exchange energy, resources and information. Conventional sociological theory is criticized for ignoring the interfaces and role of environment in the functioning of human society. This course introduces the learner to the interesting journey of understanding the interfaces and embeddedness between nature, environment and society.

Course Objectives

1. To trace the emergence of environmental sociology and to discuss its nature and significance
2. To examine whether conventional sociological theorizing ignored environment
3. To appreciate the different approaches to the study of environment
4. To examine the environmental issues in contemporary India
5. To explore the issues and ideologies of environmental movements
6. To analyze the role of state on environment

Learning Outcomes

Successful completion of this course leads to the following outcomes among the learners. Learner can/has:

LOC-1: explain how environment is reflected in classical sociological tradition ‘

LOC-2: synthesize the different approaches to the study of environment

LOC-3: identify the developmental source of pressures on environment and different forms of environmental degradation

LOC-4 assesses the role of environmental movements in protecting the environment

LOC-5: critique the role of state in conserving the environment and ecology

LOC-6: work as sociological consultant in research projects and organizations in the area of environment and ecology

COURSE CONTENTS

Block-1 Introduction

Unit-1 Emergence of Environmental Sociology-Scope and Significance

Unit-2 Environment and Sociological Theory

Unit-3 Interrelation between Environment and Society

Unit-4 Approaches to the study of Environment-Marxian, Gandhian and Eco-Feminist

Block-2 Contemporary Environmental Issues in India

Unit-5 Types of Environmental Problems

Unit-6 Pollution and their Effects

Unit-7 Deforestation and Environmental Disasters

Unit-8 Developmental Projects-Environmental Degradation, Displacement and Rehabilitation

Block-3 Environmental Conservation and Movements in India

Unit-9 Environment and Politics of Development

Unit 10 Environmental Movements

Unit-11 Environmental Policy in India

Unit-12 Environmental Sanitation in India

Block-4 State, Society and Environment

Unit-13 Constitutional Provisions and Role of State in Environmental Conservation in India

Unit-14 The State and International Agencies

Unit-15 Role of NGOs in Environmental Protection

Unit-16 Citizen Responsibility-Corporate Social Responsibility

References

Arnold David, & Guha R (eds) Nature, Culture & Imperialism, New Delhi, OUP 1955

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

Tellegu egbert & Marken Wolsink; Society and Its Environment: An Introduction, GBSP Amsterdam, Nether lands. 1994.

Gadgil M. & Guha, R., Ecology & Equity: The Use & Abuse of Nature in Contemporary India, New Delhi, OUP, 1996.

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

Guha Ramachandra (ed) Social Ecology, New Delhi, Oxford University Press, 1998.

Hannigan, John A: Environmental Sociology: A Social Constructionist Perspective, London, RKP, 1995.

Hawley,A.H. Human Ecology : A Theory of Community Structure.

Martel Luke Ecology & Society : An Introduction, Polity Press, 1999. Madan Mohan, Ecology & Development : Rawat, Jaipur, 2000

Merchant Carolyn, Ecology : Key Concepts in Critical Theory, Humanities press, New Jersey

Michcal Redclift and Graham Woodgate: The International Hand book of Environme

Munshi, India, "Environment in Sociological Theory" Sociological Bulletin, Vol. 49 No.2, 2000.

State of India's Environment, 1985, Report of Centre for Science & Environment.

Science, Technology and Society

Softcore-04 Credits

Course Description

This paper introduces the learners to interrelations between science, technology and society. It deals with the social environment from which scientific knowledge emerges and also studies normative and institutional structure within which scientific knowledge production is carried out. Sociological analysis of science shares two traditions; European and American. If European studies are identified sociology of scientific knowledge, whereas, American tradition is known as sociology of science.

Course Objectives

1. To trace the emergence of sociology of science and technology
2. To examine the interfaces between science and society
3. To review the development of sociology of science and technology in India
4. To discuss the interrelation n between science and social transformation
5. To explore the issues and concerns of scientific education in India

Learning Outcomes and Competencies

After the successful completion of the course, following learning outcomes are expected. Learner can/has

COC-1: present the social context of science and knowledge production

COC-2: explain the role of science and technology in bringing social transformation

COC-3: explicate the mutual impact between science and social institutions

Course Content

Block-1 Introduction

Unit-1 Emergence of Sociology of Science and Technology

Unit-2 Scope and Significance of Science and Technology

Unit-3 Interrelation between Science and Society

Unit-4 Society, Science and Technology in India

Block-2 Social Organization of Science

Unit-5 Science Policy in India

Unit-6 Social Organization of Science in India

Unit-7 Research and Development in India

Unit-8 Science and Social Transformation

Block-3 Science Education in India

Unit-9 Role of Universities in Development of Science and Technology

Unit 10 Relation between Science and Industry

Unit-11 The Problem of Scientific Education in India

Unit-12 Science Education and Social classes

Block-4 Global Situation of Indian Science and Technology

Unit-13 MNCs and Indian Industries

Unit-14 WTO, IPR and Science and Technology in India

Unit-15 Impact of LPG on India Science and Technology

Unit-16 Impact of Science and Technology on Social Institutions-Family, Education, Health and Media

References

- Baliga, AV (1972) Science and Society, Bombay, Lalvam Pub. House Barber, B (1953) Science and Social order, London, Allen. G
- Barber, B and Walter Hirsch, Walter (1962) Sociology and Science, Glencoe, Ill. Free Press
- Barnes (Barry) Ed. Sociology of Science, Hamands worth: Pengvin Chicago: University of Chicago Press
- Gillard, J (1991) Scientists in the Third World, Lexington: Kentucky University Press. Goldsmith, Maurice(Ed). (1975) Science and Social Responsibility, London, Macmillan Jasanoff, S. Markle
- Kothari A.N; and others (1986) Science, Technology and Social Change. New Delhi: Wiley Eastern
- Merton R.K. (1973) The Sociology of Science: Theoretical and Empirical Investigations

- Motwani, Kewal (1945) Science and Society in India: Foundations of Planning Bombay: Hind
- Pinch, G. and Petersen J (Eds) (2002) Handbook of Science, Technology and Society London, Sage
- Sprott. WJH (1954) Science and Social Action London . Watts Storer Norman W (1966) Social System of Science, Newyork, Holt
- Uberoi, JPS (1978) Science and Culture, Delhi, Oxford University Press
- Williams R and Edge. D (1966) "The Social Shaping of Technology" Research Policy Vol. 25 pp 856-899(2)

SOCIOLOGY OF MIGRATION AND DIASPORA

Soft core-04 Credits

Course Description

This paper introduces the learners to the concept of diaspora. Diaspora denotes the group or community, which is dispersed in a territory other than its own. Every diaspora carries with it socio-cultural baggage and yet conscious of its homeland.

Course Objectives

1. To establish conceptual clarity about the concept of diaspora
2. To trace the origin and dynamics of Indian diaspora
3. To examine the different approaches to the study of Indian diaspora
4. To discuss the different issues faced by Indian Diaspora across the globe
5. To explore the issues and concerns of scientific education in India

Learning Outcomes and Competencies

After the successful completion of the course, following learning outcomes are expected. Learner can/has

COC-1: present the social context of science and knowledge production

COC-2: explain the role of science and technology in bringing social transformation

COC-3: explicate the mutual impact between science and social institutions

COURSE CONTENT

Block 1-Introduction

Unit-1 Migration-Meaning, Types and significance

Unit-2 Sociology of Migration-Theories of Migration

Unit-3 Migration in the context of Genomic Studies

Unit-4 Migration, Economic Growth and Development

Block-2 *Meaning and Contextualizing Diaspora*

Unit-5 Meaning and Contextualizing Diaspora

Unit-6 Subject matter and Significance of Sociology of Diaspora

Unit-7 Approaches to the Study of Diaspora

Unit-8 Transnational Migrations and Theories of Diaspora

Block-2 *Indian Diaspora: Past and Present*

Unit-9 Indian Diaspora in Pre Colonial Period: Trade and Spread of Religion

Unit-10 Indian Diaspora in Pre Colonial Period Colonial: The Indentured labour System

Unit- 11 Indian Diaspora in Pre Colonial Period Post-Colonial: Brain Drain and Skill Drain

Unit- 12 Diaspora and Multiculturalism

Block 3 -*Diversities and Conundrums in Indian Diaspora*

Unit-13 Identity Markers and Diversity among Indian Diaspora-Religion, Language, Ethnicity and Nation

Unit-14 Cultural revivalism: The Caribbean, Political struggle: Fiji and Malaysia, Political dominance: Mauritius

Unit-15 Apartheid and subjection: South Africa and East Africa, Enclavisation and racism: The north America and U.K.

Unit-16 Globalization and Indian Diaspora

References

- Clarke, Colin, Ceri Peach and Steven Vertovec, (eds.), 1990, *South Asians overseas*, Cambridge, Cambridge University Press

- Dabydeen, David and Brinsley Samaroo, (eds.), 1996, *Across the dark waters: Ethnicity and Indian identity in the Caribbean*, London and Basingstoke, Macmillan Education
- Gosine, Mahin, (ed.), 1994, *The East Indian odyssey: Dilemmas of a migrant people*, New York, Windsor Press
- Jain, Ravindra K., 1993, *Indian communities abroad: Themes and literature*, New Delhi, Manohar
- Klass, Morton, 1991, *Singing with Sai Baba, The politics of revitalization in Trinidad*, Boulder, Colorado, Westview Press
- Kurian, George and Ram P. Srivastava, (eds.), 1983, *Overseas Indians: A study in Adaptation*, New Delhi, Vikas Publishing House
- Rao, M.S.A., (ed.), 1986, *Studies in migration: Internal and international migration in India*, Delhi, Manohar Publications
- Sociological bulletin, 1989, *Special No. on "Indians abroad"* (Guest ed.: S.L.Sharma)
38 (1)
- Tinker, Hugh, 1993, (2nd edition), *A new system of slavery: The export of Indian labour overseas, 1830-1920*
- Steven Vertovec, (ed.), 1991, *Aspects of the South Asian diaspora*, New Delhi, Oxford University Press

Community Development

Skill Enhancement Course -02 Credits

Course Description

This course is designed to introduce the learners to the area of community development. Community as a concept is basic to the discipline of sociology and

informed the writings of sociologists. Learners are introduced to basic concepts of community development and process of community development which creates in learners set of skills such as *communication, advocacy, mobilization, leadership and decision making and report writing*.

Course Objectives

1. To bestow conceptual clarity about community and interfaces between community, society and environment
2. To examine the role of community based organizations in community development
3. To review aspects and components of community development process
4. To introduce the learners to the skills associated with community development process

Learning Outcomes and Competencies

After the successful completion of the course, following learning outcomes are expected. Learner can/has

COC-1: define and discuss the concept of community development

COC-2: appreciate the different approaches to the study of community development

COC-3: work in community based organizations and involve in the process of community development with particular skills such as *communication, advocacy, conflict management, leadership and resolution skills*

Course Contents

Block-1 Basic Concepts of Community Development

Unit-1 Definition, Nature and Features of Community-Knowing Your Community, interfaces between community and environment

Unit-2 Basic Principles of Community Development

Unit-3 Community Based Organizations Meaning and Role of CBOs in Community Development

Unit-4 Approaches to the Community Development

Block-2 Community Development Process

Unit-5 Community Development Process

Unit-6 Communication, Advocacy, Mobilization and Reporting Skills

Unit-7 Leadership and Decision Making Skills

Unit-8 Conflict Management and Resolution Skills

References

- Adger, W. (2003). Social capital, collective action and adaptation to climate change, *Economic Geography*, 79(4), 387–404.

Bennett, B. (2004). Leadership Development, the use of self-managed work based learning. *Development and Learning in Organizations*, 18(5), 4-6.

Bottrell, D. (2008). Dealing With Disadvantage: Resilience and the Social Capital of Young People's Networks. *Youth Society*, 40, 476-493.

Capraro, J. (2004). Community organizing + community development = community transformation. *Journal of Urban Affairs*, 26(2), 151-161.

-
Chaskin, R. (2001). Community Initiative Building Community Capacity : A Definitional Framework and Case Studies from a Comprehensive. *Urban Affairs Review*, 36, 291-321.

Coleman, J. C. (1990). *Foundations of Social Theory*, Cambridge, Mass. Harvard University Press.

Coates, J. (2003). *Ecology and social work toward a new paradigm*. Frenwood Publishing, Halifax.

Cooke, B. and Kothari, U. (2001), *Participation, the New Tyranny?* London: Zed Books.

Craig, C (2007). Community capacity-building: Something old, something new . . . ? *Critical Social Policy*, 27, 335-359.

Dale, A. & Sparkes, J. (2008). Protecting ecosystems: network structure and social capital. *Community Development Journal*. 43(2), 143–156.

Guo, S. (2006). Adult education for social change: The role of a grassroots organization in Canada. *Convergence*. 39(4), 107-122.

Hamilton, E. (1992). *Adult education as community development*. USA; Greenwood Press.

Glickman, N., and L. Servon. 1997. *More than bricks and sticks: What is community development capacity?* New Brunswick, NJ: Center for Urban Policy Research.

Hills, J., Grand, J. L. & Piachaud, D. (2002), *Understanding Social Exclusion*, Oxford: Oxford University Press.

Jones, N. Sophoulis, C. M., Iosifides, T., Botetzagias, I., and Evangelinos, K. (2009). The influence of social capital on environmental policy instruments. *Environmental Politics*; 18(4), 595–611.

Kirk, P., & Shutte, M. A. *Community leadership development. Community Development Journal*, 39(3), 234-251. Kenny, S (2007) Reconstruction in Aceh: Building whose capacity? *Community Development Journal*; 42(2), 206–221

Knowles, M. (1980). *The modern practice of adult education: From pedagogy to andragogy*. Englewood Cliffs: Prentice Hall/Cambridge. Kretzmann,

- J. P., & McKnight, J. L. (1993). *Building Communities from the inside out: A path toward finding and mobilizing a community's assets*. Evanston, IL: Institute for Policy

Le Grande, J. (2003). *Individual Choice and Social Exclusion*. Centre for Analysis of Social Exclusion. London School of Economics.

Marie, Weil. (2005). *Handbook of Community Practice*. Thousand Oaks, CA: Sage Publications. Midgley, J. (1999). Growth, redistribution and welfare: Towards social investment. *Social Service Review*, 77(1), 3-21.

Narayan, D. (1999) *Bonds and Bridges: Social Capital and Poverty*, World Bank, Washington, DC. Navarro, V. (2002). Politics, power, and quality of life; a critique of social capital. *International Journal of Health Services*. 32(3), 423–432.

Newman, M. (2003). *Maeler's Regard: Images of Adult Learning*. Sydney: Fast Books

Ottman, J. (2010). Social Exclusion in the Welfare State: The Implications of Welfare Reforms for Social Solidarity and Social Citizenship, *Scandinavian Journal of Social Theory*, 20(1). Pg. 23-37.

Pretty, J. and Smith, D. (2004). Social capital in biodiversity conservation and management, *Conservation Biology*, 18(3); 631–638. Putnam R. (1995). Bowling Alone: America's Declining Social Capital. *Journal of Democracy* 6(1) 65-78

Putnam, R. (2001) Social Capital Measurement and Consequences, *ISUMA*, 2 (1), 41–52.

- Rothman, J. (1974). Three models of community organization practice. In F. Cox, J. Erlich, J. Rothman, & J. Tropman (Eds.), *Strategies of community organization*. (pp. 25–45). Itasca, IL: Peacock Publishing.
- Rivera, F. G., & Erlich, J. L. (1997) *Community organizing in a diverse society* (3rd ed). Boston, MA: Allyn & Bacon.
- Rubin, H. & Rubin, I. (1992). *Community organizing and development*. New York: Macmillan.
- Sachs J. (2005). *The end of poverty; economic possibilities for our time*. New York; Penguin press.
- Saloojee, A. (2003). Social inclusion, anti-racism and democratic citizenship. Working Paper Series Perspectives on Social Inclusion. Toronto, Canada: The Laidlaw Foundation.
- [Sampson, R. \(2004\). Neighbourhood and Community: Collective Efficacy and Community Safety. NewEconomy,11,106-113.Retrievedfrom http://www.wjh.harvard.edu/soc/faculty/sampson/articles/2004_NewEc.pdf](http://www.wjh.harvard.edu/soc/faculty/sampson/articles/2004_NewEc.pdf)
- Shiva, V. (2005). *Earth democracy; justice sustainability and peace*. Cambridge: South End Press.
- United Nations Development Program. (2006). Poverty, Unemployment and Social Exclusion. <http://www.undp.hr/upload/file/104/52080/FILENAME/Poverty,%20Unemployment%20and%20Social%20Exclusion.pdf>
- Woolcock, M., and Nayaran, D. (2000) Social Capital: Implications for Development Theory, Research and Policy. *The World Bank Research Observer*, 15(2), 225-249.
- Young Laing, Bonnie (2009) 'A Critique of Rothman's and Other Standard Community Organizing Models: Toward Developing a Culturally Proficient Community Organizing Framework', *Community Development*, 40:1, 20-36.

Semester-IV

Perspectives on Indian Society

Hardcore-04 Credits

Course Description

This course introduces learners to the theoretical perspectives of sociologists on Indian society. Different theoretical views which attempt to grasp Indian social structure and culture in abstract way are examined here. Apart from the application of western perspectives to fathom the nature of Indian society, arguments for indigenous perspectives and contextualization of concepts and theories are also examined.

Course Objectives

1. To explore and examine the diversity and aspects of unity in Indian society
2. To discuss the relevance of Indology, Marxism, structural functionalism, Subaltern perspective and cultural and historical perspective in mirroring the reality
3. To analyze the ontology unveiled in each theorist's views about Indian society
4. To recognize and assess the social context of sociologists' intellectual ideas
5. To examine the debates of contemporary discourses in understanding the Indian society

Learning Outcomes and Competencies

Learner is expected to have following outcomes and competencies once he successfully completes the course. Learner can/have

COC-1: appreciate the different facets of diversity and also factors common to Indian society at pan Indian level across the regions

COC-2: can assess the efficacy of each theoretical perspective in terms of abstraction, analytical strength and synthetic power

COC-3: contextualize the western perspectives to fit Indian reality

COC-4: examine the relevance of debates sociology for India

COC-5: deeper understanding about the role of subaltern and working classes in construction of Indian tradition

Course Content

Block-1 Introduction

Unit-1 Unity and Diversity in India

Unit-2 Linguistic and Religious Distribution

Unit-3 Emergence of Sociological Perspectives on Indian Society

Unit-4 Contemporary Discourses-Contextualization

Block-2 Indological and Structural Functional Perspective

Unit-5 G S Ghurye

Unit-6 Louis Dumont

Unit-7 M N Srinivas

Unit-8 S C Dube and Mickim Marriot

Block-3 Marxian Perspective

Unit-13: D P Mukherjee

Unit-14: A R Desai

Unit-15: Ramakrishna Mukherjee

Unit-16: Relevance of Marxian Perspective

Block-4 Subaltern Perspective

Unit-17 Nature of Subaltern Perspective

Unit-18 B R Ambedkar

Unit-19 Ranajit Guha

Unit-20 David Hardiman

Block-5 Cultural and Historical Perspective

Unit-21 Culture as a Method of Understanding the Indian Society

Unit-22 Yogendra Singh

Unit-23 D D Kosambi

References

- Beteille, Andre.1971. *Caste, Class and power*, Berkeley, University of California.
- Dhanagare, D.N. 1993: *Themes and Perspectives in Indian Sociology*. Rawat: Jaipur.
- Dube, Leela.1997: *Women and Kinship*, Comparative Perspectives on Gender, Southern South Asia.
- Dumont, Louis.1988: *Homo Hierarchicus*, Oxford University Press.
- Hardiman, David 1987: *The Coming of the Devi: Adivasi Assertion in Western India*, Oxford University Press.
- Kapadia, K.M.1981: *Marriage and Family in India*, Oxford University Press. Karve Iravathi, *Kinship Organization in India*.
- Lannoy, Richard. 1971: *The Speaking Tree, A Study of Indian Culture and Society*. London: Oxford University Press.
- Marriott, McKim 1990: *India through Hindu Categories*. Sage: Delhi.
- Michael.S.M.1999: *Dalits and Modern India ; visions and values*.
- Mondelboum, D.C.1972: *Society in India*; popular Prakashan, Bombay.
- Oommen, T.K. and P.N. Mukherjee, eds. 1986: *Indian Sociology: Reflections and Introspections*. Popular Prakashan: Bombay.
- Rao, M.S.A.(ed) 1974: *Urban Sociology in India*, Orient Longman, New Delhi.
- Singer, Milton &Cohen, Bernards, 1996: *Structure and change in Indian Society*, Rawat, Jaipur.
- Singh,A.K. 1998: *Forest and Tribal in India*.
- Srinivas, M.N. 1987: *The Dominant Caste and other Essays*, Oxford University, New Delhi.

Society in Karnataka

Hardcore-04 Credits

Course Description

Society in Karnataka shares rich antiquity, plurality of traditions and communities, vibrant social and literary movements, and dynamism of social transformation. Antiquity of Karnataka and Kannada language goes beyond two thousand years and the present state was unified in 1956 due to altruistic efforts and sacrifices of the people. Karnataka also cherishes linguistic diversity and religious pluralism. The present course introduces the learners to the study of society in Karnataka; its culture, organizational basis, development aspirations and social movements

Course Objectives

1. To fathom the history and context behind formation of Karnataka as state and Kannada community'
2. To examine the emerging issues of society in Karnataka
3. To explain the organizational basis and institutional framework of the society in Karnataka
4. To examine and explicate the issues and concerns of development in Karnataka
5. To identify the issues, ideology, leadership and impact of different types of social movements on society, polity and culture of Karnataka
6. To appreciate the contributions of prominent sociologists from Karnataka in understanding the society

Course Outcomes and Competencies

Successful completion of the course leads to the following outcomes among the learners. Learner can/has

- COC-1: explain the context behind the formation of unification of Kannada speaking areas and formation of statehood
- COC-2: conceptualize the nature and essence of society and cultural diversity of Karnataka
- COC-3: present perspective note on the emerging issues and problems in Karnataka Society
- COC-4: explicate the development aspirations and trends being emerged in Karnataka
- COC-5: clarity about the issues and impact of social movements on society and culture in Karnataka

COURSE CONTENT

Block-1 Introduction

Unit-1 Formation of Statehood-Historical and Political Development

Unit-2 Cultural Diversity in Karnataka

Unit-3 Special Features-Coastal Karnataka, Kodava, North Karnataka and Princely State of Mysore

Unit-4 Emerging Issues in Karnataka: Problem of Language, Caste and Politics and Migration

Block-2 Social Organization

Unit-5 Caste in Karnataka

Unit-6 Religions in Karnataka

Unit-7 Tribes in Karnataka

Unit-8 Intercommunity Tensions

Block-3 Development Scenario

Unit-9 Historical Sketch of Development before and after Independence

Unit 10 Human Development Index in Karnataka

Unit-11 Regional Imbalances in Development

Unit-12 Development and Displacement

Block-4 Movements in Karnataka

Unit-13 Backward Class Movements

Unit-14 Religious Movements-Sharana and Dasa Movements

Unit-15 Progressive and Literary Movements

Unit-16 Peasant and Farmers Movements in Karnataka

Block-5 Sociologists and Contributors

Unit-17 M N Srinivas

Unit-18 C Parvathamma

Unit-19 K Ishwaran

Unit- 20 Growth of Sociology in Karnataka

References

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

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

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

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

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

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

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

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

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

State, Civil Society and Human Rights

Hardcore-04 Credits

Course Description

This course introduces the learners to the major concepts of state, civil society and human rights. As Max Weber rightly said that state is 'a human community that successfully claims the monopoly of the legitimate use of physical force within a given territory (1970:78)'. For Karl Marx state is the structure of society and they are not two different things at least from the point of politics. State is one of the superstructures erected on production relations which gives expression to economy along with the moral system. Civil society is, whereas, conceptualized as domain existing between family and state, which is neither private nor under the grips of state. When state emerges dominant, oppressive and all-pervade the lives of individuals and structures of society, issues of social justice and human rights come to forefront. Civil society is conceptualized as autonomous space for expression of dissent and mobilization of protest; in reality, civil society may be entombed in power structures of the state.

Course Objectives

1. To conceptualize the interrelations and dialectics between state and society
2. To discuss the scope and significance of political sociology
3. To trace the emergence of modern nation-states
4. To examine the different approaches to the study of state
5. To bring out the interfaces between state, civil society and social justice
6. To trace the emergence of human rights as discourse and practice
7. To examine the human rights concept from stakeholder approach

Course Outcomes and Competencies

Successful completion of the course leads to the following outcomes among learners.
Learner can/have

LOC-1: explicate the dynamics of relationship between state and society

LOC-2: critique and synthesize the theoretical views about state

LOC-3: articulate the significance of civil society and social justice

LOC-4: can explicate the significance of human rights as discourse and practice

LOC-5: explain the human rights in Indian context and present the issues, challenges and concerns in effective implementation of Human rights

Course Content

Block-1 Introduction

Unit-1 Interrelationship between State and Society-Nature and Dialectics

Unit-2 Scope and Significance of Political Sociology

Unit-3 Conceptualizing Power, Authority, Legitimacy and Hegemony

Unit-4 Rise of Modern States-Nation States

Block-2 Approaches to the Study of State

Unit-5 Friedrich Nietzsche and George Whitem Hegel's Perspectives on State

Unit-6 Karl Marx's Theory of State-Ideology, Civil Society & State

Unit-7 Max Weber's Theory of Modern State

Unit-8 Neo-Marxist Theory of State-Antonio Gramsci, Althusser and Poulantzas

Block-3 State, Civil Society and Social Justice

Unit-9 Civil Society-Multiple Meanings and Historical Roots

Unit 10 Theories of Civil Society

Unit-11 Social Justice-Meaning and Theories

Unit-12 Interfaces between State, Civil Society and Social Movements

Block-4 Human Rights

Unit-13 Human Rights-Meaning, Nature, History and Classification of Rights

Unit-14 Human Rights in Indian Context-Indian Constitution and State

Unit-15 Social Structure and Human Rights-Caste, Gender, Minorities, Tribes

Unit-16 Human Rights in the Context of Development, Environment and Science and Technology

Block-5 Human Rights and Stake Holder

Unit 17: Theories of Human Rights

Unit-18: Human Rights and Social Movements-The Stakeholders Approach

Unit-19: Civil Society Organizations

Unit-20: Growth of New Rights: Environment, Education, Prisoners' Rights, Women's Rights, Rights of Third Gender and Rights of Children

References

- Bhargava, Rajeev. 1999. *Secularism and its Critics*, OUP, New Delhi.
- Chandhoke, Neera (edt). 1994. *Understanding the Post Colonial World*, Sage, New Delhi.
- Desai A.R. 2000. *State and Society – India – Essays in Dissent*, popular Pub, Bombay. Ernst, Gellner. 1983. *Nations and Nationalism*, Cornell University Press
- Gershon, Shafir (ed). 1998. *The Citizenship Debates*, University of Minnesota Press

- Kohli, Atul. 1987. *The State and Poverty in India –The Politics of Reform*. Cambridge University Press, Cambridge.
- Miller, David. 1995. *On Nationality*, Clarendon Press, Oxford.
- Nash, Kate. 2000. *Contemporary Political Sociology*, Blackwell Publishers, Massachussets.
- Rajni, Kothari. 1973. *Caste in Indian Politics*, Delhi.
- Shakir, Moin. 1986. *State and Politics in Contemporary India*. Ajanta Publication, Delhi.
- Sharma, Rajendra. 1999. *Power Elite in Indian Society*. Rawat Publications, Jaipur and New Delhi.
- Vora, Rajendra and Palshikar Suhas (Ed). 2004. *Indian Democracy*, Sage New Delhi.
- Blau Judith E. Keri and Iyall-Smith(2006). *Public Sociologies Reader*, Toronto: Rowman and Littlefield Publications.
- Desai, A.R. (1986). *Violation of Democratic Rights in India*, Bombay: Populat Prakashan.
- Haragopal, G.(1997) *The Political Economy of Human Rights*, Himalaya, Hyderabad. Iyer, Krishna (1983) *Indian Social Justice in Crisis*, New Delhi: Ease West Pres.
- Jogdand.P.G ed. (2008). *Globalization and Social Justice*, Jaipur: Rawat Publications.
- Richard Falk (2000). *Human Rights Horizons: The Pursuit of Justice in a Globalizing World*, New York: Routledge.
- Robertson, A.H. (1972). *Human Rights in the World*, Manchester: Manchester University Press
- UNDP, Human Development Reports
- Zinnos, Albert A. ed. (2007). *Human Rights; A Bibliography with Indexes*, Inc.: Nova Science Publishers.

Globalization and Society

Softcore-04 Credits

Course Description

Globalization as a process points at the increasing interconnections and interdependencies between the parts of the globe. Intensification of interaction between the people from distant and remote parts of the world and compression of social structure form the abstract essences of the concept. Technological innovations and exchange of new pattern of information and expansion of economy and trade dependencies are the thrusting factors of globalization. Though neo liberal economic policies and logic of capitalism are the dominating aspects of globalization, stiff resistance to globalization found expression using the same medium. Globalization is not identical with 'world systems theory' as it is not concerned with only economic aspects; instead globalization has different dimensions and forms such as cultural, technological apart from economic. This course introduces the learners to the interfaces between globalization and society.

Course Objectives

1. To bestow clarity on globalization as a greater process and its related concepts
2. To identify and explicate the different agencies of globalization
3. To critically examine the different perspectives on globalization
4. To discuss the impact of globalization on Indian society and culture

Course Outcomes and Competencies

Successful completion of the course leads to the following outcomes among the learners. Learner can:

COC-1: conceptualize globalization as a process and distinguish it from other concepts such as Modernization, westernization, etc.

COC-2: critique the role of agencies of globalization

COC-3: critique, synthesize and eclectically develop views about globalization

COC-4: bring out the underpinnings and interfaces between globalization, nationalism, dominance and hegemony

COC-5: identify the capitalist expansion and logic of neo liberalism behind globalization

COC-6: assess the impact of globalization on Indian society and elucidate Indian experiences emanating from globalization

Course Content

Block-1 Introduction

Unit-1 Historical and Social Context of Globalization

Unit-2 Characteristics of Globalization

Unit-3 Benefits and Disadvantages of Globalization

Unit-4 Globalization versus Localization

Block-2 Agencies of Globalization

Unit-5 Multinational Corporations and Non-Governmental Organizations

Unit-6 Information and Technology

Unit-7 International Agencies-IMF and World Bank

Unit-8 Trade and Market-WTO

Block-3 Theoretical Approaches

Unit-9 Modernization and Globalization

Unit 10 Neo-Liberalism and Global Capitalism

Unit-11 Globalization and Nationalism

Unit-12 Hegemony and Dominance

Block-4 Globalization and Indian Experience

Unit-13 Impact of Globalization on Public Policy

Unit-14 Impact of Globalization on Social Institutions

Unit-15 Impact of Globalization on Economy, Gender and Education

Unit-16 Globalization: Trends and Future Prospects

References

Appadurai, Arjun. 1997. *Modernity at large: Cultural dimensions of globalization*.

New Delhi: Oxford University Press.

Drezem Jean and Amartya Sen. 1996. *Indian economic development and social opportunity*.

Delhi: Oxford University Press.

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

Hoogvelt, Ankie. 1998. *The Sociology of development*. London: Macmillan.

Kiely, Ray and Phil Marfleet (eds).1998. *Globalization and the third world*. London: Routledge.

Preston, P.W. 1996. *Development theory – An introduction*. Oxford: Blackwell. Watters, Malcolm.1996. *Globalization*. London: Routledge.

Sociology of Marginalized Groups

Softcore-04 Credits

Course Description

Marginalization is a social process, whereby ‘individuals and groups are denied access to important positions and symbols of socio-economic, political and religious power within a society’. Marginalization shares conceptual borders with terms minorities and dependency. Marginalization as a concept is intimately linked with social exclusion. Learners apart from understanding the conceptual aspects and perspectives on Marginalization, they will identify the marginalized groups in Indian context and discuss the issues and prospects faced.

Course Objectives

1. To explicate the Marginalization and related concepts
2. To discuss the different indices of Marginalization
3. To examine the perspectives on marginalization
4. To identify the different marginalized groups in Indian context and different factors pushing the groups to marginalization
5. To explore the issues of inequality faced by marginalized groups and affirmative action taken

Learning Outcomes and Core Competencies

Successful completion of the course leads to the following outcomes among the learners. Learner can

COC-1: have conceptual clarity on terms such as Marginalization, social exclusion, deprivation and other associated concepts and explain the underpinnings between them

COC-2: critique and appreciate the different perspectives on marginalization

COC-3: identify the different bases of marginalization and social exclusion and

intersectionality between marginalization, Dalits, Minorities, Women, and Tribes

COC-4: develop eclectic perspective on the problems of Marginalized groups and envisage the viable methods of addressing them

Course Content

Block-1 *Introduction*

Unit-1 Meaning and Process of Marginalization and Social Exclusion

Unit-2 Scope and Importance of the Study of Marginalization

Unit-3 Socio-Economic Indices: Poverty, Relative Deprivation, Exploitation and Discrimination

Unit-4 Marginalization and Inequality-Caste, Class, Tribe, Women and Gender

Block-2 *Perspectives on Marginalization*

Unit-5 Role of Ideology in Marginalization

Unit-6 Subaltern Perspective

Unit-7 Views of Jyothi Ba Phule, Periyar and B R Ambedkar

Unit-8 Human Rights Perspective

Block-3 *Marginalized Groups in India*

Unit-9 Scheduled Castes and Scheduled Tribes

Unit 10 Minorities: Muslims, Christians, Sikhs and Parsis

Unit-11 Women and Elderly

Unit-12 Gay, Lesbian and Transgender

Block-4 *Marginalization and Affirmative Action*

Unit-13 Rehabilitation of Displaced by Development Projects

Unit-14 Constitutional Provisions

Unit-15 Government Policies and Programmes

Unit-16 Role of NGOs

References

- Ambedkar, B.R. 1946. *Who Were the Shudras?* Thacker and Co.Ltd., Bombay.
- Ambedkar, B.R. 1948. *The Untouchables : Who are They and Why They Became Untouchables*, Amrit Book, New Delhi.
- David E. Newton, (II ed.): *Gay and Lesbian Rights: A Reference hand book*, Green wood publishing group.
- Elwin, Verier. 1963. *A New Deal for Tribal India*.
- Ghurye, G.S. 1969. *Caste, Race and Occupation in India*, New Delhi.
- Kamble, M.D. *Deprived Caste and Their Struggle for Equality* New Delhi, Ashish Publishing House.
- Kananakel, Joshi. 1963. *Scheduled Caste and The Struggle Against Inequality*, New Delhi, Indian Social Institute.
- Khan , Mumtaz Ali 1980. *Scheduled Caste and Their Status in India*, New Delhi, Uppal Publishing House.
- Paisley Currah (ed.): *Transgender Rights*, The University of Minnesota Press.
- Patnaik, N. 1972. *Tribes and Their Development*, Hyderabad, Hyderabad Institute of Community Development.
- Praksh, Nirupama. 1989. *Scheduled Castes and Socio-Economic Changes*, Allahabad : Chugh Publications.
- Rajath, Vinay D. 2016. *Relegated Identities: Studies on Marginalisation*. Mangalore: Mangala Publications.
- Ranjeet, Guha. *Subaltern's Studies* 2 Vols, Oxford, OUP.
- Richard Peddicord, O.P. Sheed and Ward. *Gay and Lesbian Rights: A Question Sexual Ethics or Social Justice*.
- Vasant, Moon. *Dr. Babasaheb Ambedkar, Writings and Speeches* Vol. 1-14, Government of Maharastra Publication.

Crime and Society

Softcore-04 Credits

Course Description

No society is free from the acts of crime. Every society develops its own beliefs and expectations about what is conformity and deviance. Crime is basically a deviant act and from legal sense, it is an offence breaking the rules or laws which deserves the intervention of legal authority and punishment. What legal system defines actions as crime may differ from the way society looks at the things. Ideas of morality, religious beliefs and customs point out the social construction of crime. Crime can be classified into forms and some of them are organized; some are victimless. In order to infer whether the rate of crime is high in a particular society, acts of crime should have come to the notice of authority; it must be reported, processed and recorded. State sometimes persuade particular sets of crime for its own political ends. This paper

introduces the learners to the underpinnings between crime and society and also the interfaces between crime and society.

Learning Objectives

1. To define and establish clarity on such terms as crime, deviance and related concepts
2. To highlight the social context of crime and dimension of social construction
3. To examine the different theoretical perspectives on crime and society
4. To take account of changing profile of crime
5. Explicate the different correctional methods to deal with the acts of crime and to bring reforms.

Learning Outcomes and Core Competencies

After successfully completing the course, learner is expected to develop the following outcomes and competencies. Learner can:

COC-1: define and distinguish the concepts of crime and deviance

COC-2: explain the social construction of crime

COC-3: explicate social nature of crime and crime as a social fact

COC-4: explain how sociological sense of crime is broader than legal perspective

COC-4: visualize how social structure itself exerts pressures on individuals to act in deviant behaviour

COC-5: can work as sociological consultant in dealing with problems of social control, deviance and crime and offer informed suggestions

Course Content

Block-1 Introduction

Unit-1 Concepts of Deviance and Crime

Unit-2 Characteristics of Crime

Unit-3 Forms and Types of Crimes

Unit-4 Causes for Deviant Behaviour

Block-2 Theoretical Perspectives

Unit-5 Structural Functional and Conflict Perspective

Unit-6 Anomie Theory-Durkheim and Merton

Unit-7 Differential Association Theory-Sutherland

Unit-8 Labelling Theory-Howard Becker and Edwin Lemert

Block-3 Changing Profile of Crime

Unit-9 Organized Crimes and Terrorism

Unit 10 White Collar Crime, Cyber and Digital Crime

Unit-11 Crimes against Women

Unit-12 Children in conflict with Law

Block-4 Correction Methods

Unit-13 Meaning and Significance-Deterrent, Preventive and Reformative

Unit-14 Detention-Judicial Custody and Police Custody

Unit-15 Prison System and Open Prisons

Unit-16 Community Based Corrections-Probation and Parole

References

- Ahuja, Ram. 2000. *Social Problems in India*, Jaipur: Rawat Publications.
- Cohen, Albert K. 1970. *Deviance and Control*, New Delhi, Prentice-Hall of India. Frazier, Charles E. 1976. *Theoretical Approaches to Deviance*, Ohio:Charles E.Morrill Publishing Company
- Lemert, Edwin. 1972. *Human Deviance, Social Problems and Social Control*, Englewood Cliffs. N.J.Prentice-hall.
- Merton, R.K. 1972. *Social Theory and Social Structure*. New Delhi: Emerind Publishing Co.
- Ministry of Home Affairs. 1998. *Crime in India*. New Delhi: Government of India Ministry of Home Affairs. *Report of the All India Committee on Jail Reforms*. 1980-83. New Delhi: Government of India.
- Nagla, B.K. 1991. *Women, Crime and Law*, Jaipur: Rawat Publications. Reid, Suetitus. 1976. *Crime and Criminology*. Illinois: Deyden Press.
- Shankardas, Rani Dhavan, 2000. *Punishment and the Prison: India and International Perspective*. New Delhi: Sage Publications.
- Sutherland, Edwin H. and Donald R. Cressey. 1968. *Principles of Criminology*.Bombay: The Times of India Press.
- Thio, Alex, 1978. *Deviant Behaviour*, Boston: Houghton Mifflin Co.
- Williams, Frank P. and Marilyn D. Meshere. 1998. *Criminological Theory*. New Jersey: Prentice Hall.

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

Development Practice

Skill Enhancement Course -02 Credits

Course Description

This course introduces you to the theory and practice of development. Development as a concept is widely debated and laden with value preferences. It has impacted the thought process of scholars and lives of laypersons as well. This course is a skill enhancement course basically designed to inculcate sociological perspective about the concept of development and the way it is practiced. Learners are expected to come with a paper about the issues of development

Course Objectives

1. To trace the emergence and philosophy of the concept development
2. To review the way development is practiced across the globe
3. To examine the interfaces development, social structure and culture
4. To review the associated concepts of development and indicators
5. To discuss the agencies of development and to examine development as praxis
6. To explore the issues of conflict and inequalities embedded in the practice of development

Learning Outcomes and Competencies

After the successful completion of the course, following learning outcomes are expected. Learner can/has

COC-1: critique the philosophy of development and examine its different associated concepts

COC-2: explain interfaces between development, social structure, culture and environment

COC-3: explicate the inequalities and issues associated with the concept and practice of development

COC-4 present and publish a review and empirical paper on the issues of development

Course Content

Block-1 Sociological Dimensions of Development

Unit-1 Sociology of Development-Nature, Scope and Significance

Unit-2 Sociological Dimensions of Development

Unit-3 Growth, Development and Environment Debate

Unit-4 Development Concepts and Indicators (Human Development, Social Development, Sustainable Development)

Block-2 Development Practice

Unit-5: History and Practice of Development-Agencies and Praxis

Unit-6 Development, Decentralization and Conservation

Unit-7 Development and Conflict-Water, Agriculture, Food security, Climate Change and Rights

Unit-8 Development, Globalization and Inequalities

References

- Alexander K.C. and Kumaran, K.P. 1992. *Culture and Development*, New Delhi, Sage.
- Andy Sumner and Michael Tribe. 2010. *International Development Studies: Theories and Methods in Research and Practice*. London: Sage.
- Haq, Mahabub ul. 1990. *Reflections on Human Development*, Karachi, Oxford.
- Hoogvelt, Ankie M. 1996. *The Sociology of Developing Societies*, Delhi. MacMillan.
- Hoselitz, Bert F. 1996. *Sociological Aspects of Economic Growth*, New Delhi, Amerind Publishers.
- Ian, Roxborough. 1979. *Theories of Underdevelopment*, Macmillan, London
- Pandey, Rajendra. 1985. *Sociology of Development*, New Delhi, Mittal.
- Jeffrey D. Sachs. 2015. *The Age of Sustainable Development*. New York:Columbia University Press
- Pandey, Rajendra. 1986. *Sociology of Underdevelopment*, New Delhi,
- Mittal. Sharma, S.L. 1986. *Development: Socio-cultural Dimensions*. Jaipur, Rawat.
- Peet, Richard and Hartwick Elaine. 2005. *Theories of Development*: New Delhi
- Pieterse Nederveen Jan. 2001. *Development Theory: Deconstructions and Reconstructions*. New Delhi: Rawat Publications
- 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.

Annexure I

INTER- DISCIPLINARY COURSE (Open Elective) for First Semester

ವಿಭಾಗ- ಕನ್ನಡ

ಪತ್ರಿಕೆ-೬: ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಇತಿಹಾಸ EL 1.1 (ಕ್ರೆಡಿಟ್-೩)

ಬ್ಲಾಕ್-೧೯: ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಮುಖ್ಯ ಘಟ್ಟಗಳು

ಘಟಕ-೨೩: ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಹಿನ್ನೆಲೆ ಮತ್ತು ಪ್ರೇರಣೆಗಳು.

ಘಟಕ-೨೪: ನವೋದಯ ಪೂರ್ವ, ನವೋದಯ- ಬಿ.ಎಂ.ಶ್ರೀ., ಕುವೆಂಪು, ದ.ರಾ.ಬೇಂದ್ರೆ, ಶಿವರಾಮಕಾರಂತ, ಮಾಸ್ತಿವೆಂಕಟೇಶ್ ಅಯ್ಯಂಗಾರ್, ಕೆ.ಎಸ್. ನರಸಿಂಹಸ್ವಾಮಿ.

ಘಟಕ-೨೫: ಪ್ರಗತಿಶೀಲ ಮತ್ತು ನವ್ಯ: ಅನಕೃ, ಕಟ್ಟೀಮನಿ, ನಿರಂಜನ, ಚದುರಂಗ, ವಿ.ಕೃ. ಗೋಕಾಕ, ಅಡಿಗ, ಜಿ.ಎಸ್. ಶಿವರುದ್ರಪ್ಪ, ಶಾಂತಿನಾಥ ದೇಸಾಯಿ, ಅನಂತಮೂರ್ತಿ, ಯಶವಂತ ಚಿತ್ತಾಲ, ಲಂಕೇಶ್, ತೇಜಸ್ವಿ, ವೈದೇಹಿ, ವೀಣಾ ಶಾಂತೇಶ್ವರ, ವಿಜಯಾದಿತ್ಯ.

ಘಟಕ-೨೬: ಬಂಡಾಯ ಮತ್ತು ದಲಿತ:

ಬರಗೂರು ರಾಮಚಂದ್ರಪ್ಪ, ಬಿ.ಟಿ. ಲಲಿತಾನಾಯಕ, ಸಾರಾ ಅಬೂಬಕ್ಕರ್, ದೇವನೂರು ಮಹಾದೇವ, ಸಿದ್ದಲಿಂಗಯ್ಯ, ಅರವಿಂದ ಮಾಲಗತ್ತಿ, ಮೊಗ್ಗಳ್ಳಿ ಗಣೇಶ.

ಬ್ಲಾಕ್-೨೦: ಆಧುನಿಕ ಕನ್ನಡ ಕಾವ್ಯ ಮತ್ತು ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳು

ಘಟಕ-೨೭: ಕಾವ್ಯ ಪ್ರಕಾರಗಳು: ಭಾವಗೀತೆ, ಸುನೀತ, ಶೋಕಗೀತೆ, ಪ್ರಗಾಥ.

ಘಟಕ-೨೮: ಕಥನ ಕಾವ್ಯ, ಖಂಡ ಕಾವ್ಯ, ಮಹಾಕಾವ್ಯ.

ಘಟಕ-೨೯: ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳು: ಕಥೆ, ಕಾದಂಬರಿ, ನಾಟಕ ಜೀವನ ಚರಿತ್ರೆ.

ಘಟಕ-೩೦: ಲಲಿತ ಪ್ರಬಂಧ, ಆತ್ಮಕತೆ, ಪ್ರವಾಸ ಸಾಹಿತ್ಯ, ಸಂಪಾದನೆ, ವಿಚಾರ ಸಾಹಿತ್ಯ, ವಿಜ್ಞಾನ ಸಾಹಿತ್ಯ

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು

೧. ಹೊಸಗನ್ನಡ ಸಾಹಿತ್ಯ: ಎಲ್.ಎಸ್. ಶೇಷಗಿರಿರಾವ್, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್, ಬೆಂಗಳೂರು, ೧೯೯೨
೨. ಯುಗಧರ್ಮ ಮತ್ತು ಸಾಹಿತ್ಯ ದರ್ಶನ: ಕೀರ್ತಿನಾಥ ಕುರ್ತಕೋಟಿ, ಮನೋಹರ ಗ್ರಂಥ ಮಾಲೆ, ಧಾರವಾಡ, ೧೯೯೧
೩. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಇತಿಹಾಸ: ರಂ.ಶ್ರೀ. ಮಗುಳಿ, ಗೀತಾ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು, ೨೦೧೮
೪. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಸಂಗಾತಿ: ಕೀರ್ತಿನಾಥ ಕುರ್ತಕೋಟಿ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ, ಹೊಸಪೇಟೆ, ೧೯೯೫
೫. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಸಂಗಾತಿ: (ಪ್ರಸಂ) ಬರಗೂರು ರಾಮಚಂದ್ರಪ್ಪ, ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ೨೦೧೮
೬. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ: ತ.ಸು. ಶಾಮರಾಯ, ತಳುಕಿನ ವೆಂಕಣ್ಣಯ್ಯ ಸ್ಮಾರಕ ಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು, ೨೦೧೪
೭. ಹೊಸಗನ್ನಡ ಕಾವ್ಯ ಪ್ರಕಾರಗಳು: ಪ್ರಧಾನ ಸಂಪಾದಕರು, ಎ.ರಂಗಸ್ವಾಮಿ, ಲೇ. ಮ. ರಾಮಕೃಷ್ಣ, ಪ್ರಸಾರಂಗ, ಕರಾಮವಿ, ಮೈಸೂರು, ೨೦೧೦
೮. ಆಧುನಿಕ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳು: ಪ್ರಧಾನ ಸಂಪಾದಕರು, ಎ. ರಂಗಸ್ವಾಮಿ, ಲೇ. ಡಾ. ಜಿ.ಆರ್. ತಿಪ್ಪೇಸ್ವಾಮಿ, ಪ್ರಸಾರಂಗ, ಕರಾಮವಿ, ಮೈಸೂರು, ೨೦೧೦

DEPARTMENT - ENGLISH

EL-1.1: INTER- DISCIPLINARY COURSE-I (OPEN ELECTIVE)

INDIAN LITERATURE-I

OBJECTIVES

- To help to understand the contribution of Kalidasa to Sanskrit drama as a playwright
- To create an awareness of the importance of Shakuntala and Mrichhakatika as classical Indian texts
- To evaluate Lord Macaulay and Raja Ram Mohan Roy writers of English Prose.
- To introduce the role of Autobiographies in Indian writing in English

BLOCK -I

Kalidasa: Shakuntala

Shudraka: Mrichhakatika

BLOCK -II

Jawaharlal Nehru: An Autobiography

Ram Mohan Roy: Letter to Lord Amherst

Macaulay: Minutes on Indian Education

Vivekananda: Address to the Parliament of Religions

Suggested Reading:

- **M.K.Naik:** Critical Essays on Indian Writing in English. Sahitya Akademi, 1969.
- **Narasimhaiah. C.D:** The Swan and the Eagle. Indian Institute of Advanced Study, 1987.
- **Meenakshi Mukherjee:** The Twice Born Fiction. Heinemann Educational Publishers, 1972.
- **Chirantan Kulshrestha.** Contemporary Indian English Verse: An Evaluation. Arnold-Heinemann, 1981.

DEPARTMENT - HINDI

व्यावहारिक हिंदी एवं व्याकरण

वर्ण विचार

- वर्ण
- स्वर और उसका वर्गीकरण
- व्यंजन और उसका वर्गीकरण
- वर्णों का उच्चारण स्थान
- संधि
- समास

शब्द विचार

- शब्द के भेद
- अर्थ के आधार पर शब्द भेद
- व्युत्पत्ति के आधार पर शब्द भेद
- रचना के आधार पर शब्द भेद
- प्रयोग के आधार पर शब्द भेद
- विकारी और अविकारी शब्द भेद
- अव्यय
- संज्ञा और उसके भेद
- वचन- उसके भेद, वचन परिवर्तन के नियम
- लिंग- उसके भेद, लिंग परिवर्तन के नियम
- काल और उसके भेद
- कारक और विभक्ति- उसके प्रकार,
- सर्वनाम और उसके भेद
- विशेषण और उसके भेद
- क्रिया और उसके भेद

- क्रिया विशेषण और उसके भेद
- समुच्चय बोधक और उसके भेद
- संबंधबोधक और उसके भेद
- विस्मयादिबोधक और उसके भेद
- परसर्ग और उपसर्ग
- वाच्य और उसके प्रकार

वाक्य विचार

- वाक्य का अर्थ और परिभाषा
- वाक्य के प्रकार आदि

□□□□□□ □□□□□□

- □□□□□□ □□□□□□ □□□- □□□□□□ □□□ □□□□□□□□ □□□□.
- □□□□□□ □□□□□□- □□□□□□ □□□ □□□□□□□□ □□□□.
- □□□□□□□□□□ □□□□ □□ □□□□- □□□□ □□□□ □□□□□□□□, □□□□ □□□□□□□□
- □□□□□□ □□□□□ □□□□□□□ □□ □□□□- □□. □□□□□□□□□□□□ □□□□□□, □□□□□□ □□□□
- □□□□□□□□□ □□□□□ □□□□-□□□□□□ □□□□□□□□- □□□□□□□□□ □□□□□□ □□□□□□□□
- □□□□□ □□□□□□□□- □□□□□□□□□□□□ □□□□□

DEPARTMENT - TELUGU

E. L. 1.1 Thilak Prathyeka Adhyayanam

Block - 1:Thilak Kavithvam - 1

Unit - 1:Amrutham Kurisina Raathri

Unit - 2:Thilak Padhya Kavithaa Vaibhavam

Unit - 3:Thilak Abhiruchulu - Alavaatlu

Unit - 4: Thapala bantrothu

Block - 2: Thilak Kavithvam

Unit - 1:Thilak Sahithya Parichayam - 1

Unit - 2: Thilak Sahithya Parichayam - 2

Unit - 3:Thilak vachana kavithaa Vaibhavam - 1

Unit - 4: Thilak Vachana Kavithaa Vaibhavam – 2

DEPARTMENT - HISTORY

ANCIENT WORLD CIVILIZATIONS

(Egypt, Mesopotamia, Greek, Roman, Inca, Chinese)

Objective: The course is aims to understand major world civilizations. It is to provide a global historical perspective of ancient world which special reference to Egypt, china, Greek, Roman, Inca civilizations.

Pedagogy: personal contact programmes, audio video programmes, online lectures
Assignments, etc

Credits: 2.

Examination Duration: 1 1/2 hours and Maximum Marks:40

Course outcomes:

After completing this course the students should be able to

- Discuss the Egyptian and Mesopotamian civilizations.
- Analyse the political socio economic conditions of Greek Roman civilizations.
- Evaluate the Chinese contributions to ancient world.

Block – I

Unit-1

Egyptian Civilization: Importance of the Nile, Geographical importance, Gift of Nile, Political conditions.

Unit-2

Social, Economic and religious conditions, Literature and learning, arts and architecture.

Unit-3

Mesopotamian Civilization, Sumer and Babylonian, Hammurabi's code, Society and Culture, Economic conditions, art and literature, Assyrian Empire.

Unit - 4

Greek Civilization, Political Organizations, the city, State, Alexander the Great, Greek political theory, Religion, Philosophy, art and architecture, Characteristic of Hellenistic Civilization.

Block – II

Unit - 5

Roman Civilization, The Land and the people, the Government, Roman Republic, Roman Empire, Roman Republic, The Empire, The Patricians and Plebeians, Punic wars.

Unit – 6

Julius Caesar, his wars, fall Augustus Caesar, Social Economic Conditions, Roman art and architecture.

Unit - 7

Painting, Sculpture, Roman Law, Roman Religion, Philosophy, Roman literature, Decline of the Roman Empire.

Unit - 8

Inca Civilisation, Socio – economic Political conditions, Chinese Civilisation, Socio – economic Political conditions.

Suggested readings:

1. Breasted, J.H. : Ancient Times, A History of the early world.
2. Rostovzeff, M.S. : History of Ancient World
3. Schvinder, H. : The History of Civilization
4. Swain, J.E. : A History of World Civilization
5. Breasted, J.H. : History of Egypt
6. Jastrow, M. : The Civilization of Babylonia and Assyria
7. Bury, J.E. & OTHERS: The Hellenistic Age
8. Bailey, C. : The Legacy of Rome and others
9. Abot, F.F.: Society and Politics of Ancient Rome

DEPARTMENT – ECONOMICS

EL1.1: Economic Policies of India Since 1991.

- **Objective:** To enable the Students to understand the economic policies of India in the era of new economic policy.
- **Pedagogy:** A Combination of Lectures, Group Discussion, Assignments.
- **Credits:** 2 ; Examination Duration: 1¹/₂ and Maximum Marks: 50 (Internal Assessment Marks = 10 and Semester-end Examination = 40)

Course Inputs

BLOCK – I: India's Economic Policies

UNIT : 1 Economic Policies in India Since 1991

Economic reforms in India – Economic Scenario in India during 1990-91 – Domestic Financial Crisis – Balance of Payment Crisis – Extent of External debt and debt Trap Problem.

UNIT : 2 Need for Reforms

Measures Taken – Devaluation – Privatization – Liberalization – Globalization.

UNIT : 3 Monetary Policy and Fiscal Policy

Narasimhan Committee on Banking and Financial Sector Reforms Since 1998 – Fiscal Reforms: Raja Chellaiah Committee and Tax Reform Policies – Fiscal Prudence and Policies.

UNIT : 4 Structural Adjustments and External Sector in India

Foreign Trade: Trends in Exports and Imports – Balance of Payment and its Crisis – Export Import Policy – In Defence of Import Substitution – Foreign Exchange Policy.

BLOCK : II FDI and the Role of State**UNIT : 5 Foreign Direct Investment (FDI)**

Trends in FDI – FDI Policy – Its Impact on the Domestic Economy – Labour Migration: causes and Consequences on Indian Economy – Information and Communication Revolution and India.

UNIT : 6 Challenges to Development in India

Poverty – Unemployment – Poverty alleviation Programmes - urban Poverty and Problems – Income Inequality – Employment Generating Schemes.

UNIT: 7 The Role of State

Parallel Economy in India – Black Money – Corruption – Slams – Redefining the Role of the State and the Markets – Balance between Economic and Socio - Political Goals.

UNIT : 8 Administrative Reforms

Rights to Information – Measures Towards Good Governance – NITI Ayoga and aftermath – Digitalized India – Demonetization – GST – Make in India.

References:

1. Acharya Shankar, (2003) India's Economy: Some Issues and Answers, Academic Foundation, New Delhi.
2. Byres J Terence (Ed.,) (1999) The Indian Economy, Major Debates since Independence, OUP, New Delhi.
3. Datt Ruddar, (2002) Economic Reforms in India - A Critique, S.Chand and Co, New Delhi.
4. Kapila Uma (Ed) (2015) Indian Economy since Independence, Academic Foundations, New Delhi.
5. Kapila Uma, (2005) Understanding the Problem of Indian Economy, Academic Foundation, New Delhi.
6. Misra S.K. & V.K. Puri, (2011) Indian Economy-Its Development Experience, Himalaya Pub., House, Mumbai.
7. NCAER, Economic and Policy Reforms in India, NCAER, New Delhi.
8. Rangarajan C, (1998) Indian Economy- Essays on Money and Finance, UBSPD, New Delhi.
9. Sachs D.Jeffrey, A.Varshney & N Bajpai (Ed)(1999) India in the Era of Economic Reforms,OUP, New Delhi.
10. Vaidyanathan A, India's Economic Reforms and Development, OUP, New Delhi

DEPARTMENT - POLITICAL SCIENCE

(OEL-I) Local Government in India

Block-I

- Unit:1 Meaning, Nature and Scope of Local Governments.
- Unit:2 Evolution of Panchayat Raj Institution in India.
a) Constitute Assembly and Village Panchayat.
b) Balavanth Roy Mehta Committee Report
c) Ashok Mehta Committee Report.
d) G.V.K. Rao Committee Report.
- Unit:3 Constitutional Amendments and Panchayat Raj Institutions:
a) Basis of Constitutional Amendment.
b) 73rd and 74th Constitutional Amendment.
c) Karnataka Panchayat Raj At of 1983.
d) Karnataka Panchayat Raj Act of 1993.
- Unit:4 Zilla Panchayat: Structure, Functions and Sources of Revenue.

Block-II

- Unit:5 Taluk Panchayat : Structure, Functions, Executive Officer, Powers and Functions.
- Unit:6 Gram Panchayat: Gram Sabha, Ward Sabha: Structure, Functions and Sources of Revenue.
- Unit:7 Panchayat Development Officer and Secretary: Powers and Functions.
- Unit:8 Role of Panchayat Raj Institutions in Development (with Reference to Karnataka)
a) Panchayat Raj in Rural Development.
b) Social Change: Empowerment of the Weaker Sections.

References:

1. Verma B. M, Social justice and Panchayath Raj
2. Mutarib-M.A. and Others, Theory of Local Government,
3. Dr. Arjun darshankar, Panchayath Raj aani Nagari.
4. V. B. Patil, Pancayath Raj.
5. A.N. Kulkarni, Bharatiya Sthanik Swashasan,
6. Shantaram Bhosale, Bharatiya Sthanik Shasan,
7. Kikherji. S, Essays on Rural Development.
8. Balaramu. C. H. Administration of Anty Poverty Programmes.
9. 73rd Constitutional Amendment Act, Government of India, 1993.
10. Karnataka Panchayatraj Acts, 1985, 1995.

DEPARTMENT – PUBLIC ADMINISTRATION

INDIAN POLITY – I

BLOCK – 1

- UNIT – 1 Indian Constitution. .
- UNIT – 2 Preamble - Meaning and Importance.

- UNIT – 3 Fundamental Rights and Duties.
- UNIT – 4 Directive Principles of State Policy and Relation with Fundamental Rights.

BLOCK – 2

- UNIT – 5 Indian Federalism and Parliamentary system of Government.
- UNIT – 6 Centre - State Relations. Legislative Administrative and Financial
- UNIT – 7 Union Executive - President Elections, Powers and Positions.
- UNIT – 8 Council of Ministers and Prime Ministers - Powers and Functions

DEPARTMENT – ANCIENT HISTORY AND ARCHEOLOGY

AHA
OE 1.1

World Heritage Sites of India

Block - 1

Introduction

- Unit - 1 Nature - Scope - Criteria for incorporation of World Heritage sites
- Unit - 2 Types of World Heritage sites in India

Block - 2

Archaeological and Cave Heritage sites

- Unit - 3 Bimbetka - Sanchi- Nalanda – Champaner - Dholavira
- Unit – 4 Ajanta – Ellora - Elephant

Block - 3

North Indian World Heritage Sites

- Unit – 5 Bodh Gaya — Kajuraho–Konarak–Rani kivav– Jaipur,
- Unit – 6 Agra Fort – Red Fort - FatehpurSikri–Taj Mahal – Humayun’s Tomb –
Ahamadabad, Qutub Minar

Block - 4

South Indian World Heritages Sites

- Unit – 7 Mahabalipuram – Pattadakallu – Chola temples
- Unit - 8 Monuments of Hampi – Churches and Convents of Old Goa – Ramappa Temple

References:

1. Marco Canneo, Jasmina: The world heritage sites of UNESCO
– TheTreasure of Art
2. ASI: World Heritage Sites Series
3. Individual guide: Books on respective city Individual

DEPARTMENT - EDUCATION

IDC – 1 FOUNDATIONS OF EDUCATION

BLOCK-1 FOUNDATIONS OF EDUCATION – I

Unit-1 Philosophical Foundations
Unit-2 Basic Concepts of Philosophy
Unit-3 Psychology as a Science
Unit-4 Basic Concept in Psychology related to Education

BLOCK-2 FOUNDATIONS OF LEARNING – II

Unit-5 Sociological bases of Education
Unit-6 Educational Issues in Indian Society
Unit-7 Cultural and Historical Foundations
Unit-8 Political and Economic bases of Education

References:

1. Harison and Myers (1970), Education, Manpower and Economic Growth, McGrothill, Oxfords, IBH Publishing Co., New Delhi.
2. Kamala Bhatia & Baldev Bhatia, (1974) The Philosophical and Sociological Foundations of Education, Doaba House, New Delhi.
3. Bhatia B.D, (1974), 'Theory and Principles of Education, Doaba House, Delhi'.
4. Sorokim .P, (1947) 'Society, Culture and Personality', Harper and Brothers Publishers, New York.

DEPARTMENT – COMMERCE

EL1.1: Personal Financial Planning

Objective: To enable the Students to understand about the different Investment Avenues, Saving Schemes designed by various agencies particularly for the individuals.

Pedagogy: A Combination of Lectures, Group Discussion, Assignments.

Credits: 2

Examination Duration: 1¹/₂ and Maximum Marks: 50

(**Internal Assessment Marks** = 10 and Semester-end Examination =40)

Course Inputs

Block I

- **Unit -1: Introduction to Financial Planning:** Introduction - The Process Financial Planning – Client Interactions – Time Value of Money Applications –

Personal Financial Statements – Cash Flow and Debt Management – Planning to Finance Education.

- **Unit -2: Financial Planning Process:** Introduction - Setting Goals – Informal Budget Preparation – Investment Opportunities – Financial Vs Physical Investments – Role of a Financial Planner.
- **Unit -3: Savings Plans:** Introduction - Setting Goals – Savings Instruments – Savings Plan – Tax Savings Schemes.
- **Unit -4: Investment Planning:** Introduction - Risk Return Analysis – Mutual Fund – Derivatives – Asset Allocation – Investment Strategies and Portfolio Construction and Management.

Block II

- **Unit -5: Risk Analysis and Insurance Planning:** Introduction - Risk Management and Insurance Decision in Personal Financial Planning – Various Insurance Policies and Strategies for General Insurance – Life Insurance – Motor Insurance – Medical Insurance.
- **Unit -6: Retirement Planning and Benefits:** Introduction - Retirement Need Analysis Techniques – Savings and Investment Plans for Retirement –Employee Provident Fund – Public Provident Fund – Superannuation Fund – Gratuity – Annuity Plans.
- **Unit -7: Tax Planning:** Introduction - Income-tax Computation for Individuals – Companies - Trust and other bodies – Statutory Provisions Pertaining to Capital Gains and Indexation – House Property – Deduction and Allowances.
- **Unit -8:Health Financing:** Introduction - Health Financing Models – Financing of Health in India – National Rural Health Mission – Challenges of Access to Health Care and Service Quality – Health Insurance Mechanism & Financial Protection.

Books Recommended for Reference

01. Khan M.Y, Financial Services, Tata MacGraw Hill.
02. Singhanar V.K, Students' Guide to Income Tax, Taxmann.
03. Ranganathan and Madhuamathi, Investment Analysis and Portfolio Management, Pearson Publications.
04. Gordon and Natarajan, Emerging Scenario of Financial Services, Himalaya Publishing House.
05. George Rejda, Principles of Risk Management and Insurance, Pearson.

DEPARTMENT - MANAGEMENT

COURSE: OE-1 : Disaster Management - Credit: 2

MBAS 459: DISASTER MANAGEMENT

Objectives	: The course aims at familiarizing the students with the concepts of disaster management, need for disaster management and its relevance.
Pedagogy	: Lectures, assignments, Industrial visits and practical exercises, discussions.

1. Understanding Disasters · Meaning, nature, characteristics and types of Disasters, Causes and effects, Disaster: A Global View, Disaster Profile of India, The Disaster Management cycle.
2. Geological and Mountain Area Disasters · Earthquakes · Volcanic Eruption · Landslides · Snow Avalanches, Wind and Water Related Natural Disaster · Floods and Flash Floods · Droughts · Cyclones · Tsunamis, Man Made Disasters · Understanding Man-Made Disasters · Fires and Forest Fires · Nuclear, Biological and Chemical disaster · Road Accidents
3. Introduction to disaster Preparedness · Disaster Management: Prevention, Preparedness and Mitigation · Disaster Preparedness: Concept & Nature · Disaster Preparedness Plan · Disaster Preparedness for People and Infrastructure · Community based Disaster Preparedness Plan
4. Roles & Responsibilities of Different Agencies and Govt. · Roll of Information, Education, Communication & Training · Role and Responsibilities of Central, State, District and local administration. · Role and Responsibilities of Armed Forces, Police, Para Military Forces. Role and Responsibilities of International Agencies, NGO's, Community Based Org. (CBO's)
5. Technologies for Disaster Management · Role of IT in Disaster Preparedness · Remote Sensing, GIS and GPS · Use and Application of Emerging Technologies · Application of Modern Technologies for the Emergency communication. · Application and use of ICST for different disasters.
6. Disaster Mitigation · Disaster Mitigation: meaning and concept · Disaster Mitigation Strategies · Emerging Trends in Disaster Mitigation · Mitigation management · Role of Team and Coordination
7. Disaster Management in India Disaster Profile of India – Mega Disasters of India and Lessons Learnt Disaster Management Act 2005 – Institutional and Financial Mechanism National Policy on Disaster Management, National Guidelines and Plans on Disaster Management; Role of Government (local, state and national), Non-Government and Inter-Governmental Agencies. National Disaster management Authority.

References

1. Bryant Edwards (2005): Natural Hazards, Cambridge University Press, U.K.
2. Carter, W. Nick, 1991: Disaster Management, Asian Development Bank, Manila.
3. Central Water Commission, 1987, Flood Atlas of India, CWC, New Delhi.
4. Central Water Commission, 1989, Manual of Flood Forecasting, New Delhi.
5. Government of India, 1997, Vulnerability Atlas of India, New Delhi.
6. Sahni, Pardeep et.al. (eds.) 2002, Disaster Mitigation Experiences and Reflections, Prentice Hall of India, New Delhi.

DEPARTMENT - BIO CHEMISTRY

Basics of Bioinorganic and Biophysical chemistry for Biology graduates.

Bioinorganic chemistry

Coordination Compounds: Transition metals, properties (Colour, Oxidation states, Magnetic properties) Coordinate bond, double and complex salts– differences with examples.

Postulates of Warner's theory. Types of ligands: For examples: uni, bi, polydentate ligands. Coordination number, examples.

Porphyrin nucleus and their classification. Important metallo-porphyrins occurring in nature. Structure and biological importance of Heme, cytochrome, chlorophyll, Vitamin B₁₂.

Nitrogen, Fixation of atmospheric nitrogen – Symbiotic and non-symbiotic. Nitrogen cycle.

Environmental pollution by nitrogen compounds. Phosphorous: Importance of Phosphorous compounds in biological system, phosphorous cycle

Oxygen, Formation of ozone in atmosphere. Role of ozone in maintenance of life on earth. Effect of environmental pollutants on ozone layer.

Sulphur and Selenium, Importance of compounds of Sulphur and Selenium in biological systems. Effect of sulphur compounds on environmental pollution.

Biophysical chemistry.

Units in chemistry, Avogadro's number, Mole, Mole fraction, Molarity, Equivalent weight, Normality, Molality. Colligative Properties, Osmotic pressure and its measurements. Hypo-, Hyper- and isotonic solutions. Effect of osmotic pressure on living cells.

Donnan membrane equilibrium. Relative lowering of vapour pressure, Raoult's law. Elevation of boiling point, depression in freezing point.

Adsorption: Freundlich and Langmuir's adsorption isotherm. Applications of adsorption.

Viscosity: Definition, determination of viscosity of liquids & solutions by Ostwald's viscometer (solutions of gum and protein to be taken as examples).

Distribution law, Distribution law, partition coefficient, application of distribution law.

Acids, bases and buffers- Lewis concept of acids and bases. Ionic product of water. pH scale, buffers, Henderson- Hasselbach equation, buffer capacity Choice of buffers. Theory of acid base indicators. pH titration curve and iso-electric pH of amino acids.

Selected References:

1. Basic Principles of Organic Chemistry, Roberts and Caserio, W. A. Benjamin, Inc. (1964).
2. Organic Chemistry, Morrison and Boyd, Allyn and Bacon Inc (1992).
3. Principles of Inorganic chemistry by Cotton & Wilkinson, Wiley (1999).
4. Textbook of Organic chemistry by Ahluwalia V K & Madhuri G Narosa publications (2001).
5. Physical chemistry by Castellan G W, Narosa Publications (2004).
6. Physical chemistry by Chakraborty D K, Narosa Publications (2004).

MBT EL –I- Biotechnology and its Applications

Introduction to biotechnology. Principles of biotechnology, classification.

Recombinant DNA Technology

Introduction, outline of genetic engineering procedure, restriction endonucleases, cloning & expression vectors- plasmids, cloning in plasmid, transformation and detection of transformants- lacZ, genomic and cDNA libraries, gene analysis techniques-hybridization: Southern, Northern, Western, in situ, Polymerase chain reaction.

Microbial and food and environmental Biotechnology

Basics of fermentation technology: Types of microbial culture- batch, continuous and fed-batch. Microbial production: Use of microbes in production of vitamins, enzymes, organic acids, amino acids, polysaccharides, flavors, sweeteners, proteins and antibiotics.

Fermented food products- yogurt, cheese, tempeh, sauerkraut; beverages- wine and beer. Pre- and Pro-biotics, single cell proteins, Genetically modified foods, designer foods.

Current status of biotechnology in environment. Bioconservation, biofuels, gasohol, biogas. Bioremediation: Concepts and principles, bioremediation using microbes, in situ and ex situ bioremediation, biosorption and bioaccumulation of heavy metals.

Plant Biotechnology

Landmarks in Plant tissue culture. Types of cultures- embryo, organ, callus and cell cultures, Somatic embryogenesis, Haploid Production, Androgenesis, Protoplast culture and somatic hybridization. Micropropagation- Methods and stages, applications. Synthetic seeds, somaclonal variation. Production of secondary metabolites by plant cells, Biotransformation.

Plant transformation techniques: Direct and indirect methods of gene transfer in plants. Transgenic plants and crop improvement- herbicide tolerance, disease resistance, abiotic stress tolerance, delayed ripening, improvement of nutritional quality, molecular pharming.

Animal Biotechnology

Basics of animal cell culture techniques, cell lines, physical conditions for culturing animal cells, equipments required, scale-up of culture methods.

Application of animal cell culture- Hybridomas, production of therapeutic antibodies, stem cell technology, cell and tissue engineering.

Genetic engineering of animals: Methods for gene transfer in animals, microinjection, nuclear transplantation, retrovirus-mediated gene transfer, gene knockdown techniques. Transgenic- animals- sheep, pigs, cattle, chickens; applications of transgenic animals.

DEPARTMENT - CHEMISTRY

Block-1	Title: Periodic Table and chemical Periodicity
Unit-1	Elements, atomic structure, atomic number, atomic mass, quantum numbers, electronic configuration,
Unit-2	Periodic properties of elements, State of Matter, their resources. Important periodic properties of the elements, covalent radii, ionic radii, ionization potential, electron affinity and electronegativity
Unit-3	Concepts of Acids and Bases: Review of acid base concepts. Lux-Flood and solvent system concepts. Hard-soft acids and bases. Applications.
Unit-4	Solutions: Concentration units, solutions of liquids in liquids, Raoult's law, ideal and non-ideal solutions.

Block-2	Title: Bonding and molecular structure
Unit-5	Calcification of matter: (elements, compounds, substance and mixture), The three states of matter, physical and chemical properties of matter, fundamental particles of atoms, atomic number, atomic mass, atomic structure of atom molecular formula, empirical formula, molecular mass.
Unit-6	Ions and ionic compounds, properties of ionic compounds, formation of ionic compounds, covalent compounds, properties of covalent compounds, properties of covalent compounds
Unit-7	Metals, properties of metals, theory of metallic bond formation, types of metals conductor, semiconductor and insulators, n-type semiconductors and p-type semiconductors, alloys and superconducting materials.
Unit-8	Acids and bases, general properties of acid and bases, Acid base reactions, oxidation reduction reactions, oxidation number, types of redox reactions, balancing oxidation-reduction equation, exothermic and endothermic reactions energy change in chemical reactions.

DEPARTMENT : CLINICAL NUTRITION AND DIETETICS

OEL-1: HEALTHY LIFESTYLES AND NUTRITION 3 Credits

BLOCK 1: INTRODUCTION TO FOOD AND NUTRITION

Unit 1.- Factors affecting food habits, choices and dietary patterns – Definition

of Food, Nutrition, Health, Fitness. Interrelationship between nutrition and health, concept of a desirable diet for optimum nutrition, health and fitness.

Unit 2- A brief review of nutrients in general –

- Energy and macronutrients – Carbohydrates, Protein, Fat - functions, sources deficiency disorders and recommended intakes.
- Micronutrients: Minerals – calcium, Iron, Iodine, and other elements, Vitamins – Fat Soluble & Water Soluble.

Unit 3: Nutritional assessment- Anthropometric, biochemical, clinical, dietary and Biochemical assessments

Unit 4: Basic principles of planning diet –, RDA for Indians, Food groups, Dietary guides and balanced diets.

BLOCK 2: PLANNING OF DIET

Unit 5: Principles of planning a normal diet: characteristics of a normal diet, meeting nutrient requirements of individuals and family. Use of Dietary guidelines for Indians.

Unit 6: Objectives of diet therapy- Regular diet and rationale for modifications in energy and other nutrients, texture, fluid, soft diets etc.

Unit 7: Role of dietician in hospital- specific functions, team approach in patient care, psychological consideration, interpersonal relationship with patients. Nutrition and medical ethics. Hospital dietary- scope and importance, types of food service, quality management.

Unit 8: Nutrition counseling: definition, concept, role of clinical dietician, the recipient and counseling environment and goals of counseling. An overview of systems approach to nutritional care and its components (planning, implementation and evaluation).

REFERENCES

- Srilakshmi B (2004) Nutrition Science. New Age International (P) Ltd, Publishers.
- Kango M (2005) Normal Nutrition, Curing diseases through diet. First Edition CBS Publications. Paul S (2003) Text Book of Bio-Nutrition, Fundamental and Management. RBSA Publishers.
- Williams SR (2000) Nutrition and Diet Therapy. Sixth Edition C.V. Melskey Co.
- Mudambi SR and Rajagopal MV (1997) Fundamentals of Foods and Nutrition. New Age International (P) Ltd, Publishers.
- Swaminathan M (1999) Essential of Food and Nutrition. Vol I and II, Bappco publications, Madras.
- Corinne, H. Robinson 2010– “Normal and Therapeutic nutrition”, Oxford and IBH publishing company, Bombay.
- Srilakshmi – 2012 “Dietetics”, 4th edition, New age international publisher, Chennai

B.

DEPARTMENT - COMPUTER SCIENCE

ELMCS-01 Mobile App Development: Credit 2

Block – I

Unit-1: Introduction to Mobile Computing: applications, a simplified reference model, Wireless

Transmission:

Unit-2: Frequencies of radio transmission, signals, antennas, signal propagation, multiplexing, modulation, spread spectrum, cellular system.

Unit-3 Media Access Control: motivation for a specialized MAC, SDMA, FDMA, TDMA, CDMA ,and Comparisons.

Unit-4: GSM, DECT, Wireless LAN: Infrared vs. radio transmission, Infrastructure and ad-hoc networks, IEEE 802.11, HPERLAN, Bluetooth.

Block – II

Unit-5: Mobile Network Layer: mobile IP, dynamic host configuration protocol,

Unit-6: ad-hoc networks. Mobile Transport Layer: Traditional TCP, classical TCP improvements,

Unit-7: TCP over 2.5/3G wireless networks. File Systems, World Wide Web,

Unit-8: Wireless Application Protocol (WAP) and WAP 2.0.

Text book:

1. Jochen H. Schiller, Mobile Communications(2e)

Reference

1. Raj Kamal, Mobile Computing
2. Asoke K. Talukder, Roopa R. Yavagal, Mobile Computing
3. Mazliza Othman, Principles of Mobile Computing and Communications
4. Prasant Kumar Pattnaik, Rajib Mall, Fundamentals of Mobile Computing
5. Ivan Stojmenovic, Handbook of Wireless Networks and Mobile Computer
6. David Taniar, Mobile Computing Concepts, Methodologies, Tools, and Applications

DEPARTMENT - ENVIRONMENTAL SCIENCE

ESOEL-1: Basics of Environmental Science

Block I: Ecology and Environment

Unit 1: Definition, Principles and Scope. Biotic and abiotic factors of environment. Ecosystems: pond, forest, river, grassland and estuary ecosystems

Unit 2: Ecosystem – trophic structure, energy flow, food chain, food web, Ecological pyramids.

Unit 3: Population dynamics: Definition, population density, Natality, Mortality, Age structure, Growth pattern, population dispersion.

Unit 4: Biogeochemical cycle – types, sedimentary and gaseous cycles, N, C, S, P, O cycles. Rock and hydrological cycles.

Block II: Biodiversity and Conservation

Unit 5: Biodiversity, Definition, Types of Biodiversity, importance and roles.

Unit 6: Needs and benefits of biodiversity, Loss of biodiversity- causes and consequences, Need for conservation of biodiversity

Unit 7: Conservation strategies, endemic and exotic species, Red Data book, National parks, wildlife sanctuaries, biosphere reserves, biodiversity hotspots, wildlife protection act, biodiversity act, wetland conservation and management, Hotspots of biodiversity.

Unit 8: Project Tiger, Project elephant, Ramsar site and other conservation projects. Experts Committee Reports on Environmental conservation

DEPARTMENT - GEOGRAPHY

ELMG –01, Introduction to Physical Geography (Credit-2)

Block-1

Origin, Shape and Size of the Earth, Movement of the Earth- Rotation and Revolution, Effects of the movement of Earth, Coordinates -Latitude, Longitude and Time; Structure of the Earth, Rocks - types, significance, Weathering –types; Agents of Denudation - River, Glacier, Wind and Under Ground water; Structure and Composition of Atmosphere, Weather and Climate

Block-2

Atmospheric Pressure, Winds and Precipitation; Distribution of Land and Sea, Submarine Relief of the Ocean, Temperature and Salinity of Sea Water; Ocean Tides and Oceanic Currents- Atlantic, Pacific and Indian Oceans; Biosphere- Elements, Ecology, Ecosystem, World's Biomes, Biodiversity – Importance, Types and Conservation

References

1. B.S. Negi (1993) Physical Geography. S.J. Publication, Meerut
2. D.S.Lal (1998) Climatology. Chaitnya publishing house, Allahabad
3. K. Siddhartha (2001) Atmosphere, Weather and Climate. Kishorey publication, New Delhi
4. R.N. Tikka (2002) Physical Geography. Kedarnath Ramnath & co, Meerut
5. William D. Thornbury (1997) Principle of Geomorphology. New Age International (Pvt Ltd.) New Delhi.

DEPARTMENT -MATHEMATICS

ELMM –01 - FUNDAMENTALS OF MATHEMATICS

(2 Credits)

Block-I: Number Theory: Natural numbers, integers, Real numbers, GCD, LCM, Prime numbers. Surds, Indices, Logarithms, Progressions, Arithmetic Progression, Geometric Progression, Harmonic Progression,

Block-II: Set Theory: Operations of Union, Intersection, Complementation. Relations & Functions: Types of relations One-one, onto, Many-one functions, graphs of functions.

Mathematical Logic: Propositions, logical connectives, Methods of proofs.

Books for Reference:

1. Kolman and Busby: Discrete Mathematics, PHI.
2. S. L. Loney: The Elements of Coordinate Geometry, London Macmillan & Co.
3. B. S. Grewal: Higher Engineering Mathematics, 36th Ed., Khanna Pub.
4. S. Lipschutz and M. Lipson: Theory and Problems of Discrete Mathematics. Schaum Series. 2nd Ed. Tata McGraw Hill.

DEPARTMENT - MICRO BIOLOGY

Microbial World and Microbial Diversity

- i. Introduction to microbial world, Physiochemical and biological characteristics; Characteristics of Acellular microorganisms (Viruses); Baltimore classification, general structure with special reference to viroids and prions.
- ii. Binomial Nomenclature, Whittaker's five kingdom and Carl Woese's three kingdom classification systems and their utility.
- iii. Difference between prokaryotic and eukaryotic microorganisms
- i. General characteristics of Cellular microorganisms, types - archaebacteria, eubacteria, wall-less forms - MLO (mycoplasma and spheroplasts) with emphasis on distribution and occurrence, morphology, mode of reproduction and economic importance.
- ii. Structure, reproduction and economic importance of Mycoplasma.
- i. General concept of Phytoplanktons and Zooplanktons. Characteristics, occurrence, thallus organization and classification of Algae.
- ii. Cyanobacteria - occurrence, thallus organization, cell ultra structure, reproduction and economic importance. Applications of algae in agriculture, industry, environment and food.
- i. Historical developments in the field of Mycology including significant contributions of eminent mycologists.
- ii. General characteristics of fungi including habitat, distribution, nutritional requirements, fungal cell ultra- structure, thallus organization and aggregation, mode of reproduction and
- iii. Economic importance of fungi with examples in agriculture, environment, Industry, medicine and food.

- i. General characteristics, structure, mode of reproduction and economic importance of Actinomycetes with special reference to its application in medicine and industry.
- ii. General characteristics, occurrence, classification structure, reproduction and economic importance of Protozoa.

References:

1. Singh, R.P. General Microbiology. Kalyani Publishers, New Delhi (2007).
2. Aneja, K.R. Experiments in Microbiology, Plant pathology and Biotechnology, Fourth edition, NewAge International publishers.
3. Dubey, R.C. and Maheshwary, D.K. Text book of Microbiology. S. Chand and company (1999).
4. Powar, C.B. and Dagainawal, H.F. General Microbiology. Vol-I and Vol- II, Himalaya Publishing House.
5. Chakraborty P. A Textbook Of Microbiology. New central book Agency (2005).
6. Prescott, M.J., Harley, J.P. and Klein, D.A. Microbiology. 5th Edition WCB Mc Graw Hill, New York, (2002).
7. Tortora, G.J., Funke, B.R. and Case, C.L. Microbiology: An Introduction. Pearson Education, Singapore, (2004).
8. Alcom, I.E. Fundamentals of Microbiology. VI Edition, Jones and Bartlett Publishers. Sudbury. Massachusetts, (2001).
9. Black J.G. Microbiology-Principles and Explorations. John Wiley & Sons Inc. New York, (2002).
10. Pelczar, M.J. Chan ECS and Krieg NR, Microbiology McGraw-Hill.
11. Willey, Sherwood, Woolverton. Prescott, Harley, and Klein's Microbiology McGraw-Hill publication
12. Tortora, Funke, Case. Microbiology. Pearson Benjamin Cummings.
13. JACQUELYN G. BLACK. Microbiology Principles and explorations. JOHN WILEY & SONS, INC.
14. Madigan, Martinko, Bender, Buckley, Stahl. Brock Biology of Microorganisms. Pearson
15. Tom Besty, D.C Jim Koegh. Microbiology Demystified Mc GRAW-HILL.

DEPARTMENT -PHYSICS

MP-EL1: Mechanics

BLOCK-A

Unit-1: Laws of Motion: Frames of reference, Newton's Laws of motion, Dynamics of a system of particles, Centre of Mass.

Unit-2: Momentum and Energy: Conservation of momentum, Work and energy, Conservation of energy, Motion of rockets.

Unit-3: Rotational Motion: Angular velocity and angular momentum, Torque, Conservation of angular momentum.

Unit-4: Gravitation: Kepler's Laws (statement only), Newton's Law of gravitation, motion of a particle in a central force field, satellite in

circular orbit and applications, geosynchronous orbits, weightlessness, basic idea of global positioning system (GPS).

BLOCK-B:

Unit-5: Oscillations: Simple harmonic motion, differential equation of SHM and its solutions, kinetic and potential energy, total energy and their time averages, damped oscillations.

Unit-6: Elasticity-1: Hooke's law, stress-strain diagram, elastic moduli-relation between elastic constants, Poisson's ratio, expression for Poisson's ratio in terms of elastic constants, work done in stretching and work done in twisting a wire.

Unit-7: Elasticity-2: Twisting couple on a cylinder - determination of rigidity modulus by static torsion, torsional pendulum-determination of rigidity modulus and moment of inertia - η and χ by Searles method.

Unit-8: Special Theory of Relativity: constancy of speed of light, postulates of special theory of relativity, length contraction, time dilation.

DEPARTMENT -PSYCHOLOGY

EL-1 Introduction to Psychology 2 Credits

Block 1: Introduction to Psychology-I

Unit 1: Introducing Psychology -Definition, Scope, and goals

Unit 2: Branches of Psychology

Unit 3: Motivation

Unit 4: Emotions

Block 2: Introduction to Psychology-II

Unit 5: Sensation, Attention and Perception

Unit 6: Learning, Memory and Forgetting

Unit 7: Intelligence

Unit 8: Personality

References:

1. Charles G.Morris. Albert A. Maisto Psychology an Introduction , Prentice Hall. New Jersey.
2. Feldman, A. R.,Understanding Psychology IV th Ed, 1996, McGraw Hill, New Delhi.
3. Morgan, King, Weisz &Schopler, Introduction to Psychology-V11 Ed,1993, Tata McGraw Hill, New Delhi.
4. Ernest R Hilgard, Richard C Atkinson ,Rita L Atkinson Introduction to Psychology Oxford Publication, New Delhi.

DEPARTMENT : INFORMATION TECHNOLOGY

ELMIT –01: Green Computing

(2 Credits)

Course Objective: Study the concepts related to Green IT, Green devices and hardware along with software methods, green enterprise activities, managing the green IT and various laws, standards, protocols along with outlook of green IT.

BLOCK 1: Overview of Green Computing

Unit 1: Green IT Introduction, Overview and issues, Initiatives and standards, Pathways of Green computing, Benefits of Green IT, Environmental Impacts of IT

Unit 2: Green devices and hardware Environmental issues arising from electronic devices, life cycle of electronic devices, Hazards and E-waste Recycling, Going paperless, Hardware considerations, Greening information systems, Managing Green IT, 3Rs of Green IT, Thinking About Money-Saving Efforts

Unit 3: Green Data Centres and Associated Energy Challenges, Data Centre IT Infrastructure, Data Centre Facility Infrastructure: Implications for Energy Efficiency, IT Infrastructure Management, Green Data Storage, Storage Media Power Characteristics,

Unit 4: Green network and communications, objectives and challenges of green networking, Enterprise Green IT strategy, Approaching Green IT strategies, Business drivers and dimensions for Green IT strategies, Steps in Developing a Green IT Strategy, Metrics and Measurements in Green Strategies

BLOCK 2: Management of Green Computing

Unit 5: Sustainable Information Systems and Green Metrics, Sustainable IT Services, Sustainable IT Roadmap, Enterprise, Green IT Readiness, Readiness and Capability Green Enterprises and the Role of IT, Organizational and Enterprise Greening, Information Systems in Greening Enterprises, Greening the Enterprise: IT Usage and Hardware,

Unit 6: Managing Green IT, Strategizing Green Initiatives, Implementation of Green IT, Regulating Green IT: Laws, Standards and Protocols,

Unit 7: Green Cloud Computing and Environmental Sustainability, Cloud Computing and Energy Usage Model: A Typical Example, Features of Clouds Enabling Green Computing, Green Cloud Architecture

Unit 8: Green IT: An Outlook, Awareness to Implementation, Green IT Trends, Greening by IT, A Seven-Step Approach to Creating Green IT Strategy

Text Books:

1. Gangadharan, G. R., & Murugesan, S. (2012). Harnessing Green IT: Principles and practices. Wiley Publication, ISBN: 9788126539680.
2. Smith, B. E. (2013). Green Computing: Tools and Techniques for Saving Energy, Money, and Resources. CRC Press.

DEPARTMENT -BOTANY

Plant-Microbe Interactions

Overview of plant microbes interactions,

Introduction, beneficial microbes, Rhizobium bacterium and nitrogen fixation, mycorrhizal fungi.

Plant pathogens, Agrobacterium tumefaciens and crown gall disease,

Mechanisms of plant disease mechanism, some bacterial plant diseases,

Plant viruses and mechanism of plant against viruses attacks.

Fungal pathogen- mechanism of plant disease,

Oomycete pathogens, Fungal mediated plant.

General concept of plant immunity,

PAMP-triggered immunity (PTI) and effectors-triggered immunity (ETI).

Transcription activator like effector and their role in virulence and disease resistance.

References

1. Lautenberg, B. (2015). Principles of Plant-Microbes Interactions: Microbes for sustainable Agriculture, Springer.
2. Stacey, G. and Keen, N. T. (1997). Plant-Microbes Interactions, Vol 4, . Springer.
3. Ramasamy, K, (2015). Plant Microbes Interactions, New India Publishing Agency.
4. Martin, F. and Kamoun, S. (2014). Effectors in Plant-Microbes Interactions 1st Edition, Wiley Blackwell.

DEPARTMENT -ZOOLOGY

MZO-IE-1: Parasites, Vectors & Communicable Diseases

Introduction to parasites.

Distribution, types, origin and evolution of parasites. Parasitism.

Types: Ecto-parasites, Endo-parasites and their adaptations.

Pathogenic micro-organisms, brief outline and classification of parasitic protozoan's: Entamoeba, Balantidium, Giardia, Trichomonas, Plasmodium, Leishmania and Trypanosoma and their diseases.

Control measures, diagnosis and therapy.

Pathogenic helminthes and vectors.

Etiology, epidemiology, pathogenesis, diagnosis, prevention and control of disease due to *Trichinella spiralis*, *Ancylostoma duodenale*, *Fasciola hepatica*, *Schistosoma* species.

Pathogenic Cestodes: Life cycle, treatment of diseases caused by Echinococcus, Hymenolepis and Diphylobothrium. Scope and importance of vectors. Origin and evolution of vectors. Habitat, life cycle, pathogenicity of fleas, mites, ticks, lice's and mosquitoes.

Historical perspectives and scientists involved in the discovery of vectors and communicable Diseases.

Epidemiology, bio-ecology, life cycle of biological and mechanical Vectors. Vector-host-parasites interactions, Host-pathogen interaction, insects transmitting Bacteria and viruses.

Control and management of vectors and vector borne diseases

Control measures: cultural, chemical, biological, genetic and environmental Methods of vectors. Management of biological and mechanical vectors during Different seasons. Integrated Vector Control and Management.

Insecticide resistance in vectors, Drug resistance in pathogens.

Importance of education, awareness among public on communicable diseases and community participation. Covid-19 pandemics. Epidemiology of corona virus and its mutants. Vaccination against corona virus in India and other parts of the world.

DEPARTMENT –FOOD AND NUTRITION SCIENCE

ELMFNS- 01 FOOD PSYCHOLOGY

Credits: 2

BLOCK 1: FOOD: PREFERENCES AND CHOICES

Unit 1: Food: Physiological definition and significance, meaning of food, food classification, Food as statement of self-identity, Social interaction, Cultural identity

Unit 2: The Role of Food and Eating on Personality and Social Development: Psychology of eating, Food and emotion regulation, Food in daily living, Food Socialization, Food and control of others

Unit 3: Food Preferences and Fluctuations: Developmental Models, Cognitive Models & Psychophysiological Models, Physiology of food choice, Likes and Dislikes, acquired food preferences, Attitudes towards change, Food and sensory stimulus, Factors influencing eating behavior – (biological, environmental, individual, food characteristics, culture etc., Effect of eating on food selection and preferences, Understanding of the body and self – selection of the diet.

Unit 4: Food choices across lifespan and influence of society: The changing role of the senses in food choice and food intake across lifespan, Food in security and health across

lifespan, Influence of media and advertisements, Digital platform and influence on food choices

BLOCK 2: EATING DISORDERS AND TREATMENTS

Unit 5: Mood, Emotions, food cravings and addictions: relation with food preferences, Connection between mood and eating, Biological and physiological aspects of food cravings, Stress and eating behavior, Food addiction - description, neurobiology of food addiction

Unit 6: Eating disorders and treatment: Anorexia nervosa, Bulimia nervosa and binge eating Disorder-Definition, Symptoms, believed causes, Classification, Risk factors, Common myths of eating disorders, Treatment & dietary management

Unit 7: Overeating, Obesity and Weight management: Definition, Prevalence, Classification of Body Mass Index, Types & patterns, Etiology, Physiological component, Fad diets, Risk factors, Treatment - Weight management (Behavior & Cognitive), Lifestyle modifications, Dietary modification - (calorie restricted diet)

Unit 8: You are what you eat- Approaches to change the dietary behavior: Multidisciplinary approach, Strategies to support healthy dietary behavior: Encouraging healthy eating, Selection of food, Meal & portion size, developing education materials, Motivation & economics, Benefits of exercise, Stage classification for change, Barriers affecting the clinical outcome

REFERENCES:

1. [Smith John L.](#) (2002), The Psychology of Food and Eating (English, Hardcover, Smith John , Publisher: Palgrave MacmillanL.), ISBN: 9780333800201, 0333800206.
Alexandra W. LogueOct 2017, The Psychology of Eating and Drinking Fourth Edition.

Annexure II

INTER- DISCIPLINARY COURSE
(Open Elective) for Second Semester
ವಿಭಾಗ- ಕನ್ನಡ

ಪತ್ರಿಕೆ-೬: ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಇತಿಹಾಸ

EL-2.1 (ಕ್ರೆಡಿಟ್-೨)

ಬ್ಲಾಕ್-೨೮: ಸಾಹಿತ್ಯ ಚರಿತ್ರೆಯ ಉಗಮ ಮತ್ತು ವಿಕಾಸ

ಘಟಕ-೧೪೯: ಸಾಹಿತ್ಯದ ಉಗಮ, ಬೆಳವಣಿಗೆ, ಉದ್ದೇಶ.

ಘಟಕ-೧೫೦: ಪ್ರಾಚೀನ ಪೂರ್ವ ಶಾಸನಸಾಹಿತ್ಯ.

ಘಟಕ-೧೫೧: ಪಂಪ ಪೂರ್ವ ಯುಗದ ಸಾಹಿತ್ಯ.

ಘಟಕ-೧೫೨: ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆಯ ವಿಭಾಗಕ್ರಮ.

ಬ್ಲಾಕ್-೨೯: ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ

ಘಟಕ-೧೫೩: ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ ರೂಪಗಳು; ಚಂಪೂ, ವಚನ, ರಗಳೆ, ಷಟ್ಪದಿ, ಸಾಂಗತ್ಯ ಇತ್ಯಾದಿ.

ಘಟಕ-೧೫೪: ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಪರಿಕಲ್ಪನೆಗಳು;

ಚರಿತ್ರೆ-ಪುರಾಣ, ಧರ್ಮ-ಕಾವ್ಯಧರ್ಮ, ಹಿಂಸೆ-ಅಹಿಂಸೆ, ಮಾರ್ಗ-ದೇಶಿ, ಲೌಕಿಕ-ಆಗಮಿಕ, ವಸ್ತುಕ-ವರ್ಣಕ, ಪ್ರಭುತ್ವ-ಪ್ರತಿರೋಧ.

ಘಟಕ-೧೫೫: ಪ್ರಾಚೀನ ಕನ್ನಡ ಕವಿ-ಕೃತಿ-ಕಾಲ-ದೇಶ-ಭಾಗ ೧.

ಪಂಪ, ರನ್ನ, ಪೊನ್ನ, ೧ನೆ ಚಾವುಂಡರಾಯ, ನಾಗವರ್ಮ ೨ನೆಯ ಚಾವುಂಡರಾಯ, ನಾಗಚಂದ್ರ, ನಯಸೇನ, ದುರ್ಗಸಿಂಹ, ಬ್ರಹ್ಮಶಿವ, ಕರ್ಣಪಾರ್ವ, ಜನ್ನ.

ಘಟಕ-೧೫೬: ಪ್ರಾಚೀನ ಕನ್ನಡ ಕವಿ-ಕೃತಿ-ಕಾಲ-ದೇಶ-ಭಾಗ ೨.

ಆಂಡಯ್ಯ, ನೇಮಿಚಂದ್ರ, ರುದ್ರಭಟ್ಟ ಪ್ರಮುಖ ವಚನಕಾರರು - ಜೇಡರ ದಾಸಿಮಯ್ಯ, ಬಸವಣ್ಣ, ಅಕ್ಕ ಮಹಾದೇವಿ, ಅಲ್ಲಮಪ್ರಭು, ಚನ್ನಬಸವಣ್ಣ, ಹರಿಹರ, ರಾಘವಾಂಕ, ಕುಮಾರವ್ಯಾಸ, ಲಕ್ಷ್ಮೀಶ, ಪ್ರಮುಖ ಕೀರ್ತನಕಾರರು, ಚಾಮರಸ, ಕುಮಾರವಾಲ್ಮೀಕಿ, ಸರ್ವಜ್ಞ, ಷಡಕ್ಷರಿ, ಸಂಚಿ ಹೊನ್ನಮ್ಮ, ನಂಜುಂಡ, ರತ್ನಾಕರವರ್ಣಿ, ಮುದ್ದಣ, ಕೆಂಪನಾರಾಯಣ.

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು

೧. ಗತಿಬಿಂಬ : ಜಿ.ಎಸ್. ಶಿವರುದ್ರಪ್ಪ, ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಬೆಂಗಳೂರು

೨. ಕಾವ್ಯ ವಿಹಾರ : ಕುವೆಂಪು, ಉದಯರವಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು, ೧೯೬೯

೩. ಸಮಗ್ರ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ : ಬೆಂಗಳೂರು, ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಬೆಂಗಳೂರು, ೨೦೦೨

೪. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ : ಕೆ. ವೆಂಕಟರಾಮಪ್ಪ, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು

೫. ಕರ್ನಾಟಕ ಸಂಸ್ಕೃತಿ: ದೇವುಡು, ಶಾರದಾ ಪ್ರಕಾಶನ, ಮೈಸೂರು, ೧೯೭೫

೬. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಸಂಗಾತಿ : ಕೀರ್ತಿನಾಥ ಕುರ್ತಕೋಟಿ, ಮನೋಹರ ಗ್ರಂಥಮಾಲೆ, ಧಾರವಾಡ
೭. ಶೈಲಿ : ಎಸ್.ವಿ.ರಂಗಣ್ಣ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು, ೧೯೭೬
೮. ಶತಮಾನದ ಕನ್ನಡ ಸಾಹಿತ್ಯ : ಸಂಪಾದಕರು, ಜಿ.ಎಸ್. ನಾಯಕ, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು
೯. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಇತಿಹಾಸ : ರಂ. ಶ್ರೀ. ಮುಗಳಿ, ಕೇಂದ್ರ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ನವದೆಹಲಿ, ೧೯೬೩
೧೦. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ : ರಂ.ಶ್ರೀ. ಮುಗಳಿ, ಉಷಾ ಸಾಹಿತ್ಯ ಮಾಲೆ, ಮೈಸೂರು, ೧೯೭೧
೧೧. ಬಿಂಬ: ಚದುರಂಗ, ಸಂವಹನ ಪ್ರಕಾಶನ, ಮೈಸೂರು
೧೨. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಸಂಪುಟಗಳು : ಕುವೆಂಪು ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು. ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು, ೧೯೮೨
೧೩. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಪ್ರಾಚೀನತೆ: ಪ್ರಧಾನ ಸಂಪಾದಕರು, ಎ. ರಂಗಸ್ವಾಮಿ, ಲೇ. ಎಚ್.ಪಿ. ಗೀತಾ, ಜನಪ್ರಿಯ ಕನ್ನಡ ಮಾಲೆ, ಕನ್ನಡ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಶೋಧನಾ ವಿಭಾಗ, ಕರಾಮವಿ, ಮೈಸೂರು, ೨೦೧೧
೧೪. ಪ್ರಾಚೀನ ಕನ್ನಡ ಕಾವ್ಯ ಸ್ಥಿರತೆ ಮತ್ತು ಚಲನ ಶೀಲತೆ : ಪ್ರಧಾನ ಸಂಪಾದಕರು, ಎ. ರಂಗಸ್ವಾಮಿ, ಲೇ. ಶಿವರಾಮಯ್ಯ, ಜನಪ್ರಿಯ ಕನ್ನಡ ಮಾಲೆ, ಕನ್ನಡ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಶೋಧನಾ ವಿಭಾಗ, ಕರಾಮವಿ, ಮೈಸೂರು, ೨೦೧೨
೧೫. ಕನ್ನಡ ಕೈಪಿಡಿ: ಸಂಪುಟ ೨, ಪ್ರಸಾರಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು, ೨೦೦೭

DEPARTMENT - ENGLISH

EL-2.1: INDIAN LITERATURE-II

OBJECTIVES

- To appreciate artistic values in *Hayavadana* and the use of myth
- To know the importance of Indian English historical plays
- To appreciate Sri Aurobindo as a poet and critic
- To comprehend the different theories of aesthetic experience of art

BLOCK -I

Girish Karnad: Hayavadana

Gurucharan Das: Larin Sahib

BLOCK -II

M. Hiriyanna: Art Experience

Sri Aurobindo: Selections: The Poets of the Dawn and The Poets of the Dawn 3 (The Future Poetry)

Suggested Reading:

- **K.R.Srinivas Iyengar:** Indian Writing in English .Macmillan, 1979.
- **M.K.Naik:** Critical Essays on Indian Writing in English.Sahitya Akademi, 1969.
- **Narasimhaiah C.D:** The Swan and the Eagle. Indian Institute of Advanced Study, 1987.
- **Meenakshi Mukherjee:** The Twice Born Fiction. Heinemann Educational Publishers, 1972.

DEPARTMENT - HINDI

हिंदी सिनेमा

- सिनेमा का उद्भव और विकास
- मूक चलचित्र और दादा साहब फाल्के युग
- दूसरा पढ़ाव, सवाक चलचित्र अथवा आलमआरा
- रंगीन सिनेमा का युग
- सामाजिक सिनेमा एक विवेचन
- धर्म एवं सांस्कृतिक सिनेमा एक विवेचन
- राजनैतिक सिनेमा एक विवेचन
- आर्थिक सिनेमा एक विवेचन
- हास्य एवं व्यंग्य सिनेमा एक विवेचन
- बाल सिनेमा
- सिनेमा एवं संवेदना
- सिनेमा एवं भाषा-शिल्प सिनेमा एवं गायन
- सिनेमा एवं पात्र संयोजना
- सिनेमा एवं नैतिक मूल्य
- अनूदित सिनेमा
- सिनेमा का तुलनात्मक अध्ययन
- फिल्म समीक्षा.....आदि



- सिनेमा साहित्य और समाज- प्रहलाद अग्रवाल, अनामिका प्रकाशन, नई दिल्ली
- कथाकार कमलेश्वर और हिंदी सिनेमा- उज्ज्वल अग्रवाल, राजकमल प्रकाशन, नई दिल्ली
- बॉलिवुड पाठ विमर्श के संदर्भ- ललित जोशी, वाणी प्रकाशन, नई दिल्ली
- फलैशबैक, प्रभुनाथ आजमी, शिल्पायन, नई दिल्ली
- नाटक के सौ बरस, हरिश्चंद्र अग्रवाल और अजित पुष्कल, शिल्पायन, नई दिल्ली

DEPARTMENT - TELUGU

E. L. 2.1 TELUGU SAMSKRUTHI - SAMAJAM

Block - 1: ANDHRULA CHARITHRA - SAMSKRUTHI

Unit - 1:Samskruthi Vaisistyam

Unit - 2:Andhrula Charithra - Samskruthi Paraspara Prabhavam

Unit - 3:Andhrula kalalu

Unit - 4: Andhrula basha - samajam

Block - 2: ANDHRULA AACHARALU -SAMPRADHAYALU

Unit - 1:Andhrula Pandugalu

Unit - 2: Sthrela Nomulu - Vrathalu

Unit - 3: Andhrula Sangikaacharalu

DEPARTMENT - HISTORY

OEL2.1 Social Reform Movements in Modern India

Objective: The course is aims to trace the causes for the division of society in various sections and need for reformation. Further it explains age old social evils which crippled Indian society.

Pedagogy: personal contact programmes, audio video programmes, online lectures
Assignments, etc

Credits: 2. Examination Duration: 1 1/2 hours and Maximum Marks: 40

Course outcomes

After completing this course the students should be able to

- Understanding the contributions of the Raja ram Mohan Roy Dayananda Sarawathi towards the Indian modernity
- Analyse the Jyothibai pule Savithribai Pule Ambedkar's contributions to Indian social reform movements
- Evalute the works of Sahu Maharaj and Krishna raja wadiyar IV patronage to social Justice.

Block-I

Unit : 1

Colonial Discovery of India : Orientalism, Anglicism, Evangelism-Understanding Indian Society, Meaning of Social Reform. The Concept of Modernity : Western Impact – Indian Response.

Unit : 2

Rajaram Mohan Roy and Brahmo Samaj, Dayananda Sarawathi and Arya Samaj- Nationalism and Society – Prarthana Samaj.

Unit : 3

Jyothi Ba- Phle and Savithri Ba Pule, Social and education reforms.

Unit : 4

Communalism, Eradication of Communalism, Muslim League, Wahhabi and Pan Islamism-Syed Ahmed and Aligarh Movement.

Block-II

Unit : 5

The debate over the interpretation of Shastras – Ishwar Chandra Vidya Sagar - B.M.Malabari – Vivekananda –M.G. Ranade—Bal Gangadhar Tilak.

Unit :6

Dr. B.R.Ambedkar-, His views on Society, A caste and its annihilation, Religion and Economy, M.K.Gandhi- E.V.Ramswamy Periyar and Sri.Narayanguru, Ayyan kali.

Unit :7

The reformers – Kandukuri Veereshalingam – Pandit Shivanatha Shastry – Gopal Ganesh Agarkar-K.T.Telang-Maharma.

Unit :8

D.K.Karve, Maharaj Saiyyaji Rao Gaekwad of Baroda – Chatrapathi Shahu Maharaj of Kolhapur and Maharaja Krishnaraja Wodeyar IV of Mysore.

Suggested readings:

1. Nararajan : A Century of Social Reform in Indian.
2. Seetharam Singh : Nationalism and Social Reform in India
3. Dhananjaya Keer : Ambedkar, Life and Mission
4. Dhananjaya Keer :Mahatma Jyoti Rao Phule : Father of Social Revolution in India
5. Charless Heimsath R : Indian Nationalism and Hindu social Reform
6. A.S.Altekar : Position of Women In Hindu Civilization.
7. Gail Omvedt : Cultural Revolt in a Colonial Society – The Non – Brahmin Movements in Western India.
8. Gail Omvedt : Dalits and Democratic Revolution.
9. Ravindrakumar : Selected Documents of B.G.Tilak.
10. S. Ramkrishna : Social Reform Movements in Andhra
11. M.K.Gandhi : Women and Social Injustice.

ವಿಜಯ ಪೊಣಚ್ಚು ತಂಬಂಡ (ಸಂ), ಭಾರತ ಉಪಖಂಡದ ಆಧುನಿಕ ಪೂರ್ವ ಚರಿತ್ರೆ ವಿವಿಧ ಆಯಾಮಗಳು
– ಸಂಪುಟ-03, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ.

DEPARTMENT - ECONOMICS

EL2.1: Institutions for International Development

- **Objective:** To enable the Students to understand the need and importance of various International Institutions.
- **Pedagogy:** A Combination of Lectures, Group Discussion, Assignments.
- **Credits:** 2 ; Examination Duration: 1½ and Maximum Marks: 50 (Internal Assessment Marks = 10 and Semester-end Examination =40)

Course Inputs

Block – I

Economic Issues at Global and National Level

Unit – 1

Globalisation

Globalisation – Forces Driving Globalisation – Income Inequality – National Integrity – Impact on Labour – Multinational corporations – Global Business Environment – National Business Environment.

Unit – 2

Legal Issues of Business at Global and National Level

Political Risks – Legal System – Business Ethics – Centrally Planned Economy – Mixed Economy – Market Economy – Human Development

Unit – 3

International Trade

Importance – Volume – Direction – Composition – Trends – Theories of Trade -
Mercantilism – Absolute Advantage – Comparative Advantage – International
Product Life Cycle – Political, Economic and Cultural Motives behind
Government Intervention.

Unit – 4 GATT and WTO

Importance – objectives – Functions - GATT and W.T.O – India and WTO.

Block – II Economic Integration and International Business Issues

Unit – 5 Regional Economic Integration

Meaning – Effects – Integration in Europe: European Union – Integration in
Americans : North American Free Trade Agreement (NAFTA) – Latin
American Integration Association (LAIA) – Free Trade Area of Americans
(FTAA) and Transatlantic Economic Partnership.

Unit – 6 Integration in Asia

Association of Southern East Asian Nations (ASEAN) - Asia Pacific Economic
Cooperation (APEC) – Integration in middle East : Gulf Cooperation Council
(GCC) – BRICS – SAARC.

Unit – 7 International Financial Markets

International capital markets – Foreign Exchange markets – Currency
Convertibility – International Monetary System.

Unit – 8 Issues in International Business

Trade War – Balance of Payment – Terrorism – Oil Crisis – Smuggling –
Dumping – Environmental Degradation – Exhibit of Nuclear power – Covid 19
and other pandemics.

References:

01. Apte A.N. (2011) International Financial Management, Tata McGraw Hill Pub., Co. Ltd., New Delhi.
02. Bhambari C.P, (1980) The World Bank and India, Vikas Publishing House, New Delhi.
03. International Development Association, Annual Reports.
04. International Finance Corporation, Annual Reports.
05. International Monetary Fund, Annual Reports.
06. World Bank, (1995) The Evolving Role of the World Bank in the First Half Century, Washington D.C.
07. World Bank, World Bank in India, Washington, D.C. USA
08. World Bank, World Development Reports, and Annual Reports.
Palle Krishna Rao, (2005) WTO, Text and Cases, PSG Excel Series, New Delhi.

DEPARTMENT - POLITICAL SCIENCE

(OEL-I) Indian Constitution

Block-I

- Unit:1 Framing of the Indian Constitution.
Unit:2 Preamble and Salient Features of the Indian Constitution.
Unit:3 Fundamental Rights and Duties.
Unit:4 Directive Principles of the State Policy.

Block-II

- Unit:5 Union Legislature : Composition, Powers and Functions.
Unit:6 Union Executive : President and Vice-President - Election, Powers and Functions, Prime ministers and Council of Minister - Powers and Functions.
Unit:7 State Legislature : Composition, Powers and Functions, State Executive -Governor and Chief Minister.
Unit:8 The Judiciary : Supreme Court and High Court - Composition, Jurisdiction and Functions.

References:

1. Andre Beteille, 1965. Caste,class, and Power. Berkley: University of California Press.
2. Appadorai, A 1968. india: Studies In Social And Political Development 1947-1967. New Delhi: Aisa Publishing House.
3. Desai, A R. 2016. Social Background of Indian Nationalism. Los Angeles: Papular Prakashan.
4. Granville Austin, 2000. The Indian Constitution: Cornerstone of a Nation. Melbourne: Oxford University Press.
5. Hanson and Douglas, 1972. India`s Democracy. New York city: W W Norton & Co Inc.
6. Johari J C 1974. Indian Government and Politics. New Delhi: Vishal Publications.
7. Karunakaran, K.P 1964. Continuity and Change in Indian Politics. New Delhi: People`s Pub. House.
8. Kochanek. A. 1968. The Congress Party of India: the Dynamics of a One-Party Democracy. New Jersey: Princeton University Press.
9. Morris Jones, 1967. The Government and Politics of India. London: Hutchinson University Library.
10. Myron Weiner, 1957. Party Politics in India. New Jersey: Princeton University Press.
11. Myron Weiner, 1967. Party Building in New Nation. Chicago: University of Chicago Press.
12. Palmer, N D 1971. The Indian Political System. Boston: Houghton Mifflin.
13. Partha Chatterjee, 1998. State and Politics in India. University of Michigan: Oxford University Press.
14. Pylee, M V 1960. Constitutional government in India. Bombay: Asia Pub. House.
15. Rajni Kothari, 1970. Politics in india. The University Of Michigan: Little Brown
16. Rajni Kothari, 1995. Caste in Indian Politics. Telangana: Orient Blackswan.
17. Venkatarangaiya: M Shiviah, 1975. Indian Federalism. New Delhi: Arnold-heinemann Publishers.
18. Zoya Hasan, 2000. The State in Indian Politics. Landon: Sage publication.

DEPARTMENT – ANCIENT HISTORY AND ARCHEOLOGY

AHA
OE 2.1

Cultural History of Hoysalas (OE)

Block - 1

Early Kings

- Unit - 1 Archeological and Literary Sources
- Unit - 2 Theories of Origin of Hoysalas – Sala – Nripakama – Ereyanga

Block - 2

Important Rulers

- Unit - 3 Vishnuvardhana - VeeraNarasimha – I
- Unit - 4 Ballala – II - Narasimha – II - Narasimha III and Ballala – III

Block - 3

Cultural Contributions

- Unit - 5 Hoysala polity - Economy
- Unit –6 Hoysala Society – Religion – Education - literature

Block - 4

Art and Architecture

- Unit - 7 Hoysala Architecture
- Unit – 8 Hoysala Art

References:

1. Epigraphia Carnatica: Relevant Volumes
2. Derrett Duncan, M.J: The Hoysalas, 1957
3. Dhakey M.A: Encyclopedia of Indian Temple Architecture
4. Desai P.B: History of Karnataka
5. Foekema Gerard: A Complete Guide to Hoysala Temples
6. Gopinatha Rao T.A: Elements of Hindu Iconography, Vols
7. Kelleson Collyer: The Hoysala Artists – Their Identity Style
8. Krishna Murthy M.S: The Hoysala Art, Kuppam, 2007
9. Padmnabha K: Hoysala Sculptures : A cultural Study
10. Sheik Ali B (Ed): The Hoysala Dynasty , 1972
11. William Cohelo: The Hoysala Vamsha, 1950
12. Annual Reports of the Department of Archaeology, Mysore 1939 – 46
13. Settar S: Hoysala Temples
14. Marg: In Praise of Hoysala Art
15. Narasimhachar R; Lakshmidēvi Temple at Doddagaddhavalī
16. Shastri KAN: The Cholas, 17. Shastri KAN: History of South India

DEPARTMENT - EDUCATION

IDC - 2 HIGHER EDUCATION

BLOCK - 1 HIGHER EDUCATION – ORGANIZATION AND TEACHING – LEARNING

Unit-1 Higher Education

Unit-2 Teaching Learning in Higher Education – I

Unit-3 Teaching-Learning in Higher Education – II

Unit-4 Problems and Innovations in Higher Education

BLOCK - 2 HIGHER EDUCATION – SOCIO-PSYCHOLOGICAL AND MANAGEMENT DIMENSIONS

Unit-5 Socio-Psychological Background of College Students

Unit-6 Problems of College Students

Unit-7 Higher Education – Management Dimensions

Unit-8 Higher Education Teacher

References:

1. Shills Edward (1989) 'The modern university Liberal Democracy'.
2. Abraham, Abu (1988) The Penguin, Book of Indian cartoons, New Delhi.
3. Chandra, Bipan (1984) Communalism Modern India, New Delhi.
4. Chauhan S.S (1989) Innovations in Teaching Learning Process, New Delhi, Vikas.
5. Srivastva A.B and Sharma K.K (1985) Elementary Statistics in Psychology and Education, New Delhi, Sterling Publishers Pvt. Ltd.,

DEPARTMENT - COMMERCE

Elective Course – EL2.1: Entrepreneurship Development

- **Objective:** To enable the Students to understand about the different aspects of Entrepreneurship Development.
- **Pedagogy:** A Combination of Lectures, Group Discussion, Assignments.
- **Credits:** 2 ; Examination Duration: 1½ and Maximum Marks: 50 (Internal Assessment Marks = 10 and Semester-end Examination =40)

Course Inputs

Block I

- **Unit -1: Entrepreneur and Entrepreneurship:** Introduction - Evolution – Characteristics – Distinction between Entrepreneur and Manager – Functions – Types – Entrepreneur - Concept of Entrepreneurship – Growth of Entrepreneurship in India – Role of Entrepreneurship in Economic Development
- **Unit – 2: Women Entrepreneurship:** Introduction - Concept – Statistical Evidence – New Age Women – Functions – Growth - Problems – Recent trends in Development of Women Entrepreneurship.
- **Unit -3: Rural Entrepreneurship:** Introduction - Meaning – Need – Rural Industrialisation in Retrospect – Problems – Development of Rural Entrepreneurship – NGOs and Rural Entrepreneurship.
- **Unit -4: Conceptual Models of Entrepreneurship:** Introduction - Models of John Kao – Udai Pareek and Nadakarni– NISIET.

Block II

- **Unit – 5: Factors Affecting Entrepreneurial Growth And Competencies:** Introduction - Economic Factors – Non-Economic Factor – Government Actions - Entrepreneurial Competencies: Meaning – Major Entrepreneurial Competencies – Developing Competencies.
- **Unit -6: Entrepreneurial Motivation and Mobility:** Introduction - Motivation – Motivation Theories – Motivating Factors – Achievement Motivation – Factors Influencing Mobility – Occupational Mobility – Locational Mobility.
- **Unit – 7: Entrepreneurship Development Programmes:** Introduction - Need for EDPs - Objectives of EDPs – Course Contents and Curriculum of EDPs – Phases of EDPs – Evaluation of EDPs.
- **Unit -8: Institutional Support System for Entrepreneurship:** Introduction - DICs – SISIs – SIDCOs – NISIET – EDIT – NIESBU – TCOs- A Broad Overview of Central and State Level Financing Institutions.

Books Recommended for Reference

- a. Vasanth Desai, The Dynamics of Entrepreneurial Development and Management, Himalaya Publishing House.
- b. A. N Desai, Entrepreneurship Management, Ashish Publishing House.
- c. Chandra Prasanna, Project Preparation, Appraisal and Implementation, Tata McGraw Hill.
- d. Khanka, S.S, Entrepreneurial Development, S. Chand Publications.
- e. Prasanna Chandra, Projects: Planning, Analysis, Selection, Implementation and Review, Tata McGraw Hill.

DEPARTMENT - MANAGEMENT

E-COMMERCE

Credits: 2

Module 1: E-commerce and its Technological Aspects:

Overview of developments in Information Technology and Defining E-Commerce: The scope of E commerce, Electronic Market, Electronic Data Interchange, Internet Commerce, Benefits and limitations of E-Commerce, Produce a generic framework for E-Commerce, Architectural framework of Electronic Commerce, Web based E Commerce Architecture.

Module 2: Electronic Data Interchange: Benefits of EDI, EDI technology, EDI standards, EDI communications, EDI Implementation, EDI Agreements, EDI Security. Electronic Payment Systems, Need of Electronic Payment System: Study and examine the use of Electronic Payment system and the protocols used, Study Electronic Fund Transfer and secure electronic transaction protocol for credit card payment. Digital economy: Identify the methods of payments on the net – Electronic Cash, cheques and credit cards on the Internet.

References:

1. Elias. M. Awad, " Electronic Commerce", Prentice-Hall of India Pvt Ltd.
2. Ravi Kalakota, Andrew B. Whinston, "Electronic Commerce-A Manager's guide", Addison-Wesley.
3. Efraim Turban, Jae Lee, David King, H.Michael Chung, "Electronic Commerce–A Managerial Perspective", Addison-Wesley.

4. Elias M Award, "Electronic Commerce from Vision to Fulfilment", 3rd Edition, PHI, Judy Strauss, Adel El-Ansary, Raymond Frost, "E-Marketing", 3RDEdition, Pearson Education

DEPARTMENT - BIO CHEMISTRY

Basics of Bioorganic chemistry for Biology graduates.

Introduction to Organic chemistry: Classification of organic compounds, unique characteristics, IUPAC nomenclature of organic compounds (including bifunctional).

Reaction mechanisms: Classification of organic reactions: substitution, addition, elimination and rearrangement with one example for each. Concepts of the following – carbon anions, carbon cations, free radicals, carbenes, nucleophiles and electrophiles.

Cycloalkanes: Reactivities and relative stability, Bayer's strain theory. Sachse-Mohr theory. Boat and chair form of cycloalkanes. Axial and equatorial bonds.

Arenes: Structure of Benzene–resonance and molecular orbital theories. Aromaticity. Mechanism of Nitration and Friedel-Craft's reaction. Electronic interpretation of the orienting influence of substituents in the electrophilic substitution of Toluene, Chlorobenzene, Nitrobenzene and Phenol. Polynuclear hydrocarbons–Resonance structures of Naphthalene, Anthracene and phenanthrene.

S_N1 and S_N2 reactions, mechanism with an example for each. Concept of elimination reactions. Example –n-butyl chloride.

Alcohols: Classification, monohydric, alcohols-distinguishing reactions for primary, secondary and tertiary alcohols.

Trihydric alcohols: Glycerol, Properties, (KHSO₄, HNO₃, Oxalic acid and HI)

Phenols: Acidity of phenols, Effect of substitution on acidity

Stereochemistry: Stereoisomerism, types, Fischer-projection formulae, asymmetric carbon atom, molecular dissymmetry, chirality, optical isomerism: ex. Glyceraldehyde, Lactic acid, Tartaric acid. Nomenclature of enantiomers. D- and L- system, Racemisation and resolution.

Heterogeneous and Homogenous hydrogenation of oils.

Selected References:

1. Basic Principles of Organic Chemistry, Roberts and Caserio, W. A. Benjamin, Inc. (1964).
2. Organic Chemistry, Morrison and Boyd, Allyn and Bacon Inc (1992).
3. Principles of Inorganic chemistry by Cotton & Wilkinson, Wiley (1999).
4. Textbook of Organic chemistry by Ahluwalia V K & Madhuri G Narosa publications (2001).
5. Physical chemistry by Castellan G W, Narosa Publications (2004).
6. Physical chemistry by Chakraborty D K, Narosa Publications (2004).

DEPARTMENT - BIOTECHNOLOGY

MBT EL-2 FUNDAMENTAL OF BIOTECHNOLOGY

Scope and Introduction to Biotechnology History & Introduction to Biotechnology What is Biotechnology? Definition of Biotechnology, Traditional and Modern Biotechnology, Branches of Biotechnology

Plant, Animal Biotechnology, Marine Biotechnology, Agriculture, Healthcare, Industrial Biotechnology, Pharmaceutical Biotechnology, Environmental Biotechnology.

Applications Biotechnology Applications of Biotechnology in Agriculture : GM Food, GM Papaya, GM Tomato, Fungal and Insect Resistant Plants BT Crops, BT Cotton and BT Brinjal Pros and Cons Biotechnological applications in Crop and Livestock Improvements Modifications in Plant Quality Golden Rice, Molecular Pharming, Plant Based Vaccines Ethics in Biotechnology and IPR 15 lectures

Food and Fermentation Biotechnology Food Biotechnology Biotechnological applications in enhancement of Food Quality Unit Operation in Food Processing Quality Factors in Pre processed Food Deterioration and its Control Rheology of Food Products Microbial role in food products Yeast, Bacterial and other Microorganisms based process and products Fermentation Technology Definition, Applications of Fermentation Technology Microbial Fermentations Overview of Industrial Production of Chemicals (Acetic Acid, Citric Acid and Ethanol), Antibiotics, Enzymes and Beverages

Molecular Biology - Replication DNA Replication in Prokaryotes and Eukaryotes Semi-conservative DNA replication, DNA Polymerases and its role, E.coli Chromosome Replication, Bidirectional Replication of Circular DNA molecules. Rolling Circle Replication, DNA Replication in Eukaryotes DNA Recombination – Holliday Model for Recombination Transformation

Mutation and DNA Repair Definition and Types of Mutations. Mutagenesis and Mutagens. (Examples of Physical, Chemical and Biological Mutagens) Types of Point Mutations, DNA REPAIR Photo reversal, Base Excision Repair, Nucleotide Excision Repair, Mismatch Repair, SOS Repair and Recombination Repair.

Genetic Engineering Experimental evidences for DNA and RNA as Genetic Material. Genetic Engineering in Ecoli and other Prokaryotes, Yeast, Fungi and Mammalian Cells Cloning Vectors-Plasmids (pBR 322, pUC) Vectors for Plant and Animal Cells, Shuttle Vectors, YAC Vectors, Expression Vectors Enzymes- DNA Polymerases, Restriction Endonucleases, Ligases, Reverse Transcriptase's, Nucleases, Terminal Transferees, Phosphatases Isolation and Purification of DNA (Genomic, Plasmid) and RNA,, Identification of Recombinant Clones

DEPARTMENT - CHEMISTRY

Block-1	Title: Physical parameters of molecules
Unit-1	Thermodynamics: First and second laws of thermodynamics. Concept of entropy and free energy, entropy as a measure of unavailable energy. Entropy and free energy changes and spontaneity of process.
Unit-2	Chemical kinetics: Rate and order of reaction. Factor affecting the rate of reaction. And determination Order of reaction. Energy of activation and its determination. Brief account of collision and activated complex theories.
Unit-3	Ionic equilibria: pH scale, buffer solutions, calculation of pH of buffer solutions, buffer capacity and buffer index, buffer mixtures.
Unit-4	Electrochemistry: Electrolytic conductance, specific, equivalent and molar conductance, ionic mobility and transference number, factors affecting the electrolytic conductance, Arrhenius theory of strong and weak electrolytes, assumptions of DebyeHuckel theory of strong electrolytes.

Block-2	Title: Organic molecules
Unit-5	Introduction to organic chemistry, atomic orbitals, sigma and pi bond formation-molecular orbital (MO) method, sp, sp ² and sp ³ hybridization, bond length, bond dissociation energies and bond angles
Unit-6	Electronegativity and polarity of the bonds. Classifications and reactions of organic compounds (with examples).
Unit-7	Biological importance of natural products: Amino acids, proteins, carbohydrates (cellulose, starch, glycogen), lipids (fats and oils, phospholipids), nucleic acids, steroids, alkaloids, vitamins, flavonoids.
Unit-8	Applications of synthetic products: Dyes, drugs, polymers (plastics), soaps and detergents, pesticides and pheromones.

DEPARTMENT – CLINICAL NUTRITION AND DIETETICS

OEL - 2: NUTRACEUTICALS AND HEALTH FOODS

2 Credits

BLOCK 1. NUTRACEUTICALS:

Unit - 1: Introduction to Nutraceutical

Unit - 2: Use of Nutraceuticals in Traditional Health Sciences

Unit – 3: Functional Foods

Unit – 4: Development of Nutraceutical and Functional Foods

BLOCK 2: FUNCTIONAL FOODS AND NUTRACEUTICALS OF PLANT, ANIMAL AND MIRCIBIAL ORIGIN

Unit - 5: Prebiotics and Probiotics

Unit - 6: Bio Active Peptides and Phyto- Chemicals

Unit - 7: Fats and Oils- Omega 3 Fatty Acids:

Unit - 8: Sugar Substitutes / Sweeteners

REFERENCES:

- Tai Hu Guan, (2018), text book of Nutraceuticals and Health, Scitus Academics Publisher, Wilmington DE 19804, United States of America.
- Wildman REC, (2016), Handbook of Nutraceuticals and Functional Foods, 2nd edition, CRC Press publishers, Boca Raton, Florida (USA).
- Athapol Noomhorm, Imran Ahmad, Anil Kumar Anal (2014), Functional Foods and Dietary Supplements Processing, Effects and Health Benefits, first edition, published by John Wiley & Sons, Ltd. UK 111 River Street, Hoboken, NJ 07030-5774, USA
- Wildman REC, (2001) Handbook of Nutraceutical and Functional Foods, CRC Press, USA. Ghosh D et al, (2012) Innovations in Healthy and Functional Foods, CRC Press, USA. Pathak YV (2011) Handbook of nutraceuticals Volume 2, CRC Press, USA.

DEPARTMENT - COMPUTER SCIENCE

ELMCS- 02: E -Commerce

BLOCK-1

UNIT-1: Overview of developments in Information Technology and Defining E-Commerce: The scope of E commerce, Electronic Market, Electronic Data Interchange, Internet Commerce, Benefits and limitations of E-Commerce, Produce a generic framework for E-Commerce,

UNIT-2: Architectural framework of Electronic Commerce, Web based E Commerce Architecture. Consumer Oriented E Commerce E-Retailing: Traditional retailing and e retailing, Benefits of e retailing,

UNIT-3: Key success factors, Models of e retailing, Features of e retailing. E services: Categories of e-services, Web-enabled services, matchmaking services,

UNIT-4: Information-selling on the web, e entertainment, Auctions and other specialized services. Business to Business Electronic Commerce

BLOCK-2

UNIT-5: Electronic Data Interchange: Benefits of EDI, EDI technology, EDI standards, EDI communications, EDI Implementation, EDI Agreements, EDI Security. Electronic Payment Systems, Need of Electronic Payment System:

UNIT-6: Study and examine the use of Electronic Payment system and the protocols used, Study Electronic Fund Transfer and secure electronic transaction protocol for credit card payment. Digital

economy: Identify the methods of payments on the net – Electronic Cash, cheques and credit cards on the Internet.

UNIT-7: Security in E Commerce Threats in Computer Systems: Virus, Cyber Crime Network Security: Encryption, Protecting Web server with a Firewall, Firewall and the Security Policy, Network Firewalls and Application Firewalls, Proxy Server. Issues in E Commerce Understanding Ethical,

UNIT-8: Social and Political issues in E-Commerce: A model for Organizing the issues, Basic Ethical Concepts, Analyzing Ethical Dilemmas, Candidate Ethical Principles Privacy and Information Rights: Information collected at E-Commerce Websites, The Concept of Privacy, Legal protections Intellectual Property Rights: Types of Intellectual Property protection, Governance.

References:

1. Elias. M. Awad, " Electronic Commerce", Prentice-Hall of India Pvt Ltd.
2. RaviKalakota, Andrew B. Whinston, "Electronic Commerce-A Manager's guide", Addison-Wesley.
3. Efraim Turban, Jae Lee, David King, H.Michael Chung, "Electronic Commerce–A ManagerialPerspective", Addison-Wesley.
1. Elias M Award, "Electronic Commerce from Vision to Fulfilment", 3rd Edition, PHI, Judy Strauss, Adel
2. El-Ansary, Raymond Frost, "E-Marketing", 3RDEdition, Pearson Education.

DEPARTMENT - GEOGRAPHY

ELMG –02 Regional Geography of Karnataka (Credits – 2)

Block-1

Physical setting - Location, Administrative divisions, Geology, Physiographic divisions of the Karnataka; Climate and Rivers; Soils and Vegetation; Irrigation in Karnataka, Major Multipurpose River Valley Projects, Major water problems and Issues - Yetthinahole, Linganamakki, Mekedatu, Krishna-Cauvery valley-linking Rivers.

Block-2

Agriculture - Major of Crops: Rice, Jowar, Ragi, Wheat, Oil seeds, Sugarcane, Cotton, Tobacco and Coffee; Minerals Resources - Iron ore, Manganese, Bauxite, Copper, Gold; Major Power Projects - Hydel, Thermal and Atomic Energy power plants; Industries - Cotton Textile, Silk Textile, Sugar, Iron and Steel, Cement and Paper industries, Industrial Regions of Karnataka; Transportation - Roads, Railway, Water way, Ports/Harbors and Airways; Population - growth, distribution and density

References:

1. Directorate of Information and Tourism,
Government of KarnatakaKarnataka State Gazetteer
2. Mallappa, P., (2014) Geography of Karnataka, Chethana book publishers, Mysuru
3. N.B.K Reddy & G.S. Murthy, (1967) Regional Geography of Mysore State
4. R.P. Misra, (1973) Geography of Mysore
5. Ranganath, (2018) Geography of Karnataka, Mysore Book House, Mysuru

DEPARTMENT - MATHEMATICS

Combinatorics and Graph Theory (ELMM –02) 2 Credits

Block-I: Permutations and Combinations, Pigeon-hole principle, Principle of inclusion and exclusion.

Block-II: Graphs, Vertices of graphs, Walks and connectedness, Degrees, Operations on graphs, Blocks – Cutpoints, bridges, Block graphs and Cutpoint graphs. Trees - Elementary properties of trees,

Books for Reference:

1. C. L. Liu – Elements of Discrete Mathematics, McGraw-Hill, 1986.
2. Kenneth H. Rosen – Discrete Mathematics and its Applications, McGraw-Hill, 2002.
3. F. Harary – Graph Theory, Addition Wesley Reading Mass, 1969.
4. N. Deo – Graph Theory With Applications to Engineering and Computer Science, Prentice Hall of India, 1987.
5. K. R. Parthasarathy – Basic Graph Theory, Tata McGraw-Hill, New Delhi, 1994.
6. G. Chartand and L. Lesniak – Graphs and Diagraphs, wadsworth and Brooks, 2nd Ed.,
7. Clark and D. A. Holton – A First Look at Graph Theory, Allied publishers.
8. D. B. West – Introduction to Graph Theory, Pearson Education Inc.,2001, 2nd Ed.,
9. J. A. Bondy and U. S. R. Murthy – Graph Theory with applications, Elsevier, 1976.

DEPARTMENT - MICROBIOLOGY

Microbes in Sustainable Agriculture and Development

- i. Soil Microbiology: Soil as Microbial Habitat, Soil profile and properties,
- ii. Soil formation, Diversity and distribution of microorganisms in soil.
- iii. Microbial Activity in Soil and Green House Gases- Carbon dioxide, methane, nitrous oxide, nitric oxide – production and control
- i. Mineralization of Organic & Inorganic Matter in Soil: Mineralization of cellulose, hemicelluloses, lignocelluloses, lignin and humus, phosphate, nitrate, silica, potassium .
- ii. Microbial Control of Soil Borne Plant Pathogens: Biocontrol mechanisms and ways, Microorganisms used as biocontrol agents against Microbial plant pathogens, Insects, Weeds.
- iii. Biofertilization, Phytostimulation,
- iv. Bioinsecticides: Plant growth promoting bacteria, biofertilizers – symbiotic (Bradyrhizobium, Rhizobium, Frankia),

- v. Non Symbiotic (Azospirillum, Azotobacter, Mycorrhizae, MHBs, Phosphatesolubilizers, algae),
- vi. Novel combination of microbes as biofertilizers, PGPRs
- i. Secondary Agriculture Biotechnology: Biotech feed, Silage, Biomanure, biogas, biofuels – advantages and processing parameters.
- ii. GM crops: Advantages, social and environmental aspects, Bt crops, golden rice, transgenic animals.

References:

1. Eldor A. Paul. Soil Microbiology. Ecology and Biochemistry. VI Edition: Academic Press, (2007).
2. Eugene L. Madsen. Environmental Microbiology: From Genome to Biogeochemistry. I Edition, Wiley-Blackwell Publishing. (2008).
3. Agrios, G.N. Plant pathology. Harcourt Asia Pvt. Ltd. (2000).
4. Buchanan. B.B., Gruissem, W. and Jones, R.L Biochemistry and Molecular Biology of Plants. I.K. International Pvt. Ltd. (2000).
5. Mehrotra R S and Ashok Agrawal. Plant Pathology. Tata Mc Graw Hill, 6th reprint (2006).
6. K. S. Bilgrami, H. C. Dube. A textbook of modern pathology. 6th Edition, Vani Educational Books, a division of Vikas, (1984).
7. K.R. Aneja. Experiments in Microbiology, Plant Pathology and Biotechnology. New Age Publications. 2017

DEPARTMENT - PHYSICS

MP-EL2: Waves and Optics

BLOCK-A:

- Unit-1: Superposition of Two Collinear Harmonic oscillations:** linearity & superposition principle. (i) Oscillations having equal frequencies and (ii) oscillations having different frequencies (Beats).
- Unit-2: Waves Motion- General:** Transverse waves on a string, travelling and standing waves on a string, normal modes of a string, group velocity, phase velocity, plane waves, Spherical waves, wave intensity.
- Unit-3: Fluids:** Surface tension: synclastic and anticlastic surface - excess of pressure - application to spherical and cylindrical drops and bubbles. viscosity - rate flow of liquid in a capillary tube - Poiseuille's formula - determination of coefficient of viscosity of a liquid.
- Unit-4: Sound:** Simple harmonic motion - forced vibrations and resonance intensity and loudness of sound, intensity levels, musical notes, musical scale, acoustics of buildings: reverberation and time of reverberation, absorption coefficient, Sabine's formula - measurement of reverberation time.

BLOCK-B:

- Unit-5: Wave Optics:** electromagnetic nature of light, definition and

properties of wave front, Huygen's Principle.

Unit-6: Interference: Interference: division of amplitude and division of wavefront. Young's double slit experiment, interference in thin films: parallel and wedge-shaped films, Newton's Rings: measurement of wavelength and refractive index.

Unit-7: Diffraction: Fraunhofer diffraction- single slit and double Slit, multiple slits and diffraction grating, Fresnel diffraction: half-period zones, zone plate, Fresnel diffraction pattern of a straight edge, a slit and a wire using half-period zone analysis.

Unit-8: Polarization: Transverse nature of light waves, plane polarized light – production and analysis, circular and elliptical polarization.

DEPARTMENT -PSYCHOLOGY

EL-2 Psychology in Everyday Life 2 Credits

Block 1: Applications of Psychology-I

Unit 1: Psychology as a Profession

Unit 2: Memory Improving Techniques

Unit 3: Stress and Emotional Management

Unit 4: Personality Development

Block 2: Applications of Psychology-II

Unit 5: Psychology in Educational Settings

Unit 6: Psychology in Health Setting

Unit 7: Psychology in Organizational Setting

Unit 8: Adjustment to Family and Work Place

References:

1. Charles G.Morris. Albert A. Maisto Psychology an Introduction , Prentice Hall. New Jersey.
2. Feldman, A. R., Understanding Psychology IV th Ed, 1996, McGraw Hill, New Delhi.
3. Morgan, King, Weisz & Schopler, Introduction to Psychology-V11 Ed, 1993, Tata McGraw Hill, New Delhi.
4. Ernest R Hilgard, Richard C Atkinson , Rita L Atkinson Introduction to Psychology Oxford Publication, New Delhi.

DEPARTMENT -INFORMATION TECHNOLOGY

ELMIT –02 E-Commerce (2 Credits)

Block 1: Fundamentals of E-commerce

Unit 1 : Introduction to E-commerce

What Is E-commerce? The Difference Between E-commerce and E-business, Technological Building Blocks Underlying E-commerce: the Internet, Web, and Mobile Platform, Major Trends in E-commerce, Unique Features of E-commerce Technology

Unit 2 : Types of E-commerce:

Business-to-Consumer (B2C) E-commerce, Business-to-Business (B2B) E-commerce. Consumer-to-Consumer (C2C) E-commerce, Mobile E-commerce (M-commerce), Social E-

commerce, Local E-commerce E-commerce: A Brief History, Understanding E-commerce: Organizing Themes, Academic Disciplines Concerned with E-commerce

Unit 3 : E-Commerce Infrastructure

The Internet, Technology Background , Internet – Key Technology concepts, TCP/IP, IP addresses, Domain names, DNS and URLs, Client Server Computing, Cloud computing model, Mobile platform

Unit 4 : Internet and Web

Hypertext, HTML, XML, Web servers and clients, Web browsers, Communication tools – E mail, messaging apps, online message boards, Internet Telephony

Block 2: Construction of E-commerce presence

Unit 5: E-commerce presence – Building an e-commerce idea, Systematic approach, Choosing software and hardware, E-commerce site tools

Unit 6: E-commerce security E-commerce System environment, Security threats, Technology solutions

Unit 7: E-commerce payment systems : Management policies, E-commerce payment systems, Electronic billing presentment and payment

Unit 8: E-commerce Business Strategies : E-commerce business models, Major B2C Business models, B2B Business models,

References:

1. Laudon, Kenneth C., and Carol Guercio Traver. *E-Commerce 2020-2021*. Pearson, 2020.
2. Laudon, Kenneth C., and Carol Guercio Traver. *E-commerce Essentials*. Pearson, 2014

DEPARTMENT - BOTANY

Plant Diversity and Human Welfare

Plant Diversity and its Scope Levels of biodiversity: Genetic, Species and Ecosystem; Agrobiodiversity and cultivated plant taxa and related wild taxa.

Values and uses of Biodiversity, Methodologies for valuation, Ethical and aesthetic values, Uses of plants; Ecosystem services.

Loss of Biodiversity Loss of biodiversity- causes and implications, Hot spots of biodiversity, extinction of species, projected scenario for biodiversity loss.

Management of Plant Biodiversity Organizations associated with biodiversity management, IUCN, UNEP, WWF, UNESCO, NBPGR; Methodology for execution;

Biodiversity legislation; Information management and communication.

Conservation of Biodiversity, Role of Plants in Relation to Human Welfare Conservation of genetic, species and ecosystem diversity,

In situ and ex situ conservation strategies, India's biodiversity and its conservation Social approaches to conservation,

Biodiversity awareness programmes, Sustainable development.

Importance of forestry their utilization and commercial aspects; Avenue trees; Ornamental plants of India; Alcoholic beverages; Fruits and nuts; Wood and its uses; their commercial importance.

References

1. Krishnamurthy, K.V. (2004). An Advanced Text Book of Biodiversity - Principles and Practices. Oxford and IBH Publications Co. Pvt. Ltd. New Delhi
2. Singh, J.S., Singh, S.P. and Gupta, S. (2006). Ecology Environment and Resource Conservation. Anamaya Publications, New Delhi, India.
3. Reddy, K.V. and Veeraiah, S. (2010). Biodiversity and Plant Resources. Aavishkar publication, New Delhi.
4. Heywood, V. H. and Watson, R. T. (1995). Global biodiversity and Assessment. Cambridge University Press.

DEPARTMENT –FOOD AND NUTRITION SCIENCE

OEL-2: NUTRITIONAL MANAGEMENT IN DISASTER CONDITIONS

BLOCK- I: NATURAL / MANMADE DISASTERS

Unit-1: Emergency Situations-Famine, Drought, Flood, Earthquake, Cyclone, War, Civil and Political Emergencies.

Unit-2: Nutrition in Emergencies, Nutritional Problems and Communicable Diseases.

Unit-3: Feeding Programs during Emergencies.

Unit-4: Assessment and monitoring of Nutritional Status and relief measures during emergencies.

BLOCK- I: NUTRITIONAL RELIEF AND REHABILITATION

Unit-5: Assessment of Food needs in emergency situations, Food Distribution Strategy, Local food rehabilitation.

Unit-6: Special Foods/ Rations for Nutritional Relief, Organizations for Mass Feeding/ Food Distribution, and Supplementary Feeding.

Unit-7: Transportation, Storage, Feeding Centres, Sanitation, Hygiene and Identifying Reaching the Vulnerable Group.

Unit-8: Public Nutrition Approach to Tackle Nutritional and Health Problems in Emergencies, food security.

REFERENCES:

Jaspars, S. & Young, H. (1996), General Food Distribution in Emergencies: from Nutritional Needs to Political Priorities. Good Practice Review 3. 1996. Relief and Rehabilitation Network, Overseas Development Institute. London.

Young H., Jaspars S., Brown R., Frize J. & Khogali H (2001), Food Security and Assessments in Emergencies: A Livelihoods Approach. Humanitarian Practice Network, Overseas Development Institute. London

ANNEXURE III

A. Question Paper Pattern

MSOC 151

Page 134 of 136

M.A. (Previous) Examination, June 2016
Sociology (Course-I)
Course – HC 1.1 *Classical Sociological Tradition*
(SLM Scheme)

Time: 3 Hours

Max. Marks: 80

Section– A

Answer **any four from** the following:.

(4×5=15)

- 1.
- 2.
- 3.
- 4.
- 5.

Section – B

Answer **any three** from the following.

(3×10=30)

- 6.
- 7.
- 8.
- 9.
- 10.

Section – C

Answer **any two** from the following.

(2×15=45)

- 11.
- 12.
- 13.
- 14.
- 15