

**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**SVU COLLEGE OF ARTS**

**DEPARTMENT OF SOCIOLOGY**

**Re-Structured P.G. Programme (CBCS) as per NEP 2020, National Higher Education  
Qualification Frame Work (NHEQF) and Guidelines of APSCHE  
(With effect from the batch of Students admitted from the academic year 2024-25)**

**MASTER OF SOCIOLOGY**

<b>SEMESTER -I</b>								
<b>S. No</b>	<b>Course</b>	<b>Code</b>	<b>Title of the Course</b>	<b>H/W</b>	<b>C</b>	<b>SEE</b>	<b>IA</b>	<b>Total Marks</b>
1	<b>*CC</b>	MASO 101	Classical Sociological Theories	6	4	70	30	100
2		MASO 102	Principles of Sociology	6	4	70	30	100
		MASO 103	Sociology of Gender					
3		MASO 104	Globalization and Educational Pursuits	6	4	70	30	100
			MASO 105					
4	<b>*SOC</b>	MASO 106	Social Psychology and Personality Development -1(A) Or Business and Society- 1(B)	6	4	70	30	100
5		MASO 107	Media Education and Society- 2(A) Or Nature Agriculture and Rural Livelihood -2(B)	6	4	70	30	100
<b>Total</b>				<b>36</b>	<b>20</b>	<b>350</b>	<b>150</b>	<b>500</b>
6	<b>Audit Course</b>	MASO 108	Sociology of Andhra Pradesh-1	6	0	0	100	0

- **\*CC (Core Courses) - Student can choose any Three out of Five Core Courses**
- **\*SOC (Skill Oriented Courses) – Student can choose one from each code**
- **Audit Course-Zero Credits but mandatory with only a Pass**

<b>SEMESTER -II</b>								
<b>S. No</b>	<b>Course</b>	<b>Code</b>	<b>Title of the Course</b>	<b>H/W</b>	<b>C</b>	<b>SEE</b>	<b>IA</b>	<b>Total Marks</b>
1	<b>*CC</b>	MASO 201	Rural Sociology and Development	6	4	70	30	100
2		MASO 202	Gerontology	6	4	70	30	100
			MASO 203					
3		MASO 204	Environmental Sociology	6	4	70	30	100
			MASO 205					
4	<b>*SOC</b>	MASO 206	Urban Sociology and Development -3(A) Or Visual Sociology-3(B)	6	4	70	30	100
5		MASO 207	Participatory Research -4(A) Or Sociological Imagination-4(B)	6	4	70	30	100
6	<b>*OOTC</b>	MASO 208	Open Online Transdisciplinary Course-1	-	2	-	100	100
<b>Total</b>				<b>36</b>	<b>22</b>	<b>350</b>	<b>250</b>	<b>600</b>
7	<b>Audit Course</b>	MASO 209	Ancient Indian History and Culture -2	6	0	0	0	0

- **\*CC (Core Courses) - Student can choose any Three out of Five core courses**
- **\*SOC (Skill Oriented Courses) – Student can choose one from each code**
- **\*OOTC (Open Online Transdisciplinary Course) - Students can choose any relevant course of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc.,**
- **Audit Course -Zero Credits but it is mandatory only a Pass**

SEMESTER-III								
S. No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
1	*CC	MASO 301	Criminology	6	4	70	30	100
2		MASO 302	Industrial Sociology	6	4	70	30	100
		MASO 303	Globalization and Society					
3		MASO 304	Social Welfare and Welfare Administration	6	4	70	30	100
		MASO 305	Sociological Perspectives					
4	*SOC	MASO 306	Social Entrepreneurship Innovation and Startups – 5(A) Or Indian Society and Inclusive Growth – 5(B)	6	4	70	30	100
5		MASO 307	Applied Sociology– 6(A) Or Sociology of Tourism Development– 6(B)	6	4	70	30	100
6	*OOTC	MASO 308	Open Online Trans disciplinary Course -2	-	2	-	100	100
<b>Total</b>				<b>36</b>	<b>20</b>	<b>350</b>	<b>250</b>	<b>600</b>

- \*CC (Core Courses) - Student can choose any Three out of Five core courses
- \*SOC (Skill Oriented Courses) – Student can choose one from each code
- \*OOTC (Open Online Transdisciplinary Course) - Students can choose any relevant course of his/ her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc.,

SEMESTER -IV								
S. No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
1	*OOSDC	MASO 401	Open Online Skill Development Courses	-	8	-	200	200
2	PW	MASO 402	Project Work (A. Dissertation-200 B-Seminar- 50 Vivo-voice-50)	24	12	300	0	300
Conducting classes for competitive exams, communication skills, UGC/CSIR and NET/SLET examinations				12	-	-	-	-
<b>Total</b>				<b>36</b>	<b>20</b>	<b>300</b>	<b>200</b>	<b>500</b>
<b>Total Semesters (I+II+III+IV)</b>				<b>144</b>	<b>84</b>	<b>1350</b>	<b>850</b>	<b>2200</b>

\* OOSDC (Open Online Skill Development Course)- Students can choose any Two relevant courses of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc., to get 8 credits (with 4 credits from each course)

**FIRST SEMESTER**  
**CC: MASO-101: CLASSICAL SOCIOLOGICAL THEORIES**

**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**

1. Aron, Raymond. 1967. Main Currents in Sociological Thought. Vol. I and II. Harmondsworth: Penguin Books.
2. Bendix, R. Max Weber: An Intellectual Portrait. Bottom ore, Tom, B- "Marxist sociology", in David L. Sills (Ed.). The International Encyclopaedia of the Social Sciences. Vol. 10. New York: Macmillan Company.
3. Bottom ore, Tom, B. 1965. Classes in Modern Society. London: George Allen and Unwin
4. Collins, Randall. 1997. Sociological Theory. New Delhi: Rawat.
5. Coser, Lewis A. 1996. Masters of Sociological Thought. New Delhi: Rawat Publications.
6. Durkheim, Emile. 1938. The Rules of Sociological Method. New York: The Free Press.
7. Durkheim, Emile. 1947. The Division of Labour in Society. New York: The Free Press.
8. Durkheim, Emile. 1961. The Elementary Forms of Religious Life. New York: Collier Books.
9. 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

## CO-PO Mapping

Course	PO1 Knowledge	PO2 Analysis	PO3 Design	PO4 Development	PO5 Modern tools	PO6 Society	PO7 Environment	PO8 Ethic	PO9 Team work	PO10 Communication	PO11 Programme Management	PO12 Life long Learning
CO 1	3	2	2	3	-	-	-	-	2	1	1	-
CO 2	2	3	3	3	-	2	-	-	1	1	1	-
CO 3	3	2	2	1	-	-	-	-	1	1	1	-

\*1- Low, 2- Medium 3-Strong

## CC: MASO-102: PRINCIPLES OF SOCIOLOGY

### Objectives

1. This paper gives the students an understanding of the basic principles of Sociology as an academic discipline
2. To analyse 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 Type

#### 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

1. Bierstadt, Robert. 1971, *Social Order*. Bombay: Tata McGrawHill
2. Bottom ore, TomB. 1975, *Sociology: A Guide to Problems and Literature*. London, The Macmillan PressLtd.,
3. Davis, Kingsley. 1960. *Human Society*. New Delhi;Macmillan.
4. Dube, S.C. 1971, *Explanation & Management of Change* New Delhi: Tata-McGrawHill.
5. Etzioni, A. &Etzioni (Ed.). 1964, *Studies in Social Change*. New York: Basic Books Inc.,Publishers
6. Inkles, Alex. 1987. *What is Sociology?* New Delhi: Prentice Hall of India
7. Jayaram. 1987 *Introductory Sociology*, New Delhi: Macmillan India Ltd.,
8. Johnson, Harry M. 1995 *Sociology: A Systematic Introduction*. New Delhi, AlliedPublishers
9. Lapierre, Richard, T. 1965 *Social Change*, New York: McGraw - Hill Co.,
10. MacIver 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 be able to realize fundamental aspects of various social institutions

## CO-PO Mapping

Course	PO1 Knowledge	PO2 Analysis	PO3 Design	PO4 Development	PO5 Modern tools	PO6 Society	PO7 Environment	PO8 Ethics	PO9 Teamwork	PO10 Communication	PO11 Programme Management	PO12 Life long Learning
CO 1	-	3	1	2	1	-	-	3	1	1	-	2
CO 2	3	3	3	3	-	2	-	2	3	-	1	3
CO 3	-	3	2	2	-	-	-	2	3	2	-	3

\*1- Low, 2- Medium,3-Strong

## CC: MASO-103: SOCIOLOGY OF GENDER

### Objectives

1. To examine how society influences understandings and perception of differences between masculinity (what society deems appropriate behaviour for a “man”) and femininity (what society deems appropriate behaviour for a “woman”).
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 programmes) , Role of women in technology.

### REFERENCES:

1. Bhasin Kamala, Understanding Gender, Kali for Women, New Delhi, 2000.
2. Basu Aparna, Women’s Education in India in Ray and Basu (edit): From Independence Towards Freedom, OUP, 1999.
3. Choudhuri Maitreya, Feminism in India, Women Unlimited, New Delhi, 2004.
4. Chakravarty Uma, Gendering caste through a feminist Lense, Street, Calcutta, 2003.
5. Courting Disaster, PUDR Report, 2003.
6. Davis Kathy, Evans Mary, Lorber, J (edit), Handbook of Gender and Women’s Studies, Sage Publication , UK, 2006.
7. Delamont Sara, Feminist Sociology, Sage Publications Ltd, 2003.
8. Radha Kumar, History of Doing, Kali for Women, New Delhi, 1992.
9. Rage Sharmila, Sociology of Gender, Sage Publications, New Delhi, 2003.
10. 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 be 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

## CO-PO Mapping

Course	PO 1 Knowledge	PO 2 Analysis	PO 3 Design	PO4 Development	PO 5 Modern tools	PO 6 Society	PO7 Environment	PO 8 Ethic	PO 9 Teamwork	PO10 Communication	PO11 Programme Management	PO12 Lifelong Learning
CO 1	3	2	1	-	-	2	-	-	-	1	1	2
CO 2	-	1	1	-	-	2	-	-	-	1	-	2
CO 3	-	2	1	-	-	2	-	-	1	1	-	1

\*1- Low, 2- Medium, 3-Strong



## CC: MASO-104: GLOBALIZATION AND EDUCATIONAL PURSUITS

### 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 line higher Education-  
Massification –Mobility-Impact of Globalization on-Higher Education -New Fellowship  
programmers

#### Unit-II

Globalization and the cultural Domain-People on the move-The fate of National Cultures-  
The Territorial state and Global politics-Globalization of organized violence -The Global  
Economy-Globalization and the Environments Unit -III  
Global media and Education -Globalization and Employment-Media Education Changes-  
Progress of Media Education -Global and Digital opportunity for Education -Market  
liberalization and employment

#### Unit - III

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

#### Unit- IV

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

#### Unit- V

UGC overseas Fellowship-ICSSR overseas Fellowship-Ambedkar overseas Fellowship

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

## REFERENCES

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

## 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

## CO-PO Mapping

Course	PO1 Knowledge	PO2 Analysis	PO3 Design	PO4 Development	PO5 Modern tools	PO6 Society	PO7 Environment	PO8 Ethics	PO9 Teamwork	PO10 Communication	PO11 Programme Management	PO12 Life long Learning
CO 1	3	3	3	3	3	2	2	2	3	3	2	3
CO 2	3	3	3	3	2	2	2	2	3	3	2	3
CO 3	3	3	3	3	2	2	2	2	3	3	2	3

\*1- Low, 2-Medium, 3-Strong

## CC: MASO-105: SOCIAL DEMOGRAPHY

### 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:

1. Bhinda, Asha and Tara Kannika. 1978. Principles of population studies. Bombay: Himalayan Publishing House
2. BogueDonald. 1969. Principles of Demography. New York: John Wiley & Sons Inc.
3. Davis, Kingsley. 1951. *The population of India and Pakistan*. Princeton: Princeton University.
4. SaxenaGB *Indian population in Transition*.
5. Thomlinson, Ralph. 1965. *Population Dynamics*. New York: Random House.
6. Thomson, Warren: *Population Problems*. Circled. *The Population of India. Census of India Reports*.
7. Hatcher Robert et al. 1997. *The Essentials of Contraceptive Technology*,
8. Baltimore: John Hopkins School of Public Health.
9. Bose, Ashish. 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 be 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

## CO-PO Mapping

Course	PO1 Knowledge	PO2 Analysis	PO3 Design	PO4 Development	PO5 Modern tools	PO6 Society	PO7 Environment	PO8 Ethics	PO9 Teamwork	PO10 Communication	PO11 Programme Management	PO12 Life long Learning
CO 1	2	1	-	-	-	2	-	-	-	-	-	1
CO 2	3	2	-	1	-	1	-	-	-	-	1	1
CO 3	-	2	1	2	2	2	-	-	2	-	-	2

\*1- Low, 2- Medium,3-Strong

# **SOC-1: MASO-106(A): SOCIAL PSYCHOLOGY AND PERSONALITY DEVELOPMENT**

## **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 Behaviour Persuasion, Behavioural 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**

1. 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.
2. Roberts, B. W., Wood, D., & Caspi, A. (2010). The development of personality traits in adulthood. In O. P. John, R. W. Robins, & L. A. Pervis (Eds.), *Handbook of personality: Theory and research* (3rd ed., pp. 375-398). New York, NY: Guilford Press.
3. Rothbart, M. K.; Ahad, 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.
4. Putnam, S. P., Ellis, L. K., & Rothbart, M. K. (2001). The structure of temperament from infancy through adolescence. In A. Elias & A. Ang Leitner (Eds.), *Advances in research on temperament* (pp. 165-182). Germany: Pabst Science.
5. Adorno T.W., Frenkel-Brunswicker., Levinson, D.J., & Sanford, R.N. (1950). *The authoritarian personality*. New York: Harper and Row (pp. 228).
6. Allport G. W. (1937). *Personality: A psychological interpretation*. New York: H. Holt and Company.
7. Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
8. Cattell R. B. (1965). *The scientific analysis of personality*. Baltimore: Penguin Books.
9. Eysenck H. J. (1966). *Personality and experimental psychology*. *Bulletin of the British Psychological Society*.
10. Eysenck H. J. (1967). *The biological basis of personality* (Vol. 689). Transaction publishers.

## Outcomes

1. After completion of this course students will be 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

## CO-PO Mapping

Course	PO 1 Knowledge	PO 2 Analysis	PO 3 Design	PO4 Development	PO 5 Modern tools	PO 6 Society	PO7 Environment	PO 8 Ethic	PO 9 Teamwork	PO10 Communication	PO11 Programme Management	PO12 Life long Learning
CO 1	2	1	2	-	-	2	-	-	2	2	-	2
CO 2	2	2	2	-	-	-	-	2	1	1	-	1
CO 3	2	3	3	2	1	2	-	3	2	2	-	2

\*1- Low, 2- Medium,3.-Strong

## SOC-1: MASO-106(B): BUSINESS AND SOCIETY

### 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 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

1. Beauchamp, Tom L. Case Studies in Business, Society, and Ethics. 4th ed. Englewood Cliffs, NJ: Prentice Hall,1997.
2. Business and Society Review, quarterly.
3. Castro, Barry, ed. Business and Society: A Reader in the History, Sociology, and Ethics of Business. New York: Oxford University Press,1996.
4. Freeman, R. Edward. Strategic Management: A Stakeholder Approach. Marshfield, Massachusetts: Pitman,1984.
5. Hood, John M. The Heroic Enterprise: Business and the Common Good. New York: The Free Press, 1996.
6. Miller, William H. "Citizenship: A Competitive Asset." Industry Week, 17 August1998.
7. Nader, Ralph. Unsafe at Any Speed: The Designed-in Dangers of the American Automobile. New York: Grossman Publishers,1972.
8. 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 Centre for the Study of American Business,1989.
9. Friedman, M. (1974), in S. Platt (ed.) 1989). Respectfully Quoted: A Dictionary of Quotations Requested from the Congressional Research Service (Library of Congress)
10. Kennedy R. (2002). The Virtue of Solidarity and the Purpose of the Firm', in S. A. Courtright and M. Naughton (eds.), Rethinking the Purpose of Business: Interdisciplinary Essays from the Catholic Social Tradition (University of Notre DamePress)

## 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

### CO-PO Mapping

Course	PO1 Knowledge	PO2 Analysis	PO3 Design	PO4 Development	PO5 Modern tools	PO6 Society	PO7 Environment	PO8 Ethic	PO9 Teamwork	PO10 Communication	PO11 Programme Management	PO12 Lifelong Learning
CO 1	2	2	2	1	-	2	-	-	-	2	-	2
CO 2	2	2	3	2	-	2	-	-	-	2	2	2
CO 3	3	1	3	1	1	3	-	-	2	2	3	2

\*1- Low, 2- Medium, 3-Strong



## SOC-2: MASO-107(A): MEDIA EDUCATION AND SOCIETY

### 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. Door Darshan, Swayam Prabha, Exploring Challenges for Participatory learning among students

### References

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

### Outcomes

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

### CO-PO Mapping

Course	PO1 Knowl edge	PO2 Analy sis	PO3 Design	PO4 Develop ment	PO5 Moder n tools	PO6 Society	PO7 Environ ment	PO8 Ethic	PO9 Team work	PO10 Commun ication	PO11 Progra mme Manage ment	PO12 Life long Learning
CO 1	3	2	-	3	3	2	-	1	2	2	2	3
CO 2	2	3	2	2	3	2	-	2	1	2	3	3
CO 3	2	2	3	-	3	3	-	1	2	1	-	3

\*1- Low, 2-Medium, 3-Strong

## **SOC-2: MASO-107(B): NATURE AGRICULTURE AND RURAL LIVELIHOOD**

### **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, Flora culture, Sericulture, Honeybee, Production of Vegetables, Nurseries

### **REFERENCES**

1. Anon, 2003 Green Revolution to Organic Revolution, Comprehensive Organic Community April. Pp.21-35
2. Daham Ak, 2002, Organic Farming for Sustainable Agriculture, A grigios (India)
3. Singh.GR 2001 Organic farming for sustainable Agriculture, Indian Farming. June
4. Parampara atKrishVikas yojana, 2017
5. Howard, Si Albert, 1940 An Agriculture Testament, Research Round action for science. Technology and technology. New Delhi
6. Salaam Ayala 2001, Organic farming Eco Technological focuses for stability and substantiality. 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

## CO-PO Mapping

Course	PO1 Knowledge	PO2 Analysis	PO3 Design	PO4 Development	PO5 Modern tools	PO6 Society	PO7 Environment	PO8 Ethic	PO9 Teamwork	PO10 Communication	PO11 Programme Management	PO12 Life long Learning
CO 1	3	2	3	1	2	3	2	2	-	1	2	3
CO 2	3	-	2	2	2	2	3	1	-	2	1	3
CO 3	3	2	-	2	-	3	2	2	1	1	2	3

\*1- Low, 2- Medium, 3-Strong

## AUDIT COURSE: MASO-108: SOCIOLOGY OF ANDHRA PRADESH

### 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 analyse 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, Janam 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:

1. Bhargava, G.S: A study of the Communist Movement in Andhra, Dellhi, 1995
2. Chow, Paul 1966. A hand Book of Social Welfare. Delhi: Atman Ram and Sons.
3. Desai, A.S.(ed). Peasant struggles in India(1979).
4. Grantham, J: The Andhra Movement: Guntur, 1913.
5. Kesavanarayana, B. Political and Social Factors in Andhra, Vijayawada, 1976.
6. Kothari, Rajani, (ED). Caste in Indian Politics(1970).
7. Krishna Rao, Y.V. and A. Balaram Murthy. 1987. Andhra Pradesh Darsana. Visal Andhra Publishing House –Hyderabad.
8. Lakshmikanthan, K.&BalenduSakharam, K. AndreuChaitra-Samskaruti (Andhra History and Culture),Kurnool, 1952.
9. LandsBerger, Henry A. (ED). Rural protest, peasant Movements and Social change(1974).
10. Madan TN, 1994. Pathways, Approaches to the Study of Society in India. OUP. New

## 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

## CO-PO Mapping

Course	PO1 Knowledge	PO2 Analysis	PO3 Design	PO4 Development	PO5 Modern tools	PO6 Society	PO7 Environment	PO8 Ethics	PO9 Teamwork	PO10 Communication	PO11 Programme Management	PO12 Lifelong Learning
CO 1	3	-	2	2	-	-	-	-	2	2	1	1
CO 2	2	2	-	-	-	2	-	-	-	2	-	2
CO 3	-	3	-	2	2	-	-	-	2	1	2	2

\*1- Low, 2- Medium, 3-Strong

**SEMESTER-II**  
**CC: MASO-201: RURAL SOCIOLOGY AND DEVELOPMENT**

**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 behavioural

**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, Anthodia 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:**

1. Desai A.R.1984. Rural sociology in India .Bombaypopular
2. Desai, Vasant.1991 Ruraldevelopment
3. NIRD 1988 Rural development inIndia
4. GR Madan Changing pattern of Indian Villages Chand &co Delhi1964
5. NABARD Bombay ,NIRD Hyderabad , AMR-APARD,CRD
6. Journal of Rural Development,NIRDKuru Shastra

## Outcomes

1. After the completion of this course students will be 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

## CO-PO Mapping

Course	PO1 Knowledge	PO2 Analysis	PO3 Design	PO4 Development	PO5 Modern tools	PO6 Society	PO7 Environment	PO8 Ethic	PO9 Team work	PO10 Communication	PO11 Programme Management	PO12 Life long Learning
CO 1	1	-	2	1	-	2	-	-	2	1	2	2
CO 2	-	3	2	-	-	2	-	-	2	2	3	1
CO 3	2	2	3	2	-	2	-	-	2	2	2	2

\*1- Low,2- Medium,3-Strong



## CC: MASO-202: GERONTOLOGY

### 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

### Syllabus

#### 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 its 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:

1. Biswas SK(ED) 1987 Ageing in contemporary India. Calcutta; Indian Anthropological Society.
2. Bhatia, PC (ED) 2000 Lecture – series in Geriatrics, New Delhi: National Institute of Primary Health.
3. Choudhary S.K(ED) 1992. Problems of the Aged and Old age Homes, Bombay; Akshar Paratroop Ltd.
4. Dhillon, P.K. 1992. Psycho-Social Aspects of Ageing in India, New Delhi: Concept Publishing Company.
5. Indira Jai Prakash (ED) 1991. Quality Aging Collocated Papers, Varanasi: Association of Gerontology.
6. Kumudini, Dandekar. 1996. The Elderly in India, New Delhi, Sage.
7. MT Hayya B.C and M Annes ding, 1992. Rural aged: existing Conditions,. Problems and Possible interventions- a study in Andhra Pradesh, Hyderabad, National Institute of Rural Development.
8. Sati P.N.1987. Needs and the Problems of the Aged; Udaipur: Himanshu Publishers.
9. Sharma.M.L and T.M.Dak.1987. Ageing in India, Anantha Publications New Delhi.
10. Vijaya Kumar, S: 1991. Family life Socio-Economic problems of the Aged, New Delhi: Ashish Publishing House.
11. Rao K.S 1994. Ageing, New Delhi, National Book Trust of India.
12. Sati P.N 1987. Needs and Problems of the aged. Udaipur, Himanshu Publishers. Sodom, K.S., 1975. Ageing in India. Calcutta; 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 be able to understand development and appreciation of interdisciplinary strategies
3. Students will be able to understand various policies and programs related to Elderly

### CO-PO Mapping

Course	PO 1 Knowledge	PO 2 Analysis	PO 3 Design	PO 4 Development	PO 5 Modern tools	PO 6 Society	PO7 Environment	PO 8 Ethic	PO 9 Teamwork	PO10 Communication	PO11 Programme Management	PO12 Life long Learning
CO 1	2	2	2	-	-	2	-	-	1	2	2	2
CO 2	1	2	-	2	-	2	-	-	-	2	-	2
CO 3	1	2	3	-	-	2	-	-	-	-	2	2

## CC: MASO-203: MEDICAL SOCIOLOGY

### 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 – Labelling theory, Deviance, Stigma and Stress – Physiotherapy –Counselling.

#### Unit – III

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

#### Unit – IV

The Hospital as a social system - The Nurse practitioner – Emerging Para Medical practitioners –Health care services delivery by the state of Andhra Pradesh

#### Unit – V-Naturopathy

### REFERENCES

1. 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.
2. Charles C. Ragin, Constructing Social Research: The Unity and Diversity of Method, Pine Forge Press, 1994, ISBN0-8039-9021-9
3. 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.
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6. Earl Babbie, The Practice of Social Research, 10th edition, Wadsworth, Thomson Learning Inc., ISBN 0-534-62029-9
7. European Commission, The Leader approach — A basic guide, Luxembourg: Office for Official Publications of the European Communities, 2006, ISBN92-79-02044-7
8. Glenn Firebaugh, Seven Rules for Social Research, Princeton University Press, 2008, ISBN978-0-691-13567-0
9. Hardy, Paul A. J. (1997). Chronic pain management: the essentials. U.K.: Greenwich Medical Media. ISBN1-900151-85-5.
10. Helman, Cecil (2007). Culture, Health, and Illness (5thed.). 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

## CO-PO Mapping

Course	PO 1 Knowledge	PO 2 Analysis	PO 3 Design	PO4 Development	PO 5 Modern tools	PO 6 Society	PO7 Environment	P O 8 Ethic	P O 9 Team work	PO10 Communication	PO11 Programme Management	PO1 2 Life long Learning
CO 1	3	2	2	-	-	3	-	-	2	2	-	2
CO 2	3	2	1	-	-	2	-	-	2	1	-	2
CO 3	3	2	1	-	-	3	-	-	2	1	-	2

## CC: MASO-204: ENVIRONMENTAL SOCIOLOGY

### 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 Renewableenergy-Biomass – Pollution – Air, water, land, soil, radiation, ozone depletion, AcidRain

#### Unit – IV

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

#### Unit – V

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

### References

1. Centre for Science and Environment GOI, the State of India's environment
2. Binder N. Lohar, Environmental Quality and Management
3. David M. Meer, Society and population
4. Nithya Bhalla, climate change threatens India's Economy food security
5. Satish Pandey ,A Journal of environmental Research and Development
6. 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

## CO-PO Mapping

<b>Cour se</b>	<b>PO 1 Kn owl edg e</b>	<b>PO2 Ana lysis</b>	<b>PO 3 De sig n</b>	<b>PO4 Develo pment</b>	<b>PO 5 Mo der n tool s</b>	<b>PO 6 Soc iety</b>	<b>PO7 Enviro nment</b>	<b>P O 8 Et hi c</b>	<b>P O9 Te a m wo rk</b>	<b>PO10 Comm utation</b>	<b>PO11 Progr amme Mana gemen t</b>	<b>PO1 2 Life long Lear ning</b>
CO 1	3	2	2	-	-	1	2	-	-	2	-	2
CO 2	-	1	2	2	-	2	3	1	1	2	3	3
CO 3	-	1	2	2	-	2	3	2	1	2	0	3

\*1- Low, 2- Medium3-Strong

## CC: MASO-205: SOCIOLOGICAL RESEARCH METHODS AND STATISTICS

### 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:**

1. Babbie. Earl.1989. The practice of social research Belmont: Wadsworth Publishing Company.
2. Barnes, John A.1979.Who should know What. Social Science, Privacy and Ethics. Harmondsworth: Penguin
3. Bouteille, A. and T.N. Madan.1975. Encounter and Experience: Personal Accounts of Fieldwork. New Delhi: VikasPublishingHouse
4. Bosc, Pradip Kumar. 1995. Research Methodology. NewDelhi ICSSR
5. Bryman,Alan.1988. Quality and Quantity in Social Research. London: Unwin Hyman
6. Cretan, Frederick E and Cowden, Dudley J.1969. Applied General Statistics, New Delhi: Prentice Hall of India (P)Ltd.
7. Goode and Hatt,1952. Methods in Social Research, McGraw-Hill International Book Company-London.
8. Gupta, 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



### **SOC-3: MASO-206(A): URBAN SOCIOLOGY AND DEVELOPMENT**

#### **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

#### **Syllabus**

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

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

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

Urban Social structure: Urban centres- 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 labour, beggary.

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

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

#### **Reference:**

1. Abrahamson, M.1976. Urban sociology. Eaglewood: PrenticeHall.
2. Bharadwaj, R.K.1974. Urban Development in India. National Publishing House.
3. Bose Ashish, 1978. Studies in India Urbanization 1901-1971, TATA McGraw Hall.
4. Castells, M.1977. The Urban Question. Arnold London.
5. Coiling Worth, J.B. 1972. Problems of Urban Sociology. Vol. VII, George and UnwinLtd.
6. Desai A. R. and Pillai Sc.D.(ed) 1970. Slums and Urbanization. Popular Prakash an, Bombay.
7. Gold, Harry. 1982. Sociology of Urban Life. Prentice Hall Englewood cliff.
8. Howard. Secker, 1996. Social Problems – A Modern Approach, Printed in United States of America.
9. Madang. 1987, Indian Problems, Allied Publishers, Hyderabad,Bangalore, Chennai
10. And New Delhi.
11. 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

## CO-PO Mapping

<b>Cours e</b>	<b>P O 1 K n o w l e d g e</b>	<b>PO 2 An alys is</b>	<b>PO 3 De sig n</b>	<b>PO4 Devel opme nt</b>	<b>PO 5 Mo der n tool s</b>	<b>PO 6 So cie ty</b>	<b>PO7 Envir onme nt</b>	<b>P O 8 Et hi c</b>	<b>P O 9 Te a m w or k</b>	<b>PO10 Comm utatio n</b>	<b>PO11 Progr amme Mana geme nt</b>	<b>PO1 2 Life long Lea rnin g</b>
CO 1	3	2	1	2	1	-	-	-	2	1	-	2
CO 2	3	1	-	2	-	-	-	-	2	1	-	1
CO 3	-	-	-	3	-	-	-	-	1	1	-	-

\*1- Low, 2- Medium, 3-Strong

## SOC-3: MASO-206(B): VISUAL SOCIOLOGY

### 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 advance.

#### Unit-II

The advantages value of visual Exploration-Interactive tools -Tools of polyplayout-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 socialNetworking.

### References

1. Lester, E (2000) Visual Communications: Images with Messages. Thomson Learning
2. Children, T (1998). Pocket Guide to colour with digital applications. ThompsonLearning
3. Picture this: Media Representation of Visual Arts and artists. University of Luton Press
4. Palmer, Frederic: Visual Elements of Art and Design,1989,Longman
5. Porter, Tom and Goodman, Sue: Manual of Graphic Technique 2: For Architects,
6. Graphic Designers, and Artists 1982, Astragal Books.London
7. Palmer. F: Visual Awareness (Bats ford,1972)
8. David Sels (1981). Learning and visual communication.p.187
9. Kenneth Louis Smith (2005). Handbook of visual communication: theory, methods, and media. p.123. ISBN978-0-8058-4178-7
10. Jorge Frasca (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 behaviour
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

## CO-PO Mapping

Course	PO1 Knowledge	PO2 Analysis	PO3 Design	PO4 Development	PO5 Modern tools	PO6 Society	PO7 Environment	PO8 Ethic	PO9 Teamwork	PO10 Communication	PO11 Programme Management	PO12 Lifelong Learning
CO 1	2	2	-	2	1	2	-	-	2	1	-	2
CO 2	-	-	3	1	2	1	-	-	2	1	3	2
CO 3	-	-	2	1	-	1	-	-	2	1	-	1

\*1- Low,2- Medium, 3-Strong

## SOC-4: MASO-207(A): PARTICIPATORY RESEARCH

### Objectives

1. This paper is to inspire students to undertake research in partnership with stakeholders
2. To explain the emancipator 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:

1. De Silva G.V.S, N.Mahatha, A. Rehman and P. Signarama. 1979.” Bhoomi Sena:A struggle for people’s power” Development Dialogue2:3- 70
2. Mohd. Anesu Rahman .1985” The theory and practice of participatory Action Research” in Orlando FalseBoard (Ed), The challenge of social Change, SAGE pub,NewDelhi,1985.
3. NeelMukarjee.1993.”Participatory Rural Appraisal. New Delhi: ConceptPub.Co.
4. Orlando FallsBoard. 1979.” Investigating Reality in order to transform it.” DialecticalAnthropology,49(1):33-56
5. RileyJohn. 2022.Stakeholders in Rural Development. Delhi: Sage Prakash, Swati. “Power, Privilege and Participation.”
6. Tash, Sylvia Noble. Overview, Uncertain Hazard: Environmental Activists and Scientific Proof. Ithaca, NY: Cornell University Press, 2001.(reserve)
7. Rossi, Peter H., Howard E. Freeman and Mark W. Lipsey. Evaluation: A systematic approach. SAG Publications, 2004. 7th ed.(reserve)
8. Stocker, 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

## CO-PO Mapping

<b>Cours e</b>	<b>P O 1 K n o w l e d g e</b>	<b>PO2 A n a l y s i s</b>	<b>PO 3 D e s i g n</b>	<b>PO4 D e v e l o p m e n t</b>	<b>PO 5 M o d e r n t o o l s</b>	<b>PO 6 S o c i e t y</b>	<b>PO7 E n v i r o n m e n t</b>	<b>P O 8 E t h i c</b>	<b>P O 9 T e a m w o r k</b>	<b>PO10 C o m m u n i c a t i o n</b>	<b>PO11 P r o g r a m m e M a n a g e m e n t</b>	<b>PO1 2 L i f e l o n g L e a r n i n g</b>
CO 1	-	2	-	2	3	2	2	3	2	2	1	1
CO 2	-	-	3	-	2	2	-	2	2	2	2	1
CO 3	-	3	3	2	3	2	-	2	3	3	2	1

\*1- Low, 2- Medium,3-Strong

## SOC:MASO-207- 4(B):SOCIOLOGICAL IMAGINATION

### 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 I. 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**

Michael Burroway – Public Sociology, Burroway’s Classification of Sociology - Professional Sociology, Policy Sociology, Critical Sociology and Public Sociology, Korgan Kathleen & White M Jonathan – Engaged Sociologist - Movement of Public sociology as attempts to connect sociology classrooms to the community.

### References

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

## Outcomes

Upon successful completion of this course,

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

## CO-PO Mapping

Course	PO1 Knowledge	PO2 Analysis	PO3 Design	PO4 Development	PO5 Modern tools	PO6 Society	PO7 Environment	PO8 Ethics	PO9 Teamwork	PO10 Communication	PO11 Programme Management	PO12 Lifelong Learning
CO 1	3	3	2	2	2	2	3	2	3	3	2	3
CO 2	1	3	3	2	1	3	1	2	2	3	2	3
CO 3	3	3	2	3	2	2	1	1	3	2	1	3

\*1- Low, 2- Medium, 3-Strong



## **OOTC- 1: MASO-208: OPEN ONLINE TRANS DISCIPLINARY COURSE-I**

Open Online Transdisciplinary Course (OOTC)- Students can choose any relevant course of his/her choice from the online courses offered by Governmental agencies like SWAYAM, NPTEL., etc.,

## AUDIT COURSE: MASO-209: ANCIENT INDIAN HISTORY AND CULTURE-2

### Objectives:

1. To gain a comprehensive understanding of the Indian Knowledge System (IKS).
2. To explore the contributions of Indian scholars to IKS.
3. To familiarize with Traditional Knowledge Systems in India, including their applications.
4. To understand the cultural, traditional, and value-based contexts of India.
5. To study the approaches and strategies for the protection, preservation, and conservation of IKS.

### Unit I: Introduction to Indian Knowledge System (IKS)

Definition and Concept of IKS: Exploration of IKS definitions and conceptual frameworks.

Scope of IKS: Understanding the boundaries and fields covered under IKS.

Historical Perspectives: IKS in ancient India versus modern interpretations and practices.

IKS Paradigms: Examination of IKS-based knowledge paradigms and methodologies.

### Unit II: Contributions of Indian Scholars and Literature

Indian Scholars and Philosophers: Contributions of Maharishi Vyas, Manu, Kanad, Pingala, Prasar, Bana Bhatta, Nagarjuna, and Panini.

Philosophy and Literature: Overview of Vedic texts, Papedas (Ayurveda, Chaturvedi, Gandharva Veda), Puranas, and Upanishads.

Shad Darshan (Six Systems of Indian Philosophy): Study of Vedanta, Nyaya, Vishwesh, Samkhya, Mimamsa, Yoga, Adharma, and Meditation.

**Shastras:** Exploration of Nyaya, Vyakarana, Krishi (agriculture), Shilpa (arts and crafts), Vaastu (architecture), Natia (performing arts), and Sangeet (music).

### Unit III: Traditional and Tribal Knowledge Systems

Traditional Communities: Overview of traditional, tribal, and ethnic communities and their knowledge systems.

Livelihood and Local Wisdom: Study of traditional livelihoods and the role of local wisdom in sustainable practices.

Geophysical and Socio-Cultural Linkages: Interaction between geographical features and cultural practices.

Cultural Heritage: Examination of tangible and intangible cultural heritage and its preservation.

### Unit IV: Unique Traditional Practices and Applied Knowledge

Traditional Practices: Study of myths, rituals, spiritual practices, taboos, belief systems, folk stories, songs, proverbs, and traditional narratives.

Traditional Health Systems: Overview of Vaidya (traditional health care), Tantra-Mantra, and Machi medicine.

Applied Knowledge: Knowledge related to dyeing techniques, chemistry of dyes, pigments, and traditional knowledge applications in various domains.

### Unit V: Protection, Preservation, and Management of IKS

Documentation and Preservation: Strategies for documenting and preserving IKS.

Conservation Approaches: Methods for the conservation and management of natural and bio-resources.

Management Strategies: Approaches to protect and conserve IKS, including legal, community-based, and academic strategies.

## References:

1. Bharara, S. (2021). Indian Knowledge Systems. Taylor & Francis.
2. Dasgupta, S. (1922). A history of Indian philosophy (Vol. 1). Cambridge University Press.
3. Dwivedi, O. P. (2022). The Indian Knowledge Systems: Concepts and Applications. Bloomsbury India.
4. Giri, A. K. (2021). Exploring Indian Modernities: Ideas and Practices. Routledge India. 18
5. Kumar, A. (Ed.). (2021). Relevance of Indian Knowledge System in Modern Context. Bharti Publications.
6. Radhakrishnan, S. (Trans.). (1953). The principal Upanishads. HarperCollins.
7. Rana, B. (Ed.). (2022). Handbook of Research on Indian Knowledge Systems for Peaceful

## Outcomes

1. Student gain a comprehensive understanding of the Indian Knowledge System (IKS).
2. Student gain knowledge on the contributions of Indian scholars to IKS.
3. Student familiarize with Traditional Knowledge Systems in India, including their applications.

## CO-PO Mapping

Course	PO1 Knowledge	PO2 Analysis	PO3 Design	PO4 Development	PO5 Modern tools	PO6 Society	PO7 Environment	PO8 Ethics	PO9 Teamwork	PO10 Communication	PO11 Programme Management	PO12 Lifelong Learning
CO 1	-	-	1	-	-	-	-	-	1	1	-	-
CO 2	3	2	-	-	-	--	-	-	-	-	-	-
CO 3	-	2	-	-	-		-	3	-	2	-	-

\*1- Low, 2- Medium,3-Strong

**SEMESTER-III**  
**CC: MASO-301: CRIMINOLOGY**

**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 – Cybercrimes 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- Labelling 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**

1. 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.
2. Charles C. Ragin, Constructing Social Research: The Unity and Diversity of Method, Pine Forge Press, 1994, ISBN0-8039-9021-9
3. "Childhood Mortality and Health in India" Source: Institute of Economic Growth University of Delhi Enclave North Campus India by Suresh Sharma. Retrieved 2011-0920.
4. 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.
5. 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.
6. Damon, William (January 2004). "What Is Positive Youth Development?". Annals of the American Academy of Political and Social Science, 591:13–24.
7. Earl Babbie, The Practice of Social Research, 10th edition, Wadsworth, Thomson Learning Inc., ISBN 0-534-62029-9
8. European Commission, The Leader approach — A basic guide, Luxembourg: Office for Official Publications of the European Communities, 2006, ISBN92-79-02044-7
9. Glenn Firebaugh, Seven Rules for Social Research, Princeton University Press, 2008, ISBN978-0-691-13567-0
10. 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 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

## CO-PO Mapping

Course	PO1 Knowledge	PO2 Analysis	PO3 Design	PO4 Development	PO5 Modern tools	PO6 Society	PO7 Environment	PO8 Ethic	PO9 Team work	PO10 Communication	PO11 Program Management	PO12 Life long Learning
CO 1	3	1	1	-	-	2	-	-	1	1	-	2
CO 2	-	-	2	-	-	2	-	2	2	1	-	2
CO 3	3	2	2	2	-	2	-	-	2	1	-	2

\*1- Low, 2- Medium, 3-Strong

## CC: MASO-302: INDUSTRIAL SOCIOLOGY

### 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

### Unit- I

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

### Unit -II

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

### Unit -III

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

### Unit -IV

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

### Unit- V

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

### References

1. Aziz Abdul. 1984. *Labour Problems of Developing Economy* New Delhi: Ashish Publishing House
2. Bell, Daniel. 1974, *The Coming of Post-Industrial*. London: Heneman Publishers.
3. Kaplow. T. 1964, *Sociology of Work*. New York: McGraw-Hill
4. Davis, Keith. 1990, *Human Behaviour at Work*, New Delhi: Tata McGraw-Hill
5. Eugene V. Schneider. 1971, *Industrial Sociology*. New York, McGraw-Hill
6. Koontz, H and C. O'Donnell. 1984. *Principles of Management* Tokyo: McGraw-Hill.
7. Lakshmana C. 1990, *Workers Participation and Industrial Democracy*, New Delhi: Ajanta Publications.
8. McGregor Douglas 1983 *Human Side of Enterprise*. New York: McGraw-Hafla
9. Miller and Form. 1964 *Industrial Sociology*. New York: Harper and Row.
10. 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

## CO-PO Mapping

Course	PO 1 Knowledge	PO 2 Analysis	PO 3 Design	PO4 Development	PO 5 Modern tools	PO 6 Society	PO7 Environment	PO 8 Ethics	PO 9 Team work	PO10 Communication	PO11 Programme Management	PO12 Life long Learning
CO 1	3	-	2	2	-	2	-	-	2	-	1	2
CO 2	-	3	2	2	-	2	2	-	2	2	-	2
CO 3	-	3	3	2	-	2	-	-	2	2	2	2

\*1- Low, 2- Medium, 3-Strong

## CC: MASO-303: GLOBALIZATION AND SOCIETY

### Objectives

1. This paper aims at the students to understand the nature and dynamics of globalization and social context through various agencies
2. To analyse 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-economic 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:

1. Frans J. Schuurman (ed) Globalization and Development Studies, New Delhi: Vistara Publications.2001
2. Joseph Slights Globalization and its Discontents New Delhi, Penguin Books (p) Ltd.2003
3. Martin AL brow Globalization, Knowledge and Society. Delhi, Sage Publications,1990
4. Appadurai, Arjun Modernity at Large: Cultural Dimensions of Globalization. New Delhi: Oxford Univ. press,1997
5. Drese Jean and Indian Economic Development and Social Opportunity Delhi: Oxford Univ.press,1996
6. Escobar, Arturo Encountering Development: The Making and Unmaking of the Third World. Princeton: Princeton Univ. Press,1995
7. 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 analyse 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

### CO-PO Mapping

Course	PO1 Knowledge	PO2 Analytical	PO3 Design	PO4 Development	PO5 Modern tools	PO6 Society	PO7 Environment	PO8 Ethic	PO9 Team work	PO10 Communication	PO11 Programme Management	PO12 Life long Learning
CO 1	2	3	-	-	-	2	-	-	-	1	-	2
CO 2	-	3	2	2	-	2	-	-	2	1	-	2
CO 3	2	-	2	2	-	2	-	-	-	2	-	2

\*1- Low, 2. Medium, 3-Strong

## CC: MASO-304: SOCIAL WELFARE AND WELFARE ADMINISTRATION

### 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

1. Chowdhary, Paul. 1979. Social Welfare Administration. Delhi: Atman Ram & Sons.
2. Chowdhary, Paul. 1966. A Handbook of Social Welfare. Delhi: Atman Ram & Sons.
3. Friedlander, Walter A. & Robert Z. Pate. 1967. Introduction to Social Welfare. New Delhi: Prentice-Hall.
4. Goel, S.L R.K. Jam. Social Welfare Administration, Vols. I & II. New Delhi: Deep & Deep.
5. Gokhale, S.D. 1975. Social Welfare: Legend and Legacy. Bombay: Popular Prakashan.
6. James, Massey. Dalits in India. New Delhi: Manohar Publishers & Distributors.
7. Kaushal, Rachna. 2000. Women and Human Rights in India. New Delhi: Kaveri Books.
8. Lawani, B.T. 1999. Non-Governmental Organizations in Development. Jaipur: Rawat Publishers.
9. Laxmi (Ed.). Encyclopaedia of Child and Family Welfare.
10. Mahadevan, K., Sumangala, M. 1997. Welfare model of Development and Demographic Transition. B.R. Publishing Corporation, New Delhi.
11. Mazumdar, Maumoon. Social Welfare in India: Mahatma Gandhi's Contributions.
12. Mohd. Dilshad, 2012. Social welfare Administration, Anmol Publications Pvt Limited, New Delhi.
13. Pal, R.M. and G.S. Bhargava (Ed.). 1999. Human Rights of Dalits (Societal Violation). New Delhi: Gyan Publishing House.
14. Paranjape, Nalini. 1990. Social Welfare in India: A Policy Perspective. New Delhi: Associated Publishing House.
15. Pathik, Bindusara (Ed.). Social Justice and Development of Weaker Sections. Devi.
16. Planning Commission. Social Welfare in India. New Delhi: Government of India.
17. Sachdeva, D.R. 1992. Social Welfare Administration in India. Allahabad: Kitab Mahal Publishers.
18. 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

## CO-PO Mapping

Course	PO1 Knowledge	PO2 Analysis	PO3 Design	PO4 Development	PO5 Modern tools	PO6 Society	PO7 Environment	PO8 Ethic	PO9 Team work	PO10 Communication	PO11 Programme Management	PO12 Life long Learning
CO 1	2	-	-	-	-	3	-	-	-	2	-	2
CO 2	3	2	-	-	-	2	-	-	2	2	-	2
CO 3	-	3	-	-	-	2	-	-	-	2	-	3

\*1- Low,2- Medium,3-Strong

## CC:MASO-305: SOCIOLOGICAL PERSPECTIVES

### 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, Fahrendorf: Conflict Theory 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

Ethno methodology, Origin and nature of Ethno methodology Garfunkel, 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

1. Alexander, Jeffrey C. 1987. Twenty Lectures. Sociological Theory since World War II. New York: Columbia University.
2. Bottom ore, Tom, 1984. The Frankfurt School. London: Tailstock Publications
3. Burao, Michael: "The Critical Turn to Public Sociology", Critical Sociology, Summer 2005.
4. Charles. 2004. "The Arrogance of Public Sociology". Social Forces, June 2004, 82(4).
5. Chisolm, Roderick M.(lid.). Realism and the Background of Phenomenology.
6. Carib, Lan. 1992. Modern Social Theory: Irion lotions to Habermas. London: Harvester Press.
7. Hara ambos, M. with Robin Heald. 19K9. Sociology: Themes and Perspectives. New Delhi: Oxford University Press.
8. Koper, Adam and Jessica Koper (lids.). 1996. The Social Science Encyclopaedia. London: Routledge.
9. Koper, Adam. 1975. Anthropologists and Anthropology. The British School, 1922 -72. Harmondsworth, Middlesex: Penguin Books.
10. Meltzer, Bermas N. et al. 1975. Symbolic Interactionism. London: Routledge and Kagan Paul.

## 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

## CO-PO Mapping

Course	PO1 Knowledge	PO2 Analysis	PO3 Design	PO4 Development	PO5 Modern tools	PO6 Society	PO7 Environment	PO8 Ethic	PO9 Teamwork	PO10 Communication	PO11 Programme Management	PO12 Lifelong Learning
CO 1	3	2	-	2	-	2	-	-	-	2	-	2
CO 2	3	-	-	-	-	2	-	-	-	1	-	2
CO 3	-	3	2	2	-	2	-	-	-	-	2	2

\*1- Low, 2. Medium, 3-Strong

## **SOC-5: MASO-306(A): SOCIAL ENTREPRENEURSHIP, INNOVATION AND START-UPS**

### **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
- Entrepreneur: 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 – V**

**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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2. Bar, A. (1999). Do SMEs network for growth? In K. King & S. McGrath (Eds.), *Enterprise in Africa*. (pp. 121-131). London: Intermediate Technology.
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4. Berger, B. (Ed.). (1991). *The culture of entrepreneurship*. San Francisco: Institute for Contemporary Studies (ICS) Press.
5. Baume, S. K. (1996). *Entrepreneurship: A contextual perspective*. Lund, Sweden: Lund University Press.
6. Ken Banks, *Social Entrepreneurship and Innovation: International Case Studies and Practice*
7. Mark B. Durieux *Social Entrepreneurship For Dummies*
8. Mohammad Yunus, *Building Social Business*
9. Raj Kumar, *The Business of Changing the World*
10. Roger L. Martin *Getting Beyond Better: How Social Entrepreneurship Works*
11. Roger L. Martin *Getting Beyond Better: How Social Entrepreneurship Works*
12. Teresa Chahine, *Introduction to Social Entrepreneurship*

## CO-PO Mapping

<b>Cours e</b>	<b>PO 1 Kn owl edg e</b>	<b>P O2 An aly sis</b>	<b>PO 3 Des ign</b>	<b>PO4 Dev elop men t</b>	<b>PO 5 Mo der n tool s</b>	<b>PO 6 Soc iet y</b>	<b>PO7 Envir onme nt</b>	<b>P O 8 Et hi c</b>	<b>P O 9 Te a m w ork</b>	<b>PO10 Comm utatio n</b>	<b>PO11 Progr amme Mana gemen t</b>	<b>PO1 2 Life long Lea rnin g</b>
CO 1	3	2	-	-	-	2	-	-	2	-	-	3
CO 2	-	3	2	-	-	3	-	-	2	1	-	2
CO 3	-	3	-	2	-	2	-	-	-	2	-	2

\*1- Low, 2. Medium, 3.-Strong

## SOC-5: MASO-306(B): INDIAN SOCIETY AND INCLUSIVE GROWTH

### 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 analyse the problems in Indian society and suggest solutions from sociological perspective

### Syllabus

#### Unit-1

Approaches to the study of Indian Society – Archaeological 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 Jyothi Rao Pule, Dr.BabaSaheb Ambedkar 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:

1. De Souza ,P.R. ed. 2000 contemporary India –Transitions (New- Delhi: Sage)
2. Dhana Gare, D.N.1993: Themes and Perspectives in Indian Sociology (Jaipur, Rawat)
3. Dube, Lela, 1997. Women and kinship: comparative perspectives on Gender in South and south East Asia New Delhi: Sage publications
4. Madan, T.N1965. Family and kinship: A study of the pundits of Rural Kashmir, Bombay: Asia Publishing House.
5. M.N.Srinivas,1960: India`s village. Asia Publishing House, Bombay.
6. Singh, K.S. 1992: the people of India: An Introduction, Seagull books, Calcutta.
7. Oberoi, Patricia. 1993. Family, Kinship and Marriage in India. New Delhi, Oxford University Press.
8. De Janvrin, and Elisabeth Sadou let (2010), ‘Agricultural Growth and Poverty Reduction: Additional Evidence’, World Bank Research Observer, 9(25), pp.1-20.
9. 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, New Delhi.
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## Outcomes

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

## CO-PO Mapping

<b>Cour se</b>	<b>PO 1 Kn owl edg e</b>	<b>PO2 Ana lysis</b>	<b>PO 3 De sig n</b>	<b>PO4 Develo pment</b>	<b>PO 5 Mo der n tool s</b>	<b>PO 6 Soc iety</b>	<b>PO7 Enviro nment</b>	<b>P O 8 Et hi c</b>	<b>P O9 Te a m wo rk</b>	<b>PO10 Comm utation</b>	<b>PO11 Progr amme Mana gemen t</b>	<b>PO1 2 Life long Lear ning</b>
CO 1	-	2	-	2	-	2	2	-	2	2	2	1
CO 2	-	2	-	3	-	2	1	-	3	2	1	1
CO 3	-	3	-	3	-	-	-	-	2	2	1	1

\*1- Low, 2- Medium, 3-Strong

## SOC-6: MASO-307(A): APPLIED SOCIOLOGY

### 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-IV

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

1. Wade. Louise C. 1967. The Heritage from Chicago's Early Settlement Houses. *Journal of the Illinois State Historical Society*, 60:4,411-441.
2. Nyen, Phillip, Leslie Hoss Feld, and Gwendolyn Nyen. 2012. *Public Sociology Research, Action, and Change*.Sage.
3. Steele, Stephen F. and Jammie Price. 2007. *Applied Sociology: Terms, Topics, Tools, and Tasks*. CengageLearning.
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7. 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
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9. Clark, Elizabeth. 1990 "Contemporary Clinical Sociology: Definitions and Directions." *Clinical Sociology Review* 8:100-115.
10. Zitcovich. Joyce, M. 1997 Professionalization of Applied Sociology: The Role of Sociological Practice Organizations. In *Directions in Applied Sociology* (ed. Steele, S. and J.M. Zitcovich) p. 7-39: Society for AppliedSociology.

## 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

## CO-PO Mapping

Course	PO1 Knowledge	PO2 Analysis	PO3 Design	PO4 Development	PO5 Modern tools	PO6 Society	PO7 Environment	PO8 Ethics	PO9 Teamwork	PO10 Communication	PO11 Programme Management	PO12 Lifelong Learning
CO 1	-	3	2	-	2	2	-	2	3	2	-	2
CO 2	3	2	3	2	1	2	-	-	3	2	-	2
CO 3	3	2	2	1	1	2	-	2	2	1	-	3

\*1- Low, 2-Medium, 3-Strong

## SOC-6: MASO-307(B): SOCIOLOGY OF TOURISM DEVELOPMENT

### 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 postmodern. 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, Dixey's Irritation Index Theory, Motivational Theory- John Orry.

#### **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.

### Reference

1. 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.
2. Chris Ryan, 2003, Recreational tourism: Demand and Impacts, Channel View Publications.
3. Christopher P. Cooper,2003, Classic Reviews in Tourism, Channel view publications
4. Erik Cohen,2004, Contemporary Tourism :Diversity and Change, Elsevier, U.K
5. John. A. P,1992, Understanding host resident's perceptions of impacts of tourism through social exchange theory, Texas. A&M.Universitypress,U.S
6. 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
7. Richard Sharpley, David Telfer (eds) ,2000, Tourism and Development: concepts and issues, Channel View Publications, U.K
8. Richard Sharpley, David J. Tefler,2008, Tourism and Development in Developing World, Routledge
9. Yvette Reisinger,2009, International Tourism: Cultures and Behavior, Butterworth Heinemann, U.K.

## Out Comes

1. Students will be 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 be able to compare and analyze the experiences of Tourism Development in different Countries.

## CO-PO Mapping

<b>Cour se</b>	<b>PO 1 Kn owl edg e</b>	<b>PO2 Ana lysis</b>	<b>PO 3 De sig n</b>	<b>PO4 Develo pment</b>	<b>PO 5 Mo der n tool s</b>	<b>PO 6 Soc iety</b>	<b>PO7 Enviro nment</b>	<b>P O 8 Et hi c</b>	<b>P O9 Te a m wo rk</b>	<b>PO10 Comm utation</b>	<b>PO11 Progr amme Mana gemen t</b>	<b>PO1 2 Life long Lear ning</b>
CO 1	3	2	3	3	3	2	2	2	3	3	2	2
CO 2	3	2	3	2	2	2	2	2	3	3	2	2
CO 3	3	3	3	3	2	1	3	2	3	3	2	2

\*1-Low, 2-Medium,3-Strong

## **OOTC – 2: MASO: 308: OPEN ONLINE TRANS DISCIPLINARY COURSE**

Open Online Transdisciplinary Course (OOTC)- Students can choose any relevant course of his/her choice from the online courses offered by Governmental agencies like SWAYAM, NPTEL., etc.,

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### **SEMESTER-IV**

## **OOSDC: MASO: 401: OPEN ONLINE SKILL DEVELOPMENT COURSES**

Open Online Skill Development Course (OOSDC) - Students can choose any Two relevant courses of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc., to get 8 credits (with 4 credits from each course)

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## **PW: MASO- 402: PROJECT WORK ( A.DISSERTATION-200, B.SEMINAR-50, C.VIVO-VOICE-50)**

### **Programme Duration**

i. Minimum duration of the full-time PG Programme is two consecutive academic years (i.e. 4 semesters) and maximum period is a 4 academic years.

### **ii. Semester:**

Generally, each semester shall consist of 90 actual instruction days including sessional test days. However, instructional days may be reduced up to 72, when necessary, with increased instructional hours per course per week.

### **iii. Lateral Entry:**

- a. For a student who completed 4 years with UG Honours Degree, is eligible for lateral entry into the 2<sup>nd</sup> year/3<sup>rd</sup> semester of the 2-year PG Programme.
- b. An ungraduate with 4 year UG Honours with Research is eligible for lateral entry only into the 2<sup>nd</sup> year/3<sup>rd</sup> semester of the 2-year PG Programme.

### **iv. Exit Point**

For the PG programme, there shall only be one exit point for those who join two year PG Programme. Students who exit at the end of 1<sup>st</sup> year shall be awarded a Postgraduate Diploma.