**Sacred Heart College (Autonomous)**

**Department of Sociology**

**Bachelor of Sociology**

**Course plan**

**Academic Year: 2018 – 19**

**Semester V**

## CORE COURSE: 7

| PROGRAMME | BACHELOR OF SOCIOLOGY | SEMESTER | 5 |
|---|---|---|---|
| COURSE CODE AND TITLE | 15U5CRSOC7MODERN SOCIOLOGICAL THEORIES | CREDIT | 4 |
| HOURS/WEEK | 5 | HOURS/SEM | 90 |
| FACULTY NAME | SANJOSE A THOMAS, SIBI K I, BENNY VARGHESE | | |

| COURSE OBJECTIVES |
|---|
| Understand functional theories and delving into the contributions of Talcott Parson and Robert Merton. |
| Analyze the Conflict perspective and theories propounded by Karl Marx and Lewis Coser. |
| Explore symbolic interactionism and the significance and contributions of the Chicago school. |
| Discuss exchange theory and contributions of George Homans and Peter M Blau |

| SESSION | TOPIC | LEARNING RESOURCES | VALUE ADDITIONS | REMARKS |
|---|---|---|---|---|
| Module I – Functional Theories | | | | |
| 1 | Introduction to the course | Lecture/PPT/Discussion | | |
| 2 | Functionalism | | | |
| 3 | Meaning | | | |
| 4 | Development | | | |
| 5 | Basic assumptions | | | |
| 6 | Concepts- | | | |
| 7 | Function | | | |
| 8 | Dysfunction | | | |
| 9 | Manifest functions Latent functions | | | |
| 10 | Structural Functionalism | Lecture/PPT/Discussion | | |
| 11 | of Talcott Parsons | | | |
| 12 | Action system | | | |
| 13 | AGIL scheme Pattern variables | | | |
| 14 | Functionalism of Robert K Merton | Lecture/ PPT | | |
| 15 | Postulates | | | |

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|---|---|---|---|---|
| 16 | Codification of functional analysis | | | |
| 17 | Anomie | | | |
| 18 | Deviance | | | |
| 19 | Conformity | | | |
| 20 | Strain theory | | | |
| 21 | 5 individual adaptations | | | |
| **MODULE II Conflict Theory** | | | | |
| 22 23 24 25 26 27 28 29 30 31 32 33 34 | Conflict perspective Meaning, Major assumptions Postulates Power Distribution of resources Inequality Stratification of society Competition Domination Subordination Social change Conflict drives social change | Lecture/PPT/ Discussion | | |
| 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 | Karl Marx- The communist manifesto Dialectical idealism Dialectical materialism Historical materialism Economic Determinism Class Class conflict Class consciousness | Discussion/Seminar | | |

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|---|---|---|---|---|
| 50 | Capitalism | | | |
| 51 | Alienation | | | |
| 52 | Class struggle | | | |
| | Class solidarity | | | |
| 53 | Bourgeoisie | | | |
| 54 | Proletariat | | | |
| | Communist revolution | | | |
| | Overthrow of the bourgeoisie | | | |
| | Egalitarian society | | | |
| | Redistribution of wealth | | | |
| 55 | Lewis Coser | Lecture/PPT/ Discussion | | |
| 56 | Functions of | | | |
| 57 | conflict. | | | |
| 58 | Group alliance | | | |
| 59 | In-group conflict | | | |
| 60 | Realistic goals | | | |
| | Unrealistic goals | | | |
| **MODULE III Symbolic Interactionism** | | | | |
| 61 | Basic Postulates | Lecture/ Seminar | | |
| 62 | of Symbolic Interactionism | | | |
| 63 | Basic premises Central ideas | | | |
| 64 | Chicago School | PPT/Discussion | | |
| 65 | Central ideas | | | |
| 66 | Basic premises | | | |
| 67 | G.H.Mead Mind, Self and | PPT/Seminar/Debate | | |
| 68 | Society | | | |
| 69 | Central ideas | | | |
| 70 | Basic postulates | | | |
| 71 | C.H.Cooley | Lecture/ Seminar | | |
| 72 | Looking Glass Self | | | |
| 73 | Central ideas | | | |
| 74 | Basic postulates | | | |
| | | | | |
| **MODULE IV Exchange Theory** | | | | |
| 75 | George Homans | Lecture/Discussion | | |
| 76 | Behavioral | | | |
| 77 | sociology | | | |

| | | | | |
|---|---|---|---|---|
| 78 79 80 | Reward and punishment Rational choice Positive reinforcement Negative reinforcement | | | |
| 81 82 8 84 85 86 87 88 89 90 | Peter Blau Micro social exchange Social rewards Internal rewards External rewards Interactional exchange Dynamics of bureaucracy Organizational exchange Stratification in bureaucracy Socio emotional exchanges | Lecture/Discussion/Assignment | | |

**INDIVIDUAL ASSIGNMENTS/SEMINAR – Details & Guidelines**

| | Date of completion | Topic of Assignment & Nature of assignment (Individual/Group – Written/Presentation – Graded or Non-graded etc) |
|---|---|---|
| 1 | 15/7/2018 | Difference in Parson's and Merton's functionalism |
| 2 | 5/8/2018 | Critical analysis of Conflict theory |

**GROUP ASSIGNMENTS/ACTIVITES – Details & Guidelines**

| | Date of completion | Topic of Assignment & Nature of assignment (Individual/Group – Written/Presentation – Graded or Non-graded etc) |
|---|---|---|
| 1 | 16/6/2018 | The impact of Chicago school in sociological discipline |
| 2 | 22/7/2018 | Analysis of Exchange theory |

**References:**

1. Bert.N, Adams, R.A. Sydse – Sociological Theory –Vi star publications, New Delhi,

2007.

2. Collins Randall – Sociological Theory – Rawat, Jaipur, 1997.

3. Coser Lewis – Masters of Sociological Thought, Rawat Jaipur, 1996.

4. DoshiS L, Modernity, Post modernity and Neo Sociological Theories – Rawat, New

Delhi, 2006.

5. Francis Abraham – Modern Sociological theory – An introduction – Oxford

University

Press, New Delhi, 2006

7. George Ritzer – Sociological Theory – McGraw Hill, New York, 1993

8. George Ritzer – Sociological Theory – McGraw Hill, New York, 1993

# CORE COURSE: 8

| PROGRAMME | BACHELOR OF SOCIOLOGY | SEMESTER | 5 |
|---|---|---|---|
| COURSE CODE AND TITLE | 15U5CRSOC08 ELEMENTS OF SOCIAL PSYCHOLOGY | CREDIT | 4 |
| HOURS/WEEK | 5 | HOURS/SEM | 90 |
| FACULTY NAME | SIBI K I | | |

| COURSE OBJECTIVES |
|---|
| Understand the thrust areas and methods of social psychology. |
| Demonstrate the factors and attributes responsible for the development of human personality |
| Identify the undercurrents of human  behaviour |
| Differentiate between individual behaviour and crowd behavior and explore the crowd psychology |

| SESSION | TOPIC | LEARNING RESOURCES | VALUE ADDITIONS | REMARKS |
|---|---|---|---|---|
| Module I – Introduction to social psychology | | | |
| 1<br>2<br>3<br>4 - 5 | Definition<br> Nature<br>Scope<br>" | Lecture/PPT/Discussion | | |
| 6<br>7 | Importance of Social Psychology<br>" | Lecture/PPT/Discussion | | |
| 8<br>9<br>10<br>11<br>12<br>13<br>14<br>15<br>16<br>17 | Methods introduction<br> Experimental<br>"<br> Clinical method<br>Case study<br> Scaling technique<br>"<br> Projective techniques<br>"<br>" | Lecture/ PPT/Assignment | | |
| 18 | Revision | | | |
| MODULE II    Understanding oneself | | | |
| 19<br>20<br>21<br>22 | Personality: introduction<br>Definition, meaning<br>Features<br>" | Lecture/PPT/ Discussion | | |

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|---|---|---|---|---|
| 23 | " | | | |
| 24 | Stages of Development | Discussion/Seminar | | |
| 25 | Pre-natal | | | |
| 26 | Infancy | | | |
| 27 | " | | | |
| 28 | Early childhood | | | |
| 29 | Late childhood | | | |
| 30 | Puberty | | | |
| 31 | Adolescence | | | |
| 32 | Early Middle Age | | | |
| 33 | Late Middle age | | | |
| 34 | Old age | | | |
| 35 | Old age problems | | | |
| 36 | Types of personality | Lecture/PPT/ Discussion | | |
| 37 | " | | | |
| 38 | Theories: Type theory | PPT/Lecture/Seminar | | |
| 39 | " | | | |
| 40 | " | | | |
| 41 | Psychoanalytic theory | | | |
| 42 | Freud as father of Psycho-analysis | | | |
| 43 | Topographical model | | | |
| 44 | Structural model | | | |
| 45 | " | | | |
| 46 | Defense mechanism | | | |
| 47 | Dynamics of personality | | | |
| 48 | Dream analysis | | | |
| 49 | Trait theory | | | |
| 50 | Allport | | | |
| 51 | Factor analysis | | | |
| 52 | Cattel | | | |
| 53 | Big Five theory | | | |
| 54 | Revision | | | |
| **MODULE III Dynamics of Behavior** | | | | |
| 55 | Motivation- | PPT/Lecture | | CO 3 |
| 56 | Definition, meaning | | | |
| 57 | Nature | | | |
| 58 | Types | | | |
| 59 | Biological | | | |
| 60 | Sociogenic | | | |
| 61 | Theories of Motivation- Instinct theory | PPT/Discussion | | CO 3 |
| 62 | | | | |
| 63 | Need – Drive – Incentive Theory | | | |
| 64 | Maslow's Theory. | | | |
| 65 | " | | | |
| 66 | Attitude - Definition | PPT/Seminar/Debate | | CO 3 |
| 67 | | | | |

| | | | | |
|---|---|---|---|---|
| 68<br>69<br>70 | Characteristics<br>Factors affecting attitude<br>Formation of attitude<br>Change of attitude | | | |
| 71 | Revision | | | |
| **MODULE IV MASS BEHAVIOUR** | | | | |
| 72<br>73<br>74<br>75<br>76<br>77<br>78<br>79<br>80<br>81 | Types of Mass<br>Crowd<br>Features<br>Mob<br>Types of crowd<br>Audience<br>Public<br>Difference between crowd and audience<br>Difference between crowd and public | Lecture/Discussion | | |
| 82<br>83<br>84<br>85 | Propaganda – Meaning<br>Characteristics<br>Types<br>Importance | Lecture/Discussion/Assignment | | |
| 86<br>87<br>88<br>89 | Techniques of Propaganda<br>"<br>"<br>Propaganda Prophylaxis | Lecture/Discussion | | |
| 90 | Revision | | | |

## INDIVIDUAL ASSIGNMENTS/SEMINAR – Details & Guidelines

| | Date of completion | Topic of Assignment & Nature of assignment (Individual/Group – Written/Presentation – Graded or Non-graded etc) |
|---|---|---|
| 1 | 20/6/2018 | Preparation of a Scale Tool- Assignment |
| 2 | 10/8/2018 | Adolescent stage of development- Challenges |

## GROUP ASSIGNMENTS/ACTIVITES – Details & Guidelines

| | Date of completion | Topic of Assignment & Nature of assignment (Individual/Group – Written/Presentation – Graded or Non-graded etc) |
|---|---|---|
| 1 | 10/9/2018 | Dream Analysis -seminar |
| 2 | 20/9/2018 | Crowd behaviour (Group Discussion) |

**References :**

1. David.J. Schneider – Social Psychology – Harcourt Brace Javanovid, New York, 1988.
2. Kuppuswamy – Introduction to Social Psychology – Vikas Publishing House, New Delhi, 1975.
3. Sprott. W.J.H – Social Psychology – English Language Book Society and Methvin and Co. Ltd., London, 1964.
4. Clifford.T. Morgan, Richard. A. King – Introduction to Psychology – Tata McGraw Hill publishing Co. Ltd., New Delhi, 2006.
5. GirishbalaMohunty – Social Psychology – Arora offset press, New Delhi, 2000

## CORE COURSE: 9

| PROGRAMME | BACHELOR OF SOCIOLOGY | SEMESTER | 5 |
|---|---|---|---|
| COURSE CODE AND TITLE | 15U5CRSOC09 SOCIOLOGY OF WORK AND INDUSTRY | CREDIT | 4 |
| HOURS/WEEK | 5 | HOURS/SEM | 90 |
| FACULTY NAME | BENNY VARGHESE | | |

| COURSE OBJECTIVES |
|---|
| Understand the essence of Sociological understanding of work and industry-systems of production and development of industrial mode of production, concept like emotional labour, knowledge worker |
| Get thorough knowledge of the industrial dynamics-industrial relations, industrial disputes, causes, settlement strategies. |
| Develop knowledge about sociological perspectives on work and industrial management |
| Enabled to acquire knowledge about human resource management ,models and paradoxes |

| SESSIONS | TOPIC | LEARNING RESOURCES | REMARKS |
|---|---|---|---|
| MODULE 1 | | | |
| 1 | Course Introduction | Lecture/discussion | |
| 2-4 | Briefing about concept of work | Lecture/discussion | |
| 5 | Sociological understanding of work | Lecture/discussion | |
| 6 | Industry-idea | Lecture/discussion | |
| 7-8 | Sociological understanding of industry | Lecture/discussion | |
| 9 | Weekend Assignment | Lecture/discussion | |

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|---|---|---|---|
| 10 | Industrial society-nature | Lecture/discussion | |
| 11-13 | Features of industrial society | Lecture/discussion | |
| 14 | Industrial-Production | Lecture/discussion | |
| 14-16- | Factory system | Lecture/discussion | |
| 17 | Evolution industrial system | Lecture/discussion | |
| 18 | Pre-industrial system | Lecture/discussion | |
| 19 | Types-production system | Lecture/discussion | |
| 20-22 | putting out | Lecture/discussion | |
| 23 | Causes of decline | Lecture/discussion | |
| 24-26 | Guild system | Lecture/discussion | |
| 27 | Causes of decline | Lecture/discussion | |
| **MODULE 2** | | | |
| 28-29 | Tylorism-features | Lecture/discussion | |
| 30 | Tylorism-criticism | Lecture/discussion | |
| 31-34 | Fordism-post Fordism | Lecture/discussion | |
| 35 | Knowledge work | Lecture/discussion | |
| 36-37 | Emotional work | Lecture/discussion | |
| 38 | Industrial relations | Lecture/discussion | |
| 39-40 | Nature of Industrial relations | Lecture/discussion | |
| 41 | Need of Industrial relations | Lecture/discussion | |
| 42 | Essentials of Industrial relations | Lecture/discussion | |
| 43 | Incentives-morale | Lecture/discussion | |
| 44 | Industrial disputes | Lecture/discussion | |
| 45 | Definition | Lecture/discussion | |
| 46 | Nature | Lecture/discussion | |
| 47 | Types of industrial disputes | Lecture/discussion | |
| 48 | Strikes-types | Lecture/discussion | |
| 49 | Causes of strike | Lecture/discussion | |
| 50 | Lock out | Lecture/discussion | |
| 51 | Discussion on the CIA | Lecture/discussion | |
| 52-54 | causes of industrial disputes | Lecture/discussion | |
| 55-58 | Prevention of industrial | Lecture/discussion | |

| | disputes | | |
|---|---|---|---|
| 59-61 | Collective bargaining-, Features of collective bargaining, Conditions , Factors hindering collective bargaining | Lecture/discussion | |
| 62 | Model Examination | Lecture/discussion | |
| 63-65 | SETTLEMENT OF industrial disputes | Lecture/discussion | |
| 66 | Arbitration-compulsory collective bargaining | Lecture/discussion | |
| **MODULE 3** | | | |
| 67 | SCIENTIFIC MANAGEMENT, Principles of scientific management, Tylorism-features | Lecture/discussion | |
| 68 | Criticism of scientific management | Lecture/discussion | |
| 69 | Human relations approach-introduction | Lecture/discussion | |
| 70 | Observations of Hawthorne experiments | Lecture/discussion | |
| 71 | Criticisms- | Lecture/discussion | |
| 72-74 | Workers participation in management-concept | Lecture/discussion | |
| 75 | Need of WPM | Lecture/discussion | |
| 76-78 | Types of WPM | Lecture/discussion | |
| 79 | Issues associated with WPM | Lecture/discussion | |
| **MODULE 4** | | | |
| 80 | Human resource management-idea | Lecture/discussion | |
| 81-82 | Development of HRM | Lecture/discussion | |
| 83 | Functions of HRM | Lecture/discussion | |
| 85 | Models of HRM | Lecture/discussion | |
| 86 | Harward model | Lecture/discussion | |
| 87 | Weekend Assignment | Lecture/discussion | |
| 88 | Strategic SHRM | Lecture/discussion | |
| 89 | Issues | Lecture/discussion | |
| 90 | Paradoxes of HRM | Lecture/discussion | |

**INDIVIDUAL ASSIGNMENTS/SEMINAR – Details & Guidelines**

|   | Date of completion | Topic of Assignment & Nature of assignment (Individual/Group – Written/Presentation – Graded or Non-graded etc) |
|---|---|---|
| 1 | 10/07/2018 | Emotional labour sociological implications |

**GROUP ASSIGNMENTS/ACTIVITES – Details & Guidelines**

|   | Date of completion | Topic of Assignment & Nature of assignment (Individual/Group – Written/Presentation – Graded or Non-graded etc) |
|---|---|---|
| 1 | 10/9/2018 | Challenges of  trade union in the neoliberal world |

**References**

1. Davis Keith- Human behavior at work-Tat McGraw Hills,1983
2. Bratton John-Work and Organizational behavior Macmillan 2008

3. Abraham, Francis and Morgan Henry John,2010, Sociological Thought, MacMillan Publishers India Ltd.
4.  Abraham, Francis, 2006, Contemporary Sociology, Oxford University Press.
5.  Abercrombie, Nicholas (2004) Sociology, Cambridge Polity Press.
6. Bottomore, Tom 1986, Sociology: A Guide to Problems and Literature, Blackie and Son India (Ltd)
7. 7.Beteille, Andre (2002) Sociology, New Delhi, Oxford University Press
8. 8.Bottomore, Tom and Robert, Nisbet, 1978, A History of Sociological analysis, Heineman.
9. Giddens, Anthony, 1998, Sociology, Polity Press, Cambridge.

**CORE COURSE: 10**

| PROGRAMME | BACHELOR OF SOCIOLOGY | SEMESTER | 5 |
|---|---|---|---|
| COURSE CODE AND TITLE | 15U5CRSOC010 LIFE SKILL EDUCATION | CREDIT | 4 |
| HOURS/WEEK | 5 | HOURS/SEM | 90 |
| FACULTY NAME | SANJOSE A THOMAS | | |

| COURSE OBJECTIVES |
|---|
| Identify life skills, its needs in various spheres of life and its role in development of personality. |
| Develop skills to make informed career choices and enhance knowledge and aptitude. |
| Explore holistic development and equipping students to acquiring skills for self-management. |
| Understand the need for communication skills and how digital media enables effective learning. |

| SESSION | TOPIC | LEARNING RESOURCES | VALUE ADDITIONS | REMARKS |
|---|---|---|---|---|
| Module I – Introduction to life skills education | | | | |
| 1 | Introduction to the course | Lecture/PPT/Discussion | | |
| 2 | Definition of Life skills | | | |
| 3 | Importance of life skills Components of | | | |
| 4 | life skills- | | | |
| | Need for Life skill training | | | |
| 5 | Decision making | | | |
| 6 | Problem solving | | | |
| 7 | Creative thinking | | | |
| 8 | Critical thinking | | | |
| | Empathy | | | |
| 9 | Equanimity | | | |
| 10 | Resilience | | | |
| 11 | Community living | | | |
| 12 | Youth and life skills | | | |
| 13 - 14 | development | | | |
| 15 | Spheres where life Skill development is | Lecture/PPT/Discussion | | |

| | | | | |
|---|---|---|---|---|
| 16 | required. Life skills training in traditional education Life skill training in modern education | | | |
| 17 - 21 | Citizen rights and responsibilities Welfare of others Social awareness Political awareness | | | |
| 22 | Life Sill development | Lecture/ PPT/Assignment | | |
| 23 | Personality Inculcation values | | | |
| 24 | Reliability | | | |
| 25 | Honesty Sociability | | | |
| 26 | | | | |
| 27 | | | | |
| **MODULE II Career planning** | | | | |
| 28 | Choosing a career Career objective | Lecture/PPT/ Discussion | | |
| 29 | Career Planning | | | |
| 30 | Need and | | | |
| 31 | importance of Career Guidance | | | |
| 32 | Identification of | | | |
| 33 | career path Career goals | | | |
| 34 | Individual aptitude | | | |
| 35 | Individual goals Work experience | | | |
| 36 - 39 | Soft skills Employability | | | |
| 40 | Guidance centers Sources of career | Discussion/Seminar | | |
| 41 | information Job Fair Career magazines | | | |
| 42 | Computerized job | | | |
| 43 - 44 | Search | | | |
| 45 | Applying for a Job: | Lecture/PPT/ Discussion | | |
| 46 | Preparation of | | | |
| 47 | resume Follow up | | | |
| 48 | communication | | | |
| **MODULE III Self-Management** | | | | |

| | | | | |
|---|---|---|---|---|
| 49 50 51 52 53 | Self Esteem, Self-Awareness Self-Control Emotional Quotient Social Quotient Emotional intelligence | Lecture/Discussion | | |
| 54 55 56 57 58 59 60 61 62 63 - 66 | Coping with emotions Stress Strain Anxiety Social anxiety Resentment Coping mechanisms Mental wellbeing Emotional health Productivity Well balanced life Time management | PPT/Discussion | | |
| 67 68 69 70 71 - 72 | Conflict resolution Steps and stages Developing positive thinking Assertiveness Team work Cooperation Team building | Lecture/Seminar | | |
| **MODULE IV Communication skills** | | | | |
| 73 74 75 76 | Verbal communication Non Verbal communication Effective interpersonal communication Person to group communication | Lecture/Seminar | | |
| 77 78 79 80 81 | Public Speaking Facing Interview Group Discussion Preparing for an interview Self-presentation Preparing for a group | Lecture/Discussion/Assignment | | |

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|---|---|---|---|---|
| 82 | discussion | | | |
| 83<br><br>84 | Skill Development and Learning Through electronic Media<br>Email<br>Blogging<br>ELearning Virtual classrooms<br>INFLIBNET<br>Digital divide<br>Digital literacy | Lecture/Seminar | | |
| 85<br><br>86<br>87<br>88<br><br>89 - 90 | Barriers to communication<br>Physical barriers<br>Mental barriers<br>Emotional barriers<br>Cognitive barriers<br>Reception of information | Lecture/ Presentation | | |

**INDIVIDUAL ASSIGNMENTS/SEMINAR – Details & Guidelines**

| | Date of completion | Topic of Assignment & Nature of assignment (Individual/Group – Written/Presentation – Graded or Non-graded etc) |
|---|---|---|
| 1 | 27/6/2018 | Importance of life skills education |
| 2 | 19/8/2018 | Preparation of a CV |

**GROUP ASSIGNMENTS/ACTIVITES – Details & Guidelines**

| | Date of completion | Topic of Assignment & Nature of assignment (Individual/Group – Written/Presentation – Graded or Non-graded etc) |
|---|---|---|
| 1 | 10/9/2018 | Self-management seminar |
| 2 | 20/9/2018 | Effective public speaking presentation |

**References:**

1. Elizabeth Hurlock (1968), Development Psychology, Mc Grew Hill

2. Baron A Robert and Byrne Donn (2003, Social Psychology, Prentice Hall of India

3. Delors, Jacques (1997), Learning: the Treasure Within, UNESCO, Paris

4. UNESCO and Indian national Commission of Cooperation with UNESCO (2001), Life Skill in Non formal education A Review, UNESCO, Paris

# OPEN COURSE: 1

| PROGRAMME | BACHELOR OF SOCIOLOGY | SEMESTER | 5 |
|---|---|---|---|
| COURSE CODE AND TITLE | 15U5OCRSOC01 ELEMENTS OF SOCIAL PSYCHOLOGY | CREDIT | 3 |
| HOURS/WEEK | 5 | HOURS/SEM | 72 |
| FACULTY NAME | SIBI K I , Sanjose A Thomas | | |

| COURSE OBJECTIVES |
|---|
| Understand the thrust areas and methods of social psychology. |
| Demonstrate the factors and attributes responsible for the development of human personality |
| Identify the undercurrents of human behaviour |
| Differentiate between individual behaviour and crowd behavior and explore the crowd psychology |

| SESSION | TOPIC | LEARNING RESOURCES | VALUE ADDITIONS | REMARKS |
|---|---|---|---|---|
| **Module I – Introduction to social psychology** | | | |
| 1<br>2 | Definition& Origin<br>Nature & scope | Lecture/PPT/Discussion | | |
| 3 | Importance of Social Psychology | Lecture/PPT/Discussion | | |
| 4<br>5<br>6<br>7 | Methods : Experimental<br>Clinical method, Case study<br>Scaling technique<br>Projective techniques | Lecture/ PPT/Assignment | | |
| 8 | Revision | | | |
| **MODULE II Understanding oneself** | | | |
| 9<br>10<br>11 | Personality: introduction<br>Definition, meaning<br>Features | Lecture/PPT/ Discussion | | |
| 12<br>13<br>14<br>15<br>16<br>17<br>18<br>19<br>20 | Stages of Development<br>Pre-natal<br>Infancy<br>Early childhood<br>Late childhood<br>Puberty<br>Adolescence<br>Early Middle Age<br>Late Middle age | Discussion/Seminar | | |

| 21 | Old age | | | |
|---|---|---|---|---|
| 22 | Types of personality | Lecture/PPT/ Discussion | | |
| 23<br>24<br>25 | Theories: Type theory<br>"<br>" | PPT/Lecture/Seminar | | |
| 26<br>27<br>28<br>29<br>30<br>31<br>32 | Psychoanalytic theory<br>Freud as father of Psycho-analysis<br>Topographical model<br>Structural model<br>Defense mechanism<br>Dynamics of personality<br>Dream analysis | | | |
| 33<br>34<br>35<br>36<br>37 | Trait theory<br>Allport<br>Factor analysis<br>Cattel<br>Big Five theory | | | |
| 38 | Revision | | | |
| **MODULE III Dynamics of Behavior** | | | | |
| 39<br>40<br>41<br>42<br>43<br>44 | Motivation-<br>Definition, meaning<br>Nature<br>Types<br>Biological<br>Sociogenic | PPT/Lecture | | |
| 45<br>46<br>47<br>48<br>49 | Theories of Motivation- Instinct<br>theory<br>Need – Drive – Incentive Theory<br>Maslow's Theory.<br>" | PPT/Discussion | | |
| 50<br>51<br>52<br>53<br>54 | Attitude - Definition<br>Characteristics<br>Factors affecting attitude<br>Formation of attitude<br>Change of attitude | PPT/Seminar/Debate | | |
| 55 | Revision | | | |
| **MODULE IVMASS BEHAVIOUR** | | | | |
| 56<br>57<br>58<br>59<br>60<br>61<br>62<br>63<br>64 | Types of Mass<br>Crowd<br>Features<br>Mob<br>Types of crowd<br>Audience<br>Public<br>Difference between crowd and | Lecture/Discussion | | |

| 65 66 | audience<br> Difference between crowd and public | | | |
|---|---|---|---|---|
| 67 68 69 | Propaganda – Meaning<br> Characteristics<br> Types& Importance | Lecture/Discussion/Assignment | | |
| 70 71 | Techniques of Propaganda<br> Propaganda Prophylaxis | Lecture/Discussion | | |
| 72 | Revision | | | |

**INDIVIDUAL ASSIGNMENTS/SEMINAR – Details & Guidelines**

| | Date of completion | Topic of Assignment & Nature of assignment (Individual/Group – Written/Presentation – Graded or Non-graded etc) |
|---|---|---|
| 1 | 12/7/2018 | Preparation of a Scale Tool- Assignment |
| 2 | 28/8/2018 | Adolescent stage of development- Challenges |

**GROUP ASSIGNMENTS/ACTIVITES – Details & Guidelines**

| | Date of completion | Topic of Assignment & Nature of assignment (Individual/Group – Written/Presentation – Graded or Non-graded etc) |
|---|---|---|
| 1 | 19/9/2018 | Dream Analysis -seminar |
| 2 | 30/9/2018 | Crowd behaviour   (Group Discussion) |

**References :**

1.  David.J. Schneider – Social Psychology – Harcourt Brace Javanovid, New York, 1988.
2.  Kuppuswamy – Introduction to Social Psychology – Vikas Publishing House, New Delhi, 1975.
3.  Sprott. W.J.H – Social Psychology – English Language Book Society and Methvin and Co. Ltd., London, 1964.
4.  Clifford.T. Morgan, Richard. A. King – Introduction to Psychology – Tata McGraw Hill publishing Co. Ltd., New Delhi, 2006.
5.  GirishbalaMohunty – Social Psychology – Arora offset press, New Delhi, 2000