Scheme and Syllabus for the First Degree Programme under the Choice Based Credit and Semester System (C B C S) in Affiliated Colleges 2014

SOCIOLOGY

UNIVERSITY OF KERALA
2014

SEM. NO	COURSE NUMBER	COURSE TITLE	INSTR HRS	NUMBER OF CREDIT
I	1 1 1 1	Language Course I (English-I)	5	4
	1 1 1 2	Language Course II(Addl.Language	4	3
	1 1 2 3	Foundation Course I	4	2
	SG 1 1 4 4	Core I- Introduction to Social Sciences	6	4
	SG 1 1 3 5	Complementary I- Introduction to Sociology	3	2
	1 1 3 6	Complementary II …………………..	3	2
		Total	25	17
II	1 2 1 1	Language Course III (English II)	5	4
	1 2 1 2	Language Course IV (English III)	4	3
	1 2 1 3	Language CourseV (Addl.LanguageII)	4	3
	SG 1 2 4 4	Core II – understanding Indian Society	6	4
	SG 1 2 3 5	Complementary III – Political Sociology	3	3
	1 2 3 6	Complementary IV …………………	3	3
		Total	25	20
III	1 3 1 1	Language Course VI (English IV)	5	4
	1 3 1 2	Language Course VII (Addl. Lan III)	5	4
	SG 1 3 2 3	Foundation Course II (Informatics)	4	3
	SG 1 3 4 4	Core III – Sociological Theory	5	4
	SG 1 3 3 5	Complementary V- Social Gerontology	3	3
	1 3 3 6	Complementary VI ………………….	3	3
		Total	25	21

IV		1 4 1 1	Language Course VIII (English V)	5	4
		1 4 1 2	Language Course IX (Addl.Lan.IV)	5	4
	SG	1 4 4 3	Core 4- Research Methodology	5	4
	SG	1 4 4 4	Core 5 – Social Psychology	4	3
	SG	1 4 3 5	Complementary VII -Women and Society	3	3
		1 4 3 6	Complementary VIII ……………	3	3
			Total	25	21
V	SG	1 5 4 1	Core 6- Structure & transformation of Kerala society	4	4
	SG	1 5 4 2	Core 7 Sociology of Development	3	2
	SG	1 5 4 3	Core 8 – Gender and Society	4	4
	SG	1 5 4 4.1	Core 9 – Rural Development/		
	SG	1 5 4 1.2	NGO & Social interventions	4	4
	SG	1 5 4 5.1	Core 10 Social Anthropology/		
	SG	1 5 4 5.2	Urban Sociology	4	4
	SG	1 5 5 1.1	Open I- Life Skill Education/	3	2
	SG	1 5 5 1.2	Mass communication & Society		
	SG	1 6 4 5	Project Work	3	
			Total	25	20
VI	SG	1 6 4 1	Core 11 – Environmental Sociology	5	4
	SG	1 6 4 2	Core 12.– Public Health & social Epidemiology	5	4
	SG	1 6 4 3.1	Core 13 Social Stratification /		
	SG	1 6 4 3.2	Social Welfare Administration	5	4
	SG	1 6 4 4.1	Core -14 Sociology of Education/		
	SG	1 6 4 4.2	Crime and society	4	3
	SG	1 6 6 1.1	Elective 1 Life Skill Development	3	2
	SG	1 6 6 1.2	Tourism and Society		
	SG	1 6 4 5	Project/ Dissertation	3	4
			Total	25	21
			Grand Total	**150**	**120**

Semester	I	Type of course	Core
Credit	4	Hrs/ Week	6

SG 1141 INTRODUCTION TO SOCIAL SCIENCES

Aim of the Course

The course intends to familiarize the students with the emergence of Social Sciences and Sociology as a discipline, key sociological concepts and the significance of sociology

Objectives:

- Develop an understanding of historical roots of Social Science
- To create an awareness on the various concepts of sociology
- To identify the relevance of Sociology as a discipline and its application

Unit I: Social Science and its Methods

Social science – Social world seen through the lens of science , Steps in scientific methods and its applications, The method of social science, Common sense in social sciences Objectivity – Problem of objectivity in Social Sciences.

Unit II : Historical Roots of Social Sciences and Sociology

Socio-Political Background of Sociology-Period of Renaissance, Enlightenment, from philosophy to social science, Basic epistemology of Social Sciences. Emergence of Sociology as a Discipline. Sociology and its relation with other sciences- Anthropology, Economics, Political Science, History, Psychology and Law

Unit III: Introduction to Sociology
Sociology – definition, aims, subject matter and scope. Basic concepts Society, Community, Association, Institutions, Social groups, Status and role, Culture, Social control, Social change, Structure and function, Norms and values.

Unit IV: Significance of Sociology in contemporary society
Applied Sociology. Sociology and social problems. Sociology and social policy sociology and development, Public Sociology

Student activity: Students should be asked to prepare postured using any of Sociological concepts that can be used effectively for understanding society or for analyzing social problems.

Pedagogy:
While introducing sociology as a social science emphasis should be laid on the distinctiveness of its perspective rather than on its substantive themes of study. For effective teaching and meaningful learning, illustrations may be drawn from relevant empirical studies. Throughout the course, conscious effort should be made to drive home the relevance and significance of sociology for understanding society and in attempting to solve its problems.

Essential Readings
- Harlambos, M, Sociology: Themes and Perspectives; Oxford University Press, 1980
- Bottomore, T.B. Sociology: A Guide to Problems and Literature; Blackie and Sons India Ltd; 1971
- Davis, K. Human Society; Surjeet Publications, India; 2000
- Mac Iver and Page Society: An Introductory Analysis ; Mac Millan India Ltd. , New Delhi
- Hunt, Elgin "Social Science and its Methods" in Social science an introduction to the study of society, Allyn and Bacon, 2008
- Perry John " through the Lens of sciences" in Contemporary Society ; An introduction to Social Sciences, Allyn and Bacon, 2009
- Sujata Patel et al (ed), Thinking Social Science in India, Sage , New Delhi 2002
- Inkeless, Alex: What is sociology? New Delhi: Prentice Hall of India, 1987.
- Jayaram, N.: Introductory sociology. Madras: Macmillan India, 1988.
- Johnson, Harry M.: Sociology: A systematic introduction. New Delhi: Allied Publishers, 1995
- Micheal Burawoy , Public Sociology

Semester	**I**	**Type of course**	**Complementary**
Credit	**3**	**Hrs/ Week**	**3**

SG 1131 INTRODUCTION TO SOCIOLOGY

Aim of the Course

The course intends to familiarize the students with the emergence of Sociology as a discipline, key sociological concepts and social dynamics and processes in Society

Objectives
- To assist the students in identifying the Key concepts of Sociology
- To make the students understand the origin and development of sociology
- To analyze the significance of social processes and social change

Module I Understanding Sociology

Definition, Nature and Scope of Sociology, Sociology as a Science, Relation of Sociology with other social sciences ,Development of Sociology as a discipline Sociology and Common sense, Development of Sociology in India.

Module II   Foundations of Society

Society, Community, Association, Organization, Institutions, Social Groups, Culture-Folkways, Mores, Values, Sub-culture, Social Structure and Function , Social system, Social process Associate and Dissociative , Socialization.

Module III   Social dynamics and Change

Social control-meaning and nature, methods and mechanisms, Social Deviance-basic types, Social Change-factors, Social development-approaches, Social Mobility-types, Social Problems in India

Student activity: *Students should be formed into groups and each group asked to prepare a concept map of the Sociological concepts.*

Pedagogy:
    While introducing sociology as a social science emphasis should be laid on the distinctiveness of its perspective rather than on its substantive themes of study. For effective teaching and meaningful learning, illustrations may be drawn from relevant empirical studies. Throughout the course, conscious effort should be made to drive home the relevance and significance of sociology for understanding society and in attempting to solve its problems.

Essential reading

- Johnson, Harry M, Sociology: A Systematic Introduction, Bombay, Allied Francis Publishers Ltd,
- Macionis John .J,2011,Sociology,New Delhi, Pearson Prentice Hall,
- Beteille, Andre,2002, Sociology-Essays on approach & Method, New Delhi, Oxford University Press
- Ogburn,William F,Nimcoff.M,1979,A Handbook of Sociology, New Delhi, Eurasia Publishing
- Bottomore,T,1987,Sociology: A Guide to Problems and Literature,London,Allen and Unwin
- Mac Iver. R.M and Charles. H, Page,2006, Society – An Introductory Analysis ,New Delhi, Mac Millan India Ltd
- Giddens Antony, 2006, Sociology, New York, Polity Press.
- Haralambos M, Harld.R M, 1994. Society-Themes and perspectives, New Delhi, Oxford University Press.

Semester   2   Type of course   Core
Credit   4   Hrs/ Week   6

SG 1241 UNDERSTANDING INDIAN SOCIETY

Aim of the Course
The course intends to conceptualize Indian society and understand the continuity between the present and the past of Indian society

OBJECTIVES:
- The course is aimed at conceptualising Indian society through presenting a comprehensive, integrated and empirically-based profile of Indian Society.
- The understand continuity between the present and the past structural make of Indian society.
- To understand different theoretical perspective on Indian society
- To analyze different social institutions in contemporary Indian society

MODULE I: The Structure and Composition of Indian Society: Communities: villages, towns, cities, rural-urban linkages, Caste through Ages in Indian society, Scheduled Castes, Scheduled Tribe ,Other Backward Castes and Minorities

MODULE II: Cultural and Ethnic Diversity: Historically-embedded diversities in respect of language, caste, religious beliefs and practices and cultural patterns.

Module III Theoretical perspectives on Indian society
Perspectives to the study of Indian society: Indological ,Structural, Marxist, Cultural, Subaltern and Civilizational

MODULE IV: Social Institutions in contemporary Indian society: Caste: brahminical and non-brahminical views, Caste and class linkages, Marriage: Inter religious dimensions, Religious pluralism and secularism,

Pedagogy:
The participation and involvement of students should be ensured through formal and informal discussions in the class room and field visits. They should be encouraged to write short essays on the local situation and local issues under the guidance of the teacher. Wherever possible, illustrations should be drawn from the local situation

Student activity: *Students should be asked to prepare a notice board in the class on any of the major challenges faced by the social institutions in India*

References:
- Ram Ahuja: Indian Social System. Rawat Publications, New Delhi.
- Patricia Uberoi (Ed) : Family, Kinship And Marriages in India. Oxford University Press, New Delhi.
- S. C. Dubey : Indian Society. National Book Trust, India, New Delhi.
- David Mandlebaum : Society in India. Popular Prakasan, Bombay.
- Victor S D' Souza : Inequality and its Perpetuation. Manohar Publications, New Delhi.
- Srinivas, M.N. 1976. *Nation-Building in Independent India*. Delhi: Oxford University
- Press.
- Beteille, A. 1981. *Backward Classes and the New Social Order.* Delhi: Oxford University Press.
- Srinivas, M.N. 1966. *Social Change in Modern India.* Bombay: Allied Publishers.
- Singh, Y. 1973. *Modernization of Indian Tradition.* Delhi: Thomson Press.

Semester	2	Type of course	Complementary
Credit	3	Hrs/ Week	3

SG 1231 POLITICAL SOCIOLOGY

Aim of the Course

The course intends to introduce and familiarize the students Political Sociology as a branch of Sociology and looking at Indian political scene in a sociological angle.

Objectives

- To understand critically the fields of political sociology
- To understand the role of political socialization
- To acquire knowledge about the current political scenario of India

Module I Introduction to Political Sociology

Definition Subject matter Importance and Distinctive approach of Political Sociology. Relationship of Sociology with Political Science

Module II Intellectual Context of Political Sociology

Marxian view of Elites. Pareto and Circulation of elites. Thorstein Veblen's Theory of the Leisure Class. C W Mill's Power elite. Marx Weber's Legitimacy, authority and Bureaucracy

Module III Political Socialization and Political Processes

Political socialization, Meaning, Types , Means and Determinants of Political participation ,Politicization of caste, Pressure groups ,Role of Pressure tactics, Communal organizations ,Role of Mass media. Public Opinion, Interrelation between Politics and Society, Politicization in Public life

Student activity: *Students should be asked to conduct a survey on the determinants of political participation among college students.*

References
- Dowse, R. E. & Hughes 1971   Political Sociology, New York, Basic Book.
- Horowitz, Irving L., 1972 , Foundation of Political Sociology, New York, Harper and Row.
- Runciman W. G. 1965 , Social Sciences and Political Theory, Cambridge University Press, London.
- Eisenstadt, S. N. (ED) 1971 – Political Sociology, New York, Basic Book,
- Kornhauser, W. 1971 – The Politics of Mass Society , Penguin.
- Kothari R. 1979 – Politics in India, Orient Longmans Ltd.
- Merton R. K. 1952 (ed) – Reader in Bureaucracy . Glenco The Free Press.
- Key V. O. 1964 – Politics, Parities and Pressure Groups, Crowell New York,.
- Harold A Gould, Politics and caste, Chanakya Publications
- R T Jingam, Text Book of Political Sociology, OUP
- Ali Asaraf & L N Sharma, Political Sociology, University Press Pvy Ltd, Hyderabad

Semester   III   Type of course   Core
Credit   4   Hrs/ Week   5

SG 1341 SOCIOLOGICAL THEORY

Aim of the course

The aim of the course is to make the student aware of the origin, development and foundations of Sociological theories.

Objectives

- to acquaint the students to the philosophical roots of sociological theory

- to familiarize the students to the various contexts that led to the emergence of sociology as a distinctive discipline

- to familiarize the classical contributions in sociological theories

MODULE I   Sociological Theorizing: Roots and Background

Transition from Social Philosophy to Sociology, French Revolution and formation of the modern state, industrial revolution and the rise of capitalism. Development of Scientific Spirit.

MODULE II   Origin 0f Sociology as a distinctive Discipline

Auguste Comte: Law of three stages and hierarchy of sciences, Positivism, Social Statics and social Dynamics. Herbert Spencer: Social Evolution, Social Darwinism, Organic Analogy

MODULE III   Theoretical Developments in Sociology

Karl Marx: Materialistic Conception of history, Class and class struggle. Emile Durkheim: Social fact, Social Solidarity, Suicide. Max Weber :Ideal types, Power and Authority, Protestant Ethic and Sprit of Capitalism

MODULE IV   Schools of Sociological Theory

Functionalism, Conflict school, Social interaction perspectives.

Student activity*: Students are to be formed into groups and each group should be assigned a posture preparation project on each theoretical perspective.*

Pedagogy:

The focus of this paper is on the substantive, theoretical and methodological issues which shaped the thinking of pioneering and classical sociologists and which continue to concern the practitioners of sociology today. Unless otherwise necessary to understand their contributions, the biographical details of the sociologists should be kept to the minimum

Essential Reading

- Aron, Raymond (1965), Main currents in Sociological Thought, Vol 1 London, Penguin
- Craib Ian (1997), Classical social Theory, Oxford University Press
- Ken Morrison (2006), Marx Durkheim, Weber , Sage Publications
- Bert n Adams and R A Sydie, Sociological Theory , Vistar Publications
- Nisbert (1967), The Sociological Tradition, London, Heinemann Educational Books Ltd
- George Ritzer, Sociological Theory, New York, Mc Graw Hill, 1993
- Turner , Jonathan (1995), The Structure of Sociological Theory, Jaipur , Rawat Publications
- Coser, Lewis (1996), Masters of Sociological Thought, Jaipur Rawat Publications
- Wallace and Alison (1995), Contemporary Sociological Theory
- Francis Abraham , An Introduction to Concepts and Theories, . New Delhi, Oxford University Press
- Abraham & Morgan, Sociological Thought. New Delhi, Macmillain India

Semester	**III**	**Type of course**	**Foundation course**
Credit	**3**	**Hrs/ Week**	**4**

SG 1321 SOCIAL INFORMATICS

Aim of the Course

To update and expand basic informatics skill and attitudes relevant to the emerging knowledge society and also to equip the students to effectively utilize the digital knowledge for their course

Objectives of the Course

- To review the basic concepts and functional knowledge in the field of informatics
- To review functional knowledge in a standard office package and popular utilities
- To create awareness about social issues and concerns in the use of digital technology
- To impart the skills to enable students to use digital knowledge resources in learning

Module I   Overview of Information Technology

Features of modern personal computer and peripheral. Computer Networks and Internet. Overview of operating systems and major application software

Module II Knowledge Skill for Higher Education

Internet as a knowledge repository. Academic search techniques. Creating cyber presence, case study of academic websites, open access initiates open access publishing methods. Introduction to use of IT in teaching, case study of educational software, academic services- INFLIBNET, NICNET, BRNET

MODULE II Social Informatics

Relevance of informatics in society: Social Cybernetics –meaning and Characteristics. Difference between IT, ICT's and ITES .Impact of IT on social interactions: e-groups, virtual communities and blogging. Impact of IT on language and culture, localization of issues, Digital divide, IT and Social Change-Internet, Mass media and Globalization, Corporatization of Knowledge.

MODULE IV Cyber Ethics and Cyber Security

Cyber ethics – Cyber crimes – Security – Privacy Issues – Cyber Laws – Cyber addictions – Information overload – Health Issues – Guidelines for Proper Usage of Computers and Internet – e-waste and Green computing - Cyber Security and Cyber Laws-Cyber legislations in India , Role of Cyber Cell.

Note: Expecting only the conceptual level understanding. No detailed account is needed. No Practical examinations

Student activity: Students are advised to create their cyber presence at least in creating web address blog or other activities.

Essential reading

- Pearson, Technology in Action
- Rajaraman V , Introduction to information Technology, Prentice Hall
- Alexis Leon & Mathew Leon, computers today, Leon Vikas
- Peter Notion, Introduction to Computers, Indian adapted edition
- George Perry, SAMS Teach Yourself Open office org, SAMS
- Alexis Leon & Mathew Leon, Fundamentals of Information Technology
- Armand Mathew, The Information Society, London Sage Publications
- Ajai S Gaur, Statistical methods for Practice and Research, New Delhi, response books
- Appleyard, R. ed. 1989. The impact of international migration on developing countries Paris:OECD,

- Barber, Bernard 1952. Science and the social order New York: Free Press.Sociology

Web resources

- www.fgcu.edu/support/office2000

- www.openofficeorg

Semester   3   Type of course   Complementary
Credit   3   Hrs/ Week   3

SG 1331 SOCIAL GERONTOLOGY

Aim

To introduce Social Gerontology and acquaint the students with the need for addressing the issues and familiarizes with the polices of elderly

Objectives

- to enable the students to understand the development of Social Gerontology

- to make aware about the theoretical perspective on ageing

- to familiarize the demographic profile of elderly

- to familiarize the major problems faced by the elderly and to make them aware of the various measures and policies of elderly

Module I   Social Gerontology

Emergence and scope of Gerontology. Historical perspective. Ageing process- Biological, Psychological and Sociological. Demographic Profile of Elderly. - Global, National and State level.

Module II.   Perspective on Ageing

Biological Theories – Wear and Tear Theory, Declining Energy theory and Mutation theory. Psychological theories- Theory of Loneliness and Theory of Isolation. Sociological Theories- Disengagement theory and Activity theory.

Module III Problem of Elderly   and Social support Mechanism

Physical, Psychological, Social and Economic problems, Schemes and Programmes of elderly, Institutional and Non institutional support

Student activity: Students are advised   to visit at least one old age home in their locality (Spend at least 5 hours) or conduct case studies of old age people relating to problems of aged and their social security measures

Essential Reading

- Ajay Kumar sahoo, Gavin and Irudaya Rajan (ed), (2009) Sociology of Ageing A Reader, Rawat Publications, New Delhi

- Sarah Harper,(2006), Ageing Societies: Myths, Challenges and Opportunities, Hodder Arnold, New Delhi

- Krishnanand Sanwal,(2008) Fundamentals of Gerontology, Akansha Publishing , New Delhi

- James M H and Robert F A (ed) (2003), Care of the aged: Bio medical ethics reviews , Human Press Totowa.

- John B & Shelin (ed), (2003), Ageing in society , sage New Delhi

- Leslie M and Suzanne K (2001), Ageing the social context, Pine Forge Press, New Delhi.

- Micheal R R (1991), Evolutionary Biology of Age, OUP , New York

- Phoebe S L & Irudaya Rajan (ed)(2005), an Ageing India , Perspective, Prospects and   Policies, Rawat publications, New Delhi

- Bose A B (2006), Social Security for the old : Myth and Reality, Concept Publishing Company, New Delhi

- Harry R M , (1994), Ageing : Concepts and Controversies, Pine Forge Press , New Delhi

Semester	4	Type of course	Core
Credit	4	Hrs/ Week	5

SG 1441 RESEARCH METHODOLOGY

Aim

The aim of the course is to make the students aware of the social research

methods

Objectives

- To provide an understanding of the fundamentals of social research and its applications
- To understand the scientific nature of research and various steps involved in it.
- To understand the various tools, techniques and methods of data collection
- To understand the role of statistics in Social research

Module I Fundamentals of Social Research

Social Science Research – Meaning and purpose, Types of research –Pure, applied and action research, Difference between Methodology and Methods, Scientific method Challenges in Social Research-subjectivity and objectivity, Ethical Issues in Social Research

Module II Methods & Techniques in Quantitative and Qualitative Research

Qualitative Research- Ethnography and Participant Observation, Structured and Unstructured interviews, Focus Group Discussions, Case Studies and Oral Narratives
Quantitative research –Social Survey

Module III Steps in Social Research

Formulation of research problem-steps, Literature Review , Objectives, Concepts, variables, Formulation of Hypothesis, Research Design-types, Data Collection-Types of Data - Primary and Secondary. Tools of Primary data collection – Questionnaire, Interview Schedule Methods-Sampling and Census, Data Analysis, Report Writing.

Module IV Role of Statistics in Social Research

Definition, Nature, and Scope of Statistics, Use of Statistical methods in Social Research, Limitations of Statistics, Classification and Tabulation of data, Diagrammatic and Graphical Representations, Context of using Measures of Central Tendencies and Measures of Dispersion.

Student activity: Students shall be asked to prepare a model project proposal following the different steps in social research and review at least two research reports based on its research methodology

Pedagogy

The purpose of the course is to train students as good researches and investigators. The uses of techniques and methods have to be understood along with the perspective that governs research. An effort should be made to distinguish between techniques and methods.

Essential Readings

- Ahuja, Ram (2006), Research Methods, New Delhi Rawat Publications,
- Clarie,S. Marie Jahoda, Mortion Deutsch and Stuart W Cooke, (1962) , Research Methods in Social sciences, New York, Molt, Reinchart and Whinstone
- Kerlington, F N (1983) , Foundation of Behaviour Research, New Delhi, Surjeet Publications
- Godde, WJ & Hatt, P K (1981), Methods in Social Research, New York, Mc Graw Hill
- Bajpai S R , (1967)of social Survey and research , George Allen and Unwin
- Bryman, Alan. 1988. Quality and Quantity in Social Research. London: Unwin Hyman.
- Garrett, Henry. 1981. Statistics in Psychology and Education. David Mckay. Indian Publication – Mrs.A.F. Sheikh For Vakils, Bombay, Tenth Reprint.
- Jayaram, N. 1989. Sociology: Methods and Theory. Madras: MacMillian.
- Kothari, C.R. 1989. Research Methodology: Methods and Techniques, Bangalore, Wiley Eastern.
- Punch, Keith. 1996. Introduction to Social Research. London: Sage.

Semester   4   Type of course   Core
Credit   3   Hrs/ Week   4

SG 1442 SOCIAL PSYCHOLOGY

Aim :- the aim of the course is to introduce nature, methods an concepts in social psychology

Objectives
- To provide an understanding of basic concepts in social psychology
- To provide basic understanding on social behavior
- To provide basic understanding on personality and its relation with social system

MODULE 1: Nature of Social Psychology

Nature, subject matter and scope of Social Psychology. Methods of Studying Social Psychology and its importance. Relationship of social psychology with Sociology and Psychology

Module II   Group behaviour

Social Group **-** characteristics importance and types - Primary and Secondary& In group and Out group – Definition, characteristics and classifications of Crowd, Audience, Mob, Public Opinion, Prejudice, Rumour. characteristics, types and functions.

MODULE III: Personality and Social System

Personality – Meaning and types. Factors affecting personality – Biological, Psychological and Social- Personality traits, Freudian theory of personality

MODRLE IV : Leadership

Leadership: Meaning, characteristics, classification and types, functions of leadership

Essential Readings

- David Krech And Richard S Crutehfield :Theory And Problems Of Social Psychology
- David Krech And Richard S Crutehfield And Egerton L Ballachey: Individual And Society
- Kuppuswamy B :Elements Of Social Psychology
- Shaw M.E And Costanso P.R: Theories Of Social Psychology
- Sheriff M And Sherriff C.M: Social Psychology
- Lind Gren H.C: An Introduction To Social Psychology
- Cooper B Joseph And James L Mc Gaugh: Integrating Principles Of Social Psychology
- Douglas T Kenrick: Social Psychology
- Steven L Neuberg,Robert B Cialdini: Social Psychology Unraveling The Mystery
- Sharon S Brehm,Saul M Kassin, Steven Fein :Social Psychology

Semester	4	Type of course	Complementary
Credit	3	Hrs/ Week	3

SG 1431 WOMEN AND SOCIETY

Aim: - The aim of the paper is to introduce "Women studies" and analysis the conceptual and theoretical perspectives on women studies

Objectives:

- This paper intends to make students realize the significance of women's studies

- The paper aims to sensitize the students towards the broader social reality, women's struggles and aspirations.

Module I: Introduction to Women's Studies

Nature. Scope and objectives of women's studies in India. National Committees and Commissions for women, Women's movement in Post Independent India, Women's Studies- An International perspective

Module II: Concepts and Theoretical perspectives

Social construction of Gender, Gender and Sex, Gendering, Patriarchy Liberal feminism-Rationality, Freedom, Marxist feminism-Production, reproduction, Class, Alienation, Radical Feminism-gender, patriarchy, reproductive Technology, Socialist feminism-Class and gender, Division of Labor, Exploitation

Module III: Major Issues of women in contemporary India

Issues Related to Female children: Female foeticide, Female Infanticide, child marriage, Issues Related to Women: Dowry, Divorce, Widowhood, Commercial sex workers, Domestic violence, problems of Elderly and single women, Issues Related to marginalized Women: Problems of *Dalit* and Tribal Women; *Devadasis-*discrimination and exploitation in the name of tradition.Problems of Women prisoners, Women living with HIV/AIDS and women who are physically and mentally challenged.

Pedagogy

Gender is a category of social analysis and is not just a women's question. It should be treated as a participatory movement to make the world a better place to live in. It should be emphasized that feminism is about power as there are other discourses on power. Examples from the Indian context should be given from all religious communities, regions, cultures and classes to highlight the position of women under them and also to focus on diversity and difference.

Student activity: Prepare a research paper with the help of Content analysis on violence against women and children

Essential Readings:

- S.Jackson & Jones (Ed).Contemporary Feminist Theories, Edinburgh: Univ Press. 1998.

- Veena Majumdar, Emergence of women's question in India & the Role of Women"s Studies, CWDS Occasional Paper-7. 1985.

- Kamla Vasin, Patriarchy.New Delhi:Kali for Women,1994.

- Tong.R, Feminist Thought, Sydney. Unwin, 1989.

- Engendering Development. A Co-publication of Oxford Univ Press & World Bank. 2002.

- Radha Kumar, History of Doing, Kali For Women, 1998.

- Neera Desai and M Krishnaraj, Women and Society in India.

- Centre for Women"s Development, Shifting Sands: Women"s Lives and Globalization, Calcutta, Stree, 2003.

- Davis, Kathy. Handbook of Gender and Women's Studies.2006.

- Misra, Kamal K. Recent Studies on Indian Women. New Delhi: Rawat Publications, 2007

Semester	5	Type of course	Core
Credit	4	Hrs/ Week	5

SG 1541 STRUCTURE AND TRANSFORMATION OF KERALA SOCIETY

Aim :- the aim of the course is to analyze the structure and transformation of Kerala society in a sociological angle

Objectives
- To assist the students in recollecting the social and cultural history of Kerala society
- To familiarize the students the major social transformation in Kerala and its implications in present society
- To sensitize the students on necessity of sociological imagination of various problems of Kerala

MODULE I. Antecedents of Kerala Society: Society and culture in Sangam, post Sangam and in 11th century, Impact of Portuguese, Dutch and British rule on Kerala society and culture.

Module II Salient Social Institutions :Structural and functional changes in Family(Tharavad), Marriage(Thalikettukalyanam), Kinship(Matrileny), Economy (Land reforms), Polity(Civic rights movements) and Religion(Religious harmony)

Module III Social transformation in Kerala : Caste as a social evil, Anti-caste and anti untouchability movements - Sree Narayana Guru, Ayyankali. Vaikom and Guruvayoor Sathyagraha, Temple entry Proclamation .Land transfers and Socio economic impact Agrarian reforms in pre and post independence period

MODULE IV. Contemporary Kerala Society: Demographic transition, Environmental issues, Becoming a consumer state, Marginalized sections and struggles for land, Violence against women. Issues relating to migrant labour

Pedagogy:- while analyzing Kerala society emphasis should e laid on to assist the students in recollecting the social and cultural history of Kerala society in a sociological angle. For effective teaching and meaningful leaning illustrations may be drawn from relevant empirical studies, novels and cinema. To familiarize the students the major social transformation in Kerala and its implications in present society, the articles written in academic journals and popular Malayalam journals can be used

Student activity: - The students should be asked to bring out at least one contemporary social issue in Kerala and its causes and consequences in the form of a seminar paper or assignment

References:

- J.V. Vilanilam. 2012. Introduction to Kerala Studies. New Jersey: IISAC.
- Swpna Mukhopadhayay. 2007. The Enigma of Kerala Women. New Delhi: Social Science Press.
- M.A Ommen. 1999. Rethinking Development. New Delhi: Concept Publishing company.
- Joseph Tharamangalam. 2006. Kerala: the paradoxes of public action and development. New Delhi: Orient Longman.
- K.K. Kochu. 2012. Kerala charithram samooha roopikaranavum
- P.K. Gopal Krishnan.2008. keralathinte samskaarika charithram.
- Elamkulam kunjanpillai. 2005. Thiranjedutha krithikal. Kerala University
- Kerala Development Report,2005,State Planning Board,Thiruvanathapuram
- Kujan Pillai,Elamkulam.P.N,1970, Studies in Kerala History, Thiruvanathapuram
- Menon, Padmanabha, K.P. 1933, *History of Kerala*, Vol III, Ernakulam,Cochin Government Press.
- Menon, Sreedhara,A. 2008 (Revised edition). *A Survey of Kerala History*, Kottayam, DC Books,
- T C Varghese, Agrarian change and economic consequenes of land tenure in Kerala 1850-1960. Delhi Allied Publications
- Panickar,K.M, 1965, *A History of Kerala*, Madras, Commercial Printing and Publishing House,
- Narayanan, M.G.S. 1972.*Cultural Symbiosis in Kerala*, Thiruvananthapuram, Kerala Historical Society,
- William, Logan, 1981. *Malabar*, Thiruvananthapuram,The Chaithram Publications,
- M AOmmen , Land reforms and socio economic change in Kerala , Christian Institute for the study of religion and society
- Saradamony , Emergence of a slave caste , peoples Publishing House
- MS Rao, Social Movements ans social Transformation : A study of two backward class movements in India, McMillan

Semester	5	**Type of course**	Core
Credit	2	**Hrs/ Week**	3

SG 1542 SOCIOLOGY OF DEVELOPMENT

Aim of the Course

The course intends to expose the students of the development processes going on in the global context and its implications in developing countries

Objectives
- To provide conceptual understanding of social development
- To introduce some of the theories of development
- To familiarize the Global Scenario of Development
- To assess the impact of Development on Social Institutions and Groups

Module I   Concepts of Development

Social Change, Progress, Social Development, Economic Development, Human Development, Sustainable Development. Participatory development. Growth Vs Development

Module II   Theories of Development

Dependency Theory – Immanuel Wallenstein, Alternative world view – Schumacher. Gandhian Development Model

Module III   Global Scenario of Development

Global inequalities in Development – Developed and Underdeveloped Nations. Colonialism and emergence of World Capitalism. Role of WTO, ,World Bank, ,. Consequences of Capitalistic Development in the third world countries.

Student activity: Based on latest Human Development Report(UNDP) compare the development indicators of any ten countries including India . Find out reason for development and underdevelopment in these countires based on development theories and models

Essential reading

- Amin Samir. 1979. *Unequal Development.* New Delhi: OUP

- Appadurai Arjun. 1997. *Modernity at Large: Cultural Dimensions of Globalization.* New Delhi: OUP

- Dasgupta Biplab. 2005. *Globalization. India's Adjustment Experience.* New Delhi: Sage.

- Dereze Jean and Sen Amartya. 1996. *India: Economic Development and Social Opportunity.* New Delhi: OUP.

- Haq Mahbub UL. 1991. *Reflections on Human Development.* New Delhi: OUP

- Hoogvelt Ankie. 1998. *The Sociology of Development.* London: Macmillan.

- Koshy Ninan (ed). 2002. *Globalization. The Imperial Thrust of Modernity.* Mumbai: Vikas Adhyayan Kendra.

- Moore Wilbert and Robert Cook. 1967. *Social Change.* New Delhi: Prentice-Hall (India)

- Navdanya. 2007. *Corporate Hijack of Land.* New Delhi: Navdanya.

- Preston P.W. 1996. *Development Theory: An Introduction.* Blackwell: OUP

- Sharma SL. 1986. *Development: Socio-Cultural Dimensions.* Jaipur: Rawat.

- Sikdar Soumyn. 2002. *Contemporary Issues in Globalization.* New Delhi: OUP

- Srinivas M.N. 1966. *Social Change in Modern India.* Berkley: University of Berkley.

- Srivastava S.P. 1998. *The Development Debate.* Jaipur: Rawat Publications

- Sudan Falendra K. 2005. *Globalization and Liberalization. Nature and Consequences.* New Delhi: Serials Publications.

- UNDP. *2002. Human Development Report.* New York: OUP

- Wallerstein Immanual. 1974. *The Modern World System.* New York: OUP

- Thomas Isaac &b Richard W Franke , Local Development and Planning Leftword Books, New Delhi, 2000

Semester	5	Type of course	Core
Credit	4	Hrs/ Week	4

SG 1543 GENDER AND SOCIETY

Aim: The course will introduce to the students basic concepts in Gender, helps them in understanding the gender attributes and to increase their awareness of analyzing gender in various domains

Objectives
- To make the students familiar of the different concepts related to gender
- To increase the critical thinking skills by analyzing the gender attributes
- To understand the impact of development on Gender

Module I Understanding Gender

Social construction of Gender, Gender and Sex, Third Gender ,Gendering, Patriarchy, Gender Differences, Gender Inequality, Gender Bias, Gender Discrimination, Gender division of labour

Module II Theorising Gender

First and Second wave feminism, Third wave feminism, Post colonial feminism, Masculinities and Men's studies.

Module III Gender in Indian context

Gender and Work-feminization of labour , Gender and Family-Gender socialization , Gender and Caste-issues of dalit and tribal women , Gender and Politics-women in local bodies , Gender and media- Indecent Representation of women Act . 1986, Constitutional safeguards to women in India

Module IV Gender and Development, Gender Issues

Women in Development to Gender and Development, Gender budgeting, Violence against women, women trafficking, Gender justice practices in Kerala

Pedagogy

      Gender is a category of social analysis and is not just a women's question. It should be treated as a participatory movement to make the world a better place to live in. It should be emphasized that feminism is about power as there are other discourses on power. Examples from the Indian context should be given from all religious communities, regions, cultures and classes to highlight the position of women under them and also to focus on diversity and difference.

Student activity: Prepare a research paper with the help of Content analysis on violence against women and children or Preparation of group project on a gender justice model that can be followed in the state of Kerala.

References
- S.Jackson & Jones (Ed).Contemporary Feminist Theories, Edinburgh: Univ Press. 1998.
- Veena Majumdar, Emergence of women"s question in India & the Role of Women"s
- Studies, CWDS Occasional Paper-7. 1985.
- Kamla Vasin, Patriarchy.New Delhi:Kali for Women,1994.
- Tong.R, Feminist Thought, Sydney. Unwin, 1989.
- Engendering Development. A Co-publication of Oxford Univ Press & World Bank. 2002.
- Radha Kumar, History of Doing, Kali For Women, 1998.
- Neera Desai and M Krishnaraj, Women and Society in India.
- India, Government of India 1974, Towards Equality : Report of the Committee on the Status of Women.
- Ray,Kaka,2012,Handbook of Gender, New Delhi, Oxford
- Rao,Nitya,2008,Good women do not inherit land-Politics, Land and Gender in India,New Delhi, Social Science Press
- Gender Equality and Development,2012,World Development Report, Washington DC, World Bank

Semester   5   Type of course Core (Choice)
Credit   4   Hrs/ Week   4

SG 1544.1 RURAL DEVELOPMENT.
OR
SG 1544.2 NGO AND SOCIAL INTERVENTIONS

SG 1544.1 RURAL DEVELOPMENT

Aim of the course

The aim of the course is to give an understanding about the rural development policies and programmes

Objectives

- to create an understanding of the rural society in India
- to understand the various approaches to the study of rural development
- to understand the policies and strategies of rural development in India.

Module I: Rural Sociology

Nature, Scope and Significance of Rural Sociology, Rural Urban differences.

Module II Rural development – An introduction

Rural development: Concept and basic elements. Growth, Development and Change. Determinants of Rural development, Rural Problems in India-Poverty, Health, Sanitation and Problems of Indian agriculture.

Module III. Rural development: Policies and Strategies

Need for rural development. Rural development policies in India. Rural development strategies in India and its critical review.

Module IV Planning for rural development

Planning: Levels and Functions. Decentralized Planning. Methodology for micro level planning, Role of Panchayati raj institutions in Rural Development.

Field visit : Visit to a Development Block and Panchayati Raj institutions in order to analyse the programmes and policies undertaken for rural development

Student activity: *Students shall be asked to visit a Panchayat and study the different levels of planning undertaken for rural Development. They were also encouraged to participate in a Gram Sabha meeting to understand its modus operandi.*

Essential Reading

- Katar singh (2009), ural development Principles Policies and Management (3rd edition), New Delhi Sage publications
- Buckley walter(1967) Sociology and modern system theory , New jersey , Prentice hall
- Dunn, Edgar S (1971), Economic and social development . A process of social learning ,
- Baltimore , the John Hopkins University Press
- GopalaKrishnan P & Ramamoorthy (1993) , Text Book of Project mnagement , New Delhi, Mcmilllian Inida Ltd
- Mydral , Gunnar (1957), economic Theory and under developed regions , Mumbai , Vora & co Publishing Pvt Ltd
- A.R.Desai 1969(Reprinted 2009) Rural Sociology India, Popular Prakashan, Bombay.
- A.R.Desai 1979 Rural India in Transition, Popular Prakashan, Bombay.
- Ramakrishna Mukarjee The dynamics of rural society, Berlin A C. Mukherjee 1957
- Shiv Kant Singh 2002, Rural Development Policies and Programmes, Northern Book Centre

SG 1544.2 NGO AND SOCIAL INTERVENTION
Aim of the course
- The aim of the course is to impart skill in NGO Management

Objectives
- To familiarize the role of NGO in development

- to understand the functioning of N G Os

- to understand how developmental issues are tackled by the N G Os

- to understand the role of N G O s in the implementation of various developmental programmes

Module 1   Introduction to NGOs

N G O – Definition, Characteristics, Types, Historical evolution of NGOs in India, NGOs, Voluntary organizations and Nonprofit organizations . NGO as a Third sector of development

Module II   Civil society and social mobilization

Civil society and Social welfare, Concept and impact of social mobilization, Role of NGO in social development . Problems of NGO. Difference between Government and Non Government Organizations

Module III   Formation of an NGO

Formation of an NGO: Types -As a trust, as a Society and as a company, Procedure for formation of an NGO and the registration Procedure. Important Legislations - Society Registration Act 1860 and Travancore Cochin Literary Scientific and Charitable Societies Registration Act.1955

Module IV Project formulation and Implementation by NGOs
Meaning of project formulation, Steps in project formulation – Conceptualization, Planning Formulation of objectives, Budgeting, fund raising and evaluation. Preparation of a sample proposal format and checklist of preparing a project proposal.

Field visit and Student activity: *Students shall be asked to visit a Non Governmental organization and study the different levels of activities undertaken by them and submit the findings as an assignment or seminar paper. They were also encouraged to participate at least 1 week in the activities of an NGO as a internship.*

Essential reading

- Nabi, Hand Book for NGOs, A Nabi Publication, New Delhi 2003
- Michael Edwards, Alan Fowler , The Earth scan reader on NGO management, Earthscan, 2002
- Lisa Jordan, Peter van Tuijl, NGO accountability: politics, principles and innovations, Earthscan, 2007
- Ann Hudock , NGOs and civil society: democracy by proxy?, Wiley-Blackwell, 1999
- Julie Fisher, Non governments: NGOs and the political development of the Third World, Kumarian Press, 1998
- Fifty Years After Freedom, New Opportunities and Challenges for Voluntary Action in India: Proceedings of the National Assembly of Voluntary Organizations, Held on October 2-4, 1997, By Sebasti L. Raj, Indian Social Institute, Published by Indian Social Institute, 1998
- David Lewis, The management of non-governmental development organizations: an introduction, Routledge, 2001
- R Sooryamoorthy & Gangrade, NGOs in India, New Delhi, Rawat Publications
- Bava. Noorjahan, (ed), NGOs in Development, Theory & practice, New Delhi, Kanishka

Websites

http://www.ids.ac.uk/id21/
http://www.edc.org/GLG/CapDev/dosapage.htm
http://www.intrac.org
http://www.lse.ac.uk/Depts/global/yearbook.htm
www.oneworld.net
http://www.developmentgateway.org/

Semester   5   Type of course   Core (Choice)
Credit   4   Hrs/ Week   4

SOCIAL ANTHROPOLOGY

OR

URBAN SOCIOLOGY

SG 1545.1 SOCIAL ANTHROPOLOGY

Aim of the course

    The aim of the course is to familiarize the tribal societies in India and their problems .

Objectives

- To introduce social anthropology as a disciple
- To understand the different methods adopted in Social Anthropology
- To familiarize the students with the social and cultural life of the Tribal society in India.
- To equip the students for a comprehensive understanding of the transformations in Tribal society in India

Module I   Nature and Scope of Social Anthropology

Meaning, Nature, Origin and   Scope of social Anthropology ,Development of Social and Cultural anthropology.,

Module II   Methods of social Anthropology

Historical method, Comparative methods Ethnography, Case study, participant and non participant observation, focus group interview ,

Module III Tribes in India

Definition, characteristics, types tribal zones. Tribal situation in Kerala Major tribal problems in Kerala . Constitutional safe guards and Tribal welfare programmes

Module IV Policies and Approaches of Tribal development

Policy of Isolation , Assimilation and   Integration. Political approach, Administrative approach, Religious approach. Voluntary agency approach . Anthropological approach.

Field Visit : *Visit at least one tribal settlement in Kerala and submit a report based on the Socio, cultural and economic organization and their problems*

Essential reading

- o Chandra, Ramesh, Minority- Social and Political Conflict
- o Thomas, John K, Human Rights of Tribals
- o Gupta, Aman, Human Rights of Indigenous people
- o Prasad, Archana. Against Ecological Romanticism, Three Essays Collective, New Delhi, 2003
- o Iyer, L.K.Anathakrishna. The Tribes and Castes of Cochin, Cosmo Pub. N.Delhi 1981(1909)
- o Iyer, Krishna L.A. Tribes and Castes of Travancore, Cosmo Pub.
- o Tripati S N. Tribals in India: The Changing Scenario, Discovery Pub. 1998
- o Bhandari, B B (Ed) Tribes and Government Policies, Cosmo Pub, 1997.
- o Chacko M Pariyaram. Tribal Communities and Social Change, Sage Pub. N.Delhi, 2005.
- o Joshi, Vidyut. Tribal Situation In India: Issues in Development, Rawat, 1998.
- o Elvin, Verrier. The Tribal World, Oxford University Press,1964.
- o Rath, Govinda Chandra. Tribal development in India, Sage, 2006.
- o Lodha Neetha, State of Tribal Women, Mangal Deep Pub, Jaipur, 2003.
- o L P Vidyarthi. Applied Anthropology in India
- o L.P Vidyarthi, The Tribal culture of India
- o Beals and Hoijer 1977 , An introduction to Anthropology, Macmillan
- o PRG Mathur 1977 , Tribal Situation in Kerala , Kerala Historical Society
- o J J Kattakayam, Social structure and change among tribals , Oscar Publications

SG 1545.2 URBAN SOCIOLOGY

Aim:
The Course looks at urbanization as social phenomena and acquaints students with the sociological perceptions and spatial implications of urbanization and helps students to understand the trends and implications of urbanization in India.

Objectives

- to familiarize the students with the key concepts in Urban Sociology and to make them aware of the sociological perspectives on urban social life
- to inculcates an analytical capacity among students about urbanization, urban communities, and urban problems.

MODULE I: Nature and Scope of Urban Sociology

Development, Meaning, Nature and Scope of Urban Sociology . Definition and concepts- Urban Sociology:- Urban, Urbanism, Urbanization, , Suburb, Metro Cities, Metropolis, Megalopolis. Emerging trends in Urbanisation, Factors of Urbanisation. Urbanisation in India: Classification of urban centers in India,

MODULE II : Theoretical Perspectives

Emile Durkheim – Mechanical and Organic solidarity. Ferdinand Tonnies – Gemeinschaft and Gesselschaft. George Simmel: 'Metropolis and Mental Life. Robert Park – The City as ecological community. Louis Wirth –'Urbanism as a way of life. Redfield Rural-Urban Continuum

MODULE III Socio-Economic Implications of Urbanization

Sociological dimensions of urbanisation, Social consequences of urbanisation- Inequality (Class, Caste and Gender), Changing occupational structure, and its impact on Social Stratification–class, caste gender, Features of Urban family and neighbourhood relations-Anonymity and formality, Role of Residence Associations .Urban livelihood, Urban poverty ,Housing and Slums, Crime and Urban Violence

Module IV: Urbanisation as a Spatial transformation

Demographic issues: Migration, Overcrowding, Displacement and Urban sprawl. Environmental issues: Ecological imbalance, Degeneration of resources, pollution, waste disposal and sanitation

Student activity: *Students shall be asked to prepare a map of the basic infrastructural facilities of their nearby urban area and to identify the immediate needs.*

Essential Readings

- Rao, M.S.A. (ed.) 1991. A Reader in Urban Sociology Orient Longman: New Delhi.

- Sandhu R.S., (2003). *Urbanisation in India: Sociological Contributions,*Sage, New Delhi.

- Shivaramakrishan, K.C. Amitabh Kundu and B.N. Singh, **(2005).** Oxford Hand Book of Urbanisation in India, Oxford University Press, New Delhi.

- World Resource Institute, (1997), "World Resources, A Guide to Urban Environment", Oxford University Press, New York.

- Bose, A. "India's Urbanisation: 1901-2001", Tata McGraw Hill Publishing Co. Ltd, New Delhi 1978

- Shukla Vibhooti and Kirit S. Parikh (1992), "The Environmental Consequences of Urban Growth", Urban Geography, Vol. 5.

- Gist,N.P. and Sylvia F. Fava, (1974). Urban Society, Thomas Y. Crowell Company, New York.

- Redfield, Robert, The Folk Society, American Sociological Review, January 1947 cited from American Sociological Review, Vo. 17(5),October 1952.

- Alfred D' Souza , The Indian City; Poverty , Ecology and Urban development, Manohar, New Delhi.1978

- Quinn J A 1955, Urban Sociology, S Chand & Co., New Delhi

- Pickwance C G (ed) 1976, Urban Sociology; Critical Essays, Methuen.

- Bose Ashish 1978, Studies in India Urbanisation 1901-1971,Tata Mc Graw Hill.

- Desai A R and Pillai S D (ed) 1970 Slums and Urbanisation, Popular Prakashan,,Bombay.

- Castells M 1977 : The Urban Question, Edward Arnold, London.

- Ramachandran R 1991 Urbanisation and Urban Systems in India, OUP,Delhi.

Semester	5	**Type of course**	Open course (Choice)
Credit	2	**Hrs/ Week**	3

LIFE SKILL EDUCATION
OR
MASS COMMUNICATION AND SOCIETY

SG 1551.1 LIFE SKILL EDUCATION

Aim: - the aim of the course is to introduce Life Kill Education and to impart various skills soft skills for day to day life

Objective
- To provide basic understanding of Life skill education
- To identify different elements of soft skills and how to enhance capabilities
- to analyze the relationship between self and society

Module I ;   Introduction to Life Skill Education
Definition and Components of life Skill, Life Skills based education. Life Skill approach and capability approach of Amartya Sen . Four pillars of Life Skill Education—learning to know, learning to be, learning to leave together, learning to do- , Enhancing capabilities through life skill education.

MODULE II.   Soft Skill Development
Definition of Soft Skill. Elements - Communication skill, Critical thinking and problem solving, Team work, Management, Professional skills ,Ethical and moral values , leadership skills - Importance and the need for the promotion of soft skill, competency matrix, techniques to improve soft skills, Hard skills and its importance.

MODULE III   Self and Society
 Self esteem, Self control, Emotional intelligence Emotional quotient, Personality, Personality determinants—Physical, Psychological and Social- Healthy Personality and Sick personality, Conflict resolution, Positive thinking and Assertiveness.

Essential Readings

- Abernathy,R and Reardom, Hot tips for Teachers,Zephyr Press, 2002
- Amerthya Sen , Development as Freedom, Oxford University Press, 1999
- Anna Maria Hoffman; am.hoffman @ unesco,0rg
- Behm,CA People skills;The core of performance Improvement,International Performance Improvement Networker News letter 19,p 1-11
- Delors Jacques, Learning; The Treasures within, UNESCO, Paris
- Elizabeth B Hurlock, Personality Development,Tata Mc Graw Hills,Newyork 1976
- Abraham Vijayan and Sunil Kumar 2012 , Introduction to life skill Education , ISDA Publications
- Kakkar S B , Educational Psychology , New Delhi , PHI
- World Development Report 2007
- WHO. Partners in Life skill Education,Geneva
- www.unesco,org
- en,wikipedia.org. soft skill
- www.google search. Soft skill

Semester	5	**Type of course**	**Open course (Choice)**
Credit	2	**Hrs/ Week**	3

LIFE SKILL EDUCATION
OR
MASS COMMUNICATION AND SOCIETY

SG 1551.2 MASS COMMUNICATIONS AND SOCIETY

Aim: - the aim of the course is to analyze the link between mass communication and society and to introduce some theories of media and communication
OBJECTIVES
- To familiarize the students with basic idea of mass communication
- To discuss different theories of media and communication provide an understanding of different types of media
- To present the relevance of cultural studies in the disciplines like sociology and Mass Communication

MODULE 1 Introduction to Mass communication
Nature, characteristics, types and functions of mass media. Folk and traditional media. Print and visual media. Internet and Blogging Media and technology. Relevance of Sociology in mass communication

MODULE II: Theories of Media and Communication
Mc Luhan's Theory-The medium is the message.
Raymond Williams- Communication revolution,
Habermas- Culture and public Space
John Thompson- The media and society

MODULE III Media and Society
Mass media and popular culture, impact of media on society, globalization of mews, computer and communication revolution, commercialization of news, media imperialism, media and politics, media violence against women

Essential Readings

- John Fiske - Introduction to Communication Studies
- Martenson - Introduction to Communication Studies
- Anthony Giddens - Sociology
- Nick Stevenson - Understanding Media Cultures:
- Nick Stevenson - Social Theory and Mass Communications
- Srivastava K M - Radio and T.V. Journalism
- Mahtas D.S - Mass Communication and Journalism in India
- Zahid Hussain - Media and Communication in the Third World
- Diwakar Sharma - Mass Communication Theory and Practice in the 21st Century
- Baran Stanley J < introduction to Mass communication
- Hassan. Seema, Mass communication. principles and Concepts
- Jones M & Jones E, Mass Media
- Macionis John , Sociology

Semester	6	Type of course	Core
Credit	4	Hrs/ Week	5

SG 1641. ENVIRONMENTAL SOCIOLOGY

Aim of the Course

Objectives

- To make aware of the students about the various environmental issues

- To give adequate attention to the study of the environmental issues as an academic programme

- To develop an understanding about how developmental programmes affecting the existence of human life

Module I   Environmental Sociology

Rise decline and resurgence of environmental Sociology. Definition , scope, importance. Social ecology and its major categories. Use and abuse of the natural resources and bio diversity conservation

Module II   Theoretical foundations of environmental sociology

Views of Durkheim, Weber and Marx. Religious views – Hinduism, Christianity and Islam.

Module III Environmental issues

Issues pertaining to water, air, soil, nuclear hazards, solid waste, sanitation, e-waste, Development Induced Displacement

Module IV Global Environmental Issues and Environmental Movements in India

Global warming, climate change. Ozone depletion , international cooperation, earth summit , Kyoto protocol. Major environmental movements in India and Kerala   – Narmada Bacho Andolan, Chipko Movement , Silent valley , Plachimada Agitation .

Field Visit/ Student Activity: - Students are advised to collect data on the origin, nature, ideology and outcome of a environmental movement in India and submit report

Essential readings

- Benny Joseph, Environmental studies
- Shardha Singh & Manisha Shukla, Environmental studies, AITBS Publishers Delhi , 2005
- Sukant K Chaudhary, Culture, Environment and Sustainable Development, Mittal Publications , New Delhi
- Robe White, Controversies in Environmental Sociology, Cambridge University Press, 2004
- Redcliff and Benton, Social Theory and Global Environment, New York, 1994
- Hessel and Ruether, Christianity and Ecology, Harward University Press, 2000
- Ramachandra Guha, Social Ecology, Oxford University Press, 1994
- R B Singh & D K Thakur, Environmental management, Jaipur , Indus valley Publications 2005.

Semester	6	Type of course	Core
Credit	4	Hrs/ Week	5

SG 1642 PUBLIC HEALTH AND SOCIAL EPIDEMIOLOGY

Aim

To explore social epidemiology as a subject of importance and interest to public health

Objectives

- To provide an understanding on the social background of health and diseases

- To bring out the importance of social interventions along with medical interventions for the prevention and control of diseases

- To recognize the need for effective health policies and programmes for the promotion and protection of health

Module I   Social Medicine and Social Epidemiology

Concept of Public health: History and development of social medicine. Components of social medicine: – social pathology, social diagnosis and social sciences. Concept of epidemiology: Definition and objectives, and scope of Social epidemiology. Contemporary theories of social epidemiology – psycho social, social production of diseases and eco social theory

Module II   Concept of Health and Disease

Definition and dimensions of health: – Physical mental social spiritual emotional and occupational. Concept of well being – Heredity, environment , life style, socio economic status , health and family welfare services, aging of population, gender and other factors such as health related systems (Food and agriculture , education and social welfare). Concept of disease causation – Germ theory of diseases, epidemiological triad, multi factorial causation of diseases, natural history of disease and levels of prevention

Module III.   Maintenance and Inequalities in Health

Healthy Environment – personal Hygiene, proper nutrition early diagnosis and treatment .Physical health and mental Health. Different levels of inequalities in health.   Social cost of illness: – Social stigma, Discrimination, Isolation, Marginalization.

Module IV   Health policy in India

Health policies and health indicators for sustainable development: Challenges to health care system – Commercialization of health care, need for quality Maintenance

Student Activity : students are advised to visit a hospital and   observe maintenance and inequalities in health

Essential reading

- Lisa F Berkman, Social Epidemiology

- Micheal Dakes & Jay S Kaufman, Methods in social Epidimiology reseach

- David Armstrong , an outline of Sociology as Applied to Medicine

- David Melcanic, Medical sociology A selective View

- David Melcanic & Lindaq H Aiken , applications of social sciences to clinical medicine

- David Tuckett, Basic reading in medical sociology

- Susser and Watson, Sociology in Medicine

- Chloe. E Bird, Peter Conrad, Hand Book of medical Sociology

- Patricia Jones, Sociology in Medicine

- Parker, social and preventive Medicine

- K park , Essentials of community health

Semester	6	Type of course	Core (Choice)
Credit	4	Hrs/ Week	5

SG 1643.1 Social stratification

OR

SG 1643.2 Social welfare Administration

SG 1643.1 SOCIAL STRATIFICATION

Aim of the course

The aim of the course is to make the student aware of the social inequalities in the society.

Objectives

- to acquire the students the various dimensions of inequality in the society
- to develop an understanding about the major approaches to stratifications studies
- o acquire knowledge regarding social stratification in India

Course Outline

MODULE I Social Stratification

Meaning, definition, characteristics, types, functions of social stratification. Social Stratification and social mobility.

MODULE II Forms of Stratification

 Caste , Class Slavery, Estate ,

MODULE III Approaches and studies of Stratification.

Functionalist Views - Parsons, Kingsely Davis and Moore, Melvin Tumin . Dialectical View Karl Marx. Views of M. N Srinivas – Dominant Caste and Mobility. Andre Beteille – Caste Class and Power.

MODULE IV Emerging Inequalities

Agrarian social stratification, land based inequality, Recent trends and impact of globalization. Urban development and new forms of social inequalities.

Student Activities Inequalities / discrimination may be studied through case studies/ field work and submission of a Report.

Essential readings

- Sharma K L , Social Stratification and Mobility, Jaipur , Rawat Publications
- Sharma K L, Social stratification in India, Sage publications
- Dipankar Gupta (ed) , Social stratification, Oxford university Press
- Harlambos, Sociology, Themes and Perceptive, Oxford university press
- Jeffrey Alexander, Contemporary Introduction to Sociology , Paradiam Publications
- Abraham Vijayan, Caste Class and Agrarian relations in Kerala, Reliance Publications
- Anil Bhatt, caste Class and Politics A empirical Profile of Social stratification in Modern India, Manohar Publications
- Andre Beteille, Caste Class and Power, London, University of California
- Andre Beteille, Studies in Agrarian Social Structure , Oxford university Press
- Pradeep Kumar Bose , Classes in Rural Society, ajanta Publications New Delhi ,
- Louis Dumont , Homo Hierarchicus: The Caste system and its implications , Vikas Publications New Delhi

SG 1643.2 SOCIAL WELFARE ADMINISTRATION

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Aim of the course

The aim of the course is to make the student aware of the concepts and agencies of social welfare administration and social policy .

Objectives

- to acquire the students the various dimensions of Social welfare administration
- to develop an understanding about the major social welfare programmes and agencies
- to acquire knowledge regarding Social Policy and social legislations in India

Unit I Meaning of Social Welfare Administration

Social welfare administration: Concept , Nature and Scope . , Principals and functions. Social welfare administration at national, state and local level; Central social welfare board , state welfare board,

Unit II Agencies of Social Welfare
Social welfare programme and agencies; Evolution of social welfare in India; Social Welfare agencies; meaning, definition, types and modal of NGOs; Role of NGOs in national development, governmental schemes on social welfare;

Unit III Social Policy and Weaker sections

Social policy; definition, need, evolution and constitution base; sources and instrument of social policy, polices regarding other backward castes (OBCs), scheduled castes (SCs), scheduled tribal (STs), policies and programme for women, children, aged and handicapped, development implementation of programme for weaker sections.

Unit IV Social legislations and social welfare
Social legislation; definition, its role as an instrument of social change, constitutional basis for social legislation; fundamental rights and directive principal of state policy. Social legislations for weaker sections.

Student activity: students are advised to conduct a study among their neighbourhood about the social welfare and social security measures given by government and NGOs and present the findings in the class room.

Essential Readings
- Bose A.B., Social Welfare planning in India, U.N. publishers, Bangkok.
- Coudry, Paul Hand book on social welfare Atma Ram & sons, Delhi 1993.
- Dension D & Chairman, Valeeries, Social policy and administration, George Allan andUnwin, Londan.
- Dubey S.N., Administration of social welfare programmes in India, Somaiya Publishers, Bombay
- Dubey S.N. & Murida, Administration of policy and programmes for Backward classes in India, Somaiya Publishers, Baombay.
- Jacob K.K., Social Policy in India
- Moser, Caroline O.N., Gender Planning and Development: Theory, Practice and Training,London: Routledge. (1994)

- Planning Commission.Report of the Working Group on District Planning,Vol.1. New Delhi: Government of India (1984)
- Planning Commission:Report of the Working Group on District Planning, Vol.2. New Delhi: Government of India (1985)
- Rondinelli, Dennis S.,Planning Development Projects, Pennsylvania: Dowden, Hutchinson and Ross, Inc.

Semester 6	Type of course	Core (Choice)
Credit 3	Hrs/ Week	4

SG 1644.1 Crime and society
OR
SG 1644.2 Sociology of Education
SG 1644.1 CRIME AND SOCIETY

Aim

To introduce to the students crime, changing profile of crimes, and the correction of criminals in India

Objectives –

- To introduce various theoretical perspectives on crime
- To acquaint students to alternative schemes, policies related with crime
- To sensitize students about causes, social dimensions consequences of crime and measures to control forms of crime.

Module I Crime: Concept and Theories

The Concept Characteristics and classification of Crime. Theories of Crime - The Classical School- Free Will Theory ,   Organic deficiency Theory-Cesar Lambroso,   Sociological School- Sutherlands, Cohen, Merton , Victimological Perspective

Module II. Changing Profile of Crime

Organized Crime: Meaning and features. White Collar Crime: Meaning features, causes, Crime against Women-- Rape, Female Foeticide, Eve-teasing, and Dowry Death, Domestic Violence and Sexual Abuse.   Terrorism Concept, and characteristics, causes of terrorism in India
 Cyber Crimes

Module III . Correction of Criminals

Meaning and Significance of Correction and correctional administration : Punishment-- Types of Punishment - Retribution, Deterrent, Prevention and Reformation. Prisons, Problems of Prisons, National Policy and Prison Reforms in   India.   Alternative   Imprisonment,   Probation,   Parole.   Open   Jails, Rehabilitation of Prisoners

Field Visit :- a visit to nearby prison and study how correctional measures are working for the criminals

Essential Readings:

- Teeters, Negley and Harry Elnar Barnes, 1959 : New Horizons in Criminology, New Delhi, Prentice Hall of India.
- Sutherland, Edwin, H. and Donald R. Creassy, 1968: Principles of Criminology, Bombay, Times of India Press.
- Parsonage Willam H., 1979 : Perspective on Criminology, London, Sage Publications.
- Ministry of Home Affairs, 1998 : Crime in India, New Delhi : Government of India.
- Gill, S. S., 1998 : The Pathology of Corruption, New Delhi, Harper Collins Publishers (India).
- Reid. Suetitus, 1976 : Crime and Criminology, Illinois, Deyden Press.
- Merton, R. K., 1972 : Social Theory and Social Structure, New Delhi, Emerind Publishing Co.
- Paranjpe N. V. : Criminology and Penology, Central Law Publication : Allahabad.
- .Ahmed Siddique : Criminology Problems and Perspective, Eastern Book Co.
- Chander D. : Open Air Prisons (A Sociological study), Vohra Publishers and Distributors,
- Allahabad.
- Sinha, Niraj, Edited : Women and Violence, Vikas Publishing House.
- Ahuja, Ram : Social Problems in India, Rawat Publication, Delhi and Jaipur.
- Ahuja Ram, Criminology, Rawat Pub. Jaipur.
- Goel, Rakesh M. and Manohar S. Powat, 1994 : Computer Crime Concept, Control and Prevention. Bombay Sysman Computers Pvt.Ltd.
- Makkar,S.P. Singh and Paul C Friday 1993 Global Perspectives in Criminology Jalandhar :

SG 1644.2 SOCIOLOGY OF EDUCATION

Aim of the Course

The course is intended to develop a broad understanding on Education and its impact on society

Objectives of the Course

- To acquaint with the relationship between education and society
- To develop an understanding about the role of family, society, religion, culture as agents of education
- To have a broad perspective on recent developments in Indian education system

Module I   Sociological Bases of Education

Meaning and definition of Education: Education as a process of socialization – Education as a subsystem of society. Relationship between Education and society. Agencies of education: family, peer group , Community ,society, religious institutions . Types of education: formal, non formal and informal

Module II   Perspectives on Education and Society

Functionalist, conflict and modern perspectives: Contributions of Bourdieu (cultural reproduction and cultural capital), Ivan Illich (deschooling society) and Paulo Freire (pedagogy of oppressed)

Module III   Indian Education: Basic issues

Universalization of elementary education – Education for all , privatization of education , Commercialization of Education , Wastage and Stagnation – Inequalities in educational opportunities . Marginalised communities. Constitutional Provisions for SC/ST Education for growing numbers (Population education) – Mass literacy and Adult education –– democracy and education – Education for international understanding.

Essential reading

- Bhatnagar,G.S. *Education and Social Change*, Culcutta: The Minerva associates
- Brookover,W.B & Gottlieb, D.(1984*) A Sociology of Education*, New York: American Book Co.
- Brown, F.J(1981*) Educational Sociology*, Asia Edition: Prentice hall
- Chesler,M.A & Cave,W .M.(1981) A *Sociology of Education: Access to power and Previlage*, NewYork: McMillan
- Cook,L.A & Cook,E.F(1980*) A Sociological Approach to Education*, Newyork: Prentice Hall
- Dewey,J(1969) *The School and Society*, Chicago: Chicago University Press(Reprint)
- Dubey, M (1995) *Indian Society Today: Challenges of Equality, Integration and Empowerment*, Newdelhi: Har-Anand Pub.
- Friere P(1972) *pedagogy of oppressed*, Hamondsworth: penguin books
- Illich.I(1973)*Deschooling Sciety*, Hamondsworth: penguin books
- Mathur S S (2000) *A Sociological Approach to Indian Education*, Agra: Vinod Pustak Mandir
- Bourdieu,P.& Passeron,J. C(1970). *Reproduction in Education,Society and Culture*, London: sage
- Bourdieu,P.*Homo Academicus*, Cambridge: polity press
- Report of the committee for review of national policy on education,1986, Govt of India(1991)
- Robbins,F.G.(1985) Educational Sociology.Newyork: Henry Holt
- Haralambose, sociology Themes and perspectives, Oxford University Press

Semester	6	Type of course		Elective (Choice)
Credit	2	Hrs/ Week		3

Tourism and society OR Life Skill Development
SG 1661.1 LIFE SKILL DEVELOPMENT
Aim: - the aim of the course is to introduce Life Kill Development and to impart various soft skills for day to day life
Objective
- To provide basic understanding of Life skill Development
- To identify different elements of soft skills and how to enhance capabilities
- to analyze the relationship between self and society

Module I ;   Introduction to Life Skill Development
Definition and Components of life Skill, Life Skills based education. Life Skill approach. Four pillars of Life Skill Education—learning to know, learning to be, learning to leave together, learning to do- , Enhancing capabilities through life skill education.

MODULE II.   Soft Skill Development
Definition of Soft Skill. Elements - Communication skill, Critical thinking and problem solving, Team work, Management, Professional skills ,Ethical and moral values , leadership skills - Importance and the need for the promotion of soft skill, competency matrix, techniques to improve soft skills, Hard skills and its importance.

MODULE III   Self and Society
 Self esteem, Self control, Emotional intelligence Emotional quotient, Personality, Personality determinants—Physical, Psychological and Social- Healthy Personality and Sick personality, Conflict resolution, Positive thinking and Assertiveness.

Essential Readings

- Abernathy,R and Reardom, Hot tips for Teachers,Zephyr Press, 2002
- Amerthya Sen , Development as Freedom, Oxford University Press, 1999
- Anna Maria Hoffman; am.hoffman @ unesco,0rg
- Behm,CA People skills;The core of performance Improvement,International Performance Improvement Networker News letter 19,p 1-11
- Delors Jacques, Learning; The Treasures within, UNESCO, Paris
- Elizabeth B Hurlock, Personality Development,Tata Mc Graw Hills,Newyork 1976
- Abraham Vijayan and Sunil Kumar , Introduction to life skill Education , ISDA
- Kakkar S B , Educational Psychology , New Delhi , PHI
- World Development Report 2007
- WHO. Partners in Life skill Education,Geneva
- www.unesco,org
- en,wikipedia.org. soft skill
- www.google search. Soft skill

SG 1661.2 TOURISM AND SOCIETY

Aim :-The aim of the course is to introduce the students the basic concepts and forms of tourism and to analyze the social and cultural impact of tourism

Objectives

- To introduce tourism as an industry

- To familiarize students the history of domestic and international tourism

- To acquaint students with some important issues of contemporary tourism

- To familiarize the students the socio- cultural impact of tourism

Course outline

Module I   Tourism – Basic Components

Meaning and definition of Tourism, Tourism as an industry. Related concepts-social tourism, social contact, leisure, hospitality.   Tourism as a multidisciplinary subject, significance of the study of sociology of tourism

Module II   Forms and types of tourism

Forms and types of tourism: Religious, cultural, medical urban, eco tourism, responsible Tourism. Social determinants of tourism

Module III Social and cultural impact of tourism

Role of tourism in development. Development paradigms in tourism. Impact of tourism on society and culture. Scope of Tourism in Kerala.

Student activity Visit a tourist centre and preparation of a report based on various aspects of tourism

Essential Readings

- David Weaver & Laura Lawton, Tourism management, John Wiley & Sons , Austria
- Peter M Burns, An introduction to Tourism and Anthropology, Routledge, New Fetter lane
- R K Pruthi, Pro Poverty Tourism, Rajat Publications, New Delhi
- B K Goswami and G Ravindran, A Text Book of Tourism
- Chris Ryan, Recreational Tourism, Demand and Impact, Viva Books, New Delhi
- K K Sharma , Tourism and Culture , Sarup and Sons New Delhi
- Sudheeshna Babu, Sitikantha Misra (ed) Tourism Development Revisited , Responsible Pub

Semester 5 and 6   Type of course   Project work
Credit   4   Hrs/ Week   3 each

SG 1645 PROJECT WORK

Specifications of project work

1. The project work may be any researchable   problem relevant to the study of Sociology

2. The project assignment may be given in the 5th semester and report should be submitted at the end of 6th semester

3. The project work can be carried out individually or in a group (not exceeding 5) depends on the aviablabilty of teachers and other infrastructure

4. It should be based on either primary or secondary sources of data

5. It should be 40-60 typed spiral bind one (12 fond Times Roman 1.5 space)

6. The project work contain the following items

   A> Introduction &Review of literature

   B> Methodology

   C> Analysis,

   D> Conclusion & Suggestions if any

   E> Bibliography & Appendix if any

7. The total marks for project work is 100. 20 marks of the project work is based on a viva voce and 80 marks for project work

8. The viva voce will be conducted as per the norms of the university (both external and internal examiners) .

9. An acknowledgement, declaration, certificate of the supervising teacher etc should be also attached in the project work

10. Evaluation indicators are given below
1. Project Report

no	Indicators	Score
1	Introduction &Review of literature	15
2	Methodology	20
3	Analysis,	30
	Conclusion & Suggestions	10
4	Bibliography & Appendix	5
	Total	80

2. Viva Voce

no	Indicators	Score
1	Presentation skills	5
2	Clarity in the subject	5
3	Defending	5
4	Overall	5
	Total	20

END SEMESTER EXAMINATION SCHEME
(For question paper setters)

- All End Semester Examinations are three hours duration irrespective of credits , modules or hours per week

- The total marks for end semester examinations is 80

- In this curriculum equal weightage is given to all modules of a particular course. So for examination purpose also that should be maintained.

- There will be four types of questions in the end semester examination

- Part A consists of 10 questions. Each question carries I mark. The expected outcome is one word to maximum two sentences each. **At least 2 questions should be included from each module**

- Part II consists of 12 questions. The candidate has to write eight questions. Each carries 2 marks each and which do not exceed one paragraph. **At least 3 question should be included from each module**

- Part III consists of 9 questions. The candidate has to answer 6 questions. Each carries 4 marks which should not exceed 120 words. **At least 2 questions should be included from each module**

- Part IV consists of 4 questions. The candidate has to answer 2 questions. Each question carries 15 marks and it is in the form of a long Essay. **At least 1 question should be included from each module**