

# **M.A. Sociology (Online Programme)**

## **Scheme and Syllabus**



**School of Distance Education  
Andhra University, Visakhapatnam, Andhra Pradesh**

<b>Sl.No.</b>	<b>Paper</b>	<b>M.A. Sociology - Previous</b>
1	Paper – I	Social Structure and Change
2	Paper – II	Social Research and Statistics
3	Paper – III	Sociological Theory
4	Paper – IV	Indian Society
5	Paper V	Society, Ecology and Environment

<b>Sl.No.</b>	<b>Code No.</b>	<b>M.A. Sociology - Final</b>
1	Paper – V	Paper – V: Rural Sociology & Development
2	Paper VI	Paper – VI: Urban Sociology & Development
3	Paper – VII	Paper – VII (A): Society & Education
4	Paper – VIII	Paper – VIII: Gender Studies
5	Paper – IX	Paper – IX: Optional – I: Criminology
6	Paper – IX	Paper – IX: Optional – II: Social Demography

## **M.A. Sociology (Online Programme)**

### **Programme Outcomes :**

Online Classes are the new modes of learning which have brought about a revolution in the education system. In the view Andhra University School of distance had an agreement with Talentedge Education Ventures Pvt. Ltd. with respect to offering Technology and services to students of online Programme in the year May 18<sup>th</sup> 2022. Till date.

### **About online Programme**

1. We introduce our self as an innovative Educational Institution with expertise in the field of providing quality Education; in various stream like B.Com Accountancy, M.A. Sociology and other Professional courses.
2. Andhra University School of Distance Education is one of the premise institution in India with largest network of students. Through its modern approach of distance learning, it believes in overall development of every individual to enables them for social as well as corporative responsibilities.
3. School of Distance Education offers excellent educations online courses in various streams with flexibility of time economical and best suited for New job/ Promotion/Working Professionals.

### **4. Learning Pedagogy**

To impart a Comprehensive knowledge with society as a perspective knowledge with society a perspective for improving social life

### **5. Enhanced Career Opportunities**

Demonstrate Competency in Social Environment for unity in country

### **6. Experienced Faculty & Experts**

To demonstrate an understanding of importance and relevance of multicultural & diversity issues in social environment.

### **7. Live Session**

- a) The faculty from the university would conduct the said live session and the students would join through the LMS
- b) The students should refer the calendar for Scheduled live session in their respective LMS
- c) Every Subject would have 12 discussion forms. The said discussion forum would be Scheduled within the learning period available for the students. Students refer the calendar for discussion forum.
- d) The Program structure & delivery is designed keeping the work-life routine of professional in mind.
- e) Eligibility to study as per their comfort is convenience added advantage for the working professions to pursue their education along with a full time job.
- f) With live interactive lectures the learner can interact with their professors & fellow learners.
- g) All the learning resources are provided through our LMS which makes it available 24/7.

h) The motive of the program M.A. (Sociology) is to improve human wellbeing towards:

- Providing assistance in our country's unity
- Provide insights in solving social problems and challenges.
- Understanding the Social Structure aimed at research along with statistical approach for well being.

M.A.(Sociology) would provide a sense of understanding to a social worker towards achieving a systematic way of studying the forms of social organizations and its patterns within the social life.

## **M.A (PREVIOUS) SOCIOLOGY SYLLABUS**

### **PAPER-I:SOCIAL STRUCTURE AND CHANGE**

#### **Course outcomes**

1. This paper gives the students an understanding of the basic principles of Sociology as an academic discipline.
2. To analyze the ways in which people interact and function in groups.
3. It provides a basic knowledge on the fundamental aspects of the important social institutions.
4. This unit highlights the scope and subject matter of sociology.
5. Students will learn about the society, structures and functions of the society. Students will learn about roles, status, norms and values and cultural diaspora.
6. Students learn about the concepts of social disorganization, deviance, anomie and alienation.
7. Students will also learn about socialization and the institutionalization process.
8. Students learn about the concepts of social stratification, social mobility, Social inclusion and exclusion which are parts of social processes.
9. Highlights of this unit were the social evolution process, Social progress and social change.
10. Students will learn about factors affecting social change - social planning, social legislation and social change

## **SYLLABUS**

### **Unit-I**

Society : Definition – characteristics and functions of human society- Society-culture and environment

### **Unit-II**

Social structure : Elements of Social Structure- Norms, statuses, roles. power, authority, associations, institutions groups and community.

### **Unit –III**

Social Processes : Meaning and forms of social interactions associative and dissociative: Co-operations, competition, conflict and methods of accommodation and assimilation.

### **Unit –IV**

Social Differentiation – Principles of stratification, women and men, the family, city, country and suburb, status, class and caste, colour, creed-society and individual.

### **Unit – V**

Social disorganization and Social Control-Anomie, Alienation and Deviance, Means of social control-Various Techniques in social Control-Social Change and related concepts-Progress, Evolution and Change-Theories of Social Change, Factors attaching Social Change, Biological Cultural and Technological Factors, Concept of Culture-lag. Modernization-Basic Characteristics and spheres of Modernization, Phases of Modernization

## **PAPER-II: SOCIAL RESEARCH AND STATISTICS RESEARCH METHODOLOGY**

### **Course outcomes**

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. Students get familiarized with Data, analysis, tabulation and interpretation.
3. Describe sampling methods, measurement scales and instruments, and appropriate uses of each.
4. Students get familiarized with Data, analysis, tabulation and interpretation.
5. To familiarize students with application of statistical tools and techniques.
6. To introduce the Analysis of the data and Tabulation of the data to students.
7. To familiarize students with application of statistical tools and technique
8. To familiarize students with application of statistical tools and techniques like mean, median and mode, measures of deviation- correlation, regression etc
9. To familiarize students with application of statistical tools and techniques like Simple correlation, Rank Correlation and Chi-Square test of significance

## **SYLLABUS**

### **Unit - I**

Scientific Method : Its application to social, phenomena problems in its application. Theory, Fact and Hypothesis : Their nature and relationship- their operational definitions – values in Sociological Research.

## **Unit - II**

The Nature of social survey- planning of a survey, Errors in surveys-problems of Field Studies-pretest and pilot study. Nature and types of Research Designs.

## **Unit - III**

Population and sample : uses of sample – probability and non-probability Samples – Accidental and purposive Samples, Random. Stratified Random and Cluster Samples. Methods of Data Collection : Case study, Observation ,interview, Mailed Questionnaire-Validity and Reliability of the Data.

## **Unit - IV**

Measures of Central Tendency : Mean, Median and Mode, Measures of Dispersion : Mean Deviation and Standard Deviation and Coefficient of Variation.

Sample correction: Karl Pearson's Coefficient of Correlation – Correlation in grouped data, Perlman's Rank Correlation.

Association of Attributes : Chi-square Test and Yule's Coefficient of Association.

## **PAPER-III: SOCIOLOGICAL THEORY**

### **Course outcomes**

1. Highlights of this unit were Talcott parsons equilibrium model and his theories on social action.
2. Students will also learn about R.K.Merton's familiar concepts like Manifest and Latent Functions, Social Structure and Anomie. Students will get familiarized with Vilfredo Pareto and his concepts.
3. Students will learn about versatile thinker Max Weber in detail.
4. Students will also learn about the concepts like Religion, Social Action, Power, authority and bureaucracy. Student will learn about founding fathers of sociology i.e. Emile Durkheim and Karl Marx.
5. Students will dive into depths of the concepts like Religion, suicide and division of labour.
6. Students learn about the founding fathers of sociology.
7. Students will also learn about their contributions to sociology.To acquaint students with recent trends in Sociological thought.
8. This paper seeks to expose the students to the classical thinkers and their contribution in building theoretical sociology.

## **SYLLABUS**

### **Unit - I**

The concept of Sociology Sociological Perspective and the Nature of Sociological Theory.

Comte and Positivism, Hierarchy of Social Sciences and Social Progress.

Spencer on Evolutionary Doctrine and Organic Analogy.

### **Unit - II**

Durkheim on Social Solidarity, Division of Labour, Social Fact and Anomie.

Tonnies on Gemeinschaft and Gesellschaft. Karl Marx on Social Evolution, class Struggle and alienation.

### **Unit - III**

Max Weber on Social Action, Rationality, Interdependence of Religion and Economy. Legitimacy and Form of Authority Pareto on Social System and Dynamics, the Concept of Self, Looking Glass Self (Mead and Cooley) and Reference Group Behaviour.

### **Unit - IV**

Functionalism and its different shades : Sociological and Anthropological. Sorokin on Socio - Cultural Systems and Dynamics.

Parsons on Social Action, Social System and pattern Variables. Merton on Functional paradigm. Latent and Manifest Functions, Role-Set and Role-Conflict.

### **Unit - V**

The Conflict school and its main shades. C.W. Mills on Sociological Imagination and Problems of Grand Theory and abstracted Empiricism. Radha Kamal Mukherjee on social values.

## **PAPER-IV: INDIAN SOCIETY**

### **Course outcomes**

1. This paper presents a comprehensive and integrated profile
2. To gain a better understanding of past and present structure and continuity of society
3. Identify and analyze the problems in Indian society and suggest solutions from a sociological perspective.
4. Competency to develop sociological insights in understanding Indian society.
5. Competency in applying subaltern forms of Knowledge to understand the subaltern society in India.
6. Knowledge regarding the Contribution of Pioneers in Indian Sociology.
7. Ability to apply different theoretical approaches to study Indian society.
8. Knowledge regarding the Contribution of Pioneers in Indian Sociology.
9. Ability to apply different theoretical approaches to study Indian society.
10. Knowledge regarding applicability of theoretical frameworks in studying Indian society.

## **SYLLABUS**

### **Unit –I**

Hindus Social Organization - Its normative and Scriptural bases- Historical perspective on Indian Society-Composition of Indian Society - Racial, ethnic, religious - linguist and cultural groups.

### **Unit –II**

Contemporary Indian Society - Structural and change aspects in Varna, Caste, Kinship, Marriage, Family, Religion.

### **Unit –III**

Jajmani System - Feudal, Agrarian, Non-agrarian Economics and Mode of Production - Little and Great Traditions.

### **Unit –IV**

Social organization of Minorities with reference to Christians, Muslims and others Problems of Indian Society - Nationalism, Regionalism, Communalism and Linguistic Problems.

### **Unit -V**

Major Change Processes in Indian Society- Sanskritization. Westernization, Modernization and Secularization. Social Movements in Pre and Post- Independent India.

## **PAPER-V: SOCIETY,ECOLOGY AND ENVIRONMENT**

### **Course outcomes**

1. This paper aims to provide the students with a comprehensive conceptual, theoretical and empirical background of interaction between the Social world and Nature.
2. To explore the relationship between human society and the larger natural environment.
3. This unit highlights the history and development of Environmental sociology.
4. Students were made aware of the relationship between ecology and society.
5. This unit highlights the Classical and contemporary theories related to society, ecology and environment.
6. Students were made aware of the policies associated with the environment.
7. This unit highlights the impact of climate change and environmental degradation.
8. Students were made aware of social exclusion and the relationship between gender and environment.
9. Students were made aware of environmental hazards in India.
10. This unit highlights environmental management systems in India.



## **SYLLABUS**

### **Unit -I**

Significance of Ecology and environment studies in modernizing societies; concepts of ecology and environment, Branches of ecology, Plant, Animal and Human; Relationship between geology, habitat, environment and society in different types of societies.

### **Unit -II**

The nature of ecosystems : Climate, ecology, economy and culture; Ecology of population Future Human societies and their environmental concerns: Geographic distribution of population and their effects on environment.

### **Unit -III**

Impact of ecological imbalances, economic development, agriculture, urbanization and industrialization on environment. Nature and types of pollution: Air, Water, Land and soil, radiation, ozone depletions.

### **Unit -IV**

Awareness of environmental hazards in India, Environmental policy in India, .Environmental activism in India, Environmental Education; Environmental Law, machinery for pollution monitoring and control.

### **Unit -V**

Environmental management; Environmental problems and issues in south Asia; Land and Water management systems, Waste Land Development, Drought and Desert area development. Environmental Baseline, reconnaissance and impact studies; Environmental Impact: case studies; Environmental Information systems.

## **M.A SOCIOLOGY (FINAL)**

### **PAPER-VI: RURAL SOCIOLOGY AND DEVELOPMENT**

#### **Course outcomes**

1. This course is to help the students to understand the difference between urban and rural development.
2. To analyze 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.
4. To introduce the concepts of Agrarian and peasant social structure to students.
5. To familiarize students with thinkers and concepts associated with Family, caste, religion, habitat and settlement.
6. To introduce the concepts of Modes of production and Agrarian relation to students.
7. To familiarize students with thinkers and concepts associated with Agrarian legislation and rural social structure, rural poverty, emigration, landless labor.

8. The objective of the course is to familiarize students with the current issues and debates concerning development.
9. To introduce the concepts of Migration and Development; Industrial development; Urban development to students.

## **SYLLABUS**

### **Unit-I**

Rural sociology as a Science - Its field, scope and importance- village as a community-village community and peasant community, characteristics of village community. Peasant community as a part of society. Village types and modes of living. Approach to community studies (Papers and articles in journals).

### **Unit - II**

Agriculture in village organization-reciprocal interaction agriculture and village social structure. Rural Social Structure and agrarian classes and agrarian relations - Occupational Structure - Jajmani System. Inequality in Rural Communities- Dominant Power Elite- Rural Leadership Pattern. The applications of the above for development.

### **Unit - III**

Rural Urban Relationship - Urban relation of Village and Urban Impact of Towns on Villages (research surveys or case studies) Migration in Rural Areas and Impact of Migration on Rural Society. Tradition and Social Change in Rural India.

### **Unit - IV**

Development and Rural Development Brief History of Rural Development in India (Specifically regard Publication) Experiments and concomitants of Development. Experiences and Case Studies - Green Revolution - Constraints

### **Unit-V**

Recent Development Programmes Strategies for Rural Development-Landless Agricultural Labour-Small and Marginal Peasants-Infrastructure Communication - Transport Rural Roads - Power, Irrigation and Institutional Development.

## **PAPER-VII: URBAN SOCIOLOGY AND DEVELOPMENT**

### **Course outcomes**

1. The objective of the course is to familiarize students with the current issues and debates concerning development
2. To introduce the concepts of Migration and Development; Industrial development; Urban development to students.
3. This paper attempts to analyze the urban social world and its dynamics, various theoretical constructs concerning the patterning and growth of towns and cities

4. To understand the various theoretical approaches to urban development and apply them to different aspects of cities
5. To study historical, economic, and political trends that have affected the growth and development of cities.
6. To introduce the concepts of Community, urban and rural communities, Folk-urban continuum to students.
7. To familiarize students with thinkers and concepts like Urbanism as a way of life, types and characteristics of cities, urbanization and over-urbanization.
8. To introduce the concepts of Urbanization, Trends of Urbanization in India to students.
9. To familiarize students with thinkers and concepts like Migration and urbanization in India, components of urbanization.
10. To introduce the concepts of Sociological, functional and demographic characteristics of Indian cities to students.
11. To familiarize students with thinkers and concepts like Urban social organization, kinship and family, caste and class, formal groups and social mobility.
12. To introduce the concepts of Poverty, unemployment and nutrition, slums, housing and civic services and pollution.
13. To familiarize students with thinkers and concepts like urban health hazards-urban crime and violence, urban social movements.
14. To introduce the concepts of Urban administration, planning and development, National policy on urbanization to students.
15. To familiarize students with Critical evaluation of urban community development plans and programmes initiated in our country.

## **SYLLABUS**

### **Unit-I**

Concepts and Theories: Definition of Community – Physical and Social bases; differences between Urban and Rural Communities; Folk-Urban continuum; urbanism as a way of life; nature, types and characteristics of cities; urbanization and over-urbanization.

### **Unit-II**

Urbanization: Urbanization in developed and under developed countries. Urbanization in India: Sociological, Historical and Demographic Perspectives; Migration and Urbanization in India.

### **Unit-III**

Urban Structure with reference to India-Ecological, Morphological, Functional and Demographic characteristics of Cities; Urban Social Organization; Family, Kinship, Caste, Class, Religion and Politics; Formal Groups: Social Mobility; Study of Monographs of Vijayawada and Hyderabad.

### **Unit IV**

Problems of City: Poverty. Unemployment and nutrition, slums, housing and civil services, pollution and crime.

### **Unit-V**

Planning and Development: National Policies and Goals and Resource Allocation; Planned City Growth; Urban Community Development, Administrative and Legal Measures.

## **PAPER-VIII: SOCIETY AND EDUCATION**

### **Course outcomes**

1. This course introduces students to key perspectives and themes in the sociology of education.
2. Sociology of education studies education as an integral part of larger social systems and institutions, often with a critical view on the ways in which education is implicated in the relations of power and inequality that traverse these systems and institutions.
3. This unit highlights the importance of sociological approach to education.
4. Students were made aware of the determinants of educability.
5. This unit highlights the problems of education in India.
6. Students were made aware of the evaluation and assessment systems.
7. This unit highlights the characteristics of teaching.
8. Students were made aware of the experiments in education.
9. This unit highlights the history and development in India.
10. Students were made aware of the Education policies in India.
11. This unit highlights the impact of privatization and globalization in India.
12. Students were made aware of the changes in education after modernization.

## **SYLLABUS**

### **Unit-I**

Sociological approach to education; Education as a social system, education and social institutions. Social functions of education - education and socialization; education and social control. Determinants of educability - education and social stratification; education and culture.

### **Unit-II**

Democratization of educational opportunities; problems of education, quantitative expansion, qualitative deterioration, unbalance in education in terms of levels and in terms of general and technical education, wastage and stagnation: medium of instruction, examinations (evaluation and assessment system).

### **Unit - III**

Sociology of Teaching-Characteristics of Adolescents Generation Gap, Student Unrest.

## **Unit - IV**

History of Educational Development in India - Pre and Post-M Independence Period, Experiments in Education; Open School System, Public School System, Basic Education.

## **Unit-V**

Values and Ideology- National policy on Education, Social change and Education. Education and Modernization, Adult and Non-formal Education –the need, Process, principles involved. The concept of lifelong education.

# **PAPER-IX: GENDER STUDIES**

## **Course outcomes**

1. Understand historical and contemporary context in which women, queer, and gender non-conforming individuals have exercised their agency.
2. Analyze systemic and institutional strategies of exclusion and inclusion.
3. In this module students will learn about Gender concept in detail.
4. Define and Evaluate gender as a social construct.
5. Students will also learn about gender terminology
6. Demonstrate an understanding of gender as it intersects with sexuality, race, ethnicity, religion, class and other critical variables.
7. Analyze human interactions and social/political systems using a “gender lens”.

## **SYLLABUS**

### **Unit-I**

Nature and significance of Gender Studies - Gender Studies in India and the West - Theories regarding sex roles - Theoretical perspectives on gender inequality - Feminist politics and Epistemology.

### **Unit - II**

Status of women in India - Historical and contemporary overview- Social Reform movement and Women's Movement - Freedom Movement Eco-feminism as a movement - Women's Movement in the West.

### **Unit - III**

Women and Economy - Economic inequality - Productive and Reproductive, visible and invisible, paid and unpaid economic and non economic roles and their effects on women- Women in organized and unorganized sectors, Impact of technological development on Women.

### **Unit - IV**

Women and Education - Women in different levels of education - Educational problem of women alternatives to Formal School.

### **Unit V:**

Women and Development-Research methods in Gender Studies - Generational Studies - Oral History and historical studies. Modification of survey techniques – in-depth interview. Content analysis and case studies.

## **PAPER-X(A): CRIMINOLOGY**

### **Course outcomes**

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
4. This unit highlights the conceptual approaches to crime.
5. Students are made aware of penology, victimology and different types of crimes.
6. Students were made aware of various theories of punishment.
7. This unit highlights the programmes and reforms in prisons.
8. Acquiring knowledge on different perspectives on crime causation.

## **SYLLABUS**

### **Unit-I**

Criminology Penology - Legal and Sociological perspectives of Law enforcement agencies. Schools of Criminology Classical, positive, Biological, Psychological, Economics and Sociological and Sub-Cultural.

### **Unit-II**

Concepts and methods of Studying Crimes. Elements and Patterns of Crime and Criminals. Types of Crime with Special reference to India (Ex-Criminals Tribes, Dacoit, Robbery, Rape, Professional Crime and Female Crime).

### **Unit-III**

Theories of Punishment (Retribution, Deterrence, Reformation and their Limitations Methods of Punishment: Primitive: Corporal, Capital and Transportation.

### **Unit - IV**

Prison-Administration Services Activities; Borstal School, Senior and Junior Certified Schools, Probation, Parole, Remand Home and Open Prisons. Demography:

### **Unit-V**

Prevention –Scientific Approach: Correctional Administration. Various Agencies of Correctional Services and after Care Services in India.

## **PAPER-X(B): SOCIAL DEMOGRAPHY**

### **Course outcomes**

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 the impact of population , changing global scenario, awareness on population control devices and analyze prospects.
4. This unit highlights the nature, scope and importance of Social Demography.
5. Students were made aware of the Size and distribution of India's population.
6. This unit highlights the problems of Population explosion in India.
7. Students were made aware of the Malthusian theory on population.
8. Students were made aware of the components of population growth.
9. This unit highlights the conceptual and theoretical frameworks of Mortality and Migration.
10. Students were made aware of the Family planning programmes in our country.

Overall, the MA Sociology course through distance education aims to prepare students for careers in a wide range of fields, where they can apply sociological concepts and theories to analyze and solve social problems. The course provides students with a strong foundation in sociology, research methods, and critical thinking, which are highly valued by employers in many sectors.

## **SYLLABUS**

### **Unit-I**

Social Demography - Its Scope and Relation to Sociology - Important land marks in the development of demography as a Science.

Sources of Demographic Data - Census - Vital registration and National Sample Surveys.

### **Unit - II**

India's Population-Growth, Distribution-Composition-Problems of rapid population Growth in India.

### **Unit-III**

Important theories relating to population - Contribution of Malthus -Demographic transition theory and optimum population.

### **Unit-IV**

Components of population growth-Fertility-Mortality-Migration their conceptual and theoretical framework - Measures - Levels and trends.

### **Unit V**

Family Planning and Family Welfare - Human intervention versus Development approach to control population beyond Family Planning. Family Planning through five year plans India's Population Policy Role of Communication and extension education-Diffusion and stages of adoption - Role of incentives - Population Education - Problems and Prospectus of Family Planning Programme.