

**SACRED HEART COLLEGE (AUTONOMOUS)**

**THEVARA, KOCHI, KERALA, 682013**



**CURRICULUM AND SYLLABI**

**CREDIT AND SEMESTER SYSTEM**

**(CSS)**

**2016**

**Department of Sociology**  
**Sacred Heart College (Autonomous)**  
**Thevara, Kochi – 682 013, Kerala**

The Department of Sociology of Sacred Heart College Thevara (Autonomous) is committed to the vision of academic excellence, social commitment, and nation building, by facilitating our students with a suitable curricula, excellent teaching – learning methods and provision of avenues of field exposure.

**M A SOCIOLOGY PROGRAMME**

**FROM 2016 ADMISSION ONWARDS**

**BOARD OF STUDIES IN SOCIOLOGY**

**Sacred Heart College, Thevara, Kochi, Kerala**

## Members of Board of Studies in Sociology

Chair Person - Dr. Sara Neena, Associate Professor in Sociology, Vimala College, Trichur

Convener - R. K. Varghese, Associate Professor and Head, Dept of sociology, Sacred Heart College Thevara

Members:

Rev. Dr. Jose Kuriyath, Former Principal, S H College

Dr. Gladis Mary John, Associate Professor and Head, Dept. of Sociology, St. Teresa's College, Ernakulam

Benny Varghese, Associate Professor, Dept of Sociology, S H College

Sibi K I, Assistant Professor, Dept of Sociology, S H College

Elizabeth Abraham, Assistant Professor, Dept of Sociology, St. Teresa's College, Ernakulam

Sujesh Soman, Regional Manager, Cannon India

# **MASTER OF ARTS IN SOCIOLOGY SYLLABUS**

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### **SCHEME**

The Sacred Heart College, Thevara (Autonomous) proposes to offer a Post Graduate Degree Programme in Sociology with a total of nineteen Theory Papers, a Dissertation and an Internship. In addition to theoretical learning, the course also aims at Field Based Interactions and Exposure Activities.

This Programme is devised to provide the students a sound theoretical base for the understanding of contemporary social phenomena, with equal importance to classical and contemporary theories on one hand, and a number of special areas of academic topics on the other. It offers a total of three papers on Sociological Theories, and one paper each on areas such as Social Research Methodology and Social Psychology, besides a substantial number of papers which aim at detailed understanding of the diverse realities and issues of Indian Society. Papers on Contemporary social issues such as Globalization, Social Movements, Gender Consciousness, Environmental Crisis and Crime, provide in-depth theoretical as well as empirical insight to the learners.

The papers on Research Methods, Social Psychology and Counselling, Statistics etc. enhance practical skills of students in Field Work, Statistics and SPSS. The students are expected to do an internship with an NGO during the second semester.

In the third semester, the students work on a Dissertation on a topic of specialization under the guidance of the supervising faculty.

Altogether this program is devised as having a total of twenty credits in each semester during the first three semesters and fifteen credits in the final semester.

# CURRICULUM

## 1. SCOPE

- 1.1. These regulations provided herein shall apply to all post-graduate programmes, conducted by Sacred Heart College (S.H.college), Thevara with effect from the academic year 2016-2017 admission onwards.

## 2. DEFINITIONS

- 2.1 **‘Academic Committee’** means the Committee constituted by the principal under this regulation to monitor the running of the Post-Graduate programmes under the Choice Based Credit System (CBCS-PG).
- 2.2 **‘Programme’** means the entire course of study and examinations.
- 2.3 **‘Duration of Programme’** means the period of time required for the conduct of the programme. The duration of post-graduate programme shall be of 4 semesters.
- 2.4 **‘Semester’** means a term consisting of a minimum of 90 working days, inclusive of examination, distributed over a minimum of 18 weeks of 5 working days, each with 5 contact hours of one hour duration
- 2.5 **‘Course’** means a segment of subject matter to be covered in a semester. Each Course is to be designed variously under lectures / tutorials / laboratory or fieldwork / study tour / seminar / project / practical training / assignments/evaluation etc., to meet effective teaching and learning needs.
- 2.6 **‘Credit’ (Cr)** of a course is the numerical value assigned to a paper according to the relative importance of the content of the syllabus of the programme.
- 2.7 **‘Programme Credit’** means the total credit of the PG Programmes, ie; **80 credits**.
- 2.8 **‘Programme Core course’** Programme Core course means a course that the student admitted to a particular programme must successfully complete to receive the Degree and which cannot be substituted by any other course.
- 2.9 **‘Programme Elective course’** Programme Elective course means a course, which can be chosen from a list of electives and a minimum number of courses is required to complete the programme.
- 2.10 **‘Programme Project’** Programme Project means a regular project work with stated credits on which the student undergo a project under the supervision of a teacher in the parent department / any

appropriate Institute

in order to submit a dissertation on the project work as specified.

2.11 **‘Plagiarism’** Plagiarism is the unreferenced use of other authors’ material in dissertations and is a serious academic offence.

2.12 **‘Tutorial’** Tutorial means a class to provide an opportunity to interact with students at their individual level to identify the strength and weakness of individual students.

2.13 **‘Seminar’** seminar means a lecture expected to train the student in self-study, collection of relevant matter from the books and Internet resources, editing, document writing, typing and presentation.

2.14 **‘Evaluation’** means every course shall be evaluated by 25% internal assessment and 75% external assessment.

2.15 **‘Repeat course’** is a course that is repeated by a student for having failed in that course in an earlier registration.

2.16 **‘Audit Course’** is a course for which no credits are awarded.

2.17 **‘Department’** means any teaching Department offering a course of study approved by the college / Institute as per the Act or Statute of the University.

2.18 **‘Parent Department’** means the Department which offers a particular Post graduate programme.

2.19 **‘Department Council’** means the body of all teachers of a Department in a College.

2.20 **‘Faculty Advisor’** is a teacher nominated by a Department Council to coordinate the continuous evaluation and other academic activities undertaken in the Department.

2.21 **‘College Co-ordinator’** means a teacher from the college nominated by the College Council to look into the matters relating to CBCS-PG System

2.22 **‘Letter Grade’** or simply **‘Grade’** in a course is a letter symbol (O, A, B, C, D, etc.) which indicates the broad level of performance of a student in a course.

2.23 Each letter grade is assigned a **‘Grade point’** (GP) which is an integer indicating the numerical equivalent of the broad level of performance of a student in a course.

2.24 **‘Credit point’** (CP) of a course is the value obtained by multiplying the grade point (GP) by the



Credit (Cr) of the course  $CP=GP \times Cr$ .

2.25 **‘Extra credits’** are additional credits awarded to a student over and above the minimum credits required for a programme for achievements in co-curricular activities carried out outside the regular class hours as directed by the College/ department.

2.26 **‘Semester Grade point average’** (SGPA) is the value obtained by dividing the sum of credit points (CP) obtained by a student in the various courses taken in a semester by the total number of credits taken by him/her

in that semester. The grade points shall be rounded off to two decimal places. SGPA determines the overall performance of a student at the end of a semester.

2.27 **‘Cumulative Grade point average’** (CGPA) is the value obtained by dividing the sum of credit points in all the courses taken by the student for the entire programme by the total number of credits and shall be rounded off to two decimal places.

2.28 **‘Grace Marks’** means marks awarded to course/s, as per the orders issued by the college from time to time, in recognition of meritorious achievements in NCC/NSS/Sports/Arts and cultural activities.

2.29 **‘Words and expressions’** used and not defined in this regulation but defined in the Mahatma Gandhi University Act and Statutes shall have the meaning assigned to them in the Act and Statute.

### 3. *ACADEMIC COMMITTEE*

3.1 There shall be an Academic Committee constituted by the principal to manage and monitor the working of (CBCS-PG) 2016.

3.2 The Committee consists of

- (a) The principal
- (b) The vice principal
- (c) Deans of the faculties of science, arts and commerce
- (d) The Controller of Examinations
- (e) IQAC –Co ordinator

(f) The superintendent of the college

#### 4. PROGRAMME STRUCTURE

4.1 Students shall be admitted into post graduate programmes under the various faculties.

4.2 The programme shall include two types of courses, Program Core (C) courses and Program Elective (E) Courses. There shall be a Program Project (D) with dissertation to be undertaken by all students. The Programme will also include assignments, seminars, practical (P), viva (V), study tour etc., if they are specified in the Curriculum

4.3 There shall be various groups of four Programme Elective courses for a programme such as Group A, Group B etc. for the choice of students subject to the availability of faculty and infrastructure in the institution and the selected group shall be the subject of specialization of the programme.

#### 4.4 Project work

4.4.1 Project work shall be completed by working outside the regular teaching hours.

4.4.2 Project work shall be carried out under the supervision of a teacher in the concerned department.

4.4.3. A candidate may, however, in certain cases be permitted to work on the project in an industrial / Research Organization/ Institute on the recommendation of the Supervisor.

4.4.4 There should be an internal assessment and external assessment for the project work in the ratio 1:3

4.4.5 The external evaluation of the Project work is followed by presentation of work including dissertation and Viva-Voce.

4.4.6 The mark and credit with grade awarded for the program project should be entered in the grade card issued by the college.

4.5. **Assignments:** Every student shall submit one assignment as an internal component for every course.

**4.6 Seminar Lecture:** Every PG student may deliver one seminar lecture as an internal component for every course.

The seminar lecture is expected to train the student in self-study, collection of relevant matter from the books and Internet resources, editing, document writing, typing and presentation.

**4.7** Every student shall undergo **two class tests** as an internal component for every course.

**4.8** The attendance of students for each course shall be another component of internal assessment.

**4.9** Comprehensive Viva-voce shall be conducted at the end of the programme which covers questions from all courses in the programme as per the syllabus.

## *5. ATTENDANCE*

5.1 The minimum requirement of aggregate attendance during a semester for appearing the end semester examination shall be 75%. Condonation of shortage of attendance to a maximum of 10 days in a semester subject to a maximum of two times during the whole period of Post Graduate programme may be granted by the College as forwarded on the recommendation by the class teacher/HOD.

5.2 If a student represents the college in University, State or Nation in Sports, NCC, NSS or Cultural or any other officially sponsored activities such as College union / University union activities, he/she shall be eligible to claim the attendance for the actual number of days participated subject to a maximum of 10 days in a Semester based on the specific recommendations of the Head of the concerned Department and Principal of the College.

5.3 A student who does not satisfy the requirements of attendance shall not be permitted to take the end Semester examinations.

5.4 Those students who are not eligible even with condonation of shortage of attendance shall repeat the course along with the next batch

## *6. BOARD OF STUDIES AND COURSES.*

6.1 The Board of Studies concerned shall design all the courses offered in the PG programme. The Boards shall design and introduce new courses, modify or re-design existing courses and replace any existing courses with new/modified courses to facilitate better exposures and training for the students.

6.2 The syllabus of a course shall include the title of the course, contact hours, the number of credits and reference materials.

6.3 Each course shall have an alpha numeric code number which includes abbreviation of the subject in two letters, the semester number, the code of the course and the serial number of the course ('C' for Program Core course, 'E' for Program Elective course, 'O' for Open Elective course, 'P' for Practical and 'D' for Project/ Dissertation and 'V' for Comprehensive Viva voce).

6.4 Every Programme conducted under Choice Based Credit System shall be monitored by Academic

committee and the College Council.

## **7. REGISTRATION.**

7.1 A student shall be permitted to register for the programme at the time of admission. The duration of the PG Programme shall be 4 semesters.

7.2 A student who registered for the course shall complete the course within a period of 8 continuous semesters from the date of commencement of the programme.

## **8. ADMISSION**

8.1 The admission to all PG programmes shall be as per the rules and regulations of the college.

8.2 The eligibility criteria for admission shall be as announced by the college from time to time.

8.3 There shall be provision for inter collegiate and inter University transfer within a period of two weeks from the date of commencement of the semester.

8.4 There shall be provision for credit transfer subject to the conditions specified by the Board of Studies concerned.

## **9. ADMISSION REQUIREMENTS**

9.1 Candidates for admission to the first semester of the PG programme through CBCS shall be required to have passed an appropriate Degree Examination of Mahatma Gandhi University as specified or any other examination of any recognized University or authority accepted by the Academic council of the college as equivalent thereto.

9.2 The candidate must forward the enrolment form to the Controller of Examinations of the college through the Head of the Department.

9.3 The candidate has to register all the courses prescribed for the particular semester. Cancellation of registration is applicable only when the request is made within two weeks from the time of admission.

9.4 Students admitted under this programme are governed by the Regulations in force.

10. **PROMOTION:** A student who registers for the end semester examination shall be promoted to the next semester

## **11. EXAMINATIONS**

- 11.1 There shall be an external examination at the end of each semester.
- 11.2 The answers must be written in **English** except for those coming under Faculty of languages.
- 11.3 Practical examinations shall be conducted by the college at the end of the semesters as per the syllabus.
- 11.4 Project evaluation and Comprehensive Viva -Voce shall be conducted as per the syllabus. Practical examination, Project evaluation and Comprehensive Viva-Voce shall be conducted by two external examiners. (For professional courses, one examiner can be opted from the same college itself).
- 11.5 There shall be one end-semester examination of 3 hours duration in each lecture based course (Theory).
- 11.6 A question paper may contain multiple choice /objective type, short answer type/annotation, short essay type questions/problems and long essay type questions. Different types of questions shall have different marks, but a general pattern may be followed by the Board of Studies.

## 12 EVALUATION AND GRADING

**12.1 Evaluation:** The evaluation scheme for each course shall contain two parts; (a) internal evaluation (ISA) and (b) external evaluation (ESA). 25 marks shall be given to internal evaluation and 75 marks to external evaluation so that the ratio between internal and external mark is 1:3. Both internal and external evaluation shall be carried out in mark system. Both internal and external marks are to be mathematically rounded to the nearest integer.

**12.2 Internal evaluation:** The internal evaluation shall be based on predetermined transparent system involving periodic written tests, assignments, seminars/viva/field survey and attendance in respect of theory courses and based on written tests, lab skill/records/viva and attendance in respect of practical courses. The marks assigned to various components for internal evaluation is as follows.

*Table 1. Components of Internal Evaluation: Theory*

<b>Component</b>	<b>Marks</b>
Attendance	5
Assignment	5
Seminar	5
Two Test Papers	10

TOTAL	25
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**Table 2. Evaluation of Attendance**

<b>% of Attendance</b>	<b>Mark</b>
>95%	5
Between 90 and 95	4
Between 85 and 90	3
Between 80and 85	2
Between 75 and 80	1
<75	0

**Table 3. Evaluation of Assignment**

<b>Component</b>	<b>Marks</b>
Punctuality	1
Review	1
Content	2
Conclusion	1
Reference	1
TOTAL	5

**Table 4. Evaluation of Seminar**

<b>Component</b>	<b>Marks</b>
Content	2
Presentation	2
Review/ Reference	1
TOTAL	5

**Table 5. Components of Internal Evaluation: Practical**

<b>Component</b>	<b>Marks</b>
Laboratory Involvement	5
Written/ Lab Test	5
Attendance	5
Record	7
Viva	3
<b>TOTAL</b>	<b>25</b>

**Table 6. Components of Internal Evaluation: Project**

<b>Component</b>	<b>Marks</b>
Topic/ Area selected	2
Experimentation/ Data Collection	5
Punctuality	3
Compilation	5
Content	5
Presentation	5
<b>TOTAL</b>	<b>25</b>

**Table 7. Components of External Evaluation: Project**

<b>Component</b>	<b>Marks</b>
Area/Topic selected	5
Objectives	5
Review	5
Materials and methods	10
Analysis	15
Presentation	15
Conclusion/Application	10
References	10

TOTAL	75
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(i) To ensure transparency of the evaluation process, the internal assessment marks awarded to the students in each course in a semester shall be published on the notice board at least one week before the commencement of external examination. There shall not be any chance for improvement for internal mark.

(ii) The course teacher and the faculty advisor shall maintain the academic record of each student registered for the course which shall be forwarded to the Controller of Examinations and a copy should be kept in the college for at least two years for verification.

(a) **External evaluation:** The external examination in theory courses is to be conducted by the College with question papers set by external experts. The evaluation of the answer scripts shall be done by examiners based on a well defined scheme of valuation. The external evaluation shall be done immediately after the examination preferably through centralized valuation.

Photocopies of the answer scripts of the external examination shall be made available to the students for scrutiny on request and revaluation/scrutiny of answer scripts shall be done as per the existing rules.

The question paper should be strictly on the basis of model question paper set by BoS and there shall be a combined meeting of the question paper setters for scrutiny and finalization of question paper. Each set of question should be accompanied by its scheme of valuation.

## 10. Direct grading system

For all courses (theory and practical), letter grades and grade points are given on a 10-point scale based on the total percentage of marks (ISA +ESA) as follows:

*Table 9. Direct grading system: Grade points:*

Percentage of Marks	Grade	Grade Point (GP)
95 - 100	<b>O</b> Outstanding	<b>10</b>
85 - 95	<b>A<sup>+</sup></b> Excellent	<b>9</b>
75 - 85	<b>A</b> Very Good	<b>8</b>
65 - 75	<b>A<sup>-</sup></b> Good	<b>7</b>
55 - 65	<b>B<sup>+</sup></b> Above Average	<b>6</b>
50 - 55	<b>B</b> Average	<b>5</b>
40 - 50	<b>C</b> Pass	<b>4</b>



0 - 40	<b>F</b> Fail	<b>0</b>
	<b>Ab</b> Absent	<b>0</b>

Grades for the different semesters and overall programme are given based on the corresponding GPA as shown below:

<b>GPA</b>	<b>Grade</b>
<b>9.5 - 10</b>	<b>O</b> Outstanding
<b>8.5 – 9.5</b>	<b>A<sup>+</sup></b> Excellent
<b>7.5 – 8.5</b>	<b>A</b> Very Good
<b>6.5 – 7.5</b>	<b>A<sup>-</sup></b> Good
<b>5.5 – 6.5</b>	<b>B<sup>+</sup></b> Above Average
<b>5.0 – 5.5</b>	<b>B</b> Average
<b>4.0 – 5.0</b>	<b>C</b> Pass
<b>0.0 - 4.0</b>	<b>F</b> Failure

A separate minimum of 40% marks (C Grade) is required for both internal and external evaluation for a pass for a course.

A candidate who has not secured minimum marks/ credits in internal examinations can re-do the same by registering according to the examination manual.

A student who fails to secure a minimum marks/ grade for a pass in a course will be permitted to write the examination along with the next batch.

There will be no supplementary examinations. There shall not be any chance to improve the mark/ grade/ grade point of a course, if the student has passed the same.

After the successful completion of a semester, Semester Grade Point Average (SGPA) of a student in that semester is calculated using the formula given below. For the successful completion of semester, a student should pass all

courses and score a minimum SGPA of 4.0. However, a student is permitted to move to the next semester irrespective of her/ his SGPA.

**Credit Point (CP)** of a course is calculated using the formula

$$\mathbf{CP = Cr \times GP}$$
, where Cr = credit; GP = Grade Point

Semester Grade Point Average (SGPA) of a semester is calculated using the formula  $SGPA = TCP/TCr$ , where

$$TCP = \text{Total Credit Point of that semester} = \sum_{i=1}^n CP_i$$

$$TCr = \text{Total Credit of that semester} = \sum_{i=1}^n Cr_i$$

where  $n$  is the number of courses in that semester.

Cumulative Grade Point Average (CGPA) of a programme is calculated using the formula  $CGPA = \frac{\sum(TCP \times TCr)}{\sum TCr}$ .

GPA shall be rounded off to two decimal places.

### 11. Pattern of questions

- (a) Questions shall be set to assess knowledge acquired, standard and application of knowledge, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge. The question setter shall ensure that questions covering all skills are set. He/ she shall also submit a detailed scheme of evaluation along with the question paper. A question paper shall be a judicious mix of short answer type, short essay type/ problem solving type and long essay type questions.

**Table 11. Pattern of Questions for External Evaluation: Theory**

Type of Questions	Total number of questions	Number of questions to be answered	Marks for each question	Total Marks
Short answer type questions	12	8	2	16
Short essay (problem solving type questions)	10	7	5	35
Long essay type questions	4	2	12	24
	<b>26</b>	<b>17</b>		<b>75</b>

## **12. GRADE CARD**

The colleges under its seal shall issue to the students, a grade card on completion of each semester, which shall contain the following information.

- a) Name of the College
- b) Title of the Postgraduate Programme
- c) Name of the Semester
  
- d) Name and Register Number of the student
- e) Code, Title, Credits and Max. Marks (Internal, External & Total) of each course (Theory & Practical) in the semester.
- f) Internal, External and Total Marks awarded, Grade, Grade point and Credit point in each course in the semester
- g) The total credits, total marks (Max. & Awarded) and total credit points in the semester
- h) Semester Grade Point Average (SGPA) and corresponding Grade.
- i) Cumulative Grade Point Average (CGPA)
- j) The final Mark cum Grade Card issued at the end of the final semester shall contain the details of all courses (theory & practical) taken during the final semester examination and shall include the final grade/marks scored by the candidate from 1st to 3rd semester, and the overall grade/marks for the total programme.

## **14. AWARD OF DEGREE**

The successful completion of all the courses with 'D' grade (40%) shall be the minimum requirement for the award of the degree

## **15. MONITORING COMMITTEE**

There shall be a Monitoring Committee constituted by the principal consisting of faculty advisors ,HOD, a member from teacher learning evaluation committee (TLE) and college coordinator to monitor the internal evaluations conducted by college. The Course teacher, Faculty Advisor, and the College Coordinator should keep all the records of the internal evaluation, for at least a period of two years, for verification.

## **16. GRIEVANCE REDRESSAL MECHANISM**

In order to address the grievance of students regarding Continuous internal assessment (CIA) a three-level Grievance Redressal mechanism is envisaged. A student can approach the upper level only if grievance is not addressed at the lower level.

**Level 1:** At the level of the concerned course teacher

**Level 2:** At the level of a department committee consisting of the Head of the Department, a coordinator of internal assessment for each programme nominated by the HoD and the course teacher concerned.

**Level 3:** A committee with the Principal as Chairman, Dean of the concerned Faculty, HOD of concerned department and one member of the Academic council nominated by the principal every year as members.

## **17. TRANSITORY PROVISION**

Notwithstanding anything contained in these regulations, the Vice-Chancellor shall, for a period of three year from the date of coming into force of these regulations, have the power to provide by order that these regulations shall be applied to any programme with such modifications as may be necessary

## **18. REPEAL**

The Regulations now in force in so far as they are applicable to programmes offered by the college and to the extent they are inconsistent with these regulations are hereby repealed. In the case of any inconsistency between the existing regulations and these regulations relating to the Choice Based Credit System in their application to any course offered in the College, the latter shall prevail.

MA SOCIOLOGY

GROUP A - CORE COURSES				
	Course Code	Title	Hrs. / Week	Credit s
SEMESTER I	15P1SOCT01	FOUNDATIONS OF SOCIOLOGY	5	4
	15P1SOCT02	CONTEMPORARY THEORY I	5	4
	15P1SOCT03	SOCIOLOGY OF INDIAN SOCIETY	5	4
	15P1SOCT04	SOCIAL RESEARCH METHODS	5	4
	15P1SOCT05	SOCIOLOGY OF RURAL SOCIETY	5	4
	SEMESTER II	15P2SOCT06	CONTEMPORARY THEORY II	5
15P2SOCT07		SOCIOLOGY OF MEDIA	5	4
15P2SOCT08		PERSONALITY AND COUNSELLING	5	4
15P2SOCT09		SOCIOLOGY OF URBAN SOCIETY	5	4
15P2SOCT10		STATISTICS FOR SOCIOLOGY	5	4
SEMESTER III	15P3SOCT11	CONTEMPORARY THEORY III	5	4
	15P3SOCT12	APPLICATION OF RESEARCH SKILLS	5	4
	15P3SOCT13	ENVIRONMENTAL SOCIOLOGY	5	4
	15P3SOCT14	SOCIOLOGY OF GLOBALISATION	5	4
	15P3SOCT15	SOCIAL CHANGE AND DEVELOPMENT	5	4
GROUP - B ELECTIVES				
SEMESTER IV	15P4SOCT16	CULTURAL ANTHROPOLOGY	5	3
	15P4SOCT17	GENDER AND SOCIETY	5	3
	15P4SOCT18	INDUSTRY AND SOCIETY	5	3
	15P4SOCE19	POPULATION AND SOCIETY	5	3

(CHOOSE ANY FIVE)	15P4SOCT20	SOCIOLOGY OF KERALA SOCIETY	5	3
	15P4SOCT21	SOCIOLOGY OF INDIAN DIASPORA	5	3
	15P4SOCT22	SOCIAL WORK AND WELFARE	5	3
	15P4SOCP01	DISSERTATION	-	3
		COMPREHENSIVE VIVA-VOCE	-	2

## COURSES

### SEMESTER-1

**15P1SOCT01 FOUNDATIONS OF SOCIOLOGY**

**15P1SOCT02 CONTEMPORARY THEORY 1**

**15P1SOCT03 SOCIOLOGY OF INDIAN SOCIETY**

**15P1SOCT04 SOCIAL RESEARCH METHODS**

**15P1SOCT05 SOCIOLOGY OF RURAL SOCIETY**

**15P1SOCT01 FOUNDATIONS OF SOCIOLOGY**

**5 Hours/Week**

**4 Credits**

**Objectives:** *This course aims to initiate students to the social and intellectual milieu in which Sociology emerged as a discipline, and to introduce to them the classical traditions of Sociology, focusing on the centrality of its theoretical and methodological contributions in the development of Sociology.*

#### **Module 1: Sociology, the discipline**

- 1.1 The emergence of Sociology -Social and Intellectual forces contributing to the rise and development of Sociology-The Institutionalization of Sociology.
- 1.2 Sociology as a Science- Scope of the subject and comparison with other Social Sciences.
- 1.3 Sociological Perspectives-**Symbolic Interactionism**, Functionalism, Conflict Theory.
- 1.4 Development of Sociology as a discipline in India -A brief historical outline.
- 1.5 The uses of Sociology-Introduction to applied Sociology -Sociology and Social Problems —**

Sociology and Social Change — Sociology and Social Policy and Action — Sociology and Development — Sociology and Professions.

## **Module 2: Basic Concepts in Sociology**

- 2.1 Society – Definition and Characteristics.
- 2.2 Social Structure – Definition and Elements of Social Structure.
- 2.3 Social Groups – Definition, Characteristics and Types.
- 2.4 Social Institutions - Meaning and Characteristics.
- 2.5 Social Control – Definition and types of Social control- Conformity and Deviance.
- 2.6 Social Stratification- Definition, characteristics and functions, Social mobility.

## **Module 3: The Classical Thinkers**

- 3.1 Auguste Comte- Positivism, Law of Three Stages, Hierarchy of Sciences, Social Statics and Social Dynamics, Religion of Humanity.
- 3.2 Herbert Spencer- Evolutionism, Organic Analogy, Theory of State, Concept of Superorganic.
- 3.3. Emile Durkheim -Scientific Sociology, Theory of Social Facts- Division of Labour, Rules of Sociological Method, Elementary Forms of Religious Life, Analysis of Suicide.
- 3.4 Karl Marx- Materialist Conception of Society, Economic Determinism, Theory of Surplus Value, Theory of Class and Class conflict, Concept of Religion- Alienation.

## **Module 4: The Classical Thinkers- Contd. -**

- 4.1 Max Weber- Conception of Sociology as the study of Social Action - The concept of Ideal Types, Typology of Authority - Historical trends towards rationalization and bureaucratization- The idealistic interpretation of Capitalism and the role of Religion.
- 4.2 Vilfredo Pareto, Intellectual background, Contribution to the methodology – Logico – Experimental Method, Classification of logical and non-logical actions, Theory of Residues and Derivatives, Theory of Social Change – Elites and Masses.
- 4.3 Georg Simmel –Formal Sociology, Sociation and Group Formation, Philosophy of Money, Relationships and Social Types, Modernity-Metropolis.



## References

1. Macionis J. John, 2006, Sociology, Pearson Education.
2. Abraham, Francis and Morgan Henry John, 2010, Sociological Thought, Mac Millan Publishers India Ltd.
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9. Kendall, Diana, 2007, Sociology in our times, Thomson Learning Inc.,
10. Hunt F. Elgin and Colander C. David, 2010, Social Science: An Introduction to the study of society, Dorling Kindersley India Pvt. Ltd,
11. Giddens, Anthony, 1998, Sociology, Polity Press, Cambridge.
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14. Wallace, Richard Cheever and Wallace, Wendy Drew, 1985, Sociology, Allyn and Bacon Inc., London.
15. Horton, Paul and Hunt, Chester, L, 1980, Sociology, McGraw Hill.
16. Abercrombie, Nicholas (2004) Sociology, Cambridge Polity Press.
17. Beteille, Andre (2002) Sociology, New Delhi, Oxford University Press.

**5 Hours/Week**

**4 Credits**

**Objectives:** *This course examines contemporary sociological theory as it emerged in the 20th century. Attention is paid to social and intellectual contexts, conceptual frameworks and methods, and contributions to contemporary social analysis.*

### **Module I: Introduction to Sociological Theories**

- 1.1 Meaning, Characteristics, Basic elements and a brief historical sketch of Sociological theory
- 1.2 Concepts, Theories, and Paradigms
- 1.3 Theory and Social reality
- 1.4 Types of theory-Significance of Sociological Theory

### **Module 2: Functionalism**

- 2.1 Analytical Functionalism: Talcott Parson- The Structure of Social Action, The Social System, The transition to Functional Imperatives, the Informational hierarchy of Control
- 2.2 Empirical Functionalism of R.K. Merton- Theories of the Middle Range, Merton's paradigm for Functional Analysis, Merton's Functional Strategy
- 2.3 Neo functionalism-Jeffrey C. Alexander- Niklas Luhman

### **Module 3: Symbolic Interactionism**

- 3.1 G.H.Mead: Theory of Mind, Self and Society
- 3.2 C.H.Cooley: Theory of Looking Glass Self
- 3.3 The Symbolic Interactionism of Herbert Blumer and Manford Kuhn, Human as Symbol users, Symbolic Communication, Interaction and Role- Taking, Interaction, Humans and Society.
- 4.3 Erving Goffman-Dramaturgical Analysis

### **Module4: Conflict Theory**

- 4.1 Marx, Weber and Simmel – Conflict Perspective
- 4.2 Lewis. A. Coser: Functions of Conflict, Violence of Conflict, Duration of Conflict, Propositions

of Conflict Process.

4.3 Ralph Dahrendorf: **Power and Authority**, ICA, Dialectics of Conflict, Class Theory.

4.4 Randall Collins: Interaction Ritual Chain, Stratification and Social Change

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2. Adams N. Bert & Sydie R.A,1997, Sociological Theory, Vistaar Publications, 2011
3. Collins, Randall, Theoretical Sociology, Rawat Publications.
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14. Wallace, Ruth A & Alison Wolf, 1991, Contemporary Sociological Theory: Continuing the Classical Tradition, Prentice-Hall of India Private Ltd. New Delhi.

**5 Hours/Week**

**4 Credits**

**Objectives:** *This course aims to impart to students an understanding of the diversities and unity in Indian Society; to portray the major segments in India to disclose the various theoretical perspectives on Indian Society and to familiarize the issues that confront contemporary India.*

### **Module 1: Conceptualizing Indian Society**

**1.1 Cultural and Ethnic diversity: historically-embedded diversities in respect of Language, Caste, Religion Race and Culture.**

- 1.2 Convergence and integration: the sharing of material traits, cultural space, language and regional ethos; the evolution of composite cultural legacy
- 1.3 The colonial context: the representation of Indian society as fragmentary and static in colonial ethnography; the census, district gazetteers and the imperial gazetteer as instruments of colonial policy.
- 1.4 Brahminical Patriarchy in India - Caste hierarchy and Gender hierarchy

### **Module 2: Approaches to the study of Indian Society**

- 2.1 Indological Approach - G. S. Ghurye, Louis Dumount
- 2.2 Structural Approach - M N. Srinivas, S.C. Dube.
- 2.3 Marxian Approach- D.P. Mukherjee, A.R. Desai
- 2.4 Civilization and Sub-altern Approach Surajit Sinha, Dr. B.R. Ambedkar
- 2.5 Conflict Approach- Kathleen Gough, Daniel Thorner

### **Module 3: Structural Elements of Indian Society**

**3.1 Village Community- Physical Organisation- Settlement patterns, Framework for studying Village Community-Village Polity- Patterns of Dominance.**

- 3.2 Caste: Historical Emergence- Hinduization of Tribes and Sects, Views on Caste: McKim Marriot, Features of Caste System: Caste as a descent group, Backward Castes and Anti- Caste struggles.
- 3.3 Kinship- Lineage and descent in India, Kinship organisation with special reference to South India
- 3.4 Marriage and Family – Marriage- Principles and forms, Marriage among Hindus, Muslims and Christians, Divorce, Widow Remarriage - Variations in Family Structure- Joint Family: Coparcenary system, Inheritance, Degree of Jointness- Changing structure and functions of Family in India.
- 3.5. Impact of legislations and socio-economic changes on Caste, Kinship, Marriage and Family.

#### **Module 4- Contemporary Challenges**

- 4.1 Moving beyond Tradition-tradition vs Modernity-debate, Problems of nation building- secularism, pluralism, regionalism, terrorism.
- 4.2 Poverty, deprivation Inequalities of caste and gender, Illiteracy and disparities in education.
- 4.3 Caste conflicts, Ethnic conflicts, Communalism and Religious Revivalism
- 4.4 Family disharmony: Domestic Violence, Dowry, Divorce, Intergenerational conflict.

#### **References**

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2. Dumont Louis 1970 Homo Hierarchicus: The Caste System and its Implications
3. Vikas De Souza, P.R. ed. 2000 Contemporary India – Transitions New Delhi, Sage
4. Dhanagare, D.N. 1993: Themes and Perspectives in Indian Sociology Jaipur Rawat.
5. Dube, S.C. 1973: Social Sciences in a Changing Society Lucknow University Press
6. Dube, S.C. 1967 The Indian Village London: Routledge, 1955
7. Karve, Irawati 1961: Hindu Society: An Interpretation Poona: Deccan College
8. Momin, A. R. 1996: The Legacy of G. S. Ghurye: A Centennial Festschrift Popular Prakashan, Bombay
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10. Oommen, T.K. and P. N. Mukherjee, eds. 1986: Indian Sociology: Reflections and Introspections, Popular Prakashan, Bombay.

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- 13.Srinivas, M.N. 1960: India's Villages Asia Publishing House, Bombay. 14.Tylor, Stephen:  
India: An Anthropological Perspective
- 15.Marriott, McKim 1990: India through Hindu Categories Sage, Delhi.

**5 Hours/Week**

**4 Credits**

*Objective: This course aims to familiarize students with the basic knowledge on the research methods in Sociology.*

### **Module 1: Logic of Inquiry in Social Science Research**

- 1.1. Social Research: Definition, Objectives, Characteristics, Applications and Significance -  
 “Iterative” Process of Research -Relevance of Theory in Research
- 1.2. Types of Social Research (Basic, Applied and Action, Exploratory, Explanatory, Quantitative and Qualitative, Cross Sectional and Longitudinal Research - Cohort studies
- 1.3. Problems in Social Research –Need for objectivity in social research –Stakeholders of Research-  
 Issues of Ethics in Social Research.
- 1.4 Steps in planning a research study-

### **Module 2: The Research Process**

#### **2.1 Research Problem Formulation**

#### **2.2 Review of existing Literature: Need and Significance**

2.3 Research Design, types, relevance and rationale- Conceptualizing the research design

2.4 Hypotheses: Need, Types and Formulation

2.5 Variables and Indicators – Conceptualization, Operationalization and Measurement

2.6 Sampling - Principles of Sampling, Population and Sample, Sample Frame. Sampling Techniques, Probability and Non-probability- Sampling and Non- sampling errors.

### **Module 3: Types, Sources of data& Methods and Tools of Data Collection**

3.1 Types of Data-Primary, Secondary and Tertiary data.

3.2 Sources of Primary Data: Methods of collecting primary data-Social Surveys, Types of Surveys -

Advantages and Disadvantages of Survey Methods- Observation Method- Interview method -Types Socio-metric Methods and Projective Techniques.

- 3.3 **Tools for collection of Primary Data**: Schedule and Questionnaire - Attitude Scales- Likert Scale - Thurston Scales, Guttman Scales/Scalogram Analysis -The Q Sort technique and their functions.
- 3.4. Sources of Secondary data – Sources of tertiary data- Precautions to be taken while using primary, secondary and tertiary sources
- 3.5 **Qualitative Research Methods**-Observation & Ethnography- Qualitative Interviewing, Case Study, Content Analysis –Participatory Research -Recent Debates- Triangulation

#### **Module 4: Measurement**

- 4.1 Levels of measurement - Nominal, Ordinal, Interval and Ratio Scales
- 4.2 **The concept of Reliability and Validity** – Significance - Types - Threats to reliability and validity -Establishing reliability and validity of a research instrument
- 4.3 Measurement Errors –Types –Brief overview of sources of measurement error.

#### **References**

1. Carol Grbich 2000: New Approaches in Social Research, Sage.
2. Williams Malcolm,2004, Science and Social Science, Routledge, New York.
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12. Kothari, C.R.:1985 Research Methodology-Methods and Techniques, New Delhi: Wishwa Prakashan,
13. Bailey, Kenneth D1982, Methods in Social Research, New York: Mac Millan Publishing Co.



**4 Hours/Week**

**4 Credits**

**Objectives:** *This course attempts to provide students with sociological perception of rural social structure, change and development in India and to develop an understanding among them about the fundamental social reality, social process and changes in the rural society.*

### **Module I : Introduction to Rural Sociology**

- 1.1 Origin of Rural Sociology, Nature, Subject Matter, **Need and Importance of the Study of Rural Sociology**- Indian Rural Community: Meaning and definition of Rural Community, Characteristics of Indian Rural Community.
- 1.2 Rural Social Structure: Caste and Class in Rural India, Inter Caste Relations, Dominant Castes and Jajmani System, Meaning of Untouchability, Role of Govt. and NGO for removal of Untouchability.- Traditional Rural Family - Characteristics and functions of Rural Joint family - Changing pattern
- 1.3 Rural Habitation, Settlement and Agrarian Movements-Meaning of Habitation & Settlement, Major Components of Rural Settlement, Factors influencing Rural Settlement, Rural resources and Settlement- Agrarian movements of the 19<sup>th</sup> and 20<sup>th</sup> centuries, Land Tenure, Land Reforms, Green Revolution and its impact, White Revolution Bonded Labourers, Trends of Change
- 1.4 Rural Political Structure: Power Structure in Rural India, Characteristics of traditional Rural Power Structure, Types of flow of rural power- Traditional Caste Panchayats, Panchayat before and after 73rd Amendment, New Panchayati Raj and Empowerment of Women
- 1.5 Rural Religion & Recreation-Aspects of Rural Religion, Function of Religious groups in Rural Societies, Role and importance of temple in Rural Societies-Meaning of recreation- Kinds of rural recreation -Characteristics of Rural recreation- Impact of modernization on rural recreation

### **Module 2: Sociological Perspectives of Rural Life**

- 2.1 Evolutionary Perspective
- 2.2 Structural Functional Perspective
- 2.3 Marxian Perspective

## 2.4 Gandhian Perspective

## 2.5 Integrated Perspective

### **Module 3: Rural Development in India**

3.1 Concept of Rural Development-Elements and Dimensions of Development- Objectives of Rural Development- Social inputs to Development - Indicators of Development

3.2 Historical Background-Early efforts- During British Rule- Post-independence period - Issues and Problems of Rural Development-

3.3 Rural Development Schemes: Enhancement of basic infrastructure facilities- Agricultural productivity- Provision of services like health and education- Rural employment schemes - Assistance to individual families and Self- Help Groups (SHG)

3.4 Rural Industrialization and Entrepreneurship-need for rural entrepreneurship-types of rural industries (agro based, forest based, mineral based, textile, service, engineering and non-conventional industries)- problems and prospects of entrepreneurship in rural India.

3.5 New Initiatives in Rural Development-Democratic decentralization-Peoples participation and Community Development Programmes, Panchayat Raj, Co-operative movement and Poverty Alleviation Programmes. Integrated Rural Development Programme-Five year plans in Indian rural development - Impact of Development Programmes.

### **Module 4: Rural Development-Emerging Issues**

4.1 Agrarian Unrest, Depeasantization, Commercialization of agriculture, The new agriculture Strategy and major Peasant Movements

4.2. Status of Women in rural India -trends in women's school enrollment, literacy, employment, wages, health and participation in political decision making process-Challenges Ahead

4.3 Rural Society and Technology, Rural Emigration, Poverty, Unemployment, Leadership & Factionalism

4.4 Impact of Globalization on Rural India.

## References

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2. Beteille Andre (1971), Caste, Class & Power, London, University of California Press
3. Beteille, Andre (1983), Studies in Agrarian Social Structure, Delhi, Oxford University Press
4. Chauhan, B.R., (1974) "Rural Studies", A Trend Report in A Survey of Research in Sociology and Social Anthropology (Vol – I), Bombay Prakashan
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9. Guha, Ranjit (1992) Elementary Aspects of Peasant Insurgency in Colonial India, Delhi, Oxford University Press.
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## SEMESTER II

- 15P2SOCT06 CONTEMPORARY THEORY II
- 15P2SOCT07 SOCIOLOGY OF MEDIA
- 15P2SOCT08 PERSONALITY AND COUNSELLING
- 15P2SOCT09 SOCIOLOGY OF URBAN SOCIETY
- 15P2SOCT10 STATISTICS FOR SOCIOLOGY

### 15P2SOCT06 CONTEMPORARY SOCIOLOGICAL THEORY II

Hours/week-5 Credits-4

**Objectives:** *This course is intended to introduce students to the schools of thought in Sociology which dominated Sociology till recently. This course will give a basis for understanding the current debates in sociology.*

#### Module I: Rational Choice and Exchange Theories

- 1.1 Rational Choice Theory- James S. Coleman
- 1.2 The Exchange Theory –Intellectual Background-
- 1.3 Contributions of George C. Homans and Richard Emerson
- 1.4 Mathematical Model in Rational choice: Game Theory
- 1.5 Peter M. Balu: Process of Exchange: Stages, Values, Norms, and interest, Power and its differentiation, Cognitive Dissonance.

#### Module 2: Critical Theory

- 2.1 Philosophical and Methodological foundation of Critical Theory
- 2.2 Influence of Karl Marx and Max Weber

- 2.3 Theodor W. Adorno and Horkheimer: Dialectic of Enlightenment- Critique of Instrumental Reason, Myth and Enlightenment, Culture Industry-standardization, Loss of Art's Autonomy, Authoritarian Personality
- 2.4 Weaknesses and Decline of early Critical Theory
- 2.5 **Revival of Critical Theory by Habermas**: Universality and Rationality- Social critique as reason, Types of knowledge and Cognitive interests, structural transformation of the Public Sphere, Historical geneses of the bourgeois public sphere, Changes in the public sphere under capitalism, Critique of the theory, Theory of Communicative Action.

### **Module 3: Phenomenology and Ethnomethodology**

- 3.1 Husserl: Emergence of Phenomenology
- 3.2 Schutz: Phenomenological Interactionism
- 3.3 Berger& Luckman: Social Construction of Reality
- 3.4 Karl Mannheim: Sociology of Knowledge
- 3.5 Harold Garfinkel: Breaching Experiment, Accomplishing Gender
- 3.6 **Comparison between Phenomenology and Ethnomethodology.**

### **Module 4 : Micro- Macro Integration**

- 4.1 George Ritzer: Integrated Paradigm
- 4.2 Jeffrey Alexander: Multi- dimensional Sociology
- 4.3 Randall Collins: Micro foundations of Macro Sociology
- 4.4 Norbert Elias: Figuralational Sociology

### **References-**

1. Abraham, Francis M,2000, Modern Sociological Theory: An Introduction, Oxford University Press.
2. Adams N. Bert & Sydie R.A,1997, Sociological Theory, Vistaar Publications, 2011
3. Collins, Randall, Theoretical Sociology, Rawat Publications.

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6. Delaney, Tim, 2008, Contemporary Social Theory, Pearson Education Inc. Dorling Kindersley Publishing Inc. New Delhi.
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13. Waters, Malcolm, 1998, Modern Sociological Theory, Sage, New Delhi.
14. Wallace, Ruth A & Alison Wolf, 1991, Contemporary Sociological Theory: Continuing the Classical Tradition, Prentice-Hall, Englewood Cliffs, New Jersey.

**15P2SOCT07**

**SOCIOLOGY OF MEDIA**

**5 Hours/Week**

**4 Credits**

### **Objectives**

*This course aims to provide students with a basic understanding of the influence of media on individuals and society from a sociological perspective. The course will enable students to look critically at the media and will facilitate them to build up a fresh, sophisticated, in-depth analysis surrounding the role of media as it shapes social issues.*

### **Module I: Introduction and Review of Basic Concepts**

- 1.1 Understanding Mass Media- Characteristics, Types and Functions of Mass Media.
- 1.2 Power of mass media on Individual, Society and Culture- Role of Press in a emerging country or a

country like India

1.3 Social construction of reality by media- Rhetoric of the image, Narrative etc. Media myths

1.4 Media, Society and Technology - changes and effects

1.5 Media in India- a review, contributions to creating new identities (Indian Independence), changing power structures, impact of politics on media.

## **Module 2: Key Ideas in Media Studies**

2.1 Marxism, Ideology and the Media - Gramsci, Althusser, Frankfurt School

2.2 Media Technologies and Power -Marshall McLuhan, Brian Winston

2.3 Postmodernism and the Media -Baudrillard, Angela McRobbie

2.4 Semiotic approach

2.5 Discourse analysis

## **Module 3: Mass Media and Social Structure**

3.1 Media impact and their effectiveness in the context of different audience

3.2 Mass Media preference and use among diverse audience

3.3 Role of Mass Media in Nationalism, Regionalism, Citizen's Rights, Secularism, promoting democracy, Social Justice, Gender

3.4 Contemporary Issues- Information Technology- Knowledge World- Impact of the internet

3.5 Regulation and Control of Media -Media Ethics.

## **Module IV-Media laws in India**

4.1 Media and the IPC and the Cr PC Self - Regulation

4.2 Print media and the origins of the 'Press Laws'

4.3 Broadcast media, evolution and the challenges to policy

4.4 Internet and the New Media Policy.

4.5 Media Law and Women

## References

1. Silverstone, Rogers 1999. Why Study Media? Sage Publications
2. Potter, James W 1998. Media Literacy. Sage Publications
3. Grossberg, Lawrence et al 1998. Media-Making: Mass Median in a Popular Culture, Sage Publications
4. Evans, Lewis and hall, Stuart 2000. Visual Culture: The Reader. Sage Publications
5. Berger, Asa Authur 1998. Media Analysis Techniques. Sage Publication
6. Pradip N. Thomas (eds.) 2004 Who Owns the Media? Zed Books, London.
7. Downing, John, Mohammadi Ali and Srebemy- Mohammadi 1992 Questioning the Media: A Critical Introduction, New Delhi, Sage.
8. Mackay, H. and O'Sullivan, T. 1999 The Media Reader: Continuity and Transformation, London Open University and Sage

**15P2SOCT08**

**PERSONALITY AND COUNSELLING**

**5 Hours/Week**

**4 Credits**

**Objectives:** *This course aims to familiarize students with the nature, process and theories of personality development, to acquaint them with counselling techniques and to expose students to the various types of intervention and strategies.*

### **Module I: Introduction to Personality**

1.1 Definitions, nature and factors of personality

1.2 Stages of Development of personality: Psycho-motor development, Cognitive development, Language development, Emotional development, Emergence of Self, Gender identity

1.4 . Developmental Problems in different stages : Emotional problems of childhood – identity crisis in adolescence - Teenage problems-Middle age – Social and vocational adjustments.

1.5 Adjustment to changes in life patterns-Old age – Mental and Behavioural disorders –



Ageism, Successful aging- Social issues- Dementia, functional impairment and Cognitive Decline

## **Module 2: Classical Psychoanalytic and Neo Psychoanalytic Theories of Personality Development**

- 2.1. Sigmund Freud
- 2.2. Carl Jung
- 2.3. Alfred Adler
- 2.4. Karen Horn
- 2.5. Erik Erikson

## **Module 3: Perspectives and Approaches In Personality Development**

- 3.1. Learning perspective: Dollard & Miller, Julian Rotter
- 3.2. Cognitive perspective: Jean Piaget, George Kelly
- 3.3. Humanistic perspective: Abraham Maslow, Carl Rogers
- 3.4. Existential position: Viktor Frankl, Rollo May
- 3.5 Trait Approach. Gordon Allport, Raymond Cattell

## **Module 4: Nature and Goals of Counselling**

- 4.1 Definition, types and stages of counseling
- 4.2 Training, job setting and activities of counselor- Ethical principles of counselling
- 4.3. Goals and methods- Advanced empathy, Immediacy, Confrontation, Interpretation, Role playing
- 4.4 Assessment techniques and tools of Assessment-Psychometric Test- Anecdotal records, Rating scale, Socio-metric Test
- 4.5 Counselling and Psychotherapy- Transactional Analysis/ Rational Emotive Behavioural Therapy/ Reality Therapy.

## References

1. Hall, C.S., Lindzey, G., & Campbell, J.B. 2007. Theories of Personality. 4<sup>th</sup> Edn. Wiley: India.
2. Hall, C.S., Lindzey, G. & Campbell, J. B. 1998. Theories of Personality. New York: John Wiley & Sons.
3. Ryckman, R.M. 1978. Theories of Personality. D.Van Nostrand Company: New York.
4. Frager, R. & Fadiman, J. 2007 Personality and Personal growth. 6th Edn. Pearson Prentice Hall, India.
5. Mayer, F.S & Sutton, K. 1996. Personality: An integrative approach. N.J.: Prentice-
6. Hurlock, Elizabeth 1987. Personality Development New York McGraw Hill Inc
7. Developmental Psychology. A life Span approach 6th Edn.1990. Elizabeth B. Hurlock, Tata McGraw Hill.
8. Thomas Murray 1990.Counseling and Life Span Development. Sage Pub.
9. Mangal S.K.2002.Advanced Educational Psychology 2nd Edn Prentice Hall of India.
10. Shertzer and Stone 2000.Fundamentals of Counseling, , Houghton Mifflin Co.
11. Rao Narayana S. 1988.Counseling Psychology, S. Tata McGraw Hill Pub.
12. Schultz, D.P & Schultz, E.S. 2005. Theories of personality. Delhi: Thomson Wadsworth.
13. Kuppuswami, B. 1985 Elements of ancient Psychology. Delhi: Vani Educational Books.
14. Lazarus, R.S. and Monat, A. 1979. Personality. Prentice Hall, Inc.
15. McCrae, R.R. & Allik, J. (eds) 2002. Five-factor model across cultures. Dordrecht: Netherlands: Kluver.
16. London, H. & Exner, J.E. 1978 Dimensions of Personality. New York: Wiley
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20. Kundu, C.L. 1989. Personality development. ND: Sterling Publications.

**5 Hours/Week**

**4 Credits**

**Objectives:** *The Course looks at urbanization as a social phenomenon and acquaints students with the sociological perceptions of urbanization and helps students to understand the trends and implications of urbanization in India.*

### **Module I: Introduction**

- 1.1 Development of Urban Sociology, Meaning of Urban Sociology, Nature and Scope of Urban Sociology.
- 1.2 Significance study of urbanization in the context of regional development
- 1.3 Definition and concepts- Urban Sociology:- Urban, Urbanism, Urbanization, Urban Locality, Suburb, Metro Cities, Metropolis, Megalopolis.
- 1.4 Urbanization as a perspective of social and historical analysis.
- 1.5 Changing Face of Urban communities: Infrastructural development, Growing heterogeneity, Merging of fringe villages, the ‘global city’ city as the melting pot of cultures and as harbinger of social change.

### **Module 2: Sociological Perspectives-Traditional**

- 2.1 Contributions of Emile Durkheim – mechanical and organic solidarity
- 2.2 Ferdinand Tonnies – Gemeinschaft and Gessellschaft
- 2.3 George Simmel: ‘Metropolis and Mental Life
- 2.4 Robert Park – The City as ecological community, the natural and moral order, Land Values, Dominance Invasion and Succession, The natural area
- 2.5 Louis Wirth – ‘Urbanism as a way of life’ – population aggregation, social heterogeneity and its consequences for urban life

### **Module 3: Sociological Perspectives-Current**

- 3.1 Urban Ecology (Patrick Geddes)
- 3.2 Political Economy and Urbanization (David Harvey and Peter Saunders)

- 3.3 Urban Question, Information Society (Manuell Castells)
- 3.4 Culture Economy (Pierre Bourdieu)
- 3.5 City and Spatial Forms (Anthony Giddens)

#### **Module 4: Issues, Implications and Challenges of Urbanization in India**

- 4.1 Economic issues: Poverty, Unemployment and Inequity in resource access.
- 4.2 Environmental issues: Ecological imbalance, Degeneration of resources, pollution, waste disposal and sanitation
- 4.3 Socio-Cultural issues: Inequality (class, caste and gender), Cultural invasion and changes in life styles and culture, Impact of global culture on local communities, Caste polarization, Communalism and regionalism
- 4.4 Infrastructure and amenities: Water, Energy (power and fuel), Housing, Road, Transport & Communication, Health care services, Education
- 4.5 Displacement: Forest eviction, Development Projects (Highways, Dams, Special Economic Zones, Firing Range, Large scale industries, Malls and Commercial Complexes, etc.)

#### **References**

1. Dupont V, E. Tarlow and D. Vidal, 2000 *Delhi. Urban Space and Human Destinies*, Delhi, Manohar,
2. Government of India, 1986, *Report of the National Commission on Urbanisation, Vols I & II*, New Delhi, Government of India
3. Harvey, David, 1989 *The Urban Experience*, Baltimore, John Hopkins Press
4. Nair Janaki, 2005 *The Promise of the Metropolis. Bangalores Twentieth Century*, Delhi, Oxford
5. National Academic Council, 2003 *Cities Transformed. Demographic Change and Its Implications in the Developing World*, Washington DC, Academic Press
6. Patel Sujata and Kushal Deb (ed) 2006 *Urban Studies*, Delhi, Oxford
7. Safa, Helen (ed.), 1982 *Towards a political economy of urbanisation in the Third World Countries*, Delhi, Oxford
8. Sassen Saskia, 1991 *The Global City*, Princeton, Princeton University Press
9. Sivaramkrishnan K, A Kundu and B.N.Singh, 2005. *Handbook of Urbanisation in India*, Delhi,

Oxford

10. Smith, Michael Peter, 2001, *Transnational Urbanism. Locating Globalisation*, London, Blackwell
11. C.G. Pickvance, (ed.): *Urban Sociology: Critical Essays*, Methuen, 1976
12. David Harvey, *The Urban Experience*, Basil Blackwell, 1989.
13. Manuel Castells, *The Urban Question*, Harpers, 1972.
14. Peter Saunders, *Social Theory and the Urban Question*, Hutchinson, 1981
15. T.G. McGee, *The Urbanization Process in the Third World*, G. Bell & Sons, 1971

**15P2SOCT10**

**STATISTICS FOR SOCIOLOGY**

**5 Hours/Week**

**4 Credits**

**Objectives:** *This course aims to familiarize the students with the statistical methods in social sciences and to enable them to summarize numeric data by computing descriptive statistics, to compute various inferential statistics and to equip them to identify appropriate technique for a given set of variables and research questions.*

**Module 1 – Introduction to Statistics**

1. **Meaning, uses & limitations of Statistics.**
2. Classification, tabulation & presentation of data.

**Module 2 – Measures of Central Tendency & Dispersion**

- 2.1 Arithmetic Mean, Median & Mode.
- 2.2 Properties of a good average, use of averages in Social research.
- 2.3 Measures of Dispersion- Range, Quartile Deviation, Mean Deviation & Standard Deviation.
- 2.4 Merits & Demerits of different measures of Dispersion.

2.5 Uses in Sociological research.

### **Module 3 – Correlation & Regression**

3.1 Scatter diagram, Karl Pearson's Coefficient of Correlation – Simple linear correlation, Spearman's rank correlation coefficient.

#### **3.2 Uses in sociological research.**

3.3 Regression analysis in the case of bi-variate data.

### **Module 4 – Probability & Testing of Hypothesis**

4.1 Elementary ideas of probability.

4.2 Test for means, single population & test for difference in means to populations (t – test & Z – test).

4.3 Test for difference in Standard Deviations of two populations (F – test).

4.4 Chi – square test - test for association of attributes & goodness of fit.

#### **References:**

1. Levin, Jack, 1977. Elementary Statistics in Social research (2<sup>nd</sup> ed), New York; Harper & Row.
2. Elhance D.N., Fundamentals of Statistics.
3. Gupta S.P., Statistical Methods.
4. Sancheti D.C., Statistic Theory, Methods & Applications.
5. Gupta S.C., Fundamentals of Statistics.

## SEMESTER III

15P3SOCT11 CONTEMPORARY THEORY III

15P3SOCT12 APPLICATION OF RESEARCH SKILLS

15P3SOCT13 ENVIRONMENTAL SOCIOLOGY

15P3SOCT14 SOCIOLOGY OF GLOBALISATION

15P3SOCT15 SOCIAL CHANGE AND DEVELOPMENT

15P3SOCT11 CONTEMPORARY SOCIOLOGICAL THEORY – III

Hours/week-5

Credits-4

**Objectives:** This course seeks to provide students with an understanding of the contemporary debates in sociological theory.

### Module I: Neo-Marxian Theory

- 1.1 Frankfurt School- Critical Theory- Major critiques of social and intellectual life, Major Contributions – Subjectivity, Dialectics, Knowledge and Human Interests, Critical Theory today.
- 1.2 Contributions of Max Horkheimer,
- 1.3 Contributions of Jurgen Habermas
- 1.4 Contributions of Louis Althusser
- 1.5 Varieties of Neo-Marxism- Hegelian Marxism, Analytical Marxism and Postmodern Marxian theory

### Module 2: Structuration Theory- Anthony Giddens

#### 2.1 Critique of “Scientific” Social Theory

- 2.2 Agency and Structure
- 2.3 Double Hermeneutics

2.4 Rules and Resources

2.5 Structuration theory of Giddens

### **Module 3: Reflexive Sociology- Pierre Bourdieu**

3.1 Epistemic reflexivity

3.2 Habitus and Field

3.3 Theory of Practice

3.4 Matrimonial Strategies

3.5 Forms of Capital

3.6 Language, Symbolic Violence and Gender

### **Module 4 Post Structuralism and Post Modernism**

4.1 Michael Foucault: Power/Knowledge, Discourse Analysis, Discipline and Punish, History of Sexuality, Medical Discourse

4.2 Derrida: Deconstruction

4.3 Roland Barthes: Death of the Author

4.4 Frederiech Jameson: Moderate Post modernism

4.5 Jean Baudrillard: Extreme Post- Modern Theory

### **References:**

- 1) Best Stevan and Douglas Kellner, 1991, *Post Modern Theory; Critical Interrogation* Mac Millan Publications, London
- 2) Foucault, Michel, 1995, *Discipline and Punish: The Birth of the Prison*, 2nd Ed, Vintage Books, France.
- 3) Fowler Bridget(ed), 2000, *Reading Bourdieu on Society and culture*, Blackwell Publications, Oxford
- 4) Glucksmann, 1974, *Structuralist Analysis in Contemporary Social Thought*, Rotuledge Publicatyions, Boston
- 5) Jenkin Alan, 1979, *The Social Theory of Claude Levi Strauss*, Mac Milan Publications, London



- 6) Mouzelis Nicos, 1995, *Sociological Theory what went wrong*. Routledge Publications, London
- 7) Seidman Stevan, 1994, *The Post- modern Turn*, Cambridge Publications London
- 8) Joas, Hans.1987. Giddens' *Theory of Structuration* in International Sociology

### **Recommended Readings:**

- 1) Danher Geoff, Tony Schirito and Jenwebb, 2000, *Understanding Foucault*, Sage Publications London
- 2) Leach Edmund, 1970, *Levi Straus* Fontana and Collin Publications, Glasgow
- 3) Pusey Michael, 1987, *Jurgen Habermas*, Tavistock and Ellishors wood Publications London
- 4) Smart Barry, 1985, *Michael Foucault*, Routledge London

**15P3SOCT12**

## **APPLICATION OF RESEARCH SKILLS**

**5 Hours/Week**

**4 Credits**

**Objectives:** *This course aims to develop the ability of students to apply research methods to practical situations and to enhance their skill of analysis and presentation of data.*

### Module 1: Conceptualizing Research

- 1.1 Problem identification – The research question and its feasibility
- 1.2 Procedure of literature review – Identification of relevant literature –Use of electronic data base – Evaluation of literature.
- 1.3 Identifying the research question and formulation of the research problem- Identifying variables.
  1. 4 Refinement of the Research question- Formulation of objectives - Establishment of operational definitions.
- 1.5 Development of working hypotheses-Types of hypotheses - Type I and Type II error- Determination of confidence levels
- 1.6 Format of a research proposal - Preparation of research proposal

### Module 2: Planning the Study

2.1 Preparation of research design

2.2 Determining the sample design

2.3 Identification of data collection methods.

2.4 Designing of various research instruments - Pre-test and finalization.

2.5 Construction of Attitude measurement scales such as Likert scales- General issues in Scaling- Calculation of scores.

2.6 Carrying out a pilot study

### **Module 3: Execution of the Study**

3.1 Collection of data –Selecting the method for data collection – Field work - Collection of data using attitudinal scales – On line data collection - Collection of qualitative data -Safeguards for mitigation of bias

3.2 Preparing the data for analysis

3.3 Computer aided statistical analysis of data. \*\*

3.4 Interpretation of results and generalization

### **Module 4: Reporting of the Results of the Study**

4.1 Principles of scientific reporting- Style and format of social science reporting

4.2 Report Writing- Presentation of results- Objectivity in presenting research findings

4.3 Techniques for Writing up a Qualitative Study - Ensuring internal and external Validity

4.4 Citation and referencing: Introduction to various styles –Use of software

\*\* Computer aided statistical analysis of data- Students may be given hands-on training in the use of user-friendly statistical software packages for quantitative data analysis.

### **References**

1. Andrews Richard: 2005. Research Questions, Continuum, UK.
2. Bell J.1999. Doing Your Research Project, Open University Press, Buckingham.

3. Bryman Alan: 2001. Social Research Methods, Oxford
4. Babbie Earl: 2001. The Practice of Social Research, Wordsworth.
5. Levin, Jack: 1973. Elementary Statistics in Social Research, New York, Harper and Row Publishers.
6. Kothari, C.R.1985. Research Methodology-Methods and Techniques, New Delhi: Wishwa Prakashan
7. Bailey, Kenneth D.1982.Methods in Social Research, New York: MacMillan Publishing Co.,
8. Nachmias David & Nachmias Chava: 1981. Research Methods in the Social Sciences, New York,St. Martin's Press.
9. Sanders, Willam, B. & Pinhey Thomas K.1983. The Conduct of Social Research, New York, CBS College Publishing.
10. Dochartaigh Niall: 2007 Internet Research Skills: How to Do Your Literature Search and Find Research Information Online, Sage Publications.
11. Barnes Annie: 1994.Research Skills in the Social Sciences, Kendall Hunt Publishing Co.
12. Sarantakos S.1999. Social research, Macmillan Press, UK.

**15P3SOCT13**

**ENVIRONMENTAL SOCIOLOGY**

**5 Hours/Week**

**4 Credits**

**Objectives:** *This course aims to sensitize the students regarding the relationship between human society and ecosystem, to help students understand the various approaches to the study of environment and ecosystem and to create awareness among the students regarding environmental degradation and the importance of sustainable development.*

**Module 1: Environmental Sociology**

1.1 Environmental Sociology: Field and Scope

1.2 Basic concepts -Environment, Ecosystem, Ecology, Biodiversity, Ecological footprint, Eco-

feminism ,Sustainable Development

### 1.3 Environmental Education- meaning, objectives- significance and strategies used for Environmental Education

1.4 Early Interest in Environmental Issues -The Chicago School: Classical Human Ecology

1.5 Environment and Society- Need for the study of environment

## Module 2: Approaches/Perspectives in Environmental Sociology

2.1 Duncan's Ecological Complex: POET Model

2.2 Dunlap and Catton's Ecological Explanation

2.3 Political economy interpretation- Alan Schnaiberg

2.4 Ecological modernization- Arthur P.J. Mol and Gert Spaargaren

2.5 Indian thinkers: Radhakamal Mukherjee, Ramachandra Guha

## Module 3: Environmental Degradation, Pollution and Disasters

3.1 Current Issues- Global Warming and Green House effect- Ozone Depletion-Acid Rain- Deforestation- Atmospheric Turbidity and Nuclear Winter

### 3.2 Human Actions and Environment Degradation: Deforestation, Big Dams, Mining and Pesticides

3.3 Pollution: Air, Water, Noise, Land and Solid waste: Major Causes, Impact and Remedial Measures

3.4 Natural Disasters - Earthquakes-Tsunami- Wind storms

3.5 Environment Degradation and Human Health

## Module 4: Environmental Protection

4.1 Initiatives of the State and International Agencies: Stockholm, Rio conference

4.2 Environment Protection Agencies in India

4.3 Constitutional Provisions and Environmental Laws in India

4.4 Environmental Movements in India

### 4.5 Environmental Planning for Sustainable development

## References

1. Shiva, Vandana: *Staying Alive Women. Ecology and Survival in India*, New Delhi: Kali for Women Press, 1988, pp.1-37, 218-228.
2. Arnold, David and Guha, Ramchandra, (eds.): *Nature, Culture and Imperialism*, New Delhi: Oxford University Press, 1955.
3. Baviskar, Amita : *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*, OUP, Delhi, 1997.
4. Gadgil, Madhav and Guha, Ramchandra: *Ecology and Equity: The use and Abuse of Nature in Contemporary India*, New Delhi: Oxford University Press, 1996, pp.9-191.
5. Merchant Carolyn: *Ecology: Key Concepts in Critical Theory*, Humanities Press, New York. 6.Giddens, Anthony. 1996 “Global Problems and Ecological Crisis” in *Introduction to Sociology*. 2<sup>nd</sup> Edition. New York: W.W. Norton and Co.
7. Michael Redclift, 1984, *Development and the Environmental Crisis*, Meheun Co. Ltd. Munshi, Indra.
8. Schnaiberg Allan, 1980, *The Environment*, Oxford University Press. N.Y.
9. UNDP. 2000. *Sustainable Development*. New York: OUP
10. World Commission on Environment and Development, 1987. *Our common future* Brundtland report, New Delhi :Oxford university press
11. Gadgil, Madhav & Ram Chandra. Guha 1996, *Ecology and Equity: The use and Abuse of Nature in contemporary India*: New Delhi
12. Ghai, Dharam (ed) 1994, *Development and Environment: Sustaining People and Nature*. UNRISD: Blackwell Publication.
13. Katyal, Jimmy and M. Satake 1989, *Environmental Pollution*, New Delhi: Anmol Publications.
14. Krishna, Sumi 1996, *Environmental Politics: People’s lives and Development Choices*, New Delhi: Sage Publications.
15. Mehta S.R. (ed) 1997, *Poverty, Population and Sustainable Development*, New Delhi: Rawat Publications.
16. Shiva. Vandana 1991 *Ecology and the Politics of Survival: Conflicts over Natural Resources in India*. New Delhi: Sage Publications.
17. Singh, Gian 1991, *Environmental Deterioration in India: Causes and Control*, New Delhi: Agricole.
17. UNDP, 1987, *Sustainable Development: World commission On Environment and Development, Our Common Future Brundtland Report*, OUP: New Delhi

**5 Hours/Week**

**4 Credits**

Objectives: *This course aims to give the students an understanding of the globalization process, the principal mechanisms of international economic connections through which it work and an idea of some of the debates it has evoked*

### **Module 1: Understanding Globalization**

- 1.1. Globalization and Global Governance,
- 1.2. History, characteristics and dimensions (**economic**, political and cultural)
- 1.3 Knowledge Economy, Information society, Consumerist society**
- 1.4 Global village, Mc Donalidation, **Weightless economy**,
- 1.5 **International Financial Management - Balance of Trade and Balance of Payment - International Monetary Fund, General Agreement on Trade and Tariffs, (GATT),World Trade Organization (WTO)**

### **Module2: Theoretical Perspectives of Globalization.**

- 2.1 Immanuel Wallerstein - World System Theory
- 2.2 World Polity Theory -John Meyer et al., “World Society and the Nation-State” 2.3 Roland Robertson- Theory of world compression and intensification of Global consciousness.
- 2.4 Davis Harvey-Theory of Time Space Compression
- 2.5 Anthony Giddens -Theory of Time Space Destination

### **Module 3: Globalization -Implications**

- 3.1 **Network Society**-fluid boundaries –**knowledge industry, out sourcing, flexible labour, shifting trends of labour**
- 3.2 Social Risks -Global culture, Social Inequalities, Social Exclusion
- 3.3 Social security- Child labour, Human trafficking, Violence against women

3.4 Impact on Social Institutions- Marriage, Family, Religion

3.5 Social Justice- education, livelihood and health care of the marginalized.

#### **Module 4: Globalization -Challenges**

4.1 Environmental degradation, the Patenting of indigenous knowledge, biodiversity

4.2. Fundamentalism and religious resurgence

4.3. Issues related to transnational migration

4.4 Trade, communication and transportation

4.5 Post Globalisation- Issue of Infinite Cyber Space

#### **References**

1. James, P., and Veltmeyer, H. 2000, Globalization Unmasked London: Zed Books.
2. Khor, Martin, 2001, Rethinking Globalization, London: Zed Books.
3. Nayyar, D., (ed.) 2002, Governing Globalization: Issues and Institutions, Delhi: Oxford University Press.
4. Scholtze, J.A., Globalisation: 2000, A Critical Introduction, Basingstoke: Palgrave. 5 Stiglitz, J. 2002, Globalization and its Discontents London: Penguin.
6. White, B., Little, R., and Smith, M., (eds.) 2001, Issues in World Politics Basingstoke: Palgrave, 2nd edn.
7. Giddens Anthony, 2000, Runaway World: How globalization is reshaping our lives, Routledge, New York.
8. Jha Avinash, 2000, Background to Globalization, Centre for Education and Documentation, Mumbai.
9. Kofman and Young, 2003, Globalization, Theory and Practice. Continuum, London.
10. Lechner F. and Boli J. (ed), 2000, The Globalization, Blackwell Oxford.
11. Schuurman Frans J. (ed) 2002, Globalization and Development Studies, Sage Publications, New Delhi

**5 Hours/Week**

**4 Credits**

**Objectives:** *This course aims to impart basic knowledge of the theories, dimensions, sources and impact of social change and development, to address in particular the Indian experience of social change and development and, to provide insights into the concerns and challenges of developmental changes occurring now.*

### **Module I: Understanding Change and Development**

- 1.1 Concepts- Change, Progress, Growth, Modernization, Development and Development Indices.
- 1.2 Factors of Social Change - Demographic, Economic, Political, Religious, Technological.
- 1.3 Theories of Social Change -Evolutionary, Functional, Linear, Cyclic, Bio-tech, and. Info-tech
- 1.4 Historical location of the idea of development: End of colonialism; rise of nationalism in the Third World societies and the desire for development
- 1.5 **Paths of Development: Capitalist**, Socialist, Mixed Economy.

### **Module II: Theoretical Approaches**

- 2.1 Modernization Theory – Walt Whitman Rostow, Daniel Lerner
- 2.2 Dependency Theory-A.G Frank, Samir Amin
- 2.3 **Mahatma Gandhi** and Schumacher on **Alternative Development Model**
- 2.4 Frankfurt School-Jurgen Habermas
- 2.5 Epistemological Critiques of Development

### **Module 3: Social Change and Development: Process and Strategies**

- 3.1 Agencies of Development: State, **Market**, Non-governmental organizations
- 3.2 Planning and Development - Changing Development initiatives and State Policies, Policy of Protective Discrimination, Inclusive Growth.



### 3.3 Processes of Liberalization, Privatization, Globalization, Info-tech and Bio-tech revolutions and Development.

3.4 Re-inventing Development: Social Movements-Types, Components and Dynamics of Social Movements.

3.5 Grass Root initiatives for Planning and Development.

## Module IV: Development in India: Concerns and Challenges

4.1 Failure of Modernization Model- Food crisis, Environmental crisis, Economic and Debt crisis.

4.2. Issues of Displacement, Development and Upsurge of Ethnicity

4.3 Disparities in Development: Regional and Religious

4.4 Development of the Marginalized: Class, Caste, Tribe and Gender

4.5 Democracy and Development, the need for Social Auditing.

## References

- 1.Datt and Sundaram, 2008, Indian Economy, S. Chand & Co., New Delhi
- 2.Eade D. & Ligteringen E., 2006, Debating Development – NGOs and the future, Rawat Publications, Jaipur
- 3.Dereze, Jean and Amartya Sen. 1996. India: Economic Development and Social Opportunity. New Delhi: OUP.
- 4.Desai, A.R. 1985. India's Path of Development: A Marxist Approach. Bombay: Popular Prakashan.
- 5.Giddens Anthony, 1996. "Global Problems and Ecological Crisis" in Introduction to Sociology. IInd Edition: New York: W.W. Norton & Co.
- 6.Harrison, D. 1989. The Sociology of Modernization and Development. New Delhi: Sage.
- 7.Haq, Mahbub Ul. 1991. Reflections on Human Development. New Delhi, OUP
- 8.Sharma, SL 1980. "Criteria of Social Development", Journal of Social Action. Jan-March.
- 8.Sharma, SL1986. Development: Socio-Cultural Dimensions. Jaipur: Rawat.
- 9.Sharma, S.L. 1994. "Salience of Ethnicity in Modernization: Evidence from India", Sociological Bulletin. Vol.39, Nos. 1&2. Pp.33-51.
10. Srinivas, M.N. 1966. Social Change in Modern India. Berkley: University of Berkley.
- 11.Dube, S.C. 1988, Modernization and Development: The Search for Alternative Paradigm,

- Vistaar Publication, New Delhi.
12. Giddens, Anthony. 1990, *The Consequences of Modernity*. Cambridge: Polity Press.
  13. Magdoff, Harry 2002, *Imperialism and Globalization*, Cornerstone Publications, Kharagpur.
  - Myrdal, G. 1966, in Shanin, Theodor (Ed.), *Peasant and Peasant Societies*, Penguin.
  14. S.C. Dube 1998: *Modernization and Development*, New Delhi: Vistaar Publisher
  15. Preston P.W., 1982, *The Theories of Development*, London Routledge, Kegan Paul
  16. Escobar Arturo, 1995, *Encountering Development, the making and unmaking of the third world*, Princeton University Press, Princeton
  17. Kothari Uma, *A Radical History of Development Studies, Individuals, Institutions and ideologies*, David Philip, Zed books, New York.
  18. Harrison D.H., 1988, *The Sociology of Modernization and Development*, London Routledge, Kegan Paul
  19. Webster Andrew, 1984, *Introduction to the sociology of Development*, London McMillan
  20. Debal K. Singha Roy (ed), (2001), *Social Development and the Empowerment of Marginalized Groups*, Sage Publications, New Delhi

## SEMESTER 1V- GROUP- B- ELECTIVES

15P4SOCT16 CULTURAL ANTHROPOLOGY

15P4SOCT17 GENDER AND SOCIETY

15P4SOCT18 INDUSTRY AND SOCIETY

15P4SOCT19 POPULATION AND SOCIETY

15P4SOCT20 SOCIOLOGY OF KERALA SOCIETY

15P4SOCT21 SOCIOLOGY OF INDIAN DIASPORA

15P4SOCT22 SOCIAL WORK AND WELFARE

### 15P4SOCT16 CULTURAL ANTHROPOLOGY

5 Hours/Week

3 Credits

**Objectives:** *This course offers an opportunity for students to become acquainted with anthropological perspectives and ways of thinking, and to develop a distinctive approach to intercultural awareness and understanding.*

#### Module1: Introduction

- 1.1 Cultural Anthropology –Definitions, Subject matter, Subfields, Emerging fields, Applied and Action Anthropology.
- 1.2 Basic Orientations - Holism, Comparativism and Relativism- Approaches: Emic-Etic, Macro-Micro- Fieldwork tradition in Anthropology
- 1.3 Methods: Ethnography, Comparative method, Participant Observation, Genealogical Method, Case study, Survey
- 1.4. Anthropology in India-Origin and Development, Themes and Perspectives
- 1.5 Recent Trends: New Ethnography and Post Modernism in Anthropology.

## **Module 2: Concepts of Culture, Society & Civilization**

- 2.1 Anthropological notion of Culture- Society, Culture and Civilization, Attributes & Paradoxes of culture -Culture, Language and Communication
- 2.2 Structure of Culture: Culture trait, Culture complex, Culture area, Age area, Culture Focus, Variation and Diversity in culture.
- 2.3 **Relation between Individual, Society, Culture and Civilization**, Great and Little Tradition
- 2.4 Human Biological Diversity: **Controversy on the term 'Race'**; Racial criteria, Racial traits in relation to Heredity and Environment -World classification and Indian classification of Race- Negrito elements in India

## **Module 3: Theoretical Perspectives in Anthropology**

- 3.1 Structuralism and Neo-Structuralism: Claude. Levi-Strauss, and E.R. Leach
- 3.2 Structure Functionalism: Contributions of A.R. Radcliff Brown and E.E. Evans Pritchard
- 3.3 Functionalism: Contribution of Bronislow Malinowski
- 3.4 **Culture and Personality: Contributions of Margaret Mead, Ruth Benedict, Ralf. Linton, Abraham Kardiner, and Cora-Dubois, Recent trends in Psychological Anthropology**
- 3.5 Contribution of Indian Anthropologists: L.P. Vidyarthi, S.C. Roy, D.N. Majumdar and N.K. Bose.

## **Module 4: Analysis of Culture**

- 4.1 Evolutionism: Critical appraisal of 19th century Evolutionism; Contributions of E.B. Tylor, L.H. Morgan, James. Frazer, Herbert. Spencer, J.F. Mc Lennan, H.S. Maine, J.J. Bachofen.
- 4.2 Neo-Evolutionism: Contribution of V.G. Childe, J.H. Steward, Leslie White, Marvin Harris, Shalin and Service.
- 4.3 Diffusionism: Critical appraisal of British, German and American Schools
- 4.4 **Cultural Materialism**- The approach of Cultural Materialism, Contributions of Marvin Harris and Leslie White, Relation of Materialism with Evolutionism.
- 4.5 **Symbolic Anthropology**- Victor Turner, Clifford Geertz.

## References

1. Evans- Prichard, E E 1990 'Social Anthropology' Universal Book Stall, Delhi.
2. Harris, Marvin 1983 'Cultural Anthropology', Harper & Row Pub, New York &
3. Haviland, W A. 1993. 'Cultural Anthropology', Harcourt Brace College Pub, London
4. Honigman J. 1997 'Handbook of Social and Cultural Anthropology' Rawat Publication, New Delhi.
5. Sahlins & Service 1970 'Evolution and Culture', The University of Michigan Press, Ann Arbor.
6. Ember & Ember 1995 'Anthropology', Prentice Hall of India Pvt. Ltd., New Delhi.
7. Ember & Ember 2008 'Anthropology' (12<sup>th</sup> edition), Pearson Prentice Hall of India Pvt. Ltd., New Delhi.
8. Hicks & Gwynne 1994 'Cultural Anthropology', Harper Collins College Publishers
9. Holy, Ladislav 1996 'Anthropological Perspectives on Kinship', Pluto Press, London.
10. Mair, Lucy 1998 'An Introduction to Social Anthropology', Oxford University Press.
11. W. Haviland, R. Gordon, and L. Vivanco, 2006, Talking About People: Readings in  
th  
Contemporary Cultural Anthropology, 4 Ed. New York: McGraw-Hill.
12. Martin F. Manalansan IV 2003, Global Divas: Filipino Gay Men in the Diaspora (Durham, N.C.:  
Duke University Press.
13. Robert H. Lavenda and Emily A. Schultz, 2006, Core Concepts in Cultural Anthropology, 3  
Edition (New York: McGraw-Hill.

**5 Hours/Week**

**3 Credits**

*Objectives: The primary goal of this course is to familiarize students with key issues, questions and debates in Gender Studies. It also offers an exposure on the implication of gender in society, major issues relating to women and discloses important indicators of women's development.*

### **Module 1: Introduction to Gender Studies**

- 1.1 Social Construction of Gender -Sex and Gender, Gender Socialization and Gender Roles, Gender Identity, Gender gaps.
- 1.2 Social structure and Gender Inequality-Patriarchy –Matriarchy Ideologies, Equality Vs Difference, Nature Vs Culture, Sexual division of labour, Eco-feminism
- 1.3 Conceptualizing discrimination- Family- girl child in the family- gender roles, gender discrimination, gender as a structural link between marriage and kinship. School -Texts and contexts of learning, drop outs, access to higher education.
- 1.4 Indicators of women's status: Demographic, Social, Economic and Political.
- 1.5 Status of women in Contemporary India with particular reference to women in Kerala.

### **Module 2: Perspectives on Gender**

- 2.1 Social theories of Gender Development: Psycho-analytic theory, Structural- Functional Analysis, Cognitive Development Theory, Social Learning Theory.
- 2.2 Feminist Theories: Liberal Feminism, Socialist Feminism, Radical Feminism, Postmodern Feminism, Multicultural/Global Feminism

### **Module 3: Gender Issues in India**

- 3.1 Issues in Family: Son Preference, Sex Ratios and Related Indicators
- 3.2 Issues at Work- gender stereotyping, Feminization of work, Glass Ceiling, Work-Life Balance
- 3.3 Access to Resources - Wealth, Education, Health Care ,Space outside the Home

- 3.4 Gender Specific Crimes - Domestic Violence, Sexual Harassment, ICT-related gender violence and gendered political violence, Rape, Custodial Violence and abuse, Trafficking, Prostitution
- 3.5 Depiction in Media- Marginalization, Commoditization, Indecent representation -Media – Violence

#### **Module 4: Women and Development in India**

4.1 **Women in Indian Economy: Women in Organized & Unorganized Sector**, Working women & their problems

4.2 Women in Indian Politics: Political Participations of women, Political empowerment of women, suffrage movement

4.3 Women and Social Legislation- Laws relating to marriage and family, Laws relating to property.

#### **4.4 Women & Education- Spread of women's education in India, Women Education & Employment**

4.5 Women's Organizations & Movements in India. Women's organizations in pre- independent India, Development of women's organizations after independence & their types, Women's movements in contemporary India : Issues

#### **References**

- 1 Desai, Neera and M. Krishnaraj. 1987 Women and society in India. Delhi
- 2 Ananta. Desai, Neera and M. Krishnaraj. 1987. Women and society in India.
- 3 Dube, Leela et. al. (eds.) 1986. Visibility and Power. Essays on Women in Society and Development. New Delhi: OUP.
- 4 Dube, Leela et. al. (eds.) 1986. Visibility and Power. Essays on Women in Society and Development. New Delhi: OUP.
- 5 Myers, Kristen Anderson et. al. (eds.) 1998. Feminist Foundations: Towards Transforming Sociology. New Delhi: Sage.
- 6 Oakley, Ann. 1972. Sex, Gender and Society. New York: Harper and Row.
- 7 Sharma, Ursula. 1983. Women, Work and Property in North-west India. London: Tavistock,
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5 Hours/Week

3 Credits

**Objectives:** *This course aims to introduce students to sociological explorations related to industry and to develop in them familiarity with regard to the emerging issues and its interface with social issues.*

**Module I: Subject matter of Industrial Sociology**

1.1 The rise of Industrial Sociology

1.2 Industrial Society-Industrialization in India

1.3 Classical Sociological Tradition on Industry-Society Interface

- a) Division of labor, Anomie- Emile Durkheim
- b) Bureaucracy, Rationality- Max Weber
- c) Production Relations, Surplus Value, Alienation- Karl Marx

**Module 2: Industrial Relations**

2.1 Industrial Relations: Definition, Concept, Nature, Importance-Three Actors of Industrial Relations  
- Conditions for congenial Industrial relations.

2.2 Industrial Disputes- Concept, features and kinds, Prevention and Settlement of disputes

2.3 Collective Bargaining- Characteristics, forms, process and significance.

2.4 Workers participation in Management- objectives, features, forms, process and levels of participation

2.5 Trade Union: Concept, Nature, and Characteristics, Objectives, Functions, importance, and structure of unions, Trade Union movement in India

**Module 3: Industrial Work, Organization and Management**

3.1 Work and the Social Context

3.2 Motivation, Morale, Leadership and Productivity

3.3 Structuring of work in Industrial Organisation-Formal and Informal Organisations, Inter and Intra Organizational Network, Line and Staff

3.4 Industrial Management- Levels of management and Functions of management

3.5. **Perspectives on Industrial Management: Scientific management, Human Relations Approach, Systems theory (Dunlop & Flanders)**

#### **Module 4: The Post- industrial India- Issues and Trends**

4.1 Post Industrial India –Meaning and Characteristics

4.2 Socio-Ecological Issues: Crowding, Growth of Slums, Environmental Degradation, Health Hazards, Crimes and Corruption, Risk Society.

4.3 Globalisation, Information Technology, Fordism and Post-Fordism

**4.4 Socio-Cultural Values on the Industry-Corporate Social Responsibility**

4.5 Constitutional provisions and legal enactments with reference to Industry

#### **References**

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14. Philip Hancock, Melissa Taylor 2001 Work Post Modernism and Organisation Sage India.

4 Hours/Week

2 Credits

**Objectives:** *This course introduces students to the central topics and concepts of demography. This course will also provide students with knowledge and an understanding of the demographic processes, and the related contemporary issues.*

### **Module 1: Introduction to Population Studies**

- 1.1 Subject matter and scope of Population Studies
- 1.2 Nature and sources of population data-Census and Social Surveys and their utility in studying the population with special focus on India
- 1.3 Population distribution-density and growth –the need for adopting sustainable development strategy to promote balanced spatial distribution of population
- 1.4 Population Composition –Biological, Economic, Socio –Cultural ,Rural-Urban
- 1.5 Population Composition and Gender Issues

### **Module 2: Population Processes**

- 2.1 Social, Religious, Spatial and Political Dimensions of Population
- 2.2 Fertility and Fecundity – Definitions- Determinants- Differentials with special emphasis on India: Rural, Urban, Age, Gender, Class, Caste
- 2.3 Mortality and Morbidity – Definitions- Determinants- Differentials with special emphasis on India: Rural Urban, Age, Gender, Class, Caste, Region and Religion. Health and Aging
- 2.4 Migration-Definition – Determinants- Patterns and Streams of Migration- Impact of Migration, both at the place of origin and the place of destination
- 2.5 Significance of the study of demographic process in Population Dynamics

### **Module 3: Theoretical Perspectives**

- 3.1 Pre- Malthusian Theories
- 3.2 Malthusian Theory

- 3.3 Optimum theory
- 3.4 Marxian Perspective
- 3.5 Demographic Transition Theory

#### **Module 4: Population profile of India with special reference to Kerala**

- 4.1 Indian Population - structure and composition
- 4.2 Vital Registration System in India-Uses and Limitations
- 4.3 Population Projections in India and its implications
- 4.4 Population Policy in India : Strategies and Debates.
- 4.5 Demographic trends in Kerala- Issues and Concerns.

#### **References**

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2. Bose, Ashish 1991: Demographic Diversity in India, Delhi: B.R. Publishing Corporation.
3. Banarjee, D. 1985: Health and Family Planning Services in India, New Delhi: Lok Parkshan.
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7. Malthus, T.R. 1986: An Essay on the Principle of Population, London: William Pickering.
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19. Tim Dyson et.al. (eds.) 2004, Twenty-first Century India: Population, Economy, Human Development, and the Environment New Delhi: Oxford.

**15P4SOCT20**

**SOCIOLOGY OF KERALA SOCIETY**

**4 Hours/Week**

**2 Credits**

*Objectives: This course aims to provide a holistic perspective on the history, structure and development of Kerala from a sociological perspective.*

### **Module 1: Understanding Kerala**

- 1.1. Pre- historic period ,Ancient period, Early Medieval Period, Colonial Era, Post Colonial Period.
- 1.2 Formation of Kerala State- Growth of Malayalam Tradition
- 1.3 The cultural genesis of Kerala- Aryan and Dravidian Influence –Classical Antiquity and Organic Continuity, Ethnic history and major ethnic groups in Kerala.
- 1.4. Language and Religion- Major religious and linguistic groups in Kerala
- 1.5 Art forms- **Performing Arts, Music, Martial Arts**

### **Module 2: Social structure and Change in Kerala**

- 2.1 Kinship – Family and Marriage - Brahminical Theory on the origin of Marumakkathayam- traditional pattern and modern trends

2.2 Social - Caste and Varna- Kerala specialties and current trends.

2.3 Political - The Structure of Government - Local Governance in Kerala. Coalition Politics- from Decentralization of Power to People's Planning- 'Building local democracy: Evaluating the impact of decentralization in Kerala.

#### 2.4 Economic – Industrialization, Emergence of the Service Sector and Information Technology

2.5 Demographic- Fertility, Mortality, Migration and their trends.

### Module 3: The Development Experience in Kerala

3.1 Social Reform Movements, Peasant Protests and Revolts

3.2 Land Reforms in Kerala

3.3 Decentralization of Health Care sector

3.4 Educational Scenario in Kerala

3.5 Kerala Model of Development

### Module 4: Contemporary Concerns

4.1 Impact of Globalization on Kerala Society

4.2 Power of Consumerism

4.3 Degradation of Environment

4.4 Social exclusion of weaker sections

4.5 Diasporic Keralites- Remittance economy and its socio-economic impact

### References

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2. Cherrian, P.J (edt). 1999. *Perspectives in Kerala History*. Kerala Gazetteers .Thiruvananthapuram.
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**15P4SOCT21**

**SOCIOLOGY OF INDIAN DIASPORA**

**5 Hours/Week**

**3 Credits**

Objectives: *This course is intended to introduce students to the Indian diaspora. It discloses the socio-historical background of the Indian diaspora, examines the theoretical perspectives in diaspora studies and analyses the contemporary issues related to Indian diaspora.*

**Module I: Diaspora as an area of study**

- 1.1 Origin and meaning of the term diaspora.
- 1.2 Scope and significance of diaspora studies.
- 1.3 **Demographic details of Indian diaspora.**
- 1.4 Migration and factors responsible for migration.
- 1.5 Ethnicity and Ethnic Identity; Bicultural Socialization; Cultural Pluralism.

## **Module 2: Historical background of Indian diaspora**

- 2.1. The Ancient and the medieval phase- Trade and Religion;
- 2.2. The colonial phase-Indenture Labour;
- 2.3 The post - colonial phase-Brain drain and Skill drain;
- 2.4 **Contemporary trends in Emigration.**
- 2.5 Sociocultural impact of Indian Diaspora, Assimilation, Cultural Preservation ,Ethnic Polarization

## **Module 3: Theoretical perspectives in Diaspora studies**

- 3.1 Neo classical Economic theory
- 3.2 Dual labour market Theory
- 3.3 The new Economics of labour Migration**
- 3.4 Relative Deprivation Theory
- 3.5 World System Theory

## **Module 4: Emerging Issues**

- 4.1 Meaning of NRI; PIO; ECR; FEMA; FIPB; MIOA**
- 4.2 Views on dual citizenship;**
- 4.3 Indian Diaspora and International Politics;
- 4.4 Participation of Indian Diaspora in Indian cultural aspects, economy and other sectors;
- 4.5 Latest Initiatives of Government of India towards Global Indian Diaspora.

## **References**

- 1. Clarke, Colin; Ceri Peach and Steven Vertovec (eds.). 1990. South Asians overseas. Cambridge: Cambridge University Press.
- 2. Dabydeen, David and Brinsley Samaroo (eds.). 1996. Across the dark waters: Ethnicity and Indian identity in the Caribbean. London and Basingstoke: Macmillan Education.



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**15P4SOCT22**

**SOCIAL WORK AND WELFARE**

**5 Hours/Week**

**3 Credits**

Objectives: *This course aims to familiarize the students with an understanding of the concept, definition, objectives and functions and methods of social work, to understand the current trends of social work practice in India and to develop understanding about the different fields of social work.*

**Module I: Concept of Social Work**

- 1.1. **Concept, Definition, Objectives and Functions of Social Work, and Methods of Social Work**
- 1.2 **Concepts in Social Work Practice: Social work, Social service, Social services, Social development, Social change, Social action, Human rights, Social exclusion, Empowerment.**
- 1.3 Fields of Social Work: Family & Child welfare, Medical and Psychiatric Social Work,

Criminology and Correctional Work, HRD and HRM, URCD, SWA

1.4 Values and Principles in Social Work Practice- Religious, Political and Utilitarian values, Code of professional ethics, Generic principles of social work.

## **Module 2: History and Development of Social Work**

2.1 Remedial social work-Charity, Philanthropy, social situations, (Poverty, problems of in migrants, orphanhood squalor, war victims etc.) and Social reform movements,

2.2 Development-oriented social work, Social activism, Human Rights Perspective.

2.3 Current trends on Social Work Practice in India-Welfare approach, Remedial and therapeutic approach, Social development, approach and Conflict oriented approach.

2.4 Perspectives of Social Work Practice in India-. Ideological Influences of social reform movements, Marxist perspectives, Feminist perspective, Subaltern perspectives and Post – modernism influence.

## **Module 3: Methods of Social Work**

3.1 Social casework- Basic assumption, needs, elements of social case work, skills in social case work, problem solving process, Role and qualities of social case worker, Report writing in social case work, fields of social case work.

3.2 Social Group work - Needs, objectives, Values, principles of social group work, types of group, programme planning and development, Report writing in group work, Roles and skills of group worker, Fields of group work.

3.3 Community organization-, objectives, values, principles, process of community organization, Empowerment in community development, Roles of community organizer, Various fields of community organization

## **Module 4: Social welfare Administration**

4.1 Concepts of Social Welfare, Social Planning, Social Policy, Social Justice.

4.2 Role and function of Central and State Social Welfare Boards and organizations - problems of social welfare administration, contribution of Non - government organization in social welfare Administration.

4.3 Social Welfare Organizations and their functions- Harijan Welfare, Family Welfare, Child Welfare, Women Welfare, Youth Welfare and Labour Welfare.

## References

1. Batra, Nitin 2004 Dynamics of Social Work in India, Jaipur: Raj Publishing House.
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## **GUIDELINES AND FORMAT FOR PG SOCIOLOGY DISSERTATION**

As per the guidelines of MG University, Dissertation is a mandatory part of the curriculum in Post Graduate Programme in Sociology. The structure for the MA dissertation is broad and dissertations vary in format. This is because of differences in the nature of the research question/s and the theoretical and research orientations of students or supervisors. However, there are certain elements that are obligatory in all dissertations, These include

### **A. Preliminaries.**

#### 1. Title Page

2. Certificate-Certificate from 1) Self (declaration) 2) Guide must be included in the dissertation. The head of the institution/ department must countersign the dissertation.

3. Acknowledgement-Acknowledge all persons who have helped directly or indirectly from the start to the finish.

### **B. Text**

1. Introduction & Theoretical frame work
2. Statement of the Problem
3. Relevance of the study
4. Review of Literature.
5. Objectives- General & specific (different aspects of general objective would form the specific objectives)
6. Hypotheses ( hypotheses should be the assumptions regarding the findings linked to objectives and should bring out the relation between the dependent variable (s) and any one independent variable)
7. Research Design-mention the design and give the rationale for choosing it.
8. Variables – both dependent and independent
9. Pilot Study
10. Universe and unit
11. Sampling

12. Sources of data-primary and secondary
13. Tool of data collection-Pre-test
14. Tool of data collection-finalisation
15. Data Collection, Analysis and Interpretation. Give inferences also.
16. Findings and suggestions.

**C Bibliography-** Two commonly used styles are: 1) Vancouver Style: References are numbered according to their appearance in the text. The first author cited in the text is reference number 1 the second author cited is reference number 2 and so on. These numbers are written as Superscripts in the text at their relevant places and enlisted at the end serially.2) Harward Style: References are written in alphabetical order.  
The standard formats for writing references/ bibliography are APA and MLA

**D. Annexure** is included at the last section of the dissertation and should include the tool used and other supplementary data like statistics, photographs etc.

### **Further Details**

**The Title-**It should be concise, but informative, the title must indicate the objective of the study and the place where the study was conducted.

**Introduction-**Introduction should contain the purpose of the study. Significance of the study has to be narrowed down from, what is already known of the topic through what is not known, to, identifying the unexplored aspect of the topic.

### **Review of Literature**

Care must be taken to include relevant references only. Evolve a consistent theme in the narration.

### **Methodology**

It should contain Objectives of the study, Hypotheses, Universe, Sampling Frame, Sample size, Sampling procedure, Selection criteria, data collection procedure, instrument, and investigation. **Results-**After methodology the next chapter deals with data analysis and

interpretation

This is usually the longest section of the dissertation and should contain the analysis plan, findings, statistical measures employed, confidence interval, level of significance etc. Present the data wherever possible in the form of a) Graphics-histogram, bar diagram, pie chart, frequency polygon. b) Illustrations. The hypotheses also may be tested in this chapter. For a qualitative study testing of hypotheses is not applicable

### **Discussion**

The discussion should contain the relationships and generalizations shown by the results and show agreement or contrast with previously published work, as well as the rationale for your conclusions. This section should also state the limitations of the work and indicate the scope for further work.

### **Summary & conclusion**

The summary should concisely describe the research problem, the analysis and major findings. Suggestions and recommendations also can be given here.