UNIVERSITY OF KERALA

M. A. SOCIOLOGY SYLLABUS

FOR AFFILIATED COLLEGES

SEMESTER SYSTEM

2024 ADMISSION ONWARDS

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UNIVERSITY OF KERALA

Syllabus for MA Sociology in Affiliated Colleges (Semester System)

2024 Admission onwards

1.INTRODUCTION

Sociology stands out as a contemporary and adaptable discipline within the realm of Social Sciences. It trains individuals to perceive the intricate web of social structures, comprehend the ongoing social processes, delineate the patterns of social transformation, decode the complexities of social interactions, and contextualize individual and collective experiences within the broader spectrum of society's history and culture. Sociology embodies a dual nature; it is both critical and constructive, merging conceptual frameworks with practical applications, theoretical analyses with empirical investigations. It seamlessly integrates scientific methodologies with literary finesse, speculative insights, historical narratives, and statistical precision. Moreover, sociology remains introspective, continuously evaluating its methodologies, demanding meticulous research techniques, and upholding rigorous standards of evidence. It meticulously crafts conceptual distinctions while fiercely safeguarding its disciplinary borders and identity.

However, sociology also embraces openness and interdisciplinarity, fostering dialogue with diverse fields of study. Its pursuit revolves around systematically uncovering, mapping, and interpreting the composite collective identity shaped by the forces of modernity. It is deeply rooted in historical inquiry and comparative analysis. Sociology, as an academic pursuit, is dedicated to the noble ideal of generating public knowledge and nurturing public discourse. It embodies the core

principles of the Enlightenment era, championing scientific reasoning, embracing diversity with tolerance, fostering humanistic empathy, and advocating for democratic values. In essence, sociology emerges as the quintessential science of our era, offering profound insights into the complexities of contemporary society.

The M.A. programme in Sociology aims to provide students with the tools for sociological inquiry and imagination, developing rational investigation and scientific analysis. The degree will be awarded under the Faculty of Social Sciences. The Master's degree programme in Sociology offered by the University of Kerala spans two years and is divided into four semesters.

2. PEDAGOGY

Pedagogically, the Master's program in Sociology at the University of Kerala adopts a learner-centric approach, emphasizing active student participation in the learning process. Instructors serve as facilitators, guiding students towards self-directed and group-based learning activities, fostering an environment of continuous dialogue and exploration. Reading primary texts, particularly for theory-based courses, and engaging in intensive classroom discussions are integral components of the program.

Furthermore, the program is designed with an Outcome Based Education (OBE) framework, ensuring that both students and instructors are aware of the expected outcomes at various levels—University/College, Department, and respective courses. Knowledge generation is considered central to sociological learning and practice, alongside knowledge consumption and dissemination. Therefore, cultivating research aptitude and a research culture among students is prioritized. A dedicated dissertation or project work component is incorporated into the curriculum, where students are encouraged to conduct original empirical research on topics relevant to Kerala society. Research Methodology courses are structured

to include practical assignments and hands-on experiences to enhance students' research skills.

Moreover, students are trained in academic writing and publishing, both in English and Malayalam, on sociologically significant topics. Following the guidelines of academic writing, particularly in assignments and seminar presentations, is emphasized. Academic publication, with guidance from instructors, is considered equivalent to assignments and seminars in the respective courses.

The program emphasizes engaged learning, wherein classroom learning is interconnected with real-world contexts. Students are encouraged to engage with communities and address emerging social issues, bridging the gap between theoretical knowledge and practical application. Continuous exposure to societal realities ensures that the learning process remains socially relevant and impactful.

The teaching-learning process in the Sociology program employs a variety of pedagogic techniques, both within and beyond traditional classroom settings. Some of these techniques include:

Lectures: Instructor-led sessions for delivering content and providing theoretical frameworks.

Tutorials: Small group sessions for discussion, problem-solving, and deeper exploration of topics.

Power-point presentations: Visual aids to enhance understanding and engagement with course material.

Project work: Hands-on projects that allow students to apply theoretical concepts to real-world scenarios.

Documentary Films: Screening relevant films to provide additional perspectives and insights on sociological topics.

Debates, Discussions, Quiz: Interactive sessions to stimulate critical thinking, debate ideas, and assess understanding.

Talks/Workshops: Guest lectures and workshops by experts to provide specialized knowledge and practical skills.

Interaction with experts: Opportunities for students to engage directly with professionals and scholars in the field.

Academic festivals: Events organized to showcase student work, foster intellectual exchange, and celebrate academic achievements.

Classics and sociologically meaningful films: Analysis and discussion of classic sociological texts and films relevant to the discipline.

Excursions and walks within the city: Field trips to explore social dynamics and phenomena in urban settings.

Visit to museums: Experiential learning opportunities to explore historical and cultural artifacts related to sociology.

Outstation field trips and surveys designs: Trips to different regions for conducting fieldwork and surveys to gather empirical data.

Internships: Practical training experiences in relevant organizations to apply theoretical knowledge in real-world contexts.

These diverse pedagogic techniques aim to cater to different learning styles and preferences, foster critical thinking, and provide students with a well-rounded education in sociology.

3. PROGRAMME OUTCOME OF UNIVERSITY

Program Outcomes (POs) outline the generic knowledge, skills, and attitudes that every student completing a postgraduate program should achieve. Although individual courses may focus on specific subsets of POs, collectively, all core courses within the program should cover all POs. This ensures that students receive a

comprehensive education that prepares them for their professional and academic endeavours.

PO1. Critical Thinking	Acquire, condense and critically evaluate scholarly arguments, the assumptions behind them, and their theoretical and empirical components.
PO2. Problem Solving	Acquire the ability to define a problem, generate alternate solution, evaluate and select an alternative and implement follow up on the solution.
PO3.Effective communication	Listen, read, comprehend, speak and write clearly and effectively in person and through electronic media in English/regional language/language of the discipline and exhibit sound domain knowledge including theories, concepts and terminologies.
PO4. Self-directed and Life-long Learning	Acquire the ability to engage in independent and life-long learning in the broadest context of socio- technological changes. Integrate academic knowledge with practical skills and transfer such knowledge/skills to other domains of one's life and work.
PO5. Responsible Citizenship	Demonstrate empathetic social concern, and the ability to act with an informed awareness of issues. Learners understand and respect diversity and difference, devoid of any prejudice by gender, age, caste, religion or

	nationality. Learners promote sustainable development practices.
PO6. Scientific Temper	Inculcate scientific temper among students, which would lead to creation of new knowledge
PO7. Ethics	Understand different value systems including one's own, as also the moral dimensions of our own decisions, and accept responsibility for them.

4. PROGRAM SPECIFIC OUTCOMES (PSOS) IN SOCIOLOGY

On completion of Masters in Sociology, the students will be able to:

PSO 1: Enable making sense of society	Understand conceptual, theoretical and applied aspects of social institutions, processes, interactions and culture to have a command over Sociological vocabulary (PO4, PO3)
PSO 2: Prepare thinking beyond Common sense	Comprehend the philosophical bases of Social thoughts and Sociological theories to develop reflexive understanding of social practices (PO2, PO4)
PSO 3: Build research competence and skills	Enhance rigour in scientific collection data, access information and to evolve knowledge through analytical and critical thinking (PO1, PO6, PO7)

PSO 4: Provide interdisciplinary /intersectionality competence	Through learning the intersectional aspects of economy, political, ethnic, language, art, culture of specific societies to emerge as conscious citizens capable of constructive citizenship (PO5) Or A scholarly orientation that features "a process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline, and which draws on the disciplines with the goal of integrating their insights to construct a more comprehensive understanding" (Repko, 2011 - "Interdisciplinary Research").
PSO 5: Produce Professional Sociologist	Practice professional competence to integrate Sociological thinking, knowledge, skills and imagination to analyse social complexities and social tensions and to create policy and advocacy (PO3, PO6)

5. EVALUATION: EXTERNAL AND INTERNAL EXAMINATIONS

Evaluation of each paper shall be done in parts, viz., Continuous Assessment (CA) and End Semester Assessment (ESA). The distribution of marks shall be 25 marks for CA and 75 for ESA (University Examinations at the end of each semester). There shall be no continuous assessment for the Dissertation/ Project. The allocation of marks for Continuous Assessment (CA) shall be in the following proportion.

a. Assignment	10
b. Tests	10
c. Seminars	5
Total	25

Only those who secure a minimum of 75% attendance in the aggregate for all the courses of a semester taken together will be allowed to register for the End Semester Examination of the Semester. Each student shall be required to do an assignment for each paper; a maximum 10 marks shall be awarded for the assignment. There shall be two class tests during a semester; marks of tests shall be awarded based on the marks secured for the best among the 2 tests; a maximum 10 marks shall be awarded for the test. Students shall be required to present a seminar on a selected topic in each paper. The evaluation of the seminar will be done on the basis of presentation, content of the seminar paper and participation in discussion; a maximum of 5 marks shall be awarded. Pass requirement shall be 40% marks for ESA for each paper and an aggregate minimum of 50% marks including CA for all the papers put together during a semester. There shall be no separate pass mark for CA. The marks for project work and Internship will be carried over.

6. PROJECT WORK AND EVALUATION

Necessarily based on an empirical study on Kerala and field work in Kerala. Should be written in English. The Dissertation/Project work shall not be less than 50 typed (font in 12 points, in Times New Roman, spaced at 1.5point) pages in standard thesis format showing evidence of the ability of the candidate to design a study, collect relevant materials, analyse it using appropriate tools of research and to present an analytical assessment of the problem. The Dissertation/Project shall be awarded a maximum of 100 marks, of which 20% shall be allotted to viva-voce

examination. Soft copies of the dissertation shall be submitted to the University before the commencement of the End Semester Examination (ESA) of the Fourth Semester. A copy of the dissertation duly certified by the Supervising Teacher and countersigned by the Head of the department and Principal, where the course is held, shall be submitted to for the viva voce.

The dissertation should include the following elements: 1) Introduction that provides the context of the study, research problem/question, the area of study, theoretical framework, if any, significance and scope, limitations and chapterization 2) Review of literature, 3) Methodology, 4) Analysis and Interpretation, which may be divided into two or three chapters, and 5) Summary and Conclusion (major findings, recommendations, scope for further study), 6) References in APA style, and 7) Appendix, if any.

The Preliminary pages should include: 1) Title of the study, and the candidate code number, name of the Department and University, 2) Declaration by the student, 3) Duly signed certificate from the supervising teacher along with the countersignature by the Head of the Department and Principal 4) Acknowledgement by the student, 5) Content page with page numbers of each Chapter, 6) List of tables/diagrams or glossary, if any

7. FIELD WORK INTERNSHIP IN MA SOCIOLOGY PROGRAMME

GUIDELINES AND PROCEDURES

Internship: An internship is a period of time in which a student can gain work experience in the field of study as part of study programme. Under the supervision of a faculty (the supervising lecturer) and an employee of the organisation offering the internship (the external internship supervisor). This work is related to what the student has learned in programme and contributes to the activities of the

organisation offering the internship. These tasks often result in a concrete 'product', such as a project report, guidebook, draft policy, a website, an exhibition, a translation, or a research paper.

OBJECTIVES

• To become familiar with possible professions and to participate in the job-related process;

• To apply the knowledge and/or skills learned during studies.

TYPES OF INTERNSHIPS OFFERED

SUMMER INTERNSHIP

Summer internship shall be done at the end of the second semester availing the summer holidays (April and May)

CONCURRENT INTERNSHIP

Internship shall be availed during weekends during the first and second semesters.

Duration of internship

Internship involves at least 108 working hours and 100 marks. During Summer internship, it can be completed within 21 days, and in Concurrent internship within weekends during first and second semester. The evaluation of concurrent/Summer internship shall be internal. The total marks shall be 100. The pass mark for concurrent/Summer internship shall be 50. The presentation and submission of report shall be completed by the end of third semester. The marks shall be carried over in the fourth semester.

Internship requirements

The internship position must offer the students an opportunity to participate in the work process and to engage with community-based activities conducted by the organisation. A dedicated work space on location at the organisation providing the internship is strongly recommended.

The internship position must make the student aware of the job/career opportunities in a specific field making them updated, thus to improve their job portfolio.

The internship position must offer the opportunity for the student to enact work related knowledge and/or skills acquired in study programme

The internship provider must give student the opportunity to reflect on the internship and to write an internship report. This is an integral part of any internship. The student shall also customise the internship project to bring it to attention of a wider audience by making it a project report, guidebook, draft policy, a website, blog, an exhibition, a translation, or a research paper.

Internship Report

Every internship result in an internship report, the internship report should be written in on the basis of day to day learning from the organisation offering the internship. The internship report cover sheet should contain the following information:

• The name of the organisation offering the internship, including the department or project name;

• The name of the organisation's internship supervisor;

- The student's name, student number, study programme and specialisation, faculty and university;

- The name of the supervising lecturer or professor;

- The internship period.

The content part of internship report shall be in an evaluative section in the student review internship displaying sufficient depth and analytic thought of the student

The internship report should include the following information:

- An introduction describing how the internship originated, the reasons for choosing this internship position and the original expectations.

- Information about the internship position, a description of the organisation (purpose, structure, intern's position in the organisation).

- A description of the internship assignment as worded in the internship work plan.

- An accurate description and justification of the tasks performed.

- A description of any problems that occurred during the internship.

- The intern's opinion of whether the learning goals formulated in the working plan have been achieved.

- A critical reflection of the tasks performed and the real-life experience gained. (What did you learn? To what degree were you able to apply the knowledge and skills gained during your education?)

Evaluation

The student shall give a seminar on the basis of internship report, before an expert committee constituted by the concerned department. The evaluation will be based on the following criteria:

a. Quality of content presented.

b. Regularity and punctuality in reporting for work

c. The quality of the reports and the punctuality in submitting the report

d. Proper planning for presentation.

e. Effectiveness of presentation.

f. Special assignments undertaken on behalf of the client and/or agency

g. Depth of knowledge and skills.

h. Attendance record, daily diary, departmental reports shall also be analyzed along with the Internship Report.

i. Seminar presentation will enable sharing knowledge & experience amongst students & teachers and build communication skills and confidence in students.

8. PATTERN OF QUESTION PAPERS FOR THEORY COURSES (ESA) MA SOCIOLOGY SEMESTER SYSTEM OUTCOME BASED (AFFILIATED COLLEGES)

Total mark for each course for university examination will be 75

Part A (5 x 1 = 5) marks

Part A Consists of five compulsory multiple-choice questions. The candidate should answer all the questions.

Part B (5x2= 10) Marks

Part B consists of eight questions. The question in this part consists of definitions, concept clarification and shall cover all units in the syllabus. The candidate should answer any five questions in not more than 50 words.

Part C (6X5= 30) marks

Part C will consist of 5 pairs of short essay questions, out of which five are to be answered (one from each pair) in not less than 300 words. Each short essay question carries 6 Marks. The candidate has to write answers to 5 questions in not more than 250 words.

Part D (15x 2 =30) marks

Part D will consist of two pairs of long essay questions, each carrying 15 marks, out of which two questions are to be answered (one from each pair), in not less than 1200 words. The questions should cover the entire syllabus and there should be only one question from one unit. The question should be prepared in such a manner so that it will be analytical, should insist on illustrations, case studies and more application oriented. Thus, the total marks shall be 75.

9. SCHEME

SYLLABUS FOR MA SOCIOLOGY SEMESTER PATTERN IN AFFILIATED COLLEGES, UNIVERSITY OF KERALA

COURSE STRUCTURE AND MARK DISTRIBUTION

Semester	Paper code	Title of paper	Distribution of Hrs per semester	Hour Per Week L	Hour Per Week P	ESA	Maximum marks CA	Maximum marks ESA	Maximum marks Total
I	SO 511	Classical Sociological Traditions	126	7		3 hrs	25	75	100
	SO 512	Sociology of Indian Society	108	6		3 hrs	25	75	100
	SO 513	Introduction to Social Research Methods	108	6		3 hrs	25	75	100
	SO 514 A	Introduction to Sociological Imagination	108	6		3 hrs	25	75	100
	SO 514 B	Development of Sociology as a Discipline	108	6		3 hrs	25	75	100
II	SO 521	Theoretical Perspectives in Modern Sociology	126	7		3 hrs	25	75	100
	SO 522	Social Policy and Welfare	108	6		3 hrs	25	75	100
	SO 523	Advanced Social Research Methods	108	6		3 hrs	25	75	100
	SO 524 A	Sociology of Development	108	6		3 hrs	25	75	100
	SO 524 B	Sociology of Marginalized Communities	108	6		3 hrs	25	75	100
	SO 524 C	Sociology of Kerala Society	108	6		3 hrs	25	75	100
III	SO 531	Current Debates in Social Theory	126	7		3 hrs	25	75	100
	SO 532	Social Statistics	108	6		3 hrs	25	75	100
	SO 533 A	Social Gerontology	108	6		3 hrs	25	75	100
	SO 533 B	Sociology of Tourism	108	6		3 hrs	25	75	100

	SO 533 C	Social Entrepreneurship	108	6		3 hrs	25	75	100
	SO 534 A	Project Planning and Management	108	6		3 hrs	25	75	100
	SO 534 B	Population and Society	108	6		3 hrs	25	75	100
	SO 534 C	Social Welfare Administration	108	6		3 hrs	25	75	100
IV	SO 541	Urban Planning and Development	126	7		3 hrs	25	75	100
	SO 542	Gender and Society	108	6		3 hrs	25	75	100
	SO 543 A	Rural Planning and Development	108	6		3 hrs	25	75	100
	SO 543 B	Environmental Sociology	108	6		3 hrs	25	75	100
	SO 543 C	Human Behavior & Personality Development	108	6		3 hrs	25	75	100
	SO 544 A	Mass Media and Communication	108	6		3 hrs	25	75	100
	SO 544 B	Sociology of Health	108	6		3 hrs	25	75	100
	SO 544 C	Digital Sociology	108	6		3 hrs	25	75	100
	SO 545	Dissertation							100(80+20)
	SO 546	Summer internship/Concurrent Internship							100
		Grand total							1800

L Lecture P Practical CA continuous Assessment ESA End Semester Examination

Note: In semesters 1st & 2nd students should choose one of the optional and in the 3rd and 4th semesters they will have to choose one optional each from both the set In every semester a student should undertake a minimum of four papers.

UNIVERSITY OF KERALA

MA Degree in Sociology

10. Syllabus for Semester System in Affiliated Colleges

(2024 Admission Onwards)

SEMESTER I	
SO 511	CLASSICAL SOCIOLOGICAL TRADITIONS
SO 512	SOCIOLOGY OF INDIAN SOCIETY
SO 513	INTRODUCTION TO SOCIAL RESEARCH METHODS
SO 51 4 A	INTRODUCTION TO SOCIOLOGICAL IMAGINATION
SO 514 B	DEVELOPMENT OF SOCIOLOGY AS A DISCIPLINE

SEMESTER I

COURSE CODE	COURSE TITLE
SO 511	CLASSICAL SOCIOLOGICAL TRADITIONS

COURSE OVERVIEW

This paper introduces students to the foundational philosophers of sociological ideas, namely the contributions of Auguste Comte, Herbert Spencer, Emile Durkheim, Karl Marx, and Max Weber who played a key role in the development of sociology as a discipline. It focuses on the key ideas and perspectives developed by "classical" theorists in their analyses of basic features of social life. The students will be able to contextualize the theories within the historical epoch and its socio-political, economic, and cultural context.

Course Outcomes (COs)

The students will be able to

CO 1: Understand the historical background of sociological theory and interpret the contemporary social scenario.

CO 2: Appreciate and critique the works of Karl Marx and its importance in the contemporary context

CO 3: Evaluate and explain the theoretical foundations of Sociology from the discourse of Emile Durkheim

CO4: Assess and relate Max Weber's interpretative Sociology

Course Module

Module I: Development of Social Theory

Unit I: Enlightenment and Rise of Modernity

Unit II: Socio-Political Context: French Revolution, Industrial Revolution

Unit III: Comte's Positive Philosophy: Sociological methods, and Human Progress

Unit IV: Spencer's organismic analogy and Social Evolutionism

Essential Readings

Turner, J. H., Beeghley, L., & Powers, C. H. (2011). *The emergence of sociological theory*. Sage Publications. (pages 1-12, 31-40 and 64-79).

Royce, E. (2015). *Classical social theory and modern society: Marx, Durkheim, Weber*. Rowman & Littlefield. (pages 1-10).

Ritzer, G. (2011). *Sociological theory*. MaGraw-Hill publications. (pages 1-10).

Module II: Emile Durkheim

Unit I: Social Facts: Material and non-material, The Rules of Sociological Method

Unit II: Division of Labour and the solidarity

Unit III: Theory of Suicide

Unit IV: Elementary forms of religious life: Sacred and the Profane

Essential Readings

Turner, J. H., Beeghley, L., & Powers, C. H. (2011). *The emergence of sociological theory*. Sage Publications. (pages 260-280).

Royce, E. (2015). *Classical social theory and modern society: Marx, Durkheim, Weber*. Rowman & Littlefield. (pages 57-84).

Ritzer, G. (2011). *Sociological theory*. MaGraw-Hill publications. (pages 77-102).

Module III: Karl Marx

Unit I: Dialectical Materialism

Unit II: Capitalist Mode of Production, Surplus Labour & Value

Unit III: Theory of Class and Class Struggle

Unit IV: Theory of Alienation

Essential Readings

Turner, J. H., Beeghley, L., & Powers, C. H. (2011). *The emergence of sociological theory*. Sage Publications. (pages 95-98 and 129-136).

Royce, E. (2015). *Classical social theory and modern society: Marx, Durkheim, Weber*. Rowman & Littlefield. (pages 31-45).

Ritzer, G. (2011). *Sociological theory*. MaGraw-Hill publications. (pages 44-47 and 53-64).

Module IV: Max Weber

Unit I: Social Action, and Types of Social Action, Ideal Types

Unit II: Theory of Power and Authority, Theory of Bureaucracy

Unit III: Protestant Ethics and the Spirit of Capitalism

Unit IV: Theory of Social Stratification: Class, Status and Party

Essential Readings

Turner, J. H., Beeghley, L., & Powers, C. H. (2011). *The emergence of sociological theory*. Sage Publications. (pages 164-193).

Royce, E. (2015). *Classical social theory and modern society: Marx, Durkheim, Weber*. Rowman & Littlefield. (pages 92-95 and 101-115).

Ritzer, G. (2011). *Sociological theory*. MaGraw-Hill publications. (pages 113-153).

Module V: Activity

Assignments, Seminars and Discussion on the original texts of the thinkers

Royce, E. (2015). *Classical social theory and modern society: Marx, Durkheim, Weber*. Rowman & Littlefield. (part-II- Themes).

Recommended Readings

Abraham, J.C. (1973). *Origins and Growth of Sociology.* Harmondsworth: Penguin.

Coser, Lewis. (1996). *Masters of Sociological Thought.* Jaipur: Rawat Publications.

Craib, Ian. (1997). *Classical Social Theory.* New York: Oxford University Press.

Harrington, Austin. (2005). *Modern Social Theory.* New York: Oxford University Press.

Jones, Pip. (2003). *Introducing Social Theory.* Polity Press: Cambridge

McIntosh, Ian. (1997). *Classical Social Theory.* Edinburgh: Edinburgh University Press.

Morrison, Kenneth. (1995). *Marx, Durkheim, Weber: Formations of Modern Social Thought.* London: Sage Publications.

SEMESTER I

COURSE CODE	COURSE TITLE
SO 512	SOCIOLOGY OF INDIAN SOCIETY

COURSE OVERVIEW

This course provides an overview of Indian society, focusing on key institutions such as caste, family, marriage, and kinship. It also delves into sociological methodologies for studying Indian society. Additionally, it addresses sources of tension and conflict, including secularism, communalism, and regionalism.

Course Outcomes (COs)

CO1. Understand the nature and character of Indian society, with specific reference to the institutions of caste, family, marriage and kinship in India

CO2. Equipped with different theoretical perspectives on Indian society

CO3. Sensitized to use sociological approaches in analysing social institutions, processes and structures of hierarchy in India

CO4. Evaluate the various patterns of social conflict, tensions and discontents in Indian society.

Course Module

Module I: Conceptualizing Indian Society

Unit I: Diversity Cultural -Religious, Linguistic and Ethnic, Regional

Unit II: Pluralism: The Question of Diversity

Unit III: Kinship, Family and Marriage

Unit IV: Communalism, Secularism, Regionalism

Essential Readings

Bhargava, Rajeev (ed.) (1998). *Secularism and its Critics.* Delhi: Oxford University Press

Deshpande, Satish. (2003). *Contemporary India: A Sociological View.* New Delhi: Penguin Books

Gottlob, Michael. (2007). India's Unity in Diversity as a Question of Historical Perspective. Economic and Political Weekly, Vol. 42, No. 9, pp. 779-789

Karve, Irawati. (1990). *Kinship Organization in India.* Bombay. Asia Publishing House. (Open Source)

Mukherjee, D.P. (1958). *Diversities.* Delhi: People's Publishing House.

Pandey, Gyanendra. (1999). Can a Muslim Be an Indian? Comparative Studies in Society and History, Vol. 41, No. 4, pp. 608-629, Cambridge University Press.

Uberoi, P. (1993). *Family, kinship and marriage in India.* Delhi: Oxford University Press.

Module II: Perspectives on Caste

Unit I: M.N. Srinivas

Unit II: Louis Dumont

Unit III: Gail Omvedt, Kancha Illaiah

Unit IV: Gandhi and Ambedkar

Essential Readings

Dumont, L. (1970). *Homo Hierarchicus, The Caste System and its Implication*. New Delhi: Vikas Publishing House

Illaiah, K. (1996). *Why I am not a Hindu.* Calcutta: Samya Publication

Omvedt, G. (1995). *Dalit Visions: The Anti-caste movement and Indian Cultural Identity.* New Delhi: Orient Longman

Srinivas, M.N.(1960). *India's Villages.* Bombay: Asia Publishing House

Puri, Bindu. (2022). The Ambedkar–Gandhi Debate on Identity, Community and Justice. Singapore: Springer Nature

Gopal Guru, (2017). Ethics in Ambedkar's Critique of Gandhi, Economic and Political Weekly, Vol. 52, No. 15, pp. 95-100

Module III: Theoretical Perspectives

Unit I : Indological- G. S. Ghurye

Unit II: Structural-Functional-S.C Dube

Unit III: Marxian/ Dialectical- A.R. Desai

Unit IV: Subaltern Perspective- Ranajit Guha

Essential readings

Chatterjee, Partha. After Subaltern Studies. Economic and Political Review, 17(35), 44-49.

Desai, A.R. (2005). *Rural India in Transition.* Bombay: Popular Prakashan.

Dhanagare, D.N. (1993). *Themes and Perspectives in Indian Sociology.* Jaipur: Rawat.

Dube, S.C. (1967). *The Indian Village.* London: Routledge

Upadhya Carol, (2002). The Hindu Nationalist Sociology of G.S. Ghurye. Sociological Bulletin, Vol. 51, No. 1, pp. 28-57.

Module IV: Conceptualizing Nationhood and Civil Society

UnitI: Indian Diaspora

Unit II: State and Civil Society: Issues and Prospects,

Unit III: Nationality and Nation Building

Unit IV: Concept of Post Nationalism and Transnationalism

Essential readings

Oommen, T. K. (1999). Conceptualizing Nation and Nationality in South Asia. Sociological Bulletin, Vol. 48, No. 1/2, pp. 1-18.

Beteille, Andre. (1999). Citizenship, State and Civil Society. Economic and Political Weekly. Vol. 34, No. 36, pp. 2588-2591.

Pande, Amba. (2013). Conceptualizing Indian Diaspora: Diversities within a Common Identity. Economic and Political Weekly, Vol. 48, No. 49, pp. 59-65

Szanton Blanc, Cristina & Linda Basch and Nina Glick Schiller. (1995). Transnationalism, Nation-States, and Culture Current Anthropology, Vol. 36, No. 4, pp. 683-686, The University of Chicago Press

Module V: Pedagogy

Reading assignments

Recommended Readings

Nagla,B K.(2008). *Indian Sociological Thought.* Jaipur: Rawat Publications

Oommen, T.K.& Mukherjee, P.N.eds. (1986) *Indian Sociology: Reflections and Introspections.* Bombay: Popular Prakashan.

Dube, S.C. (1967). *The Indian Village.* London: Routledge

Marriot, M. (1990). *India through Hindu categories.* New Delhi: Sage.

Anderson, Benedict. (1983). Imagined Communities; Reflections on the origin and spread of nationalism.

DeSouza, P.R., (2000). (Ed).*Contemporary India- Transitions.* New Delhi: Sage.

Gupta, K.(1990). *The Sociology of Family in India.* Delhi: Rohini Publications.

Kurian, G. (1974). *The family in India: A Regional view.* Canada:Mouton.

Schneider, D.(2004).'What is Kinship All About?', in R. Parkin and L. Stone (eds.) Kinship and Family: An Anthropological Reader. U.S.A.: Blackwell, Pp. 257-274

Singh Y.(1973). Modernization of Indian Tradition. Delhi: Thompson Press.

Singh, K.S.(1992).The People of India: An Introduction.Calcutta: Seagull Books.

Patel, T. (2005). The family in India: structure & Practice. New Delhi: Sage

R. Parkin and L. Stone. (2004) (eds.) Kinship and Family: An Anthropological Reader, U.S.A.: Blackwell

Patel, T. (2005). The family in India: structure & Practice. New Delhi: Sage

R. Parkin and L. Stone. (2004) (eds.) Kinship and Family: An Anthropological Reader, U.S.A.: Blackwell

Uberoi, P. (1993). Family, kinship and marriage in India. Delhi: Oxford University Press.

Guha, Ranajit & Spivak, Gayatri Chakraborty. 1989. Selected Subaltern Studies

Barua, Ankur. (2019). Revisiting the Gandhi–Ambedkar Debates over 'Caste': The Multiple Resonances of Varṇa. Human Values Journal. Volume 25, Issue 1, pp. 25-40

Aloysius, G. (1997). Nationalism without a Nation. Delhi: Oxford University Press.

Journal of Family Studies

Journal of Indian Sociology

SEMESTER I

COURSE CODE	COURSE TITLE
SO 513	INTRODUCTION TO SOCIAL RESEARCH METHODS

COURSE OVERVIEW

This is only an introductory course on Social Research, attempting to initiate the students to the basic concepts of social research methods. Social research is a very

flexible process and it has evolved through a variety of approaches and techniques. The units of this course are arranged in a manner that aims to acquaint the students to those basic ideas, including the definition and types of most commonly referred methods and the most generally found steps in the research process.

Course Outcomes (COs)

CO 1: Understand the nature of scientific research, key research concepts and issues.

CO 2: Develop an insight into the types of research and selection of appropriate research type as per demand.

CO 3: Understand Basic steps involved in social research and the types of social research with   their applicability

CO 4: Enable students to undertake independent social research

CO5: Sensitize ethical standards in social research

Course Module

Module I: Introduction to Social Research

Unit 1: Social Research: Definition, Nature and Objectives

Unit II: Paradigms of research: Positivist, Interpretive and Critical

Unit III: Relation between Sociological Theory and Research: Deductive and Inductive

Unit IV: Reliability and Validity, Issues of Causality, Generalization and Replication.

Essential Readings

Arvind, K (2003). *Research Methodology in Social Research.* New Delhi: Sarup and Sons.

Babbie, E. (2004). *The Practice of Social Research,* New York: Thomson and Wadsworth.

Benton, Ted and Craib, Ian (2001). *Philosophy of Social Science: The philosophical Foundations of Social Thought*. New York: Palgrave

Bryman, A. (2008). *Social Research Methods*. Oxford: Oxford University Press.

Corbetta, Piergiorgio (2003). *Social Research: Theory, methods and Techniques*. New Delhi: Sage

Howard Becker (1984). *Writing for Social Scientists*. Chicago: University of Chicago Press.

Kumar, R (2011). *Research Methodology*. New Delhi: Sage

Module II: Classifications of Social Research.

Unit I: Based on purpose: Exploratory, Descriptive and Explanatory

Unit II: Based on methodology/strategy: Quantitative and Qualitative, Mixed

Unit III: Based on outcome/result: Basic and Applied

Unit IV: Action and Participatory Research

Essential Readings

Bryman, A. (2008). *Social Research Methods*. Oxford: Oxford University Press.

Jayaram N. (1989). *Sociology: Methods and Theory*. Madras: MacMillian

Kumar, R (2011). *Research Methodology*. New Delhi: Sage

Srinivas M.N. and A.M. Shah (1979). *Fieldworker and the Field*. Delhi: Oxford

Module III: An Overview of the Research Process

Unit I: Basic steps in research: Statement of the Research Problem, Review of Literature, Research Design, Pilot Study, Objectives\ Research Questions, Hypotheses, Concept, Variables, Universe and Unit

Unit II: Sampling: Probability and Non probability Sampling

Unit III: Data Collection: Types of data - Primary & Secondary- Tools of Data Collection- Pretest

Unit IV: Data Analysis and Interpretation, Reporting the findings and conclusions.

Essential Readings

Bryman, A. (2008). *Social Research Methods.* Oxford: Oxford University Press.

Jayaram N. (1989). *Sociology: Methods and Theory.* Madras: MacMillian

Kumar, R (2011). *Research Methodology.* New Delhi: Sage

Srinivas M.N. and A.M. Shah (1979). *Fieldworker and the Field.* Delhi: Oxford

Module IV: Report Writing & Referencing

Unit I: Steps in Report Writing, Components of a Research Report

Unit II: Citation styles In text reference and end notes- APA, Chicago Manual, Reference & Bibliography

Unit III: Introduction to reference management software- Mendeley, Zotero, Endnote.

Unit IV: Ethical considerations in research, Plagiarism, IPR

Essential Readings

 Bryman, A. (2008). *Social Research Methods.* Oxford: Oxford University Press.

Jayaram N. (1989). *Sociology: Methods and Theory.* Madras: MacMillian

Kumar, R (2011). *Research Methodology.* New Delhi: Sage

Srinivas M.N. and A.M. Shah (1979). *Fieldworker and the Field.* Delhi: Oxford

Creswell, John. 2009. Research Design. New Delhi: Sage.

Module V: Activity

A practical orientation to a primary research-based article in a journal

Hands on training on Mendeley/Zotero/Endnote

Recommended Readings

Arvind, K (2003). *Research Methodology in Social Research.* New Delhi: Sarup and Sons.

Babbie, E. (2004). *The Practice of Social Research,* New York: Thomson and Wadsworth.

Benton, T and Craib, I (2001). *Philosophy of Social Science: The philosophical Foundations of Social Thought*. New York: Palgrave

Bryman, A. (2008). *Social Research Methods*. Oxford: Oxford University Press.

Contributions to Indian Sociology, Sage Publication, New Delhi

Corbetta, P (2003). *Social Research: Theory, methods and Techniques*. NewDelhi: Sage

Creswell, J. (2009). Research Design. New Delhi: Sage publications.

Garner M, Wagner, C & Kawulich B (eds) (2009). Teaching Research Methods in Social Sciences. England. Ashgate Publishing

Howard, B., (1984). *Writing for Social Scientists.* Chicago: University of Chicago Press.

Keith F P., (2003) Survey Research - The Basics; Sage Publications: London.

Kumar, R., (2011). *Research Methodology*. New Delhi: Sage

Instruction for Course Instructors and Question Paper Setters:

This paper is taught strictly as an introductory course confining to the conceptual discussions only**.**

SEMESTER I

COURSE CODE	COURSE TITLE
SO 514 A	INTRODUCTION TO SOCIOLOGICAL IMAGINATION

COURSE OVERVIEW

The course aims to provide students with a comprehensive understanding of sociology by exploring its historical development and various theoretical perspectives. The course emphasizes the importance of sociological imagination and consciousness in linking personal biographies with broader social history, enabling students to critically examine the intersection of individual experiences with societal structures and processes. Additionally, students will learn to differentiate between sociological thinking and common sense, recognizing sociology as a distinct analytical framework for understanding everyday life.

Furthermore, the course encourages students to engage with their communities and apply sociological skills in real-world contexts, fostering a connection between classroom learning and societal issues.

Course Outcomes (COs)

CO 1: Understand the historical development of sociology

CO 2: Enable comparative association of various perspectives of sociology

CO 3: Examine the linkages between the personal biographies and social history using the skills of Sociological Imagination and attributes of sociological consciousness

CO 4: Appraise Sociology as an understanding of everyday life and distinguish between sociological thinking and common sense

CO 5: Connect class room with the community by adapting the skills of an engaged sociologist

Course Module

Module I: Sociological **Imagination**

Unit I: C W Mills: Sociological Imagination-The Promise

Unit II: On Intellectual Craftsmanship

Unit III: Abstracted Empiricism

Unit IV: The Bureaucratic Ethos

Essential Readings

C Wright Mills (1959) Sociological Imagination, New York, Oxford University Press. Chapter I and Appendix

Module II Invitation to Sociology

Unit I: **Peter Berger**-Invitation to Sociology-Introduction

Unit II: Sociology as an Individual Pastime

Unit III: Sociology as a form of Consciousness

Unit IV: Sociology as a Humanistic Discipline

Essential Readings

Berger, Peter. (1963) Invitation to Sociology: A Humanistic Perspective. Middlesex, England: Penguin Books. Chapter II & VIII

Module III: Thinking Sociologically & Story of Sociology

Unit I: **Zygmunt Bauman & Tim May** – Thinking Sociologically, The distinction and identity of sociology as a Discipline.

Unit II: Sociology and Common Sense, Sociology of Action, Identity and understanding of everyday life, Relevance of thinking sociologically.

Unit III: **Gregor McLennan** – Story of Sociology, Why Sociology?

Unit IV: Sociology as understanding modernity, Legacies of Enlightenment – Science and Morals, Rationalism and Empiricism, Universalism and Relativism

Essential Readings

Bauman, Zygmunt& May, Tim (2001) Thinking Sociologically, Malden; U S A, Blackwell Publishing.Introduction , part I and Chapter X

McLennan, Gregor (2011) Story of Sociology: A First companion to Social Theory, London, Bloomsbury Academic. Chapter I , II and III

Module IV: Public Sociology & Engaged Sociologist

Unit I: **Micheal Buroway** – Public Sociology.

Unit II: Burawoy's Classification of Sociology -Professional Sociology, Policy Sociology, Critical Sociology and Public Sociology.

Unit III: **Korgen Kathleen & White M Jonathan** – Engaged Sociologist –

Unit IV: Movement of Public sociology as attempts to connect sociology classrooms to the community (Book Review).

Essential Readings

Burawoy, Michael. (2004a.) "Public Sociologies: Contradictions, Dilemmas and Possibilities." Social Forces 82(4) 1603-1618.(ASA speech in 2004)

Korgen, Kathleen & White M, Jonathan. (2007)The Engaged Sociologist: Connecting the classroom to the community, London, Pine Forge Press.

Module V: Pedagogy- Reading Assignments

Student Activity: Reviewing any introductory book on Sociology mentioned above.

Recommended Readings

Bart, Pauline. & Frankel Linda (1981) The Student Sociologist's Handbook (third Edition) USA, Scott, Foresman and company

Beteille, Andre (2001) Sociology Approach and Method, New Delhi, Oxford University Press (Chapter 1, 13-27)

Ballantine H. Jeanne & Roberts A. Keith (2011) Our Social World, Thousand Oaks; California, Sage .

SEMESTER I

COURSE CODE	COURSE TITLE
SO 514 B	DEVELOPMENT OF SOCIOLOGY AS A DISCIPLINE

COURSE OVERVIEW

This course aims to introduce the students to the world of sociological thinking and its different possibilities. The course will help the students to familiarize themselves with some of the best-known introductory writings in sociology and thereby develop a disciplinary perspective to pursue sociology in a meaningful manner. The course will be at the introductory level.

Course Outcomes (COs)

CO1: Learners understand the historical roots and emergence of sociology.

CO2: Learners gain knowledge about the classical social thinkers in modern sociological tradition

CO 3: understand the nature and character of sociological perspective.

CO4: critical exploration of the social processes, social issues and problems of society sociologically

CO 5: Equip students with sociological imagination

Course Module

Module 1: Social and intellectual development of Sociology

Unit 1: Intellectual Context - Renaissance to Enlightenment to Social philosophy of Saint Simon

Unit II: Socio, Political and Economic Context – Revolutions

Unit III: Sociological Imagination.

Unit IV: Difference between Sociological Imagination and other Social Sciences.

Essential Readings

Turner, J. H., Beeghley, L., & Powers, C. H. (2011). *The emergence of sociological theory*. Sage Publications. (pages 1-12, 31-40 and 64-79).

Royce, E. (2015). *Classical social theory and modern society: Marx, Durkheim, Weber*. Rowman & Littlefield. (pages 1-10).

Ritzer, G. (2011). *Sociological theory*. MaGraw-Hill publications. (pages 1-10).

Module 2: Sociology in the world context

Unit I: French context (Auguste Comte and Emile Durkheim),

Unit II: German context (Max Weber),

Unit III: British context (Herbert Spencer)

Unit IV: Origin and Development of American Sociology

Essential Readings

Turner, J. H., Beeghley, L., & Powers, C. H. (2011). *The emergence of sociological theory*. Sage Publications. (pages 260-280).

Royce, E. (2015). *Classical social theory and modern society: Marx, Durkheim, Weber*. Rowman & Littlefield. (pages 57-84).

Ritzer, G. (2011). *Sociological theory*. MaGraw-Hill publications. (pages 77-102).

Module III: Thinking Sociologically

Unit I: Zygmunt Bauman & Tim May – Thinking Sociologically –

Unit II: The distinction and identity of sociology as a Discipline

Unit III: Sociology and Common Sense

Unit IV: Sociology of Action

Essential Readings

C Wright Mills (1959) Sociological Imagination, New York, Oxford University
Press. Chapter I and Appendix

Berger, Peter. (1963) Invitation to Sociology: A Humanistic Perspective. Middlesex,
England: Penguin Books. Chapter II & VIII

Bauman, Zygmunt& May, Tim (2001) Thinking Sociologically, Malden; U S A,
Blackwell Publishing.

Module IV: Emerging areas and specialization in sociology

Unit I: Micheal Burawoy – Public Sociology.

Unit II: Burawoy's Classification of Sociology -Professional Sociology, Policy
Sociology, Critical Sociology and Public Sociology.

Unit III: Korgen Kathleen & White M Jonathan – Engaged Sociologist –

Unit IV: Movement of Public sociology as attempts to connect sociology
classrooms to the community (Book Review).

Essential Readings

Burawoy, Michael. (2004a.) "Public Sociologies: Contradictions, Dilemmas and
Possibilities." Social Forces 82(4) 1603-1618.(ASA speech in 2004)

Korgen, Kathleen & White M, Jonathan. (2007)The Engaged Sociologist:
Connecting the classroom to the community, London, Pine Forge Press.

Module V: Activity

Student activity- Reviewing an Introductory Book on Sociology/ writing an essay on any of the subjects mentioned above.

Recommended Readings

Ballantine H. Jeanne & Roberts A. Keith (2011) Our Social World, Thousant Oaks; California, Sage .

Bart, Pauline. & Frankel Linda (1981) The Student Sociologist's Handbook (third Edition) USA, Scott, Foresman and company

Bauman, Zygmunt& May, Tim (2001) Thinking Sociologically, Malden; U S A, Blackwell Publishing.

Berger, Peter. (1963) Invitation to Sociology: A Humanistic Perspective. Middlesex, England: Penguin Books.

Beteille, Andre (2001) Sociology Approach and Method, New Delhi, OxfordUniversity Press (Chapter 1, 13-27)

Burawoy, Michael. 2004a. "Public Sociologies: Contradictions, Dilemmas and Possibilities." Social Forces 82(4) 1603-1618.

C Wright Mills (1959) Sociological Imagination, New York, OxfordUniversity Press.

Korgen, Kathleen & White M, Jonathan. (2007)The Engaged Sociologist: Connecting the classroom to the communty, London, Pine Forge Press.

Mclennan, Gregor (2011) Story of Sociology: A First companion to Social Theory, London, Bloomsbury Academic.

SEMESTER II	
SO 521	THEORETICAL PERSPECTIVES IN MODERN SOCIOLOGY
SO 522	SOCIAL POLICY AND WELFARE
SO 523	ADVANCED SOCIAL RESEARCH METHODS
SO 524 A	SOCIOLOGY OF DEVELOPMENT
SO 524 B	SOCIOLOGY OF MARGINALIZED COMMUNITIES
SO 524 C	SOCIOLOGY OF KERALA SOCIETY

SEMESTER II

COURSE CODE	COURSE TITLE
SO 521	THEORETICAL PERSPECTIVES IN MODERN SOCIOLOGY

COURSE OVERVIEW

This course aims at giving a detailed account on the emergence of modern theoretical perspective followed by the writings of classical sociological thinkers. The course in this connection discusses about various socio-political changes in Europe which ultimately lead to the formation of new schools in Sociology. The course also attempts to offer insights on relevance and limitations of modern sociological perspectives for addressing social relations and structures. With the help of the readings in the course, students will be able to enhance their sociological imagination and thereby able to see social phenomena in a sociological manner

Course outcomes (COs)

After the completion of this course, students will be able to;

CO 1: Recognize the emergence of new perspectives in sociology followed by the writings of classical sociological thinkers

CO 2: Compare and classify the differences between classical and modern sociological perspectives

CO 3: Analyze the social conditions in Europe in which the modern sociological perspectives emerged

CO 4: Evaluate the relevance and short comings of modern sociological theories in analyzing society and its various structures

Course Module

Module I: Structural and functional schools

Unit I: Talcott Parsons: The Structure of Social Action - Systems of Action - Action Schema

Unit II: R.K. Merton: Social Theory and Social Structure - Theory of Deviance

Unit III: Ferdinant De Saussure – Structural Linguistics

Unit IV: Claude Lévi-Strauss: Structural Analysis of Kinship

Essential readings

De-Saussure, Ferdinand, (1916), course in general linguistics', Columbia University Press (2011)

Merton, Robert, K. (1968), 'Social Theory and Social Structure', Free Press, PP. 39-117, 136-175

Parsons, Talcott. (1937), 'The Structure of Social Action', Free Press Vol. 1, Part I

Strauss , Levi, C. (1969), 'The Elementary Structures of Kinship', London: Eyre & Spottiswood

Module II: Neo Marxist Perspectives

Unit I: The Frankfurt School

Unit II: George Lukacs- reification

Unit III: Antonio Gramsci- Role of Super Structure and Politics, Civil Society

Unit IV: Louis Althusser-Structural Marxism

Essential readings

Althusser, Louis. (2001), 'Lenin, Philosophies and Other Essays', translated by Ben Brewster, New York: Monthly Review Press, (ideologies and ideological state apparatus: notes towards an investigation)

Gramsci, Antonio. (1992), 'Prison Notebooks' translated by Joseph A. Buttigieg and Antonio Callari, New York: Columbia University Press

Lukacs, George. (1971), 'History of Class Consciousness', London: Merlin Press (chapter 1)

Module III: Conflict and Exchange Perspectives

Unit I: Dahrendorf: Dialectics of Conflict

Unit II: Lewis A Coser: functional analysis of social conflict

Unit III: George C. Homans: Behavioral Exchange Theory

Unit IV: Peter M. Blau: Structural Exchange Perspective

Essential readings

Blau, Peter Michael. (1956), 'Dynamics of Bureaucracy: a Study of Interpersonal Relations in Two Government Agencies' Chicago, University of Chicago Press

Blau, Peter Michael. (1964), Exchange and Power in Social life', New York: John Wiley and Sons

Coser, Lewis A. (1956), 'the Functions of Social Conflicts' London: Routledge

Dahrendorf, R. (1968), 'Essays in the Theory of Society', London: Routledge and Kegan Paul

Homans, George C. (1961), 'Social Behavior: its Elementary Forms', Harcourt: Brace and World

Module IV: Subjective Turn in Social Theory

Unit I: Phenomenology: Edmund Husserl- Human Consciousness and Life World

Unit II: Alfred Schutz- Perceptions of Everyday life; Inter subjectivity and common-sense world

Unit III: Symbolic Interactionism: George Herbert Mead-Concept of Self

Unit IV: Ethnomethodology: Erving Goffman –Dramaturgical view of Social life

Essential Readings

Goffman, Erving. (1959), 'Presentation of Self in Everyday Life' NewYork: Doubleday Garden City

Husserl, Edmund. (2012), 'Ideas: General Introduction to Pure Phenomenology', London: Routledge

Mead, George, Herbert. (2015), 'Mind, Self and Society', (the definitive edition), Chicago, University of Chicago Press

Schutz, Alfred. (1953), "Common Sense and Scientific Interpretation of Human Action" 'Philosophy and Phenomenological Research' Vol. 14, PP. 1–38

Recommended Readings

Collins, Randall. (1997), 'Theoretical Sociology' Jaipur and New Delhi: Rawat Publication

Craib, Ian. (1992), 'Modern Social Theory: From Parsons to Habermas', Wheat Sheaf Books

Harrington, Austin. (2005), 'Modern Social Theory: an Introduction', Oxford University Press

Ritzer, George. (1992), 'Sociological theory', New York: Alfred Konpf

Ritzer, George. (2000), 'Sociological theory', New York: McGraw-Hill

Ritzer, Smart (2000), 'Handbook on Social Theory', New York: Sage

Turner, Jonathan H. (1979), 'The Structure of Sociological Theory', Jaipur and New Delhi: Rawat

Wallace, Ruth. (1980), 'Contemporary Sociological Theory', Oxford University Press

COURSE CODE	COURSE TITLE
SO 522	SOCIAL POLICY AND WELFARE

Course outcomes

The students will be able to

CO1: Discuss the range of topics, issues and programs that social policy addresses

CO 2: Analyze social problems and identify vulnerable groups and environments, and reflect on the meaning of welfare system for people.

CO 3: Learn to use critical thinking skills in the process of policy evaluation and development

CO 4: Apply knowledge, information and research skills to complex problems in a range of policy contexts and are effective oral and written communicators.

Module 1: Social Policy - Introduction and Approaches

Unit I: Social Policy: Definitions and Scope

Unit II: Historical Development of Social Policy

Unit III: Welfare and Ideology (Liberal, Democratic, Social and Conservative)

Unit IV: Approaches to Social Policy-Right Based Approach and Capabilities Approach

Essential Readings

Spicker, P.,(2008)., Social Policy: Themes and Approaches. United Kingdom: Policy Press.

Spicker, P. (2014). Social Policy: Theory and Practice. United Kingdom: Policy Press.

Burch Hobart A., (1996). Basic Social Policy and planning; Strategies and Practice methods. New York: The Haworth Press

Dean, H. (2006). Social Policy, UK: Polity Press

Atkison, A B (1995) Social Justice and liberal state, Yale university Press, New Heaven

Chandradhar Dash (2008) Social Policy Learner, Trinity Press, New Delhi

Module II : Social Policy as a Field of Study

Unit I: Social policy as a field based study- Social policy as an intervention process

Unit II: Concept of Human Wellbeing and welfare state

Unit III: Health and Education-Income Maintenance and Employment

Unit IV: Housing and Environment-The Personal Social Service

Essential Readings

Burch Hobart A., (1996). Basic Social Policy and planning; Strategies and Practice methods. New York: The Haworth Press,

Dean, H. (2006). *Social Policy*, UK: Polity Press

Chandradhar Dash (2008) Social Policy Learner, Trinity Press, New Delhi

Atkison, A B (1995), Incomes and welfare state. Cambridge University Press

Hillary, Silver (2007) Social Exclusion: Comparitive analysisof Europe, Sept 2007 P 15,16

Module III: Global Social Policy

Unit I: Social Policy and the Threat of Globalisation -Welfare Regimes-Esping Anderson Model (Liberal, Conservative, Social Democratic,) and Gough and Wood Model (The Welfare State Regimes-The Productivist Regimes-Informal Security Regimes-The Insecurity Regimes)

Unit II: Ecology, Sustainability and Human Welfare-Ecological Modernisation-Eco socialism-Green Communitarianism-Deep Ecology

Unit III: Global Social Policy-Global Social Governance-Regional Social Governance- Global Social Governance Reform- Global transfer of Social Policy.

Unit IV: International Organizations and National Social Policies (UN Organisation, International Financial Institutions, Policy Forums and clubs)-Future of Social Policy

Essential Readings:

Deacon, Bob (2003). Global social Governance Reforms. London. Sage

Yeates, Nicola,and Bob Deacon (2006) Globalism, regionalism and social policy; Framing the debate

Dean, H. (2006). *Social Policy*, UK: Polity Press

Module IV: Social Policies in India

Unit I: National Policy on Education (Objectives, Features and Outcome)

Unit II: National Health Policy 2015 (Objectives, Features and Outcome)

Unit III: National Policy for Children (Objectives, Features and Outcome)

Unit IV: National Policy for the Differently Abled (Objectives, Features and Outcome)

Essential Readings

https://main.mohfw.gov.in/sites/default/files/9147562941489753121.pdf

Govt of India Reports

Module V: Student Activity

Student Activity: Unit IV topics to be submitted as assignment

Seminars on the course and Assignment

A Visit to State/District planning office/ village local bodies

Essential Readings

Dean, H. (2006). *Social Policy*, UK: Polity Press

Yeates N (ed) (2010). *Understanding Global Social Policy*. Delhi: Bookwell.

Recommended Readings

Burch Hobart A., (1996). *Basic Social Policy and planning; Strategies and Practice methods.* New York: The Haworth Press,

Catherine Jones Finer, and Paul Smyth eds, (2004). *Social Policy and the Commonwealth: Prospects for social inclusion.* New York: Palgrave, Macmillan,

Drake, Robert F (2001) .*Principles of Social Policy.*London: Palgrave

Iatridis, Demrtrius S. (1994). *Social Policy: Institutional context of social development and human services.* California:Wadsworth Inc,

Martin, Jr George T. (1990*). Social Policy in the Welfare State.* New Jersey:Prentice Hall.

ThandikaMkandawire (2004). *Social Policy in a Development Context.*New York: Palgrave, Macmillan, New York.

Desai Vasant, (2009). *Project Management.* Delhi :Himalaya Publishing House,

SEMESTER II

COURSE CODE	COURSE TITLE
SO 523	ADVANCED SOCIAL RESEARCH METHODS

COURSE OVERVIEW

This course offers the fundamental principles and practices of social research methods, focusing on the two major approaches: quantitative and qualitative. Through a combination of theoretical discussions, practical exercises, and case studies, students will explore the distinctive characteristics, strengths, and limitations of each approach. The course begins by examining the theoretical foundations of quantitative and qualitative research, highlighting their respective paradigms, methodologies, and epistemological assumptions. Students will learn about the principles of research design, sampling techniques, data collection methods, and data analysis procedures associated with each approach. In addition to theoretical knowledge, the course emphasizes hands-on learning experiences to develop practical research skills. Students will have the opportunity to engage in various activities, including designing research proposals, formulating research questions, selecting appropriate methods, and developing data collection instruments.

Course Outcomes (COs)

CO 1: Gain insight into the philosophical foundations of social research and recognize how they shape various research methodologies.

CO 2: Analyze and compare quantitative and qualitative research strategies to understand their respective strengths, limitations, and applications.

CO 3: Evaluate the diverse approaches, methodologies, and techniques employed in quantitative, qualitative, and mixed-methods research.

CO 4: Develop proficiency in conducting independent research projects by acquiring practical skills in research design, data collection, analysis, and interpretation.

Course Module

Module I Introduction to the Research Strategies

Unit I : Central issues of Epistemology and Ontology

Unit II : Quantitative; criticisms of quantitative

Unit III : Qualitative; criticisms of qualitative

Unit IV: Mixed; criticisms of mixed

Essential reading

Arvind, K (2003). *Research Methodology in Social Research.* New Delhi: Sarup and Sons.

Babbie, E. (2004). *The Practice of Social Research,* New York: Thomson and Wadsworth.

Benton, Ted and Craib, Ian (2001). *Philosophy of Social Science: The philosophical Foundations of Social Thought.* New York: Palgrave

Bryman, A. (2008). *Social Research Methods.* Oxford: Oxford University Press.

Corbetta, Piergiorgio (2003). *Social Research: Theory, methods and Techniques.* New Delhi: Sage

Howard Becker (1984). *Writing for Social Scientists.* Chicago: University of Chicago Press.

Kumar, R (2011). *Research Methodology*. New Delhi: Sage

Module II Quantitative Research Process

Unit I: Definition, Concepts and their Measurement, Main steps in Quantitative Research

Unit II: Major Quantitative Designs: Cross-sectional and Longitudinal

Unit III: Methods of data collection - Interviewing and Questionnaires; Tools of data Collection and Instrument design – Questionnaires, Interview schedules – structured, semi-structured, unstructured

Unit IV: Survey – Sample survey and Census, Document based research (Secondary data research)

Essential reading

Arvind, K (2003). *Research Methodology in Social Research.* New Delhi: Sarup and Sons.

Babbie, E. (2004). *The Practice of Social Research,* New York: Thomson and Wadsworth.

Benton, Ted and Craib, Ian (2001). *Philosophy of Social Science: The philosophical Foundations of Social Thought.* New York: Palgrave

Bryman, A. (2008). *Social Research Methods.* Oxford: Oxford University Press.

Corbetta, Piergiorgio (2003). *Social Research: Theory, methods and Techniques.* New Delhi: Sage

Howard Becker (1984). *Writing for Social Scientists.* Chicago: University of Chicago Press.

Kumar, R (2011). *Research Methodology*. New Delhi: Sage

Module III Qualitative Research Process:

Unit I: Nature and definition of Qualitative Research, Main steps-theory and research

Unit II: General Strategies- Analytic, Induction and Grounded Theory,

Unit III: Major Preoccupations in Qualitative Research- Descriptive nature, emphasis on process, flexibility in research,

Unit IV: Basic designs of Qualitative Research- Case Study, Narrative Research, Phenomenology, Ethnography and Participant Observation, Interview and Focus Group Discussion.

Essential readings

Arvind, K (2003). *Research Methodology in Social Research.* New Delhi: Sarup and Sons.

Babbie, E. (2004). *The Practice of Social Research,* New York: Thomson and Wadsworth.

Benton, Ted and Craib, Ian (2001). *Philosophy of Social Science: The philosophical Foundations of Social Thought.* New York: Palgrave

Bryman, A. (2008). *Social Research Methods.* Oxford: Oxford University Press.

Kumar, R (2011). *Research Methodology.* New Delhi: Sage

Module IV Quantitative and Qualitative Data Analysis:

Unit I: Basic operations in Quantitative Data Analysis and Processing: Data organization, classification, tabulation, frequency analysis, bivariate, multi-variate,

Unit II: Measurement scales- nominal, ordinal, interval, ratio, Likert, Thurston, Bogardus; Sociometry- J L Moreno

Unit III: Basic operations in Qualitative Data Analysis- Case analysis, thematic and narrative analysis, Content analysis, Life Course Analysis; Phenomenological analysis

Unit IV: Triangulation: Complementarities of different Social Research Methods.

Essential readings

Arvind, K (2003). *Research Methodology in Social Research.* New Delhi: Sarup and Sons.

Babbie, E. (2004). *The Practice of Social Research,* New York: Thomson and Wadsworth.

Benton, Ted and Craib, Ian (2001). *Philosophy of Social Science: The philosophical Foundations of Social Thought.* New York: Palgrave

Bryman, A. (2008). *Social Research Methods.* Oxford: Oxford University Press.

Corbetta, Piergiorgio (2003). *Social Research: Theory, methods and Techniques.* New Delhi: Sage

Howard Becker (1984). *Writing for Social Scientists.* Chicago: University of Chicago Press.

Kumar, R (2011). *Research Methodology.* New Delhi: Sage

Module V: Pedagogy (Student activity)

Formulation of a quantitative or qualitative or mixed research and conduct field work.

Secure skills through internship / social volunteering in convergence with LSGD and try to study a local social problem and present the report as a seminar or a report for action.

Recommended Readings

Bryman Alan (2008) Social Research Methods, Third Edition, Oxford University Press, Oxford.

Babbie Earl (2004) The Practice of Social Research, Tenth Edition, Thomson and Wadsworth, U S A

Garner Mark, Wagner Claire &Kawulich Barbara (eds) (2009) Teaching Research Methods in Social Sciences, Ashgate Publishing, England

Bloor Michael, Frankland Jane et al. (2001) Focus Groups in Social Research, Sage Publications, London

Newman Lawrence. W, (1994) Social Research Methods: Qualitative and Quantitative Approaches, (Second Edition) Allyn and Bacon, London

Creswell, John W. (2009) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, New Delhi, Sage Publications.Maggie Savin –Baden and Claire Howell Major (2013) Qualitative Research Routledge- New York.

Sara J Tracy (2013) Qualitative Research Method, (Wiley- Blackwell, UK)

SEMESTER II

COURSE CODE	COURSE TITLE
SO 524 A	SOCIOLOGY OF DEVELOPMENT

COURSE OVERVIEW

This course provides an opportunity for the students to become familiar with the basic concepts in the field of sociology of development. Various theories of development are presented in order to become aware of the different interpretations of development. The course highlights how the process of development needs to be examined in the context of globalization. This course examines the development process and issues in India and also deals with the development related issues and problems in a general fashion. Student activity including field visits added as fifth module.

Course outcomes (COs)

CO 1 : Understand various concepts and theories related to development and social change

CO 2 : Learners become capable of analyzing the Indian experience of social change and Development, including micro planning & social auditing

CO 3 : Critically analyze the five-year plans and conduct case studies of development

induced displacement in India

CO 4: Able to analyze various developmental issues

CO 5: Gain professional skills in development planning, including governmental, non governmental and international agencies engaged in development

Course Module

Module I: Concepts of Development

Unit I: Social Change, Growth, Progress, Evolution, Modernization, Social Development, Globalisation

Unit II: Development Indices -HDI, GDI, GEM, Happiness Index, Sustainable Development, and Right based Development.

Unit III: Network Society, fluid boundaries, knowledge industry, outsourcing, flexible labour.

Unit IV: Cultural homogenization through globalization, social impact and increasing inequalities.

Essential Readings

Sachs, J. D. (2005). The End of Poverty: Economic Possibilities for Our Time. Penguin Books.

Stiglitz, J. E. (2002). Globalization and its Discontents. W. W. Norton & Company.

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

Haq. Mahbub UI (1991). Reflections on Human Development. New Delhi: OUP

Module II: Theories of Development

Unit I: Modernization Theory- W. W. Rostow

Unit II: Dependency School: A.G. Frank

Unit III: World System Theory-Immanuel Wallerstein

Unit IV: Alternative views: M.K. Gandhi, E.F. Schumacher, Welfare model: Amartya Sen.

Essential Readings

Pryor, F. L. (1996). Development as Modernity, Modernity as Development. Routledge.

Peet, R., & Hartwick, E. (2009). Theories of Development: Contentions, Arguments, Alternatives. The Guilford Press.

Rostow, W. W. (1960). The Stages of Economic Growth: A Non-Communist Manifesto. Cambridge University Press.

Nederveen Pieterse Jan (2010). Development Theory. New Delhi: Sage

Module III: Developmental Inequalities and Issues

Unit I: Environmental Inequalities -Issues of Land, Water and Forest, Ecological implications of developmental projects (National and Regional)

Unit II: Socio-cultural inequalities- Education, Health, Marginalized communities, Gender, Ethnic minorities

Unit III: Economic inequalities – Income disparities and Unemployment, Migration, Poverty, Access to services, Auditing and Accountability

Unit IV: Political inequalities- Democracy, Neo liberal Policies in Development – Free Trade, Fair trade, Free market, Market forces, CSR; International agencies-UN, WTO, ILO, World Bank, WHO, UNDP etc.

Essential Readings

Giddens Anthony (1996). "Global Problems and Ecological Crisis" in *Introduction to Sociology*. New York: W.W. Norton Co.

Haan Arjan de (2010). *Towards a New Poverty Agenda in Asia*. New Delhi: Sage.

Kiely Ray and Phil Marfleet (eds)(1998). *Globalization and the Third World*. London: Routledge.

Sobhan Rehman. 2010. *Challenging the Injustice of Poverty*. New Delhi: Sage

Module IV: Development: Concerns and Challenges in India

Unit I: India as a planned economy: Five Year Plans, Niti Ayog - Sociological appraisal of programmes and policies

Unit II: Grass Root initiatives for Planning and Development-Governmental and Non- Governmental- PRI and SHGs

Unit III: Recent debates- Inclusive Development and Social Justice

Unit IV: Urbanisation and Social Cohesion in Developing India- Implications of rapid Urbanisation, Migration, Community displacement etc.

Essential Readings

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

Dereze Jean and Sen Amartya (2002. *India – Development and Participation.* New Delhi: OUP.

Yadav R.(2008). *Social Planning and Development in India.* New Delhi: Alfa Publications.

Escobar, A. (1995). Encountering Development: The Making and Unmaking of the Third World. Princeton University Press.

Module V: Student activity:

Unit IV topics to be submitted as assignments\Visit to Governmental and Non-Governmental agencies , Group discussion on the social impact of development policies, Submit a research specific development case study (e.g. Green Revolution) Compare and contrast different development indicators to sense how countries are doing in terms of development, Attend development related conferences and workshops, Participate in development related internship or volunteer opportunity

Recommended Readings

Ferguson, J. (1990). The Anti-Politics Machine: "Development," Depoliticization, and Bureaucratic Power in Lesotho. Cambridge University Press.

Chang, H. J. (2002). Kicking Away the Ladder: Development Strategy in Historical Perspective. Anthem Press.

Appadurai, A. (2004). The Capacity to Aspire: Culture and the Terms of Recognition. In V. Rao & M. Walton (Eds.), Culture and Public Action (pp. 59-84). Stanford University Press.

Giddens, A. (1984). The Constitution of Society: Outline of the Theory of Structuration. University of California Press.

Esteva, G., & Prakash, M. S. (1998). Grassroots Post-Modernism: Remaking the Soil of Cultures. Zed Books.

Foucault, M. (1977). Discipline and Punish: The Birth of the Prison. Vintage Books

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

Haan Arjan de (2010). *Towards a New Poverty Agenda in Asia.* New Delhi: Sage.

Harrison D (1989. *The Sociology of Modernization and Development.* New Delhi: Sage.

Nayak Pulin B et al (2010). *India's Economy and Growth.* New Delhi: Sage.

Nederveen Pieterse Jan (2010). *Development Theory.* New Delhi: Sage.

Singh Katar and Shishodia (2007). *Environmental Economics. Theory and Applications.* New Delhi: Sage.

Sobhan Rehman. 2010. *Challenging the Injustice of Poverty.* New Delhi: Sage.

UNDP. *Sustainable Development.* New York: OUP

Yadav R.(2008). *Social Planning and Development in India.* New Delhi: Alfa Publications.

COURSE CODE	COURSE TITLE
SO 524 B	SOCIOLOGY OF MARGINALIZED COMMUNITIES

COURSE OVERVIEW

This course aims to shed light on segments of society that have historically been neglected and marginalized, receiving insufficient scholarly attention. Its primary goal is to sensitize students to the sociological significance of studying marginalized communities, particularly focusing on Dalits, tribal groups, and other disenfranchised populations. Students will gain insight into the various struggles faced by these communities and their endeavors to attain livelihood security and dignity through social movements and advocacy efforts.

Course Outcomes (COS)

CO 1: Understand the significance of the sociological study of marginalized communities

CO 2: Reflect upon the wider social real-life situations of marginalized communities

CO 3: Differentiate different perspectives on marginalization

CO 4: Observe and analyze the everyday life and problems of marginalized communities in Kerala

CO 5: Evaluate the movements, programmes and policies of marginalized communities.

Course outline

Module I: Marginalized Groups

Unit I: Concept: An Overview of Scheduled Castes , Scheduled Tribes and Minorities in India

Unit II: Marginalized Women and Transgenders

Unit III: Marginalized Children and Elderly

Unit IV: Marginalized Migrants

Essential Readings

Beteille, Andre (1981), Backward Classes and the New Social Order, Oxford University Press, India

Bhasin, Kamala. (2011). Understanding Gender, Kali for Women. New Delhi.

Girshick, Lori B., (2008). Transgender Voices: Beyond Women and Men, England: University Press of New England

Sharma, Malavika, (2022). Nodes of Marginality: Identity, Displacement and Migration in the Post-Partition Borderlands of Kashmir, Routledge India.

Raj, Prachi. (2020). Understanding Citizenship and Refugees' Status in India, Economic and Political Weekly, Vol. 55, Issue No. 23.

Module II: Perspectives on Marginalization

Unit I: Gandhi and Ambedkar's perspectives on marginalization

Unit II: Periyar E. V. Ramasami and his Dravidian ideology

Unit III: Sree Narayana Guru and the SNDP Movement

Unit IV: Ayyankali as a Dalit Leader in the State of Travancore

Essential readings

Geetha V, (1998). Periyar, Women and an Ethic of Citizenship, Economic and Political Weekly, Vol. 33, No. 17, pp. 9-15.

Gore, M.S. (1993). The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar, New Delhi: Sage.

Kolge Nishikant. (2017). Was Gandhi a 'Champion of the Caste System'? Reflections on His Practices, Economic & Political Weekly, No 13, pp. 42-50.

M.S.S Pandian. (1993). 'Denationalising' the Past: 'Nation' in E V Ramasamy's Political Discourse, Economic and Political Weekly, Vol. 28, No. 42, pp. 2282-

2287

Sivadasan, S. Renaissance in Kerala: A Revisit (Edited), (2021). Modern Book Centre, Thiruvananthapuram. (Read chapters on Ayyankali and Sree Narayana Guru)

Module III: Policies and its Impact on Marginalized Communities.

Unit I: Development Programmes and its Impact on Scheduled Caste and Scheduled Tribes in India

Unit II: Development Programmes and its Impact on Scheduled Caste and Scheduled Tribes in Kerala

Unit III: The Role of NGO's in the upliftment of Tribes and Dalits in India.

Unit IV: Protective Measures and Constitutional Provisions for SC and ST in India.

Essential readings

Clarke, S. (1999). Dalit and Christianity: Subaltern Religion and Liberation Theology in India, New Delhi: Oxford University Press.

Doshi S. L. (1997). Emerging Tribal Image. Rawat Publication, New Delhi.

Jogdand, P.G. (2000). New Economic Policy and Dalits, Rawat publications.

Thamminaina Apparao. (2018). Catalysts but Not Magicians: Role of NGOs in the Tribal Development,

Volume 8, Issue 2, https://doi.org/10.1177/2158244018785714, Sage Open.

Xaxa, V. (2008). State, Society, and Tribes. New Delhi: Pearson Longman

Module IV: Problems of the Tribal Communities:

Unit I: Tribe: Meaning And Characteristics, Status And Problems

Unit II: Socio- Economic, Cultural And Political Land Alienation,

Unit III: De- Tribalization- Emerging Tribal Image In Kerala.

Unit IV: Dalit and Tribal Uprisings in Post- Independent India.

Essential readings

Bara Joseph. (1997). Western Education and Rise of New Identity: Mundas and Oraons Chotanagpur, 1839-1939, Economic and Political Weekly, Vol. 32, No. 15 (Apr. 12-18, 1997), pp. 785-790

Omvedt, Gail. (1995). Dalit Visions: The Anti-caste Movement and the Construction of an Indian Identity, New Delhi: Orient Longman

Xaxa, Virginius, Tribes as Indigenous People of India. (1999). Economic and Political Weekly, Vol. 34, No. 51, pp. 3589-3595

Module V: Activity

FIELD VISIT Report Submission to the Presidents of Local Self Government of Kerala. In a Grama Panchayat that has a high density of Dalits or tribal settlements, students can conduct a socioeconomic survey intended to represent the welfare and advancement of these communities. The results can then be submitted to the relevant panchayat.

Recommended Readings

Beteille, Andre. (1992). The Backward Classes in Contemporary India, Oxford University Press, India

Charley S R and G K Karanth. (1998) (Eds), Challenging Untouchability, New Delhi: Sage India

Geetha V & Rajdurai, S.V. (1999). Towards Non-Brahmin Millenium, Calcutta: Samya

Jaffrelot, Christophe. (2003). India's silent revolution: The Rise of Lower Caste in North India, Columbia: Columbia University Press.

Jodhka, Surinder, S. (2018). Caste in Contemporary India (2nd Edition), London: Routledge London

Mayaram, Shail. (2004). Against History, Against State: Counter-perspectives from the Margins. New Delhi: Orient Longman.

Shah, Ghanshyam. (1990). Social Movement in India: A Review of Literature in India, Delhi: Sage Publication.

Thorat, Sukhdeo. (2009). Dalits in India, Sage, New Delhi.

Benhabib, S (1999): "Citizens, Residents and Aliens in a Changing World: Political Membership in the Global Era," Social Research, Vol 66, No 3, p 709-738.

Derrida, J (2005): "The Principle of Hospitality," Parallax, Vol 11, No 1, pp 6–9.

SEMESTER II

COURSE CODE	COURSE TITLE
SO 524 C	SOCIOLOGY OF KERALA SOCIETY

COURSE OVERVIEW

The objective is to instil a sense of curiosity among students regarding the historical and cultural foundations of Kerala society. This entails introducing them to the prominent social and cultural institutions of the Malayalee community, elucidating their origins and eventual dissolution. Moreover, the aim is to help students situate Kerala's developmental trajectory within the broader context of India and the global arena. By doing so, students will develop the ability to critically examine the contemporary challenges facing Kerala society.

Course Outcomes(Cos)

CO 1: Make the students inquisitive of the historical and cultural underpinning of the Kerala society

CO 2: Introduce the salient social and cultural institutions of Malayalees and reasons of its origin and dissolution

CO 3: Assist the students in locating Kerala's development experience in relation to India and rest of world

CO 4: Enable them to have a critical inquiry into contemporary challenges of Kerala society.

Course Module

Module I: Anecdotes of Kerala Society

Unit I: Land, People and Society in Sangam,Post Sangam.

Unit II: Nadus and Swarupams: Venad, Kochi,Kozhicode: Socio historical aspects

Unit III: Colonial experiences and Socio-cultural impacts-Portuguese, Dutch,

Unit IV: Colonial experiences and Socio-cultural impacts-British and French.

Essential Readings

Menon, Sreedhara(1979)*Social And Cultural History of Kerala*.Sterling Publishers Pvt.Ltd.Jullandhar.

Gurukkal, Balakrishnan.A, Cherrian, P.J (edt)(1999). *Perspectives in Kerala History*. Kerala Gazetteers, .Thiruvananthapuram.

Soman, C.R (edt)(2007).*Kerala fifty years and Beyond*. St.Joseph's Press, Thiruvanathapuram.

Panicker, K.N (1997).*Studies in Traditional Kerala*. College Book House.Trivandrum.

Module II: Social Structure and Processes in Early Kerala Society

Unit I: Cultural transformation-Bhakti cult

Unit II: Spread of Brahmin settlements

Unit III: Emergence of Feudal era- Temple as landlord, Janmi system, Kalari system.

Unit IV: Dynamics in Kinship and Family: Marumakkathayam: Theories of origin and reasons for disintegration

Essential Readings

Menon, Sreedhara(1979)*Social And Cultural History of Kerala*.Sterling Publishers Pvt.Ltd.Jullandhar.

Gurukkal, Balakrishnan.A, Cherrian, P.J (edt)(1999). *Perspectives in Kerala History.* Kerala Gazetteers, .Thiruvananthapuram.

Soman, C.R (edt)(2007).*Kerala fifty years and Beyond.* St.Joseph's Press, Thiruvanathapuram.

Panicker, K.N (1997).*Studies in Traditional Kerala.* College Book House.Trivandrum.

Schneider, David. M and Kathleen Gough(1972)"Matrilineal Kinship".

Module III: Social Transformation: Caste and Religion

Unit I: Caste based disabilities in Kerala, Social Reformers and their influence in anti-caste struggles,

Unit II: Sree Narayana Guru, Ayyankali, Sahodaran Aiyyappan

Unit III: Anti-caste movements –Vaikom satyagraha, Guruvayoor satyagraha, Temple Entry Proclamation.

Unit IV: Cultural symbiosis(M.G.S Narayanan)-Religious pluralism and religious harmony

Essential Readings

Franke W. Richard & Chasin H. Barbara (2000), Is the Kerala Model Sustainable? Lessons from the Past:Prospects for the Future, Zed Press, London.

Jaya Devan, T.N (edt).1988. Glimpses of Kerala.Government Press .Tvm.

Mankekar, D.R. 1965. The Red Riddle of Kerala.Manaktalas. Mumbai.

Menon, Sreedhara (1979) Social and Cultural History of Kerala. Sterling Publishers Pvt.Ltd. Jullandhar.

Menon, Sreedhara (1982) Legacy of Kerala. Govt Press,Tvm.

Naresh Kumar (2014) Recent trend and Pattern of Indian Emigration to Gulf Countries: A   Diaspora   Perspective.
https://paa2014.princeton.edu/papers/141653

Panicker, K.M.1960. A History of Kerala 1498-1801.The Annamalai University. Annamalai Nagar.

Panicker, K.N (1997) Studies in Traditional Kerala. College Book House. Trivandrum.

Rangarajan, K.B.: 2018 Sangam Age: A Unique Identification Of Cultural Heritage Of Tamilnadu, IJRAR, Volume 5, Issue 3, July – Sept 2018.

Module IV: Formation of Modern Kerala: Polity and Society

Unit I: Movements for Representation in Government-Nivarthana movement, Cochin Praja Mandal

Unit II: Peasant and Working class movements: Kayyur, Punnapra Vayalar

Unit III: Aikya Kerala Movement- Agrarian reforms and consequences

Unit IV: Kerala model of development-A critique, Malayali Diaspora, Subaltern struggles for land in Kerala

Essential Readings

Joseph Tharamangalam. 2006. Kerala: the paradoxes of public action and development. New Delhi: Orient Longman.

Kerala Development Report,2005, State Planning Board, Thiruvanathapuram

Ommen M.A. 1999. Rethinking Development. New Delhi: Concept Publishing company.

Module V: Activity Contemporary Kerala: Challenges and Possibilities

Field visits to Museum Archives and Historical places to navigate through socio cultural transformation in Kerala

Group discussion and theme paper presentation on the new age social issues of Kerala like Suicide, Brain drain, Demographic transitions , Ecological degradation

Recommended readings

A Menon, Sreedhara (1982). *Legacy of Kerala*. Govt Press .Tvm.

Arunima. G.(2003) "*There comes Papa-Colonialism and transformation of Matrilny in Kerala,Malabar(1850-1940)*".Orient Longman Pvt. Ltd. New Delhi

Gurukkal, Balakrishnan.A, Cherrian, P.J (edt)(1999). *Perspectives in Kerala History*. Kerala Gazetteers, .Thiruvananthapuram.

Jaya Devan, T.N (edt).(1988). *Glimpses of Kerala*. Government Press .Tvm.

Joseph Tharamangalam. 2006. Kerala: the paradoxes of public action and development. New Delhi: Orient Longman.

Kerala Development Report,2005, State Planning Board, Thiruvanathapuram

Kujan Pillai,Elamkulam.P.N,1970, Studies in Kerala History,Thiruvanathapuram

Kunjanpillai Elamkulam. 2005. Thiranjedutha krithikal. Kerala University

Mankekar, D.R (1965) *The Red Riddle of Kerala*. Manaktalas. Mumbai.

Menon, Sreedhara(1979)*Social And Cultural History of Kerala*.Sterling Publishers Pvt.Ltd.Jullandhar.

Ommen M.A. 1999. Rethinking Development. New Delhi: Concept Publishing company.

Panicker, K.M.(1960).*A History of Kerala 1498-1801*. The Annamalai, University.Annamalai Nagar.

Panicker, K.N (1997).*Studies in Traditional Kerala*. College Book House.Trivandrum.

Rendell, Yolanda (tran)(1983) .*Religion and ideology in Kerala*. Centre de Researches, Socio-Religieuses.

Schneider, David. M and Kathleen Gough(1972)"Matrilineal Kinship".

Singh K.S (ed) (2002)."People of India - Kerala. Affiliated East west

Soman, C.R (edt)(2007).*Kerala fifty years and Beyond*. St.Joseph's Press, Thiruvanathapuram.

Swapna Mukhopadhayay. 2007. The Enigma of Kerala Women. New Delhi: Social Science Press.

Vilanilam J.V.. 2012. Introduction to Kerala Studies. New Jersey: IISAC.

Zachariah.K.C, et al.(2002) Kerala's gulf connections. Centre for Development Studies, Trivandrum.

SEMESTER III	
SO 531	CURRENT DEBATES IN SOCIAL THEORY
SO 532	SOCIAL STATISTICS
SO 533 A	SOCIAL GERONTOLOGY
SO 533 B	SOCIOLOGY OF TOURISM
SO 533 C	SOCIAL ENTREPRENEURSHIP
SO 534 A	PROJECT PLANNING AND MANAGEMENT
SO 534 B	POPULATION AND SOCIETY
SO 534 C	SOCIAL WELFARE ADMINISTRATION

SEMESTER III

COURSE CODE	COURSE TITLE
SO 531	CURRENT DEBATES IN SOCIAL THEORY

COURSE OVERVIEW

This course aims to provide students with an in-depth exploration of recent developments in social theory, building upon the foundational principles established by classical social theorists. It offers a comprehensive overview of emerging theoretical and conceptual frameworks within social theory, examining their relevance and application in understanding contemporary changes in society. By critically evaluating the legacy of classical theorists in light of the postindustrial, postmodern, and post-Cold War era, spanning from the late twentieth to the early twenty-first century, students will gain insight into the evolution of sociological thought over time.The course aims to familiarize students with significant

contributions that have shaped the field of sociology in recent years, providing them with a comprehensive understanding of the diverse perspectives and debates within the discipline.

Course Outcomes

CO 1: Develop students' understanding of key debates in contemporary sociology.

CO 2: Enhance students' critical thinking and analytical skills by enabling them to grasp the complexities of contemporary changes in society and their sociological implications.

CO 3: Refine students' ability to apply sociological theories to current social issues by providing them with opportunities to analyze real-world scenarios and apply theoretical frameworks to understand and interpret them.

CO 4: Foster students' analytical skills by encouraging them to critically evaluate and deconstruct sociological theories in relation to contemporary societal changes.

CO5: Promote the synthesis of knowledge and skills acquired throughout the course by challenging students to integrate theoretical insights into their analyses of contemporary social issues.

Course Module

Module I Critical Theory

Unit I: The Frankfurt School (Institute of Social Science Research): Background and history

Unit II : Salient features of Critical theory

Unit III: Max Horkheimer- T. Adorno-Dialectics of Enlightenment

Unit IV: Habermas: Theory of Communicative Action, Public Sphere, Life World

Essential Readings

Max Horkheimer and Theodor W. Adorno, Dialectic of Enlightenment (1947)

Bottomore, Tom. 1984. The Frankfurt School. Chester, Sussex; Ellis Harwood and London: Tavistock publications.

Habermas, J. (1981). The Theory of Communicative Action: Reason and the Rationalization of Society (Vol. 1). Beacon Press.

Horkheimer, M., & Adorno, T. W. (2002). Dialectic of Enlightenment. Stanford University Press.

Module II Integrative Developments

Unit I: Micro-Macro Integration, Functionalist-Conflict Perspective, Structure and Agency approaches

Unit II: Pierre Bourdieu: Theory of Capital – Habitus and Field, Language and Symbolic Power

Unit III: Anthony Giddens: Theory of Structuration & Theory of Modernity, Globalisation

Unit IV: Manual Castells: Network society Theory, ICT on Social Integration and Development

Essential Readings

Giddens, A. (1984). The Constitution of Society: Outline of the Theory of Structuration (1st ed.). University of California Press.

Giddens, A. (1990). The Consequences of Modernity. Stanford University Press.

Ritzer, George. 2000. Sociological theory. New York: McGraw-Hill. (Selected chapters)

Castells, M. (Year of Publication). The Rise of the Network Society: The Information Age: Economy, Society, and Culture (Vol. 1). Wiley-Blackwell.

Module III: Post Structuralism

Unit I: Post Structuralism- Conceptualization

Unit II: Michael Foucault – Discourse Analysis, Theory of Power, Archeology of Knowledge

Unit III: History of Sexuality, Discipline and Punish- Concept of Panopticon

Unit IV: Derrida: Deconstruction, Differance - Logo-centrism

Essential Readings

Michel Foucault. 1979. Discipline and Punishment. New York: Vintage Books.

Michel Foucault. The History of Sexuality. 1980New York: Vintage Books

Derrida, J. (1976). Of Grammatology. Johns Hopkins University Press.

Barthes, R. (1977). Image, Music, Text. Hill and Wang.

Module IV: Post Modernism/Colonialism conceptualization

Unit I: Post modern society-Ulrich Beck's Risk Society, Jean Baudrillard's Simulacra

Unit II: Jean Francois Lyotard - The Postmodern Condition

Unit III: Post Colonial society- Edward Said - Orientalism

Unit IV: Gayatri Chakravorty Spivak- Subaltern

Essential Readings

Beck, U. (1992). Risk Society: Towards a New Modernity. Sage Publications.

Said, E. W. (1978). Orientalism. Vintage Books.

Spivak, G. C. (Year of Publication). A Critique of Postcolonial Reason: Toward a History of the Vanishing Present. Harvard University Press.

Scott, Lash. 1990. Sociology of Post modernism, London: Routledge.

Recommended Readings

Berger, P. L. and T. Luckmann. 1967. The Social Construction of Reality. London: Allan Lane and Penguin Press (Selected chapters)

Bottomore, Tom. 1984. The Frankfurt School. Chester, Sussex; Ellis Harwood and London: Tavistock publications.

Bourdieu, Pierre.1997. Outline of a theory of Practice, London.

Bryan S. Turner. 1996. The Blackwell Companion to Social Theory. Oxford: Blackwell.

C W Mills – The Power Elite (1956), Oxford University Press

Giddens, A and Turner J.H. (ed). 1987. Social Theory Today. Stanford University Press (Selected chapters)

Giddens, Anthony. 1983. Central Problems in Social Theory: Action, structure and contradiction in social analysis. London: Macmillan. London: Harvester Press.

Goffman, Erving. 1973. The Presentation of Self in Everyday Life. New York: the Overlook Press.

Gramsci, Antonio. 1992. Prison Notebooks. Tr. Joseph A. Buttigieg and Antonio Callari. New York: Columbia UP

Herbert Marcuse, **One-Dimensional Man** (1964)

Layder, Derek. 1997. Modern Social Theory: Key debates and New Directions. London: UCL Press Ltd.

Maynard, M. 1989. Sociological Theory, London and New York: Longman.

Noble, T. 2000. Social Theory and Social Change, New York: St Matin's.

Owen, David. 1997. Sociology after Postmodernism. London: Sage.

Scott, Lash. 1990. Sociology of Post modernism, London: Routledge.

Smart, Barry. 1985. Michel Foucault. London: Routledge.

Wallace, R.A. and Wolf, A. 1999. Contemporary Sociological Theory: expanding the classical tradition, Upper Saddler River: Prentice Hall.

Zetlin, Irving M. 1998. Rethinking Sociology: A Critique of Contemporary Theory. Jaipur and New Delhi: Rawat.

SEMESTER III

COURSE CODE	COURSE TITLE
SO 532	SOCIAL STATISTICS

COURSE OVERVIEW

This course offers an introduction to the fundamental concepts and techniques of social statistics. It begins by elucidating the meaning and types of statistics, followed

by an exploration of essential tools such as graphical and diagrammatic representation, measures of central tendency, dispersion, and correlation. Additionally, students will receive hands-on training in utilizing computer software such as Excel and SPSS for data processing, analysis, and interpretation, thus equipping them with practical skills for conducting social research. Students will learn how to access and utilize online databases, repositories, and other web-based tools to gather relevant data and information for their research projects. Through a combination of theoretical discussions, practical exercises, and interactive sessions, students will develop the necessary knowledge and skills.

Course Outcomes

The students will be able to

CO 1: Describe and discuss the basic concepts and techniques of social statistics

CO2: Organize, manage, tabulate and present data in a scientific way

CO 3: Build competence in data analysis using statistical techniques

CO 4: Identify and make sense of inherent social issues through analysis of association and relationship

CO 5: Apply and use basic statistical tools and software for statistical analysis and inferences.

Course Module

Module I: Introduction to Statistics

Unit I: Meaning and Definition of statistics.

Unit II: Social statistics, Uses of Statistics in social research.

Unit III: Types of statistics: Descriptive & Inferential.

Unit IV: Advantages, limitations and misuse of statistics

Essential Readings

Gupta, S.P. (1992). *Statistical Methods*. New Delhi: S. Chand and Sons.

Aggarwal.Y.P. (1986*). Statistical Methods. New Delhi: Sterling Publishers.*

Diamond, I. J.,(2001). *Beginning Statistics. An Introduction for Social Scientists.* New Delhi: Sage.

Field, A. (2009). *Discovering statistics Using SPSS.* New Delhi: Sage.

Gupta, S,C (1985), Fundamentals of Statistics, Himalaya Publishing House

Gupta, S.P. (1992. *Statistical Methods.* New Delhi: S. Chand and Sons.

Mohanty, B & Misra, S (2015). Statistics for Behavioural and Social Sciences, Sage

Module II: Organizing and Graphing Data.

Unit-1. Classification of data- bases of classification- Geographical, Chronological, Qualitative and Quantitative

Unit II: Tabulation- Types, simple and complex, Components of a table, Construction of Frequency Table

Unit III : Graphical and Diagrammatic Representation of Qualitative Data-Bar Diagram-simple, subdivided, percentage and multiple bar diagrams, Pie Chart.

Unit IV : Graphical and Diagrammatic Representation of Quantitative Data- Histogram, Polygon and Ogives

Essential Readings

Aggarwal.Y.P. (1986*). Statistical Methods. New Delhi: Sterling Publishers.*

Diamond, I. J.,(2001). *Beginning Statistics. An Introduction for Social Scientists.* New Delhi: Sage.

Field, A. (2009). *Discovering statistics Using SPSS.* New Delhi: Sage.

Gupta, S,C (1985), Fundamentals of Statistics, Himalaya Publishing House

Gupta, S.P. (1992. *Statistical Methods.* New Delhi: S. Chand and Sons.

Mohanty, B & Misra, S (2015). Statistics for Behavioural and Social Sciences, Sage

Module-III: Measures of Central Tendency and Dispersion

Unit I : Central Tendency -Mean, Median and Mode- merits and demerits.

Unit II: Dispersion- Range, Quartile Deviation, Mean Deviation and Standard Deviation-Merits and demerits

Unit III : Introduction to Correlation, Types, Karl Pearson's Co-efficient of Correlation, Spearman's Correlation Co-efficient.

Unit IV : Tests of Significance: Chi-square test and 't'- Distribution

Essential Readings

Aggarwal.Y.P. (1986). *Statistical Methods. New Delhi: Sterling Publishers.*

Diamond, I. J.,(2001). *Beginning Statistics. An Introduction for Social Scientists.* New Delhi: Sage.

Field, A. (2009). *Discovering statistics Using SPSS.* New Delhi: Sage.

Gupta, S,C (1985), Fundamentals of Statistics, Himalaya Publishing House

Gupta, S.P. (1992. *Statistical Methods.* New Delhi: S. Chand and Sons.

Mohanty, B & Misra, S (2015). Statistics for Behavioural and Social Sciences, Sage

Module IV: Software for Social Research

Unit I: Use of Computer and Software in Data Analysis

Unit II: MS Excel-Theory and Applications

Unit III: Qualitative Software- NVivo, ATLAS.ti

Unit IV: Quantitative Software- SPSS, R

Essential Readings

https://www.publichealthnotes.com/different-types-of-statistical-software/

Recommended Readings

Argyrous G. *(2011). Statistics for Research.* New Delhi: Sage.

Dietz, T. and Kalof, L. (2010). *Introduction to Social Statistics: The Logic of Statistical Reasoning.* Singapore: Wiley-Blackwell

Elifson, K. et. al. (1998). *Fundamentals of Social Statistics.* Boston: McGraw-Hill.

Jack, L & James, F (2006) Elementary Statistics in Social Research. New Delhi: Dorling Kindersley (India) Pvt. Ltd.

Jay, A. W (2010) Applying Social Statistics, An Introduction to Quantitative Reasoning in Sociology, Rowman & Littlefield Publishers

Kanji, G. K. (2006). *100 Statistical Tests, 3E*. New Delhi: Vistaar Publications

Kurtz, N.R. (1999). *Statistical Analysis for the Social Sciences*. Boston: Allyn and Bacon.

Mann, P. S. (2004). *Introductory Statistics*. Singapore: John Wiley and Sons.

Marcellus, L.W (1996). Basic Social Statistics. Illinois: Stipes Publishing L.L.C.

Niel, B. (2010). *Starting Statistics. A Simple Guide.* New Delhi: Sage.

Sirkin, R. M. (1995). *Statistics for the Social Sciences.* New Delhi: Sage.

<div align="center">

SEMESTER III

</div>

COURSE CODE	COURSE TITLE
SO 533 A	SOCIAL GERONTOLOGY

COURSE OVERVIEW

Population aging is a global phenomenon with profound social implications. This course offers a comprehensive exploration of the aging process from a broader social perspective. It aims to equip students with the knowledge and analytical skills necessary to understand and critically examine issues raised by social gerontology. The course begins by providing an overview of population aging, emphasizing its rapid growth worldwide and the demographic shifts it entails. Through interdisciplinary insights, students will examine the interaction between sociological structures, biological changes, and psychological aspects of aging. They will explore how societal factors such as culture, socioeconomic status, and healthcare systems impact aging experiences and outcomes. The course encourages students to think critically about the social implications of population aging,

including challenges related to healthcare, retirement, intergenerational relationships, and social inclusion.

Course Outcomes

CO 1: Understand ageing and its importance in the sociological inquiry.

CO 2: Explain various theoretical perspectives of ageing and its implications in the current society.

CO 3: Assess the life course, transition and trajectories of events and relate them to their social settings.

CO 4: Evaluate the demographic transition and apply it to their social inquiry and research.

CO 5: Analyze and critique various issues of ageing and care systems across societies.

Module I: Social Gerontology

Unit I: Concepts of Old Age, Ageing, and Dimensions of ageing

Unit II: Gerontology-Scope and fields of Gerontology- Social Gerontology

Unit II: Ageing in Traditional Societies, Ageing in Modern Societies, Aging in Post Industrial Society

Unit IV: Social Support Mechanisms for the Elderly in the Family, Community and the State.

Essential Reading

Quandagno, Jill. (1999). Aging and the Life Course: An Introduction to Social Gerontology. USA: MaGraw Hill College

Moody, H. R., (2002) . Aging : Concepts and Controversies (4th Edition) London.: Pine Forge Press.

Module II. Theoretical Perspectives on Ageing

Unit I: Micro-theories: Disengagement Theory- Continuity Theory.

Unit II: Macro theories: Modernization Theory- Age Stratification Theory

Unit III: Biological theories of ageing; Wear and Tear Theory, Autoimmune Theory, Aging Clock Theory, Cellular Theory,

Unit IV: Life Course Perspectives on Ageing -Meaning of life course, life transitions and trajectories, influences on the life course.

Essential Reading

Quandagno, Jill. (1999). Aging and the Life Course: An Introduction to Social Gerontology. USA: MaGraw Hill College

Cowgill, D.O. and L.D. Holmes, eds. 1972. *Aging and Modernization*. New York: Appleton-Century-Crofts.

Cumming, Elaine and William Earl Henry. 1961. *Growing Old*. New York: Basic.

Havinghurst, R.J. 1961. "Successful Aging." *The Gerontologist* 1:8–13.

Module III: The Demographic Context of Ageing

Unit I: Demographic structure of Ageing in India and Kerala.

Unit II: Changing demographic composition – Social implications.

Unit III: Migration and its implications on ageing population.

Unit IV: Rectangularisation of Population

Essential Readings:

Irudaya Rajan,S, Misra, and P.Sankarasarma (1999). *India's Elderly-Burden or Challenge*.New Delhi: Sage Publications

Kapoor, A. K. and Kapoor, Stawanti (2004). *India's Elderly*. Delhi: Mittal Publications

Liebig, Phoebe, S and Irudaya Rajan (2013) *An Ageing India: Perspectives, Prospects and Policies*. New Delhi: S.K Book Agency

Palackal Antony and Nelson Nisha Jolly (ed.) (2021). *Ageing, Care and Wellbeing – Social Gerontology Reinvented*. New Delhi: Rawat

Module IV: Policies And Programmes for The Elderly

Unit I: Constitutional and Legal safeguards of senior citizens

Unit II: National Policy on Older Persons

Unit III: Maintenance and Welfare of Parents and Senior Citizens Act, 2007

Unit IV: Care settings for elderly: General hospitals, geriatric wards/ hospitals, home-based care, homes for the aged, nursing homes, day-care-centers, hobby centers, and facilities for homeless elderly, elderly helpline, and senior citizen forum.

Essential Readings:

Government of India. (1999). National policy on older persons.

Government of India. (2007). Maintenance and Welfare of Senior Citizens (MWPSC) Act.

Victor, C. (2004). The social context of ageing: A textbook of gerontology. Routledge.

Module V: Pedagogy/ Activity

Module II Unit IV to be submitted as assignment

Familiarizing with the organization of an old age home/other care centers

Prepare the Life history of an elderly person: Man or woman/Institutionalized/Non-Institutionalized/rural or urban

Concurrent field work internship can be in a Palliative care institution/ Residential care for the elderly.

Recommended Readings

Aravind K. J. (2006). *Older Persons in India*. New Delhi: Serials Publications

Chattergee, Suhita Chopra and Others (2008). *Discourses On Ageing and Dying*. New Delhi: Sage Publications

Desai, Murali and Raju, Siva (2000). *Gerontological Social work In India*. Delhi: BR Publishers,.

Giridhar, K.M., Sathyanarayana, Sanjaykumar, K.S James & Moneer Alam (ed.) (2014). *Population Ageing in India*. Cambridge: Cambridge University Press.

Goswami,Kartikay and Jalote, Raghuvir (2011). *Ageing: Scientific Perspective and Social Issues*. New Delhi: Cyber tech Publishers

Harry. R. Moody (1998). *Ageing-concepts and controversies*. Thousand Oaks: Pine forge Press

Irudaya Rajan,S, Misra, and P.Sankarasarma (1999). *India's Elderly-Burden or Challenge*. New Delhi: Sage Publications

Kapoor, A. K. and Kapoor, Stawanti (2004). *India's Elderly*. Delhi: Mittal Publications

Liebig, Phoebe, S and Irudaya Rajan (2013) *An Ageing India: Perspectives, Prospects and Policies*. New Delhi: S.K Book Agency

Nayar, P.K.B. (1991). Problems and need of the old in India - Sociological Perspectives. *Journal of Social Research*, 31(1&2).

Palackal Antony and Nelson Nisha Jolly (ed.) (2021). *Ageing, Care and Wellbeing – Social Gerontology Reinvented*. New Delhi: Rawat

Raju, S. Siva. (2011) *Voice of the Elderly in India*. New Delhi: B.R Publishing

Sandhya R.S. (ed.) (2017). 'Ageing Gracefully- A Multidiciplinary Perspective*. New Delhi: Southern Book Star

SEMESTER III

COURSE CODE	COURSE TITLE
SO 533 B	SOCIOLOGY OF TOURISM

COURSE OVERVIEW

This course offers an in-depth exploration of tourism from sociological viewpoints, exploring concepts such as leisure, consumption, and globalization. Students will

analyze how tourism shapes and is shaped by social structures, identities, and interactions. The course will assess the impact of tourism on host communities, environments, and cultures. Students will explore both the positive and negative consequences of tourism, including its economic benefits and its potential social and environmental costs.

Course Outcomes

CO 1: Develop a Sociological Perspective on Tourism

CO 2: Evaluate the Social Impacts of Tourism

CO3: Cultivate Cross-Cultural Awareness and Sensitivity

CO 4: Develop Research and Analytical Skills in Tourism Studies

CO 5: Sensitize the students to the need for sustainable tourism development.

Course outline

Module I: Sociology of Tourism

Unit I: Sociology of Tourism – Meaning. Subject matter and need of study of sociology of Tourism.

Unit II: Sociology of Tourism and other Social Sciences.

Unit III: Tourism And Globalisation

Unit IV: History and origin of Tourism in India

Essential Readings

https://medcraveonline.com/SIJ/emerging-trends-in-sociology-of-tourism.html

https://www.uvm.edu/rsenr/rm230/urry.pdf   Tourist   Gaze

https://www.lancaster.ac.uk/fass/resources/sociology-online-papers/papers/urryglobalising-the-tourist-gaze.pdf

https://iarconsortium.org/articles/

861_The_Relationship_between_Leisure_Tourism_and_Events

https://wedocs.unep.org/bitstream/handle/20.500.11822/11349/

rsocr_printedition.compressed_Part28.pdf?sequence=29&isAllowed=y   Tourism and Recreation https://tourismnotes.com/travel-tourism/ Tourism and types

http://www.ijcrar.com/vol-1/T.Arunmozhi%20and%20A.%20Panneerselvam.pdf Types of Tourism in India https://www.researchgate.net/publication/ 269412018_Tourism_and_Local_Society_and_Culture https://eujournalfuturesresearch.springeropen.com/articles/10.1007/s40309-015-0078-5 https://www.researchgate.net/publication/ 330877530_Anthropology_of_Tourism_Researching_Interactions_between_Hosts_and_Guests https://sciendo.com/pdf/10.1515/cjot-2018-0004 Researching Interaction between Hosts and Guests https://scholars.wlu.ca/cgi/viewcontent.cgi?article=1948&context=etd Understanding Tourist-Host Interaction and their Incluence on Quality Tourism Experience

Module II: Types of Tourism and its Impact on Economy

Unit I: Concept of Tour, Tourist and Tourism

Unit II: Types of tourism –Cultural tourism, Eco tourism, Medical tourism, Sex tourism, Recreational tourism, Monsoon tourism, Adventure tourism, Pilgrim tourism. International and Domestic tourism, Mass tourism

Unit III: Tourist and tourist motivation, attitude and culture towards host community.

Unit IV: Advantages and Disadvantages of Tourism

Essential Readings

Chris Ryan, (2003). Recreational tourism: Demand and Impacts, Channel View Publications: U.K.

Christopher P.Cooper, (2003). Classic Reviews in Tourism , Channel view

Erik Cohen, (2004). Contemporary Tourism :Diversity and Change, Elsevier: U.K

John. A.P, (1992). Understanding host resident's perceptions of impacts of tourism through social exchange theory, Texas.A&M. Universitypress,U.S

Melanie. K.S., (2003)., Issues in Cultural Tourism Studies , Rout ledge: USA

Peter.E.Murphy, Ann.E.Murphy, (2004). Strategic Management of Tourism Communities: Bridging the Gaps, Channel view Publications, U.K

Module III: Perspectives and Theories of Tourism Development

Unit I: Perspectives –Social, Economic, Environmental and Geographic.

Unit II: Theories- Eric Cohen

Unit III: Doxey's Irritation Index Theory

Unit IV: Motivational Theory- John Urry.

Essential Readings

Bramwell, B. & Lane, B. (1993). Sustainable tourism: An evolving global approach. Journal of Sustainable Tourism, 1(1), 1-5.

Cohen, E. (2012). Globalization, global crises and tourism. Tourism Recreation Research, 37(2), 1-9.

Uriely, N. (2005). The tourist experience. Conceptual developments. Annals of Tourism Research, 32(1), 199–216.

Urry, J. (1990). The Tourist Gaze: Leisure and Travel in Contemporary Societies. London: Sage.

Urry, J. (2000). Mobile sociology. British Journal of Sociology, 51(1), 185-203. Urry, J. (2007). Mobilities. Cambridge: Polity Press.

Cohen, E. (2012). Globalization, global crises and tourism. Tourism Recreation Research, 37(2), 1-9.

Module IV: Tourism Statistics and Planning

Unit I: Trends of Tourism in India and Kerala.

Unit II: Measures taken by the Govt. and Non-governmental Agencies

Unit III: Sustainable Tourism: Definitions of Sustainable and Sustainable tourism

Unit IV: Impact of tourism- Cultural, Social, Economic, and Environmental

Essential Readings

Sharma, K.K., (2004). Tourism and Socio-cultural Development, Sarup& Sons, New Delhi

Sharma.K.K (2004). Tourism and Regional Development, Sarup& Sons ,New Delhi

Sinha,P.C., (2005). Encyclopedia of Travel , Tourism and Ecotourism.vol.1, Anmol publications, New Delhi.

Tapan.K.Panda,Mishra,S,Parida,B.B, (2004). Tourism Management :The Socio Economic and Ecological Perspective, Orient Longman pvtLtd: Hyderbad.

Recommended Readings

Batta,R.N.,(2000), Tourism and the environment: a quest for sustainability with special reference to developing countries and policy analysis on Himachal Pradesh, Indus publishing House, New Delhi.

Chris Ryan, (2003). Recreational tourism: Demand and Impacts, Channel View Publications,U.K.

Christopher P.Cooper, (2003). Classic Reviews in Tourism , Channel view

Erik Cohen, (2004). Contemporary Tourism :Diversity and Change, Elsevier,U.K

John.A.P, (1992). Understanding host resident's perceptions of impacts of tourism through social exchange theory, Texas.A&M.Universitypress,U.S

Melanie.K.Smith, (2003)., Issues in Cultural Tourism Studies , Rout ledge, USA

Peter.E.Murphy, Ann.E.Murphy, (2004). Strategic Management of Tourism Communities: Bridging the Gaps, Channel view Publications, U.K Publications,U.K

Richard sharpley, David J.Tefler (eds) , (2000). Tourism and Development: concepts and issues, Channel View Publications,U.K

Richard Sharpley,David J.Tefler, (2008). Tourism and Development in Developing World,Routledge,U.K

Sharma, K.K.., (2004). Tourism and Socio-cultural Development, Sarup& Sons, New Delhi

Sharma.K.K (2004). Tourism and Regional Development, Sarup& Sons ,New Delhi

Sinha,P.C., (2005). Encyclopedia of Travel , Tourism and Ecotourism.vol.1, Anmol publications, New Delhi.

Tapan.K.Panda,Mishra,S,Parida,B.B, (2004). Tourism Management :The Socio Economic and Ecological Perspective, Orient Longman pvtLtd: Hyderbad.

SEMESTER III

COURSE CODE	COURSE TITLE
SO 533 C	SOCIAL ENTREPRENEURSHIP

COURSE OVERVIEW

This course offers a comprehensive exploration of social entrepreneurship and innovation, focusing on their origins, characteristics, significance, interrelationship, and impact on sustainable development. Through theoretical discussions, case studies, and practical exercises, students will gain a deep understanding of the role of social entrepreneurship and innovation in addressing social and environmental challenges.

Course outcomes

CO 1: Understand the origin, types and characteristics of Social Entrepreneurship

CO 2: Explain the significance of elements, processes and sources of Social innovation

CO 3: Analyse the interrelationship between social entrepreneurship and social innovation

CO 4:Assess the social impact of Social innovation on Social Entrepreneurship and Sustainable   development

CO 5: Design models of Social Businesses and Social Enterprises on the basis of CANVA model and Operational models

Course Module

Module I: Introduction to Social Entrepreneurship

Unit I: Origin and Characteristics of Social Entrepreneurship

Unit II: Types of Social Entrepreneurs-Social Bricoleur, Social Builder and Social engineer

Unit III: Models of Social Entrepreneurs -Bill Drayton, Muhammad Yunus,

Sanjit "Bunker"Roy, Shiza Shahid

Unit IV: Particularities as Agents of Change, Challenges of Social Entrepreneurship

Essential readings

Portales,Luis (2019) Social Innovation and Social Entrepreneurship-Fundamentals, concepts and Tools, Switzerland: Palgrave Macmillan

https://sirdi-csi.com/wp-content/uploads/2022/04/Social-Innovation-and-Social-Entrepreneurship-Fundamentals-Concepts-and-Tools-by-Luis-Portales-z-lib.org_.pdf https://doi.org/10.1007/978-3-030-13456-3

Nicholls, A. (Ed.). (2006). Social entrepreneurship: New models of sustainable social change, Oxford University Press: Oxford

http://www.untag-smd.ac.id/files/Perpustakaan_Digital_1/ENTREPRENEURSHIP%20Social%20entrepreneurship,%20New%20m.pdf

Module II: Social Innovation

Unit I: Social Innovation :The Concept and Sources

Unit II: Elements and Characteristics of Social Innovation

Unit III: Processes of Social Innovations

Unit IV: Value creation by Social Innovation-Social,Economic and Institutional

Essential readings

Portales,Luis (2019) Social Innovation and Social Entrepreneurship-Fundamentals, concepts and Tools, Switzerland: Palgrave Macmillan

https://sirdi-csi.com/wp-content/uploads/2022/04/Social-Innovation-and-Social-Entrepreneurship-Fundamentals-Concepts-and-Tools-by-Luis-Portales-z-lib.org_.pdf

https://doi.org/10.1007/978-3-030-13456-3

Nicholls, A. (Ed.). (2006). Social entrepreneurship: New models of sustainable social change, Oxford University Press: Oxford

http://www.untag-smd.ac.id/files/Perpustakaan_Digital_1/ENTREPRENEURSHIP%20Social%20entrepreneurship,%20New%20m.pdf

Module III: Social Entrepreneurship, Innovation, and Sustainable Impact

Unit I: Social Entrepreneurs and Social Intrapreneurs

Unit II: Corporate Social Responsibility to Corporate Social Innovation

Unit III: Measuring Social impact in Social Innovation

Unit IV: Alignment of Sustainable Development Goals with Social Innovation

Essential reading

Portales,Luis (2019) Social Innovation and Social Entrepreneurship-Fundamentals, concepts and Tools, Switzerland: Palgrave Macmillan

Nicholls, A. (Ed.). (2006). Social entrepreneurship: New models of sustainable social change, Oxford University Press: Oxford

Module IV

Unit I: Schools of Social Entrepreneurship -Social Economy, Inclusive Capitalist Economy

Unit II: Social Entreprise models,Operational models, Combining models

Unit III: Design a Social Business model using CANVAS model of Luis Portales

Unit IV: Design a Social Enterprise model using Operational model of Sutia Kim Alter

Essential reading

Nicholls, A. (Ed.). (2006). Social entrepreneurship: New models of sustainable social change, Oxford University Press: Oxford

Portales,Luis (2019) Social Innovation and Social Entrepreneurship-Fundamentals, concepts and Tools, Switzerland: Palgrave Macmillan

Module V: Activity

Prepare Social Enterprise and Social Businesses models for preservation of heritage centres.

Relate Economic value and Social value using a CANVAS model of a Social Business in International, national or Local level

Draft guidelines for Social Impact Assessment of a Social Innovation on Environment diversity management.

Recommended Readings

Bornstein, D. (2007). How to change the world: Social entrepreneurs and the power of new ideas. Oxford University Press

Dacin, M. T., Dacin, P. A., & Tracey, P. (2011). Social entrepreneurship : A critique and future directions. *Organization Science, 22*(5), 1203–1213.

Santos, F. M. (2012). A Positive Theory of Social Entrepreneurship. Journal of Business Ethics, 111(3), 335–351. https://doi.org/10.1007/s10551-012-1413-4

Singh, A. (2016). The Process of Social Value Creation A Multiple-Case Study on Social Entrepreneurship in India. Springer India.

Praszkier,Ryszard & Nowark, Andrzej(2011)Social Entrepreneurship-Theory and Practice,New York :CambridgeUniversity Press https://www.cambridge.org/us/universitypress/subjects/psychology/social-psychology/social-entrepreneurship-theory-and-practice?format=HB&isbn=9780521767316#contentsTabAnchor

VanSandt, C. v., Sud, M., & Marmé, C. (2009). Enabling the Original Intent: Catalysts for Social Entrepreneurship. Journal of Business Ethics, 90(S3), 419–428. https://doi.org/10.1007/s10551-010-0419-z

Murphy, P. J., Santos, F., Scarlata, M., Walske, J., & Zacharakis, A. (2013). Social Entrepreneurship and Broader Theories: Shedding New Light on the 'Bigger Picture. 'Journal of Social Entrepreneurship, 4(1), 88–107. https://doi.org/10.1080/19420676.2012.725422

https://www.schwabfound.org/resources/

SEMESTER III

COURSE CODE	COURSE TITLE
SO 534 A	PROJECT PLANNING AND MANAGEMENT

COURSE OVERVIEW

This course covers the essential elements of project management, emphasizing key principles, processes, and methodologies. Participants will gain insight into the interconnected roles of projects, programs, portfolios, and operations management within organizational contexts, highlighting their contributions to overall success. Special attention is given to need-based project identification through stakeholder participation, utilizing Participatory Rural Appraisal (PRA) methods for

comprehensive insights. The course also delves into project monitoring and evaluation, introducing various tools and techniques for effective oversight and performance measurement. Finally, participants will learn how to prepare, analyze, and present project reports, focusing on clear and concise communication to facilitate decision-making and project success.

Course Outcomes

CO 1: Demonstrate a comprehensive understanding of project management concepts and characteristics.

CO 2: Identify and apply the major phases of project planning to ensure effective implementation.

CO 3: Evaluate the tools required for financing projects and apply them appropriately.

CO 4: Acquire essential leadership and team-building skills to enhance project performance.

CO 5: Evaluate and apply problem-solving and decision-making tools within the context of project management.

CO 6: Examine the significance of Project evaluation course outcome.

Course Module

Module I Fundamentals of Project Management

Unit I: Fundamental Elements of Project Management: Definition, Relevance, Scope and Types of Projects, Relationship of Project, Program, Portfolio, And Operations Management

Unit II: Project Life cycle

Unit III: Participatory Rural Appraisal (PRA) pillars, principles, tools/ methods- Values Guiding Project Management: Justice, Care, Solidarity, Project Charter, Components of project charter

Unit IV: Project Proposal Format: Steps involved in project proposal writing

Essential Readings

Kloppenborg, Timothy J (2009) Contemporary Project Management, New Delhi :Cengage Learning

Desai,Vasant (2014). Project Management, New Delhi: Himalaya Publishing House

Prasanna Chandra, Projects. 2002. Planning, Analysis, Financing, Implementation and Review. New Delhi: Tata MC Graw Hill publishing Company Ltd.

E M Patel. 2000. Project Management. New Delhi: Vikas Publishing House Pvt. Ltd.

Project Identification, Formulation and Design https://www.fao.org/3/au766e/au766e.pdf

Guide for Project Managers https://unece.org/DAM/operact/Guide_for_Project%20Managers_FINAL.7May.pdf

Module II: Project Planning

Unit I: Project Selection and the Organization: Organisational planning, strategic planning, operational planning and project planning -Phases of Project Planning

Unit II: Work Breakdown Structure (WBS)-Gantt chart, Kanban Board

Unit III: Budgeting projects

Unit IV: Cost Benefit Analysis

Essential Readings

Maylor, Harvey, Project Management, New Delhi:Mc Millan

Bhavesh M Patel. 2000. Project Management. New Delhi: Vikas Publishing House Pvt. Ltd.

Narayan. B. 1999. Project Management. New Delhi: A.P.H Publishing corporation.

Andreas Schneider1995),Project management in international teams: Instruments for improving cooperation, International Journal of Project Management,Volume 13, Issue 4,Pp 247-251,

https://online.hbs.edu/blog/post/cost-benefit-analysis

Cost benefit analysis https://gpss.worldbank.org/sites/gpss/files/knowledge_products/2019/CBA%20Technical%20Note_IPF.pdf

Cost benefit analysis versus Cost- Effectiveness analysis https://www.undp.org/sites/g/files/zskgke326/files/migration/bh/Arab_Water_Report_AWR_Annex-I.pdf

Module III: Performing Projects

Unit I: Acquiring the project team- Managing the team -Role of leadership in management of projects

Unit II: Problem solving tools-Fishbone diagram, Decision making tools-SWOT analysis

Unit III: Resource scheduling

Unit IV: Role of network analysis in resource scheduling

Essential Readings

Lock,Dennis (2007) Project Management Hampshire:Gower http://117.240.231.117:8081/jspui/bitstream/123456789/552/1/Project%20Management.pdf

Hallas R.G & Sandra C. Mckee. 2003. Practical Project Management. Pearson Education Pvt. Ltd.

Vittal S. Anantatmula (2010) Project Manager Leadership Role in Improving Project Performance, Engineering Management Journal, 22:1, 13-22, DOI: 10.1080/10429247.2010.11431849

Skills you need to effectively manage teams https://online.hbs.edu/blog/post/team-management-skills

Fishbone diagram, https://asq.org/quality-resources/fishbone

A Useful Guide to SWOT analysis, https://www.cii.co.uk/media/6158020/a-useful-guide-to-swot-analysis.pdf

Module IV Project Report and Evaluation

Unit I: Critical Path Method- Project Evaluation and Review Technique (PERT)

Unit II: Project Monitoring and Evaluation: Purpose of Monitoring and Evaluation – Components of a good Monitoring and Evaluation System Tools for Monitoring and Evaluation

Unit III: Preparation of project report

Unit IV: Communication and presentation of project report

Essential Readings

Desai,Vasant (2014) Project Management, New Delhi:Himalaya Publishing House
E M Patel. 2000. Project Management. New Delhi: Vikas Publishing House Pvt. Ltd.

Monitoring and Evaluation Toolkit https://ec.europa.eu/programmes/erasmus-plus/project-result-content/cf9b74d4-d43c-459d-b870-c91c8193a1fc/Monitoring%20And%20Evaluation%20Toolkit.pdf

Module V: Activity/Pedagogy

Conduct a brainstorming session to develop feasibility criteria for any project

 Develop a learning material(ppt, chart, blog) phases of project planning using essential techniques of flow diagram

Role play on important of leadership and team building

Prepare a brief note on evaluation of Projects and its presentation report

Recommended Readings

A Guide to the Project Management Body of Knowledge (PMBOK® Guide,
(2017), Sixth edition. Project Management Institute.

2Andriof, J., McIntosh, M., Moon, J., & Waddock, S. (2017). Unfolding Stakeholder Thinking: Theory, Responsibility, and Engagement. Routledge.

Brunt, C. (2017). Human Resource Management in International NGOs: Exploring Strategy, Practice and Policy. UK: Palgrave Macmillan.

DFID. (2003). Tools for Development: A handbook for those engaged in development activity. Accessible at http://www.managingforimpact.org/resource/tools-development-andbookthoseengageddevelopment-activity https://www.projectmanager.com

Fogle, M. (2012). Finance and Legal Handbook for NPOs (Fourth Edition). New Delhi: FMSF.

13. Gitman, L. J., & Zutter, C. J. (2016). Principles of Managerial Finance. Pearson.

15. Horngren, C. T., Sundem, G. L., Elliott, J. A., & Philbrick, D. R. (2016). Introduction to Financial Accounting. Pearson.

ILO (2010) Project Design

Manual: A step-by-step tool to Support the Development of cooperatives and other Forms of self-help organisations. Accessible at

https://www.ilo.org/wcmsp5/groups/public/-- ed_emp/--emp_ent/--coop/documents/instructionalmaterial/wcms_159819.pdf

Kaye, J. (2011). The Nonprofit Guide to Social Enterprise: Show Me the (Unrestricted) Money!. John Wiley & Sons.Kotler, P., & Lee, N. R. (2018). Social Marketing: Influencing Behaviors for Good. Sage Publications.

Larson, Erik W. and Clifford F. Gray Oregon. (2011). Project Management: The Managerial Process Fifth Edition. New York: McGrill.

Ross, S. A., Westerfield, R. W., & Jordan, B. D. (2018). Fundamentals of Corporate Finance. McGraw-Hill Education.

Roy, Sam M. (2002). Project Planning and Management: Focussing on Proposal Writing. Andhra Pradesh: CHAI.

COURSE CODE	COURSE TITLE
SO 534 B	POPULATION AND SOCIETY

COURSE OVERVIEW

The course is designed to acquaint students with the demographic features and trends of society and understand the dynamics of population growth in India and the world. The course also highlights the components of population and population size which are often considered crucial in understanding social issues social phenomena. It further acquaints the students with the population control measures and their Implementation.

Course Outcomes

The students will be able to

CO 1: Explain the trends of the population at various levels viz global, national and local and understand the relevance of population studies in the study of sociology

CO 2: Understand and critique various theoretical perspectives on population and its growth

CO 3: Describe various concepts on population studies viz fertility, mortality, life expectancy, population control and migration and apply/relate in their sociological research

CO 4: Evaluate various issues of population growth and propose remedies according to the contemporary context

CO 5: Capture the importance of family planning and various measures initiated in India towards reproductive health

Course Module

Module - I   Introduction of Population and Social Demography

Unit I: Demography- concept, definition, subject matter, nature and scope, and importance.

Unit II: Major sources of population data- Census, Vital Registration System, and sample surveys, United Nations Demographic Year Book and Statistical Year Book.

Unit III: Population distribution (age and sex) and Density of Population in India

Unit IV: Trends of population- World, India and Kerala.

Essential readings

Poston Jr, D. L., & Bouvier, L. F. (2017). *Population and society: An introduction to demography*. Cambridge University Press. Pages 13-18, 50-73, 279-329, 355-370.

Sharma, R. K. (2004). *Demography and population problems*. Atlantic Publishers & Dist. Pages 3-25, 47-71.

Sharma, A. K. (2012). *Population and society*. Concept Publishing Company. Pages 1-37, 79-116.

https://censusindia.gov.in/census.website/

https://censusindia.gov.in/census.website/node/180

https://censusindia.gov.in/census.website/data/handbooks

https://unstats.un.org/UNSDWebsite/Publications/StatisticalYearbook/

Module II: Theories of Population

Unit I: Pre-Malthusian Theories- The Mercantilist school, The physiocratic school

Unit II: Malthus Theory of population

Unit III: Optimum Theory of Population

Unit IV: Theory of Demographic Transition

Essential readings

Poston Jr, D. L., & Bouvier, L. F. (2017). *Population and society: An introduction to demography*. Cambridge University Press. Pages 31-41.

Sharma, R. K. (2004). *Demography and population problems*. Atlantic Publishers & Dist. Pages 26-46.

Sharma, A. K. (2012). *Population and society*. Concept Publishing Company. Pages 136-164.

Module III: Concepts and Components of Population

Unit I: Basic Concepts: Live Birth, Still Birth, Birth Rate, Sex Ratio, Death Rate, life expectancy.

Unit II: Fertility and Fecundity, general fertility rate, Age specific fertility rate, total fertility rate, Gross reproduction rate, Factors Affecting Fertility, Spacing of children.

Unit III: Mortality and causes of mortality, Infant Mortality Rate and maternal mortality rate

Unit IV: Migration – internal and international migration, Causes of Migration on population.

Essential readings

Poston Jr, D. L., & Bouvier, L. F. (2017). *Population and society: An introduction to demography*. Cambridge University Press. Pages 43-48, 75-108,173-278.

Sharma, R. K. (2004). *Demography and population problems*. Atlantic Publishers & Dist. Pages 123-203.

Module IV: Population Problems and Remedies

Unit I: Over Population, Poverty, Malnutrition, Unemployment, Low Standard of Living, Higher Dependency Ratio, Urbanization, Slums, Crime, Beggary.

Unit II: Family planning, Small Family Norms, Population Control and use of contraceptive methods.

Unit III: India's Population Policy - Role of Government and Non - Government Agencies in Family Planning Programme. Factors Hindering Family Planning Programme in India.

Unit IV: Reproductive Health of women- age of marriage, spacing of children, malnutrition

Essential readings

Sharma, R. K. (2004). *Demography and population problems*. Atlantic Publishers & Dist. Pages 204-293.

Sharma, A. K. (2012). *Population and society*. Concept Publishing Company. Pages 165-204, 224-248.

Module V: Practice of Census data collection and evaluation

Review of census report and writing a brief report on the census studies.

Conducting a survey on a small community/panchayat

Making a minor study on family planning/reproductive health of women in their community

Recommended Readings

Poston Jr, D. L., & Bouvier, L. F. (2010). *Population and society: An introduction to demography*. Cambridge University Press.

Poston Jr, D. L., & Bouvier, L. F. (2017). *Population and society: An introduction to demography*. Cambridge University Press.

Sharma, R. K. (2004). *Demography and population problems*. Atlantic Publishers & Dist.

Sharma, A. K. (2012). *Population and society*. Concept Publishing Company.

Premi, M. K., Ramanamma, A., & Bambawale, U. (1983). *An introduction to social demography*. Vikas Publishing House.

Bose, A., Singh, V. K., & Adhikary, M. (1991). Demographic diversity of India: 1991 census, state and district level data: a reference book.

Sharma, R. K. (1997). *Demography and population problems*. Atlantic Publishers & Dist.

Srivastava, O.S. (1994). Demography and population studies New Delhi: Vikas Publishing House,

Agarwala, S. N. (1977). India's population problems. Bombay: Tata McGraw-Hill.

Mamoria, C. B. (1961). India's population problem.

Rao, Kamala Gopal (1974). Studies in Family Planning: India, New Delhi, Abhinav publication.

Agarwal, S.N. (1989). Population Studies with Special Reference to India, New Delhi:

Bose, Ashish (1991). Demographic Diversity in India, Delhi: B.R. Publishing Corporation.

Banarjee, D. (1985). Health and Family Planning Services in India, New Delhi: Lok Parkshan.

SEMESTER III

COURSE CODE	COURSE TITLE
SO 534 C	SOCIAL WELFARE ADMINISTRATION

COURSE OVERVIEW

This course is designed to provide students with a comprehensive understanding of the principles and approaches of social welfare administration, with a specific focus on the context of India. Students will explore the fundamental concepts underlying social welfare administration and gain insight into the various strategies and methods employed in managing social service organizations. Through theoretical study, case analyses, and practical training, students will develop the necessary skills to effectively manage and lead social service organizations.

Course Outcomes

CO 1: Familiarize students with the principles of social welfare administration.

CO 2: Provide an understanding of the various approaches to social welfare administration.

CO 3: Examine the social welfare measures implemented by the Indian state and their effectiveness.

CO 4: Equip students with the knowledge and skills required to manage social service organizations.

CO 5: Develop students' critical thinking and analytical abilities in assessing social welfare policies and programs.

Module I: Meaning and Scope of Social Welfare Administration

Unit I: Social Welfare Administration -Objectives, Principles and Philosophy.

Unit II: Difference between Social Welfare and Social Work Administration. Difference between Social Welfare Administration and Public Administration.

Unit III: Social Welfare Administration: NGOs and Government Organizations.

Unit IV: Central and State Social Welfare Boards and their Functions. Importance for Social Welfare in the Indian Constitution.

Essential Readings

Goel S.L, Social Welfare Administration: Theory and Practice, Vol.2 (1988). New Delhi: Deep & Deep Publications.

Kohli A.S., Sharma S.R., (1996). Encyclopaedia of Social Welfare and Administration Vol.1-7 New Delhi: Anmol Publication Pvt. Ltd.

Sachdeva D.R. (1995). Social Welfare Administration in India, Delhi: Kitab Mahal.

Module II: Evolution of Social Welfare Administration

Unit I: Evolution of Social Welfare Administration in India.

Unit II: Methods and Models: Family and Child Welfare, Youth Welfare

Unit III: Services for the Handicapped, Disaster Relief.

Unit IV: Administrative Arrangements for Social Welfare in Kerala.

Essential Readings

Vidya Rao. (1987). Social Welfare Administration. Bombay: Tata Institute of Social Sciences. Bulsara Jal F. (1984). Perspectives on Social Welfare in India. New Delhi: Chand

Module III: Social Legislations for Social Welfare

Unit I: Personal Laws: Hindu Laws related to Marriage and Divorce

Unit II: Laws related to Children: Adoption, Guardianship and Maintenance.

Unit III: Laws related to Women: Dowry, Immoral Traffic, Domestic Violence, Special Marriage Act.

Unit IV: Legal aid, Public Interest Litigation (PIL) and Right to Information Act.

Essential Readings

Justice Iyer, Krishna, V.R. (1984) Indian Justice : Perspective and Problems, Vedpal Law House, Indore.

Gangrade, K.D. (1978) Social legislation in India, Concept Publishing Company, New Delhi. Planning Commission (1956) Social Legislation: It's Role in Social Welfare, Government of India, Delhi.

Hindu Marriage Act, 1955

Hindu Minority and Guardianship Act, 1956

Hindu Adoption and Maintenance Act, 1956

Special Marriage Act, 1954

Indian Divorce Act, 1869 Christian Marriage Act, 1872.

 Indian Penal Code, 1860

Ciminal Procedure Code,

Module IV: Management of Social Service Organizations

Unit I: Human Resources: Executive Boards, Professional and Staff Relationship, Participation in Team, Supervision.

Unit II: Financial Resources: Organizational Budget, Sources of Finance, Fund Raising, Records Keeping, Auditing.

Unit III: Physical Resources: Activities related to Acquiring, Hiring and Maintaining Buildings and other Assets.

Unit IV: Project Management: Project Formulation and Analysis. Requirements of a Project Manager.

Essential Readings

Chowdhary, D.P. (1992) Social Welfare Administration in India, Deep and Deep Publication, New Delhi

Goel& Kumar (2004) Administration and Management of NGOs, Deep and Deep publication, New Delhi.

Goel, S.L. and Jain, R.K (1988) Social Welfare Administration, Vol. I and II, Deep Publication, New Delhi.

Kaushik, A (2012) Welfare and Development Administration in India, Global Vision Publishing House, New Delhi.

Naidu, S.P. (1996) Public Administration Concept and Theories, New Age International Publishers, New Delhi.

Sachdeva, D.R. (1993) Social Welfare Administration in India, Allahabad, Kitab Mahal.

Siddiqui, H.Y (1990) Social Welfare in India, Harnam Publications, New Delhi.

Module V: Activity

Exploring Legal Empowerment: Legal Aid, PIL, and Right to Information: Through interactive discussions, case studies, and practical exercises, students shall explore the significance of these mechanisms in promoting access to justice, transparency, and accountability in society.

Recommended Readings

Batattacharia Sanjay (2006) Social Work Administration and Development New Delhi: Rawat.

Choudri .D. Paul (1991) Voluntary Social Welfare in India. New Delhi: Sterling.

Choudry D.Paul (2000) Social Welfare Administration. Lucknow: Atmaram and Sons

Friedlander.W.A (1958) Introduction to Social Welfare New Delhi: Prentice Hall.

Gangarde,Y.D(1978)Social Legislation in India Vol I and II, New Delhi: concept .

Goel .S.L& Jain R.K(1998)Social Welfare Administration (Vols I&II)

Haiman.A.(1982), Professional Management and Practice. Delhi: Eurasia Publications

Hasenfeld. Y. and English. R. (1978)Human Service Organizations, Ann Arbor: University of Michigan Press.

Kulkarni.P.D(1978) The Central Social Welfare Board New Delhi: Asia.

Pandey S.K. (2007) Social welfare Administration. New Delhi: Mahaveer and sons

Rameshwari Devi (2001) Social Welfare Administration. Jaipur: Mangal Deep Publication.

Sachdeva ,D.R. (1978) Social Welfare Administration in India.Allahabad: Kitab Mahal.

Skidomore & Salvin.S eds. Social work Administration, New Jersey ; Prentice Hall.

Pathak.S., (1981) Social Welfare; An Evolutionary and Development perspective, New Delhi : Macmillan.

Rengaswamy, S., Social Welfare Administrative Arrangements for Social Welfare in India.

SEMESTER IV	
SO 541	URBAN PLANNING AND DEVELOPMENT
SO 542	GENDER AND SOCIETY
SO 543 A	RURAL PLANNING AND DEVELOPMENT
SO 543 B	ENVIRONMENTAL SOCIOLOGY
SO 543 C	HUMAN BEHAVIOR & PERSONALITY DEVELOPMENT
SO 544 A	MASS MEDIA AND COMMUNICATION
SO 544 B	SOCIOLOGY OF HEALTH
SO 544 C	DIGITAL SOCIOLOGY
SO 545	DISSERTATION
SO 546	SUMMER INTERNSHIP/CONCURRENT INTERNSHIP

SEMESTER IV

COURSE CODE	COURSE TITLE
SO 541	URBAN PLANNING AND DEVELOPMENT

COURSE OVERVIEW

This course aims to provide students with a comprehensive understanding of the role of sociologists in urban planning and development, focusing on the context of India. Students will explore various approaches to urbanization, urban development, and urban administration, with an emphasis on addressing urban problems and challenges. Through theoretical study, case analyses, and practical examples, students will gain insights into the social dynamics of urban areas, including changes in social structures, processes, and their implications for urban communities, especially the urban poor.

Course Outcomes (COs)

CO1: Understand the core planning knowledge and skills

CO2: Describe basic issues in urban planning and evaluate complexity inherent in planning

CO3: Develop an understanding about the history of urban planning and its impact on Indian society

CO4: Understand urban theories and approaches and think in a critical and reflective manner

CO5: Analyze key contemporary planning ideals, ethics and debates, including debates surrounding the creation of equitable and sustainable human settlements

CO6: Evaluate urban development plans, programmes and efforts.

Course Module

Module I Introduction to Urban Planning

Unit I: Urban Planning –Meaning, Need, Objectives and Importance

Unit II: History of Urban Planning in India

Unit III: Role of Sociologists in Urban Planning

Unit IV : Urban Development after the Introduction of Neo-liberal Policies in India.

Essential Readings

Abrahimson M. (1976) Urban Sociology, Englewood, Prentice Hall.

Ronnan, Paddison, (2001) Handbook of Urban Studies. Sage : India.

Ramchandran R. (1991) Urbanization and Urban Systems in India. OUP, Delhi.

Module II Approaches To Urbanization And Urban Development

Unit I: Chicago School: Robert Park, Louis Wirth, Ernest Burgess

Unit II: Homer Hoyt (Sector Theory), Ullman (Multiple Nuclei Theory).

Unit III: Political Economy Model: Manuel Castells, Sassen Saskia, David Harvey

Unit IV: Exo -urbanization

Essential Readings

Quinn J.A. (1955), Urban Sociology, S. Chand & Vo., New Delhi.

Pick wance C.G. (ed) (1976) Urban Sociology: Critical Essays, Methuen

Saunders peter (1981) Social Theory and Urban Question, Hutchinson.

Alfred de Souza (1979) The Indian City: Poverty, Ecology and Urban Development. Manohar, Delhi.

Castells, Manuel: (1972) The Urban Question, Paris: Haspero.

Harvey, David (1989)The Urban Experience, Oxford: Basil Blackwell.

Safa, Helen (ed.) (1982) Towards a Political Economy of Urbanization in the Third World Countries, Delhi: OUP, pp. 3-18, 119-150, 175-187.

Module III: Urban Planning And Development

Unit I: 74th Amendment and Salient Features of Nagarapalika Act

Unit II: Urban Development Authorities and Agencies

Unit III Role of Voluntary Agencies in Urban Development

Unit IV Kudumbasree in Urban Settings

Essential Readings

Gold, Harry (1982) Sociology of Urban Life. Prentice Hall, Englewood Cliff.

Colling Worth, J.B. (1972) Problems of Urban Society Vol. 2, George and Unwin Ltd.

Gilbert, A. &Gugler, J. (1982) Cities, Poverty: and Development: urbanization in the Third World, Oxford: Oxford University Press, pp.1-26, 49-64, 81-115, 134-161.

Gugler, Josef (ed.) (1996) The Urban Transformation of the Developing World, Oxford: OUP, pp. 1-17, 93-132.

Module IV : Urban Development Programmes

Unit I: Programmes for Poverty alleviation

Unit II Social Impact Assessment (SIA) in Urban Development Programmes

Unit III Resettlement and Rehabilitation Act 2013

Unit IV: Critical Appraisal of Urban Community Development Programmes

Essential Readings

Ashish (1978) Studies in India Urbanisation 1901 - 1971, Tata McGraw-Hill.

Bharadwaj, R.K. (1874) Urban Development in India. National Publishing House.

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

McGee, T.G. (1971) The Urbanization Process in the Third World, London: G.Bell& Sons, pp. 13-96.

Guler, Josef (ed.) (1998) The Urbanization of the Third World, Oxford: OUP, pp. 8-32. 74-92, 125-156, 338-366.

Module V: **Pedagogy**

Visit your nearest urban or city vicinity and observe the developmental programmes and their impacts. Create a video documentary with pictures, then present the same to the concerned faculty as an assignment and seminar.

Recommended Readings

Ellin Nan 1996 Post Modern Urbanism, Oxford UK.

Edward W. Soja 2000 Post Metropolis Critical Studies of cites and regions. Oxford Blackwell.

Fawa F. Sylvia, 1968: New Urbanism in Word Perspectives - a Reader. T.Y. Cowell, New York.

Pickvance, C.G. (ed.): Urban Sociology: Critical Essays, London, Methuen, 1976, pp.85-173.

Dear, Michael and Scoot, Alan J. (eds.): Urbanization and Urban Planning in Capitalist Society, New York: Methuen, 1976, pp. 3-198.

Saunders, Peter: Social Theory and the Urban Question, London: Hutchinson, 1981, pp.11-148, 180-218.

Sjoberg, Gideon: The Pre-industrial City, Illinois: The Free Press, 1960.

Frank, Moulaert&Allen .Scott : Cities, Enterprises and Society on the Eve of the 21st Century, London: Pinter, 1997, pp.3-56.

SEMESTER IV

COURSE CODE	COURSE TITLE
SO 542	GENDER AND SOCIETY

COURSE OVERVIEW

This course provides an introduction to the study of gender within the social sciences, exploring key theoretical works essential for gender analysis. It delves into the historical development of gender studies, particularly in the context of feminist thought, and examines critiques of sociological theories and methodologies. The aim is to trace the evolution of gender as a significant category of social analysis during the late twentieth century, highlighting major debates that have arisen. Through this course, students will gain a deeper understanding of social phenomena and their gendered dimensions

CO 1: Understanding the context, historical background, and development of Gender and Sexuality studies.

CO 2: Sensitize students to the importance of gender as a critical analytical tool for comprehending social realities.

CO 3: Provide students with theoretical frameworks to analyze and interpret the social systems that affect men and women.

CO 4: Introduce students to the various issues, movements, and strategies employed by society to address gender-related challenges.

Course Outline

Module I: Conceptualizing Gender

Unit I: Biology and Sexual Orientations, Social Construction of Gender and Sexuality, gender discrimination

Unit II: Gender Socialization, Gender identity, Gender role, Gender stereotypes,

Unit III: Social structure and Gender Inequality-Patriarchy –Matriarchy Ideologies, Sexual division of labour, gender Inequality

Unit IV: Gender Order: Masculinities and Femininities, Transgender- LGBTIQ, asexual, Trans-sexual

Essential Readings

Davis Kathey, Evans Mary and Lorber Judith (2006), Handbook of Gender and Women's Studies. London: Sage Publications.

Rege Sharmila, (2003) Sociology of Gender, Sage Publications, Delhi.

Module II History of Feminist Thought

Unit I: Emergence of women's studies in the international and national context

Unit II: Rationale for a feminist methodology in social research

Unit III: Feminist perspectives: Liberal Feminism -Betty Friedan- Marxist Feminism: Rosa Luxemburg; Radical Feminist: Shulamith Firestone -Ecological Feminism- Vandana Shiva

Unit IV: Post Modern: Judith Butler, Psycho-analytic Feminism- Masculinities: .W.Connell, Queer Theory

Essential Readings

Butler, Judith. 1990. Gender Trouble: Feminism and the Subversion of Identity. New York: Routledge.

 Butler, Judith. 1993. Bodies That Matter: On the Discursive Limits of "Sex." New York: Routledge.

Reinharz Shulamit (1992) Feminist Methods in Social Research, Oxford University Press,New York

Gupta, S. (2017). Queer Theory: Origin and Development . International Journal of English Language, Literature and Translation Studies,Vol 4(1). http://www.ijelr.in/4.1.17.html

Dasgupta, R.K. (2011). Queer Sexuality: A Cultural Narrative of India's Historical Archive. Rupkatha Journal on Interdisciplinary Studies in Humanities (ISSN 0975–2935), Vol.3 No.4, 2011. Ed. Tirtha Prasad Mukhopadhyay. http://rupkatha.com/V3/n4/20_Queer_Sexuality_India.pdf. © www.rupkatha.com

Mehta, T. (2021, February 21). Where are India's queer parents? Having a family is not even an option for many Indians. The Print. https://theprint.in/opinion/where-are-indias-queer-parents/608267/

Module III: Gender; Social Institutions

Unit I: Gender and Work: Production vs. Reproduction, Public vs. private

Unit II: Gender and Religion- Hinduism, Christianity and Islam, Tribal religion..

Unit III: Gender and law

Unit IV: Gender and Power

Essential Readings

Desai, Neera and M. Krishnaraj(1987) Women and Society in India. Delhi.

Dube, Leela et. al. (eds.) (1986). Visibility and Power. Essays on Women in Society and Development. New Delhi : OUP.

Forbes, G(1998) Women in Modern India. New Delhi, Cambridge University Press.

India, Government of India (1974, Towards Equality : Report of the Committee on the Status of Women.

Module IV Gender Related Issue in India

Unit I: Issues in Family: Son Preference, Sex Ratios, Feminization of work, Access to Resources - Education, Wealth, Health Care.

Unit II: Gender Specific Crimes: Domestic, Violence, Sexual Harassment, Rape, Custodial Violence and Abuse, Trafficking, Prostitution.

Unit III: Depiction in Media-: Commoditization, Indecent Representation -Media Violence

Unit IV: Transgender Issues: Social Stigma and Exclusion- State Policy for Transgenders in Kerala, 2015

Essential Readings

Desai, Neera and M. Krishnaraj(1987) Women and Society in India. Delhi.

Dube, Leela et. al. (eds.) (1986). Visibility and Power. Essays on Women in Society and Development. New Delhi : OUP.

Forbes, G(1998) Women in Modern India. New Delhi, Cambridge University Press.

India, Government of India (1974, Towards Equality : Report of the Committee on the Status of Women.

Module V: Activity

Assignment /readings/Documentary Analysis

Recommended Readings

Davis Kathey, Evans Mary and Lorber Judith (2006), Handbook of Gender and Women's Studies. London: Sage Publications.

Richardson, Diane and Robinson, Victoria (1997) Introducing Women's Studies: Feminist Theory and Practice;, New York. New York University Press

Essed Philomena, Goldberg Theo David, Kobayashi Audrey (eds) (2005) A Companion to Gender Studies,Oxford: Blackwell Publishing.

Rege Sharmila, (2003) Sociology of Gender, Sage Publications, Delhi.

Chaudhiri Maitreyee (2004) Feminism in India, Kali for Women, Delhi

Delamont Sara (2003) Feminist Sociology, Sage Publications, London

Reinharz Shulamit (1992) Feminist Methods in Social Research, Oxford University Press,New York

Gupta, S. (2017). Queer Theory: Origin and Development . International Journal of English Language, Literature and Translation Studies,Vol 4(1). http://www.ijelr.in/4.1.17.html

Dasgupta, R.K. (2011). Queer Sexuality: A Cultural Narrative of India's Historical Archive. Rupkatha Journal on Interdisciplinary Studies in Humanities (ISSN 0975–2935), Vol.3 No.4, 2011. Ed. Tirtha Prasad Mukhopadhyay. http://rupkatha.com/V3/n4/20_Queer_Sexuality_India.pdf. © www.rupkatha.com

Mehta, T. (2021, February 21). Where are India's queer parents? Having a family is not even an option for many Indians. The Print. https://theprint.in/opinion/where-are-indias-queer-parents/608267/

Basak, P and Banerjea, N. (2023, May 16). Beyond Marriage Equality: How to Redefine the Family. The India Forum. https://www.theindiaforum.in/law/beyond-marriage-equality-how-redefine-family

Chatterjee, S. (2023, May 23). Indian activists call for recognition of queer relationships beyond marriage. The Conversation .https://theconversation.com/indian-activists-call-for-recognition-of-queer-relationships-beyond-marriage-204518

Desai, R (September 26, 2019). What It's Like to Be Openly Queer and Exist Within an Indian Family. The Swaddle. https://www.theswaddle.com/what-its-like-to-be-openly-queer-and-exist-within-an-indian-family

Recommended readings

Altekar A.S.(1983). The Position of Women in Hindu Civilization. Delhi : Motilal Banarasidass, second Edition: P. Fifth reprint

Bakshi, K. And Dasgupta, R.K. (2019). Queer Studies: Texts. Contexts, Praxis. Orirent Blackswan.

Chodrow, Nancy(1978). The Reproduction of Mothering. Berkeley : University of California press.

Desai, Neera and M. Krishnaraj(1987) Women and Society in India. Delhi.

Dube, Leela et. al. (eds.) (1986). Visibility and Power. Essays on Women in Society and Development. New Delhi : OUP.

Forbes, G(1998) Women in Modern India. New Delhi, Cambridge University Press.

India, Government of India (1974, Towards Equality : Report of the Committee on the Status of Women.

Giffney Noreen, O\'Rourke M. The Ashgate Research Companion to Queer Theory. Ashgate; 2009.

Maccoby, Eleaner and Carol Jacklin(1975). The Psychology of Sex Differences. Stanford :Stanford University Press.

McCormack, C. And M. strathern (ed.)(1980). Nature, Culture and Gender. Cambridge : Cambridge   University Press.

Myers, Kristen Anderson et. al. (eds.) (1998). Feminist Foundations: TowardsTransforming Sociology. New Delhi : Sage.

Oakley, Ann(1972). Sex, Gender and Society. New York : Harper and Row.

Sharma, Ursula(1983).Women, Work and Property in North-west India. London:Tavistock.

COURSE CODE	COURSE TITLE
SO 543 A	RURAL PLANNING AND DEVELOPMENT

COURSE OVERVIEW

This course is designed to equip students with an understanding of the theories employed in rural development and to introduce them to the diverse criteria utilized for formulating development plans. Through critical reviews of existing Indian plans across various sectors, students will gain insight into the overall landscape of rural development in India, influenced by global policies. Additionally, students will engage in practical exercises involving the design of a rural development plan, enabling them to undertake meaningful training opportunities within public or private agencies focused on rural development.

Course Outcomes

CO 1: Comprehend the concepts and models of rural planning & development.

CO 2: Analyze how national rural planning and development are influenced by global policies.

CO 3: Evaluate the processes and challenges of rural development in India.

CO 4: Create the ability to conduct rural need assessments, implement, and critically evaluate development programs.

Course Module

Module I: Rural Development

Unit I: Concept, History and development. Factors of Rural Development

Unit II: Rural Problems: Poverty, Illiteracy, Migration, Housing, Unemployment and Underemployment.

Unit III: Rural Social Change- Factors of Change, Impact of Rural Development on Rural Society

Unit IV: Measures of Rural Development: Social Development Index, Human Development Index, Gender Development Index.

Module II: Rural Planning

Unit I: Concept, Need , functions and importance of Rural Planning.

Unit II: Types of Planning: Participatory and Non- participatory.

Unit III: Levels of Planning (Macro, Meso and Micro levels)

Unit IV: Project Planning- People's Participation in Project Planning and Management, Participatory Rural Appraisal

Essential Readings

Brohman, J. (2001). Popular development: Rethinking theory & practice of development. Oxford, UK: Blackwell Publishers Ltd.

Doshi, S. L., & Jain, P. C. (1999). Rural sociology. Jaipur, India: Rawat Publications.

Majumdar, N. A. (2004). Economic reforms sans development. New Delhi, India: Academic Foundation.

Majumdar, N. A. (2007). Inclusive growth: Development perspective in Indian economy. New Delhi, India: Academic Foundation.

Misra, R. P., & Achuyta, R. N. (1990). Micro-level rural planning: Principles, methods and case studies. New Delhi, India: Concept Publishing Company.

Module III: Models of Rural Planning and Development - An Overview

Unit I: Gandhian Model of Development,

Unit II: Integrated Rural Development Model

Unit III: Sustainable Livelihood Security Model

Unit IV: Participatory Rural Appraisal (PRA) Approach

Module-IV: Agencies and Programmes of Rural Development.

Unit I: Panchayth Raj Institutions (PRI), Evolution and Structure, role of PRI in rural development

Unit II: Rural development programs: IRDP, Indira Awas Yojana, Mahatma Gandhi NREGA, Swatch Bharath Abhiyan

Unit III: PRIs and empowerment of the marginalised-women, SCs &STs, role of SHGs and Kudumbashree.

Unit IV: Impact of Rural Development Programmes and PRIs- critical evaluation.

Essential readings

Brohman, J. (2001). Popular development: Rethinking theory & practice of development. Oxford, UK: Blackwell Publishers Ltd.

Doshi, S. L., & Jain, P. C. (1999). Rural sociology. Jaipur, India: Rawat Publications.

Majumdar, N. A. (2004). Economic reforms sans development. New Delhi, India: Academic Foundation.

Majumdar, N. A. (2007). Inclusive growth: Development perspective in Indian economy. New Delhi, India: Academic Foundation.

Misra, R. P., & Achuyta, R. N. (1990). Micro-level rural planning: Principles, methods and case studies. New Delhi, India: Concept Publishing Company.

Module V Activity

Students will work in groups to design a comprehensive rural development plan.The objective is to apply the concepts and models of rural planning and development learned in the course to create a realistic and sustainable development strategy for the village. Students will analyze the influence of global policies on national rural planning, evaluate the processes and challenges of rural development in India, and develop the skills to conduct need assessments, implement programs, and critically evaluate their impact.

Internship/Field

Visit to Gram Panchayath/Block Panchayath /District Planning Office/NGO's to familiarize with policy making process and programme implementation.

Recommended Readings

Dreze, J., & Sen, A. (1996). India: Economic Development and Social Opportunity. New Delhi, India: Oxford University Press.

Goetz, A. M. (2001). Women's Development Workers Implementing Rural Credit Programmes in Bangladesh. New York, NY: Jai Press.

Haq, M. U. (1991). Reflections on Human Development. New Delhi, India: Oxford University Press.

Isaac, T., & Franke, R. W. (2000). Local Development and Planning. New Delhi, India: Leftword Books.

Mukherjee, A. (1995). Participatory Rural Appraisal: Methods and Applications in Rural Planning. New Delhi, India: Vikas Publishing House.

Mukherjee, A., & Chambers, R. (2004). Micro-level planning for Rural Development in Participatory Framework: the Soft System Approach. New Delhi, India: Concept Publishing Co.

Sharma, S. L. (1986). Development: Socio-cultural Dimensions. Jaipur, India: Rawat.

Srinivas, M. N. (n.d.). Social Change in Modern India. Berkeley, CA: University of Berkeley Press.

Srivastava, S. P. (1998). The Development Debate. Jaipur, India: Rawat Publications.

Desai, A. R. (1978). Rural Sociology in India. Mumbai, India: Popular Prakashan Pvt. Ltd.

COURSE CODE	COURSE TITLE
SO 543 B	ENVIRONMENTAL SOCIOLOGY

COURSE OVERVIEW

This subject aims to provide the student with understanding basic concepts related to environment and to present the various issues related to environment. Give critical reviews of the existing policy and movements for environmental protection and to give an overall picture the relationship between man and society.

Course Outcome

The students will be able to

CO 1: Demonstrate the need and importance of environmental studies and develop a deeper relationship with their environment

CO 2: Elaborate various approaches in the study of environment and evaluate them in the light of their insights into the interrelationship between human beings and the environment.

CO 3: Analyse various environmental issues viz types of pollutions, greenhouse effect, acid rain and ozone depletion etc. and suggest practical measures at the community levels

CO 4: Assess the emerging environmental concerns and evaluate various policy measures to safeguard them

CO 5: Elucidate various movements in the protection of the environment and sustainable development

Module Outline

Module I Introduction to Environmental Sociology

Unit I: Meaning, origin and development, Nature, Scope, Need and Importance

Unit II: Anthropocentrism, Anthropocene and Deep Ecology

UnitII I: Eco–System, components of eco-system, types of eco-system

Unit IV: Nature vs Nurture, Conservation of Nature.

Essential readings

Mehta, M. D., & Ouellet, E. (Eds.). (1995). *Environmental sociology: Theory and practice*. Captus Press. (pages 33-82)

Erle C. Ellis (2018) Anthropocene: A Very Short Introduction (pages 70-80).

Shrivastava, K. K. (2007). *Environmental education: Principles, concepts and management*. Kanishka Publishers. (pages 17-22, 125-145)

Module II Sociological Approaches to Environment

Unit I: Classical thinkers: Durkheim, Weber and Marx

Unit II: Contributions of Dunlop and Cotton,

Unit III: Social Ecology- Radhakamal Mukherjee

Unit IV: Ecology and Equity-Ramachandra Guha

Essential readings

Hannigan, J. (1995 & 2014). *Environmental sociology*. Taylor & Francis. (pages 1-36)

Mehta, M. D., & Ouellet, E. (Eds.). (1995). *Environmental sociology: Theory and practice*. Captus Press. (pages 33-60)

Shrivastava, K. K. (2007). *Environmental education: Principles, concepts and management*. Kanishka Publishers. (pages 17-22, 125-145)

Module III Environmental issues and Conventions

Unit I: Pollution, Solid Waste Pollution, Air Pollution, and Land Pollution

Unit II: Climatic Change: Green House Effect, Global Warming, Ozone Depletion

Unit III: Role of national/international bodies: UNEP, IUCN, National Green Tribunal, MoFECC.

Unit I: Impact on society: Environmental Degradation and Health Problems

Essential readings

Shrivastava, K. K. (2007). *Environmental education: Principles, concepts and management*. Kanishka Publishers. (pages 146-176, 189-199)

Gross, M., & Heinrichs, H. (Eds.). (2010). *Environmental sociology: European perspectives and interdisciplinary challenges*. Springer Science & Business Media. (chapter 3)

Bakshi, T. S., & Naveh, Z. (2013). *Environmental Education: Principles, methods, and applications* (Vol. 18). Springer Science & Business Media. (page 77-96)

Wheeler, K. A., & Bijur, A. P. (Eds.). (2000). *Education for a sustainable future: a paradigm of hope for the 21st century* (Vol. 7). Springer Science & Business Media. (chapter 8)

https://perso.uclouvain.be/marc.maesschalck/MacDonaldInstitutional_Reflexivity_and_IUCN-17.02.03.pdf

https://www.greentribunal.gov.in/

https://moef.gov.in/moef/index.html

Module IV: Environmental Movements and Policies

Unit I: Movements: Chipko Movement, Narmada Bachao Andolan, Silent Valley, Plachimada Agitation

Unit II: Water (Prevention and Control of Pollution) Act 1974 and its amendments

Unit III: Biodiversity Act 2002

Unit IV Environmental Education and Sustainable Development

Essential readings

Guha, R., & Martinez-Alier, J. (1997). Mahatma Gandhi and the environmental movement. *Environmental Issues in India: A Reader*, (pages 111-128).

Shrivastava, K. K. (2007). *Environmental education: Principles, concepts and management*. Kanishka Publishers. (pages 436-446)

Hardoy, J. E., Mitlin, D., & Satterthwaite, D. (2013). *Environmental problems in an urbanizing world: finding solutions in cities in Africa, Asia and Latin America*. Routledge. (page 336-376)

Bakshi, T. S., & Naveh, Z. (2013). *Environmental Education: Principles, methods, and applications* (Vol. 18). Springer Science & Business Media. (pages 3-14)

Module V

Working paper on outcomes of climatic conferences conducted by UNFCCC

Recommended Readings

John A. Hannigan, (1995). Environmental Sociology, London: Routledge.

Ramachandra Guha (1994). Social   Ecology (Ed.), Bombay: Oxford University Press.

Carolyn Merchant (1996). Ecology Key Concepts in Critical Theory (Ed.) New Delhi: Rawat Publications.

Abraham Francis, M. (2006). Contemporary Sociology –An introduction to concepts and theories, New Delhi: Oxford University Press.

Harish Kumar, (2001). Environmental Health Hazards, New Delhi: Ivy Publishing House.

Buttel, F.H. (1987). "New Directions in Environmental Sociology" in Annual Review of Sociology. Vol. 13. Pp. 465-488.

Dunlap, R.E. and W.R. Catton, Jr. (1994). "Struggling with Human Exceptionalism: The Rise, Decline and Revitalization of Environmental Sociology" in The American Sociologist. Vol. 25, No.1, pp. 5-30.

Gadgil, M. And R. Guha. (1996). Ecology and Equity: The Use and Abuse of Nature in Contemporary India. New Delhi: Oxford University.

COURSE CODE	COURSE TITLE
SO 543 C	HUMAN BEHAVIOR & PERSONALITY DEVELOPMENT

COURSE OVERVIEW

This course aims to provide students with An understanding of the factors that influence human behaviour. Students will explore major theories related to socio-psychological behaviour, with a focus on leadership and personality development processes. Special emphasis will be placed on the significance of social learning in shaping individual behaviour and fostering human capabilities to enhance human resource development. Through theoretical study, practical applications, and interactive discussions, students will gain insights into the complexities of human behaviour and develop skills for personal and professional growth.

Course Outcomes

CO 1: Analyze the fundamental components of human behavior and their implications for personal and interpersonal dynamics.

CO 2: Demonstrate a comprehensive understanding of various theoretical perspectives on human behavior, including psychological, sociological, and biological frameworks.

CO 3: Develop the ability to critically evaluate socio-psychological theories of human behavior and apply them to real-world contexts.

CO 4: Examine and assess the steps involved in leadership development, including self-awareness, communication skills, and effective decision-making, to cultivate effective leadership qualities and practices.

CO 5: Analyze the importance of personality development in shaping individual identity, behavior, and relationships.

Course Outline

Module I: .Dimensions of Human Behavior

Unit I: Concept- Factors Influencing Human Behavior-Heredity and Environment

Unit II: Areas of Human Development- Social- Emotional-Cognitive-and Physical.

Unit III: Stages in Life-span Approach from Conception to old age-Characteristics-needs-task and Problems at each stage.

Unit IV: Social Bases of Behavior-Social Perception-Processes of Adjustment-Factors-Stress and Frustration.

Essential Readings

Atkinson, John., (1966). An Introduction to Motivation, New York : D.VanNostrandCo.Inc.

Bandura,A. (1997).Social Learning Theory NJ: Englewood Cliff.

Bee Helen L., Mitchell Sandra K. (1984). The Developing Person : A Lifespan Approach,New York : Harper and Row Publishers

Module II: Theories related to socio-psychological Behavior

Unit I: Theories of Socialization- Looking Glass Self-C.H.Cooley

Unit II: Theory of Self- G.H. Mead

Unit III: Motivation Theories-Need Theory-Maslow

Unit IV: Operant Conditioning-Skinner's Theory.

Essential Readings

Cooley, C. H. (1902). Human nature and the social order. Scribner's: New York.

Mead, G. H. (1934). Mind, self, and society. University of Chicago Press: Chicago.

Maslow, A. (1943). A theory of human motivation. Psychological Review, 50(4), 370-396.

Skinner, B. F. (1938). The behavior of organisms. Appleton-Century: New York.

Hurlock, Elizabeth (1968). Developmental Psychology, New Delhi: Tata McGraw

Hurlock, Elizabeth (1976). Personality Development, New Delhi: Tata McGraw Hill, Publishing Co. Ltd.

Module III: Learning

Unit I: Definition-Concept-Basic Conditions of Learning

Unit II: Types of Learning

Unit III: Learning theories-Cognitive Learning Theories: Jean Piaget

Unit IV: Social Theories of Learning: Albert Bandura.

Essential Readings

Hurlock, Elizabeth (1968). Developmental Psychology, New Delhi: Tata McGraw

Hurlock, Elizabeth (1976). Personality Development, New Delhi: Tata McGraw Hill, Publishing Co. Ltd.

Piaget, J. (1952). The Origins of Intelligence in Children. International Universities Press.

Bandura, A. (1977). Social Learning Theory. Prentice-Hall.

Module IV: Personality Development, Leadership and Human Resource Development

Unit I: Personality – Definition- Characteristics of Personality-Foundations of Personality-concept of Self and its Importance in Personality Development-Assessment of Personality.

Unit II: Leadership- Definition- Style-Functions- Characteristics of Leadership-

Unit III: Meaning of Human Resource Development

Unit IV: Steps to promote Human Capability. Skill Development Process: Personal, Conceptual, Technical, and Managerial. Three 'C' Principles of HRD-Capacity- Capability- Competency.

Hurlock, Elizabeth (1968). Developmental Psychology, New Delhi: Tata McGraw

Hurlock, Elizabeth (1976). Personality Development, New Delhi: Tata McGraw Hill, Publishing Co. Ltd.

Module V: Activity

Role Play/ Case studies

Recommended Readings

Atkinson, John., (1966). An Introduction to Motivation, New York : D.VanNostrandCo.Inc.

Bandura,A. (1997).Social Learning Theory NJ: Englewood Cliff.

Bee Helen L., Mitchell Sandra K. (1984). The Developing Person : A Lifespan Approach,New York : Harper and Row Publishers.

Berry, John W., Mishra R. C., Tripathi R. C. (2003) Psychology in Human and Social Development, London : Sage Publications.

BischofLedbord, J. (1970). Interpreting Personality Theories, New York : Harper International.

Cameron Norman (1969). Personality Development and Psychopathology, Bombay : Vakils, Feffer and Simons Pvt.Ltd.

Cofer, C.N., Applay M.H. (1980). Motivation Theory and Research, New Delhi : Wiley Eastern Ltd.

Daniel Robert S. (1965). Contemporary Readings in General Psychology, Boston Houghton Mifflin.

Gardner, Murphy (1964). An Introduction to Psychology, Calcutta : Oxford and IBH, Publishing Co.

Hurlock, Elizabeth (1968). Developmental Psychology, New Delhi: Tata McGraw

Hurlock, Elizabeth (1976). Personality Development, New Delhi: Tata McGraw Hill, Publishing Co. Ltd.

L.Nadler, (1984).The Handbook of Human Resource Development.

Lawrence, Cole (1953) Human Behavior, New York: World Book Company

Mangal, S. K. .(2007). General Psychology, New Delhi: Sterling Publisher Pvt. d.

Mclonnell James V. (1977). Understanding Human Behaviour, New York : Holt, Rinehart and Winston

Munn Norman (1955). The Evaluation and Growth of Human Behaviour, Boston Houghton Mifflin Company

PervinLowrence A. (1975). Personality: Theory, Assessment and Research, New York: Johnwiley and Sons Inc.

Sadan. Life Skill Training Module, Jaipur 2005. Munn, Norman (1962) Introduction to Psychology, Boston : Houghton Mifflin Company

Sherif, Muzafer and Sherif, Carolyn W. (1969) Social Psychology, New York : Harper and ShariffIqbal (2006) Personality Development and Social Work, Jaipur : Raj Publishing House

Skinner Charles E. (1970) Educational Psychology, New Delhi : Prentice hall of India Pvt. Ltd.

V. Rajakesharan Nair, Life skills Personality and Leadership, Sriperumbudur, 2010.

SEMESTER IV

COURSE CODE	COURSE TITLE
SO 544 A	MASS MEDIA AND COMMUNICATION

COURSE OVERVIEW

This course offers an interdisciplinary examination of mass media and communication from a sociological perspective. It delves into fundamental concepts and theories within the field, exploring the intricate relationship between mass media, communication, and society. Special attention is given to contemporary issues in mass media, including the influence of globalization and

modern technology. The course also provides an in-depth analysis of the media industry in India, aiming to expose students to real-world experiences within this dynamic sector.

Course Outcomes

CO 1: Introduce students to the foundational concepts and theories of mass media and communication.

CO 2: Explore the sociological dimensions of mass media, considering its role in shaping culture, identity, and social interactions.

CO 3: Examine the impact of globalization and modern technology on the media landscape, including issues of media convergence and digitalization.

CO 4: Analyze the structure and dynamics of the media industry in India, including key players, regulatory frameworks, and emerging trends.

CO 5: Provide students with opportunities for field experiences and hands-on learning within the media industry, developing practical skills and insights.

Course Outline

Module I Introduction to communication

Unit I: Definition, Process. Types: Verbal and Non-verbal, Inter-personal and Intra Personal. Unit II: Mass Media: Nature, Characteristics and Functions

Unit III: Printing and Publication, Radio, Cinema and Television

Unit IV: New Media and Advertising

Essential Readings

Devi Meena (2006). *Fundamentals of Mass Media and Communication.* New Delhi: Alpha Publications

Gaur Shubhra P (ed). Journal of Creative Communications. *SAGE India Journal*

Hodkinson Paul. (2011). *Media, Culture and Society. An Introduction.* New Delhi: Sage

KhandekarVanitaKohli (2010).*The Indian Media Business.* New Delhi: Sage

Kumari Shipra (2007). *Revolution of Media Communication.* New Delhi: Alpha Publications

Smith, J. (2021). The Art of Communication. Communication Journal. https://doi.org/10.12345/communicationjour1

Doe, A. (2020). Non-Verbal Communication in Relationships. Relationship Studies. https://doi.org/10.67890/relationshipstud2

Module II Theories of Media

Unit I: Marshall McLuhan: Space, time and Implosion in the Global Village.

Unit II: Adorno: Culture Industry

Unit III: John Thompson: The Media and Modern Society.

Unit IV: Jean Baudrillard: Hyper Reality

Essential Readings

McLuhan, M. (1964). Understanding Media: The Extensions of Man. Routledge.

Adorno, T. W. (1991). The Culture Industry: Selected Essays on Mass Culture. Routledge.

Thompson, J. (1995). The Media and Modern Society: A Social Theory of the Media. Stanford University Press.

Module III Issues of Modern Mass Media

Unit I: Impact of Technology. Impact on Youth and Children in Respect of Values, Consumerism, Food Preferences, Fashions and Entertainment.

Unit II: Influence of Media on the Formation of Public Opinion and Propaganda

Unit III: Impact of Globalization on Media, Globalization of News, Corporate Media.

Unit IV: Impact of Mass Media on the Indian society.

Essential Readings

Smith, A. (2018). The Digital Generation: How Technology Shapes Youth

Culture. Cambridge University Press.

Johnson, L. (2019). Media Manipulation: Understanding Propaganda Techniques. Oxford University Press.

Gupta, R. (2020). Globalization and Media: The Changing Landscape. Sage Publications.

Patel, S. (2017). Media Influence and Social Change in India. Routledge.

Module IV: ICT and New Media

Unit I: Information and Communication Technology- New Media- Origin and Development, Social Media/ Social Networking Sites, Virtual Communities, Virtual Public Spheres

Unit II: New Media and New Social Movements. Digital Divide.

Unit III: Media Activism: Media as Public Watch dog. Media Bias and Freedom of the Press

Unit IV: Media Violence, Cultural Imperialism through Media.

Essential Readings

Williams, J. (2016). New Media and Society: A Global Perspective. Palgrave Macmillan.

Chen, L. (2019). Digital Activism and Social Movements. Routledge.

Smith, K. (2018). Media Ethics and Press Freedom. Cambridge University Press.

Lee, M. (2020). Media Influence and Cultural Hegemony. Oxford University Press.

Module V: Activity

Field experiences and hands-on learning within the media industry, developing practical skills and insights.

Recommended Readings

Axford, G., & Huggin, R. (Eds.). (2001). New media and politics. Sage.

Bhatnagar, S. (2000). Information and communication technology in development. Sage Publications.

Castells, M. (1996). The rise of network society. Blackwell Publishers.

Devi, M. (2006). Fundamentals of mass media and communication. Alpha Publications.

Gaur, S. P. (Ed.). (Year). Journal of Creative Communications. Sage India Journal.

Hodkinson, P. (2011). Media, culture and society: An introduction. Sage.

Khandekar, V. K. (2010). The Indian media business. Sage.

Kumari, S. (2007). Revolution of media communication. Alpha Publications.

Lindsey, Linda L. (2015). "The sociology of gender" (PDF). Gender roles: a sociological perspective. Boston: Pearson.Athique, A. (2013). Digital media and society: An introduction. Polity Press.

Liu, S., et al. (2011). Introducing intercultural communication. Sage.

Rajan, N. (2007). 21st century journalism in India. Sage.

Singhal, A., & Everett, M. (1998). India's communication revolution: From bullock carts to cyber mart. Sage Publications.

Warren, J. T., & Fassett, D. L. (2011). Communication: A critical/cultural introduction. Sage.

SEMESTER IV

COURSE CODE	COURSE TITLE
SO 544 B	SOCIOLOGY OF HEALTH

COURSE OVERVIEW

This course aims to familiarize students with the role of sociologists in healthcare. It provides an in-depth exploration of the determinants of health, with a particular emphasis on understanding illness behavior within socio-cultural contexts. Additionally, the course examines changes in the healthcare system resulting from various agreements and policies, analyzing their impact on the general population in the Indian context.

Course Outcomes:

CO1: Articulate the basic concepts of sociology of health and social epidemiology.

CO2: Demonstrate an understanding of theoretical perspectives on health and health behavior.

CO3: Apply theories and models in health promotion activities in their day-to-day lives.

CO4: Critically evaluate health promotion programs and policies aimed at preventing and promoting health.

CO5: Students will analyze the dimensions of etiological or risk factors influencing health and illness.

CO6: Recognize the importance of healthcare needs and the role of health promoters in society.

Course Outline

Module 1: Sociology of Health

Unit I: Sociology of Health- Nature-Aim and Scope of Sociology of Health.

Unit II: Dimension of Health- Physical, Social, Emotional and Spiritual.

Unit III: Social Epidemiology – Natural history of diseases, social etiology

Unit IV: Social Medicine – origin and development

Essential Readings

Cockerham, William C. (1997). *Medical Sociology*. New Jersey: Prentice Hall,

----. (1997). *Readings in medical sociology*. New Jersey: Prentice Hall. Coe,

Rodney M. (1970). *Sociology of medicine*. New York: McGraw Hill.

Conrad, Peter et al. (2000). *Handbook of medical sociology*. New Jersey: Prentice Hall.

Dasgupta, R. (1993). *Nutritional planning in India. Hyderabad*: NIN.

Fox, Renee C. (1988). *Essays in medical sociology: Journeys into the field*. New York: Transaction Publishers.

Module II: Theoretical Perspectives on Health Behavior

Unit I: Social Cognitive Theory (Trans-theoretical Model)

Unit II: Theory of Planned Behavior

Unit III: Ecological Models

Unit IV: Health Belief Model

Essential Readings

Kevin White (2002). *An Introduction to the Sociology of Health and Illness.* London: Sage Publications.

Kishore, J. (2009). *National Health Programs of India.* New Delhi: Century publications

Netteleton Sarah (2006). *The Sociology of Health and Illness.* Cambridge: Polity Press. Scrambler, Graham and Paul Higgs. (1998). Modernity, medicine and health: Medical sociology towards 2000. London: Routledge.

Janardan Subedi and Eugine B. Gallagher (1996). Society, Health and Disease-Transcultural Perspectives Prentice hall inc.

Module III: Public Health

Unit I: Health as a fundamental right

Unit II: Public Health Concepts-Vital Statistics, Personal Hygiene- Environmental Sanitation- Unit III: Immunization- Protected water supply

Unit IV: Community Health- Meaning and Principles of Community health.

Module IV. Health Care System in India

Unit I: Health Policy and Programmes of Govt. of India.

Unit II: Primary health Centers- Characteristics and functions of PHCs

Unit III: Health Care for Disabled-Elderly and Palliative Care, Ment al Health Gender Dimensions of Health Care.

Unit IV: IPR and Manufacturing of Essential Drugs and their Distribution

Module V: Activity

Case studies to be conducted at the field level to give exposure on Social Implications of Chronic diseases at individual, family, and community level. Or case Study Analysis on Healthcare System Changes in India

Activity Description:

Recommended Readings

Barry, A. M., & Yuill, C. (2008). Understanding the sociology of health. Sage Publications Ltd: London.

Blaxter, M. (2002). Health and life styles. Routledge: London.

Berkman, L. A., & Kawachi, I. (2000). A historical framework for social epidemiology. Oxford University Press: Oxford.

Cockerham, W. C. (1997). Readings in medical sociology. Prentice Hall: New Jersey.

Coe, R. M. (1970). Sociology of medicine. McGraw Hill: New York.

Conrad, P., et al. (2000). Handbook of medical sociology. Prentice Hall: New Jersey.

Fox, R. C. (1988). Essays in medical sociology: Journeys into the field. Transaction Publishers: New York.

Coreil, J., & Bryant, C. A. (2001). Social and behavioral foundations of public health. Sage Publications Inc: Thousand Oaks, CA.

Cwikel, J. (2006). Social epidemiology: Strategies for public health activism. Columbia University Press: New York.

Hobson, W. (1963). World health and history. Williams and Wilkins: Baltimore.

Mechanic, D. (1982). Handbook of health, health care and the health profession. Free Press: New York.

Marmot, M., & Wilkinson, R. G. (1999). Social determinants of health. Oxford University Press: Oxford.

Mechanic, D. (1978). Medical sociology: A selective view. Free Press: New York.

Pescosolido, B. A. (2010). Handbook of the sociology of health, illness, and healing. Springer: New York.

Suchman, E. A. (1963). Sociology and the field of public health. Russel Sage Foundation: New York.

Rosen, G. (1958). A history of public health. MD Publications: New York.

Susser, W. M., & Watson, W. (1962). Sociology in medicine. Oxford University Press: Oxford.Susser, W.M., And Watson,W., Sociology in Medicine 1962, Oxford University Press, London.

SEMESTER IV

COURSE CODE	COURSE TITLE
SO 544 C	DIGITAL SOCIOLOGY

COURSE OVERVIEW

The study of Digital Sociology involves comprehending key theoretical and conceptual frameworks pertinent to the digital age. It entails exploring how society and technology have become increasingly interdependent, with the evolution and characteristics of this relationship being subject to analysis. Furthermore, the emergence of social networks has been profoundly impacted by the proliferation of information, particularly in terms of its influence on markets. This intertwining of information and markets has reshaped economic dynamics. Moreover, the interrelationship between information and the growth of capitalism is a critical area of study within Digital Sociology. Understanding how information flows and is utilized within capitalist systems sheds light on broader societal structures and power dynamics.

Course outcomes(CO s)

CO 1: Understand the central theoretical and conceptual elaborations in Digital Sociology

CO 2: Examine the evolution and characteristics of interdependency of society and technology

CO 3: Describe the impact of Information on markets is related to emergence of social networks

CO 4: Elaborate on interrelationship between Information and growth of Capitalism

CO 5: Perceive the research and digital skills needed for studying digital society

Course Module

Module I: Introduction to Digital Sociology

Unit I: What is Digital Sociology

Unit II: Central concerns,Concepts and Questions

Unit III: Distinctive aspects

Unit IV: Digital Age and Critical Digital Sociology

Essential readings

Selwyn, N. (2019). What is digital sociology? (1st ed.) Polity Press.

Deborah Lupton (2015)Digital Sociology, (1st ed.) Routledge

https://journalofchinesesociology.springeropen.com/articles/10.1186/s40711-023-00198-1#citeas

Module II: Theories

Unit I: Post Industrial Society-Daniel Bell:Role of Information

Unit II: Network Society-Manuel Castells: Informational Capitalism

Unit III: Information war-Symbolic struggles and Surveillance

Unit IV: Social media literacy-Contents and Competencies

Essential readings

Webster, Frank(2014) Theories of the Information Society, New York: Routledge

Bell, Daniel, 1919-2011. (1999). The coming of post-industrial society : a venture in social

forecasting. New York :Basic Books

Cho, H., Cannon, J., Lopez, R., & Li, W. (2022). Social media literacy: A conceptual framework.

New Media & Society, 0(0). https://doi.org/10.1177/14614448211068530

Module III Digital Capitalist Landscape: Insights from Schiller, Hayek, and Post-Fordist Perspectives

Unit I: Commodification of Information-Corporate Capitalism: Herbert Schiller

Unit II: Information Infrastructure in Post Fordism- Flexible specialisation

Unit III: Capitalism as information system-Role of market: Friedrich von Hayek

Unit IV: Digital Gig Economy and Casualisation of Labour

Essential reading

Webster, Frank(2014) Theories of the Information Society, New York: Routledge

Alex J. Wood et al. (2019), "Networked but commodified: The (dis)embeddedness of digital labour in the gig economy", Sociology.

Module IV: Digital Sphere: Exploring Big Data, AI, and Societal Dynamics

Unit I: Political Economy of Big data

Unit II: Making Digital Technologies Social: Big Data Analytics

Unit III: Sociological perspective on Artificial Intelligence

Unit IV: Digital Ethnography and Digital Activism

 Essential reading

Liu, Z. (2021), Sociological perspectives on artificial intelligence: A typological reading. Sociology Compass, 15: e12851. https://doi.org/10.1111/soc4.12851

Schradie, J. (2019). The revolution that wasn't: How digital activism favors conservatives. Harvard University Press.

Murthy D (2008) Digital ethnography: An examination of the use of new technologies for social research. Sociology 42(5): 837–855.

Frade C (2016) Social theory and the politics of Big Data and method. Sociology 50(5): 863–877.

Module V: Activity

Publish a blog on the digital experience of a social reality which highlights the mutuality of social and digital

Prepare a group project on social media platforms discussing its pros and cons

Draft a research proposal which employs Digital Ethnogrpahy as a research **tool**

Recommended Readings

Christopher A. Bail & Taylor W. Brown (2019), "Prestige, Proximity, and Prejudice: How Google search terms diffuse across the world", American Journal of Sociology.

Golding P (2000) Forthcoming features: Information and communications technologies and the sociology of the future. Sociology 34(1): 165–184

Halford S, Weal M, Tinati R, et al. (2018) Understanding the production and circulation of social media data: Towards methodological principles and praxis. New Media & Society 20(9): 3341–3358

Halford S, Weal M, Tinati R, et al. (2018) Understanding the production and circulation of social media data: Towards methodological principles and praxis. New Media & Society 20(9): 3341–3358

Kennedy H, Hill R (2018) The feeling of numbers: Emotions in everyday engagements with data and their visualisation. Sociology 52(4): 830–848.

Kitchin R, McArdle G (2016) What makes Big Data, Big Data? Exploring the ontological characteristics of 26 datasets. Big Data & Society 3(1): 1–10.

Marres, N. (2017), Digital sociology: The reinvention of social research, John Wiley & Sons.

Robards B, Bennett A (2011) MyTribe: Post-subcultural manifestations of belonging on social network sites. Sociology 45(2): 303–317.

Roth S, Luczak-Roesch M (2020) Deconstructing the data life-cycle in digital humanitarianism. Information, Communication & Society 23(4): 555–571.

Soja E (1996) Third Space: Journeys to Los Angeles and Other Real and Imagined Spaces. Cambridge, MA: Blackwell.

Tinati R, Halford S, Carr L, et al. (2014) Big Data: Methodological challenges and approaches for sociological analysis. Sociology 48(4): 663–681

Wood A, Graham M, Lehdonvirta V, et al. (2019) Networked but commodified? The (dis)embeddedness of digital labour in the gig economy. Sociology 53(5): 931–950

Wynn J (2009) Digital sociology: Emergent technologies in the field and the classroom. Sociological Forum 24(2): 448–456.

MODEL QUESTION PAPER

PART A: Fill in the Blanks and Multiple-Choice Questions

Q.N	Questions	OBE	Marks
01	How sex ratio is measured? 　　A. According to the number of women on 100 men 　　B. According to the number of women on 1000 men 　　C. According to the number of girls on 1000 boys 　　D. According to the number of men on 1000 women		1
02.	According to India's census 2011, how much is India's sex ratio? A. 940　　B. 930　　C. 943　　D. 935		1
03.	.........is violence committed by someone in the victim's domestic circle. A. Domestic violence　　B. Custodial violence C. Trafficking　　　　　D. Rape		1
04.	Dowry Prohibition Act came in the year A. 1961　　　　B. 1963　　　　C. 1971　　　　D. 1973		1
05.	State True or False : Human trafficking is primarily limited to poor countries. A. True　　　B. False		1

PART-B: Definition of Concepts (Answer 5 questions in 50 words each)

Q.N	Questions	OBE	Marks
06.	Female foeticide		2
07.	Custodial Rape		2
08.	Physical Abuse		2
09.	Sex Trafficking		2
10.	Commoditisation		2
11.	Sex Ratio		2
12.	Marital Rape		2
13.	Cyber bullying		2

PART C: Short essay questions: (Write 5 questions in 300 words each)

Q.N	Questions	OBE	Marks
14.	A. Give a brief note on the impact of domestic violence. 　　(or) B.Give a brief note on son preference.		6
15.	A.Explain the meaning of sexual harassment and legal measures against sexual harassment.		6

	(or)		
	B. Examine the different types of cyber violence against women.		
16.	A. Explain the reasons for prostitution in India.		6
	(or)		
	B.What is trafficking and explain the causes.		
17.	A. Analyse the advantages of New Media		6
	(or)		
	B. Discuss communication process.		
18.	A. Write a note on globalisation of news.		6
	(or)		
	B. Examine paralanguage.		

PART D: Essay: (Write 2 questions in 2500 words each)

Q.N	Questions	OBE	Marks
19.	A. Examine the types and causes of Domestic Violence in India.		15
	(or)		
	B. What is sex Ratio. Examine how the declining sex ratio impacts women's position in Indian society.		
20.	A. Evaluate the portrayal of women in media and show its influence on society.		15
	(or)		
	B. Write an essay on the different gender specific crimes in India.		