

**SACRED HEART COLLEGE (AUTONOMOUS)**

**Department of Sociology**

**MASTER OF ARTS PROGRAMME IN SOCIOLOGY**

**Course Plan**

**Academic Year - 2018-19**

**Semester Two**

### PROGRAMME OUTCOMES

|     |   |
|-----|---|
| PO1 | Exercise their critical thinking in creating new knowledge leading to innovation, entrepreneurship and employability  |
| PO2 | Effectively communicate the knowledge of their study and research in their respective disciplines to their stakeholders and to the society at large.                    |
| PO3 | Make choices based on the values upheld by the college, and have the readiness and know-how to preserve environment and work towards sustainable growth and development |
| PO4 | Develop an ethical view of life, and have a broader (global) perspective transcending the provincial outlook  |
| PO5 | Explore new knowledge independently for the development of the nation and the world and are able to engage in a lifelong learning process.                              |

### PROGRAMME SPECIFIC OUTCOMES

|       |  |
|-------|--|
| PSO 1 | Internalization of the concepts and theorems of the discipline of Sociology and its related branches, appropriate to its epistemological and practical concerns. |
| PSO 2 | Evaluation of the pros and cons of the social world with a critical mind by the mastering of the subject pedagogy.   |
| PSO 3 | Creation of environmental sensitiveness with a proper alertness to the incongruities of the physical and socio -cultural surroundings.                           |
| PSO 4 | Equipment to field works, social exposure programs, outreaches and internships.  |
| PSO 5 | Creation of an able sect of citizens with a universal perception to identify and interact with the issues and prospects of the global world.                     |

## Course Structure

| Course Code | Title of The Course         | No. Hrs./Week | Credits | Total Hrs./Sem |
|-------------|-----------------------------|---------------|---------|----------------|
| 16P2SOCT06  | CONTEMPORARY THEORY II      | 5             | 4       | 90             |
| 16P2SOCT07  | SOCIOLOGY OF MEDIA          | 5             | 4       | 90             |
| 16P2SOCT08  | PERSONALITY AND COUNSELLING | 5             | 4       | 90             |
| 16P2SOCT09  | SOCIOLOGY OF URBAN SOCIETY  | 5             | 4       | 90             |
| 16P2SOCT10  | STATISTICS FOR SOCIOLOGY    | 5             | 4       | 90             |

### COURSE 06

|                              |  |                  |           |
|------------------------------|--|------------------|-----------|
| <b>PROGRAMME</b>             | <b>M.A SOCIOLOGY</b>                                   | <b>SEMESTER</b>  | <b>2</b>  |
| <b>COURSE CODE AND TITLE</b> | <b>16P2SOCT06: CONTEMPORARY SOCIOLOGICAL THEORY II</b> | <b>CREDIT</b>    | <b>4</b>  |
| <b>HOURS/WEEK</b>            | <b>5</b>   | <b>HOURS/SEM</b> | <b>90</b> |
| <b>FACULTY NAME</b>          | <b>Dr. SOORYA GOPI</b>                                 |                  |           |

|     | COURSE OUTCOME   | POS / PSOS    | CL |
|-----|--|---------------|----|
| CO1 | To develop an insight on contemporary theories and describe its role in building sociological knowledge.   | PO 1<br>PSO 4 | R  |
| CO2 | To extend the ability of conceptual acceptance of the discipline and to demonstrate the historical/cultural context in which theories were developed | PO 1<br>PSO 1 | U  |

|     |   |                        |   |
|-----|---|------------------------|---|
| CO3 | To extend insights on how critical theory had been revived and what where its major initiatives   | PO 1<br>PSO 1<br>PSO 4 | E |
| CO4 | To realize the need of an integrated paradigm in Theoretical framework in order to add to the existent paradigms noted in Sociology: A Multiple Paradigm Science. | PO 1<br>PSO 1<br>PSO 4 | E |

### CO - PO/PSO Mapping

|      | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO5 |
|------|------|------|------|------|------|-------|-------|-------|-------|------|
| CO 1 | 3    | 0    | 0    | 0    | 0    | 0     | 0     | 0     | 2     | 0    |
| CO 2 | 3    | 0    | 0    | 0    | 0    | 3     | 0     | 0     | 0     | 0    |
| CO 3 | 2    | 0    | 0    | 0    | 0    | 3     | 0     | 0     | 3     | 0    |
| CO 4 | 3    | 0    | 0    | 0    | 0    | 3     | 0     | 0     | 1     | 0    |

| SESSIONS   | TOPIC   | LEARNING RESOURCES   | VALUE ADDITIONS     | COURSE OUTCOME |
|--|---|--|---------------------|----------------|
| 1  | Introductory Session                            | <ul style="list-style-type: none"> <li>Informal interactions, sharing general ideas about social theories and its relevance</li> <li>Memorization</li> </ul> |                     | CO1            |
| <b>Module I: Rational Choice And Exchange Theories</b> |   |  |                     |                |
| 2  | Module I: Rational Choice And Exchange Theories | Memorization   | Discussions and Q&A | CO1            |
| 3  | Rational Choice Theory – Background             | Interactive lecture  | Discussions and Q&A | CO1            |
| 4  | James S. Coleman: Intellectual Background       | Class participation in discussion  |                     | CO1            |

|                                  |   |   |     |     |
|----------------------------------|---|---|-----|-----|
| 5                                | Rational Choice Theory-<br>James S. Coleman                             | Lecture                                   |     | CO1 |
| 6                                | The Exchange Theory –<br>Intellectual Background                        | Self- learning with necessary<br>guidance |     | CO1 |
| 7                                | George C. Homans<br>Intellectual Background                             | Power point presentation                  |     | CO1 |
| 8                                | Contributions of George<br>C. Homans                                    | Power point presentation                  |     | CO1 |
| 9                                | Richard Emerson:<br>Intellectual Background                             | Power point presentation                  | Q&A | CO1 |
| 10                               | Contributions of Richard<br>Emerson                                     | Interactive lecture                       |     | CO1 |
| 11                               | Mathematical Model in<br>Rational choice: Game<br>Theory                | Power point presentation                  |     | CO1 |
| 12                               | Mathematical Model in<br>Rational choice: Game<br>Theory                | Interactive lecture                       |     | CO1 |
| 13                               | Peter M. Blau: Intellectual<br>Background                               | Collaborative method                      |     | CO1 |
| 14                               | Process of Exchange:<br>Stages, Values, Norms,<br>and interest          | Interactive                               |     | CO1 |
| 15                               | Power and its<br>differentiation  | Group learning                            |     | CO1 |
| 16                               | Cognitive Dissonance  | Interactive lecture                       |     | CO1 |
| 17                               | REVISION  | Inquiry learning                          |     | CO1 |
| 18                               | REVISION  | Group discussions                         |     | CO1 |
| <b>Module 2: Critical Theory</b> |   |   |     |     |
| 19                               | Introduction to critical<br>theory                                      | Group discussions and<br>presentation     | Q&A | CO2 |
| 20                               | Philosophical and<br>Methodological<br>foundation of Critical<br>Theory | Interactive lecture                       |     |     |
| 21                               | Philosophical and<br>Methodological                                     | Interactive lecture                       |     | CO2 |

|    |  |   |     |     |
|----|--|---|-----|-----|
|    | foundation of Critical Theory                                |   |     |     |
| 22 | Influence of Karl Marx                                       | Interactive lecture   |     | CO2 |
| 23 | Influence of Karl Marx                                       | Interactive lecture   |     | CO2 |
| 24 | Influence of Karl Marx                                       | PPT   |     | CO2 |
| 25 | Influence of Max Weber                                       | Collaborative method  |     | CO2 |
| 26 | Theodor W. Adorno: Intellectual Background                   | Design thinking   |     | CO2 |
| 27 | Horkheimer: Intellectual Background                          | Reflective method   |     | CO2 |
| 28 | Theodor W. Adorno and Horkheimer: Dialectic of Enlightenment | Reflective method   | Q&A | CO2 |
| 29 | Critique of Instrumental Reason, Myth and Enlightenment      | Group learning<br>Video lesson with necessary explanations  |     | CO2 |
| 30 | Culture Industry-standardisation                             | Group learning  |     | CO2 |
| 31 | Loss of Art's Autonomy                                       | Interactive lecture   |     | CO2 |
| 32 | Authoritarian Personality                                    | Cooperative learning  |     | CO2 |
| 33 | Weaknesses and Decline of early Critical Theory              | Cooperative learning  |     | CO2 |
| 34 | REVISION   | Group learning  | Q&A | CO2 |
| 35 | REVISION   | DISCUSSIONS   |     | CO2 |
| 36 | Revival of Critical Theory                                   | Reflective learning   |     | CO2 |
| 37 | Habermas Intellectual Background                             | Video lesson with necessary explanations  |     | CO2 |
| 38 | Universality and Rationality                                 | Active learning   |     | CO2 |
| 39 | Social critique as reason                                    | Self learning with guidance<br><i>(the students were asked to prepare on the topic in the previous class)</i> |     | CO2 |
| 40 | Types of knowledge and Cognitive interests                   | Video lesson with necessary explanations  |     | CO2 |

|   |   |   |     |     |
|---|---|---|-----|-----|
|   |   |   |     |     |
| 41  | structural transformation of the Public Sphere    | Video lesson with necessary explanations<br>Interactive lecture   |     | CO2 |
| 42  | structural transformation of the Public Sphere    | Video lesson with necessary explanations<br>Interactive lecture   |     | CO2 |
| 43  | Historical geneses of the bourgeois public sphere | Critical thinking method  | Q&A | CO2 |
| 44  | Historical geneses of the bourgeois public sphere | Critical thinking method  |     | CO2 |
| 45  | Changes in the public sphere under capitalism,    | Group discussion  |     | CO2 |
| 46  | Critique of the theory                            | Group discussion  |     | CO2 |
| 47  | Theory of Communicative Action                    | Design thinking   |     | CO2 |
| 48  | CRITICISMS  | Collaborative method  |     | CO2 |
| 49  | CRITICISMS  | Collaborative method  |     |     |
| 50  | Revision  | Group learning  |     | CO2 |
| 51  | Revision  | Lecture and discussion  | Q&A | CO3 |
| <b>Module 3: Phenomenology and Ethnomethodology</b> |   |   |     |     |
| 52  | Introduction to Phenomenology                     | Group discussions and presentation  |     | CO3 |
| 53  | Husserl: Emergence of Phenomenology               | Interactive lecture<br>Video lesson with necessary explanations   |     | CO3 |
| 54  | Criticisms  | Reflective method   |     | CO3 |
| 55  | Schutz:   | Group interactions and critical teaching  |     | CO3 |
| 56  | Phenomenological Interactionism                   | Interactive lecture   |     | CO3 |
| 57  | Phenomenological Interactionism<br>... Criticisms | Group learning<br><i>(the students were given the printed information and articles on the topic, so that they could</i> |     | CO3 |

|    |  |   |                     |     |
|----|--|---|---------------------|-----|
|    |  | <i>generate critical thinking themselves)</i>                     |                     |     |
| 58 | Berger& Luckman:<br>... Social Construction of Reality | Interactive lecture   |                     | CO3 |
| 59 | Berger& Luckman:<br>... Social Construction of Reality | Interactive lecture   |                     | CO3 |
| 60 | Berger& Luckman:<br>... Social Construction of Reality | Interactive lecture   |                     | CO3 |
| 61 | Karl Mannheim: Sociology of Knowledge                  | Video lesson with necessary explanations<br>Interactive lecture   |                     | CO3 |
| 62 | Karl Mannheim: Sociology of Knowledge                  | Video lesson with necessary explanations<br>Interactive lecture   |                     | CO3 |
| 63 | Karl Mannheim: Sociology of Knowledge                  | Interactive lecture   |                     | CO3 |
| 64 | Karl Mannheim: Sociology of Knowledge                  | Interactive lecture   |                     | CO3 |
| 65 | Harold Garfinkel:<br>introduction                      | Interactive lecture   |                     | CO3 |
| 66 | Harold Garfinkel                                       | Interactive lecture   |                     | CO3 |
| 67 | Breaching Experiment                                   | Interactive lecture   |                     | CO3 |
| 68 | Harold Garfinkel:<br>Breaching Experiment              | Cooperative learning<br>Video lessons with necessary explanations | Discussions and Q&A | CO3 |
| 69 | Harold Garfinkel:<br>Accomplishing Gender              | Group learning<br>Active learning                                 |                     | CO3 |
| 70 | Criticisms   | Interactive lecture and workshop                                  | Discussions and Q&A | CO3 |
| 71 | Comparison between Phenomenology and Ethnomethodology  | Power point   |                     | CO3 |
| 72 | Comparison between Phenomenology and                   | Power point   |                     | CO3 |



|  |  |   |                     |                    |
|--|--|---|---------------------|--------------------|
|  | Ethnomethodology   |   |                     |                    |
| 73   | Revision   | Group discussions   |                     | CO3                |
| 74   | Revision   | Group discussions   |                     | CO3                |
| 75   | Revision   | Group discussions   |                     |                    |
| <b>Module 4 : Micro- Macro Integration</b> |  |   |                     |                    |
| 76   | George Ritzer: Integrated Paradigm                                 | Video lessons with necessary explanation                            | Discussions and Q&A | CO4                |
| 77   | George Ritzer: Integrated Paradigm                                 | Interactive lecture   |                     |                    |
| 78   | George Ritzer: Integrated Paradigm (Contin...)                     | Active learning   |                     | CO4                |
| 79   | Jeffrey Alexander: Multi-dimensional Sociology                     | Interactive lecture   |                     | CO4                |
| 80   | Jeffrey Alexander: Multi-dimensional Sociology (Contin...)         | Critical method   |                     | CO4                |
| 81   | Randall Collins: Micro foundations of Macro Sociology              | Critical method   |                     | CO4                |
| 82   | Randall Collins: Micro foundations of Macro Sociology (Contin....) | Group discussions and presentations                                 |                     | CO4                |
| 83   | Norbert Elias: Figurational Sociology                              | Group discussions and presentations                                 |                     | CO4                |
| 84   | Norbert Elias: Figurational Sociology (Contin...)                  | Interactive lecture   | Q&A                 | CO4                |
| 85   | REVISION and Discussion on the CIA                                 | <i>Guidelines for the finalization of preparations for the exam</i> |                     | CO4                |
| 86   | REVISION   | Discussions   |                     | CO1, CO2, CO3, CO4 |
| 87   | REVISION and Discussion on the ESE                                 | Discussions   |                     | CO1, CO2, CO3, CO4 |
| 88   | REVISION and Discussion  | Discussions   |                     |                    |

|         |                          |   |  |  |
|---------|--------------------------|---|--|--|
|         | on the ESE               |   |  |  |
| 89 - 90 | Evaluation of the Course | Discussions                                       |  |  |
|         | ESE                      | <i>Collecting written responses from students</i> |  |  |

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

|   | Date of completion | Topic of Assignment & Nature of assignment (Individual/Group – Written/ Presentation – Graded or Non-graded etc.) | Course Outcome |
|---|--------------------|---|----------------|
| 1 | 16/02/2019         | Demonstrate the historical/cultural context of the Contemporary Theories  | CO 1, CO2      |
| 2 | 28/01/2019         | Multiple paradigm social science  | CO 3           |

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

|   | Date of completion | Topic of Assignment & Nature of assignment (Individual/Group – Written/Presentation – Graded or Non-graded etc) | Course Outcome    |
|---|--------------------|---|-------------------|
| 1 | 2/09/2018          | Compare and contrast the edifices of contemporary theories  | CO1,CO 2, CO3,CO4 |

#### Reference

1. Abraham, F.A. Modern Sociological Theory. New Delhi: Oxford University Press, 1982.
2. Blumer. H. Symbolic Interactionism: Perspective & Methods. Prentice Hall, 1969.
3. Collins Randall. Conflict Sociology, New York: Academic Press, 1975.
4. Collins, Randall. Theoretical Sociology. Jaipur: Rawat, 1997.
5. Mead, G.H. Mind Self and Society. Chicago: University of Chicago Press, 1934.
6. Merton, R.K. Social Theory and Social Structure. Free Press, 1949.
7. Parsons Talcott. The Social System. New York: Free Press, 1951.
8. Ritzer, G. Sociological Theory. New York: McGraw Hill Inc., 1992.
9. Skidmore, W. Theoretical Thinking in Sociology. Cambridge

10. Turner, Jonathan H. The Structure of Sociological Theory, Jaipur: Rawat, 1987.
11. Zeitlin, I.M. Rethinking Sociology: A Critique of Contemporary Theory. Delhi, 1996.

|                              |  |                  |           |
|------------------------------|--|------------------|-----------|
| <b>PROGRAMME</b>             | <b>MA SOCIOLOGY</b>                    | <b>SEMESTER</b>  | <b>2</b>  |
| <b>COURSE CODE AND TITLE</b> | <b>16P2SOCT07 : SOCIOLOGY OF MEDIA</b> | <b>CREDIT</b>    | <b>4</b>  |
| <b>HOURS/WEEK</b>            | <b>4</b>                               | <b>HOURS/SEM</b> | <b>90</b> |
| <b>FACULTY NAME</b>          | <b>R K VARGHESE</b>                    |                  |           |

**Course Outcome:**

|            | Course Outcomes   | POs / PSOs             | CI |
|------------|---|------------------------|----|
| <b>CO1</b> | Learn and acquaint with the basic aspects of Media and communication and investigate the fundamentals used in media education | PO 1<br>PSO 4          | R  |
| <b>CO2</b> | Know the social, ethical issues and contemporary challenges in the field of media   | PO 1<br>PSO 1          | U  |
| <b>CO3</b> | Demonstrate various approaches, methodology and perspectives to the study of media  | PO 1<br>PSO 1<br>PSO 4 | E  |
| <b>CO4</b> | Inculcate media consciousness, media literacy and digital/ technological know-how   | PO 1<br>PSO 1<br>PSO 4 | E  |

**CO - PO/PSO Mapping**

|      | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO5 |
|------|------|------|------|------|------|-------|-------|-------|-------|------|
| CO 1 | 3    | 0    | 0    | 0    | 0    | 0     | 0     | 0     | 2     | 0    |
| CO 2 | 3    | 0    | 0    | 0    | 0    | 3     | 0     | 0     | 0     | 0    |
| CO 3 | 2    | 0    | 0    | 0    | 0    | 3     | 0     | 0     | 3     | 0    |
| CO 4 | 3    | 0    | 0    | 0    | 0    | 3     | 0     | 0     | 1     | 0    |

| Session | Topic  | Learning Resources  | Value Additions | Course Outcome |
|---------|--|---|-----------------|----------------|
| 1       | Introductory Session   | Provide, in advance, printed / Email materials on topics in the syllabus of the first two Modules to students |                 | CO 1           |
| 2       | Contd.   |   |                 | CO 1           |
| 3       | Understanding Mass Media-  | Project the importance of mass media in civilized world   |                 | CO 2           |
| 4       | Characteristics, Types and   | Discussion  |                 | CO 2           |
| 5       | 1.1 Functions of Mass Media.   | Lecture with Power point  | PPT             | CO 1           |
| 6       | 1.2 Power of mass media on Individual,   | Identify the areas if influence and its impact on personality   |                 | CO 4           |
| 7       | 1.3 Society and Culture-   | Equip students to find out the linkages between the two   |                 | CO 1<br>CO 2   |
| 8       | Role of Press in a emerging country or a country like India                    | Assignment – to trace out the history of Press in various phases of Indian history                            |                 | CO 2           |
| 9       | Social construction of reality by media- Rhetoric of the image, Narrative etc. |   |                 | CO 1<br>CO 2   |
| 10      | 1.4 Media myths  | Critical introduction of the concept  |                 |                |

|    |   |   |     |              |
|----|---|---|-----|--------------|
| 11 | 1.5 Media, Society and Technology - changes and effects                                   |   |     | CO 1<br>CO 2 |
| 12 | Media in India- a review, contributions to creating new identities (Indian Independence), | Lecture supported with examples and incidents   |     | CO 1<br>CO 2 |
| 13 | changing power structures,  |   |     | CO 2         |
| 14 | Impact of politics on media.  | Student Task – Collect incidents from Indian / Kerala politics  |     | CO 2         |
|    | politics on media   |   |     | CO 4         |
| 15 | 2.1 Althusser, Frankfurt School   | Lecture with slide presentation   |     |              |
| 16 | 2.2 Media Technologies and Power -Marshall McLuhan,                                       | Portray various types of media technology – its origin, use and impact using lecture method and visuals |     | CO 4         |
| 17 | 2.3 Brian Winston   |   |     |              |
| 18 | 2.4 Post modernism and the Media - Baudrillard,   | Assignment – collect the features of Post modernism   |     | CO 2         |
| 19 | 2.5 Angela Mc Robbie  |   | PPT | CO 2         |
| 20 | 2.6 Semiotic approach   | Lecture   |     |              |
| 21 | Discourse analysis  |   |     |              |

|    |   |  |            |              |
|----|---|--|------------|--------------|
| 22 | <b>Module 3: Mass Media and Social Structure</b>                              | Provide, in advance, printed / Email materials on topics in the syllabus of the last two Modules to students |            | CO 1         |
| 23 | 3.1 Media impact and their effectiveness in the context of different audience | Discussion after giving the primary imparting of the lesson  |            | CO 1         |
| 24 | in the context of different audience  |  |            | CO 2         |
| 25 | 3.2 Mass Media preference and use among diverse audience                      | Lecture with short videos on media preference  |            |              |
| 26 | Role of Mass Media in Nationalism,  |  | Evaluation |              |
| 27 | Regionalism,  | Make students understand the evils of regionalism, especially in the context of media                        |            | CO 1         |
| 28 | Citizen's Rights,   | List out the Constitutional rights and assign students to relate them with Media                             |            | CO 4         |
| 29 | Citizen's Rights  |  |            |              |
| 30 | Secularism,   | Lecture by citing examples   |            | CO 1<br>CO 2 |
| 31 | Secularism  |  |            | CO 1         |
| 32 | <i>CIA – I</i>  | <i>Conduct of class test of two hours by the course teacher</i>  | Evaluation |              |
| 33 | <i>CIA - I</i>  |  |            |              |
| 34 | promoting democracy,  |  |            | CO 1         |
| 35 | Contd.  | <i>Publication of results of I CIA Discussion and Guidance for improvement</i>                               |            |              |

|  |  |   |                                |              |
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|  |  |   |                                |              |
| 36   | Democracy and Media  |   |                                | CO 2         |
| 37   | Social Justice,  | <i>Parent's Meet to discuss student performance in early semesters and to give guidelines for improvement</i>   | Evaluation                     |              |
| 38   | Social Justice,  | <i>Parent's Meet to discuss student performance in early semesters and to give guidelines for improvement</i>   | Evaluation                     |              |
| 39   | Gender   | Portray gender specificity in media in the event of Patriarchy  |                                |              |
| 40   | Gender   |   |                                |              |
| 41   | Information Technology-  | Student Task – Trace out the historical development of IT in India / Kerala   | Historical Search              | CO 1<br>CO 4 |
| 42   | Contemporary Issues of Information Technology                                  |   |                                | CO 2         |
| 43   | 3.3 Knowledge World-   |   |                                | CO 2         |
| 44   | 3.4 Impact of the internet<br><br><i>Last date of submission of assignment</i> | <i>Topics related with / applied with the subjects of study are to be selected by each student and an assignment not less than 1500 words is to be submitted to the course teacher.</i> | Assignment                     | CO 4<br>CO 1 |
| 45   | Contd.   |   |                                | CO 2         |
| 46   | Regulation and Control of Media -  |   |                                | CO 4         |
| 47   | Contd.   |   |                                | CO 4         |
| <b>Module 3 - Media Ethics: Introducing the concept and its details.</b> |  |   |                                |              |
| 48   | Introduction to Media Ethics   | Open discussion on the topic above with brief presentations from selected students  | Discussion and Fusion of Ideas | CO 1         |

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| 49 | <b>Module IV-Media laws in India</b>                           |   |            | CO 1<br>CO 2 |
| 50 | <i>Last date of Presentation of Seminar Media and the Laws</i> | <i>Topics related with / to be applied with the subjects of study can be selected and the script is to be</i> | Seminar    | CO 1<br>CO 2 |
| 51 | <i>CIA - II Paper (1)</i>                                      | <i>Two Hour Examination conducted commonly at college level on all papers</i>                                 | Evaluation |              |
| 52 | <i>" Paper (2)</i>   |   | Evaluation |              |
| 53 | <i>" Paper (3)</i>   |   | Evaluation |              |
| 54 | <i>" Paper (4)</i>   |   | Evaluation |              |
| 55 | <i>" Paper (5)</i>   |   | Evaluation |              |
| 56 | Media and the Laws   | Lecture   |            | CO 1         |
| 57 | 4.1 IPC and the  |   |            |              |
| 58 | IPC  |   |            |              |
| 59 | IPC Contd.   | <i>Publication of results of II CIA Discussion and Guidance for improvement</i>                               |            | CO 2         |
| 60 | 4.2 Cr PC Self - Regulation                                    |   |            | CO 3<br>CO 1 |
| 61 | Cr PC Self - Regulation  |   |            | CO 2         |
| 62 | <i>CIA – II Re-Test</i>  | <i>Retest of two hours to those who were absent in the first</i>  | Evaluation |              |



|  |  |   |  |              |
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|  |  |   |  |              |
| 63   | Media and the Laws                         |   |  | CO 3<br>CO 1 |
| 64   | Media and the Laws                         |   |  | CO 3<br>CO 1 |
| <b>Module 4 - Historical investigation</b> |  |   |  |              |
| 65   | Cr PC                                      |   |  | CO 1         |
| 66   | Cr PC Self - Regulation                    |   |  |              |
| 67   | 4.3 Print media                            |   |  | CO 2         |
| 68   | Print media                                |   |  | CO 3         |
| 69   | Print media                                |   |  | CO 3<br>CO 2 |
| 70   | Print media                                |   |  | CO 3         |
| 71   | Broadcast media,                           |   |  | CO 3         |
| 72   | Broadcast media,                           |   |  | CO 3         |
| 73   | 4.4 Evolution and the challenges to policy |   |  | CO 2         |
| 74   | Evolution and the challenges to policy     |   |  | CO 1         |
| 75   | Evolution and the challenges to policy     |   |  | CO 1         |
| 76   | 4.1 Internet and the New Media Policy.     | Familiarizing the students with Media Laws and Policy |  |              |

|    |   |   |          |              |
|----|---|---|----------|--------------|
| 77 | Internet and the New Media Policy.            |   |          |              |
| 78 | Internet and the New Media Policy.            |   |          |              |
| 79 | Internet and the New Media Policy.            |   |          |              |
| 80 | Media Law and Women                           | Revealing the advantages and disadvantages in the context of women's rights |          | CO 3<br>CO 1 |
| 81 | Media Law and Women                           | Revealing the advantages and disadvantages caused by media to women         |          | CO 1<br>CO 2 |
| 82 | Media Law and Women                           | Revealing the advantages and disadvantages to women                         |          | CO 3         |
| 83 | <i>REVISION and Discussion of exam tips</i>   | Revising major points to remember   | Revision |              |
| 84 | <i>REVISION and Discussion of exam tips</i>   | Revising major points   |          |              |
| 85 | <i>REVISION and Discussion of exam tips</i>   | Revising major portions to make it thorough to students                     |          |              |
| 86 | <i>REVISION</i>                               | Revising major points to remember   |          |              |
| 87 | <i>REVISION and Discussion of exam tips</i>   | An ear to student's queries, if any   |          |              |
| 88 | <i>REVISION</i>                               | An ear to student's doubts, if any  |          |              |
| 89 | <i>REVISION</i>                               |   |          |              |
| 90 | <i>Revision – Conclusion, Exit Evaluation</i> |   |          |              |

## Seminar / Assignment

| Sl no | Date of Completion | Topic  | Course Outcome |
|-------|--------------------|--|----------------|
| 1     | 04/02/2019         | Assignment as per the instructions given                 | CO 1           |
| 2     | 25/02/2019         | Seminar from a list of topics identified by the students | CO 4           |

## Reference

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 Urbanization, 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 \*
6. *Implications in the Developing World, Washington DC*, Academic Press
7. Patel Sujata and Kushal Deb (ed) 2006 *Urban Studies*, Delhi, Oxford
8. Safa, Helen (ed.), 1982 *Towards a political economy of urbanization in the Third World Countries*, Delhi, Oxford
9. Sassen Saskia, 1991 *The Global City*, Princeton, Princeton University Press
10. Sivaram krishnan K, A Kundu and B.N. Singh, 2005. *Handbook of Urbanization in India*, Delhi, Oxford
11. Smith, Michael Peter, 2001, *Transnational Urbanism. Locating Globalization*, London, Blackwell
12. C.G. Pickvance, (ed.): *Urban Sociology: Critical Essays*, Methuen, 1976
13. David Harvey, *The Urban Experience*, Basil Blackwell, 1989.
14. Manuel Castells, *The Urban Question*, Haspero, 1972.
15. Peter Saunders: *Social Theory and the Urban Question*, Hutchionnson, 1981
16. T.G. McGee, *The Urbanization Process in the Third World*, G. Bell & Sons, 1971

|                              |  |                  |           |
|------------------------------|--|------------------|-----------|
| <b>PROGRAMME</b>             | <b>MASTER OF SOCIOLOGY</b>                     | <b>SEMESTER</b>  | <b>2</b>  |
| <b>COURSE CODE AND TITLE</b> | <b>16P2SOCT08: PERSONALITY AND COUNSELLING</b> | <b>CREDIT</b>    | <b>4</b>  |
| <b>HOURS/WEEK</b>            | <b>5</b>                                       | <b>HOURS/SEM</b> | <b>90</b> |
| <b>FACULTY NAME</b>          | <b>DR. ANISHA K A</b>                          |                  |           |

|     | <i>Course Outcome</i>   | <i>POs / PSOs</i> | <i>CL</i> |
|-----|---|-------------------|-----------|
| CO1 | Organization of the concepts, terms and approaches in psychology  | PO1 / PSO1        | U         |
| CO2 | Demonstration of the factors and attributes responsible for the development of human personality.                                       | PO1, PO5, PSO1    | U         |
| CO3 | Internalisation of the undercurrents of human behaviour and Enable to understand the difference between individual and crowd behaviour. | PO2, PO4, PSO3    | An        |
| CO4 | Development of a healthy personality and to understand various dispositions.  | PO5, PSO2         | E         |

CL\* Cognitive Level

### CO - PO/PSO Mapping

|      | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PSO 1 | PSO 2 | PSO 3 | PSO 4 |
|------|------|------|------|------|------|-------|-------|-------|-------|
| CO 1 | 3    | 0    | 0    | 0    | 0    | 2     | 0     | 0     | 0     |
| CO 2 | 2    | 0    | 0    | 0    | 3    | 2     | 0     | 0     | 0     |
| CO 3 | 0    | 3    | 0    | 0    | 0    | 0     | 0     | 1     | 0     |
| CO 4 | 0    | 3    | 0    | 0    | 0    | 0     | 0     | 3     | 0     |

| SESSION | TOPIC  | LEARNING RESOURCES                | VALUE ADDITIONS   | COURSE OUTCOME |
|---------|--|-----------------------------------|---|----------------|
| 1       | Introductory Session   | Lecture/ Power point presentation | Providing notes in advance. Printed notes and pdf on topics from the first two Modules. |                |
| 2       | <b>Module 1 Introduction to Personality</b>  |                                   |   |                |
| 3       | Definition, Nature and Factors of personality.                                     | Lecture                           |   | CO1            |
| 4       | Conceptual and definitional understanding of personality.                          | Lecture                           |   | CO1            |
| 5       | Stages of Development of personality   | Lecture                           |   | CO1            |
| 6       | Psycho-motor development   | Lecture                           |   | CO1            |
| 7       | Cognitive development  | Lecture                           |   | CO1            |
| 8       | Language development   | Lecture                           | Discussion  | CO1            |
| 9       | Emotional development  | Lecture                           |   | CO1            |
| 10      | Emergence of Self  | Lecture                           |   | CO1            |
| 11      | Gender identity  | Lecture Power point presentation  | PPT   | CO1            |
| 12      | Developmental Problems in different stages : Emotional problems of childhood       | Lecture                           |   | CO1            |
| 13      | Identity crisis in adolescence Teenage problems                                    | Lecture                           |   | CO1            |
| 14      | Identity crisis in Middle age  | Lecture                           |   | CO1            |
| 15      | Social and vocational adjustments.   | Lecture                           |   | CO3            |
| 16      | Adjustment to changes in life patterns. Old age – Mental and Behavioural disorders | Lecture                           |   | CO1            |

|    |   |                                   |      |     |
|----|---|-----------------------------------|------|-----|
| 17 | Ageism  | Lecture                           | QUIZ | CO2 |
| 18 | Successful aging  | Lecture                           |      | CO2 |
| 19 | Social issues- Dementia   | Lecture/ Power point presentation | PPT  | CO1 |
| 20 | Functional impairment and Cognitive Decline.                            | Lecture                           |      | CO1 |
| 21 | Module 1 Wrap Up  | Lecture                           |      | CO2 |
| 22 | <b>Module 2: Classical Psychoanalytic Theory</b>                        |                                   |      | CO2 |
| 23 | Neo Psychoanalytic Theories of Personality Development                  | Lecture                           |      | CO1 |
| 24 | Sigmund Freud Introduction to his works                                 | Lecture                           |      | CO2 |
| 25 | Sigmund Frued's theory  | Lecture                           |      | CO2 |
| 26 | Alfred Adler<br>Carl Jung   | Lecture                           |      | CO2 |
| 27 | Carl Jung   | Lecture                           |      | CO2 |
| 28 | Karen Horney  | Lecture                           |      | CO2 |
| 29 | Karen Horney  | Lecture                           | Quiz | CO2 |
| 30 | Erik Erikson  | Lecture                           |      | CO2 |
| 31 | Erik Erikson  | Lecture                           |      | CO2 |
| 32 | Erik Erikson  | Lecture                           |      | CO3 |
|    | Module 2 Wrap Up  | Lecture                           |      | CO3 |
| 33 | <b>Module 3: Perspectives and Approaches in Personality Development</b> |                                   |      |     |
| 34 | Cognitive perspective: Jean Piaget                                      | Lecture                           |      | CO2 |
| 35 | Humanistic perspective: Abraham Maslow,                                 | Lecture                           |      | CO3 |

|    |   |         |                         |     |
|----|---|---------|-------------------------|-----|
| 36 | Carl Rogers   | Lecture |                         | CO3 |
| 38 | Trait Approach  | Lecture |                         | CO2 |
| 39 | Gordon Allport  | Lecture |                         | CO3 |
| 40 | Cognitive perspective: Jean Piaget                            | Lecture |                         | CO3 |
| 41 | Existential perspective<br>Preparing for CIA – I              | Lecture |                         | CO3 |
| 42 | CIA – I   |         | Evaluation              | CO3 |
| 43 | CIA – I   |         | Evaluation              | CO3 |
| 44 | Review presentation   | Lecture |                         | CO3 |
| 45 | Module 3 Wrap Up  | Lecture |                         | CO3 |
| 46 | <b>Module 4: Nature and Goals of Counselling</b>              |         |                         | CO3 |
| 47 | Definition and types of counselling                           | Lecture | Question Answer Session | CO3 |
| 48 | stages of counselling   | Lecture |                         | CO1 |
| 49 | Training  | Lecture |                         | CO1 |
| 50 | Job setting and activities of counsellor                      | Lecture |                         | CO3 |
| 51 | Ethical principles of counselling                             | Lecture |                         | CO3 |
| 52 | Goals and methods- Advanced empathy                           | Lecture |                         | CO3 |
| 53 | Confrontation   | Lecture |                         | CO3 |
| 54 | Immediacy   | Lecture |                         | CO3 |
| 55 | Interpretation  |         |                         | CO2 |
| 56 | Role playing  | Lecture | Activity                | CO2 |
| 57 | Assessment techniques, tools of assessment- Psychometric test |         |                         | CO3 |
| 58 | Anecdotal records   |         |                         | CO2 |

|    |   |                                   |            |     |
|----|---|-----------------------------------|------------|-----|
| 59 | Rating scale                              |                                   |            | CO2 |
| 60 | Socio-metric test                         |                                   |            | CO2 |
| 61 | George Kelley: Cognitive perspective      |                                   |            | CO2 |
| 62 | Dollard and Miller                        |                                   |            | CO1 |
| 63 | Reality Therapy                           | Lecture                           |            | CO4 |
| 64 | Discussion on various counselling methods | Lecture                           |            | CO3 |
| 65 | Gender Identity                           | Lecture                           |            | CO4 |
| 66 | Theories of Personality                   | Lecture                           |            | CO3 |
| 67 | Julian Rttter                             | Lecture                           |            | CO4 |
| 68 | Learning perspective                      | Lecture/ Power point presentation | PPT        | CO3 |
| 69 | Julian Rotter                             | EXAM                              |            | CO3 |
| 70 | Learning perspective: comparative study   | Lecture                           |            | CO3 |
| 71 | George Kelly                              | Lecture                           |            | CO1 |
| 72 | George Kelly                              | Lecture                           |            | CO1 |
| 73 | Raymond Cattell                           | Lecture                           |            | CO1 |
| 74 | Raymond Cattell                           | Lecture                           |            | CO1 |
| 75 | CIA II Paper (1)                          |                                   | Evaluation |     |
| 76 | " Paper (2)                               |                                   | Evaluation |     |
| 77 | " Paper (3)                               |                                   | Evaluation |     |
| 78 | " Paper (4)                               |                                   | Evaluation |     |
| 79 | " Paper (5)                               |                                   | Evaluation |     |
| 80 |   |                                   |            |     |
| 81 | II CIA Re-Test                            |                                   | Evaluation |     |
| 82 | Revision of Topics                        |                                   |            |     |



|    |                                       |                          |                |  |
|----|---------------------------------------|--------------------------|----------------|--|
| 83 | Revision of Topics                    |                          |                |  |
| 84 | Revision of Topics                    |                          |                |  |
| 85 | REVISION and Discussion on the CIA    | Lecture/<br>presentation | Power<br>point | <i>Revising the core aspects which are to be specifically concerned by the students from the point of view of examinations</i> |
| 86 | REVISION and Discussion of the topics | Lecture/<br>presentation | Power<br>point | <i>Guidelines for the finalization of preparations for the exam</i>  |
| 87 | REVISION and Discussion of the topics | Lecture/<br>presentation | Power<br>point | <i>Exit evaluation at Course teacher level. Collecting written responses from students</i>                                     |
| 88 | REVISION and Discussion on the CIA    |                          |                | General Discussion   |
| 89 | REVISION and Discussion of the topics |                          |                | General Discussion   |
| 90 | REVISION and Discussion on the CIA    |                          |                | General Discussion   |

## ASSIGNMENTS/SEMINAR – Details & Guidelines

|   | Date of completion | Topic of Assignment & Nature of assignment<br>(Individual/Group – Written/Presentation – Graded or Non-graded etc.) | Course Outcome |
|---|--------------------|---|----------------|
| 1 | 13/02/2019         | Stages and types of counselling   | CO1, CO2       |
| 2 | 22/01/2019         | Tools and techniques of assessment  | CO3            |

### Reference

1. Hall, C.S., Lindzey, G., & Campbell, J.B. 2007. Theories of Personality. 4th Edn. Wiley: India.
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10. Shertzer and Stone 2000.Fundamentals of Counselling, Houghton Mifflin Co.
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20. Kundu, C.L. 1989. Personality development. ND: Sterling Pub.

|                              |  |                  |           |
|------------------------------|--|------------------|-----------|
| <b>PROGRAMME</b>             | <b>MA SOCIOLOGY</b>                              | <b>SEMESTER</b>  | <b>2</b>  |
| <b>COURSE CODE AND TITLE</b> | <b>16P2SOCT09<br/>SOCIOLOGY OF URBAN SOCIETY</b> | <b>CREDIT</b>    | <b>4</b>  |
| <b>HOURS/WEEK</b>            | <b>4</b>   | <b>HOURS/SEM</b> | <b>90</b> |
| <b>FACULTY NAME</b>          | <b>R K VARGHESE</b>                              |                  |           |

### COURSE OUTCOME

| <b>CO</b>  | <b>CO Statement</b>  | <b>POs / PSOs</b> | <b>CL</b> |
|------------|--|-------------------|-----------|
| <b>CO1</b> | Study Urban sociology as a major branch of Sociology   | PO1, PO3, PSO1    | R         |
| <b>CO2</b> | Identify the different life setting between urban and rural areas and various approaches to study urban living | PO2, PO3, PSO1    | U         |
| <b>CO3</b> | Assess implications of urbanisation  | PO1, PO4, PSO1    | U         |
| <b>CO4</b> | Illustrate the concept of urban problems and urban development   | PO1, PO5, PSO1    | An        |
| <b>CO5</b> | Examine major urban problems and social disorganisation  | PO1, PO3, PSO1    | E         |

CL\* Cognitive Level

R- Remember

U- Understand

A- Apply

An- Analyze

E- Evaluate

Cr- Create

### CO - PO/PSO Mapping

|      | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO5 |
|------|------|------|------|------|------|-------|-------|-------|-------|------|
| CO 1 | 3    | 0    | 2    | 0    | 0    | 3     | 0     | 0     | 0     | 0    |
| CO 2 | 0    | 2    | 2    | 0    | 0    | 3     | 0     | 0     | 0     | 0    |
| CO 3 | 2    | 0    | 0    | 2    | 0    | 3     | 0     | 0     | 0     | 0    |
| CO 4 | 3    | 0    | 0    | 0    | 3    | 3     | 0     | 0     | 0     | 0    |
| CO 5 | 3    | 0    | 2    | 0    | 0    | 3     | 0     | 0     | 0     | 0    |

| Session  | Topic   | Learning Resources  | Value Additions    | Course Outcome |
|--|---|---|--------------------|----------------|
| <b>Module I: Introduction and Review of Basic Concepts</b> |   |   |                    |                |
| 1  | <i>Introductory Session</i>   | Provide, in advance, printed / Email materials on topics in the syllabus of the first two Modules to students | Reference Material |                |
| 2  | <b>Module I:<br/>Introduction</b><br><br>1.1 Development of Urban Sociology | Lecture Method  |                    | CO1            |
| 3  | Scope of Urban Sociology  |   |                    | CO1            |
| 4  | Meaning of Urban Sociology,   | Lecture and discussion  |                    | CO1            |
| 5  | Nature and Scope of U S   | Lecture Method  | Discussion         | CO1            |
| 6  | Significance study of urbanization in the context of regional               | Discussion  |                    | CO1            |

|    |   |   |                      |      |
|----|---|---|----------------------|------|
|    | development   |   |                      |      |
| 7  | regional development  | Lecture Method  |                      | CO1  |
| 8  | Definition and concepts- Urban Sociology: Urban,                      | Assign students to collect as much definitions as possible  | Assignment           | CO1  |
| 9  | Urbanism,   | Lecture Method  | Student Presentation | CO 2 |
| 10 | Contd.  | Lecture Method  |                      | CO 2 |
| 11 | Urbanization, Urban Locality  | Lecture Method  |                      | CO 2 |
| 12 | Suburb, Metro Cities  | A visit to an urban area with its typical features is advised   | Visit                | CO 2 |
| 13 | Metropolis, Megalopolis.  | Lecture Method  |                      | CO 2 |
| 14 | Urbanization as a perspective of social and historical analysis.      | Trace out the history of urbanization   | Student Presentation | CO 2 |
| 15 | Growing heterogeneity, Merging of fringe villages, the 'global city'  | Lecture Method  | Chart                | CO 2 |
| 16 | city as the melting pot of cultures and as harbinger of social change | Power point / Video presentation on cultural features found in cities contrasted with rural                                 | PPT                  | CO 2 |
| 17 | <b>Module 2:<br/>Sociological Perspectives-<br/>Traditional</b>       |   |                      |      |
| 18 | Contributions of Emile Durkheim – mechanical and                      | Equip students to compare the theoretical views of the basic sociologists and to find out how they are different from their | Task                 | CO 3 |

|    |  |  |                |      |
|----|--|--|----------------|------|
|    |  | earlier perspectives   |                |      |
| 19 | organic solidarity   |  | Lecture Method | CO 3 |
| 20 | Ferdinand Tonnies –<br>Gemeinschaft and                              |  | Lecture Method | CO 3 |
| 21 | Gessellschaft  |  | Lecture Method | CO 3 |
| 22 | George Simmel:<br>'Metropolis and                                    | Project slides on the major<br>points of the theory  | PPT            | CO 3 |
| 23 | Mental Life  | Lecture Method   |                | CO 3 |
| 24 | Robert Park –<br>The City as<br>ecological<br>community              | Identify the features of city as<br>an ecological community<br><br>Lecture Method              |                | CO 3 |
| 25 | the natural<br>and moral<br>order, Land<br>Values,                   | Lecture Method   |                | CO 3 |
| 26 | Dominance  | Lecture Method   |                | CO 3 |
| 27 | Invasion and<br>Succession, The<br>natural area                      | Instruct the students to collect<br>examples of Invasion and<br>Succession from Indian context | Chart          | CO 3 |
| 28 | Louis Wirth –<br>'Urbanism as a way of<br>life' –                    | Lecture session with power<br>point  | PPT            | CO 3 |
| 29 | Contd.   | Lecture Method   |                | CO 3 |
| 30 | population<br>aggregation,   | Lecture Method   |                | CO 3 |
| 31 | social<br>heterogeneity<br>and its<br>consequences for<br>urban life | Find out instances of Cultural<br>Heterogeneity by a discussion<br>among students              | Discussion     | CO 3 |

|    |  |  |                        |      |
|----|--|--|------------------------|------|
| 32 | CIA – I  | <i>Conduct of class test of two hours by the course teacher</i>  | Evaluation             |      |
| 33 | CIA – I  |  |                        |      |
| 34 | <b>Module 3:<br/>Sociological<br/>Perspectives -<br/>Current</b>     | Provide, in advance, printed / Email materials on topics in the syllabus of the last two modules to students | Provision of Reference |      |
| 35 |  | <i>Publication of results of I CIA<br/>Discussion and Guidance for improvement</i>                           | Guidance               |      |
| 36 | Urban Ecology (Patrick Geddes)                                       | Lecture session with power point   | PPT                    | CO 4 |
| 37 |  | <i>Parent's Meet to discuss student performance in early semester and to give guidelines for improvement</i> | Evaluation             | CO 4 |
| 38 | Political Economy and Urbanization (David Harvey and Peter Saunders) | Lecture Method   |                        | CO 4 |
| 39 | Contd.   |  |                        | CO 4 |
| 40 | Urban Question, Information Society (Manuell Castells)               | Equip the students to find out the impact of IT to an Urbanized social set up                                | Discussion             | CO 4 |
| 41 | Manuell Castells   |  | Lecture Method         | CO 4 |
| 42 | Culture Economy (Pierre Bourdieu)                                    | Lecture Method   |                        | CO 4 |
| 43 | Pierre Bourdieu  |  |                        | CO 4 |
| 44 | <i>Last date of submission of assignment</i>                         | <i>Topics related with / applied with the subjects of study are to be selected by each student and</i>       | Assignment             |      |

|    |  |   |                      |      |
|----|--|---|----------------------|------|
|    |  | <i>an assignment not less than 1500 words is to be submitted to the course teacher.</i>   |                      |      |
| 45 | City and Spatial Forms (Anthony Giddens)   | Lecture session with power point  |                      | CO 4 |
| 46 | Anthony Giddens  | Lecture Method  |                      | CO 4 |
| 47 | Anthony Giddens  | Lecture Method  |                      | CO 4 |
| 48 | Economic issues: Poverty, Unemployment and Inequity in resource access.                        | Power point / Video show on the typical issues of urban society   | PPT                  | CO 4 |
| 49 | <b>Module 4: Issues, Implications and Challenges of Urbanization in India</b>                  |   |                      |      |
| 50 | <i>Last date of Presentation of Seminar</i><br><br>Environmental issues: Ecological imbalance, | <i>Seminar: Topics related with / to be applied with the subjects of study can be selected in consultation with the guide and the script is to be submitted after submitting the synopsis</i> | Seminar Presentation |      |
| 51 | <i>CIA - II Paper (1)</i>  | <i>Two Hour Examination conducted commonly at college level on all papers</i>   | Evaluation           |      |
| 52 | <i>" Paper (2)</i>   |   | Evaluation           |      |
| 53 | <i>" Paper (3)</i>   |   | Evaluation           |      |
| 54 | <i>" Paper (4)</i>   |   | Evaluation           |      |
| 55 | <i>" Paper (5)</i>   |   | Evaluation           |      |



|    |  |  |                  |      |
|----|--|--|------------------|------|
| 56 | Degeneration of resources,                                   |  | Lecture Method   | CO 5 |
| 57 | pollution, waste disposal and                                | Students are assigned to conduct a study in any of the surrounding urban area and collect information on the problems mentioned in the syllabus to make a brief presentation | Field Study      | CO 5 |
| 58 | sanitation   |  |                  | CO 5 |
| 59 | Socio-Cultural issues: Inequality (class, caste and gender), | <i>Publication of results of II CIA</i><br><i>Discussion and Guidance for improvement</i>  | Discussion       | CO 5 |
| 60 | Cultural invasion and changes in life styles and culture,    | PPT  | PPT Presentation | CO 5 |
| 61 | Impact of global culture on local communities                |  |                  | CO 5 |
| 62 | <i>CIA – II Re-Test</i><br>Caste polarization,               | <i>Retest of two hours to those who were absent in the first</i>   | Evaluation       | CO 5 |
| 63 | Communalism and regionalism                                  | Video Film show to spread the message of communal harmony  | Video Learning   | CO 5 |

|    |                                      |  |  |      |
|----|--------------------------------------|--|--|------|
|    |                                      | and national integration   |  |      |
| 64 | Infrastructure and amenities: Water, |  |  | CO 4 |
| 65 | Energy (power and fuel), ,           |  |  | CO 5 |
| 66 | Housing,<br>Road                     |  |  | CO 4 |
| 67 | Contd.                               |  |  | CO 4 |
| 68 | Health care services,                | Video to make clear the contrasts in health care services in rural and urban societies   | Video Show                               | CO 5 |
| 69 | Contd.                               |  |  | CO 4 |
| 70 | Urban Education                      |  |  | CO 4 |
| 71 | Contd.                               |  |  | CO 4 |
| 72 | Displacement:                        |  |  | CO 5 |
| 73 | Forest eviction,                     | Visit to a tribal / forest area to make students aware of the dangers of forest eviction   | Field Study                              | CO 5 |
| 74 | Contd.                               |  |  | CO 5 |
| 75 | Development Projects                 | Ask students to collect the list of major highways, Dams, SEZ's Firing Ranges and Large -scale industries in India and the world | Reference and Compilation of information | CO 5 |
| 76 | Highways, Dams,                      |  |  | CO 5 |
| 77 | Special Economic Zones,              |  |  | CO 4 |
| 78 | Firing Range,                        |  |  | CO 4 |
| 79 | Large scale industries               |  |  |      |

|    |   |   |                   |      |
|----|---|---|-------------------|------|
| 80 | Contd.                                      |   |                   | CO 4 |
| 81 | Malls and Commercial Complexes, etc.)       | Visit to a nearby mall as a group activity and present the observations in the next class during zero hour, ie; after last hour | Field Visit       | CO 4 |
| 82 | Contd.                                      |   |                   | CO 4 |
| 83 | <i>REVISION</i>                             |   | Checking Progress |      |
| 84 | <i>REVISION and Discussion of exam tips</i> |   |                   |      |
| 85 | <i>REVISION and Discussion of exam tips</i> |   |                   |      |
| 86 | <i>REVISION and Discussion of exam tips</i> |   |                   |      |
| 87 | <i>REVISION and Discussion of exam tips</i> |   |                   |      |
| 88 | <i>REVISION and Discussion of exam tips</i> |   |                   |      |
| 89 | <i>Revision – Conclusion</i>                |   |                   |      |
| 90 | <i>Exit Evaluation</i>                      |   |                   |      |

### Seminar / Assignments

| Sl no | Date of Completion | Topic  | Course Outcome |
|-------|--------------------|--|----------------|
| 1     | 04/02/2019         | Assignment as per the instructions given                 | CO 1           |
| 2     | 25/02/2019         | Seminar from a list of topics identified by the students | CO 4           |

## Reference

- Dupont V, E. Tarlow and D. Vidal, 2000 *Delhi. Urban Space and Human Destinies*, Delhi, Manohar,
- Government of India, 1986, *Report of the National Commission on Urbanization, Vols I & II*, New Delhi, Government of India
- Harvey, David, 1989 *The Urban Experience*, Baltimore, John Hopkins Press
- Nair Janaki, 2005 *The Promise of the Metropolis. Bangalores Twentieth Century*, Delhi, Oxford
- National Academic Council, 2003 *Cities Transformed. Demographic Change and Its Implications in the Developing World*, Washington DC, Academic Press
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|                                |   |                    |           |
|--------------------------------|---|--------------------|-----------|
| <b>PROGRAMME</b>               | <b>MA SOCIOLOGY</b>                         | <b>SEMESTER</b>    | <b>II</b> |
| <b>COURSE CODE &amp; TITLE</b> | <b>16P2SOCT10: STATISTICS FOR SOCIOLOGY</b> | <b>CREDITS</b>     | <b>4</b>  |
| <b>HOURS/WEEK</b>              | <b>5</b>                                    | <b>TOTAL HOURS</b> | <b>90</b> |
| <b>FACULTY NAME</b>            | <b>SNEHALATHA P</b>                         |                    |           |

### **COURSE OUTCOME**

|      | <b>COURSE OUTCOME</b>   | <b>PO/PSO</b> | <b>CL</b> |
|------|---|---------------|-----------|
| CO 1 | Demonstrate their understanding of descriptive statistics by practical application of quantitative reasoning and data visualization | PO2, PSO1     | U         |
| CO 2 | Demonstrate their knowledge of the basics of inferential statistics by making valid generalizations from sample data                | PSO2, PO4     | U         |
| CO 3 | Recognize the significance of statistical methodology in finding pitfalls.  | PSO4, PO5     | A         |
| CO 4 | Critical attitudes develop for “life-long learning” and evaluate the importance of statistical literacy in today’s data rich world. | PO1, PSO5     | E         |

CL\* Cognitive Level

R- Remember

U- Understand

B- Apply

An- Analyze

E- Evaluate

Cr- Create

## CO - PO/PSO Mapping

|      | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO5 |
|------|------|------|------|------|------|-------|-------|-------|-------|------|
| CO 1 | 0    | 3    | 0    | 0    | 0    | 3     | 0     | 0     | 0     | 0    |
| CO 2 | 0    | 0    | 0    | 3    | 0    | 0     | 2     | 0     | 0     | 0    |
| CO 3 | 0    | 0    | 0    | 0    | 3    | 0     | 0     | 0     | 3     | 0    |
| CO 4 | 3    | 0    | 0    | 0    | 0    | 0     | 0     | 0     | 0     | 2    |

## COURSE PLAN

| Session                                     | Topic                            | Learning Resources | Value Additions | Course Outcome |
|---|----------------------------------|--------------------|-----------------|----------------|
| <b>Module 1- Introduction to Statistics</b> |                                  |                    |                 |                |
| 1   | Introduction                     | Lecture            |                 | CO1            |
| 2   | Meaning of Statistics            | Lecture/Worksheet  |                 | CO1            |
| 3   | Definitions of Statistics        | Lecture/Worksheet  |                 | CO1            |
| 4   | Uses of statistics               | Lecture/Worksheet  |                 | CO1            |
| 5   | Uses of statistics               | Lecture/Worksheet  |                 | CO1            |
| 6   | Limitations of statistics        | Lecture/Worksheet  | Article Review  | CO1            |
| 7   | Classification [Theory]          | Lecture/Worksheet  |                 | CO1            |
| 8   | Classification [Problem solving] | Lecture/Worksheet  | Worksheet       | CO1            |
| 9   | Tabulation [Theory]              |                    |                 | CO1            |
| 10  | Tabulation [Problem solving]     | Lecture/Worksheet  |                 | CO1            |
| 11  | Presentation of data [Theory]    | Lecture/Worksheet  |                 | CO1            |
| 12  | Presentation of data [Problem]   | Lecture/Worksheet  | Worksheet       | CO1            |
| 13  | Revision                         |                    |                 |                |
| 14  | Revision                         |                    |                 |                |
| 15  | General Introduction on          | Lecture/Works      |                 | CO2            |

|    |   |                        |           |     |
|----|---|------------------------|-----------|-----|
|    | Central tendency measures                   | heet                   |           |     |
| 16 | Arithmetic Mean - Theory                    | Lecture/Works<br>heet  |           | CO2 |
| 17 | Arithmetic Mean [Problem Solving]           | Lecture/Works<br>heet  | Worksheet | CO2 |
| 18 | Arithmetic Mean [Problem Solving]           | /Lecture/Work<br>sheet | Worksheet | CO2 |
| 19 | Median [Theory]                             | Lecture/Works<br>heet  |           | CO2 |
| 20 | Median [problem Solving]                    | Lecture/Works<br>heet  | Worksheet | CO2 |
| 21 | Median [problem Solving]                    | Lecture/Works<br>heet  | Worksheet | CO2 |
| 22 | Median [problem Solving]                    | Lecture/Works<br>heet  | Worksheet | CO2 |
| 23 | Mode [Theory]                               | Lecture/Works<br>heet  |           | CO2 |
| 24 | Mode [problem Solving]                      | Lecture/Works<br>heet  | Worksheet | CO2 |
| 25 | Mode [problem Solving]                      | Lecture/Works<br>heet  | Worksheet | CO2 |
| 26 | Mode [problem Solving]                      | Lecture/Works<br>heet  | Worksheet | CO2 |
| 27 | Properties of a good average [Theory]       | Lecture/Works<br>heet  |           | CO2 |
| 28 | Properties of a good Average [Theory]       | Lecture/Works<br>heet  |           | CO2 |
| 29 | Use of averages in social research [Theory] | Lecture/Works<br>heet  |           | CO2 |
| 30 | Measures of Dispersion                      | Lecture/Works<br>heet  |           | CO2 |
| 31 | Measures of Dispersion                      | Lecture/Works<br>heet  |           | CO2 |
| 32 | Range [Theory]                              | Lecture/Works<br>heet  |           | CO2 |
| 33 | Range [Problem solving]                     | Lecture/Works<br>heet  | Worksheet | CO2 |
| 34 | Range [Problem solving]                     | Lecture/Works<br>heet  | Worksheet | CO2 |
| 35 | Quartile Deviation [Theory]                 | Lecture/Works<br>heet  |           | CO2 |
| 36 | Quartile Deviation [Problem Solving]        | Lecture/Works<br>heet  | Worksheet | CO2 |
| 37 | Quartile Deviation [Problem Solving]        | Lecture/Works<br>heet  | Worksheet | CO2 |
| 38 | Mean Deviation [Theory]                     | Lecture/Works          |           | CO2 |

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|  |  | heet                   |           |     |
| 39   | Mean Deviation [Problem solving]   | Lecture/Works<br>heet  | Worksheet | CO2 |
| 40   | Mean Deviation [Problem solving]   | Lecture/Works<br>heet  | Worksheet | CO2 |
| 41   | Standard Deviation [Theory]  | Lecture/Works<br>heet  |           | CO2 |
| 42   | Internal Assessment - First  | Lecture/Works<br>heet  |           | CO2 |
| 43   | Standard Deviation [Problem solving]   | /Lecture/Work<br>sheet | Worksheet | CO2 |
| 44   | Standard Deviation [Problem solving]   | Lecture/Works<br>heet  | Worksheet | CO2 |
| 45   | Merits and demerits of different measures of Dispersion [Theory]                       | Lecture/Works<br>heet  |           | CO2 |
| 46   | Uses in sociological research [Theory]   | Lecture/Works<br>heet  |           | CO2 |
| 47   | Revision   |                        |           |     |
| <b>Module 3 - Correlation &amp; Regression</b> |  |                        |           |     |
| 48   | Introduction   | Lecture/Works<br>heet  |           | CO3 |
| 49   | Scatter diagram [Theory]   | Lecture/Works<br>heet  |           | CO3 |
| 50   | Scatter Diagram [Problem solving]  | Lecture/Works<br>heet  | Worksheet | CO3 |
| 51   | Karl Pearson's Coefficient of Correlation - Introduction                               | Lecture/Works<br>heet  |           | CO3 |
| 52   | Simple linear correlation [Theory]   | Lecture/Works<br>heet  |           | CO3 |
| 53   | Karl Pearson's Coefficient of Correlation –Simple Linear correlation – problem solving | Lecture/Works<br>heet  | Worksheet | CO3 |
| 54   | Karl Pearson's Coefficient of Correlation –Simple Linear correlation – problem solving | Lecture/Works<br>heet  | Worksheet | CO3 |
| 55   | Spearman's rank correlation coefficient [Theory]                                       | Lecture/Works<br>heet  |           | CO3 |
| 56   | Spearman's rank correlation coefficient  | Lecture/Works<br>heet  | Worksheet | CO3 |



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|---|---|-------------------|-----------|-----|
|   | [Problem solving]   |                   |           |     |
| 57  | Spearman's rank correlation coefficient [Problem solving]                 | Lecture/Worksheet | Worksheet | CO3 |
| 58  | Uses in sociological research [Theory]                                    | Lecture/Worksheet |           | CO3 |
| 59  | Regression analysis in the case of Bivariate data [Theory]                | Lecture/Worksheet |           | CO3 |
| 60  | Regression analysis in the case of Bivariate data [problem solving]       | Lecture/Worksheet | Worksheet | CO3 |
| 61  | Regression analysis in the case of Bivariate data [Problem solving]       | Lecture/Worksheet | Worksheet | CO3 |
| 62  | Revision  |                   |           |     |
| 63  | Revision  |                   |           |     |
| 64  | Seminar Presentation  |                   |           |     |
| <b>Module 4 - Probability &amp; Testing of Hypothesis</b> |   |                   |           |     |
| 65  | Elementary ideas on probability   | Lecture/Worksheet |           | CO4 |
| 66  | Hypothesis [Theory]   | Lecture/Worksheet |           | CO4 |
| 67  | Test for means, single population (Theory)                                | Lecture/Worksheet |           | CO4 |
| 68  | Test for means, single population (Theory)                                | Lecture/Worksheet |           | CO4 |
| 69  | Test for means, single population (Problem Solving)                       | Lecture/Worksheet | Worksheet | CO4 |
| 70  | Test for means, single population (Problem Solving)                       | Lecture/Worksheet | Worksheet | CO4 |
| 71  | Test for means, single population (Problem Solving)                       | Lecture/Worksheet | Worksheet | CO4 |
| 72  | Internal Test - II  | Lecture/Worksheet |           | CO4 |
| 73  | Test for difference in means to populations (t – test & Z –test)( Theory) | Lecture/Worksheet |           | CO4 |
| 74  | Test for difference in means to populations (t – test & Z –test)( Theory) | Lecture/Worksheet |           | CO4 |

|    |   |                       |           |     |
|----|---|-----------------------|-----------|-----|
| 75 | Test for difference in means to populations (t – test & Z –test) (Problem Solving)          | Lecture/Works<br>heet | Worksheet | CO4 |
| 76 | Test for difference in means to populations (t – test & Z –test) (Problem Solving)          | Lecture/Works<br>heet | Worksheet | CO4 |
| 77 | Test for difference in means to populations (t – test & Z –test) (Problem Solving)          | Lecture/Works<br>heet | Worksheet | CO4 |
| 78 | Test for difference in Standard Deviations of two populations (F – test) ( Theory)          | Lecture/Works<br>heet |           | CO4 |
| 79 | Test for difference in Standard Deviations of two populations (F – test) ( Theory)          | Lecture/Works<br>heet |           | CO4 |
| 80 | Test for difference in Standard Deviations of two populations (F – test) (Problem Solving)  | Lecture/Works<br>heet | Worksheet | CO4 |
| 81 | Test for difference in Standard Deviations of two populations (F – test) (Problem Solving)  | Lecture/Works<br>heet | Worksheet | CO4 |
| 82 | Test for difference in Standard Deviations of two populations (F – test) (Problem Solving)  | Lecture/Works<br>heet | Worksheet | CO4 |
| 83 | Chi – square test - test for association of attributes & goodness of fit (Theory)           | Lecture/Works<br>heet |           | CO4 |
| 84 | Chi – square test - test for association of attributes & goodness of fit (Theory)           | Lecture/Works<br>heet |           | CO4 |
| 85 | Chi – square test - test for association of attributes & goodness of fit. (Problem Solving) | Lecture/Works<br>heet | Worksheet | CO4 |
| 86 | Chi – square test - test for association of attributes & goodness of fit. (Problem Solving) | Lecture/Works<br>heet | Worksheet | CO4 |
| 87 | Chi – square test - test for  | Lecture/Works         | Worksheet | CO4 |

|    |  |      |  |  |
|----|--|------|--|--|
|    | association of attributes & goodness of fit. (Problem Solving) | heet |  |  |
| 88 | Revision   |      |  |  |
| 89 | Revision   |      |  |  |
| 90 | Evaluation of the Course                                       |      |  |  |

### Seminar / Assignments

| Sl no | Date of Completion | Topic  | Course Outcome |
|-------|--------------------|--|----------------|
| 1     | 04/02/2019         | Assignment from a list of topics given to students | CO 1           |
| 2     | 25/02/2019         | Seminar from a list of topics provided             | CO 4           |

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