Sri Venkateswara University
Department of Sociology
M.A. Sociology (Two year Programme-Four semesters)
Choice Based Credit System (with effect from the Academic year 2020-2021)
Programme Code (MASO)

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
PO 4. Dissemination of knowledge
PO 5. Apttidue for project knowledge
PO 6. To in still Social Zeal
PO 7. New or original work
PO 8. Conglomeration of science and social science
PO 9. Change in knowledge
PO10.Change in Attitude
PO11.Change in Practice.
PO12.Memorize and improvize

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

Programme 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: Analyze and Interpret Social facts with Science based Aptitude
CO 5: Articulate Trans-disciplinary knowledge effectively and efficiently to deal with crises situation

(Revised Scheme of Instruction and Examination, Syllabus etc., under CBCS Regulations -2016 is Amended as per NEP-2020)
(With effect from the batch admitted in the academic year 2021-22)
M.A. SOCIOLOGY

SEMESTER-I

S. No	Code	Title of the Course		Credit Hrs / Week	No. of Credits	Core / Elective	IA	SEE	Total Marks
1	MASO 101	Classical Sociological Theories		6	4	Core-Theory	20	80	100
2	MASO 102	Sociological Research Methods and Statistics		6	4		20	80	100
3	MASO 103	Indian Society and Inclusive Growth		6	4		20	80	100
4	MASO 104	Participatory Research		6	4		20	80	100
5	MASO 105	A	Principles of Sociology	6	4	CF	20	80	100
		B	Social Movements in India						
		C	Sociology of marginalized communities						
6	MASO 106	A	Nature Agriculture and Rural Livelihood	6	4	EF	20	80	100
		B	Globalization and Educational and pursuits						
	Total			**36**	**24**		**120**	**480**	**600**
7	MASO107	Human Values and Professional Ethics – I		**0**	**0**	Audit Course	**100**	**0**	**0**

- **All core papers are Mandatory**
- **Compulsory foundation – Choose any one**
- **Elective Foundation - Choose any one Paper**
- **Audit course – 100 Marks (Internal) – Zero Credit under self study**
- **** Interested student may register for MOOCS with the approval of DDC**

SEMESTER - II

S. No	Code	Title of the Course		Credit Hrs / Week	No. of Credits	Core / Elective	IA	SEE	Total Marks
1	MASO201	Applied Sociology		6	4	Core-Theory	20	80	100
2	MASO202	Social Demography		6	4		20	80	100
3	MASO203	Rural Sociology and Development		6	4		20	80	100
4	MASO204	Extension Work		6	4		20	80	100
5	MASO205	A	Environmental Sociology	6	4	CF	20	80	100
		B	Social Imagination						
		C	Sociology of Tourism Development						
6	MASO206	A	Media Education and Society	6	4	EF	20	80	100
		B	Sociology of Education						
	Total			**36**	**24**		**120**	**480**	**600**
7	MASO 207	Human Values and Professional Ethics – II		**0**	**0**	Audit Course	**100**	**0**	**0**

- **All core papers are Mandatory**
- **Compulsory foundation – Choose any one**
- **Elective Foundation - Choose any one Paper**
- **Audit course – 100 Marks (Internal) – Zero Credit under self study**
- **** Interested student may register for MOOCS with the approval of DDC**

SEMESTER-III

S. No	Code	Title of the Course	Credit Hrs / Week	No. of Credits	Core / Elective	IA	SEE	Total Marks
1	MASO 301	Medical Sociology	6	4	Core-Theory	20	80	100
2	MASO 302	Placement Field work and Extension work (village)	6	4	Core-Theory	20	80	100
3	MASO 303	A Urban Sociology and Development B Human Rights	6	4	Generic Elective	20	80	100
		C Sociology of Gender D Sociology of Andhra Pradesh	6	4		20	80	100
4	MASO 304	Personality Development and Employment	6	4	Skill Oriented	20	80	100
6	MASO 305	A Social Psychology and Personality Development B Business and Society	6	4	Open Elective	20	80	100
		Total	**36**	**24**		**120**	**480**	**600**

- **All core papers are Mandatory**
- **Generic Elective – Student has to choose any Two Paper**
- **Skill oriented Course is mandatory**
- **Open Elective are for the students of other Departments, Minimum one paper should be opted, extra credits may be earned by opting for more number of open electives depending on the interest of the student through self study**
- **** Interested student may register for MOOCS with the approval of DDC**

SEMESTER-IV

S. No	Code	Title of the Course	Credit Hrs / Week	No. of Credits	Core / Elective	IA	SEE	Total Marks
1	MASO 401	Industrial Dynamics	6	4	Core-Theory	20	80	100
2	MASO 402	Criminology	6	4	Core-Theory	20	80	100
3	MASO 403	A Globalization and society B Social Welfare and Welfare Administration	6	4	Generic Elective	20	80	100
		C Sociological Perspectives D Gerontology	6	4		20	80	100
4	MASO 404	Dissertation and Viva-Voce	6	4	*PW	20	80	100
6	MASO 405	A Social Entrepreneurship Innovation and Start ups B Visual Sociology	6	4	Open Elective	20	80	100
		Total	**36**	**24**		**120**	**480**	**600**

- **All core papers are Mandatory**
- **Generic Elective – Student has to choose any Two Paper**
- **Multidisciplinary Course/ Project work is Mandatory**
- **Open Elective are for the students of other Departments, Minimum one paper should be opted, extra credits may be earned by opting for more number of open electives depending on the interest of the student through self study**
- **** Interested student may register for MOOCS with the approval of DDC**

MASO 101: CLASSICAL SOCIOLOGICAL THEORIES
Core Paper

Objectives:

1. This paper seeks to expose the students to the classical thinkers and their contribution in building theoretical sociology.
2. To Compare and contrast the basic theoretical perspectives of sociology
3. 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, 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 IntellectualPortrait.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 Alien andUnwin
➢ 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: TheFree 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 Kegan Paul.

Outcomes

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

MASO 102: SOCIOLOGICAL RESEARCH METHODS AND STATISTICS
Core Paper

Objectives

1. 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.
2. To equip the students with strategies of development for different segments of society.
3. 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. Definition Functions and Types inter-relation between theory and research.

Unit –II

The Research Process: Major steps in Social Research. Research Design: Types of 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: VikasPublishingHouse
➢ Bosc, Pradip Kumar. 1995. Research Methodology. NewDelhi:ICSSR
➢ Bryman,Alan.1988. Quality and Quantity in Social Research. London: UnwinHyman
➢ Croxtan, Frederick E and Cowden, Dudly 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

1. 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)
2. Students will be able to practice and apply the techniques and methods in the field situations as well as for data analysis
3. Students will be able to understand the social reality

MASO 103: INDIAN SOCIETY AND INCLUSIVE GROWTH
Core Paper

Objectives

1. This paper presents a comprehensive and integrated profile
2. To gain a better understanding of past and present structure and continuity of society
3. 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.

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 Jyothirao Pule Dr.BabasahebAmbedkar Life Skills Education

Unit-V

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

Reference:

➢ De Souza, 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 Publishing House.
➢ 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

1. After completion of this paper students will have comprehensive understanding of society
2. Students will able to better understand the past and present structures of society
3. 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 Paper

Objectives

1. This paper is to inspire students to undertake research in partnership with stakeholders
2. To explain the emancipatory and empowering, collaborative and reflective approaches
3. 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 Personal Project , Livelihoods Analysis.

References:

➢ De Silva G.V.S, N.Mehatha, A. Rehman and P. Wignarafa. 1979.'' Bhoomisena: Astruggle for people's power" Development Dialogue2:3- 70

➢ Mohd. AnisurRahman .1985" The theory and practice of participatory Action Research" in Orlando FalsoBorda (Ed), The challenge of social Change, SAGE pub,NewDelhi,1985.

➢ NeelMukarjee.1993."Participatory Rural Appraisal. New Delhi: Concept PublishingCo.

➢ Orlando FalsBorda. 1979." Investigating Reality in order to transform it." DialecticalAnthropology,49(1):33-56

➢ Rily JohnM.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

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

MASO 105(A): PRINCIPLES OF SOCIOLOGY
Compulsory Foundation

Objectives
1. This paper gives the students an understanding of the basic principles of Sociology as an academic discipline
2. To analyze the ways in which people interact and function in groups
3. 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

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

Objectives

1. To introduce the students to the role of social movements involved in social transformation
2. To help them understand the various approaches to the study of social movements.
3. To Develop Critical and Analytical Skills

Syllabus

UNIT – I - Introduction to social movement, Nature, Definitions, Characteristics, Social Movement and Social Change, Types of social movements (Reform, Rebellion, Revival, Revolution, Insurrection, Counter Movement)

UNIT-II - Theories of Social Movements
a. Structural –functional
b. Marxist
c. Resource Mobilization Theory
d. New Social Movement

UNIT- III Social Movement in India with specific reference to social basis, leadership, ideology and actions
a. Peasant movement
b. Labour movement
c. Dalit movement
d. Women's movement
e. Environmental movement

UNIT - IV. Social Movements, civil society and globalization, Social movement and its relationship with state and civil society (e.g. Jan Lokpal Bill), Social movements and impact of globalization: Debates-end of movement and after, Issues of citizenship

UNIT –V Globalization and Social Movements - Market and Social Movements, Environmental and Ecological Movements - Social Movements and Democracy: An Assessment.

Outcomes:

1. To apply the sociological concepts and theories learned in the course to written text or multi-media content.
2. To assess the tactics, strategies, impact, resources, opportunities, and the organizational form of a selected social movement organization.
3. Develop clear critical reading, thinking, and analytical skills

REFERENCES

- Rao, M.S.A. Social Movements in India, Vol.I and II, Manohar, Delhi, 1978.
- Shah Ghanshyam, Social Movements and the State, Sage, New Deli, 2002.
- James Petras, Henry Vettmeyer, Social Movements and State Power, Pluto Press, London, 2005.
- T.K.Oommen, Nation, Civil Society and Social Movements, Sage, Delhi, 2004.
- David S. Meyer, Nancy Whittilev, Belinda Robnett; Social Movements, Oxford, New York, 2002.
- Foweraker Joe, Theorising Social Movements, Pluto Press, London, 1995.
- Bagguley, P. (1992). Social change, the middle class and the emergence of "new social movements": A critical analysis. The Sociological Review 40.1: 26-48
- Bagguley, P. (1997). Beyond political sociology? Developments in the sociology of social movements. The Sociological Review 45.1: 147-61. Banks J. A., Sociology of Social Movements,

MASO 105(C): SOCIOLOGY OF MARGINALIZED COMMUNITIES
Compulsory Foundation

Objectives

1. To sensitize the students to the significance of sociological study of the marginalized communities
2. To provide the different perspectives on marginalization
3. To familiarize the students with the problems, movements, programmes and policies of marginalized communities.

Syllabus:

Unit- I

Marginalized Section: concept, indices, types: an overview on SC/ST, Women, Children, Elderly, Transgender, Immigrants.

Unit – II

Perspectives on Marginalization- Role of Ideology in Marginalization. Views of Ambedkar and Sree Narayana Guru.

Unit –III

Policies and its Impact on Marginalized Communities. Tribe: meaning and characteristics. Status and problems of tribe in the contemporary society, Development Programme and its Impact on Tribe.

Unit – IV

Problems of the Tribal Communities: Socio- Economic, Cultural and Political Land Alienation, De-tribalization- Emerging tribal image

Unit – V

Social Movements of the Marginalized Communities - Tribal movements and Dalit movements

Outcome:

After completion of this course,
1. Students will be able to know the significance of sociological study of the marginalized communities
2. The students will know the different perspectives on marginalization
3. Students will be familiarized with the problems, movements, programmes and policies of Marginalized communities.

REFERENCES

- Beteille, Andre (1981),Backward Classes and the New Social Order ,OUP India
- Beteille, Andre (1992) The Backward Classes in Contemporary India, Oxford University Press, India
- Chaudarui, S. N (1988) Changing Status of Depressed Castes in ContemporaryIndia, East India book Co
- Doshi S. L. (1997), Emerging Tribal Image. Rawat Publication, New Delhi.
- Fernades, Walter (1983) Towards a New Forest Policy, Indian social institutions
- Gomanago, Giridhar (1992), Constitutional Provisions for the Scheduled Castes and the Scheduled tribes, Himalaya Publishing House, Delhi.
- Gore.M.S (1993),The Social Context of an ideology – The social and political Thoughts of Bahashab Amhedkar , Sage publications pvt Ltd
- Gupta Dipankar(1997), Social Stratification , Oxford university press
- Jogdand, P.G (2000), New Economic Policy and Dalits, Rawat publications.
- Sardamoni, K (1980), The Emergence of a Slave Caste, People's publishing house, New Delhi

MASO 106(A): NATURAL AGRICULTURE AND RURAL LIVELIHOOD
Elective Foundation

Objectives

➢ To improving the living standards of rural people by utilizing the easily available nature and human resources
➢ To assess the importance of natural farming and paradigm for the community
➢ To explain sustainable livelihood practices identify their strengths and weaknesses

Syllabus:

Unit - I
Natural Farming – Principles of Agriculture, Nature of Agriculture, Seed to Seed, Zero budget, Organic Farming and Organic food, Diversification in Agriculture, Agro- farms

Unit – II
Organic Farming – Pure Organic farming Definition concept and benefits, Traditional Farming v/s modern farming, Government policies and Nature Agriculture, Green farming, A new way of farming, impact of Chemical fertilization in Agriculture, impact of Industrial Agriculture

Unit – III
Organic Manure- Compost Organic Manure, Rural compost, city compost, animal wastage vermin compost Liquid manure, Coco peat organic manure, Advantages of organic fertilizers Human manure Green manure.

Unit – IV
Rural Livelihood- Livelihood in Rural Areas - Definition, need for Improvement in livelihood opportunities, role of Organic culture, Animal Husbandry and allied sectors Improving Rural livelihood opportunities

Unit- V
Livelihood System
Rural Production system and Livelihood - Cropping Pattern, Economics of allied agricultural activities Dairy, Poultry Duck rearing, Sheep, Fishery, Horticulture, Flori culture, Sericulture, Honeybee, Production of Vegetables, Nurseries

References

➢ Anon, 2003 Green Revolution to Organic Revolution, Comprehensive Organic Community April. Pp.21-35
➢ DahamaAk, 2002, Organic Farming for Sustainable Agriculture, A gribios (India)
➢ Singh.GR 2001 Organic farming for sustainable Agriculture, Indian Farming. June
➢ Paramparagatkrishvikasyojana 2017
➢ Howard, Si Alberd, 1940 An Agriculture Testament, Research Round action for science. Technology and technology. New Delhi
➢ Sanlearam Ayala 2001, Organic farming Eco Technological focuses for stability and sustatnalaililty. Indian Farming June

Outcomes

➢ To promote the natural agriculture practices for better way of life
➢ Explain the livelihood concept and critically apprise the use of sustainable livelihood frameworks for rural livelihood analysis
➢ To levels of food security, income security, health, wellbeing, asset accumulation and high status in the community

MASO 106(B): GLOBALIZATION AND EDUCATIONAL PURSUITS
Elective Foundation

Objectives

1. This paper aims to understand multifaceted nature of globalization and internationalization in the context of higher education
2. To examine key concepts and theories of globalization, international and comparative education
3. 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 lin 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-Globatization 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-I.MF and Globalization -Criticisms

Unit- VI

UGC overseas Fellowship-ICSSR overseas Fellowship-Ambedkar overseas Fellowship
1. FulbrightFellowship
2. CommonwealthFellowship
3. RockefellerFoundation
4. FordFellowship

Outcomes

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

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 UniversityPress.

➢ 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 ChicagoPress.

MASO 107: HUMAN VALUES AND PROFESSIONAL ETHICS - I
Audit Course

Objectives

1. To help students distinguish between values, skills, and understand the need, basic guidelines, content and process of value education
2. To provide Human Values and Ethics relating to Religion, Business, Law, Media and Environment
3. 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, Relirious Tolerance, Gandhian Ethics.

Unit-V.
Crime and Theories of punishment- (a) Reformative, Retributive and Deterrent. (b) Views on manu and Yajnavalkya.

REFERENCES:

➢ John S Mackenjie: A manual ofethics.
➢ "The Ethics of Management" by Larue Tone Hosmer, Richard D. Irwin Inc.
➢ "ManagementEthics-integrityatwork'byJosephA.PetrickandJohn
➢ F. Quinn, Response Books: NewDelhi.
➢ "Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.
➢ Harold H. Titus: Ethics forToday
➢ Maitra, S.K: HinduEthics
➢ William Lilly : Introduction toEthics
➢ Sinha: A Manual ofEthics
➢ Manu: Manu Dharma Sastra or the Institute of Manu: Comprising the India System of Duties: Religious and Civil(ed.)G.C.Haughton.
➢ SusrutaSamhita: Tr.KavirajKunjanlal, KunjalalBrishagratha, Chowkamba Sanskrit series, Vol I,II and III, Varnasi, Vol I OO, 16-20, 21-32 and 74-77only.

Outcomes

1. After the completion of this course students will understand harmony at all the levels of human living,
2. Students will be able to know the importance of Ethics and Human Values in various professions.
3. 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.

Books for study:

1. John S Mackenjie: A manual of ethics.
2. "The Ethics of Management" by Larue Tone Hosmer, Richard D. Irwin Inc.
3. "Management Ethics - integrity at work' by Joseph A. Petrick and John F. Quinn, Response Books: New Delhi.
4. "Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.
5. Harold H. Titus: Ethics for Today
6. Maitra, S.K: Hindu Ethics
7. William Lilly: Introduction to Ethics
8. Sinha: A Manual of Ethics
9. Manu: Manu Dharma Sastra or the Institute of Manu: Comprising the India System of Duties: Religious and Civil(ed.) G.C.Haughton.
10. SusrutaSamhita: Tr.KavirajKunjanlal, KunjalalBrishagratha, Chowkamba Sanskrit series, Vol I,II and III, Varnasi, Vol I OO, 16-20, 21-32 and 74-77 only.
11. CarakaSamhita :Tr. Dr.Ram Karan Sarma and VaidyaBhagavan Dash, Chowkambha Sanskrit Series office, Varanasi I, II, III Vol I PP 183-191.
12. Ethics, Theory and Contemporary Issues. Barbara Mackinnon, Wadsworth/Thomson Learning, 2001.
13. Analyzing Moral Issues, Judith A. Boss, Mayfield Publishing Company, 1999.
14. An Introduction to Applied Ethics (Ed.) John H.Piet and Ayodhya Prasad, Cosmo Publications.
15. Text book for Intermediate logic, Ethics and Human Values, board of Intermediate Education& Telugu Academic Hyderabad
16. C Sharma Ethical Philosophy of India. Nagin & coJulundhar.

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SEMESTER - II
MASO 201: APPLIED SOCIOLOGY
Core Paper

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Objectives

1. 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
2. To develop an appreciation of the link between sociological theory and practice
3. 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 -communications – Research – Interpersonal skills, Critical thinking.

Unit- II

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

Unit- III

Applied Sociologists – Man Made Disasters – Translational Role-communicating knowledge- General business skills – attention to detail – specialist knowledge in technical – commercial, industrial (or) scientific areas – Consultancy - Natural Disasters

Unit-I V

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

Unit- V

Sociological practices -Clinical 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 Religion71(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. April2014.

➢ Clark, Elizabeth. 1990 "Contemporary Clinical Sociology: Definitions and Directions." Clinical Sociology Review 8:100-115.

➢ Iutcovich. Joyce, M. 1997 Professionalization of Applied Sociology: The Role of Sociological Practice Organizations. In Directions in Applied Sociology (ed. Steele, S. and J.M. Iutcovich) p. 7-39: Society for Applied Sociology.

Outcomes

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

MASO 202: SOCIAL DEMOGRAPHY
Core Paper

Objectives

1. To introduce the significance of population and its relation to society
2. To provide a theoretical knowledge of the basic concepts of population and changes
3. 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, Contraception. Sources of demographic data: 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: Causes of population explosion in India. Problems of Rapid population growth.

Unit-V

Family Planning in India- Achievements and failures. Population education, Need, importance, and objectives.

References:

➢ Bhende, Asha and Tara Kanitkar. 1978. Principles of population studies. Bombay: Himalayan Publishing House
➢ BogueDonald . 1969. Principles of Demography. New York: John Wiley &Sons Inc.
➢ Davis, Kingsley. 1951. *The population of India and Pakistan.* Princeton: PrincetonUniversity.
➢ SaxenaGB .*Indian population in Transition.*
➢ Thomlinson, Ralph. 1965. *Population Dynamics.* New York: Random House.
➢ Thomson, Warren :*PopulationProblems.*
➢ CICRED .*The Population ofIndia.*
➢ *Census of IndiaReports.*
➢ Hatcher Robert et al. 1997. *The Essentials of ContraceptiveTechnology,* Baltimor: John Hopkins School of Public Health.
➢ Bose, Asish. 1991. *Demographic Diversity of India.* Delhi : B.R. Publishing Corporation.

Outcomes

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

MASO 203: RURAL SOCIOLOGY AND DEVELOPMENT
Core Paper

Objectives

1. This course is to help the students to understand the difference between urban and rural development
2. To analyse the dynamics of rural Indian society in the context of its socio, political and economic contradictions
3. 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 – Barriers to development: social, economic, political, attitudinal and behavioral

Unit-II
History of Rural Development in India. Community Development Programmes. Type of Revolution, Land reforms, area approach programmes: IRDP, IAAP, HADP, TADP, DPAP. Target Group Approach Programmes: SFDA, MFDA, DWCRA, Antyodaya MNP, DDR, NREP, IWDP, Mudra

Unit-III
Problems of rural society: Poverty, Unemployment, Under Employment, Immigration, Agrarian Crisis, Farmer Suicide, Health care Services.

Unit-IV
Current Rural Development programmes: MGNREGS, CLDP, IWMP, RWSS, (Rural water supply and sanitation) INDIRAMMA NABARD

Unit-V
Rural Development Administration: Administrative Structure and functions, Role of NGO's, GOs, AIIB and ADB

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

1. After the completion of this course students will able to know the nature and need of rural and urban development in India
2. Students will be exposed to analysis and evaluation of different types of planning and programs
3. 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 Paper

Objectives

1. This paper expose the students to apply sociological theories and principles in field areas

2. To give direct experience of social institutions and social problems through field work

3. 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
- Leprosy Homes
- Hospitals
- Welfare Hostel
- Shelter Homes
- Old age Homes
- Other such Organizations/Institutions

Outcomes

1. After the completion of this course students will execute the theoretical knowledge and principles in field areas

2. Students will able to understand the role and importance of NGOs and other various social institutions in Field work

3. Students will able to analyze the process of socialization and group dynamics and gain Creative and Innovative experiences

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MASO 205(A): ENVIRONMENTAL SOCIOLOGY
Compulsory Foundation

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Objectives

1. This paper aims to provide the students with a comprehensive conceptual, theoretical and empirical backgrounds of interaction between Social world and Nature
2. To explore the relationship between human society and the larger natural environment
3. 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 Renewable energy - Biomass –Pollution – Air, water, land, soil, radiation, ozone depletion, Acid Rain

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
➢ NithaBhalla, climate change threatens India's Economy food security
➢ Satishpandey ,A Journal of environmental Research and Development
➢ World Bank, Tourism and the Environment

Outcomes

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

MASO 205(B): SOCIAL IMAGINATION
Compulsory Foundation

Objectives

1. To help the students to understand the nature and character of sociological perspective.
2. To familiarize the students with some of the renowned introductory texts in Sociology.
3. To equip students with sociological imagination

Syllabus

Unit 1. Historical Development of Sociology
Definitions of Sociology (Comte- Positivism, Durkheim- Social Fact, Weber- Action Approach, Simmel- Formalistic approach), Origin and Development French and German Sociology, American Sociology, European Sociology, Sociology in India.

Unit II -Sociological Imagination & Invitation to Sociology
C W Mills - Sociological Imagination - The promise and future of Sociology and Intellectual Craftsmanship. Peter Berger – Invitation to Sociology - Sociology as a form of Consciousness - Sociology as a Humanistic Discipline.

Unit III- Thinking Sociologically
Zygmunt Bauman & Tim May – Thinking Sociologically -The distinction and identity of sociology as a Discipline, Sociology and Common Sense, Sociology of Action, Identity and understanding of everyday life, Relevance of thinking sociologically.

Unit IV - Story of Sociology
Gregor McLennan – Story of Sociology, Why Sociology? Sociology as understanding modernity, Legacies of Enlightenment – Science and Morals, Rationalism and Empiricism, Universalism and Relativism

Unit V Public Sociology & Engaged Sociologist
Micheal Buroway – Public Sociology, Burawoy's Classification of Sociology - Professional Sociology, Policy Sociology, Critical Sociology and Public Sociology, Korgen Kathleen & White M Jonathan – Engaged Sociologist - Movement of Public sociology as attempts to connect sociology classrooms to the community.

Outcomes

Upon successful completion of this course,

1. Students will able to understand the nature and character of sociological perspective:
2. Students will able to familiarize the renowned text in sociology
3. Students will equip with sociological imagination

REFERENCES

- Beteille, Andre (2001) Sociology Approach and Method, New Delhi, Oxford University Press (Chapter 1, 13-27)
- Ballantine H. Jeanne & Roberts A. Keith (2011) Our Social World, Thousant Oaks; California, Sage .
- C Wright Mills (1959) Sociological Imagination, New York, Oxford University Press. Chapter I and Appendix
- Bart, Pauline. & Frankel Linda (1981) The Student Sociologist's Handbook (third Edition) USA, Scott, Foresman and company
- Bauman, Zygmunt& May, Tim (2001) Thinking Sociologically, Malden; U S A, Blackwell Publishing.Introduction , part I and Chapter X
- Korgen, Kathleen & White M, Jonathan. (2007) The Engaged Sociologist: Connecting the classroom to the community, London, Pine Forge Press.
- Mclennan, Gregor (2011) Story of Sociology: A First companion to Social Theory, London, Bloomsbury Academic. Chapter I , II and III
- Burawoy, Michael. (2004a.) "Public Sociologies: Contradictions, Dilemmas and Possibilities." Social Forces 82(4) 1603-1618.(ASA speech in 2004)
- Berger, Peter. (1963) Invitation to Sociology: A Humanistic Perspective. Middlesex, England: Penguin Books. Chapter II & VIII

MASO 205(C): SOCIOLOGY OF TOURISM DEVELOPMENT
Compulsory Foundation

Objectives

1. To examine the interface between tourism development and society.
2. To sensitize the students to the need for sustainable tourism development.
3. To make a comparative analysis of the experiences of tourism development in different countries.

Syllabus:

Unit-I Development of Tourism

Definition and concepts of travel, tourism, leisure, hospitality-industry. Types of tourism –Cultural tourism, Eco tourism, Medical tourism, Recreational tourism, Monsoon tourism, Adventure tourism, Pilgrim tourism. International and Domestic tourism, Mass tourism-Tourist and tourist motivation, attitude and culture towards host community.

Unit -II. History of Growth of Tourism in Global, Indian and Andhra Pradesh Context.

Growth of tourism through various periods - medieval, modern and post modern. Tourism experiences of various countries- Bali, U S A, India and Andhra Pradesh. Technological Advancements and its Impact on Tourism Development

Unit- III. Perspectives and Theories of Tourism Development Perspectives

Social, Economic, Environmental and Geographic. Theories- Eric Cohen, Doxey's Irritation Index Theory, Motivational Theory- John Urry.

Unit - IV. Tourism Statistics and Planning

Trends of Tourism in India and Andhra Pradesh. Measures taken by the Govt. and Non-governmental Agencies

Unit- V. Impact of Tourism

Cultural, Social, Economic, and Environmental- Responsible Tourism-Sustainable Tourism.

Out Comes

After completion of this course,

1. Students will able to Examine the interface between tourism development and Society.
2. Students will be sensitized with the need for Sustainable Tourism Development.
3. Students will able to compare and analyse the experiences of Tourism Development in different Countries.

REFERENCE

- Batta,R.N.,2000, Tourism and the environment: a quest for sustainability with special reference to developing countries and policy analysis on Himachal Pradesh, Indus publishing House, New Delhi.
- Chris Ryan, 2003, Recreational tourism: Demand and Impacts, Channel View Publications,U.K.
- Christopher P.Cooper,2003, Classic Reviews in Tourism , Channel view Publications,U.K
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- John. A.P,1992, Understanding host resident's perceptions of impacts of tourism through social exchange theory, Texas. A&M.Universitypress,U.S
- Melanie.K. Smith,2003, Issues in Cultural Tourism Studies, Rout ledge, USA Peter. E. Murphy, Ann. E. Murphy, 2004, Strategic Management of Tourism Communities: Bridging the Gaps, Channel view Publications, U.K
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- Richard sharpley, David J.Tefler,2008, Tourism and Development in Developing World, Routledge,U.K
- Yvette Reisinger,2009, International Tourism: Cultures and Behavior, Butterwoorth Heinemann, U.K.

MASO 206(A): MEDIA, EDUCATION AND SOCIETY
Elective Foundation

Objectives

- To know the role of Mass Media in Higher Education
- To access the Teaching- Learning process with the use of various media
- To explore the educational broadcast towards the educational programmes

Syllabus

Unit-I: Introduction
Media: Definition, Nature, Scope, Basic concepts, components, Socio Logical approach to Mass media studies

Unit-II: Function of media and audience orientation
Function of Mass media – Manifest vs Latent functions, Mass media as an agent of social control Dysfunctional mass media
Audience orientation on Mass media – Active vs passive audience, the audio logical impact consequences of active audience, Auditions

Unit-III : Social constructionism and media
Social and Historical context- The intended message , the target audience , content analysis, the media as an agent of propaganda, Role of social media in shaping Social and Political world

Unit-IV: State and Central Governments - Higher Education
New Education Policy-2020-Roles and Responsibilities, Vision, Salient features, Recommendations, Functions, Schemes, Learning for all out comes, Andhra Pradesh state council of Higher Education (APSCHE), Transformational Reforms in Higher Education Systems

Unit-V: Educational Broadcast
Educational Broadcast- Meaning, Importance, All India Radio. Doordarshan, SwayamPrabha, Exploring Challenges for Participatory learning among students

REFERENCES

- Biagi, Shirley (1993). Media/Reader: Perspectives on Mass Media-Industries, Effects, and Issues. Wadsworth Publishing Company
- C. Canton, Gregg Lee (1998). Empirical Approaches to Sociology: Classic and Contemporary Readings. (Second Edition)
- Conteau, David and Hoynes. William. (1997). Media/Society: Industries, Images and Audiences. Pine Forge Press
- IGNOU (2000). Course ES-318: Communication Technology for Distance Education, Post Graduate Diploma in Distance Education programme, New Delhi: IGNOU
- Paul N. (1968). School Television in India, New Delhi: All India Radio
- Rodman, George. (2006). Mass Media in a Changing World: History, Industry, and Controversy (1st Edition.) McGraw-Hill
- Satyanarayana, P. and Sesharatnam, C. (2000). Distance Education: What? Why? How? Booklinks Corporation, Hyderabad (India), pp: 95-96
- Wekesson, Carol (Editor), (1995). Violence in the Media. Green haven Press

Outcomes

- Towards Knowledge gain for various Mass Media Educational progammes
- Improve Teaching- Learning process with the use of various media
- Bring positive social change with respect to Education and sensitization

MASO 206(B): SOCIOLOGY OF EDUCATION
Elective Foundation

OBJECTIVE

1. The course aims to present the familiar discourses, sites and practices of education.
2. Learners will have opportunities to examine the aims of education and the complex interface between the levels.
3. The course gives significant importance to deconstructing the idea of 'learning' as restricted to certain sites like schools or colleges.

Syllabus:

Unit - I : Introduction : Conceptual clarity, Relationship between society, Education and Development.

Unit - II : Socialization and Education :Relations between socialization and Education, Agencies of socialization and Education: Family, Peer Groups, School and Meida

Unit - III : Education, Inequalities and Social Justice: Concept of Equality of Educational Opportunity, Education and Disparities: Caste. Class, tribe, gender, rural-urban, Education and social mobility

Unit - IV : Emerging Trends in Education in India: School education: Existing scenario, Higher Education in India, Governance of Higher Education: Institutional programmes, National Educational policy 1986.

Unit-IV : Racial Construction (by Policy) and Self Construction in School Higher Educational Attainment: Institutional Processes and "Racial" Paths .

OUTCOMES

1. An understanding of the social dimensions of Education and its Dialectical relationship.
2. An exposure to the Historical trajectories of Educational practices and Cultures at various levels in India.
3. To draw connections between the political economy of global educational regimes and the consequent transformation of institutional structures and practices.

REFERENCES

- Thapan, Meenakshi. 2006. ' 'Docile' bodies, 'good' citizens or 'agential' subjects? Pedagogy and Citizenship in Contemporary Society' in Economic and Political Weekly. Vol. 41, No. 39. pp.4195-4203
- Woods, Peter. 1983. Sociology and the School. An Interactionist Perspective. London: Routledge and Kegan Paul. Chapter 1. pp. 1-17
- Willis, Paul. 1977. Learning to Labor: How Working Class Kids Get Working Class Jobs. New York: Columbia University Press.
- Thapan, Meenakshi. 1991. Life at School: An Ethnographic study. Delhi: Oxford University Press.
- Ball, Stephen J. 1981. Beachside Comprehensive: A Case Study of Comprehensive Schooling. Cambridge: Cambridge University Press.
- Everhart, R. B. 1983. Reading, Writing and Resistance. Boston: Routledge and Kegan Paul.
- McLaren, P. 1986. Schooling as a Ritual Performance. Boston and London. Routledge and Kegan Paul.
- Jeffrey, Roger et.al. 2006. 'Parhai Ka Mahaul ? An Educational Environment in Bijnor , Uttar Pradesh', in Neve, G. De and Donner, H. (eds.) The Meaning of the Local : Politics of Place in Urban India. Abingdon, Oxon: UCL Press.
- Jeffrey, Craig. 2010. Timepass: Youth, Class and the Politics of Waiting in India. Stanford, California: Stanford University Press
- Bettie, Julie. 2003. Women Without Class: Girls, Race, and Identity.California: University of California Press
- Lukose, Ritty. 2009. Liberalization's Children: Gender, Youth, and Consumer Citizenship in India. USA: Duke University.

MASO 207: HUMAN VALUES AND PROFESSIONAL ETHICS-II
Audit Course

Objectives

1. To provide knowledge about Value oriented education, Medical ethics, Family values , Ethics and Moral code
2. To provide the Business, Environmental and social ethics followed and practiced
3. 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 Hippocratus 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.Characterics 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 Mackenjie: A manual ofethics.
➢ "The Ethics of Management" by Larue Tone Hosmer, Richard D. Irwin Inc.
➢ "Management Ethics - integrity at work' by Joseph A. Petrickand John F. Quinn, Response Books:NewDelhi.
➢ "Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.
➢ Harold H. Titus: Ethics forToday
➢ Maitra, S.K: HinduEthics
➢ William Lilly: Introduction toEthics
➢ Sinha: A Manual ofEthics
➢ Manu: Manava Dharma Sastra or the Institute of Manu: Comprising the Indian System of Duties: Religious and Civil (ed.)G.C.Haughton.
➢ SusrutaSamhita: Tr.KavirajKunjanlal, KunjalalBrishagratha, Chowkamba Sanskrit series, Vol I,II and III, Varnasi, Vol I OO, 16-20, 21-32 and 74-77only.

Outcomes

1. 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
2. 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
3. To help students to be better Citizens and Professionals in real life

Books for study:

1. John S Mackenjie: A manual of ethics.
2. "The Ethics of Management" by Larue Tone Hosmer, Richard D. Irwin Inc.
3. "Management Ethics - integrity at work' by Joseph A. Petrick and John F. Quinn, Response Books: New Delhi.
4. "Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.
5. Harold H. Titus: Ethics for Today
6. Maitra, S.K: Hindu Ethics
7. William Lilly: Introduction to Ethics
8. Sinha: A Manual of Ethics
9. Manu: Manava Dharma Sastra or the Institute of Manu: Comprising the Indian System of Duties: Religious and Civil (ed.) G.C.Haughton.
10. SusrutaSamhita: Tr.KavirajKunjanlal, KunjalalBrishagratha, Chowkamba Sanskrit series, Vol I,II and III, Varnasi, Vol I OO, 16-20, 21-32 and 74-77 only.
11. CarakaSamhita :Tr. Dr.Ram Karan Sarma and VaidyaBhagavan Dash, Chowkambha Sanskrit Series office, Varanasi I, II, III Vol I PP 183-191.
12. Ethics, Theory and Contemporary Issues., Barbara Mackinnon, Wadsworth/Thomson Learning, 2001.
13. Analyzing Moral Issues, Judith A. Boss, Mayfield Publishing Company, 1999.
14. An Introduction to Applied Ethics (Ed.) John H.Piet and Ayodhya Prasad, Cosmo Publications.
15. Text Book for Intermediate First Year Ethics and Human Values, Board of Intermediate Education-Telugu Akademi, Hyderabad.
16. I.C Sharma Ethical Philosophy of India.Nagin&coJulundhar

SEMESTER - III
MASO 301: MEDICAL SOCIOLOGY
Core Paper

Objectives

1. This course will help the students to understand the concepts of health and illness
2. To understand the social facts of health and the root causes of illness
3. 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 – Social Attitudes, Variables, class and Health – 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 – Physiotherapy - Counselling

Unit – III

Methods in Socio – Medical Research - Interview Techniques – Non – directive or unstructured interview – Focused interview – Repetitive interview 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 - The Nurse practitioner – Emerging Para Medical practitioners –Health care services delivery by the state of Andhra Pradesh

Unit – V

Pain and Behavior Therapy – Welfare of the Disabled–Organand Body donation-Naturopathy

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 and Diversity 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

1. After completion of this course students will be able to understand the concepts of health and illness
2. Student will be able to understand the social roots of sickness and sick role
3. 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: FIELD WORK AND EXTENSION (10 DAYS PLACEMENT)
Core Paper

Objectives

1. This paper aims at direct exposure of students to the real world and problems confronting society
2. Students will carry out field work in village for 10 days for practical experience
3. 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 of valuation.

Outcomes

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

MASO 303(A): URBAN SOCIOLOGY AND DEVELOPMENT
Generic Elective

Objectives

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

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: Prentice Hall.
➢ Bharadwaj, R.K.1974. Urban Development in India. National Publishing House.
➢ Bose Ashish, 1978. Studies in India Urbanization 1901-1971, TATA McGraw Hall.
➢ Castells, M.1977. The Urban Question. Arnold London.
➢ Coiling Worth, J.B. 1972. Problems of Urban Sociology. Vol. VII, George and Unwin Ltd.
➢ 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, Environmental Disaster and law, APH Publishing Corporation, New Delhi.

Outcomes

1. 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
2. Students will be able to develop a critical outlook on the process of urbanization and its implication on developing countries
3. 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(B): HUMAN RIGHTS
Generic Elective

Objectives

1. To study Human rights and Constitutional framework
2. To recognize the role of human rights in development, theories of development, development and trade off on human rights
3. To Understand the social, political, cultural, and comparative construction of human rights history, institutions, discourses, and futures

Syllabus

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 in India.

Unit-III

Human Rights and Constitutional Framework - Preamble, Fundamental Rights, Directive Principles, Fundamental Duties, Protection of Human Rights Act (l 993).

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 Advocacy Groups- 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 publication1997.
➢ 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

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

MASO 303(C): SOCIOLOGY OF GENDER
Generic Elective

Objectives

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

Syllabus

Unit –I

Concept of Gender, Nature, Biology, culture and Gender. Sexual division of labour, Gender roles and Gender role attitudes. Women and House work. Character sticks of Housework. Multiple roles 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 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 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.
➢ Basu Aparna, Women's Education in India in Ray and Basu (edt): From Independence Towards Freedom, OUP,1999.
➢ Chodhuri Maitreyee, 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.
➢ Delamont Sara, Feminist Sociology, Sage Publications Ltd,2003.
➢ Radha Kumar, History of Doing, Kali for Women, New Delhi,1992.
➢ Rege Sharmila, Sociology of Gender, Sage Publications, New Delhi,2003.
➢ 16. Wharton A. S, Sociology of Gender, Blackwell, 2005

Outcomes

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

MASO 303(D): SOCIOLOGY OF ANDHRA PRADESH
Generic Elective

Objectives

1. This paper aims to study the historical outline and emergence of Andhra society
2. To understand the culture and various social movements in Andhra Pradesh
3. 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 facts of AP.

Unit-II

Culture and Society: Telugu Language and culture, population of AP., Tribal Communities and culture in AP, Social Stratification in 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, Separate Telangana Movement, Jai Andhra Movement, Rayalaseema Movement. Political parties and ideologies in AP

Unit-IV

Welfares and development: Rural Development Programmes, Development of urban poor, various programmes for the welfare of weaker sections and minorities. Contemporary development issues, Janma Bhoomi, 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

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

MASO 304: PERSONALITY DEVELOPMENT AND EMPLOYMENT
Skill Oriented Course

Objectives

- Better leadership skills of students by developing their self-skills
- Develop an optimistic attitude and become a problem solver
- Learn to set SMART goals and objectives to produce results

Syllabus

UNIT-I

The concept of personality - Dimensions of personality – Theories of Freud & Erickson-Significance of personality development. The concept of success and failure: What is success? - Hurdles in achieving success - Overcoming hurdles - Factors responsible for success – What is failure - Causes of failure. SWOT analysis.

UNIT II   Attitude & Motivation

Attitude - Concept - Significance - Factors affecting attitudes - Positive attitude – Advantages – Negative attitude- Disadvantages - Ways to develop positive attitude - Differences between personalities having positive and negative attitude. Concept of motivation - Significance – Internal and external motives - Importance of self- motivation- Factors leading to de-motivation

UNIT III   Self-esteem

Term self-esteem - Symptoms - Advantages - Do's and Don'ts to develop positive self-esteem – Low selfesteem - Symptoms - Personality having low self esteem - Positive and negative self esteem. Interpersonal Relationships – Defining the difference between aggressive, submissive and assertive behaviours – Lateral thinking.

UNIT IV   Other Aspects of Personality Development

Body language - Problem-solving - Conflict and Stress Management - Decision-making skills - Leadership and qualities of a successful leader – Character building -Team-work – Time management - Work ethics –Good manners and etiquette.

UNIT V   Employability Quotient

Resume building- The art of participating in Group Discussion – Facing the Personal (HR & Technical) Interview -Frequently Asked Questions - Psychometric Analysis - Mock Interview Sessions.
Total: 45 Periods

Out comes

1. To give the students the basic knowledge of Personality development.
2. While improving their speaking and writing skills they would be able to conduct effective results.
3. To have awareness of the importance of language, over comes barriers of Communication.

Text Books:

- Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill.
- Stephen P. Robbins and Timothy A. Judge (2014), Organizational Behavior 16th Edition: Prentice Hall.

REFERENCE BOOKS:

- Andrews, Sudhir. How to Succeed at Interviews. 21st (rep.) New Delhi. Tata McGraw-Hill 1988.
- Heller, Robert. Effective leadership. Essential Manager series. Dk Publishing, 2002
- Hindle, Tim. Reducing Stress. Essential Manager series. Dk Publishing, 2003
- Lucas, Stephen. Art of Public Speaking. New Delhi. Tata - Mc-Graw Hill. 2001
- Mile, D.J Power of positive thinking. Delhi. Rohan Book Company, (2004).
- Pravesh Kumar. All about Self- Motivation. New Delhi. Goodwill Publishing House. 2005.
- Smith, B . Body Language. Delhi: Rohan Book Company. 2004

MASO 305A: SOCIAL PSYCHOLOGY AND PERSONALITY DEVELOPMENT
Open Elective

Objectives

1. This paper aims at the understanding the relationship of cognition and attitudes of individual and society
2. To focus on psychological aspects of the individual in the context of social behaviour
3. 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. Eliasz & A. Angleitner (Eds.), Advances in research on temperament (pp. 165-182). Germany: Pabst Science.
➢ 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: Prentice Hall.
➢ Cattell, R. B. (1965). The scientific analysis of personality. Baltimore: Penguin Books.
➢ 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

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

MASO 305B: BUSINESS AND SOCIETY
Open Elective

Objectives

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

Syllabus

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 -innovation Design-Steps of Business innovation

Unit- II

The Social Economy – Knowledge Economy, Definition of Social Economy, Relation to the Private & Public Sector- Evolution of an Ideas-Social economy and civil society: Concept and Characteristics of Evolution-Driving forces: Introducing Knowledge Management-Definition Dimensions, Strategies and Motivation

Unit- III

Corporate Social Responsibility-Definition of Social Responsibility- Sustainability and C.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 - 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 Government 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 August1998.
➢ 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. Cort right and M. Naughton (eds.). Rethinking the Purpose of Business: Interdisciplinary Essays from the Catholic Social Tradition (University of Notre Dame Press)

Outcomes

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

SEMESTER - IV
MASO 401: INDUSTRIAL DYNAMICS
Core Paper

Objectives

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

Syllabus

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 barraging.Grievance procedure. Labour Welfare Officer: ResponPPsibilities 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 yearplans.

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. 1*964, 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. !984. *Principles of Management* Tokyo: McGaw-Hill.
➢ LakshmannaC. 1990, *Workers Participation and Industrial Democracy,* New Delhi: Ajanta Publications.
➢ McGregor Douglas 1983 *Human Side of Enterprise.* New York:McGraw-Hifl
➢ Miller and Form. 1964 *Industrial Sociology.* New York: Harper AndRow.
➢ Parker and Brown. 1972. *Sociology of Industry.* London: George Alien and Unwin Ltd.

Outcomes

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

MASO 402: CRIMINOLOGY
Core Paper

Objectives

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

Syllabus

Unit –I

Criminology concept scope, Causes and Characteristics and Types of Crime in Mega Cities of Deviance – Crime against Children, women and aged - scope of Criminology- Characteristics of crime

Unit – II

Socio and Psychological factors–Influence of T.V. Cinema and Inter Net-Politics and Crime -   Human Trafficking – Cyber crimes Communal violence – Terrorism - Corruption - Reasons for not seeking Legal help- Modes of Operation of crime – Access Perception of methods and Technology - Forensic and other reasons

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 of HRD

Unit – V

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

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 and Diversity 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 2011-0920.

➢ 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.

➢ Cornish, D. and Clarke, R. Opportunities, Precipitators and Criminal Decisions: A Reply to Wortley's Critique of Situational Crime Prevention. In Theory for Practice in Situational Crime Prevention, Crime Prevention Studies, (Vol 16) M. Smith and D. Cornish, Eds, Criminal Justice Press, New York, 151-196.

➢ Damon, William (January 2004). "What Is Positive Youth Development?". Annals of the American Academy of Political and Social Science, 591:13–24.

➢ 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

➢ Helman, Cecil (2007). Culture, Health, and Illness (5th ed.). London, England: Hodder Arnold. ISBN 978-0-340-91450-2. OCLC74966843.

Outcomes

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

MASO 403(A): GLOBALIZATION AND SOCIETY
Generic Elective

Objectives

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

Syllabus

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 Bank etc.)

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
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➢ Martin Albrow Globalization, Knowledge and Society. Delhi, Sage Publications,1990
➢ Appadurai, Arujun 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
➢ Escober, Arturo Encountering Development: The Making and Unmaking of the Third World. Princeton: Princeton Univ. Press,1995
➢ Walters, Malcolm Globalization, London.Routledge,1996

Out comes

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

MASO 403(B): SOCIAL WELFARE AND ADMINISTRATION
Generic Elective

Objectives

1. This paper aims at understanding the efficiency of resources and services to meet the needs of the individuals, families, groups and communities
2. To understand the problems of Schedule castes, Schedule tribes, Backward classes and Minorities
3. 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 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.
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➢ 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.
➢ Gokhale, S.D. 1975. Social Welfare: Legend and Legacy. Bombay: PopularPrakashan.
➢ James, Massey. Dalits in India. New Delhi: Manohar Publishers & Distributors.
➢ Kaushal, Rachna. 2000. Women and Human Rights in India. New Delhi: KaveriBooks.
➢ Lawani, B.T. 1999. Non-Governmental Organizations in Development. Jaipur: Rawat Publishers.
➢ Laxmi (Ed.). Encyclopaedia of Child and Family Welfare.
➢ Mahadevan, K., Sumangala, M. 1997. Welfare model of Development and Demographic Transition. B.R.Publishing Corporation, NewDelhi.
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➢ Pal, R.M. and G.S.Bhargava (Ed.). 1999. Human Rights of Dalits (SocietalViolation). New Delhi: Gyan Publishing House.
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➢ Patnik, Bindeswar (Ed.). Social Justice and Development of Weaker Sections. Devi.
➢ Planning Commission. Social Welfare in India. New Delhi: Government of India.
➢ 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

1. 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
2. Students will be able to analyse the problems of Schedule castes, Schedule tribes, Backward classes and Minorities
3. Students will be able to realize the problems of disadvantaged sections, children, women, youth and elderly

MASO 403(C): SOCIOLOGICAL PERSPECTIVES
Generic Elective

Objectives

1. This paper aims at the students to compare and contrast basic theoretical perspectives of sociology through rigorous scientific enterprise
2. To sensitize the need for empirically grounded theories
3. To acquaint students with the recent trends in Sociological thought

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, Summer2005.
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- Craib, lan. 1992. Modern Social Theory: I'roin lotions to Habermas. London: Harvester Press.
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Outcomes
1. After the completion of this course students will be able to compare and contrast basic theoretical perspectives of sociology
2. Students will be sensitized towards the need for the empirically grounded theories
3. Students will be able to identify the recent trends in sociological thought

MASO 403(D): GERONTOLOGY
Generic Elective

Objectives

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

Unit-I: INTRODUCTION

Aged-Definition, Concept, Nature, Scope and Dimensions, Trends and patterns of Ageing-Global and Indian Scenario. Structural, Functional and Conflict Perspective, Engagement Vs Integration Role Theory's, Biological and Sociological Theories

Unit-II: The Aged and Society

Factors of Ageing Social Life- Span and Successful Ageing, Life Style of the Aged, Religiosity of the Aged, Social Adjustment in Old aged, Changes in the family and Ageing.

Unit-III: Problems of Ageing

Factors of Ageing- Problems of Ageing, Problem of Coping with Ageing for Retirement Salaried People, Elderly Abuse, Aged people in organized and unorganized Sector.

Unit-IV: Adjustment in Later Life

Caregivers: The informal support and it's relevance in later life, Living arrangements of the Elderly, Retirement, Reemployment and leisure Facilities.

Unit-V: Programmes and Policies of Ageing

Role of the State Policies and Programmes for the Aged in India, role of NGOs, National Policy on Aged.

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.
➢ Dhillon, P.K. 1992. Psycho-Social Aspects of Ageing in India, New Delhi:Concept Publishing Company.
➢ Indira Jai Prakash (ED) 1991. Quality Aging Collocated Papers, Varasnasi: Association of Gerontology.
➢ Kumudini, Dandekar. 1996. The Elderly in Indiaa, New Delhi, Sage.
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➢ Sati P.N 1987.Needa and Problems of the aged. Udaipur, Himanshu Publishers. Soodam, K.S., 1975.Ageing in India. Calucutta; T.K. Mukherjee Minerva Association(Pvt.)Ltd.,

Outcomes

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

MASO 404: DISSERTATION AND VIVA-VOCE
Project Work

Objectives

1. This paper aims at exposing students in analyzing the data
2. To understand the different variations in viva-voce
3. 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

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

MASO 405(A): SOCIAL ENTREPRENEURSHIP, INNOVATION AND START UPS Open Elective

Objectives

1. The aim of this paper is to understand the theoretical positions of the Social entrepreneurship development
2. To be aware of the contemporary approaches to social entrepreneurship
3. 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.

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
- In trapreneur: 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 problem solvers.
- 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:   **Start Ups** – Introduction and Importance of Start Ups Initiation of Indian Governments, Schemes of Introduce by Government of India Micro Unit Development and refinance Agency (MUDRA), Providing Credit Benefits to agriculture as well as other cottage and village industries (NABARD), Credit Guarantee Scheme(CGS), standup India Scheme, New Gen Innovation and Entrepreneurship Development Centre, Atal Innovation Mission (AIM), Credit Linked Capital Subsidy Scheme (CLCSS), The SIDBI Make in India Soft Loan Fund for MSMEs provides soft loans to MSME, Loan for Rooftop Solar PV Power Projects by IREDA, Modified Special Incentive Package Scheme (MSIPS), A scheme for promoting Innovation and Rural Entrepreneurship (ASPIRE), and Venture Capital Assistance (VCA) Scheme for the welfare of farmer-entrepreneur

REFERENCES

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- Benedict B. (1979). Family firms and firm families: A comparison of Indian, Chinese, and Creole firms in Seychelles. In S.M. Greenfield, A. Strickon, &Aubey, R.T. (Eds.), Entrepreneurs in cultural context. Albuquerque: University of New Mexico Press.
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- Ken Banks, Social Entrepreneurship and Innovation: International Case Studies and Practice
- Mark B. Durieu Social Entrepreneurship For Dummies
- Mohammad Yunus, Building Social Business
- Raj Kumar, The Business of Changing the World
- Roger L. Martin Getting Beyond Better: How Social Entrepreneurship Works
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- Teresa Chahine, Introduction to Social Entrepreneurship

MASO 405(B): VISUAL SOCIOLOGY
Open Elective

Objectives

1. This paper aims at providing the students a new perspective in study of deliberate versus spontaneous behaviour
2. To be aware of recording social signals, expressions as spontaneous as possible
3. 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 olyphlayout-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 Enormous -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 social Networking

REFERENCES

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- 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

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