



**CHRIST**  
**UNIVERSITY**

B A N G A L O R E , I N D I A

Declared as Deemed to be University under Section 3 of UGC Act 1956

## **DEPARTMENT OF SOCIOLOGY**

**SYLLABUS FOR**  
**MASTER'S DEGREE IN APPLIED SOCIOLOGY**  
**2014-2016**

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## **MA APPLIED SOCIOLOGY**

### **VISION, MISSION AND PROGRAM OBJECTIVES**

#### **Vision**

To produce Socially Sensitive Sociologists

#### **Mission**

- ❖ Enable serious engagement with the discipline
- ❖ Nurture research skills
- ❖ Incorporate Social Responsibility
- ❖ Understand social realities
- ❖ Engage effectively with the industry

#### **Program objectives**

- ❖ Provide a sound foundation in Sociology, its theoretical frameworks and perspectives
- ❖ Learn the Methods of Social Research
- ❖ Inculcate technical skills and mastery over software packages such as SPSS that are important for social science research
- ❖ Enhance academic Writing skills
- ❖ Encourage lateral and analytical thinking
- ❖ Hone soft skills such as presentation skills and interpersonal skills
- ❖ Promote management and administrative abilities

### **COURSE OBJECTIVES:**

*The Masters Programme in Applied Sociology is conceived as a course providing a sound theoretical base for the understanding of contemporary social phenomena in conjunction with the skills necessary to apply this knowledge in various fields such as in the Government sector, Human Resources, NGO sector, Research and Project Management.*

*The course provides equal importance to classical and contemporary theories on one hand and a number of special fields of empirical Sociological studies on the other. This program balances papers which offer a strong grounding in theory and methods with others which impart skills.*

*The program also incorporates an Internship in either an NGO or in the Corporate sector and a Dissertation, completion of which are deemed necessary for the successful completion of the program.*

## PROPOSED COURSE STRUCTURE 2014-2016

### I SEMESTER

Course	Title	Hrs/week	Marks	Credit
MSA131	Principles of Sociology	4	100	4
MSA132	Theoretical Perspectives in Sociology	4	100	4
MSA133	Social Research Methods	4	100	4
MSA134	Dynamics of Indian Society	4	100	4
MSA135	Social Issues in India	4	100	4
	<b>TOTAL</b>	<b>20</b>	<b>500</b>	<b>20</b>

### II SEMESTER

Course	Title	Hrs/week	Marks	Credit
MSA231	Modern Sociological Perspectives	4	100	4
MSA232	Social Statistics	4	100	4
MSA233	Gender and Society	4	100	4
MSA234	Organizational Behavior	4	100	4
MSA235	Sociology of Change and Development	4	100	4
	<b>TOTAL</b>	<b>20</b>	<b>500</b>	<b>20</b>

### III SEMESTER

Course	Title	Hrs/week	Marks	Credit
MSA331	Social Psychology	4	100	4
MSA332	Corporate Social Responsibility	4	100	4
MSA333	Human Resource Management	4	100	4
MSA334	Social Movements and Social Change	4	100	4
MSA335	Public Relations	4	100	4
MSA336	Internship	4	100	4
MSA337	Dissertation I	2	50	2
	<b>TOTAL</b>	<b>26</b>	<b>650</b>	<b>26</b>

### IV SEMESTER

Course	Title	Hrs/week	Marks	Credit
MSA431	Social Welfare Administration	4	100	4
MSA432	Project Management and Evaluation	4	100	4
MSA433	Social Demography	4	100	4
MSA434 A	Public Health	4	100	4
MSA434 B	Sociology of Media	4	100	4
MSA435	Dissertation II	2	50	2
	<b>TOTAL</b>	<b>18</b>	<b>450</b>	<b>18</b>

# SEMESTER I

**COURSE CODE: MSA 131/ SEMESTER I**  
**COURSE NAME: PRINCIPLES OF SOCIOLOGY**  
**TOTAL HRS: 60 HOURS**

**Course Description:** *Students will deal with questions relating to the nature of sociology, the methods which sociologists use, the major sociological perspectives and will develop sociological imagination. They could apply the sociological imagination to social issues: social action, social policy, social change. The objective of the course is to teach a holistic sociology which encompasses three types of knowledge: “foundational knowledge,” “professional knowledge” and “socially responsive knowledge.”*

**Course Learning Outcome:** *The students would be able to understand the basic language, concepts, theories and methodologies of sociology. They will be able to use a sociological imagination to see how society shapes and forms individual perspectives. They would develop the understandings and skills needed to act on social problems as responsible citizens appreciate and respect persons different from themselves and act in socially responsible ways which contribute to building a just and caring society through the development of a sense of civic and social responsibility.*

**UNIT I – Development of sociological imagination** **15 Hours**

*Level of knowledge – Basic/ Analytical*

**Description :**

1. The Sociological Eye
2. Emergence of Sociology
3. Levels of analysis, paradigms and theory

**UNIT II – Social Structure** **20 Hours**

*Level of knowledge – Analytical/ Conceptual*

**Description :**

1. Society
2. Community
3. Social Institutions
4. Social Groups

**UNIT III – Social Organization**

**15 Hours**

*Level of knowledge – Descriptive*

**Description :**

1. Culture
2. Socialization: Deviance and conformity
3. Concepts of status and role
4. Power and authority

**UNIT IV – Social Change**

**10 Hours**

*Level of knowledge – Complex*

**Description :**

1. Conceptual Framework –Factors influencing change
2. Theories of Social Change
3. Globalization and Social Change – Theorising and researching globalization
4. Social Movement and Social Change

**Essential Readings :**

Eby, J.W.Ed. (2002-2003). *Thinking Sociologically, a Messiah College Course Pack*. Grantham,

PA : Messiah College.

Fulcher, J and J. Scott. (2003) *Sociology*, (2<sup>nd</sup>ed.) Oxford University Press.

Giddens, A. (2001) *Sociology*. (4<sup>th</sup> ed.), Cambridge: Polity Press.

Haugaard, M. (2002) (ed.) *Power: A Reader*, Manchester: Manchester University Press.

Lee, D. and H. Newby, (2000), *The Problem of Sociology*, London: Routledge.

Macionis, J and K. Plummer (2005), *Sociology: a Global Introduction*, Harlow:Prentice Hall.

Mills, C W. (2000). *The Sociological Imagination*, Harmondsworth:Penguin,

Schaefer, R.T (2004). *Sociology a Brief Introduction*, (5<sup>th</sup>ed.). New York: McGraw-Hill Inc..

Waters, M.(2001), *Globalization*, (2<sup>nd</sup> ed.), London: Routledge.

**Recommended Readings :**

- Albom, M. (1997/2007). *Tuesdays with Morrie: An old man, a young man, and life's greatest lesson*. New York: Double Day.
- Brym, R. (2011). *New Society* (6<sup>th</sup>ed.) Toronto: Nelson (A division of Thompson Canada)
- Spencer, H. (2010) *The Principles of Sociology* (Vol 2), Nabu Press.
- Charon, J. M., (2007), *Ten Questions: A Sociological Perspective*, (6<sup>th</sup> ed.), Stamford, Conn: Wadsworth/Thomson
- Charon, J. M., and Lee G. V., eds,(2009), *The Meaning of Sociology*, (9<sup>th</sup> ed.), Upper Saddle River, New Jersey: Prentice-Hall
- Kimmel, M. and Aronson, A. (2012). *Sociology Now: The Essentials* (2<sup>nd</sup>ed.). Boston: Allyn & Bacon.
- Tepperman, L., & Curtis, J. (Eds.). 2009). *Principles of Sociology : Canadian perspectives*. Don Mills, ON : Oxford University Press. (comes as a package with the following).
- Northy, T., L., & Albanese, P. (2009). *Making sense in the social sciences : A Student's guide to research and writing* (4<sup>th</sup> ed.). Don Mills, ON : Oxford University Press.

**COURSE CODE: MSA 132/SEMESTER I**

**COURSE NAME: THEORETICAL PERSPECTIVES IN SOCIOLOGY**

**TOTAL HRS: 60 HOURS**

**Course Description:** *This paper aims at making students capable of appreciating theory from a historical perspective and trace continuities in the accumulation of knowledge. It helps them to understand theory as systematically organized, law-like propositions about society that can be supported by evidence. This paper covers an important phase in the development of sociological theories when the three fundamental traditions i.e. Structural Functionalism, Conflict Theory and Interactionist Theory took shape. It also introduces the students to the major proponents of these traditions.*

**Course Learning Outcome:** *Students will be able to understand social phenomena from different perspectives. They will be able to look at the contemporary happenings through a sociological eye. They will acquire with the skills and knowledge to understand social phenomena systematically without individual bias. They will be able to appreciate the scientific understanding of society over the commonsensical understanding of it.*

**Unit 1: Nature of Sociological Perspectives**

**10 Hours**

*Level of Knowledge: Basic*

**Description:**

1. Sociological perspectives: Introduction
2. Concepts, theories and paradigms
3. Theory and Social Reality

**Unit II: Structural Functionalism**

**10 Hours**

*Level of Knowledge: Conceptual and Analytical*

**Description:**

1. Structural Functionalism: Emergence
  - a. Comte, Spencer, Durkheim
2. The Analytical Functionalism of Talcott Parsons
3. The structure of Social Action
4. The Empirical Functionalism of R. K Merton
  - a. Merton's Paradigm for Functional analysis
5. Applications of functional analysis

**Unit III: Conflict Theory**

**15 Hours**

*Level of Knowledge: Conceptual and Analytical*

**Description:**

1. Conflict as a perspective: the contribution of Karl Marx
2. The Dialectical conflict theory of Dahrendorf
3. The conflict Functionalism of Lewis Coser
4. Conflict Sociology – Randal Collins

**Unit IV: Symbolic Interactionism**

**15 Hours**

*Level of Knowledge: Conceptual and Analytical*

**Description:**

1. Introduction
2. Weber, Social Action, Ideal Type
3. Cooley- Looking Glass Self
4. Mead – Development of Self
5. Blumer – Sociological Analysis of the Variable

**Unit V: Social Exchange Perspective**

**10 Hours**

*Level of Knowledge: Conceptual and Analytical*

**Description:**

1. Structural Exchange theory of Peter M. Blau
2. Exchange Network Theory of Richard Emerson

**Essential Reading:**

Abraham M, F.(2008).*Modern Sociological Theory*.New York:Oxford University Press.

Birks, M. (2011). *Grounded Theory: A Practical Guide*. Los Angeles: Sage.

Collins, R. (1997). *Theoretical Sociology*. Jaipur: Rawat Publications.

Joas, H. (2009). *Social Theory: Twenty Introductory Lectures*. New York: CUP

Jonathan, H T. (1987). *Structure of Sociological Theory*. Jaipur: Rawat Publications.

Parsons, T. (1964). *Social Structure and Personality*. Free Press.

Ritzer, G. (1988). *Contemporary Sociological Theory*. New Jersey: MGH.

Smelser, N. J. (1959). *Social Change in the Industrial Revolution*. London: Routledge.

**Recommended Reading:**

Allan, K. (2011). *A Social Lens an Invitation to Social and Sociological Theory*. Los Angeles: Sage.

Baldwin, J.D (1986). *George Herbert Mead : A Unifying Theory for Sociology*. New Delhi: Sage.

Becker, H. (1971). *Sociological Work : Method and Substance*. Allen Lane.

Furedi, F. (2013). *Authority: A Sociological History*. New York: CUP

Jones, P. (2005). *Introducing Social Theory*. Cambridge: Polity Press.

Visvanathan, S. (2009). *Structure and Transformation: Theory and Society in India*. New Delhi: OUP.

**COURSE CODE : MSA 133/ SEMESTER I**  
**COURSE NAME : SOCIAL RESEARCH METHODS**  
**TOTAL HRS : 60 HOURS**

*Course Description: This paper seeks to train students to conceptualize and carry out social research. It introduces students to the various stages of research, equipping them with the necessary skills to collect data, analyze data and present the findings in a report format.*

*Course Learning Outcome: Students will be aware of the various philosophical standpoints on research. They will be acquired with the necessary skills to conceive and conduct sociological research. Through CIAs, they acquire practical knowledge of conducting research. This paper will also help them to do their dissertation systematically during the fourth semester.*

**UNIT - I: Social Research: An Introduction** **20 Hours**

*Level of Knowledge – Basic*

**Description:**

1. Philosophical Roots of Social Research-Positivism, Interpretivism, Critical theory.
2. Social Research: Meaning – Objectives – Types- - Induction-deduction.
3. Different Types of research :
  - a. Based on the nature of research question- Exploratory – Descriptive –Explanatory- Experimental.
  - b. Based on the strategy- Quantitative and Qualitative
  - c. Based on the outcome- Pure and Applied, Action and participatory, evaluative
4. Reliability and Validity in Research and Ethical concerns in social research

**UNIT - II: Steps in Social Research, Research Design and Sampling** **15 Hours**

*Level of Knowledge: Basic and Analytical*

**Description:**

1. Research Problem: Identification and Formulation, General Objectives and Specific Objectives –concept-variable - hypotheses
2. Review of Literature
3. Research Design: Meaning – Purpose- types : Survey Designs- Cross sectional and Longitudinal, Case Study, Comparative and Experimental
4. Sampling: Probability and Non-Probability -Types; Merits & Limitations.

**UNIT - III: Data Collection**

**10 Hours**

*Level of Knowledge: Basic*

**Description:**

1. Types of Data: Primary and Secondary, Quantitative and Qualitative, Sources of Data
2. Methods for Data Collection: Census – Survey, Ethnography or Participant observation, Focus Group Discussion
3. Tools for Data Collection: Questionnaire – Interview – Participant Observation, content analysis.

**UNIT - IV: Data Processing & Presentation**

**15 Hours**

*Level of Knowledge: Analytical*

**Description:**

1. Steps in Data Processing: Checking – Editing – Coding – Tabulation
2. Methods of Data Analysis: Using Descriptive and Inferential statistics, Qualitative data analysis- Grounded theory and Analytic Induction
3. Data Presentation: Tables & Diagrams, Narratives
4. Research Report: Structure & Components

**Essential Readings:**

- Andres, L. (2012). *Designing and Doing Survey Research*. London: Sage.
- Babbie, E. (2002). *The Basics of Social Research*. London: Wadsworth Publications.
- Bryman, A. (2012). *Social Research Methods* (4<sup>th</sup> ed.). New York: OUP.
- Cresswell, J. (2009). *Research Designs*. New Delhi: Sage Publications.
- Goode, W. & Paul K. H. (1981). *Methods in Social Research*. New York: McGraw Hill.
- Hammersley, M. (2012). *Ethics in Qualitative Research*. New Delhi: Sage.
- Packer, M. (2011). *The Science of Qualitative Research*. New York: CUP.

**Recommended Readings:**

- Kerlinger, F.N.(2004). *Foundations of Behavioural Research*. Delhi, Surjeet Publications.
- Wheeldon, J. (2012). *Visualizing Social Science Research: Maps, Methods and Meaning*. Los Angeles: Sage.
- Young, P. (1996). *Scientific Social Survey and Research*. New York: Prentice Hall.

**COURSE CODE: MSA 134 / SEMESTER I**

**COURSE NAME: DYNAMICS OF INDIAN SOCIETY**

**TOTAL HRS: 60 HRS**

**Course Description:** *This paper aims to understand the changes in the building blocks of Indian Society. As Sociology helps us to see the world from many vantage points keeping self reflexivity and critical reflexivity this paper provides us to see the structure and change happening in our society. It orients the students to know seminal works of scholars in various areas of caste, tribe, class, family, stratification etc. The challenge of change is important to understand keeping the pluralistic nature of our society.*

**Course Learning Outcome:**

*This paper will provide*

- ◆ *A deep understanding of Indian society, its history and culture*
- ◆ *Knowledge about Caste, Class and Tribes in India, their conceptualization*
- ◆ *Categories to critically analyze India*

**Unit I Nature of Indian Society**

**12 Hours**

*Level of Knowledge : Basic /Conceptual*

**Description:**

1. Introduction to Indian Society
2. Forms of Diversity, Bonds of Unity
3. Threats and Resilience

**Unit II Caste: Continuity and Change**

**12 Hours**

*Level of Knowledge : Conceptual*

**Description:**

1. Caste in India
2. Empirical studies: Sanskritization, Westernization, Dominant Caste, Modernization
3. Recent trends and issues: Backward classes, SC, Dalits and OBC's-Issues of Reservation and Dalitization

**Unit III Class: Its emerging forms**

**12 Hours**

*Level of Knowledge : Conceptual*

**Description:**

1. Class structure in India
2. Class and stratification in India
3. Impact of commercialization on agriculture, Industrialization, Globalization issues with reference to class formation in India
4. Growth and issues of the Middle Classes in India

**Unit IV Tribes in Transition**

**12 Hours**

*Level of Knowledge : Conceptual /Critical*

**Description:**

1. Tribes: Issues with conceptualization
2. Problems and issues of tribes and tribal welfare measures
3. Critical evaluation of Forest Rights Act

**Unit V Crises of Identities**

**12 Hours**

*Level of Knowledge : Basic /Conceptual*

**Description:**

1. Inequalities in India-Intersections with Caste, Class, Gender
2. Contextual factors and issues of Identity Formation
3. Importance of Subaltern Views and Narratives

**Essential Readings**

Beteille, A.(1966).*Caste Class and power; Changing patterns of Stratification in a Tanjore village*. USA: University of California Press.

Deshpande, S.(2003). *Contemporary India : A Sociological View*. New Delhi: Viking.

Dipankar ,Gupta.ed.*Social Stratification* .New Delhi:OUP.

Dhanagare, D.N. (1993). *Themes and Perspectives in Indian Sociology*. Jaipur : Rawat Publications.

Guha,R, ed.(1982).*Subaltern studies -Writings of South Asia history and Society*.Vol I. New Delhi: OUP.

Dube, S.C.(1995). *Indian Society*. New Delhi: NBT.

Xaxa,V.(1999).Transformation of tribes in India .in *Economic and Political Weekly*.

### **Recommended Readings**

Beteille, A. (1990). *Race, Caste and Gender. Man* [New Series].

(2002). *Sociology; Essays on approaches and Method*. New Delhi : OUP.

Doshi, S.L.(1997).*Emerging tribal image*. Jaipur: Rawat Publications.

Gupta, D.ed. *Social Stratification* .New Delhi: OUP.

Jayaram, N. and D.Rajashekar, ed,(2012)*Vulnerability and Globalization perspective and analyses from India. Jaipur: Rawat book sellers*.

Madan, T.N. (1992).*Pathways*. New Delhi : OUP.

Mohanty,M, ed,(2004).*Class, Caste Gender*. New Delhi: Sage.

Singh,Y.(1986).*Indian Sociology*. NewDelhi:Vistar Publications.

Srinivas, M.N.(2002).*Collected essays*. New Delhi: OUP.

(1987).*Dominant Caste and other essays*. New Delhi : OUP.

(1989).*The cohesive role of Sanskritization*. New Delhi: OUP.

(1997).*Caste: Its 20th century Avatar*. New Delhi: Motilal Penguin India.

Varma,P,K.(1999).*The great Indian middle class* .New Delhi: Penguin Books.

Verma, R.C. (1995).*Indian Tribes through the ages*. New Delhi: GOI.

**COURSE CODE: MSA 135 / SEMESTER I**  
**COURSE NAME: SOCIAL ISSUES IN INDIA**  
**TOTAL HRS: 60 HRS**

***Course Description:** This paper discusses the background of various social issues which are of relevance for contemporary world. The paper has been designed to explore the factors underlying social problems. An attempt is made to examine some of the solutions offered to these problems and to appraise them critically. There is an emphasis on the developmental issues facing India and the programs and policies that have been designed to tackle them.*

**Course Learning Outcome:**

*This paper will provide*

- ♦ *An understanding of social problems and their study in sociology*
- ♦ *Knowledge about Human Development and Social Exclusion*
- ♦ *Exposure to Indian social reality through field visits*
- ♦ *Ability to critically examine development and the various programs undertaken by the State, NGOs and Civil Society*

**Unit I Sociology and Social Problems**

**5 Hours**

*Level of Knowledge : Basic /Conceptual*

**Description:**

1. Social Problems- Concepts and challenges
2. Theoretical Perspectives on Social Problems
3. Social Pathology, Anomie and Social Disorganization
4. Characteristics, Stages and Reactions

**Unit II Structural Issues**

**15 Hours**

*Level of Knowledge : Analytical*

**Description:**

1. Indian Social structure and It's Manifestation; Concept of Structural Discrimination
2. Social Exclusion
3. Caste , Class and Gender
4. Critical Analysis of Structural Issues – Role of Power, Ideology, and Hegemony

**Unit III Developmental Issues**

**25 Hours**

*Level of Knowledge : Critical*

**Description:**

1. Understanding development and Human Development Index
  - a. Component for Self Study: Human Development in India (10 hours)
2. Global Economic Policy: Liberalization, Privatization and Globalization
3. Issues in Rural development-ecological, illiteracy, health, Indebtedness and emerging inequalities. (Exposure through field visits)
4. Issues in urban development-Population, poverty, unplanned growth and ecological issues. (Exposure through field visits)

**Unit IV Issues in Addressing Social Problems**

**15 Hours**

*Level of Knowledge : Critical*

**Description:**

1. India's Economic and Social Policy
2. Role of Civil Society Organizations

**Essential Readings :**

Michael Edwards (2011). *Civil Society in India*, edited The Oxford Handbook of Civil Society, Oxford, Oxford University Press

Byrne, D. (2009) *Social Exclusion*, New Delhi: Rawat Publications.

Chandoke, N.(2012). Whatever has happened to Civil Society? *Economic and Political Weekly*, 9 June, 47 (23)

Desai, B Sonalde et al. (2010). *Human Development in India: Challenges for a Society in Transition*. OUP

Merton, R and Nisbet, (1976) *Contemporary Social Problems*, New York: Harcourt, Brace and World.

Talks from TED

*Well Being and Female Security in India* (2013). Tata Strategic management Group

**Recommended Readings:**

12 Five Year Plan (2012-2017)

Alavi, H.D and Shanin, T. (Eds.). (1982) *Introduction to the Sociology of Developing Societies*.  
London: Macmillan.

Gupta, D (Ed). (1991)*Social Stratification*, New Delhi: Oxford University Press.

India Rural Development Report 2012/13

Jayaram, N and S Saberwal (Eds.) (1996) *Social Conflict*. OUP.

Jayaram, N. (2005) *On Civil Society: Issues and Perspectives*, ISBW.

Sharma, R.N. (2003) Involuntary Displacement: A few encounters. *Economic and Political Weekly*, March 1: 907-912.

Witt, Joop W de. (2002).*Urban Poverty Alleviation in Bangalore: Institutional and Community-Level Dilemmas*. EPW.

## **SEMESTER II**

**COURSE CODE : MSA 231/SEMESTER II**

**COURSE NAME : MODERN SOCIOLOGICAL PERSPECTIVES**

**TOTAL HRS : 60 HOURS**

*Course Description: Students are expected to have an understanding of the underlying principles of Neo Marxism, Phenomenology, Ethnomethodology, Structuralism and post structural theories through the contributions of respective theorists. The applicability of these theories in understanding contemporary social reality is also emphasised.*

*Course Learning Outcome : Students would understand the distinctive features of Modern Sociological perspectives. They would be able to apply their knowledge of major sociological perspectives to the contemporary social context drawing on appropriate studies and research evidence.*

**Unit I – Neo Marxism & Critical Theory**

**15 Hours**

*Level of Knowledge : Basic*

**Description :**

1. Background and origin
  - a. Gramsci – Role of Ideology, Hegemony
  - b. Lukacs- Class Consciousness, Reification
2. Habermas – Theory of Communicative Action, Public sphere.

**Unit II – Phenomenology – An Introduction**

**10 Hours**

*Level of Knowledge: Conceptual*

**Description:**

1. Emergence of Phenomenological Thought- Husserl's contributions- Lifeworld and Subjectivity
2. Alfred Schutz and Common sense world and inter subjectivity
3. Peter Berger & Thomas Luckman - Social Construction of Reality

**Unit III – Ethnomethodological Challenge**

**15 Hours**

*Level of Knowledge : Analytical*

**Description :**

1. Origins of Ethnomethodology,
2. Garfinkel's Ethnomethodology
3. Goffman's Dramaturgical approach
4. Criticism of Ethnomethodology

**Unit IV – Introduction to Structuralism and Post Structuralism**

**20 Hours**

*Level of Knowledge : Descriptive/ Complex*

**Description :**

1. Influence of Structural Linguistics- Saussure
2. Levi Strauss: Structural Analysis
3. Althusser – Structural Marxism
4. Anthony Giddens : Structuration Theory ; Agency structure debate
5. Bourdieu – Field, Habitus and Social Capital.

**Essential Readings :**

- Alan, Jenkin. (1979). *The Social Theory of Claude Levi Strauss*. London: Macmillan Publications.
- Appelrouth, S. & Edles, L Desfor. (2011). *Sociological Theory in the Contemporary Era*. New Delhi : Sage Publications.
- Best, S & Kellner, D. (1999). *Post Modern Theory: Critical Interrogation*. London: Mac Millan Publications.
- Bronner, S. E & Kellener, Mac Kay. (1989). *Critical Theory on Society: A Reader*. New York: Routledge Publications.
- Cuff, E.C, Sharrock W.W, Francis D .W. (2006). *Perspectives in .Sociology*. New York : Routledge.
- Glucksmann.(1974). *Structralist Analysis in Contemporary Social Thought*.Boston: Routledge Publications.
- Gregory, E. (1994). *Althusser: A Critical Reader*. London:Blackwell Publications.
- Harrington, A. (2005). *Modern Social Theory: An Introduction*. New York: OUP.
- James, J. (1977). *Gramsci*. Glasgow: Fontana and Collin Publications.
- Nicos, M (1995).*Jurgen Habermas*. London: Tavistock and Ellishors wood Publications.
- Ritzer, G. (2011). *Sociological Theory*(8<sup>th</sup>ed.). New York: Mc Grow Hill.
- Seidman S.(1994). *The Postmodern Turn*. London: Cambridge Publications.
- Swingewood, A. (2000). *Short History of Sociological Thought*
- Turner, J., *Contemporary Sociological Theory (2012)* SAGE Publications, Inc.

**Recommended Readings :**

Morris, L. (2006), *Rights : Sociological Perspectives*, (1<sup>st</sup> ed.), Routledge Publications.

Wilcox, M. M., (2012), *Religion in Today's World*, Routledge Publications.

Vannini P., Waskul D., Gottschalk S. (2011), *The Senses in Self, Society and Culture : A Sociology of the Senses*, Routledge Publications.

Lawler S., (2007) *Identity: Sociological Perspectives*, (1<sup>st</sup> ed.), Polity Publications.

**COURSE CODE : MSA 232/ SEMESTER II**

**COURSE NAME : SOCIAL STATISTICS**

**TOTAL HRS : 60 Hours**

*Course Description: This paper seeks to develop the necessary statistical competence with the students in order to make them to acquire with the necessary skills to undertake quantitative analysis of data. Apart from basic statistical tools and measures, students will also be trained in the use of SPSS software for data analysis.*

*Course Learning Outcome: Students will be acquired with the basic knowledge to understand the appropriate statistical tests to be applied for a given set of data. Students will be able to apply statistical tests and interpret data. They will also be acquired with the skills to understand the nuances of the statistical description of data in research and government reports.*

**UNIT I: INTRODUCTION TO SOCIAL STATISTICS**

**10 Hours**

*Level of Knowledge: Basic*

**Description:**

1. Meaning, Nature, Characteristics, Functions
2. Relevance and Scope of Social Statistics
3. Limitations of Statistics
4. Sociology and Social Statistics

**UNIT II: MEASURES OF CENTRAL TENDENCY & DISPERSION**

**20 Hours**

*Level of Knowledge: Basic and Analytical*

**Description:**

1. Meaning, Nature, Purpose
2. Kinds of Central Tendency: Mean (Arithmetic & Geometric) – Median – Mode
3. Merits and Limitations
4. Significance of Central Tendency in Social Research
5. Measures of Dispersion- Meaning, Nature, Purpose
6. Kinds of Dispersion: Range, Mean Deviation, Standard
7. Deviation, Quartile Deviation.
8. Merits and Demerits of each Measurement.
9. Significance of dispersion in Social Research

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**UNIT III: CORRELATION & TESTS OF SIGNIFICANCE**

**20 Hours**

*Level of Knowledge: Basic and Analytical*

**Description:**

1. Correlation:
  - a) Types – Means of Computing Correlation and Interpretation.
  - b) Karl Pearson's Coefficient of Correlation, (Spearman's) Rank Correlation.
2. Tests of Significance
  - a) Chi-Square, 't' Test, 'F' Test.
  - b) Importance of Correlation and Tests of Significance in Social Research.

**UNIT IV: SOCIAL RESEARCH & SPSS**

**10 Hours**

*Level of Knowledge: Basic and Analytical*

**Description:**

1. Meaning – Scope for the Application of SPSS
2. Role of SPSS in Social Research
3. Application of SPSS in Social Research
4. Practical Application Classes

**Essential Reading:**

- Argyrous, G. (2011). *Statistics for Research with a Guide to SPSS*. London: Sage.
- Babbie, E. (2000). *Adventures in Social Research*. London: Sage,
- Blalock, H. M. (1985). *Social Statistics*, London: McGraw-Hill.
- Bryman, A., & Duncan, C. (1999). *Quantitative Data Analysis with SPSS Release 8 for Windows*. London: Rutledge.
- Gupta, S. C. (1996). *Fundamentals of Statistics*. Delhi: Himalaya Publishing House.
- Khalid M M. (2012). *Advanced Statistical Methods in Economics*. New Delhi: Advanced Research Publications.
- Majumdar P. K. (2002). *Statistics: A tool for Social Sciences*, Jaipur: Rawat Publishers.
- Wilcox, R. R. (2011). *Modern Statistics for the Social and Behavioral Sciences*. London: Tylor & Francis.

**Recommended Reading:**

Timothy, J., and O’Leary L. (1995). *Micro computing*. New York: McGraw-Hill.

Tolwer. R. et.al. (2000). *Microsoft Office 2000*. New York: Addison Wesley.

Walker, J. et.al. (2013). *Understanding Statistics for the Social Sciences, Criminal Justice and Criminology*. Burlington: Jones & Bartlett.

Yadav, S. S., & K.N.S. Yadav. (1995). *Statistical Analysis for Social Sciences*. Manak Publications.

**COURSE CODE : MSA 233/ SEMESTER II**  
**COURSE NAME : GENDER AND SOCIETY**  
**TOTAL HRS : 60 HOURS**

***Course Description:** This is a programme focused on understanding the impact of gender on the world around us and on power hierarchies that structure it. It is important therefore to build awareness about these issues into the academic curriculum. This will enable students to critically engage with their lived reality and also empower them with the necessary tools for building a more gender just and egalitarian society.*

***Course Learning Outcome:** Students will become familiar with the social constructionist perspective on sex and gender and they will also become familiar with how a society's gender constructions affect people's lives through processes like socialization, social control and stratification;*

**Unit I– Concepts for studying men and women** **10 Hours**

*Level of Knowledge – Basic/ Conceptual*

**Description :**

1. Defining Gender.
2. Feminist Methodology

**Unit II – Feminist Theories** **20 Hours**

*Level of Knowledge – Conceptual/ Descriptive*

**Description :**

1. Liberal Feminism and Marxist Feminism
2. Radical Feminism and Socialist Feminism
3. Existentialist Feminism
4. Third World feminism

**Unit III– Gender Stereotypes** **10 Hours**

*Level of Knowledge – Descriptive*

**Description :**

1. Social Constructions of Gender : Natural and Social Inequalities
2. Femininity and Masculinity
3. Gender and Social Institutions

**Unit IV – Gender and the Work Sphere (Field Exposure)**

**10 Hours**

*Level of Knowledge – Analytical*

**Description :**

1. Gender and Power
2. Gender and the Economy
3. The Intersection of Gender and Class
4. Gender and Development - Constraints in Development Policies
5. Gender on the International agenda

**Unit V – Gender & Society: Applications of Gender Stereotypes**

**10 Hours**

*Level of Knowledge – Complex*

**Description :**

1. Gender and Religion
2. Gender and Law
3. Gender and health
4. Women, environment and ecology

**Essential Readings:**

- Pal.M, P. b. (2011). *Gender and Discrimination*. New Delhi : Oxford University Press.
- Ray, R. (2012). *Handbook of Gender*. New Delhi : Oxford University .
- Tapan, B. (2007). *Human Rights and Environment*. New Delhi : Viva Books Private Limited.
- (2000). Backward Districts Using Selected Indicators. *Economic and Political Weekly*
- (2006). *Human Development Report*. Govt. of India, Govt. of Karnataka, New Delhi:  
New Concept Information Systems Ltd.

**Recommended Readings :**

- Kimmel, M S. (2010). *The Gendered Society*,(4<sup>th</sup>ed.), Oxford University Press.
- Kristof, N., & Wu Dunn, S. (2009) *Half the Sky*, Vintage Press. Chapter 7
- Leonhardt, D. (2006), *Gender Pay Gap, Once Narrowing, Is Stuck in Place*. The New York Times.

- Parrot, A. and Cummings, N. (2006) *Forsaken females: The global brutalization of women*, Rowman and Littlefield. Chapter 1.
- Roscoe, W. (1992) *Zuni Man/Woman*. University of New Mexico Press. Chapter 1
- Schilt, K. (2006), "*Just One of the Guys?: How Transmen Make Gender Visible in the Workplace.*" *Gender & Society*". 20 (4) 465-490.
- Towle, E. B, & Morgan, L. M (2002) *Romancing the Transgender Native: Rethinking the Use of the "Third Gender" Concept* *GLQ: A Journal of Lesbian and Gay Studies*, 8, (4) 469-497.

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**COURSE CODE : MSA 234/ SEMESTER II**  
**COURSE NAME : ORGANIZATIONAL BEHAVIOR**  
**TOTAL HRS : 60 HOURS**

***Course Description:** This course provides a comprehensive analysis of individual and group behavior in organizations. Its purpose is to provide knowledge and understanding of how organizations can be managed more effectively and at the same time enhance the quality of employees work life. The course further introduces the theories of Organizational behaviour and Empirical evidence that can help to understand the contemporary organizational issues.*

***Course Learning Outcome :** Students would be able to identify key facets of Organizational culture, gain self-knowledge through application of leadership models, uncover what motivates individuals, recognize the complexities of organizational changes diagnose management problems and recommend appropriate solutions. The course would promote the development of the interpersonal competencies necessary for working effectively with members of the highly diverse global workforce.*

**Unit I – Introduction to Organizational Behavior** **10 Hours**

*Level of knowledge – Basic/Conceptual*

**Description:**

1. Definition; Objectives and Goals
2. Approaches on Organizational Behaviour :
  - a. Classical School-Scientific Management, Administrative Theory, Neo-Classical-Parker Follet (group influences), Elton Mayo (Human Motivation)
  - b. Modern Approaches- Systems Theory, Contingency theory, Mckinsey's Framework (independent organizational factors)

**Unit II –Personality and Attitudes** **20 Hours**

*Level of Knowledge – Conceptual /Analytical*

**Description:**

1. Concept of Self, Self and Society, Person-Situation interaction
2. Personality- Meaning, Characteristics, Determinants, Personality and Socialization, types, Factors influencing perception, perceptual consistency.
3. Attitude: Meaning, Characteristics, Components and Formation of attitudes
4. Concept of job satisfaction-Influence of Personality and Attitude

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**Unit III – Employee Motivation and Group Behavior**

**20 Hours**

*Level of Knowledge - Descriptive*

**Description :**

1. Leadership: Meaning, Theories and Styles of leadership
2. Meaning, Concept, Theories of Motivation, Importance, Mechanism and Elements, Classification
3. Approaches: Content Theory: Maslow's Hierarchy of Needs; Process Theory: Vroom's Expectancy; Equity Theory of employee motivation
4. Employee counseling: Types and Steps; Designing Motivational Strategies
5. Cohesiveness and Decision making techniques

**Unit IV – Conflict Management (Field Exposure)**

**10 Hours**

*Level of Knowledge – Complex*

**Description :**

1. Conflict: Meaning, Causes, Types
  - a. Intra-individual: Causes (Frustration, Goal Conflict), Resolutions
  - b. Interpersonal: Causes, Approaches, resolutions
  - c. Intergroup: Causes, Resolutions
  - d. Organizational Conflict, Conflict Management and Grievance Handling
2. Negotiation: Approaches, Role, Negotiation Process, Bargaining Strategies, Role of Cultural Differences.

**Essential Readings :**

Bhattacharyya D.K (2009). *Organizational Behavior*, Oxford University Press, UK.

Hall R.H (2009). *Organizational Structures, Processes & outcomes, Asia*: Pearson Education Publications.

Hodegetts R M. (2009). *Organizational Behavior*, Macmillan.

Kavita S. (2006). *Organization Change and Development*, Excel Books.

Laurie J. M, (2006), *Essentials of Organizational Behavior*, Prentice Hall, Edinburgh gate, Harlow, England.

McShane, S.L. & Von G., M.A. (2009) *Organizational Behavior*; International ed.; McGraw-Hill Irwin.

Phillips, J.M. & G., S.M. (2013). *Organizational Behavior* (2<sup>nd</sup> ed.), Mason, OH: South-Western College Pub.

Robbins, S.P., Judge, T.A., & Campbell, T.T. (2010) *Organizational Behavior*. Harlow, UK: Pearson Prentice Hall. Chapter 1.

Pareek U. (2009). *Understanding Organizational Behavior*, Oxford University Press.

**Recommended readings :**

Fireman, S.D & Gabriel Y. (2005), *Organizing and Organizations*; 3<sup>rd</sup> ed. Sage Publishers, London, Britain

Jos'e. F (2002), *Complexity and Emergency in Organizations*, Routledge, London, England.

Laurie J. (2002), *Management and Organizational Behavior*, 7<sup>th</sup> ed. FT Prentice Hall, Pearson Education Ltd, Harlow, England.

Linstead S.L & L.S, (2009), *Management and Organization*, 2nd ed. Basingstoke, Palgrave.

Richard.B, (2004), *Effective Organizational Communication*, Prentice Hall, Harlow G. Britain.

Robbins.S.P, (2002), *Organizational Behavior*, 9<sup>th</sup> ed. Prentice Hall of India. New Delhi India.

**COURSE CODE: MSA 235 / SEMESTER II**

**COURSE NAME: SOCIOLOGY OF CHANGE AND DEVELOPMENT**

**TOTAL HRS: 60 HRS**

*Course Description: This paper intends to give a broad based overview of the conceptual framework of 'Development'. It seeks to combine theoretical approaches with the reality at the grassroots. This paper familiarizes the learner with the debates associated with development in India, its different models and the emerging focus on Sustainability.*

**Course Learning Outcome:**

*This paper will provide*

- ♦ *An understanding of the different concepts related to social change*
- ♦ *A critical understanding of development and sustainable development*
- ♦ *The ability to critically examine the role of social capital and community engagement in human development.*

**Unit I Concepts of change and Development**

**5 Hours**

*Level of Knowledge : Basic /Conceptual*

**Description:**

1. Concept of social change
2. Concept of development, progress, growth
3. Concept of sustainable development
4. Component for Self Study: Reading of Schumacher's Small is Beautiful, Selected essays

**Unit II Theoretical and Methodological foundations**

**15 Hours**

*Level of Knowledge : Conceptual*

**Description:**

1. Theories of social change
2. Modernization theory
3. Dependency theory
4. Neo-liberalism

**Unit III Social Capital**

**10 Hours**

*Level of Knowledge : Analytical*

**Description:**

1. The Concept of social capital
2. Social capital in the creation of Human capital in India-Case studies Self Learning Unit

**Unit IV Organizational effectiveness**

**20 Hours**

*Level of Knowledge : Critical*

**Description:**

1. Rural and Urban Development strategies adopted by India
2. Factors contributing to effectiveness in sustainable development in India
3. Beneficiary participation in development projects

**Unit V: Community Effectiveness**

**10 Hours**

*Level of Knowledge : Critical*

**Description:**

1. Case studies of failure in rural and urban development in India
2. Self Learning Unit
3. NREGA, Urban Renewal Missions
4. NGO'S, Voluntary Organizations

**Essential Readings :**

Andrew, W. (1997) *Introduction to the Sociology of Development*. New Jersey, Palgrave Macmillan.

Cudden, D. (1992). *India's Development regime*.

Drèze, J & A Sen. (1998). *Economic Developments and Social Opportunities*. New Delhi, Clarendon Press.

E. F. Schumacher, (1975/2009), *Small is Beautiful: a study of economics as if people mattered* Ruth Pearson.

Mc Michael.P. (1996). *Development and Social change: A global perspective*. California Thousand Oaks.

Roy,B. (2011) *Learning from a Barefoot Movement*. TED Talk  
TED talks

**Recommended Readings :**

Escobar, A. (1995) *Encountering Development. The making and unmaking of the third world*.  
New Jersey, Princeton University press.

Hozelitz. (1995). *Aspects of Economic development*, Chicago Press.

Mahatma Gandhi National Rural Employment Guarantee Act, 2005. (2013). Ministry of Rural Development, GOI

Zygmunt, B. (2002). *Liquid Modernity*. New Delhi, Polity Press.

## **SEMESTER III**

**COURSE CODE : MSA 331/SEMESTER III**  
**COURSE NAME : SOCIAL PSYCHOLOGY**  
**TOTAL HRS : 60 HOURS**

*Course Description: The paper emphasizes sociological work in the field, in particular, the effect of larger social-structural conditions on individuals and groups, and introduces theories/perspectives from both micro-sociology and macro-sociology on topics ranging from identification of one's self and with regard to collective behavior.*

*Course Learning Outcome: Students will be able to place their individual psychological makeup in the larger socio-historical backdrop. They can understand the importance of the social environment in the development of their 'self'.*

**Unit-I: SOCIAL PSYCHOLOGY** **10 Hours**

*Level of Knowledge: Basic*

**Description:**

1. Social Psychology: Nature – Scope - Features
2. Perspectives in Sociological Social Psychology: Social Interactionism - The Sociological Imagination
3. Interrelationship between Sociology and Social Psychology

**Unit-II: INDIVIDUAL AND SOCIETY** **20 Hours**

*Level of Knowledge: Conceptual & Analytical*

**Description:**

1. Developing the Self: Stages of Development - The Role of the Other
2. The Life Course: The Sociology of Childhood - Adult Socialization
3. Agents of Socialization - Group Processes and Socialization
4. Finding Socialization in Group Processes - Social Structure and Deviant Behavior
5. Assessing the Effects of Socialization

**Unit-III: ATTITUDES, VALUES, AND BEHAVIOR** **10 Hours**

*Level of Knowledge: Conceptual & Analytical*

**Description:**

1. Attitudes, Values and Behaviour: Nature – Characteristics
2. Construction of Attitudes - Dimensions
3. Linking Attitudes and Behaviour: Prejudice – Discrimination
4. Changing Prejudicial Attitudes

**Unit-IV: COLLECTIVE BEHAVIOR**

**20 Hours**

*Level of Knowledge: Conceptual & Analytical*

**Description:**

1. Collective Behavior: Meaning – Characteristics
2. Theories of Collective Behavior: Mass Hysteria Theory - Emergent Norm Theory – Contagion Theory
3. Types & Varieties of Collective Behavior: Crowd and Public – Public Opinion – Propaganda - Mass Hysteria – Rumors - Social Movements
4. Behavior during collective events

**Essential Readings:**

Allport, G.W. (1937). *Personality, a Psychological Interpretation*. New York: Henry Holt and Co.

Bhatia, H. (1970). *Elements of Social Psychology*. Bombay: Somaiyya Publications Pvt Ltd.

Bowdon, B. T. (2001). *50 Psychology Classics*. London-Boston: Nicholas Brealey publishing.

David, Rohall, Melissa Milkie, Jeffrey Lucas. (2010). *Social Psychology-Sociological Perspectives*. Delhi: Pearson.

Guinote, A., et al. (2010). *The Social Psychology of Power*. NY: Guilford Press.

Krech, D. and Richard, S.C. (1948). *Theory and problems of Social Psychology*. New York: McGrawHill Book Company Inc.

Mill, C.W. (2000). *The Sociological Imagination*. USA :OUP.

Sanderson. (2010). *Social Psychology*. New York: John Wiley.

Smith, J. (2012). *Social Psychology: Revisiting the Classic Studies*. Los Angeles: Sage.

Young, K. (2001). *Handbook of Social Psychology*. London: Routledge and Kegan Paul Ltd.

**Recommended Readings:**

Gergen, K.J (2009) *An Invitation to Social Construction*. New Delhi: Sage Publications.

Ginsberg, M.(1969).*Psychology of Society*. London: University paperbacks.

Hilgard, E.R.(1948).*Theories of Learning* New York :Appleton-Century-Cofts

Kinch, J.(1973). *Social Psychology*. New York: McGrawHill Book Company Inc.

**COURSE CODE: MSA 332 / SEMESTER III**

**COURSE NAME: CORPORATE SOCIAL RESPONSIBILITY**

**TOTAL HRS: 60 HRS**

*Course Description: This course introduces the concept of CSR from a theoretical perspective and to draw the evolution of the idea of CSR from philanthropy to responsible business. Detailed analysis of National Voluntary Guidelines 2011 is made considering the employability of CSR professionals.*

**Course Learning Outcome:**

*This paper will provide*

- ♦ *An understanding of the conceptual framework of CSR*
- ♦ *Knowledge about trends in CSR*
- ♦ *Ability to identify stakeholders and critically examine CSR strategies and initiatives Categories to critically analyze India*

**Unit I CSR – An Overview**

**20 Hours**

*Level of Knowledge : Basic /Conceptual*

**Description:**

1. CSR: Definition-Concepts-Rationale-Myths-Basic elements of Social Responsibility
2. Historical Perspective: Early Charitable Impulse - Social Responsibility in the late 19<sup>th</sup> and 20<sup>th</sup> Centuries
3. Theoretical Foundations – Normative theories and Instrumental theories

**Unit II Principles of CSR**

**10 Hours**

*Level of Knowledge : Conceptual*

**Description:**

1. General Principles - Reasons for CSR – Changing Public Expectation from Business - International Legal Instrument and Guidelines - Corporate Brand
2. Trends in CSR: CSR-not Charity-From Charity to Responsibility - Triple Bottom Approach
3. Development of Norms and Principles - Codes of Conduct - CSR Management
4. CSR in Global Context: Global Corporate Social Responsibility

**Unit III Issues and Challenges in CSR**

**10 Hours**

*Level of Knowledge : Conceptual*

**Description:**

1. Corporate Philanthropy - Environmental Issues - Social Issues - Labour and Related Issues - Ethical and Governance Issues

2. Corporate Citizenship: A new way to Market CSR

**Unit IV Implementation and Governance of CSR**

**20 Hours**

*Level of Knowledge : Conceptual / Practical*

**Description:**

1. National Voluntary Guidelines 2011 - CSR to Responsible Business - principles
2. Incorporating CSR into Business: Practices – Evaluation – Reporting
3. Corporate Governance: Concepts - Shareholders and their Role - Directors and their Role - Corporate Dash Board
4. Case Studies (Field Exposure to CSR Activities)

**Essential Readings**

- Crane, A. (ed.). (2008). *The Oxford handbook of Corporate Social Responsibility*. Oxford Handbooks Online.
- Crowther, D., & Guler A. (2008). *Corporate Social Responsibility*. Ventus Publishing House.
- Maira, A. (2013). India's 2% CSR Law. *Economic and Political Weekly*, 48 (38)
- Mele, D., & Garriga, E. (2004). *Corporate Responsibility Theories: Mapping the Territory*. In *Journal of Business Ethics*. 51-71. Netherlands: Kluwer Academic Publishers.
- National Voluntary Guidelines 2011. Ministry of Corporate Affairs, GoI.

**Recommended Readings :**

- Bob & Hartsuikar. (2007). *Theory of CSR: Its Evolutionary Path and Road Ahead*. Oxford :Blackwell.
- Brammer, S., Jackson & Matton. (2012). Corporate Social Responsibility And Institutional Theory: New Perspectives On Private Governance. *Socio-Economic Review*.3-28.
- Prasad, K. (2009). *Corporate Governance*. New York: Prentice Hall India.
- Rodrigues & Branco. (2007). Positioning Stakeholder Theory within the Debate on Corporate Social Responsibility. *Electronic Journal of Business Ethics and Organisational Studies*. 12(1).
- Steiner, J. F & Steiner, G. A. (2009). *Business, Government and Society* (12<sup>th</sup> ed.). New York: Mc Graw Hill.

**COURSE CODE: MSA 333/ SEMESTER III**  
**COURSE NAME: HUMAN RESOURCE MANAGEMENT**  
**TOTAL HRS: 60 HRS**

*Course Description: This paper is intended to impart personnel management skills. This paper will enable the students to manage and mobilize human and social capital.*

**Course Learning Outcome:**

*This paper will provide knowledge about HRM, its roots in Sociology and the important concepts used. The students will gain an understanding of the functions of HRM and get exposure to HRM practices through field visits, Guest lectures and project/s*

**Unit I Introduction to Human Resource Management** **10 Hours**

*Level of Knowledge : Basic /Conceptual*

**Description:**

1. Concepts in HRM
2. Perspectives of Resource Management

**Unit II Dynamics of Human Relations** **15 Hours**

*Level of Knowledge : Conceptual*

**Description:**

1. Organizational culture
  - a. Global context
  - b. Indian context (Field exposure to HR units)
2. Formal and Informal Relations
3. Motivation and performance

**Unit III Leadership and Team Development** **15 Hours**

*Level of Knowledge : Conceptual*

**Description:**

1. Different Leadership styles
2. Team Work and Team Performance
3. Case studies on Leaders

**Unit IV HRM practices** **20 Hours**

*Level of Knowledge : Conceptual*

**Description:**

1. Recruitment and Selection Procedures
2. Training and Performance enhancement techniques
3. Performance Management System
  - a. Appraisal : Rewards and Recognition
  - b. Stress Management Techniques

**Essential Readings :**

Ashwathappa. (2010). *Human Resource Management*. New Delhi: Tata McGraw Hill.

Dessler, G. (2007). *Human Resource Management*. Prentice Hall

Gary L. L. & Moorthy S.K. (2003). *Marketing Models*. New Delhi: Prentice-Hall of India.

Kotler, P. (2009). *Marketing Management*. New Delhi: Dorling Kindersley.

Mamoria, C. B. (2003). *Personnel Management*. New Delhi: Himalaya Publishing House.

Srinivas, R. (2004). *Case Studies in Marketing- Indian context*. New Delhi: Prentice Hall India Pvt., Limited.

**Recommended Readings :**

Bovée, C. L & Houston, M. (1995). *Marketing*. New Delhi: McGraw-Hill.

Dwiwedi, R. S. (1982). *Managing Human Resources*. Oxford & IBH.

Kotler, P. & Armstrong, G. (2001) *Principles of Marketing*. (9th Ed.) NJ: Pearsons/ Prentice Hall.

Monppa, A. (1985). *Personal Management and Human Resources*. New Delhi: Tata McGraw-Hill Publishing.

Ramaswamy, V. S. & Namakumari, S. (2002). *Marketing management: Planning, Implementation and control*. New Delhi: Macmillan and Co.

Stanton, M & Etzel, W. (1994). *Marketing*. New Delhi: McGraw-Hill

**COURSE CODE : MSA 334/ SEMESTER III**

**COURSE NAME : SOCIAL MOVEMENTS AND SOCIAL CHANGE**

**TOTAL HRS : 60 HOURS**

***Course Description:** This paper intends to explain social movements as an instrument of social change and at times as the product of social transformations. The paper examines two prominent movements in India i.e. the dalit movement and the peasant movement by examining the socio political and historical context of their emergence and the transformation that resulted. The last Unit examines new social movements such as environmental movements and movements for the rights of sexuality minorities.*

***Course Learning Outcome:** Students will be acquired with the skills and knowledge to understand social movements, both the contemporary and past ones, in the proper context. They will also be able to analyze and understand the contemporary social movements in its historical context. This paper will sensitize the students about the dynamics of social change through social movements.*

**Unit I: Social movements: An introduction**

**15 Hours**

*Level of Knowledge: Basic & Conceptual*

**Description:**

1. Modernity and Social movements
2. Types of movements
3. Social Movements and Social Change : A theoretical understanding

**Unit II: Peasant Movements**

**15 Hours**

*Level of Knowledge: Analytical*

**Description:**

1. Socio-Political context of peasant Movement in India
  - a. Telengana Movements of 1948
  - b. Peasant Struggle in Naxal Bari in 1966.
  - c. Green revolution, Emergence of new agrarian class and Farmers movements

**Unit III: Caste Movements**

**15 Hours**

*Level of Knowledge: Analytical*

**Description:**

1. Origin and growth of Dalit Movements in India.
2. Ambedkar and Dalit ideology

3. Dalit assertion and counter violence against dalits in the contemporary India
4. Fragmentation of the movement;
5. Dalit movement in Karnataka.

**Unit IV: New Social Movements in India**

**15 Hours**

*Level of Knowledge: Conceptual & Analytical*

**Description:**

1. Environmental Movements in India with
  - a. Chipko Movement
  - b. Narmada Bachavo Andolan
2. New Identity based movements- movements of sexual minorities in India

**Essential Readings:**

Crossely, N.( 2002). *Making Sense of Social movements*. London: Open University Press.

Metha, S. (2009). *Women and Social Change*. Jaipur: Sage.

Mitra et.al. (2009). *Democracy, Agency and Social Change in India*. New Delhi: Sage.

Omvedt, G. (2004). 'Struggle against dam or struggle for water? Environment and the State' in  
Rajendra Vhora and Suhas Palshikar Ed *India: Democracy, meaning and practices* .New  
Delhi: Sage Publication.

Oommen, T K. (1990). *Protest and Change: Studies in Social Movements*. New Delhi: Sage  
Publications.

(2004). *Nation, Civil Society and Social Movements*. New Delhi: Sage Publication.

Ray R., et.al.(2005). *Social Movements in India: Poverty, Power and Politics*. New Delhi: OUP.

Rao, MSA. (1974). *Social Movements in India*, New Delhi: Manohar Publications.

Scott A. (1990). *Ideology and New Social Movements*, London: Roulledge Publications.

Shah, G. (1990). *Social Movements in India: A review of literature*. New Delhi: Sage  
Publications.

**Recommended Readings:**

- Baulis JA. (1972). *The Sociology of Social movements*. London: MacMillan Publications.
- Buchler S. M. (2000). *Social Movements in Advanced Capitalism*. Oxford: Oxford University Press.
- Dhanagare, D N. (1983). *Peasant movements in India*. New Delhi: Oxford University Press.
- Gopal G. (2004). 'New Dalit Politics' in Rajendra Vhora and Suhas Palshikar ed *India: Democracy, meaning and practices*. Sage Publication, New Delhi.
- Kapstein et.al. (2013). *Social Movements and Market Transformation*. New York: CUP

**VISUAL TEXTS**

- Jha P, Jha P & Lulla S (2012) *Chakravyuh (Hindi)*.
- Ghose G, Rao B.N & Ravindranath, (1979) *Maa Bhumi (Telugu)*.

**COURSE CODE : MSA 335/ SEMESTER III**

**COURSE NAME : PUBLIC RELATIONS**

**TOTAL HRS : 60 HOURS**

***Course Description:** This paper will enable the students to undertake public relations research, planning and implementation. The students will also be familiarized with concerns surrounding ethics in public relations plans and be equipped to assess and evaluate different plans. Students will also engage with various styles strategies and tools of communication and assessment of its impact through the case studies and visits that the students are exposed to.*

***Course Learning Outcome :** This paper would enhance the student's knowledge of the origins, philosophy and practice of public relations, and provide an understanding of the role of the Public Relations practitioner in the corporate, non-profit and political sectors. The student will be able to recognize and identify a number of integrated public relations approaches and explain their significance in achieving overall objectives, analyze the role of public relations in various sectors.*

**UNIT I – Public Relations**

**10 Hours**

*Level of Knowledge – Basic/ Conceptual*

**Description :**

1. Social Theory and Public Relations: Giddens, Goffman, Habermas
2. Public Relations: Concept, History and Scope
3. Ethics and Public Relations

**UNIT II– Public Relations: Agencies**

**15 Hours**

*Level of Knowledge – Conceptual / Analytical*

**Description :**

1. Structure and Functions
2. Areas of Practice
  - a. Corporate Sector
  - b. Government Sector
  - c. Not for Profit Sector/ NGOs
  - d. Organized productive private sectors (CBOs, FBOs, Media and Cooperatives)

**UNIT III – The Practice of Public Relations**

**20 Hours**

*Level of Knowledge : Descriptive*

**Description :**

1. Research and Planning for communication
2. Communication skills and styles
3. Planning and strategies :Tools of Public Relations , Social Media and Public Relations
4. Resource Mobilization: Methods
5. Implementation pedagogies/methodology
6. Evaluation of effectiveness: Impact assessment tools and strategies

**UNIT IV – PR Organizations and Case Studies**

**15 Hours**

*Level of Knowledge :Complex*

**Description :**

1. Case studies of Organizations at the following levels:
  - a. Regional
  - b. National
  - c. International

**Essential Readings :**

Banik, G. C. J. (2004). *Effective Public Relations in Public and Private Sector*. Mumbai: Publishing House.

Burton B. (2007) *Inside Spin: The Dark Underbelly of the PR Industry*, Allen & Unwin.

Daymon C.; (2002) *Qualitative Research Methods in Public Relations and Marketing Communications*, Immy Holloway. Routledge.

Cutlip, S.M, Allen H. Center, and Glen M. B. (2005). *Effective Public Relations*. Pearson Education.

Frazier, M. H. and Frank B. K. (2004). *Public Relations*, India: Surjeet Publications.

Johnston J.; Zawawi C. (2009) *Public Relations: Theory and Practice*, Allen & Unwin, (3<sup>rd</sup> ed.)

Krishnamurthy S.; (2003) *The Global Public Relations Handbook: Theory, Research, and Practice*, Dejan VerČič. Lawrence Erlbaum Associates.

**Recommended Readings :**

Lamb F. L; K. Brittain McKee (2005) *Applied Public Relations: Cases in Stakeholder Management*, Lawrence Erlbaum Associates.

Lattimore, D., Otis B., S.T. Heiman, and E. Toth. (2012). *Public Relations: The Profession and the Practice.4e*. McGraw-Hill.

Dilenschneider R. L. (2010). *The AMA Handbook of Public Relations*, American Management Association.

Smith, R. D. (2005) *Strategic Planning for Public Relations*, (2<sup>nd</sup> ed.), Lawrence Erlbaum Associates,

Oliver, M.S (2004) *Handbook of Corporate Communication and Public Relations: Pure and Applied*, Routledge Publications.

Bruning, S., D.; Ledingham, A.J. (2000) *Public Relations as Relationship Management: A Relational Approach to the Study and Practice of Public Relations*, Lawrence Erlbaum Associates.

Mickey, J. T. (2003) *Deconstructing Public Relations: Public Relations Criticism*, Lawrence Erlbaum Associates.

**COURSE CODE : MSA 336/SEMESTER III**

**COURSE NAME : INTERNSHIP**

**TOTAL HRS : 4 to 6 weeks**

*Course Description: The students will be expected to take up a 4 – 6 week Internship in a location of their choice. This internship is to be undertaken with an institution of their choice as the aim is to enhance the learning process and advance career goals. This internship can thus be taken up with an academic/research organization, an NGO or with the Corporate Sector. The students are encouraged to intern in the areas of Project planning and management, Human Resources, Corporate Social Responsibility or Global Citizenship, Public Relations, Administration, media and academic research. This internship has to have a minimum duration of 4 weeks.*

**Evaluation will include the following:**

1. Reflective weekly Journal	040 marks
2. Report on Internship	030 marks
3. Presentation	010 marks
4. Viva	020 marks
<hr/>	
Total	100 marks

**COURSE CODE : MSA 337/SEMESTER III**

**COURSE NAME : DISSERTATION I**

**TOTAL HRS : 30 Hours**

The students are required conceptualize a research problem and prepare a synopsis. This synopsis must cover the entire research design including the statement of the Problem, review of literature and methodology. Students are expected to prepare the tools of data collection, carry out data collection, analyze the data and prepare the report in the form of a thesis. Students are to present the final report at an open seminar during their IV Semester.

This paper will not have an examination but evaluation will take place through the assessment of the dissertation and the presentations made by the student through the Dissertation Colloquia.

# **SEMESTER IV**

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**COURSE CODE : MSA 431/ SEMESTER IV**  
**COURSE NAME : SOCIAL WELFARE ADMINISTRATION**  
**TOTAL HRS : 60 HOURS**

*Course Description: The paper covers a comprehensive study of social welfare and its administration both in the theoretical and operational aspects. It examines the concept of social welfare programmes and models including various social services and social welfare benefits available to the citizen.*

*Course Learning Outcome: The course will enable students to have a good working knowledge of the basic principles and models of Social Welfare Administration and associated programmes. Students will be able to critically reflect about the role of the Government and NGOs in Social Welfare Administration. By the end of the course students will also be able to practice and demonstrate methodical inquiry and research methods to understand the effectiveness of intervention strategies and service delivery systems by welfare agencies.*

**Unit I Social Welfare: Conceptual Framework** **15 Hours**

*Level of Knowledge : Basic and Conceptual*

**Description :**

1. Concept, meaning and features
2. Perspectives of Social Welfare
3. Emergence of the concept in India
4. India as a welfare state
5. Development: An overview

**Unit II Social Welfare Administration (Field Exposure)** **15 Hours**

*Level of Knowledge : Conceptual and Analytical*

**Description :**

1. The concept and its growing reach
2. Role of Government: Education, health, environment, women and children and livelihood promotion
3. Economic reform and social development
4. Central Social Welfare board and State Social Welfare Board
5. Challenges of Social Welfare administration - Eradication of poverty, gender equality and human rights

6. Social security programmes in select countries like USA, UK, China and India
7. New Public Management: a paradigm shift
8. Social Auditing and the role of civic society

**Unit III Social Welfare Programmes , Models and Policies**

**15 Hours**

*Level of Knowledge : Conceptual and Analytical*

**Description :**

1. Social Welfare Models:
  - a. The Familial Model
  - b. The Residual Model
  - c. The Mixed Economy Model
  - d. Model of State control
2. Social Welfare Programmes:
  - a. Health & Family welfare, marriage counseling, women and children
  - b. Labour Welfare
  - c. Old age care
  - d. Welfare of Disabled
  - e. Disaster relief
  - f. Community development
  - g. Juvenile Justice
3. Global Universal policies: Organizations such as World Bank, WHO, UNICEF, UNDP and their role

**Unit IV Role of Voluntary Organization in Social Welfare and Development**

**15 Hours**

*Level of Knowledge : Conceptual / Analytical*

**Description :**

1. Evolution of voluntary action in India
2. Government and NGO interface
3. Community based Organizations – Methods, approaches and issues
4. Promotion and formation of NGO's

5. International Welfare
6. Community participation and socio-economic transformation: Issues and strategies

**Essential Reading :**

- Maurice B. (1961). *The coming of the Welfare State*, London: B.T. Batsford.
- Chaudhary D.P. (1962). *Social welfare Administration through Voluntary Agencies*, Delhi: Atma Ram & Sons.
- Chaudhary D.P. (1966). *A Handbook of Social Welfare*, Delhi: Atma Ram & Sons.
- Chaudhary D.P. (2013) *Social Welfare Administration*, Allahabad: Kitab Mahal.
- Friendlander, W.A. (1961); *Introduction to Social Welfare*, New York: Prentice Hall Inc.
- Sukhdher, M.M: (1975) *The concept of Welfare state: Genesis and Development*, Delhi, University of Delhi.
- Mamoria. C.B and SK Mamoria, *Industrial Labour, Labour Welfare, and Industrial Relations in India*, Allahabad, Kitab Mahal.
- Planning Commission. (2001) *Plans and Prospects of Social Welfare in India (1991-2001)*. New Delhi: Govt. of India.
- Sachdeva D.R; (2013) *Social Welfare Administration in India*, Allahabad, Kitab Mahal.
- Sinha. P.K, (1980) *Social Security Measures in India*, New Delhi, Classical Publication.
- Richard, T. (1968). *Commitment of Welfare*, London: George Allen and Unwin.
- (1976). *Essays on the Welfare State*, London: George Allen and Unwin Ltd.

**Recommended readings:**

- A.B. Bose, (1987) *Encyclopedia of Social Work in India*, New Delhi, Ministry of Welfare, Govt. of India.
- A.M. Majumdar. (1964) *Social Welfare in India: Mahatma Gandhi's Contribution*, Bombay, Asia Publishing house.
- Aiyer .S.P, (ed.) (1979) *Perspective on the welfare state*, Ajmer , Sachin Publications
- Bhattacharya, V.R. (1970) *some aspects of Social Security measures in India.*, New Delhi, Metropolitan book company

- Devi, R. and Parkash R. (1998), “*Social Work and Social Welfare Administration, Methods and Practices*”, Vol. I, Jaipur,
- Friendlander, W.A. (1975); *International Social Welfare*, New Jersey, Prentice Hall Inc.
- Gangrade K.D, (1975), *community organization in India*, Bombay, Popular Prakasan.
- Gokhale, S.D, (ed) (1975) *Social Welfare: Legend and Legacy*, Bombay, Popular Prakasan
- Government of India (1974), Towards Equality: Report of the committee on the status of Women in India*, Department of Social Welfare, Ministry of Education and Social Welfare.
- Kulkarni, P.D: (1979) *Social Policy and Development in India*, Madras, Association of Schools of Social Work in India. Mangal Deep Publications,
- Ministry of Health and Family Welfare, (1981) *Report of the working group on Health for All by 2000 AD*.
- Schatz, H. A. ed. (1970), “*Social Work Administration: A Resource Book*.” New York, Council on Social Work Education,.
- Skidmore, R. A. (1983), “*Social Welfare Administration: Dynamic Management and Human Relations*”, London, Prentice Hall Inc..
- Slavin, S. ed. (1978), “*Social Administration: The Management of the Social Services*”, The Heworth Press and Council on Social Work Education.
- Chaturvedi, T.N. and Chandra S. K. (ed) (1980): *Social Administration, Development and Change*, New Delhi, Indian Institute of Public Administration.

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## **PROJECT MANAGEMENT AND EVALUATION**

**MSA 432/ SEMESTER IV**

**4 Credits/4 hrs per week**

**60 Hours**

*Course Objectives: This paper attempts to provide students with practical knowledge to prepare proposals manage funds and execute projects. The intention is to equip them to apply their sociological knowledge in conceptualizing and executing projects. This may help them to get the necessary skills required to work in CSOs and other Research and Development Organizations.*

*Course Learning Outcome : By the end of this course the student will be able to conceptualize, execute and evaluate projects across various domains.*

### **Unit I: Introduction to Project Management**

**15 Hours**

*Level of Knowledge : Basic*

#### **Description :**

1. Concept, Meaning, Classification, Importance
2. Selection of Project area and Needs Based Assessment
3. Project cycle, Project Management as a Profession
4. Planning:
  - a. Contents of a project plan
  - b. Types
  - c. Risk identification and Management
  - d. Project Action Plan
  - e. Scheduling and Allocating Resources
  - f. Project Design and Network Analysis based on LFA (Logical Frame Analysis)

### **Unit II: Proposal Preparation & Planning**

**15 Hours**

*Level of Knowledge : Analytical/ conceptual*

#### **Description :**

1. Proposal preparation-
  - a. Steps, Format,
  - b. Process,
  - c. Contract administration and

2. Organizational Structure
  - a. Forming teams
  - b. Allocating Responsibilities
  - c. Leader's Roles and Responsibilities
  - d. Leadership styles
  - e. Task –Flow network
  - f. Organizational Development
  - g. Optimal Labour Utilization
3. Risk Management – Definition Identification, Role, Risk Management Process cycle
4. Result Based Management (RBM)

**Unit III: Budgeting**

**15 Hours**

*Level of Knowledge : Analytical/ Conceptual*

**Description :**

1. Meaning, Types of budgets, Top-Down and Bottom-up methods
2. Cost estimation, Resource mobilization and Resource Levelling, Work element costing, Social Cost-Benefit Analysis
3. Operation, HR and Administration
4. Budget uncertainty and Risk Management

**Unit IV: Project Control & Evaluation**

**15 Hours**

*Level of Knowledge: Critical*

**Description:**

1. Meaning and Purpose
2. designing the control system- types of control, Change control system,
3. Project evaluation and Measurement
  - a. Concept & principles of project evaluation
  - b. Types of evaluation
  - c. Reporting and Appraisal: Methods of Data collection and Analysis
  - d. Structure of the evaluation report

- e. Factors influencing project success and failures
- f. Termination of a project- Process Involved and Estimation of Effects/Results

**Essential Readings:**

Clifford F. Gray & Erik W. Larson. (2011). *Project Management: The managerial process*.

Tata Mc Graw Hill.

Fabozzi, F., and Nevitt, P.K. (2006). *Project financing* (7th edition). London: Euromone

Chandra, P. *Projects - Planning, Analysis, Selction, Financing, Implementation and Review – CFM -TMH Professional series in finance*.

Sarda and Patel, (1991) *Handbook on Project appraisal and Follow-up - A practical Guide*.

Govind Prakashan.

Yescombe, E.R. (2002). *Principles of project finance*. San Diego, CA: Academic Press.

**Recommended Readings:**

*Handbook of Participatory Project Planning Part I*. (2004). Guidelines developed by FNV the Netherlands, LO/FTF Denmark, LO-TCO Sweden, LO Norway and SASK Finland.

Project Management Institute. (2004). *A Guide to the Project Management Body of Knowledge*. (3rd ed.). USA:PA.

Fox, W., & G Van Der Waltd. (2007). *A Guide to Project Management*. South Africa: Juta & Co.Ltd.

Mikkelsen, B. (2005). *Methods for Development Work and Research: A New Guide for Practitioners* (2nd ed.). New Delhi: Sage publications.

Roy, S, M. (2002). *Project Planning and Management: Focusing on Proposal Writing*. Secunderabad: CHAI.

**COURSE CODE: MSA 433/ SEMESTER IV**  
**COURSE NAME: SOCIAL DEMOGRAPHY**  
**TOTAL HRS: 60 HRS**

***Course Description:** Social Demography attempts to study the population, its size, structure, characteristics and the processes operating within it, using a sociological perspective. This paper attempts to introduce the students to this discipline and enable them to understand the impact that society and its various institutions have on the population and its demographic processes. The course will cover the characteristics of the population and tools used to measure and study the same, such as the Census of India, theories of population, the various population processes and an examination of the changes in the policies relating to population over the past 50 years in India. It also enables the student to comprehend the significance of demography in diverse areas such as public planning and policy, market research, healthcare and politics.*

**Course Learning Outcome:**

*This paper will provide*

- ♦ *An understanding of the significance of Social Demography*
- ♦ *Knowledge about the study of the population in India, her population composition and the various processes involved as well as the areas of application of demographic data*
- ♦ *Skills to critically examine demographic data through in class exercises*

**Unit I Social Demography: An Introduction**

**15 Hours**

*Level of Knowledge : Basic /Conceptual*

**Description:**

1. A brief introduction to the discipline
2. Characteristics of the Population: Size, Structure and Composition
3. Demographic processes
4. Sources of Data

**Unit II Theoretical Perspectives**

**15 Hours**

*Level of Knowledge : Conceptual/Analytical*

**Description:**

1. Pre Malthusian Theories
2. Malthusian Theory
3. Marxian Perspective
4. Demographic Transition

**Unit III Population Processes**

**25 Hours**

*Level of Knowledge : Analytical*

**Description:**

1. Fertility and Fecundity
  - a. Measuring Fertility
  - b. Theories of Fertility
  - c. Differentials with special emphasis on India: Rural-urban, age, gender, class, caste, region and religion.
  
2. Migration
  - a. Measuring Migration
  - b. Theories of Migration
  - c. Migration Patterns – streams of migration
  - d. Impact of Migration, both at the place of origin and the place of destination
  - e. Diaspora
  
3. Mortality and Morbidity
  - a. Measuring mortality
  - b. Differentials with special emphasis on India: Rural-urban, age, gender, class, caste, region and religion.

**Unit IV Areas of Application**

**5 Hours**

*Level of Knowledge : Critical*

**Description:**

1. Population Policies
2. Population and Poverty
3. Healthcare and Planning

**Essential Readings :**

Bhende, A, and T Kanitkar.(1978/97).*Principles of Population Studies*. India: Himalaya Publishing House.

Srinivasan, K. (2006). *Population Policies and Family Planning Programmes in India: A Review and Recommendations*. IIPS Newsletter.

Weeks, J. (2011). *Population: An Introduction to Concepts and Issues*. Wadsworth Publishing Company, California.

**Recommended Readings :**

Census of India Reports- (2011) at [www.censusindia.net](http://www.censusindia.net)

<http://www.chaf.lib.latrobe.edu.au/census/>

<https://www.cia.gov/library/publications/the-world-factbook/>

Pathak, L.P. (1998).*Population Studies* (Chapters 1 and 2). India: Rawat.

Sahoo A.K, ed., (2007), *Sociology of Diaspora*, Jaipur Rawat Publications.

Sahoo, A K, Kadekar, L N., ed. (2012), *Global Indian Diaspora: History, culture, and identity*, Jaipur Rawat Publications.

**COURSE CODE : MSA 434 A / SEMESTER IV**

**COURSE NAME : PUBLIC HEALTH**

**TOTAL HRS : 60 Hours**

***Course Description:** Public Health provides an introduction to public health concepts and practice by examining the philosophy, purpose, history, organization, functions, tools, activities and results of public health practice. Case studies and a variety of practice-related exercises serve as a basis for student participation in real world public health problem-solving simulations. The various components of the course aim to stimulate interactions among learners and between learners and instructors around important problems and issues facing public health.*

***Course Learning Outcome:** Upon completion of this course, students will be able to examine public health and use this information in the evaluation of current public health issues. The course provides an interpretation of how the theory and practice of public health in today's world has come to be what it is. It also helps the students to achieve familiarity with the various components of the public health system. They will understand the interrelationships among the different components of health system.*

**UNIT 1 Public Health: An Introduction**

**10 Hours**

*Level of Knowledge – Basic/ Conceptual*

**Description :**

1. Public Health: Concept – Indicators of Public Health – Means to achieve Public Health
2. Approaches to achieve Public Health: Problems in achieving Public Health in India
3. Is India a welfare state?

**UNIT II Frame work for Public Health**

**15 Hours**

*Level of Knowledge – Conceptual/ Analytical*

**Description :**

1. Health equity and social justice – International experience
2. Tackling health inequities: A framework for public health practice
3. Promoting social justice through public health policies, Programmes and Services

**UNIT III Strategies for Change (Field Exposure)**

**20 Hours**

*Level of Knowledge –Basic/Analytical/ Practical*

**Description :**

1. Working with communities: Community capacity building
2. Building partnership among communities: Local Public Health Department
3. Strategies for building awareness in Public Health
4. Using media to build a constituency for health equity

**UNIT IV Public Health Scenario**

**15 Hours**

*Level of Knowledge – Complex*

**Description :**

1. Planning: Health Reach and Impact
2. Health administration in India – Health programmes and strategies
3. Gender inequity in Health: Causes and Remedies
4. Improving the health of workers in the new economy
5. Expenditure on Public Health in India

**Essential Readings:**

Baum F. (2008) *The New Public Health* (3rd ed.). South Melbourne: Oxford University Press.

Klinoubol. K. (1999) *Public Health development and Administration. Deep & Deep Publications*, New Delhi.

Lee, L. M. (2010). *Principles and Practice of Public Health Surveillance*. Baltimore: John Hopkins University Press.

Porter, D. (1999). *Health, Civilization and the State: A History of Public Health from Ancient to Modern Times*.

Pramukh. K. E. R. (2009). *Health, illness and healing: Themes and issues in Medical Anthropology*. New Delhi: Serials Publications,

Scambler, G.(2012).*Contemporary Theorists for Medical Sociology*.New York:Routledge.

Scambler. G. (2002). *Health and social change; A critical theory*. Buckingham: Open University Press.

Wainwright. (2008). D. *A Sociology of Health*. London; Sage Publications.

**Recommended Readings:**

Harold J C. et.al. (2009). *History of the Social Determinants of Health*. Hyderabad: Orient Black Swan.

Palit, C. (2005). *History of Medicine in India*. New Delhi: Kalpaz Publications.

Sodani P R. (2010). *Managing Quality in Health Care*. Jaipur: Rawat Publications.

**COURSE CODE :MSA 434 B / SEMESTER IV**

**COURSE NAME : SOCIOLOGY OF MEDIA**

**TOTAL HRS : 60 HOURS**

***Course Description:** This paper introduces the students to the sociological interpretation of the media which they encounter every step of their way. This paper will begin with an overview of what constitutes media and a brief history which will be followed by an analysis of popular culture and ideology and its intersection with the media which will include debates on the rise of global media. The paper will culminate in a study on the media's impact on Indian society such as through the portrayals of the minorities by the media.*

***Course Learning Outcome :** The course would introduce students to the different types of media. They would be introduced to new methodologies in the context of globalization. It would enable students to identify connections between media practical work and the broader analysis of the workings of media in society provided by the programme.*

**Unit I – Introduction to Sociology of Media**

**5 Hours**

*Level of Knowledge : Basic/ Conceptual*

**Description :**

1. Introducing Sociology of Media and Communication
2. Concepts: Mass Media, New Media (ICTs), Mass Culture and Popular Culture

**Unit II – Theories Related To Media and Popular Culture**

**20 Hours**

*Level of Knowledge : Conceptual / Analytical*

**Description :**

1. Theories of Mass Media and Communication: U&G, Effects studies, Cultural Studies to Reception Analysis
2. Theories of media and popular culture: Marxism, Structuralism, Post-structuralism, Modernism, Post-modernism,
3. The feminist media studies

**Unit III – Television Studies**

**10 Hours**

*Level of Knowledge : Descriptive*

**Description :**

1. Audience and meaning construction
2. Changing Identities and Emerging Conflicts

**Unit IV – Youth Subculture**

**10 Hours**

*Level of Knowledge : Analytical*

**Description :**

1. Globalization,
2. Localization,
3. Glocalization: Music Video, Shopping Mall

**Unit V– Popular Cinema, Popular Literature and Gender**

**15 Hours**

*Level of Knowledge : Complex*

**Description :**

1. Utopia & dystopia
2. constructing national culture
3. Popular Literature: Reading Romance Novels
4. Gendered Responses

**Essential Readings**

Adorno and Horkheimer. (1993). ‘The Culture Industry’ in Simon During (ed.) *The Cultural Studies Reader*. London and New York: Routledge, pp. 41-60.

Ang, Ien. (1985). *Watching Dallas: soap opera and the melodramatic imagination*. London and New York: Routledge.

Ang, Ien. & Seiter Joke Hermes. (1991). ‘Gender and/in Media Consumption’ in James Curran and Michael Gurevitch (ed.) *Media, Culture and Society*. London, New York, Sydney and Auckland: Edward Arnold Press, pp. 307-328.

During, S. (1993). *The Cultural Studies Reader*. London and New York: Routledge.

- Hall, S. (1993). 'Encoding/ Decoding', in Simon During (ed.) *The Cultural Studies Reader*. London and New York: Routledge, pp. 90-105.
- Modleski, T. (1984). 'Search for Tomorrow in Today's Soap Opera', in P. Marris and S.Thornham (ed.) *Media Studies: a Reader*. New York: New York University Press, pp-583-595.
- Monteiro, A and K.P. Jayasankar. (2000). 'Between the Normal and the Imaginary: The Spectator-Self, the Other and Satellite Television in India', in Ingunn Hagen and Janet Wasko (ed.) *Consuming Audience? Production and Reception*. Cresskill, New Jersey: Hampton Press Inc, pp.
- Monteiro, A. (1998). 'Official television and unofficial fabrications of the self: The Spectator as Subject' in Ashis Nandy (ed.) *The Secret Politics of Our Desires: Innocence, Culpability and Indian Popular Cinema*. New Delhi: Oxford, pp.157-207.
- Punwani, J. (1988). 'The portrayal of women on Indian television', in Rehana Ghadially (ed.) *Women in Indian society*. New Delhi: Sage Publication, pp. 224-232.
- Radway, J. (1984). *Reading the Romance*. Chapel Hill: University of North Carolina Press.
- Srinivas, S.V. (2003). 'Film Culture, Politics and Industry', in *Seminar* 525, pp. 47-51.
- Story, J. (1993). *An Introductory Guide to Cultural Theory and Popular Culture*. Athens: University of Georgia Press.
- Uberoi, P. (1994). *Family, Kinship and Marriage in India*. Delhi, Bombay, Calcutta, Madras: Oxford University Press.
- Uberoi, P. (1997). 'Dharma and Desire, Freedom and Destiny: Rescripting the Man-Woman Relationship in Popular Hindi Cinema', in Meenakshi Thapan (ed.) *Embodiment: Essays on Gender and Identity*. New Delhi: Oxford University Press, pp. 145-171.
- Uberoi, P. (2001). 'Imagining the Family: An Ethnography of viewing *Hum Aapke Hain Kaun...*' in Rachel Dwyer and Christopher Pinney (ed.) *Pleasure and the Nation: The History, Politics and Consumption of Public Culture in India*. UK: Oxford University Press.

### **Recommended Readings**

- Mankekar, P. (1999). *Screening Culture, Viewing Politics*. New Delhi: Oxford University Press.

Mattelart, M. (1986). 'Women and the Cultural Industry', in Richard Collins et. al. (ed.) *Media, Culture and Society: A Critical Reader*. London, Beverly Hills, Newbury Park, New Delhi: Sage Publication, pp. 63-81.

McQuail, D. (1987). *Mass Communication Theory: An Introduction*. London, Newbury Park, Beverly Hills, and New Delhi: Sage Publications.

**Visual Texts :**

Dutt, G., Alvi, A., (1962), *Sahib Bibi Aur Ghulam*, [Motion Picture], India.

Johanna Blakley: Social media and the end of gender (2011)

Kavithalayaa Productions Pyramid, Mani Ratnam, (August 15, 1992), *Roja* [Motion Picture], India.

Khan, A. & Khan, M., Gowariker, A, (June 15, 2001), *Lagaan* [Motion Picture], India.

Rajshri Productions, Barjatya S.R. (August 5, 1994). *Hum Aapke Hain Koun..!* [Motion picture]. India.

TED Talks on Cultural Theories

**COURSE CODE : MSA 435/SEMESTER IV**

**COURSE NAME : DISSERTATION II**

**TOTAL HRS : 60 Hours**

The students are required conceptualize a research problem and prepare a synopsis. This synopsis must cover the entire research design including the statement of the Problem, review of literature and methodology. Students are expected to prepare the tools of data collection, carry out data collection, analyze the data and prepare the report in the form of a thesis. Students are to present the final report at an open seminar.

This paper will not have an examination but evaluation will take place through the assessment of the dissertation and the presentations made by the student during the Dissertation Colloquia.

## **CIA PATTERN**

### **PATTERN FOR CONTINUOUS INTERNAL ASSESSMENT (CIA)**

CIA constitutes a total of 50 percent for a four-credit paper. The distribution is as follows

CIA I - Mid semester Examination conducted for a total weightage of 25 marks

CIA II - CIA II carries 10 percent of the final grade and involves the adoption of any one or two of the following methods: written Assignment, Book/Article review, Exhibition, group presentations, symposium, group task, Individual seminars, Quiz, MOOCs and class test among other methods

CIA III - CIA III also carries 10 percent of the grade and involves the adoption of any one or two of the above said methods

Attendance - Attendance contributes 5 percent towards the final grade

The course teacher would decide the internal assessment methods to be adopted for a given semester and would incorporate them in the course plan for validation which will be circulated among the students in the beginning of each semester.

## **END SEMESTER EXAMINATION PATTERN**

### **QUESTION PAPER PATTERN FOR END SEMESTER EXAMINATION (ESE)**

ESE is conducted as a three hour paper which carries 50 per cent weightage. Examination is conducted out of 100 marks and later reduced to 50 marks.

#### **Section 1 Short Answer Questions**

**8 X 5=40**

This section will have a total of eight questions out of which five to be answered. Each question carries Eight marks and hence a total of 40 Marks. Attention will be paid to have at least two questions from each module of the syllabus. Students will be expected to answer these questions in not more than 200 words.

#### **Section II Essay Questions**

**15 X 4=60**

This section will have a total of six questions out of which four to be answered. Each question carries Fifteen marks and hence a total of 60 Marks. Attention will be paid to have at least one question from each module of the syllabus. Students will be expected to answer these questions in not more than 500 words.

**OR**

#### **5 Essays**

**20 x 5 = 100**

There will be a total of 8 questions of which any 5 have to be answered. Each question carries 20 marks.

**OR**

#### **Section 1 Essay Questions**

**10 x 5 = 50**

This section will have a total of seven questions out of which five to be answered. Each question carries TEN marks and hence a total of 50Marks. This section will have smaller essay questions, with a little of analyses and concepts.

**Section II Essay Questions**

**15 x 2=30**

This section will have a total of three questions out of which two to be answered. Each question carries Fifteen marks and hence a total of 30 Marks. This section will have slightly difficult analytical questions.

**Section III Compulsory Question**

**20 x 1 =20**

This section will be a compulsory question as this is an application based syllabus the questions in this section will be application based questions on either case studies or live scenarios

## **MID-SEMESTER EXAMINATION PATTERN**

### **QUESTION PAPER PATTERN FOR MID SEMESTER EXAMINATION (MSE)**

MSE is carried out as a two-hour paper, carrying 25 marks and examination is conducted out of 50 marks and later reduced to 25 marks

#### **Section 1 Short Answer Questions 5 x 4=20**

This section will have a total of six questions out of which four to be answered. Each question carries Five marks and hence a total of 20 Marks. Attention will be paid to have at least two questions from each module of the syllabus. Students will be expected to answer these questions in not more than 200 words.

#### **Section II Essay Questions 15 x 2=30**

This section will have a total of four questions out of which Two to be answered. Each question carries Fifteen marks and hence a total of 30 Marks. Attention will be paid to have at least one question from each module of the syllabus. Students will be expected to answer these questions in not more than 500 words.

OR

#### **Section 1 Essay Questions 10 x 2 = 20**

This section will have a total of three questions out of which two to be answered. Each question carries TEN marks and hence a total of 20Marks. This section will have smaller essay questions, with a little of analyses and concepts.

#### **Section II Essay Questions 15 x 1=15**

This section will have a total of two questions out of which one to be answered. Each question carries Fifteen marks and hence a total of 15 Marks. This section will have slightly difficult analytical questions.

#### **Section III Compulsory Question 15 x 1 =15**

This section will be a compulsory question as this is an application based syllabus the questions in this section will be application based questions on either case studies or live scenarios.

## **BOARD OF EXAMINERS**

Dr. Y. Narayan Chetty  
Professor  
Department of Sociology  
Bangalore University  
Jnana Bharathi Campus, Bangalore – 560 056

Dr. Sudeshna Mukherjee  
Department of Women's Studies  
Bangalore University  
Jnana Bharathi Campus, Bangalore – 560 056

Dr. Rajesh  
Senior Lecturer  
Department of Sociology  
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