

**S.V.U. COLLEGE OF ARTS**

**DEPARTMENT OF SOCIOLOGY**



**2018-2019**

**SRI VENKATESWARA UNIVERSITY**

**TIRUPATI**



**Sri Venkateswara University**  
**Department of Sociology**  
**M.A. Sociology (Two year Programme-Four semesters)**  
**Choice Based Credit System (with effect from the Academic year 2018-2019)**  
**Programme Code (MASO)**

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**VISION**

To promote the department as an institute of Advanced studies in sociology/ Applied sociology/  
Center for multi-disciplinary social research.

**MISSION**

To undertake Trans-disciplinary teaching, empirical research and to launch more society  
oriented and outreach programmes as University Social Responsibility (USR)

**Program Outcomes**

- PO 1. Broader Theoretical base
- PO 2. Investigate Social Facts
- PO 3. Value based Evaluation
- PO49. Dissemination of knowledge
- Po 5. Aptitude for project knowledge
- PO 6. To instil Social Zeal
- PO7. New or original work
- PO8. Conglomeration of science and social science
- PO9. Change in knowledge
- PO10. Change in Attitude
- PO11. Change in Practice .
- Po12. Memorize and improvise

**Program Specific Objectives**

- PSO 1: To inculcate theory and practical knowledge together
- PSO 2: To include Scientific zeal and enable them for Sociological enquiry
- PSO 3: Conjecture of Science and Social science Research Aptitude
- PSO 4: To mould them with Trans-disciplinary understanding for lifelong learning

**Course Outcomes**

- CO 1: Ability to formulate Sociological insights with 'Think Globally and act Locally basis '
- CO 2: Familiarity with Sociological Imagination and Methodology
- CO 3: Articulating insights of tradition and transition towards Inclusive society and  
Development
- CO 4: Analyse and Interpret Social facts with Science based Aptitude
- CO 5: Articulate Trans-disciplinary knowledge effectively and efficiently to deal with crises  
situation

**SRIVENKATESWARA UNIVERSITY**  
**DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK**  
**M.A. SOCIOLOGY (CBCS)**  
**Candidate admitted during the Academic Year 2018-2019**  
**MASO21**

Core Course	Name of the Course	Credit	Core / Elective	University / Exam-Marks	Internal marks	Total Marks
	<b>I – SEMESTER</b>	6	C	80	20	100
MASO101	Classical Sociological Theories	6	C	80	20	100
MASO 102	Sociological Research Methods and Statistics	6	C	80	20	100
MASO 103	Indian Society and Inclusive Growth	6	C	80	20	100
MASO 104	Participatory Research	6	C	80	20	100
MASO 105	Principles of Sociology	6	Comp	80	20	100
MASO 106	Human Values and Professional Ethics	6	Elective	80	20	100
	<b>II SEMESTER</b>					
MASO 201	Applied Sociology	6	C	80	20	100
MASO 202	Social Demography	6	C	80	20	100
MASO 203	Rural Sociology and Development	6	C	80	20	100
MASO 204	Extension Work	6	C	80	20	100
MASO 205	Environmental Sociology	6	Comp	80	20	100
MASO 206	Human Values & Professional Ethics	6	Elective	80	20	100
	<b>III SEMESTER</b>					
MASO 301	Medical Sociology	6	C	80	20	100
MASO 302	Urban Sociology and Development	6	C	80	20	100
MASO 303	Field Work and Extension (Village placement)	6	C	80	20	100
MASO 304	Generic electives (a) Human Rights (b) Sociology Of Gender (c) Gerontology (d) Sociology Of Andhra Pradesh	6 6	G.E G.E	80 80	20 20	100 100
MASO 305	Open elective- (a) Social Psychology and personality development (b) Business And Society	6	O.E	80	20	100
	<b>IV SEMESTER</b>					
MASO 401	Criminology	6	C	80	20	100
MASO 402	Industrial Sociology	6	C	80	20	100
MASO 403	Field Work	6	C	80	20	100
MASO 404	Generic electives (a) Social Welfare & Welfare Administration (b) Social entrepreneurship development (c) Sociological Perspectives (d) Globalization and society	6 6	G.E G.E	80 80	20 20	100 100
MASO 405	Open elective (a) Globalization and Educational Pursuits (b) Visual Sociology	6	O.E	80	20	100

**First Year (I<sup>st</sup> semester)**

## MASO 101:Classical Sociological Theories (Core)

### Objectives:

- This paper seeks to expose the students to the classical thinkers and their contribution in building theoretical sociology.
- To Compare and contrast the basic theoretical perspectives of sociology
- To acquaint students with recent trends in Sociological thought.

### Syllabus:

#### Unit-I :

Sociological Theory: Nature and Characteristics, Types of theories: Speculative and Grounded theories, Grand and Miniature theories. Macro and Micro theories, Middle range theories

#### Unit-II :

Beginnings of Sociological Thought: Auguste Comte: Hierarchy of Sciences, Law of Human Progress. Herbert Spencer: Theory of Evolution. Organic Analogy

#### Unit -III:

Emile Durkheim: Methodology of Social Sciences. Division of labour, Suicide, Social interpretation of Religion

#### Unit-IV:

Max Weber: Methodology, Values in Social Sciences. Types of Authority. Bureaucracy, Class, Status and Power. Religion and the rise of Capitalism

#### Unit-V:

Creativity and innovation, originality Advancement of knowledge and Application to the society

### REFERENCES

- Aron, Raymond. 1967. Main Currents in Sociological Thought. Vol. I and II. Harmondsworth: Penguin Books.
- Bendix, R. Max Weber: An Intellectual Portrait.
- Bottomore, Tom, B- "Marxist sociology", in David L. Sills (Ed.). The International Encyclopaedia of the Social Sciences. Vol. 10. New York: Macmillan Company.
- Bottomore, Tom, B. 1965. Classes in Modern Society. London: George Allen and Unwin
- Collins, Randall. 1997. Sociological Theory. New Delhi: Rawat.
- Coser, Lewis A. 1996. Masters of Sociological Thought. New Delhi: Rawat Publications.
- Durkheim, Emile. 1938. The Rules of Sociological Method. New York: The Free Press.
- Durkheim, Emile. 1947. The Division of Labour in Society. New York: The Free Press.
- Durkheim, Emile. 1961. The Elementary Forms of Religious Life. New York:

CollierBooks.

- Durkheim, Emile. 1970. *Suicide: A Study in Sociology*. London: Routledge and KeganPaul.

### **Outcomes**

- After the completion of this course the students will be able to know the classical thinkers and their contributions to sociology
- Students also will get in depth knowledge and understanding of basic theoretical perspectives of sociology
- Students will be sensitized towards recent trends in sociological thought

## **MASO 102: Sociological Research Methods and Statistics (Core)**

### **Objectives**

- This course aims to enable the students to understand the fundamental nature of the scientific approach towards social research and apply the skills in undertaking social research.
- To equip the students with strategies of development for different segments of society.
- To provide ways and means of understanding and studying social reality

### **Syllabus:**

#### **Unit- I**

Science and Scientific Method: Definition and Characteristics of Scientific Method. Applicability of Scientific method to Social Phenomena. Sociological Research: Meaning and Uses. Hypothesis: Meaning. Types, Source and Attributes of a sound hypothesis; Concept of Null Hypothesis inter-relation between theory and research.

#### **Unit –II**

The Research Process: Major steps in Social Research. Research Design: Exploratory, Descriptive, Diagnostic and Experimental research designs.

#### **Unit-III**

Quantitative Methods and Survey Research  
Sampling Method: Types.  
Probability Sampling: Simple Random Sample, Systematic Sampling Stratified Random Sampling, Multistage Cluster Sampling  
Non probability sampling: Purposive quota and snowball sampling  
Collection data  
Questionnaire-Advantages and limitations  
Interview-interview schedule, advantages and limitations

#### **Unit-IV**

Qualitative research methods: Field Work Observation- Participant and non- participant. Case study, content Analysis.

#### **Unit –V**

Statistics- Definition Correlation and Causation. Karl Pearson's Coefficient of Correlation. Chi-Square Test- Characteristics, Degrees of freedom, Levels of Significance. Uses of Chi-Square Test.

#### **Reference:**

- Babbie. Earl. 1989. The practice of social research Belmont: Wadsworth

PublishingCompany.

- Barnes, John A.1979. Who should know What. Social Science, Privacy and Ethics. Harmondsworth:Penguin
- Beteille, A. and T.N.Madan.1975. Encounter and Experience: Personal Accounts of Fieldwork. New Delhi: Vikas PublishingHouse
- Bosc, Pradip Kumar. 1995. Research Methodology. NewDelhi:ICSSR
- Bryman,Alan.1988. Quality and Quantity in Social Research. London: UnwinHyman
- Croxtan, Frederick E and Cowden, Dudley J.1969. Applied General Statistics, New Delhi:Prentice Hall of India (P)Ltd.
- Goode and Hatt,1952. Methods in Social Research,McGraw-Hill International BookCompany-London.
- Gupata,S.P.1991.Statistical Methods.in New Delhi:Sultan Chand and Sons.

### **Outcomes**

- After the completion of this course students will be able to understand the fundamental nature of the social research perspectives and Methods (both quantitative and qualitative research)
- Students will be able to practice and apply the techniques and methods in the field situations as well as for data analysis
- Students will be able to understand the social reality

## **MASO 103: Indian Society And Inclusive Growth (Core)**

### **Objectives**

- This paper presents a comprehensive and integrated profile
- To gain a better understanding of past and present structure and continuity of society
- Identify and analyze the problems in Indian society and suggest solutions from sociological perspective

### **Syllabus:**

#### **Unit-1**

Approaches to the study of Indian Society – Archeological approach, Ideological approach, Ethical Approach, Sociological Approach, Religious approach. Distinctive characteristics of Indian Society, Linguistic diversity and Cultural diversity. The Indian Village –settlement pattern the village as nucleus of Indian Society.

#### **Unit-II**

Family: Family and household. Family structure and composition. Types of family, Joint, Nuclear families. Changes in family

#### **Unit-III**

Marriage: Marriage as an institution. Rules of marriage .Forms of marriage. Challenges- Dowry, divorce, separation. Status of women in contemporary India.

#### **Unit-IV**

Social inequality .Origin and future of Caste system, Mahatma JyotiraoPhule– Educational Thought-Dr.BabasahebAmbedkar– concept of nationalism- Life Skill Education

#### **Unit-V**

Inclusive Growth: Inclusive growth in India: Past performance and Future Prospects – Inclusive Growth – Poverty Reduction in India – Strategy for more Inclusive Growth – Growth in Agriculture – Infrastructure and Energy – Public Expenditure on Education – Public Expenditure on Health care – Governance Issues.



**Reference:**

- DeSouza ,P.R. ed. 2000 contemporary India –Transitions(New-Delhi:Sage)
- Dhanagare, D.N.1993: Themes and Perspectives in Indian Sociology ( Jaipur,Rawat)
- Dube, Lela, 1997. Women and kinship: comparative perspectives on Gender in South and south East Asia New Delhi: Sagepublications
- Madan , T.N1965. family and kinship: A study of the pundits of Rural Kashmir,Bombay:Asia PublishingHouse.
- M.N.Srinivas,1960: India`s village. Asia Publishing House,Bombay.
- Singh, K.S. 1992: the people of India: An Introduction, Seagull books, Calcutta.
- Uberoi, Patricia. 1993. Family, Kinship and Marriage in India. New Delhi, Oxford UniversityPress.
- De Janvry, and Elisabeth Sadoulet (2010), ‘Agricultural Growth and Poverty Reduction: Additional Evidence’, World Bank Research Observer, 9(25), pp.1-20.
- Government of India (GOI) (2006a). Census of India 2001: Population Projections for India and States 2001-2026, Technical Group on Population Projections, Office of the Registrar General, NewDelhi.
- Government of India (GOI) (2006b). Morbidity, Health Care and the Condition of the Aged, NSS 60th Round, 507 (60/25.0/1), National Sample Survey Organization, Ministry of Statistics and programme Implementation, NewDelhi.

**Outcomes**

- After completion of this paper students will have comprehensive understanding of society
- Students will able to better understand the past and present structures of society
- Student will be empower to deal with these issues and to serve as Change agents both in Governmental and Non-Governmental organizations

## MASO 104: Participatory Research (Core)

### Objectives

- This paper is to inspire students to undertake research in partnership with stakeholders
- To explain the emancipatory and empowering, collaborative and reflective approaches
- To discuss the relationship between PRA and scientific method to incorporate the results to change the practice and policy.

### Syllabus:

#### Unit-I

Origin of Participatory action research (PAR), Historical roots of Participatory Action Research,(PAR) Historical roots of Participatory Rural Appraisal (PRA), Foundations of Participatory Rural Appraisal (PRA), Principles of Participatory Rural Appraisal(PRA).

#### Unit-II

Participatory Action research, Conventional Research methodology differences, Participatory development, stages of Participatory development, CLTS (community led total sanitation)

#### Unit –III

Tools and Techniques of PRA: Mapping: Transect Walk, Village history, Social mapping, Resource mapping, Mobility map, Venn diagram (Chapati/Institutional)

#### Unit –IV

Ranking: Wealth/Wellbeing ranking, Pair wise ranking, Timeline, Problem analysis and problem prioritization , Hundred seed methods .

#### Unit-V

Voluntarism: NGOs and Development, Evaluation and Monitoring of Project , livelihoods Analysis.

### References:

- De Silva G.V.S, N.Mehatha, A. Rehman and P. Wignarafa. 1979.’’ Bhoomisena: A struggle for people’s power’’ Development Dialogue 2:3- 70
- Mohd. Anisur Rahman .1985’’ The theory and practice of participatory Action Research’’ in Orlando Fals Borda (Ed), The challenge of social Change, SAGE pub, New Delhi, 1985.
- Neel Mukarjee. 1993.’’ Participatory Rural Appraisal. New Delhi: Concept Publishing Co.
- Orlando Fals Borda. 1979.’’ Investigating Reality in order to transform it.’’ Dialectical Anthropology, 49(1):33-56
- Rily John M. 2022. Stakeholders in Rural Development. Delhi: Sage Prakash, Swati. “Power, Privilege and Participation.” <http://urbanhabitat.org/node/155>
- Tesh, Sylvia Noble. Overview, Uncertain Hazard: Environmental Activists and Scientific Proof. Ithaca, NY: Cornell University Press, 2001.(reserve)
- Rossi, Peter H., Howard E. Freeman and Mark W. Lipsey. Evaluation: A systematic approach. SAG Publications, 2004. 7th ed.(reserve)
- Stoecker, Randy. Research Methods for Community Change. Chapter 7. Thousand Oaks, SAGE Publications, 2007.(reserve)

**Outcomes**

- After completion of this course the students will be able to undertake research in partnership with those affected by the issues
- Students will be able to understand relationship between PRA and scientific method
- Students can execute collaborative research approach by co-learning; promoting development; capacity building; and empowerment for desirable changes

## MASO 105: Principles of Sociology (Compulsory foundation)

### Objectives

- This paper gives the students an understanding of the basic principles of Sociology as an academic discipline
- To analyze the ways in which people interact and function in groups
- It provides a basic knowledge on the fundamental aspects of the important social institutions

### Syllabus:

#### Unit- I

**Sociology:** Nature and Scope; Methods of Enquiry. Sociology and other Social Sciences. Human Society-Characteristics. Individual and Society: Mutual relationship.

#### Unit- II

**Culture:** Concept and Development, Concept of social system., Social structure and Function. Role, status, norms, values, power, authority and folkways. Social movement, concept, causes and types

#### Unit- III

Personality and Social System. Significance of Heredity and Environment. Socialization: Concept, Growth and Development of Self. Theories of Freud, Mead and Cooley. Social Groups: Concept and Types

#### Unit- IV

**Social Inequalities and Social Stratification:** Dimensions of Stratification. Functional and Conflict analysis of social stratification. Social Control: Significance, Mechanism and Agencies.

#### Unit- V

**Social change:** Concept and Explanation. Factors of Social Change. Theories of Social Change: General Outlines of Evolutionism, Diffusionism, Functional and Conflict Schools.

#### REFERENCES

- Bierstedt, Robert. 1971, *Social Order*. Bombay: Tata McgrawHill
- Bottomore, Tom B. 1975, *Sociology: A Guide to Problems and Literature*. London, The Macmillan Press Ltd.,
- Davis, Kingsley. 1960. *Human Society*. New Delhi; Macmillan.
- Dube, S.C. 1971, *Explanation & Management of Change* New Delhi: Tata-MacgrawHill.
- Etzioni, A. & Etzioni (Ed.). 1964, *Studies in Social Change*. New York: Basic Books Inc., Publishers
- Inkles, Alex. 1987. *What is Sociology?* New Delhi: Prentice Hall of India
- Jayaram. N. 1987 *Introductory Sociology*, New Delhi: Macmillan India Ltd.,
- Johnson, Harry M. 1995 *Sociology : A Systematic Introduction*. New Delhi, Allied Publishers
- Lapiere, Richard, T. 1965 *Social Change*, New York: McGraw - Hill Co.,
- Maclver and Page. 1959; *Society: An Introductory Analysis*, London, Macmillan.

**Outcomes**

- After the completion of this course students will be well equipped with strategies of development for different segments of society
- Students will have an understanding of dealing with self and Group living through the process of social information and interaction
- Students will be able to realize fundamental aspects of various social institutions

## **MASO 106: Human Values And Professional Ethics-I**

### **(Elective foundation)**

#### **Objectives**

- To help students distinguish between values ,skills, and understand the need, basic guidelines, content and process of value education
- To provide Human Values and Ethics relating to Religion, Business, Law, Media and Environment
- To provide an in depth knowledge about the Moral and ethical values for interpretation in their day to day life

#### **Syllabus:**

##### **Unit-I.**

Definition and Nature of Ethics- Its relation to Religion, Politics, Business, Legal, Medical and Environment. Need and Importance of Professional Ethics - Goals - Ethical Values in various Professions.

##### **Unit-II.**

Nature of Values- Good and Bad, Ends and Means, Actual and potential Values, Objective and Subjective Values, Analysis of basic moral concepts- right, ought, duty, obligation, justice, responsibility and freedom, Good behavior and respect for elders. Character and Conduct

##### **Unit-III.**

Individual and Society: Ahimsa (Non-Violence), Satya (Truth), Brahmacharya (Celibacy), Asteya (Non possession) and Aparigraha (Non- stealing). Purusharthas (Cardinal virtues)- Dharma (Righteousness), Artha (Wealth), Kama (Fulfillment Bodily Desires), Moksha (Liberation).

##### **Unit-IV.**

Bhagavad Gita- (a) Niskama karma. (b) Buddhism- The Four Noble Truths - Aryaastangamarga, (c) Jainism- mahavratas and anuvratas. Values Embedded in Various Religions, Religious Tolerance, Gandhian Ethics.

##### **Unit-V.**

Crime and Theories of punishment- (a) Reformatory, Retributive and Deterrent.

(b) Views on Manu and Yajnavalkya.

## References :

- John S Mackenjie: A manual of ethics.
- “The Ethics of Management” by Larue Tone Hosmer, Richard D. Irwin Inc.
- “Management Ethics-integrity at work” by Joseph A. Petrick and John
  - F. Quinn, Response Books: New Delhi.
- “Ethics in Management” by S.A. Sherlekar, Himalaya Publishing House.
- Harold H. Titus: Ethics for Today
- Maitra, S.K: Hindu Ethics
- William Lilly : Introduction to Ethics
- Sinha: A Manual of Ethics
- Manu: Manu Dharma Sastra or the Institute of Manu: Comprising the India System of Duties: Religious and Civil (ed.) G.C. Haughton.
- Susruta Samhita: Tr. Kaviraj Kunjanlal, Kunjalal Brishagratha, Chowkamba Sanskrit series, Vol I, II and III, Varanasi, Vol I OO, 16-20, 21-32 and 74-77 only.

## Outcomes

- After the completion of this course students will understand harmony at all the levels of human living,
- Students will be able to know the importance of Ethics and Human Values in various professions.
- Students also will get an in depth knowledge and understanding of moral values and ethical code of the Indian Society especially embedded in various scriptures.

### Outcome Mapping: Semester - 1

CO/PO	PO1	PO2	PO3	PO4	PO5
CO 1	S	L	S	M	M
CO 2	S	L	S	S	M
CO 3	S	S	S	M	L
CO 4	S	S	M	M	L
CO 5	S	M	S	L	M
CO 6	M	M	S	L	L

\***L**- Low, **M**-Medium, **S**-Strong



**First Year (II<sup>nd</sup> semester)**  
**MASO 201: Applied sociology (Core)**

**Objectives**

- To help students develop clear understanding of key concepts in classical and contemporary sociology and how these concepts relate to some of the perennial themes in the discipline
- To develop an appreciation of the link between sociological theory and practice
- To help students master the art of explaining abstract material in clear, precise ways that can be easily understood even by a lay man

**Syllabus:**

**Unit- I**

Sociological Imagination-Understanding clients -communication – Research – interpersonal skills critical thinking-Where Applied

**Unit- II**

Sociologists work-What is Human services-Industries – private Organization – Public Agencies – NGO's

**Unit- III**

Applied Sociologists – Man made disasters – Translational Role-communicate knowledge- General business skills – attention to detail – specialist knowledge in technical – commercial , industrial (or) scientific areas – Consultancy  
Naturaldisasters

**Unit-I V**

Distinguishing Academic and Applied Sociology-Creative Collaboration – Productive partnerships – professional Dent

**Unit- V**

Sociological practices -Climed Sociology, social Engineering . Public Sociology Jobs in Applied Sociology .

**References**

- Wade. Louise C. 1967. The Heritage from Chicago's Early Settlement Houses. *Journal of the Illinois State Historical Society*, 60:4,411-441.
- Nyden, Phillip, Leslie Hossfeld, and Gwendolyn Nyden. 2012. *Public Sociology Research, Action, and Change*. Sage.
- Steele, Stephen F. and Jammie Price. 2007. *Applied Sociology: Terms, Topics, Tools, and Tasks*. CengageLearning.
- Cragun, Ryan T., and Ronald Lawson. 2010. "The Secular Transition: The Worldwide Growth of Mormons, Jehovah's Witnesses, and Seventh-day Adventists." *Sociology of Religion* 71(3):349-373.
- Lee, James, Vera Sanchez, Claudio G. and Yoko Baba. 2013 "Sunday Friends: The Working Alternative to Charity". *Journal of Applied Social Science* 7 (2):148-187.
- Onesimo Sandoval, J.S., Jennings, J. Rataj. M. and E. Klein. 2012. "Engaging Latinos in Access to Counseling and Education: An Applied Research Project to Understand Quality of Life Among Latino Immigrants in St. Louis, MO."

Journal of Applied Social Science 7 (1) 24-41.

- Stanger-Hall, K. F., & Hall, D. W. (2011). Abstinence-Only Education and Teen Pregnancy Rates: Why We Need Comprehensive Sex Education in the U.S. Plos ONE, 6(10), 1-11. doi:10.1371/journal.pone.0024658
- Nichols, Laura, and Norma A. Winston. 2014. Undergraduate Students as Applied Sociologists: Community-Based Research Addresses Homelessness. Footnotes. April 2014.
- Clark, Elizabeth. 1990 "Contemporary Clinical Sociology: Definitions and Directions." Clinical Sociology Review 8:100-115.
- Iutovich, Joyce, M. 1997 Professionalization of Applied Sociology: The Role of Sociological Practice Organizations. In Directions in Applied Sociology (ed. Steele, S. and J.M. Iutovich) p. 7-39: Society for Applied Sociology.

### **Outcomes**

- After completion of this course students can build a community in which they can support and encourage each other
- Student will be able to master the key concepts and theories of the discipline
- Students will be provided a foundation to build upon through additional reading and exploration

## MASO 202: Social demography (Core)

### Objectives

- To introduce the significance of population and its relation to society
- To provide a theoretical knowledge of the basic concepts of population and changes
- To enable the students to realize impact of population , changing global scenario, awareness on population control devices and analyse prospects

### Syllabus:

#### Unit- I

Social Demography: Nature and scope, Basic concepts - Fertility, Mortality, Fecundity, Migration, Sterility, Family size, Conception, Contraception. Sources of demographic data: population census, Vital statistics, National Sample Survey.

#### Unit- II

Population theories: Malthusian Theory, Demographic Transition Theory, Optimum Theory of population.

#### Unit -III

Components of Population change : Fertility, mortality and migration. Fertility: Factors affecting fertility, causes for higher fertility in developing countries. Mortality: Crude Death Rate, Infant Mortality, causes for mortality decline in India. Migration: Types of migration, causes and consequences of migration.

#### Unit -IV

Population problems: Population growth in India. Causes of population explosion in India. Problems of rapid population growth in India. Population structure and characteristics: Population problems: Population growth in India. Causes of population explosion in India. Problems of Rapid population growth in India.

#### Unit-V

Population Control. Population policy in India. Family Planning in India Achievements and failures. Population control measures in India. Population education: Need, importance, and objectives of population education in India.

### References:

- Bhende, Asha and Tara Kanitkar. 1978. Principles of population studies. Bombay: Himalayan Publishing House
- Bogue Donald . 1969. Principles of Demography. New York: John Wiley & Sons Inc.
- Davis, Kingsley. 1951. *The population of India and Pakistan*. Princeton: Princeton University.
- Saxena GB .*Indian population in Transition*.
- Thomlinson, Ralph. 1965. *Population Dynamics*. New York: Random House.
- Thomson, Warren :*Population Problems*.
- CICRED .*The Population of India*.
- *Census of India Reports*.
- Hatcher Robert et al. 1997. *The Essentials of Contraceptive Technology*,

Baltimore: John Hopkins School of Public Health.

- Bose, Asish. 1991. *Demographic Diversity of India*. Delhi : B.R. Publishing Corporation.

**Outcomes**

- After completion of this course students will realize the significance of population and its relation to society
- Students will be able to understand theoretical knowledge of the basic concepts of population and its changes
- Students will be aware of training techniques to study population studies and population control devices

## **MASO 203: Rural sociology and development (Core)**

### **Objectives**

- This course is to help the students to understand the difference between urban and rural development
- To analyse the dynamics of rural Indian society in the context of its socio, political and economic contradictions
- To evaluate the problems related to development in relation to the needs and aspirations of the marginalized sections

### **Syllabus:**

#### **Unit-I**

Concept of Rural Development, Basic elements of Rural Development and change  
Dilemmas in development: Rural V/S Urban Development, Agriculture V/S  
Industrial development capital V/S Labour dogma, Autonomus V/s Induced  
development –Barriers to development : social, economic, political, attitudinal and  
behavioral

#### **Unit-II**

History of Rural Development in India. Community development  
programmes. Green Revolution, Land reforms, area approach programmes:  
IRDP, IAAP, HADP, TADP, DPAP.  
Target Group Approach Programmes: SFDA, MFDA, DWCRA, Antyodaya,  
MNP, DDR, JRY, NREP, IWDP, SGSY, SGRY

#### **Unit-III**

Problems of rural society: Poverty, Unemployment, Under employment,  
Immigration, agrarian crisis, Farmer Suicide, Paradigm of rural development:  
Gandhian paradigm, West ran paradigms, Marxist paradigm

#### **Unit-IV**

Current rural development programmes : MGNREGS, CLDP, IWMP, IJP, IKP, RWSS  
, (Rural water supply and sanitation) INDIRAMMA (Integrated Novel Development  
In Rural Areas and Model Municipal Area)

#### **Unit-V**

Rural Development Administration: Administrative Structure and functions, Role of  
NGO's.

#### **References:**

- Desai A.R. 1984. Rural sociology in India .Bombay popular
- Desai, Vasant. 1991 Rural development
- NIRD 1988 Rural development in India

- GR Madan Changing pattern of Indian Villages Chand &co Delhi1964
- NABARD Bombay ,NIRD Hyderabad , AMR-APARD,CRD
- Journal of Rural Development ,NIRDKurukstra

### **Outcomes**

- After the completion of this course students will able to know the nature and need of rural and urban development in India
- Students will be exposed to analysis and evaluation of different types of planning and programs
- Students will evaluate problems related to development in relation to the needs and aspirations of the rural and urban disadvantaged sections

## **MASO 204: Extension work (Core)**

### **Objectives**

- This paper expose the students to apply sociological theories and principles in field areas
- To give direct experience of social institutions and social problems through field work
- To train for creative and innovative experiences in social field using research techniques

### **Syllabus:**

Under this course, the students will be required to visit five of the Institutions mentioned below, study their structure and activities, carry out some extension work and submit a report (including some case studies) at the end of the semester:

- NGO
- Orphanages
- LeprosyHomes
- Hospitals
- WelfareHostel
- ShelterHomes
- Old ageHomes
- Other such Organizations/Institutions

### **Outcomes**

- After the completion of this course students will execute the theoretical knowledge and principles in field areas
- Students will able to understand the role and importance of NGOs and other various social institutions in Field work
- Students will able to analyze the process of socialization and group dynamics and gain Creative and Innovative experiences

## **MASO 205: Environmental sociology (Compulsory foundation)**

### **Objectives**

- This paper aims to provide the students with a comprehensive conceptual, theoretical and empirical backgrounds of interaction between Social world and Nature
- To explore the relationship between human society and the larger natural environment
- To prepare the students for further research in broad areas of environment and natural resource governance from sociological perspective

### **Syllabus:**

#### **Unit – I**

Definition, Nature and scope of Environmental Sociology- Branches of Ecology - Plant, Animal and Human – Nature and Nurture relationship Community social Responsibility on Perishable and Non-Perishable resources

#### **Unit – II**

Environmentalism - Tribal and Forest Livelihood – Forest policy and Tribal development – Rural Livelihood – Social, economic and Environmental issues - Environment and Urbanization - Rural indigenous community – Local culture and environmental protection

#### **Unit – III**

Population Explosion and Ecological Imbalances – Climate change – Global Warming - Disaster Management – Natural Calamities –Environmental degradation Challenges, River linking projects – Sustainable energy – New and Renewableenergy – Biomass –Pollution – Air, water, land, soil, radiation, ozone depletion, AcidRain

#### **Unit – IV**

Environmental Activism – Environmental crises Awareness – NGOs role – Gender, Caste, Land and Water use – SHGs in Eco-protection – Wasteland, Drought and Desert area development

#### **Unit – V**

Environmental policy and Management - State and Inter National agencies – National movements on environment - Bio - diversity Act - Information Building on Solar Power – Corporate Social Responsibility (CSR) – Naturopathy –Eco-Tourism, Environmental planning for sustainable development

#### **References**

- Binde N. Lohari, Environmental Quality and Management
- Centre for Science and Environment GOI, the State of India's environment
- David M. Meer, Society and population
- Nitha Bhalla, climate change threatens India's Economy food security, New Delhi
- Satishpandey ,A Journal of environmental Research and Development, Jevad Publication, Bhopal
- World Bank, Tourism and the Environment

### **Outcomes**

- After the completion of this course students will understand the social roots of environmental problems and social responses to the arising problems
- Students will be able to recognize the relationship between social world and natural worlds
- Students will be able examine the emergence of the concept of sustainable development and Resource Governance for better future



## **MASO 206: Human values and professional ethics-II (Elective foundation)**

### **Objectives**

- To provide knowledge about Value oriented education, Medical ethics, Family values , Ethics and Moral code
- To provide the Business, Environmental and social ethics followed and practiced
- To enhance values of self-esteem and self-respect among students

### **Syllabus:**

#### **Unit-I.**

Value Education-Definition-relevance to present day-Concept of Human Values - self introspection - Self esteem. Family values-Components, structure and responsibilities of family-Neutralization of anger-adjustability-Threats of family life-Status of women in family and society-Caring for needy and elderly - Time allotment for sharing ideas and concerns.

#### **Unit- II.**

Medical ethics- Views of Charaka, Sushruta and Hippocrates on moral responsibility of medical practitioners. Code of ethics for medical and healthcare professionals. Euthanasia, Ethical obligation to animals, Ethical issues in relation to health care professionals and patients. Social justice in health care, human cloning, problems of abortion. Ethical issues in genetic engineering and Ethical issues raised by new biological technology or knowledge.

#### **Unit- III.**

Business ethics- Ethical standards of business-Immoral and illegal practices and their solutions.Characteristics of ethical problems in management, ethical theories, causes of unethical behavior, ethical abuses and work ethics.

#### **Unit- IV.**

Environmental ethics- Ethical theory, man and nature- Ecological crisis, Pest control, Pollution and waste, Climate change, Energy and population, Justice and environmental health.

#### **Unit-V.**

Social ethics- Organ trade, Human trafficking, Human rights violation and social disparities, Feminist ethics, Surrogacy/pregnancy. Ethics of media- Impact of Newspapers, Television, Movies and Internet.

## References

- John S Mackenzie: A manual of ethics.
- “The Ethics of Management” by Larue Tone Hosmer, Richard D. Irwin Inc.
- “Management Ethics - integrity at work” by Joseph A. Petrick and John F. Quinn, Response Books: New Delhi.
- “Ethics in Management” by S.A. Sherlekar, Himalaya Publishing House.
- Harold H. Titus: Ethics for Today
- Maitra, S.K: Hindu Ethics
- William Lilly: Introduction to Ethics
- Sinha: A Manual of Ethics
- Manu: Manava Dharma Sastra or the Institutes of Manu: Comprising the Indian System of Duties: Religious and Civil (ed.) G.C. Houghton.
- Susruta Samhita: Tr. Kaviraj Kunjanlal, Kunjalal Brishagratha, Chowkamba Sanskrit series, Vol I, II and III, Varanasi, Vol I pp. 16-20, 21-32 and 74-77 only.

## Outcomes

- After completion of this course the students will be able to follow and practice good behavior with human values and moral support to their elderly
- Students will be able to gain knowledge on Medical ethics and Business ethics, They also gain knowledge about the preservation of Environment, social ethics and the role of Print and Electronic Media in prevention and protection of Human Rights
- To help students to be better Citizens and Professionals in real life

### Outcome Mapping: Semester - II

CO/PO	PO1	PO2	PO3	PO4	PO5
CO 1	S	S	S	M	S
CO 2	M	M	M	S	M
CO 3	S	S	M	S	S
CO 4	S	S	M	S	S
CO 5	S	S	M	S	S
CO 6	S	M	M	M	M

\*L- Low, M-Medium, S-Strong

**Second Year (III<sup>rd</sup> semester)**  
**MASO 301: Medical Sociology (Core)**

**Objectives**

- This course will help the students to understand the concepts of health and illness
- To understand the social facts of health and the root causes of illness
- To apply sociological theories, concepts, and research to experiences of health, illness, health education, public health and the intense public issues related to health

**Syllabus:**

**Unit – I**

Medical Sociology - Nature and Scope – Functions of Medical sociologist - Lifestyle diseases – Social Attitudes, Variables, class and Health – Hospital Pollution - social Psychology- Medical Tourism

**Unit – II**

The Sick role - Basic needs like water, Nutrition, Hygiene and Sanitation – The Patient - Physician relationship – Labeling theory, Deviance, Stigma and Stress – Qualities of a Goodphysician

**Unit – III**

Methods in Socio – Medical Research - Interview Techniques – Non – directiveorunstructuredinterview–Focusedinterview–Repetitiveinterview  
– Key informant interview – Rapid qualitative assessment techniques – Rapid rural appraisal – Rapid Epidemiological assessments – Rapid assessment using anthropological methods – RAP Methodology – Social marketing – Price – Operational research – OR in Health services – Social surveys, Case study and files study and Field study –Observation

**Unit – IV**

The Hospital as a social system - Health and Medical care – Preventive, curative and Critical Care - Ambulatory, palliative and Hospice care, The Nurse practitioner – Emerging Para Medical practitioners - Hospital Management – Diagnostic and TherapeuticIssues

**Unit – V**

The Patient Leadership -Pain and Behavior Therapy – Welfare of the Disabled  
– Healtheducation–OrganandBodydonation-NationalHealthProgrammes  
– HealthInsurance

**References**

- Bird, Chloe E.; Conrad, Peter; and, Fremont, Allen M. (2000). Handbook of Medical Sociology (5th ed.). Upper Saddle River, NJ: Prentice Hall. ISBN 978-0-13-014456-0. OCLC42862076.
- Charles C. Ragin, Constructing Social Research: The Unity andDiversity of Method, Pine Forge Press, 1994, ISBN0-8039-9021-9
- Childhood Mortality and Health in India. Source: Institute of Economic Growth University of Delhi Enclave North Campus India by Suresh Sharma. Retrieved 2011-09-20.

- Cockerham. William C. 1978. Medical Sociology. Prentice Hall inc, New Jersey, USA
- Conrad, Peter (2007). The Medicalization of Society: On the Transformation of Human Conditions into Treatable Disorders. Baltimore, MD: Johns Hopkins University Press. ISBN 978-0-8018- 8584-6. OCLC72774268.
- Earl Babbie, The Practice of Social Research, 10th edition, Wadsworth, Thomson Learning Inc., ISBN 0-534-62029-9
- European Commission, The Leader approach — A basic guide, Luxembourg: Office for Official Publications of the European Communities, 2006, ISBN92-79-02044-7
- Glenn Firebaugh, Seven Rules for Social Research, Princeton University Press, 2008, ISBN978-0-691-13567-0
- Hardy, Paul A. J. (1997). Chronic pain management: the essentials. U.K.: Greenwich Medical Media. ISBN1-900151-85-5.
- Helman, Cecil (2007). Culture, Health, and Illness (5th ed.). London, England: Hodder Arnold. ISBN 978-0-340-91450-2. OCLC74966843.

### **Outcomes**

- After completion of this course students will be able to understand the concepts of health and illness
- Student will be able to understand the social roots of sickness and sick role
- Students will be able to explore the economy of medicine and how health care system does more than just heal but also serves as a tool for social development

## MASO 302: Urban Sociology and Development (Core)

### Objectives

- This paper attempts to analyse the urban social world and its dynamics, various theoretical constructs concerning the patterning and growth of towns and cities
- To understand the various theoretical approaches to urban development and apply them to different aspects of cities
- To study historical, economic, and political trends that have affected the growth and development of cities

### Syllabus:

#### Unit-I

Introduction to Urban Sociology: Nature, Scope, Growth and importance of study of Urban Sociology. Rural-Urban differences and continuum, Urban Community and spatial dimension: Park, Burgers.

#### Unit-II

Urban Social structure: Urban centers- Traditional and modern: Marriage, Family, Kinship, Caste, Religion in Urban; Changing occupational structure.

#### Unit -III

Urban social process: Urbanism- concept, causes and consequences: origin and development of cities: classification of cities: Urban ecology-concept and process: Urbanism as a way of life.

#### Unit-IV

Urban Social Problems: Unemployment, poverty, slums, drug addiction, environmental degradation, pollution, crime, prostitution, street children, gambling, alcoholism, child labor, beggary.

#### Unit-V

Urban Planning and Development: Factor affecting planning. Panicles. Principles, Programmers and consequences: barriers to Urban Development NGOs and Urban Development.

### Reference:

- Abrahamson, M.1976. urban sociology. Eaglewood: PrenticeHall.
- Bharadwaj, R.K.1974. Urban Development in India. National Publishing House.
- BoseAshish, 1978. Studies in India Urbanization 1901-1971, tataMcGraw Hall.
- Castells, M.1977. The Urban Question. Arnold London.
- Coiling Worth, J.B. 1972. Problems of Urban Sociology. Vol. VII, George and UnwinLtd.
- Desai A. R. and PillaiS.d.(ed) 1970. Slums and Urbanization. Popular Prakashan, Bombay.
- Gold, Harry. 1982. Sociology of Urban Life. Prentice Hall Englewood cliff.
- Howard. S.Becker. 1996. Social Problems – A Modern Approach, Printed in United States of America.
- Madhan, G.R. 1987. Indian Problems, Allied Publishers, Hyderabad,Bangalore,Chennai
- And New Delhi.
- Mishra, V.S.2009, EnvironanmentalDisasterandlaw,APH Publishing Corporation,New Delhi.

**Outcomes**

- After completion of this course students can recognize the reasons of people living in towns and groups based on their race, ethnicity, and social class
- Students will be able to develop a critical outlook on the process of urbanization and its implication on developing countries
- Students will be able to identify the role of the caste and class in shaping social interactions, and how space is related to mechanisms of both formal and informal social control

## **MASO 303: Field Work And Extension (10 days placement) (Core)**

### **Objectives**

- This paper aims at direct exposure of students to the real world and problems confronting society
- Students will carry out field work in village for 10 days for practical experience
- To learn about sociological study techniques like Participatory Rural Appraisal, Sampling, Interview and Extension

### **Syllabus:**

The student will carry out field work for at least 10 days in a village/town to collect primary data on a specific problem under the personal supervision of one or two faculty . During the course of field work the students will also under take extension work in the field area and apply any one of the participatory research techniques learnt in course

The students will prepare a field report with details of field work, sampling methods data collecting techniques , profile of the field area extension work carried out and the participatory research techniques applied .

At the end of the course, the students will appear before a viva voce Board as specified under the scheme ofvaluation.

### **Outcomes**

- After completion of this paper students will able to realize the difference between theoretical position and real problems in society
- Students will be able to learn new skills and communicative skills in professional manner
- Students will be able to analyze social problems and suggest solutions and strategies to resolve conflicts through data analysis and report writing



**MASO 304: General electives (Any two)**  
**MASO 304a: Human Rights**

**Objectives**

- To study Human rights and Constitutional framework
- To recognize the role of human rights in development, theories of development, development and tradeoff on human rights
- To Understand the social, political, cultural, and comparative construction of human rights history , institutions, discourses, and futures

**Unit -I**

Nature and scope of Human Rights; types- Natural civil and political importance of study of Human Rights, limitations of the study of Human Rights.

**Unit- II**

Evolution of Human Rights - Magna Carta, Bill of Rights in England, American Bill of Rights, U.N. Charter, Universal Declaration of Human Rights.

**Unit-III**

Human Rights and Constitutional Framework - Preamble, Fundamental Rights, Directive Principles, Fundamental Duties, Protection of *Human Rights Act*(1993).

**Unit- IV**

Role of human rights in development, theories of development, development and trade off on human rights. Rights of disadvantaged groups: Problems of rights of dalits, OBCs, Minorities, children and women.

**Unit- V**

Human Rights Education - Need for Human Rights Education. Promotion of positive social attitudes. Global efforts- Role of U.N., Vienna Declaration. National efforts- National Human Rights' Commission, State Human Rights Commissions. Role of Universities and NGOs in Human Rights Education.

**REFERENCES**

- Bajwa, G.S. Human Rights in India implementation and violation, annual publication, New Delhi- 1995.
- Bhalla, S.L. 1991. Human Rightsj an Institutional Framework for Implementation. Doctashelf.
- Baxi, Upendra(Ed.). 1987. *The Right to be Human*. New Delhi: Lancer International.
- Chandana U; Human rights. Allahabad law agumen publication Allahabad 1999.
- Gokulesh Sharma; Human rights and social justice development and dep publication 1997.
- Haragopal, G. *Course Material for P.O. Diploma in Human Rights*, 5 Vo Is.

1998. Hyderabad, Centre for Distance Education, University of Hyderabad.
- ILO. 1970. Trade Union Rights and their relation to Civil Liberties. Geneva: Vijapur, Abdul P. and Kumar Suresh. 1999. *Perspectives on Human Rights*. New Delhi: Manak Publications.

### **Outcomes**

- After the completion of this course students will be able to understand the significance of Human rights and Fundamental rights within the constitution
- Students will be able to recognize the violation of human rights on disadvantaged groups and developmental aspects
- Students will be able to understand social, political, cultural, and comparative construction of human rights through Human rights Education

## MASO 304b: Sociology of Gender

### Objectives

- To examine how society influences understandings and perception of differences between masculinity (what society deems appropriate behaviour for a “man”) and femininity (what society deems appropriate behaviour for a “woman”).
- To understand influences of gender on identity and social practices.
- To pay special focus on the power relationships that follow from the established genderorder in a given society and changes over time.

### Unit –I

Concept of Gender, Nature, Scope, Biology, culture and Gender. Sexual division of labour, Gender roles and Gender role attitudes. Women and House work. Character sticks of Housework. Multiple roles,role paly and role conflict.

### Unit- II

Feminist perspectives. Varieties of feminism:  
Liberal Feminism: JS Mill,Betty Freidan Social  
feminism : Julit Mitchell ,Alison Jagger  
Radical feminism: Kate Millet, Shulamith Firestone

### Unit- III

Socio-economic, Psychological and political problems of women in India: Gender Gap in Indian census. Gender discrimination, Women Education, Dowry, Female infanticide. Atrocities of women: Domestic violence, forms of violence against women: Physical violence, Sexual violence, Emotional violence – Sexual harassments at workplace.

### Unit- IV

Impact of violence against women: Physical, Sociological, Psychological, Economical impact, Emotional and Health impact.

### Unit –V

Empowerment and Development of women in India. Strategies for empowerment: Education, Economic, Political, and Health impact, Women’s Commission: National and A.P state; Programmes for women Development; Central and A.P state (current progremmes), Role of women in technology.

### REFERENCES:

- Bhasin Kamala, Understanding Gender, Kali for Women, New Delhi,2000.
- BasuAparna, Women’s Education in India in Ray and Basu (edt): From Independence Towards Freedom , OUP,1999.
- ChodhuriMaitreyee, Feminism in India,Women Unlimited, New Delhi, 2004.
- Chakravarty Uma, Gendering caste through a feminist Lense ,Stree, Calcutta,2003.
- Courting Disaster , PUDR Report,2003.
- Davis Kathy, Evans Mary, Lorber, J (edt), Handbook of Gender and Women’s Studies ,Sage Publication , UK,2006.
- DelamontSara,FeministSociology,SagePublications Ltd,2003.
- Radha Kumar, History of Doing, Kali for Women, New Delhi,1992.
- RegeSharmila,Sociology of Gender , Sage Publications, New Delhi,2003.
- 16. Wharton A. S,Sociology of Gender , Blackwell, 2005

**Outcomes**

- After the completion of this course students will be able to differentiate how society influences our understandings and perception between masculinity and femininity
- Students will be able to understand the influences of gender on identity and social practice
- Students will be able to examine the power relationships that follow from the established genderorder in society and changes over time

## MASO 304c: Gerontology

### Objectives

- This paper aims at understanding physical, psychosocial, and cultural aspects of the aged
- To understand aging transitions and intergenerational issues at various contexts and its nexus
- To examine health and illness adjusting to loss and care of persons with chronic illnesses and rehabilitative needs

### Unit-I

Gerontology: Concept of the “Aged” .”Senior Citizens”.Nature and Scope of Gerontology. Theories of ageing-Engagement VsIntegration . Role Theory’s Social status of the aged-Social Roles , privileges and expectations, Loss of Spouse, Vulnerability to Disease ,Retirement .Loss of Income and Authority, Becoming Grand Parents, Terminal SickRoes.

### Unit-II

The Aged and Indian Society: Social Life-space and Successful ageing in Hindu Society, Interaction and adaptation. Life style of the Aged, Religiosity of the Aged.Social Adjustment in old age.Family and the Aged in Rural and Urban Setting.

### Unit-III

Problems of Ageing; social, economic, Physical, Psychological, Medical ,Gender and Rural-Urban Problems of coping with ageing for retired salaried people, aged people in organized setor and unorganized daily wage earning sector.

### Unit-IV

SOCIETY of Retirement; Retirement as an event, as a social role, Retirement as decision.Retirement as decision Retirement income.Consequences of Retirement.Retirement adjustment and the future.Support Systems- at the community retirement level, family level, and state level.State policies Rehabilitation of the aged. Welfare,, occupation. Housing, Health aspects, Sources of Help.

### Unit-V

Emerging trends; Re-employment and leisure facilities. Changing Societal attitudes. Association of the aged.Increasing involvement of the aged in social and community affairs.Strategies for accommodation the ages in society.

### References:

- Biswas SK(ED) 1987 Ageing in contemporary India. Calcutta; Indian AnthropologicalSociety.
- Bhatia, PC (ED) 2000 Lecture – series in Geriatrics, New Delhi: National Institute of PrimaryHealth.
- Choudary S.K(ED) 1992. Problems of the Aged and Old age Homes, Bombay; AksharPratiroop Ltd.
- Indira Jai Prakash (ED) 1991. Quality Aging Collocated Papers, Varasnasi: Association ofGerontology.
- Mthayya B.C and M Annesudding, 1992. Rural aged: existing

Conditions, Problems and Possible interventions- a study in Andhra Pradesh, Hyderabad, National Institute of Rural Development.

- Vijayakumar, S: 1991. Family life Socio-Economic problems of the Aged, New Delhi: Asish Publishing House.
- Rao K.S 1994. Ageing, New Delhi, National Book Trust of India.
- Sati P.N 1987. Needs and Problems of the aged. Udaipur, Himanshu Publishers.
- Soodam, K.S., 1975. Ageing in India. Calcutta; T.K. Mukherjee Minerva Association (Pvt.) Ltd.,

### **Outcomes**

- Students will be able to realize the importance of the multidisciplinary focus on gerontology
- After completion of this course students will be able to understand development and appreciation of interdisciplinary strategies
- Students will be able to understand various policies and programs related to Elderly

## MASO 304.d: Sociology of Andhra Pradesh

### Objectives

- This paper aims to study the historical outline and emergence of Andhra society
- To understand the culture and various social movements in Andhra Pradesh
- To analyze the welfare and developmental programmes of the rural and urban Andhra Pradesh

### Syllabus

#### Unit-I

Profile of Andhra Pradesh: Historical outline of Andhra Society; Emergence of A.P; Ecological and regional facets of AP.

#### Unit-II

Culture and Society: Telugu Language and culture, population of AP., Tribal Communities and culture in AP, Social Stratification in un divided and divided AP.

#### Unit-III

Social Movements in Andhra Pradesh; Social reform movements: Anti arrack movement, Peasant Movements, Political Movements : Freedom struggle in AP. Telangana Armed struggle, Naxalite Movement, Jai Adhra Movement, Rayalaseema Movement. Political parties and ideologies in AP

#### Unit-Iv

Welfares and development: Rural Development Programmes, Development of urban poor, Contemporary development issues, JanmaBhoomi, Women Empowerment , Self help groups and Development, Special programmes for poverty alleviation.,

#### Unit-V

Meaning, causes and consequence of social tensions. Regional disparities and tensions Social Tensions Change

#### REFERENCES:

- Bhargava, G.S: A study of the Communist Movement in Andhra, Dellhi,1995
- Chow, Paul 1966. A hand Book of Social Welfare. Delhi: Atma Ram and Sons.
- Desai, A.S.(ed). Peasant struggles in India(1979).
- Gurunatham, J.: The Andhra Movement,Guntur,1913.
- Kesavanarayana, B. Political and Social Factors in Andhra, Vijawada,1976.
- Kothari, Rajani, (ED) . Caste in Indian Politics(1970).
- Krishna Rao, Y.V., and A. Balaram Murthy. 1987.Andhra Pradesh Darsini. Visalandhra Publishing House –Hyderabad.
- Lakshmiranjhanam , K.&BalenduSekharam, K. AndhruluCharitra-Samskaruti( Andhra History and Culture),Kurnool ,1952.
- landsberger, Henrg A. (ED) .Rural protest, peasant Movements and Social change(1974).
- Madan TN, 1994. Pathways, Approaches to the Study of Society in India. OUP. New Delhi.

#### Outcomes

- After completion of this paper students will be able to identify the ecological and regional facets of Andhra Pradesh
- Students will be able to recognize the socio-cultural aspects behind the various social movements
- Students will understand various welfare and developmental programmes for the rural and urban Andhra Pradesh

## 305: Open electives

(For the students of other departments with any one paper)

### MASO 305a: Social Psychology and Personality Development

#### Objectives

- This paper aims at the understanding the relationship of cognition and attitudes of individual and society
- To focus on psychological aspects of the individual in the context of social behaviour
- To examine group dynamics such as group thinking and decision making, leadership, persuasion, conflict and cooperation)

#### Syllabus:

##### Unit – I

Foundations Of Social Psychology- Methods in Social Psychology, The Social Self, Self-Esteem and Self-Serving Biases, Attributions About Others, Social Judgments

##### Unit-II

Attitudes and Behavior Persuasion, Behavioral influences, Conformity and Obedience to Authority, Compliance on attitudes

##### Unit -III

Aggression, Stereotyping, Prejudice, Discrimination, Stigma, Reducing Intergroup Conflict

##### Unit – IV

Group Processes, Attraction to Others, Love And Close Relationships

##### Unit – V

Personality: Meaning, definition, theories, types and factors influencing personality – Motivation: Meaning, definition, types and characteristics of motive, theories of motivation. Intelligence: Concept, theories and assessment. Important tests for measurement of personality, attitude and intelligence.

#### REFERENCES

- Caspi, A.; Roberts, B. W. (2001). "Personality development across the life course: The argument for change and continuity". *Psychological Inquiry* 12 (2):49–66.doi:10.1207/s15327965pli1202\_01.
- Roberts, B. W., Wood, D., & Caspi, A. (2010). The development of personality traits in adulthood. In O. P. John, R. W. Robins, & L. A. Pervi (Eds.), *Handbook of personality: Theory and research* (3rd ed., pp. 375-398). New York, NY: GuilfordPress.
- Rothbart, M. K.; Ahadi, S. A.; Evans, D. E. (2000). "Temperament and personality: Origins and outcomes". *Journal of Personality and Social Psychology* 78: 122–135.doi:10.1037/0022-3514.78.1.122.
- Putnam, S. P., Ellis, L. K., & Rothbart, M. K. (2001). The structure of temperament from infancy through adolescence. In A. Elias & A. Angleitner (Eds.), *Advances in research on temperament* (pp. 165-182). Germany: PabstScience.
- Adorno, T. W., Frenkel-Brunswik, E., Levinson, D. J., & Sanford, R. N. (1950). *The authoritarian personality*. New York: Harper and Row (pp. 228).
- Allport, G. W. (1937). *Personality: A psychological interpretation*. New York: H. Holt and Company.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: PrenticeHall.



- Cattell, R. B. (1965). The scientific analysis of personality. Baltimore: PenguinBooks.
- Eysenck, H. J. (1966). Personality and experimental psychology. Bulletin of the British Psychological Society.
- Eysenck, H. J. (1967). The biological basis of personality (Vol. 689). Transaction publishers.

**Outcomes**

- After completion of this course students will be able to understand social cognition and attitudes
- Students will be able to locate the reasons behind the Aggression, Pro-social behaviours and Attraction and Interpersonal relationships towards social behaviour
- Students will be able to recognize Psychological changes and Group dynamics

## MASO 305b : Business and Society

### Objectives

- This paper aims at understanding the concepts of Social economy and knowledge management
- To examine the business community and social responsibility
- To understand the inter-relation among business firms, organizations , public policy, business law and governance

### Unit- I

Business and Society \_ Business innovations-Business exists to serve society- Basics  
Ass value for society -s well as business-Beyond the core to change the system -  
Embed the values in the Business-Business -novation Design-Steps of Business  
innovation

### Unit- II

1. The Social Economy – knowledge Economy knowledge mgt-Definition o social  
Economy-Social -economy in Relation to the private & Public sector- Evolution of an  
Ideas-Social economy and civilsociety  
2. Concepts –Evolution-Driving forces—Characteristics-3.Introducing knowledge  
management-Definition

### Unit- III

Corporate Social responsibility-Definition of cor Social responsibility- Sustainability  
and G.S.R-Business in society-Community Social responsibility- Business and  
Community Social responsibility-Businesses can be categorized by their level of  
community Social responsibility

### Unit- IV

Business and Society relationship- Business Ethics and stakeholders - Business  
Environment- Relationship between business and Society - The dynamic environment  
of business- Definition of stakeholders- Good faith and fair Dealing- Definition  
Business Environment –Internal and External factors

### Unit- V

The firm and organization-Business and public policy Business law and Governable-  
The Ubiquity of organization- Motivation and Efficiency in organization- A model of  
the organization of the firm- Business lad of corporate Governana Minor.

## References

- Beauchamp, Tom L. *Case Studies in Business, Society, and Ethics*. 4th ed. Englewood Cliffs, NJ: Prentice Hall, 1997.
- *Business and Society Review*, quarterly.
- Castro, Barry, ed. *Business and Society: A Reader in the History, Sociology, and Ethics of Business*. New York: Oxford University Press, 1996.
- Freeman, R. Edward. *Strategic Management: A Stakeholder Approach*. Marshfield, Massachusetts: Pitman, 1984.
- Hood, John M. *The Heroic Enterprise: Business and the Common Good*. New York: The Free Press, 1996.
- Miller, William H. "Citizenship: A Competitive Asset." *Industry Week*, 17 August 1998.
- Nader, Ralph. *Unsafe at Any Speed: The Designed-in Dangers of the American Automobile*. New York: Grossman Publishers, 1972.
- Warren, Melinda, and Kenneth Chilton. *The Regulatory Legacy of the Reagan Revolution: An Analysis of 1990 Federal Regulatory Budgets and Staffing*. St. Louis, MO: Washington University Center for the Study of American Business, 1989.
- Friedman, M. (1974), in S. Platt (ed.) 1989). *Respectfully Quoted: A Dictionary of Quotations Requested from the Congressional Research Service* (Library of Congress)
- Kennedy R. (2002). 'The Virtue of Solidarity and the Purpose of the Firm', in S. A. Cortright and M. Naughton (eds.). *Rethinking the Purpose of Business: Interdisciplinary Essays from the Catholic Social Tradition* (University of Notre Dame Press)

## Outcomes

- After the completion of this paper students will be able to understand the importance of social relations and knowledge management
- Students will be able to recognize the importance of business community and social responsibility
- Students will be able to understand the inter-relation among business firms, organizations, public policy, business law and governance

### Outcome Mapping: Semester - III

CO/PO	PO1	PO2	PO3	PO4	PO5
CO 1	S	S	M	S	S
CO 2	S	S	M	S	M
CO 3	M	S	S	S	S
CO 4	S	L	L	M	S
CO 5	M	S	S	M	S
CO 6	S	S	S	S	S

\***L**- Low, **M**-Medium, **S**-Strong

**Second Year (IV<sup>th</sup> semester)**  
**MASO 401: Criminology (Core)**

**Objectives**

- This paper seeks to describe the students about the different types of crime and scope of criminology
- To illustrate the causes of crime and crime rates
- To study the crime scientifically through data on crime, trends and various theoretical approaches

**Unit –I**

Crime and Mega Cities - Concept of Deviance – Crime against children, women and aged - scope of criminology- Characteristics of crime

**Unit – II**

CausesAndTypesofcrime-Socio–Psychologicalfactors–Influenceof  
T.V. Cinema and Net-Politics and crime - Human Trafficking – Cyber crimes  
– Communal violence – Terrorism - Corruption - Reasons for not seeking Legal help-  
Modus Operandi of crime – Perception of methods and Technology Access - Forensic  
and otherhelp

**Unit – III**

Theories of crime - Classical and Positivist theories-Radical criminology- Labeling  
theory- Constitutional theories- Genetic explanations- Environmental explanations

**Unit – IV**

Crime prevention and HRD - Police – Public role relationship – Crime against Poor  
and Marginalized – Rehabilitation of victims – Judicial Activism – Nirbhaya Act -  
The Toxic continuum From Incivility to Violence and the role ofHRD

**Unit – V**

Crime control by Youth Development - Programmes in India – Self Employment –  
Social Entrepreneurship – Ready set Go Top Skills for Job Seekers.

## References

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- European Commission, The Leader approach — A basic guide, Luxembourg: Office for Official Publications of the European Communities, 2006, ISBN92-79-02044-7
- Glenn Firebaugh, Seven Rules for Social Research, Princeton University Press, 2008, ISBN978-0-691-13567-0
- Helman, Cecil (2007). Culture, Health, and Illness (5th ed.). London, England: Hodder Arnold. ISBN 978-0-340-91450-2. OCLC74966843.

## Outcomes

- After completion of this course students will be able to to characterize the different types of crimes and scope of criminology
- Students will be able to know the definition and measurement of crime, trends, various theoretical approaches of crime
- Students will be able understand an overview of the scientific study of crime including the history of criminology

## MASO 402: Industrial Dynamics (Core)

### Objectives

- This paper aims to provide the students about the structure and process of industrial organizations from sociological perspective
- To deal with the effects of industrialization on Indian social systems and institutions
- To study the internal relations which are connected directly or indirectly with industry

### Unit- I

Nature and Scope of Industrial Sociology. Internal Structure of the Industrial Organization- Line and Staff. Formal and Informal Organizations, Factory as a social system.

### Unit -II

Scientific Management - Human side of enterprise - Taylor and Lillian Gilbreth Time and Motion studies. Human Relations Approach- Hawthorne experiments.

### Unit -III

Sociology of Work, Morale and Motivation- Industrial Leadership. Workers participation in management.

### Unit -IV

Growth and Functions of Trade Unions with special reference to India. Industrial Conflict. Strikes, Methods of resolving Industrial conflicts, Collective bargaining. Grievance procedure. Labour Welfare Officer: Responsibilities and Duties.

### Unit- V

Technology and industrial relations. Concept of technological change, impact of technological changes: Mechanization automation, industry and society. Labour policy and the five year plans.

### References

- Aziz Abdul . 1984. *Labour Problems of Developing Economy* New Delhi: Ashish Publishing House
- Bell, Daniel. 1974, *The Coming of Post-Industrial*. London: Henemann Publishers.
- Caplow. T. 1964, *Sociology of Work*. New York: McGraw-hill
- Davis, Keith. 1990, *Human Behaviour at Work*, New Delhi: Tata McGraw-Hill
- Eugene V. Schneider. 1971, *Industrial Sociology*. New York, McGraw-Hill
- Koontz, H and C. O'Donnell. 1984. *Principles of Management* Tokyo: McGraw-Hill.
- Lakshmana C . 1990, *Workers Participation and Industrial Democracy*, New Delhi: Ajanta Publications.
- McGregor Douglas 1983 *Human Side of Enterprise*. New York: McGraw-Hill
- Miller and Form. 1964 *Industrial Sociology*. New York: Harper And Row.
- Parker and Brown. 1972. *Sociology of Industry*. London: George Allen and Unwin Ltd.

### Outcomes

- After the completion of this course students will be able to understand structure and process of industrial organizations from sociological perspective
- Students will be able to know the social relations which have directly or indirectly connected with industry.
- Students will be able to assess industrial relations and labour management

## **MASO 403: Dissertation and Viva-Voce (Core)**

### **Objectives**

- This paper aims at exposing students in analysing the data
- To understand the different variations in viva-voce
- To understand the recent patterns in Practice

### **Syllabus:**

The student will prepare and submit a dissertation based on the data collected under the course MASO 305 – Field work and extension after classification, tabulation, application of appropriate statistical techniques, analysis and interpretation of data. They will work under the supervision of the faculty member .at the end of the semester, the student will appear before a viva voce board as specified under the scheme of valuation and defend their work

### **Outcomes**

- After completion of this course students will be able to analyse data
- Students will be able to recognize and overcome different kinds of ambiguities in the process of research
- Students will be able to learn proper usage of examples and anecdotes and approaches for viva-voce



**MASO 404:General elective (Any two)**  
**MASO 404a: Social Welfare and Administration**

**Objectives**

- This paper aims at understanding the efficiency of resources and services to meet the needs of the individuals, families, groups and communities
- To understand the problems of Schedule castes, Schedule tribes, Backward classes and Minorities
- To facilitate social relationship and adjustments necessary for the disadvantaged sections, children, women, youth and elderly

**Syllabus:**

**Unit –I**

Social Welfare: Concept and Philosophy. A brief historical out-line of social welfare and Development.

**Unit –II**

Community Welfare Scheme and Programmes in India – People’ Participatory Approach (PPA)

**Unit –III**

Problems of schedule Caste, Schedule Tribes, other Back ward class and minorities in India. Constitutional safeguards and welfare Programmes for Weaker Sections: Scheduled Castes, Scheduled Tribes, Other Back ward classes, and Minorities – Critical evolution.

**Unit –IV**

Problems and Welfare Programmes for Women, Children, Orphans, Youth, Old, Disabled and Poor – Critical evolution.

**Unit –V**

Social Welfare Administration – Central Social Welfare Board and State Social Welfare Board – Structure and Functions. Panchayat Raj, District Rural Development Agency and Social Welfare Department - Structure and Welfare Functions. Role of Voluntary/ Non- Government Organizations in Social Welfare. Case study of N.G.Os.

**References**

- Chowdary, Paul. 1979. Social Welfare Administration. Delhi: AtmaRam & Sons.
- Chowdhary, Paul. 1966. A Handbook of Social Welfare. Delhi: Atma Ram & Sons.
- Friedlander, Walter A. & Robert Z. Apte. 1967. Introduction to Social Welfare. New Delhi: Prentice-Hall.
- Goel, S.L R.K. Jam. Social Welfare Administration, V ols. I & II. New Delhi: Deep & Deep.
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- James, Massey. Dalits in India. New Delhi: Manohar Publishers & Distributors.
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- Paranjpe, Nalini. 1990. Social Welfare in India: A Policy Perspective. New Delhi: Associated Publishing House.
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- Prasad, B.K. 2004. NGOs and Development, Anmol Publications, Pvt Limited, New Delhi.
- Sachdeva, D.R. 1992. Social Welfare Administration in India. Allahabad: Kitab Mahal Publishers.
- UN Centre for Human Rights. 1994. Discrimination against Women. Geneva: UNESCO. 1999. Human Rights of Women. Paris: UNESCO.

## Outcomes

- After the completion of this course students will be able to understand the efficiency of resources and services to meet the needs of the society
- Students will be able to analyse the problems of Schedule castes, Schedule tribes, Backward classes and Minorities
- Students will be able to realize the problems of disadvantaged sections, children, women, youth and elderly

# MASO 404b: Social Entrepreneurship Development

## Objectives

- The aim of this paper is to understand the theoretical positions of the Social entrepreneurship development
- To be aware of the contemporary approaches to social entrepreneurship
- To have comprehensive understanding of the context, process and effects of entrepreneurial activities

## Syllabus:

### Unit- 1: Entrepreneurship: What, Why and How

- Entrepreneurship- Concept, Functions, Need and Importance.
- Myths about Entrepreneurship
- Pros and Cons of Entrepreneurship
- Process of Entrepreneurship.
- Progress of Entrepreneurship.

### Unit- 2: An Entrepreneur

- Types of Entrepreneurs
- Competencies and Characteristics; Ethical Entrepreneurship.
- Entrepreneurial Value: Values, Attitudes and Motivation.
- Mindset of an Employee and an Entrepreneur-Difference
- Intrapreneur: Need and Importance in Any Organization.

### Unit- 3: Entrepreneurship Journey

- Self Assessment of Qualities, Skills, Resources and Dreams.
- Generation of Ideas.
- Feasibility Study
- Opportunity Assessment
- Business Plan Preparation
- Execution of Business Plan
- Role of Society and Family in the growth of an entrepreneur.
- Challenges faced by women in Entrepreneurship.

### Unit- 4: Entrepreneurship as Innovation and Problem Solving

- Entrepreneurs- as problemsolvers and Solutions.
- Innovations and Entrepreneurial Ventures.
- Social Entrepreneurship-Concept and Importance
- Risk taking-Concept; types of business risks.
- The role of technology/ social media in creating new forms of firms, organizations, networks and cooperative clusters.
- Barriers to Entrepreneurship.
- Support structure for promoting entrepreneurship (various Government Schemes).

## Unit- 5: Understanding the Market

- Market- Traditional and E-commerce- Concept and Role
- Types of Business: Manufacturing, Trading and Services.
- Market Forces: Sellers, consumers and competitors.
- Expanding Markets: Local to global, Strategies needed.
- Marketing Mix: Concept and Elements.
- Pricing and Factors affecting pricing.
- Market Survey: Concept, Importance and Process.

### References

- Adam S. (1999). Competences and other factors affecting the small enterprise sector in Ibadan, Nigeria. In K. King & S. McGrath (Eds.), *Enterprise in Africa: Between poverty and growth* (pp. 179-190). London: Intermediate Technology.
- Bar, A. (1999). Do SMEs network for growth? In K. King & S. McGrath (Eds.), *Enterprise in Africa*. (pp. 121-131). London: Intermediate Technology.
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- Campbell, J.P. Dunnette, M.D., Lawler, E.E. & Weick K.E. (1970). *Managerial behavior, performance, and effectiveness*. New York: McGraw-Hill.
- Charmes, J. (1999). Micro-enterprises in West Africa. In K. King & S. McGrath (Eds.), *Enterprise in Africa* (pp. 71-82). London: Intermediate Technology.
- Dia, M. (1996). *African management in the 1990s and beyond: Reconciling indigenous and transplant institutions*. Washington, D.C.: The World Bank.
- Elkan, W. (1988). Entrepreneurs and entrepreneurship in Africa. *Finance & Development*, 25(4), 41.
- Foster, M. Brown, A., Norton, A. & Naschold, F. (2001). *The status of sector wide approaches*. London: Overseas Development Institute. ([www.odi.org.uk](http://www.odi.org.uk)).

### Outcomes

- After completion of this paper students will be able to understand the theoretical base of the Social entrepreneurship development
- Students will be able to be aware of the contemporary approaches to social entrepreneurship
- Students will be able to comprehend the entrepreneurship development from various contexts and processes

# MASO 404c: Sociological Perspectives

## Syllabus:

### Unit-I

Functionalist Perspective

Emergence of Functionalism, Functionalism and Anthropological Tradition.

A.R.Radcliff Brown, Malinowski, R.K. Merton: Empirical Functionalism. Paradigm for functional Analysis. Critique of functional Postulates, Latent and Manifest functions. Theories of the Middle Range, Karl Marx: The Dialectics. Theory and Dynamics of Social Change. Concept of Class, Class Contradiction, Class formations, Class Struggle and Social Change. Alienation.

### Unit-II

Conflict Perspective

George Simmel: Functions of Conflict

Dahrendorf: Dialectical Conflict model

### Unit-III

Symbolic Interactions

C H Cooley: Self and its emergence - Looking Glass Self.

G H Mead: Stages in the Development of Self- Play Stage, Game Stage

### Unit-IV

Ethnomethodology

Origin and nature of Ethnomethodology

Garfinkel: The Documentary Method

Zimmerman: The Practicalities of Rule use

### Unit-V

Applied Sociological perspectives

Action Research Methodology

Audio – Visual Media as a tool in Research

## References

- Alexander, Jeffrey C. 1987. Twenty Lectures. Sociological Theory since World War II. New York: Columbia University.
- Bottomore, Tom, 1984. The Frankfurt School. London: Tailstock Publications
- Burawoy, Michael: "The Critical Turn to Public Sociology", Critical Sociology, Summer 2005.
- Charles. 2004. "The Arrogance of Public Sociology". Social Forces, June 2004, 82(4).
- Chrisolm, Roberick M.(lid.). Realism and the Background of Phenomenology.
- Craib, Ian. 1992. Modern Social Theory: From Iroin lotions to Habermas. London: Harvester Press.
- Haralambos, M. with Robin Heald. 19K9. Sociology: Themes and Perspectives. New Delhi: Oxford University Press.
- Kuper, Adam and Jessica Kuper (lids.). 1996. The Social Science Encyclopaedia. London: Roulledge.

- Kuper, Adam. 1975. *Anthropologists and Anthropology. The British School, 1922 -72.* Harmondsworth, Middlesex: PenguinBooks.
- Meltzer, Bermad N. et al. 1975. *Symbolic Interactionism.* London: Routledge and KaganPaul.

### **Outcomes**

- After the completion of this course students will be able to compare and contrast basic theoretical perspectives of sociology
- Students will be sensitized towards the need for the empirically grounded theories
- Students will be able to identify the recent trends in sociological thought

## Objectives

- This paper aims at the students to understand the nature and dynamics of globalization and social context through various agencies
- To analyze the interconnected changes in the economic, cultural, social, and political spheres of society
- To understand ever-increasing integration of nations, regions, communities

### Unit –I

The Nature and Dynamics of Globalization the Historical and Social Context of Globalization World Capitalism, Modernization and Globalization Distinctive Characteristics of Globalization, Advantages and Disadvantage of Globalization.the role of Information and communication technology

### Unit –II

Agencies of Globalization : Multinational Corporations (MNC's) , Media , Market Non Governmental Organizations (NGO's), International Agencies (International Monetary Fund , World Banketc.)

### Unit –III

Globalization and Culture Cultural Aspects of Globalization, Globalization and the Resurgence of Ethnic Consciousness: Global Tourism, Diaspora Communities, Transnational Ethnic and Religious Movements, Religious fundamentalism. Globalization and Gender Socio-economical status of women in the World, Neo-Liberal Policies and Gender equality in the world.Gender and Human Development.

### Unit –IV

Social Consequences of Globalization Inequality within and among Nation - states, Differential Perception of Globalization Mass Media & Consumer Culture. Global Culture and Local Cultures.socio economic impact of Globalization –Impact on individual and Group identities

### References :

- Frans J. Schuurman (ed) Globalization and Development Studies, New Delhi: Vistaar Publications.2001
- Joesph Slights Globalization and its Discontents New Delhi, Penguin Books (p) Ltd.2003
- Martin Albrow Globalization, Knowledge and Society. Delhi, Sage Publications,1990
- Appadurai, Arjun Modernity at Large : Cultural Dimensions of Globalization. New Delhi : Oxford Univ. press,1997
- Dreze Jean and Indian Economic Development and Social Opportunity Delhi: Oxford Univ.press,1996
- Escobar, Arturo Encountering Development: The Making and Unmaking of the Third World. Princeton: Princeton Univ. Press,1995
- Walters, Malcolm Globalization, London. Routledge,1996

## Out comes

- After completion of this paper students will be able to understand nature and dynamics of globalization
- Students will be able to analyze the interconnected changes in the economic, cultural, social and political spheres of society
- Students will be able to understand the process of integration of nations, regions and communities



## **MASO 405: (For the students of other departments with any one paper)**

### **MASO 405a: Globalization and Educational Pursuits**

#### **Objectives**

- This paper aims to understand multifaceted nature of globalization and internationalization in the context of higher education
- To examine key concepts and theories of globalization, international and comparative education
- To make the students understand the Global citizenship from professional and academic perspective

#### **Syllabus:**

##### **Unit- I**

Globalization history education pursuits globalization and community colleges- Globalization -dimensions and implication Global issues in higher Education- Massification –Mobility-Impact of Globalization on-Higher Education -New Fellowship programmes

##### **Unit-II**

Globalization and the cultural Domain-People on the move-The fate of National Cultures- The Territorial state and Global politics-Globalization of organized violence -The Global Economy-Globalization and the Environments

##### **Unit -III**

Global media and Education -Globalization and Employment-Media Education Changes-Progress of Media Education -Global and Digital opportunity for Education -Market liberalization and employment

##### **Unit - IV**

Globalization and Education Faculty professional exchange -Globalization and Global learners-Campus internationalization-Globalization, knowledge, Education and training -What is Global learning

##### **Unit- V**

International Institutions and Education- world Bank – IMF-Surveillance of the Global Economy-Conditionality loans-IMF and Globalization -Criticisms

##### **Unit- VI**

UGC overseas Fellowship-ICSSR overseas Fellowship-Ambedkar overseas Fellowship

1. FulbrightFellowship
2. CommonwealthFellowship
3. RockefellerFoundation
4. FordFellowship

## REFERENCES

- Kaplinsky, Raphael (2005) *Globalization, Poverty and Inequality*. Cambridge: Polity Press.
- Maddison, Angus (1982) *Phases of Capitalist Development*. Oxford: Oxford University Press.
- Nayyar, Deepak (2002a) *Towards Global Governance*. In: Deepak Nayyar (ed.) *Governing Globalization: Issues and Institutions*. Oxford: Oxford University Press.
- Nayyar, Deepak (2002b) *Cross-Border Movements of People*. In: Deepak Nayyar (ed.) *Governing Globalization: Issues and Institutions*. Oxford: Oxford University Press.
- Bell, Daniel (1973). *The Coming of Post-Industrial Society*. New York: Basic Books.
- Bello, Walden F. (2002), *Deglobalization: ideas for a new world economy*, London and New York: Zed Books.
- Bhagwati, Jagdish N. (2000), *The wind of the hundred days: how Washington mismanaged globalization*, Cambridge, MA: MIT Press.
- Bhagwati, Jagdish N. (2004), *In defense of globalization*, New York: Oxford University Press.
- Crystal, David (1997). *English as a Global Language*. Cambridge: CUP.
- D. Held (1987). *Models of Democracy*. Stanford: Stanford University Press.
- G. Stigler (1975). *The Citizen and the State*. Chicago: University of Chicago Press.

## Outcomes

- After completion of this course students will be able to understand the paradoxes of contemporary globalization in the context of Higher education
- Students will be able to examine concepts, theories of globalization, international and comparative education
- Students will be able to understand the Global citizenship from professional and academic perspective

## MASO 405b: Visual Sociology

### Objectives

- This paper aims at providing the students a new perspective in study of deliberate versus spontaneous behavior
- To be aware of recording social signals, expressions as spontaneous as possible
- To organize the recording of reactions and variations that occur as a response to the context

### Syllabus:

#### Unit-I

Visual Sociology – definition and Scope in India Visual Communication Images with messages - Applied Visual sociology-Study of visual Communication-Images analysis-Visual sides - Types of visual aids -Visual aids media simple to advanced

#### Unit-II

The advantages value of visual Exploration-Interactive tools -Tools of layout-Dimension of -selection tools-Visualization techniques-Initial , visual exploration of Demands Data

#### Unit-III

Visual Applying Research Methods-Participant generated Visual methods Ethical warnings-Visual Ethnography-Doing Ethnographic photography- Photographing the community

#### Unit-IV

Visual Documentary Research –And-Innovation-Business and Media-Digital video as qualitative -Research practice-Presentation – History of Ethnographic Film -Research practices- Digital video methodology-Sociology media the business Benefits may be Enrolls -Reputational, legal operational

#### Unit-IV

Use Social Media and Abuse-Capturing social problems/traumas on Film Video-piracy-Social Networking Negative Effects -Social Networking Negative positive effects-Dangers of socialNetworking

## References

- Lester, E (2000) Visual Communications: Images with Messages. Thomson Learning
- Schildgen, T (1998). Pocket Guide to color with digital applications. Thomson Learning
- Picture this: Media Representation of Visual Arts and artists. University of Luton Press
- Palmer, Frederic: Visual Elements of Art and Design,1989,Longman
- Porter, Tom and Goodman, Sue: Manual of Graphic Technique 2: For Architects, Graphic Designers, and Artists,1982, Astragal Books.London
- Palmer. F: Visual Awareness (Bats ford,1972)
- David Sless (1981). Learning and visual communication.p.187
- Kenneth Louis Smith (2005). Handbook of visual communication: theory, methods, and media. p.123. ISBN978-0-8058-4178-7
- Jorge Frascara (2004). Communication design: principles, methods, and practice.p.68

## Outcomes

- After completion of this course students will be able to differentiate between deliberate and spontaneous behavior
- Students will be aware of recording social signals and expressions as spontaneous as possible
- Students will be able to organize the recording reactions and variations that occur as a response to the context

### Outcome Mapping: Semester - IV

CO/PO	PO1	PO2	PO3	PO4	PO5
CO 1	M	S	S	M	S
CO 2	M	S	M	S	M
CO 3	S	S	S	S	S
CO 4	M	S	S	S	M
CO 5	M	M	M	L	M
CO 6	M	S	L	M	M

\*L- Low, M-Medium, S-Strong