

# **VIMALA COLLEGE (AUTONOMOUS) THRISSUR**



## **B.A. DEGREE PROGRAMME IN SOCIOLOGY**

**UNDER CHOICE BASED CREDIT AND SEMESTER SYSTEM  
(CBCSSUG 2019)**

**SCHEME AND SYLLABUS**

**2019 ADMISSION ONWARDS**

**LIST OF CORE COURSES FOR B.A. PROGRAMME IN SOCIOLOGY SINGLE  
MAIN PROGRAMME (PATTERN I) AND SDE**

**CORE COURSES**

**SEMESTER I (First Year)**

SGY1B01: BASICS OF SOCIOLOGY

Hrs. /Week: 6. No. of credits: 4

**SEMESTER II (First Year)**

SGY2B02: INDIAN SOCIETY: STRUCTURE AND TRANSFORMATION

Hrs. /Week: 6. No. of credits: 4

**SEMESTER III (Second Year)**

SGY3B03: SOCIOLOGICAL THEORY: AN INTRODUCTION

Hrs. /Week: 4. No. of credits: 4

SGY3B04: SOCIAL STRATIFICATION AND INEQUALITY

Hrs. /Week: 5. No. of credits: 4

**SEMESTER IV (Second Year)**

SGY4B05: INTRODUCTION TO SOCIAL RESEARCH

Hrs./Week: 5. No. of credits: 4

SGY4B06: SOCIOLOGY OF KERALAM

Hrs. /week: 4. No. of credits: 4

**SEMESTER V (Third Year)**

SGY5B07: SOCIAL ANTHROPOLOGY

Hrs. /Week: 6. No. of credits: 5

SGY5B08: SOCIOLOGY OF RURAL AND URBAN SOCIETIES

Hrs. /Week: 5. No. of credits: 4

SGY5B09: WOMEN IN CONTEMPORARY SOCIETY

SGY5B10: ENVIRONMENT AND SOCIETY

Hrs. /Week: 5. No. of credits: 4

#### SEMESTER VI (Third Year)

SGY6B11: INVITATION TO SOCIOLOGICAL THEORY

Hrs. /Week: 5. No. of credits: 4

SGY6B12: SOCIAL PSYCHOLOGY

Hrs. /Week: 5. No. of credits: 4

SGY6B13: POPULATION STUDIES

Hrs. /Week: 4. No. of credits: 4

SGY6B14: POLITICAL SOCIOLOGY

Hrs. /Week: 4. No. of credits: 4

#### ELECTIVE CORE COURSE (Choose any one)

1) SGY6B15: LIFE SKILL EDUCATION

Hrs. /Week: 4. No. of credits: 4

2) SGY6B16: SOCIAL INFORMATICS

Hrs. /Week: 4. No. of credits: 4

3) SGY6B17: MASS MEDIA AND SOCIETY

Hrs. /Week: 4. No. of credits: 4

#### SEMESTER V & VI (Third Year)

SGY6B18: PROJECT WORK / SGY6B19 PROJECT: PLANNING AND MANAGEMENT

Hrs. /Week: 2 each in 5th and 6th Semesters. No. of credits: 2

## **SGY1B01: BASICS OF SOCIOLOGY**

Hrs. /Week: 6. No. of credits: 4

### **Course Outcomes**

- Comprehension of the uniqueness of the sociological imagination
- Recognizing the difference between sociology and commonsense
- Conceptualization of society in the abstract
- Understanding the relation between the individual and society
- Understanding the parts and processes within society

### **MODULE I AN INTRODUCTION TO SOCIOLOGY**

Sociology: Definition, Nature and Scope

**The Sociological Imagination –Task and promise, Sociology and Common Sense**

Social Institutions-features and significance

### **MODULE II ELEMENTS OF SOCIETY**

Social groups-types, features and significance

Culture, norms and values

Social control-forms, agencies and relevance

### **MODULE III SOCIAL PROCESSES**

3.1. Social process- types

3.1 Socialization-types and agencies

3.3 Social mobility-forms and significance

### **MODULE IV LOCATING THE INDIVIDUAL IN SOCIETY**

**Society, Social System and Social Structure**

**Social Role, Social Status, Mobility**

**4.3. The agency-structure debate**

## References

Mills, C.Wright (2000/1959): The Sociological Imagination, Delhi: Oxford University Press, pp. 3-5, 8-11

Beteille, Andre (1996) Sociology and Common Sense, Economic and Political Weekly 31(35/37) Special Number (Sep. 1996): 2361-2365

M. Francis Abraham (2006) Contemporary Sociology: An Introduction to Concepts and Theory, Delhi: Oxford University Press.

Giddens, Anthony (2005): Sociology, Polity Press

Haralambos, Michael and Holborn (2014): Sociology: Themes and Perspectives, London: Harper-Collins.

Mac Iver and Page (1974): Society: An Introductory Analysis, New Delhi: Macmillan & Co.

Inkeles, Alex (1987): What is Sociology? New Delhi: Prentice-Hall of India.

P. Gisbert (2010): Fundamentals of sociology, New Delhi: Orient Blackswan

Johnson, Harry M. (1995): Sociology: A systematic Introduction, New Delhi: Allied publishers

## **SGY2B02: INDIAN SOCIETY: STRUCTURE AND TRANSFORMATION**

Hrs. /Week: 6. No. of credits: 4

### **Course Objectives**

1. To develop a sociological perspective for understanding the dynamics of Indian Society
2. To sensitise the changes occurred in the various institutions in Indian Society
3. To aware the issues and challenges of contemporary society

### **MODULE I: FEATURES OF INDIAN SOCIETY**

**Approaches to study Indian Society- Indological (Dumont), Structural-Functional**

**(Srinivas), Marxian (Desai)**

Features of Indian Society-: Village Community in India- Features and Transformation

Concepts of Social Change in Indian Society- Sanskritisation ,Westernisation,

Modernization

## MODULE II INDIAN SOCIAL INSTITUTIONS

Family and Marriage in Indian Society- Structural and Functional changes

Kinship System in India- Regional Variations-North and South

Religion in Indian Society – Changing dimensions

## MODULE III CASTE SYSTEM IN INDIA

Indian Caste System- Features and Transformation

Caste and Class in India, Reservation Policies, Social Mobility (Pauline Kolenda)

Caste and Politics- Politicization of caste, Caste organizations

## MODULE IV CONTEMPORARY SOCIAL ISSUES

Structural: Poverty, Unemployment, Differential access to resources

Social: Marginalisation,

Exclusion 4.3 Political-

Regionalism, Communalism

### **References**

1. Dube, S.C. 1990 : Society in India (New Delhi : National Book Trust)
2. Dube, S.C. 1995 : Indian Village (London : Routledge)
3. Dube, S.C. 1958 : India's Changing Villages (London : Routledge and Kegan Paul)
4. Karve, Irawati, 1961 : Hindu Society : An Interpretation (Poona : Deccan College)
5. Mandelbaum, D.G., 1970 : Society in India (Bombay : Popular Prakashan)
6. Srinivas, M.N., 1980 : India : Social Structure (New Delhi : Hindustan Publishing Corporation).
7. Srinivas, M.N., 1963 : Social Change in Modern India (California, Berkeley : University of California Press)
8. Singh, Yogendra, 1973 : Modernization of Indian Tradition (Delhi : Thomson Press)
9. Uberoi, Patricia, 1993 : Family, Kinship and Marriage in India (New Delhi : Oxford University Press)
10. Desai, A.R, 1978: Rural Sociology in India (Popular Prakashan: Bombay)
11. Kolenda, Pauline, 1984: Caste in Contemporary India (Rawat Publications)

## **SGY3B03: SOCIOLOGICAL THEORY: AN INTRODUCTION**

No. of credits: 4, No. of hours/ week: 4 Objectives

1. To provide an understanding of the historical condition in which sociology originated and developed as an independent academic discipline .
2. To understand the intellectual and philosophical foundations of Sociological theories and contributions of Classical theorists to Sociology.

### **MODULE I FOUNDERS OF SOCIOLOGICAL THOUGHT**

Emergence of Social thought: Contributions of Rousseau- The

Social Contract, Montesquieu: Classification of Societies, Saint

Simone: Positive Philosophy

Auguste Comte : Positivism, Hierarchy of Sciences, Law of Three stages

Herbert Spencer: Organic analogy, Social Darwinism, Types of Society

### **MODULE II: EMILE DURKHEIM**

Social Fact, Collective Conscience

Social Solidarity,

Division of Labour

2.3 Theory of Suicide,

Sacred and Profane

### **MODULE III KARL**

#### **MARX**

Economic Determinism, Dialectical Materialism, Historical Materialism

Class and Class Struggle, Theory of Social Change

### **MODULE IV: MAX WEBER**

Social Action-Types of Action, Ideal type, Verstehen Method

Power and Authority: Types of Authority, Bureaucracy

Religion and Economy- Protestant Ethics and Spirit of Capitalism.



## References

1. Adams, Bert and R.A. Sydie. 2001. *Sociological Theory*. Thousand Oaks, C.A.: Pine Forge Press.
2. Collins, Randall. 1986 c. *Weberian Social Theory*. Cambridge: University Press.
3. Coser, Lewis. 1977, *Masters of Sociological Thought, 2nd ed.* New York: Harcourt, Brace & Jovanovich.
4. Delaney, Tim. 2008, *Contemporary Social Theory, Investigation and Application*. New York: Prentice Hall.
5. Good, Erich. 1988. *Sociology, 2nd Edition*. Englewood Cliffs, NJ: Prentice Hall.
6. Ritzer, George. 1985. 'The Rise of Micro Sociological Theory'. *Sociological Theory*. Boston: McGraw Hill.
7. Ritzer, George. 2000d. *Sociological Theory. 5th ed.* Boston: McGraw Hill.
8. Ritzer, George. 2000c. *Modern Sociological Theory. 5th ed.* Boston: McGraw Hill.
9. Ritzer, George. 2003. *Contemporary Sociological Theory and its Classical Roots*. Boston: McGraw Hill.
10. Turner, Jonathan. H. 2003. *The Structure of Sociological Theory*. Belmont, CA: Wadsworth.
11. Zeitlin, Irving. M. 1969, *Ideology and the Development of Sociological Theory*, Prentice Hall of India Pvt. Ltd

## SGY3B04: SOCIAL STRATIFICATION AND INEQUALITY

No. of credits: 4, No. of Hours/week: 5 Course

### Outcomes

- ❑ Critical understanding of the approaches, theories and dimensions of social stratification
- ❑ Understanding social stratification as a cause of marginalisation
- ❑ Contextualising social stratification in a caste-class-disability frame-work

### MODULE I UNDERSTANDING SOCIAL STRATIFICATION

Difference, Inequality, Hierarchy, Social Stratification

Social structure and social stratification

Perspectives on stratification – Functional, Weberian, Marxian

### MODULE II CASTE AND SOCIAL STRATIFICATION

Views on caste system – Dumont, Ghurye, Ambedkar, Phule, Periyar

Scheduled Caste – status, problems, protective discrimination and constitutional provisions

Politicization of caste and caste mobilizations in contemporary India

### MODULE III CLASS AND SOCIAL STRATIFICATION

Class as a sociological category – Marxian and Weberian views

Forms of capital and social stratification – views of Bourdieu

Intersection of class and caste in India

### MODULE IV DISABILITY AND SOCIAL INEQUALITY

Understanding disability, impairment, handicap; Types of Disability

Approaches to disability – medical, social, rights approach

Social inclusion and barrier-free society: affirmative measures – UNCRPD, PWD Act

### References

1. Gupta, D. 1991. 'Hierarchy and Difference', in Dipankar Gupta (ed.): *Social Stratification* (1-21). Delhi: Oxford University Press.
2. Beteille, A. 1983. 'Introduction', in Andre Beteille (ed.): *Equality and Inequality: Theory and Practice* (1-27). Oxford University Press. Delhi.

3. Beteille, A. 1977. *Inequality among Men*. Oxford: Basil Blackwell.
4. Mencher, J. 1991. 'The Caste System Upside Down', in Dipankar Gupta (ed.): *Social Stratification* (93-109). Delhi: Oxford University Press.
5. Kannabiran, Vasanth and K. Kannabiran. 2003. 'Caste and Gender: Understanding Dynamics of Power and Violence', in Anupama Rao (ed.): *Gender & Caste* (249-60). Delhi: Kali for Women.
6. Mendelsohn, O. and Vicziany M. 1998. *The Untouchables: Subordination, Poverty and the State in Modern India*. Cambridge: Cambridge University Press. (Chapters 1, 2 and 9).
7. Wesolowski, W. 1979. *Classes, Strata and Power*. London: Routledge & Kegan Paul. (Chapters 1 and 3).
8. Wright, Olin E. 1985. *Classes*. London: Verso. (Chapter 3).
9. Marx, K. 1975. *The Poverty of Philosophy*, Moscow: Progress Publishers. (Chapter 2, Section 5).
10. Miliband, R. 1983. *Class Power and State Power*. London: Verso. (Chapter 1).
11. Oommen, T.K. 1997. *Citizenship, Nationality and Ethnicity: Reconciling Competing Identities*. Cambridge: Polity Press. (Parts I and III).
12. Lerner, G. 1986. *The Creation of Patriarchy*. New York: Oxford University Press. (Introduction, Chapters 1, 2 and Appendix).
13. Palriwala, R. 2000. 'Family: Power Relations and Power Structures', in C. Kramarae and D. Spender (eds.): *International Encyclopaedia of Women: Global Women's Issues and Knowledge* (Vol. 2: 669-74). London: Routledge.
14. Mazumdar, V and Sharma, K. (1990) 'Sexual Division of Labour and the subordination of Women: A Reappraisal from India', in Irene Tinker (ed.): *Persistent Inequalities* (185- 97). New York: Oxford University Press.
15. Chakravarti, U. 1995. 'Gender, Caste, and Labour', *Economic and Political Weekly*, 30(36): 2248-56.
16. Shah, Ghanshyam, 1990 : *Social Movements in India : a Review of Literature*. (Delhi: Sage)
17. Singh, K.S., 1998 : *The Scheduled Castes* (Delhi : Anthropological survey of India)
18. Singh, K.S. 1995 : *The Scheduled Tribes* (Delhi : Oxford University Press)
19. *Western India* (Bombay; Scientific Socialist Educational Trust, 1976)
20. Zelliott, Eleanor, 1995 : *From Untouchable to Dalit : Essays on the Ambedkar Movement* (New Delhi : Manohar)
21. Ambedkar, *Annihilation of Caste*

# SGY4B05: INTRODUCTION TO SOCIAL RESEARCH

No. of Credits: 04. No. of hours /week: 5

## Objectives

- To familiarise the nature and scope of social research
- To understand steps and methods of social research
- To distinguish the characteristics of qualitative and quantitative research

## MODULE I FUNDAMENTALS OF SOCIAL RESEARCH

Social Research - Definition, Nature and Scope

Objectivity, subjectivity, ethical issues in Social Research

Qualitative and quantitative distinctions in social research

## MODULE II PRELUDE TO SOCIAL RESEARCH

Research Design: Exploratory, Descriptive, Longitudinal

Relevance of literature in research – literature survey, literature review

Formulation of research problem – Research Questions, Objectives, Hypothesis, concepts, variables

## MODULE III METHODS OF SOCIAL RESEARCH

Sources of Data – Primary, secondary and tertiary data

Research methods – Observation, interview, social survey, ethnography, oral

history – Tools of Data collection – Questionnaire, Interview Schedule, Interview

Guide

Sampling: Probability and Non Probability

## MODULE IV PRESENTATION OF THE RESEARCH REPORT

Reporting: monographs, dissertations and project reports

Structure and components of research reports

Referencing, Bibliography and Indexing and Issues of Plagiarism

## References

1. Young, P.V.(1998): Scientific Social Survey and Research, New Delhi, Prentice Hall
2. Wilkinson and Bandarkar- Methodology and Techniques of Social Research Ed.9 Himalaya Publishing House,1999
3. Krishnaswami, O.R and Ranganatham,M(2016): Methodology of research in social sciences
4. Goode, W.J. and P.k.Hatt(1952): Methods in Social Research, New York: M C Graw International
5. Thakur, Devender(2003): Research Methodology in Social Science, Delhi: Deep and Deep Publication

## **SGY4B06: SOCIOLOGY OF KERALAM**

No. O Credits: 4, No. of hours/week: 4

Course outcomes:

1. Recollect the social and cultural history of Kerala society
2. Understand the major social transformation in Kerala and its implications in present society
3. Analyses various socio cultural issues concerning Kerala society through sociological lens.

### **MODULE I SOCIO-CULTURAL PROCESSES AND ORIGIN OF KERALA SOCIETY**

Life & culture in Sangam age, Chera-Chola period, traditions of Buddhism & Jainism, emergence of brahminic influence

Geographic specialities and culture of Malanadu, Edanadu, Theera Desam

Colonial influence, impact of colonial administration

### **MODULE II SALIENT FEATURES OF SOCIAL INSTITUTIONS IN KERALA**

- 2.1 Forms and changes in marriage & family among Hindu, Christian, Muslims
- 2.2 Caste and Religion: Kerala specificities, influence of Islam and Christianity.
- 2.3 Anti-caste struggles, reform movements

## MODULE III TRANSFORMATIONS IN KERALA SOCIETY

Progress in education – library and literacy movements

Land reforms, changes in agrarian relations

Health care sector and demographic changes

## MODULE IV CONTEMPORARY KERALA SOCIETY

Kerala's people science movement, Kerala model development – a critical appraisal

Migration – gulf migration, in-migration (north & eastern migration to Kerala)

Gender relations, livelihood issues - fisher folks, adivasis, farmers

### References

1. Menon, Sreedhara.1979.Social And Cultural History of Kerala. Sterling Publishers Pvt.Ltd. Jullandhar.
2. Cherrian, P.J (edt). 1999. Perspectives in Kerala History. Kerala Gazetteers Thiruvananthapuram.
3. Soman, C.R (edt).2007.Kerala fifty years and Beyond. St.Joseph's Press
4. Panicker, K.N .1997.Studies in Traditional Kerala. College Book House.Trivandrum.
5. Mankekar, D.R. 1965. The Red Riddle of Kerala. Manaktalas. Mumbai.
6. Panicker, K.M.1960.A History of Kerala 1498-1801. The Annamalai University.Annamalai Nagar.
7. Jaya Devan, T.N (edt).1988. Glimpses of Kerala. Government Press .Tvm.
8. A Menon, Sreedhara.1982. Legacy of Kerala. Govt Press .Tvm.
9. Singh K.S (ed) 2002.“People of India - Kerala. Affiliated Eastwest
10. Arunima. G.2003 "There comes Papa-Colonialism and transformation of Matrilny in Kerala,Malabar(1850-1940)".Orient Longman Pvt. Ltd. New Delhi
11. Schneider, David. M and Kathleen Gough,1972,"Matrilineal Kinship".
- 12.Zachariah.K.C, et al.2002-Kerala's gulf connections.CDS,.Trivandrum

# SGY5B07: SOCIAL ANTHROPOLOGY

No of credits: 5, No. of hours/week: 5

## Course Outcomes

- Understanding the basic concepts of Anthropology
- familiarize with Anthropological studies in India by focusing on Tribal Communities in the country in general and in the state of Kerala in particular

## MODULE I: INTRODUCTION TO SOCIAL ANTHROPOLOGY

1.1. Anthropology: meaning, definition - branches of anthropology- Fieldwork tradition in anthropology-features of anthropological field work.

I.2. Relationship between Sociology and Anthropology, Definition, Meaning, Nature, Scope of Social Anthropology

I.3 Methods of Anthropology: Case study, Ethnography, Focused Interview, Participant and non-participant observations

## MODULE II :CULTURE & SOCIETY

2. 1 Definition, Components of Culture, Characteristics of Culture , Cultural lag Culture and civilization

Theories of Culture: Functionalist thought of Anthropology:

Malinowski Structural theory: Levi- Strauss and Radcliff Brown

Theories of cultural process: Evolution, Acculturation, Assimilation, Diffusion, Enculturation, Integration

## MODULE III: TRIBES IN INDIA

3.1.Tribes-historical emergence and present scenario-Tribe-Caste continuum, Related terminologies- Scheduled tribe, De-notified Tribes, Primitive tribes

References and provisions of Tribes in Indian Constitution, Tribal Welfare in India

3.3. Major tribal issues in India: Poverty, indebtedness, Land alienation, shifting cultivation, displacement and rehabilitation-psycho-socio-cultural adjustments

Tribal movements in India: Tribal Movements- Santhal rebellion, Munda rebellion, Muthanga agitation



## MODULE IV: TRIBES IN KERALA

Composition and distribution of tribal population in Kerala

Ethnographic Profile of Selected Tribes in Kerala: Cholanaikkan, Mullukurumba, Kurichias

Paniyans

Tribal development initiatives in Kerala- a critical appraisal

Field visit and preparation of field report\*

(\* The field report should be prepared and submitted individually by each student and will be considered as the assignment for the internal evaluation)

## References

1. Madan and Majumdar, *An Introduction to Social Anthropology*
2. Makhan Jha, *An Introduction to Anthropological thought*
3. Herskovits M.T, *Cultural Anthropology*
4. Leela Dube, *Sociology of Kinship*
5. Balbir Singh Negi, *Man, Culture and Society*
6. Nadeem Hasnain, *Tribal India*
7. Arup Maharatra, *Demographic perspectives on India's tribes*
8. K.S. Singh, *The Scheduled Tribes*
9. Roy Busman, *Tribes in Perspective*, Mathur PRG, *Tribal situation in Kerala*
10. Dr.K N Sharma, *Social and Cultural Anthropology*

## SGY5B08: SOCIOLOGY OF RURAL AND URBAN SOCIETIES

No. of Credits: 4, No. of hours/week:5 Objectives

- 1) Understanding major concepts and theoretical perspectives in urban sociology
- 2) Familiarizing the views on urban social life
- 3) Understanding the nature of urbanisation process in Indian context
- 4) Perceiving the urbanisation process as a spatial transformation with a focus on Kerala scenario
- 5) Achieve critical sensibility towards social, economic and political dimensions involved in decentralized governance in Kerala and their impact on land use pattern.

### MODULE I RURAL AND URBAN DIFFERENTIATION

Rural and urban sociology: Subject matter , Rationale of classification.

Rural and urban divide - Census perspective and socio political perspective: *Amsom*,

*Desom* and *Taluk* divisions, Present classification

Distinguishing features of rural and urban society - Religion, Caste, Family, Occupation, Economy, Labour, Leisure and technology

### MODULE II CONCEPTS AND PERSPECTIVES

Basic Concepts- Urbanisation, Urbanism, Urbanity, Rural- Urban continuum,

Related concepts –Urban Agglomeration, City, Suburbs, Rurban, Peri Urbanisation

Views on urban social life

a) Emile Durkheim- Division of labour, The moral basis of the community

b) Marx and Engles- The town, the country and the capitalist mode of production

c) Max Weber- The city and the growth of rationality

d) Tonnies- The dichotomy model - *Gemeinschaft* and *Gesellschaft*

e) Simmel- The metropolis and mental life

## MODULE III URBAN SOCIAL STRUCTURE IN INDIA

Colonialism and the emergence of urban centres, Industrialisation and emergence of towns

Changes in Land tenure Systems and agrarian societies and its impact on urbanisation

Urban migration - Push and pull factors influencing urbanization – Issues of mobility

and social status, Reverse migration

## MODULE IV URBAN PLANNING AND DEVELOPMENT

The economics of urban life, Urban family, urban religion, education

Urban poverty Housing and slums, Transport, Crime, Juvenile delinquency, Urban pollution and environmental problems.

Need of an urban planning in developing countries especially in India , Problems of urban planning , Relevance of sociology in town planning.

## References

1. Beauregard, r. A. (1995) *if only the city could speak. The politics of representation*, in h. Liggett & d. C. Perry (eds.), *spatial practices. Critical explorations in social/spatial theory*, pp. 59-80. London: Sage.
2. Castells Manuel, 1977 : The Urban Question- A Marxist Approach; Edward Arnold, London.
3. Das Veena, (ed), 2003, Oxford India Companion to Sociology and Social Anthropology; Oxford
4. Desai A. R. : Agrarian Struggles in India after Independence, Oxford University Press, New Delhi 1986, PP. 129-189
5. Desai A. R., Rural Sociology in India, Popular Prakashan, Bombay, 1977 PP- 269-336, 425, 527.
6. Dhanagare D. N.; Peasant Movement in India; Oxford University Press New Delhi, 1988 PP 1-25 88-155.
7. Giddens, A. (1984) *The Constitution of Society. Outline of the Theory of Structuration*. Cambridge: Polity Press.
8. Gugler Josef, (ed.), 1996, The Urban Transformation of the Developing World; Oxford University Press, Oxford.
9. Hall Tim, 1998, Urban Geography; Routledge, London.
10. Harvey, D. (1996) *Justice, Nature and the Geography of Difference*. Oxford: Blackwell.
11. Kosambi Meera, 1994, Urbanisation and Urban Development in India, ICSSR, New Delhi.
12. Omvedi Gail - Land, Caste and Politics; Department of Political Science, Delhi University Delhi 1987
13. Pickvance C. G., (ed), 1976, Urban Sociology, Critical Essays; Methuen, London.

14. Ramachandran R., 1991, Urbanization and Urban Systems in India, Oxford University Press, New Delhi.
15. Rao, M.S.A. (ed.) 1991. A Reader in Urban Sociology Orient Longman: New Delhi.
16. Ray Hutchison(ed.).2010.Encyclopedia of Urban Studies:California:Sage.
17. Sandhu R.S., (2003). Urbanisation in India: Sociological Contributions, Sage, New Delhi.
18. Sathyamurthy, T. V. Industry and Agriculture in India Since Independence; Vol.2, OUP, New Delhi-1996
19. Saunders Peter, 1981, Social Theory and the Urban Question; Hutchionnson, London.
20. William.G. Flanagan.,(2010), Urban Sociology, Rowman & Littlefield Publishers,UK

## **SGY5B09: WOMEN IN CONTEMPORARY SOCIETY**

### **CORE COURSE**

**No. of credits: 4, No. of**

**hours/week: 5 Course Outcomes**

- Understanding some major themes in gender knowledge
- Conceptual clarity regarding women's studies and feminism
- Grasp on structural issues faced by women
- Knowledge about factors affecting the status of women in Kerala over time
- Critical awareness regarding women empowerment in Kerala

### **MODULE I: AN INTRODUCTION TO WOMEN'S STUDIES**

The need and scope of Women's Studies, Evolution of Women's Studies as an academic discipline

Emergence of women's studies in the international and national context, Importance of Studying Women in third world societies with particular reference to India

Major Concepts in Women Studies : Sex, gender and patriarchy, Social construction of gender, Gender division of labour , Gender Identity, Gender Discrimination, Gender Justice

### **MODULE II: THEORIES ON SEX ROLES**

**Biological Theories: Tiger and Fox, Murdoch, Parson**

**Cultural Theories: Ann Oakley, Bruno Bettelheim**

**Liberal feminism, Socialist feminism, Radical feminism**

## MODULE III: CONTEMPORARY GENDER ISSUES

Women and Economy: Productive and non – productive work, Women in organised and unorganised sector, Women and Politics: Political Role and Participation of

Women

Women and Education: Gender bias, Recent Trends in Women's Education - Health status of women in India – Mortality and Morbidity, Factors influencing health

Sexual harassment – different forms, Gender violence in the media

## MODULE IV: WOMEN IN KERALA SOCIETY

Historical change in status of women in Kerala

Women in Kerala: Role of Education and Employment, Factors of Social Mobility

Economic and political dimensions of women empowerment in

Kerala- Decentralisation and Political Participation, Self Help

Groups

### References

Sharmila Rege. 2003. *Sociology of Gender*. New Delhi: Sage. Menon, Nivedita. 2012. *Seeing Like a Feminist*. Delhi: Zubaan.

Tharu, Susie and Tejaswini Niranjana. 1996. 'Problems for a Contemporary Theory of Gender' in *Subaltern Studies IX Writings on South Asian History and Society* (eds.) Shahid Amin and Dipesh Chakraborty. New Delhi: OUP pp. 232-260.

K.S. Hakim, 2011. 'Utharendyayil ninnu keralathilekkulla dooram' *Madhyamam Azchappathippu* March 7, 2011 pp. 20-23 (accessible on [www.academia.edu](http://www.academia.edu))

Krishnaraj, Maithreyi. 2007. "Understanding Violence against Women." *Economic and Political Weekly*, Vol. 42, no. 44, pp. 90–91

J. Devika. 2010. *Kulasthreeyum chanthapennumundayathengane?*

G. Arunima. 2003. 'There Comes Papa': Colonialism and the Transformation of Matriliney in Kerala, Malabar c.1850-1940, Orient Longman, Hyderabad.

Maya Subrahmanian. 2019. Autonomous Women's Movement in Kerala: Historiography. *Journal of International Women's Studies*. 20 (2), 1-10 Available at: <https://vc.bridgew.edu/jiws/vol20/iss2/1>

Luiz, Linda. 2017. 'Avalkku jolilyilla: Adrshyamakkappedunna veettujolilyude saamoohikashastra avalokanam' *Sameeksha Sociology Gaveshana Journal* 1 (1): 108-115 (accessible on [www.academia.edu](http://www.academia.edu))

J. Devika and Binitha V Thampi. 2010. 'Empowerment or Politicization? The Limits of Gender Inclusiveness of Kerala's Political Decentralization', in K Ravi Raman (ed), *Development, Democracy, and the State: Critiquing the Kerala Model of Development*, Routledge: London, 2010, 177-191.

Chacko, E. 2003. Marriage, development, and the status of women in Kerala, India. *Gender and Development*, 11(2), 52-59.

## SGY5B10: ENVIRONMENT AND SOCIETY

No. of Credits: 4, No. of hours/week: 5

Course outcome

1. Learn the principles and major areas in the areas of sociology of environment.
2. Understand the relationship between environment and human society.
3. Comprehend the necessities of having environmental awareness.
4. Gain awareness of the various environmental issues confronting in our immediate surroundings.

### MODULE I ENVIRONMENTAL SOCIOLOGY

Emergence, development, nature, significance & scope of environmental Sociology  
Nature, Ecology, Biodiversity, social ecology, environmentalism, environmental justice  
Environmental conservation - necessity and challenges

### MODULE II THEORETICAL & IDEOLOGICAL PERSPECTIVES

Environmental views – Buddhist, Jainist, Gandhian  
Anthropocentrism, Deep Ecology  
Eco-feminism, Eco-Marxism

### MODULE III ENVIRONMENTAL ISSUES

Environmental movements, environmental policies - international, national & regional  
Global warming, climate change – MNCs & international policies to curb environmental  
pollutions  
Technological advancement, consumerism and impact on environment



## MODULE IV ENVIRONMENT AND DEVELOPMENT

Deforestation, extinction of species, impact of developmental projects - dams, roads, rails, SEZs

Exploitation of natural resources, impact of environmental degradation, need for sustainable development

Environmental protection – protests in Kerala: Silent Valley, Plachimada, Kathikoodam.

### References:

1. Arnold, David and Guha, Ramchandra, (eds.), Nature, Culture and Imperialism, Oxford University Press, New Delhi, 1955.
2. Gadgil, Madhav and Ramachandra Guha, 'Ecological Conflicts and Environmental Movements in India', Development and Change, Vol. 25, No.1. 1999.
3. Gadgil, Madhav and Guha, Ramchandra, Ecology and Equity: The use and Abuse of Nature in Contemporary India, Oxford University Press, New Delhi, 1996, pp.9-191.
4. Gadgil Madhav and Guha, Ramchandra, The Fissured Land: An Ecological History of India, Oxford University Press, New Delhi, 1992, pp. 69-110.
5. Giddens Anthony, "Global Problems and Ecological Crises", in Introduction to Sociology, 2nd Edition, W. W. Norton and Company, New York, 1996, pp. 384-389.
6. Guha Ramachandra, „Forestry in British and Post-British India: A Historical Analysis“, Economic and Political Weekly, 29 October and 5-12 November issues (in two parts), pp.1882- 1896 and pp.1940-47, 1983.
7. Macdonald, John C, "The Natural Environment and Society", in Sociology 5th (Ed.), New Jersey : Prentice-Hall, 1995, pp. 591-612.
8. Shiva, Vandana, Staying Alive Women, Ecology and Survival in India, New Delhi: Kali for Women Press, 1988, pp. 1-37, 218-228.
9. Omvedt, Gail, "The Environmental Movement" and "The Search for Alternatives" in Reinventing Revolution: India
10. UNDP, 1987, Sustainable Development: World commission On Environment and Abuse of Nature in contemporary India:: New Delhi: OUP.
11. Shiva Vandana and Gitanjali Bedi (2002), Sustainable Agriculture and Food Security: The Impact of Globalisation, , Sage Publications. New Delhi

# SGY6B11: INVITATION TO SOCIOLOGICAL THEORY

No. of Credits: 4 , No. of hours/week: 5 Course

## Outcomes

- Traces the transformation from social thought to Sociological theory
- Identifies the basic components of theory
- Develops a sociological thinking
- Recognises the paradigmatic orientations in Sociology
- Evaluates Sociology as a humanistic discipline

## MODULE I FROM SOCIAL THOUGHT TO SOCIOLOGICAL THEORY

Social thought, Social theory and Sociological theory  
Nature and significance of theory in Sociology  
Relation between Theory and Research

## MODULE II BASIC ELEMENTS OF THEORY

Building blocks of Theory: Concepts, Variables, Statements and Formats  
Major Theoretical Schemes: Meta theoretical, Analytical, Propositional and Modelling schemes  
Models of Theorising: Inductive-Deductive, Micro- Macro, Grounded-Grand

## MODULE III THINKING SOCIOLOGICALLY

Sociology and Commonsense (Zygmunt Bauman & Tim May)

Sociological Imagination (C.Wright Mills)

Sociology and Critical thinking (Role of Frankfurt School)

## MODULE IV PARADIGMS IN SOCIOLOGY

Perspectives, Paradigm and Theory; Concept of Paradigm in Sociology

Paradigmatic orientations in Sociology: Functional paradigm, Conflict paradigm, Interactionist paradigm

Sociology as a Humanistic Discipline (Peter Berger)

## References

1. Bauman, Zygmunt & May, Tim (2001) Thinking Sociologically, Malden; U SA, Blackwell Publishing.
2. Berger, Peter. (1963) Invitation to Sociology: A Humanistic Perspective. Middlesex, England: Penguin Books.
3. C Wright Mills (1959) Sociological Imagination, New York, Oxford University Press.
4. Fred Rush (Ed) (2004) The Cambridge Companion to Critical Theory, Cambridge University Press
5. Mc Lennan, Gregor (2011) Story of Sociology: A First companion to Social Theory, London, Bloomsbury Academic.
6. Turner, Jonathan.H (2012) The Structure of Sociological Theory, Rawat Publications

## **SGY6B12: SOCIAL PSYCHOLOGY**

**No. of credits: 4, No of hours/week: 5**

### Course Outcomes

- Understanding of basic concepts in social psychology
- Understanding the basic psychological Process
- Aware the significance of attitude in developing social behaviour
- Basic understanding on personality and its relation with social system

### **MODULE I NATURE AND SCOPE OF SOCIAL PSYCHOLOGY**

Nature, subject matter and scope of Social Psychology. Methods of Studying Social Psychology and its importance, Major Themes of social psychology- seven themes, Relationship of social psychology with Sociology and Psychology

Basic concepts of social psychology-- Social Attitude, Social Learning, Group decisions, Prejudice, Conformity, Crowd behavior

Major perspectives of social psychology - Social cognition, Social learning( Albert Bandura's Bobo Doll study), Socio-cultural perspective, Evolutionary

## MODULE II: BASIC PSYCHOLOGICAL PROCESSES

Life Span Development: Infancy and Childhood, Adolescence, Middle Age, Old Age- Cognitive, Emotional, Social and Moral Development.

Sensory Perceptual Processes- Sensation, Perception, Memory

Cognitive Processes- Learning, Thinking, Motivation

## MODULE: III : UNDERSTANDING SELF IN SOCIAL CONTEXT

The self- Executive and organizational functions and Gender and cultural differences, Introspection and self-awareness theory in Psychology

Introspection and self-awareness theory in psychology- Definition and examples

Self-Perception Theory and Social comparison theory

## MODULE IV: ATTITUDES, PERSUASION AND PROSOCIAL BEHAVIOUR

The ABC model of attitudes- Affect, behavior and cognition, Implicit Vs. Explicit attitudes- Definition and examples, Persuasion- Types of persuasion Techniques

Prosocial behavior -Altruism and prosocial Behavior-Definition and predictors

Positive moods and negative state-How positive moods and negative state Relief affect pro social behaviour

## References

1. David Krech And Richard S Cruthefield :Theory And Problems Of Social Psychology
2. David Krech And Richard S Cruthefield And Egerton L Ballachey: Individual And Society
3. Kuppuswamy B :Elements Of Social Psychology
4. Shaw M.E And Costanzo P.R: Theories Of Social Psychology
5. Sherif M And Sherif C.M: Social Psychology
6. Lindgren H.C: An Introduction To Social Psychology
7. Cooper B Joseph And James L McGaugh: Integrating Principles Of Social Psychology
8. Douglas T Kenrick: Social Psychology
9. Steven L Neuberg, Robert B Cialdini: Social Psychology Unraveling The Mystery
10. Sharon S Brehm, Saul M Kassin, Steven Fein :Social Psychology

# SGY6B13: POPULATION STUDIES

No. of credits: 4, No. of hours/week: 4

## Course Objectives

- To provide a basic theoretical explanation of population studies and related concepts.
- To provide critical analysis of the population theories
- To analyse the changes in population in society

## MODULE I POPULATION STUDIES

Population Studies, Definition, Nature, Subject matter and Scope of Population Studies

Relation of Population Studies with other Social Sciences: Demography, Sociology, Economics

Sources of Population Data: Census, Vital Statistics, Sample Survey, Dual Report System, Population Registers and International Publications

## MODULE II THEORIES OF POPULATION

Malthusian Theory

Optimum Population Theory

Demographic Transition Theory

## MODULE III STRUCTURE, CHARACTERISTICS AND DYNAMICS OF POPULATION

Population Structure and Characteristics: Sex and Age Characteristics, Marital Status, Education, Occupation and Religion

Fertility and Mortality : Biological, Cultural and Social Factors

Migration: Types of Migration- Internal and International, Factors of Migration

## MODULE IV POPULATION GROWTH, DEVELOPMENT, POLICIES AND PROGRAMMES

Population Growth in India with Special focus on Kerala -Education, Health, Socio economic development

Population Policies: Mortality, Fertility and Migration influencing Policies, Pro natalist and Anti-Natalist Policies

Family Planning and Welfare Programmes

## References

1. AshaBhende And Tara Kanitkar: Principles Of Population Studies ,Himalayan Publishing House,Bombay ,1996
2. Ashish Bose: Indian Population
3. Thompson and Lewis: Population Problems
4. M.L.Jhingan , B.K.Bhatt, J.N Desai: Demography
5. Agarwal S.N: India's Population Problems
6. Bose A : Patterns Of Population Change In India
7. Clarke J.I: Population Geography
8. Mandelbaum D.G: Human Fertility In India
9. Srivastava S.C: Studies In Demography
10. Mamoria C.B: India's Population Problems

## **SGY6B14: POLITICAL SOCIOLOGY**

No. of credits: 4, No. of hours/week: 4

### **Course outcomes**

- familiarising the theoretical and conceptual discussions on Power and Politics
- Understanding the dynamics of Power
- Critically evaluating the political process in India

### **MODULE I: INTRODUCTION**

Definition, Nature and Scope of Political Sociology

Subject matter of Political Sociology

Relationship between Political system and Society

### **MODULE II: THEORETICAL PERSPECTIVES**

Max Weber: Authority, Party

Pareto: Circulation of Elites

C.Wright Mills: Power Elites



## MODULE III: DYNAMICS OF POWER

Power and Authority

Political Socialisation: Meaning, Significance and agencies

Role of Mass media in Politics

## MODULE IV: POLITICAL PROCESS IN INDIA

Role of Pressure groups and Interest groups in Indian politics

Role of Caste, Religion and Language in Indian politics

Regionalism and politics of ethnicity, Politicisation of social life

## References

- Dowse, R. E. & Hughes 1971 – Political Sociology, New York, Basic Book,.
- Horowitz, Irving L., 1972 – Foundation of Political Sociology, New York, Harper and Row.
- Runciman W. G. 1965 – Social Sciences and Political Theory, Cambridge University Press
- Eisenstadt, S. N.
- (ED) 1971 – Political Sociology, New York, Basic Book,
- Kornhauser, W. 1971 – The Politics of Mass Society, Penguin.
- Kothari R. 1979 – Politics in India, Orient Longmans Ltd.
- Samuel P., Huntington, 1969 – Political Order in Changing Societies. Yale University Press
- Dipti Kumar Biswas 1989 – Political Sociology, Firma KLM Private, Calcutta,
- Rajani Kothari 1973 (Ed) – Caste in Indian Politics – Orient Longmans Ltd., 1973
- Marris, Jones, W.H., 1982 – Government and Politics in India. Cambridge.
- Jangam R.T. 1980 – Text Book of Political Sociology, Oxford and IBH Publishing Company
- Giddens, Anthony, 2006, Sociology, Polity press, USA
- Haralambos, M. Sociology: Themes and Perspectives, Oxford

## **SGY6 B15: LIFE SKILL EDUCATION**

(ELECTIVE CORE COURSE FOR SINGLE CORE/SDE)

**No. of Credits: 4, No. of hours/week: 4**

### **Course Objectives**

- To provide with the knowledge of necessary life skill for the application in everyday life
- To enhance the quality of addressing issue relevant to the life situations
- To enable the students to establish productive interpersonal relationships with others
- To equip students for handling specific issues

### **MODULE I INTRODUCTION TO LIFE SKILL**

Introduction to life skill- Definition of Life skills, Components of life skills, Need for Life skill training

Core life skills- The Ten core Life Skills as laid down by WHO

The Four Pillars of Education - Learning to Know, Learning to Do, Learning to Be, Learning to Live Together

### **MODULE II LIFE SKILLS FOR SOCIAL INTERACTION**

Thinking skills- Creative and Critical Thinking, Problem Solving, Decision Making, Goal Setting

Communication skills: Effective Communication, Barriers in effective communication , Public Speaking

Emotional skills- Stress and Strain, Coping Strategies, Conflict resolution: Steps and stages

### **MODULE III LIFE SKILLS FOR SELF MANAGEMENT**

Self Esteem, Self awareness, Self control, Empathy and Sympathy

Emotional Quotient and Social Quotient

Developing Positive thinking and Assertiveness

### **MODULE IV : LIFE SKILL FOR CAREER PLANNING**

Employment and Career, Career Planning

Choosing a Career- Need and importance of Career Guidance, Sources of career information

Applying for a Job- Preparation of Resume, Follow up communication, Interview facing and Group discussion

## References

1. UNESCO (1997). Adult Education The Hamburg Declaration, UNESCO, Paris.
2. UNESCO (2005). Quality Education and Life Skills: Darker Goals, UNESCO, Paris.
3. WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations
4. Inter-Agency Meeting, WHO, Geneva.
5. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
6. Santrock W. John (2006). Educational Psychology. (2nd Edn.) New Delhi: Tata
7. Dahama O.P., Bhatnagar O.P, (2005). Education and Communication for Development, (2nd Edn.), Oxford & BH Publishing Co. Pvt. Ltd. New Delhi.
8. Debra McGregor, (2007). Developing Thinking; Developing Learning - A guide to thinking skills in Education, Open University Press, New York, USA

## Sites:

1. UNESCO – <http://www.unesco.org/>
2. UNFPA - <http://www.unfpa.org/>
3. UNICEF - <http://www.unicef.org/>
4. United Nations - <http://www.un.org/>
5. WHO - <http://www.who.int/en/>
6. India Portal - [www.indiaportal.gov.in](http://www.indiaportal.gov.in)

## **SGY6B16: SOCIAL INFORMATICS**

(ELECTIVE CORE COURSE FOR SINGLE CORE/SDE PROGRAMMES)

**No. of credits: 4, No. of**

**hours/week: 4 Course Outcomes**

Understanding the basic concepts and functional knowledge in the field of informatics

Awareness about social issues and concerns related to informatics

Enable to use digital knowledge resources in learning

## MODULE I: OVERVIEW OF INFORMATION TECHNOLOGY

Features of modern personal computer and peripherals: Hardware and Software

Major operating systems and application software: DOS and Windows, Ubuntu

Open access initiatives and free software movement

## MODULE II: KNOWLEDGE SKILL FOR HIGHER EDUCATION

Internet as a knowledge repository: World Wide Web, Search engines, Academic search techniques and academic websites

Use of IT in teaching: Academic services □ INFLIBNET, NICNET, BRNET

Basic concepts of IPR, Copy rights and Patents, Internet plagiarism

## MODULE III: SOCIAL INFORMATICS

Relevance of informatics in society

Social Cybernetics, Information society, Cyber ethics

Impact of IT on social interactions: e □ groups, virtual communities and blogging

## MODULE IV: MAJOR ISSUES RELATED TO INFORMATICS

Piracy issues, Cyber crime, Cyber Security and Cyber Laws

New threats of IT industry: Information overload, Cyber addictions, Health issues

E wastes and Green Computing

## References

1. Pearson, Technology in Action
2. Rajaraman V, Introduction to information Technology, Prentice Hall
3. Alexis Leon & Mathew Leon, Computers today, Leon Vikas
4. Peter Notion, Introduction to Computers, Indian adapted edition
5. George Perry, SAMS Teach Yourself Open office org, SAMS
6. Alexis Leon & Mathew Leon, Fundamentals of Information Technology
7. Armand Mathew, The Information Society, London Sage Publications
8. Ajai S Gaur, Statistical methods for Practice and Research, New Delhi, Response books

# **SGY6B17: MASS MEDIA AND SOCIETY**

(ELECTIVE CORE COURSE FOR SINGLE CORE/SDE)

**No. of credits: 4, No. of**

**hours/week:4 Course Outcomes**

Understanding of different types of media and forms of communication

Evaluating the relationship between Media and Society

Analysing the changes in Media, Society and Culture

## **MODULE I COMMUNICATION**

Definition and meaning and of communication

Group and Mass Communication, Extra Personal Communication

Communication and Modern Technology

## **MODULE II MASS MEDIA**

2. 1. Nature characteristics and Functions of Mass Media

2. 2. Folk and traditional media, Printing and Publications, Electronic Media, Radio, T.V.

2.3. Films, Cyberspace, Virtual Communication, Internet, Blogging

## **MODULE III THEORIES OF MASS MEDIA**

Harold Innis and Marshal Mc Lahan: Space, Time and Global Village – ‘The Media is the Message’

Raymond Williams: Communication and Revolution, Cultural Materialism and Hegemony

Habermas: Culture and Public Space, Thompson: Media and Modern Society

## **MODULE IV MASS MEDIA AND CULTURE**

Popular Culture, High Culture and Low Culture, Impact of Mass media on Popular Culture

Media and Globalisation, Impact of Media on developing Societies

Democracy and Issues of Media Regulation

## References

1. John Fiske □ Introduction to Communication Studies
2. Martenson □ Introduction to Communication Studies
3. Anthony Giddens □ Sociology
4. Nick Stevenson □ Understanding Media Culture
5. Nick Stevenson □ Social Theory and Mass Communication
6. Nick Stevenson □ Media theory : An Introduction □ Blackwell
7. Srivastava K.M. □ Radio and T.V. Journalism
8. Mehta. D.S □ Mass Communication and Journalism in India
9. Diwakar Sharma □ Mass Communication : Theory and Practice in 21<sup>st</sup> Century
10. Zahid Hussain □ Media and Communication in the Third world
11. Raymond Williams □ Communication and Revolution
12. Habermas □ Culture and Public Space

## **SGY6B20: CRIME AND SOCIETY**

(ELECTIVE CORE COURSE FOR DUAL CORE PROGRAMME)

**No. of credits: 5, No. o**

**hours/week: 6 Course Outcomes**

1. Familiarize the impact of the problems resulting from criminal acts in society
2. Familiarize the different types of crimes and their prevention
3. Understand the various approaches to the study of crime

### **MODULE I CRIMINAL BEHAVIOUR**

1.1 Concept of Crime, Criminality and Criminal Behaviour, Characteristics of Criminal behaviour

Causes of Crime – Physical / Biological, Socio- Cultural, Familial

Impact of crime on society

### **MODULE II APPROACHES TO THE STUDY OF CRIME**

2.1 Classicist - Hedonism – Beccaria, Biogenic – Evolutionary, Atavism Theory - Lombroso

2.2 Sociogenic - Differential Association Theory – Sutherland, Labeling Theory - Howard Becker

2.3 Sociological Theory - Anomic Theory -R K Merton



## MODULE III TYPES OF CRIME

Crimes against Individual, Crimes against Property, Crimes against State

Juvenile Delinquency –causes and consequences

Child Abuse, Crimes against Women, Crimes against the Elderly

Cyber Crimes - Causes, Areas, Suggestions

## MODULE IV SOCIAL PATHOLOGY AND CORRECTIONAL MEASURES

Concept - Social Pathology

Prevention and Remedial Measures of crime

Correction of criminals –Counselling, Probation, Imprisonment, Rehabilitation

Field visit and preparation of field report\*

(\* The field report should be prepared and submitted individually by each student and will be considered as the assignment for the internal evaluation)

## References

1. Barnes and Teeters, New Horizons in Criminology, Prentice Hall Inc, New York, pp 119-207.
2. Divya Bhardwaj, Child Abuse, Mohit publications 2006.
3. Elliott Mabel A, Crime in modern society, New York, Harper and Bros.
4. Healy and Bronner, New Light on Delinquency and its treatment
5. James Vadackumcherry, Criminology and penology, Kairali books International, Kerala, 1983.
6. Jehangir M.J. Sethna, Society and the criminal, N.M. Tripathi Pvt. Ltd, 1980.
7. Neumeyer H. Martin, Juvenile Delinquency in Modern Society, D-Van Nostrand Company,
8. Ram Ahuja, Social problems in India, Rawat publications, 1997.
9. Ram Ahuja, Social problems in India, Rawat publications 1997, pp 314-336.
10. M. Shenoy, Domestic Violence Anubhav Publishing Company, Allahabad, 2009
11. Sharma R.N, Indian social problems, Media promoters and publishers, 1982, P 169-200.
12. Walter C Reckless, The Crime problem, New York, Appleton-Century, 1967.

# SGY6B21: SOCIOLOGICAL PERSPECTIVES OF DEVELOPMENT

(ELECTIVE CORE COURSE FOR DUAL CORE PROGRAMME)

No. of credits: 5, No. of hours/week: 6

## Course Objectives

- Understanding the basic concepts of development
- Recognising the distinct features of sociological perspective of development
- critical perspective on development initiatives and recognizing its Social implications

## MODULE I CONCEPT OF DEVELOPMENT

Development as a concern of Sociology, Changing Conceptions of Development  
Economic Development, human development, Social development,  
Sustainable development, Human Development Index, Gender  
Development Index

Critiquing mainstream paradigms of development and emergence of alternative  
development perspectives

## MODULE II Perspectives in

Development Modernisation

(Rostow) Marxist

(Wallerstein)

Development as Freedom (Amartya Sen)

Alternative development– Gandhi & Schumacher

## MODULE III INDIAN EXPERIENCE OF DEVELOPMENT

Planning for development- sociological appraisal of Five-Year Plans.

Economic reforms and its social implications-Liberalisation, Privatisation, Globalisation

Socio-cultural impact of globalization, social implications of info-tech revolution

## MODULE IV: KERALA SCENARIO

Kerala model of development – a critical appraisal

Social implications of Development: Issues of marginalised communities/ categories;  
Ecological implications of Development: Issues related to land, water, forest

## Field visit and preparation of field report\*

(\* The field report should be prepared and submitted individually by each student and will be considered as the assignment for the internal evaluation)

### References

1. Dereze, Jean and Amartya Sen. 1996. India: Economic Development and Social Opportunity. New Delhi: OUP.
2. Desai, A.R. 1985. India's Path of Development: A Marxist Approach. Bombay: Popular Prakashan.(Chapter 2).
3. Giddens Anthony, 1996. "Global Problems and Ecological Crisis" in Introduction to Sociology. IInd Edition: New York: W.W.Norton& Co.
4. Harrison, D. 1989. The Sociology of Modernization and Development. New Delhi: Sage.
5. Haq, MahbubUl. 1991. Reflections on Human Development. New Delhi, OUP
6. Moor, Wilbert and Robert Cook. 1967. Social Change. New Delhi: Prentice-Hall (India)
7. Sharma, SL 1980. "Criteria of Social Development", Journal of Social Action. Jan-Mar.
8. Sharma, SL1986. Development: Socio-Cultural Dimensions. Jaipur: Rawat.(Chptr 1).
9. Sharma, S.L. 1994. "Salience of Ethnicity in Modernization: Evidence from India", Sociological Bulletin. Vol.39, Nos. 1&2. Pp.33-51.
10. Srinivas, M.N. 1966. Social Change in Modern India. Berkley: University of Berkley.
11. Symposium on Implications of Globalization. 1995. Sociological Bulletin. Vol.44. (Articles by Mathew, Panini &Pathy).
12. Raman, Ravi K. 2010. *Development Democracy and the State: Critiquing the Kerala Model of Development*. London: Routledge.
13. Padmanabhan, Roshni. 2010. 'Learning to Learn: Dalit Education in Kerala', in Raman Ravi K. (ed.), *Development, Democracy and the State; Critiquing the Kerala Model of Development*, pp. 102–117. New Delhi: Routledge
14. Tharakan, P. K. Michael. 1984. 'Socio-Economic Factors in Educational Development:Case of Nineteenth Century Travancore', Economic and PoliticalWeekly

## **SGY6B22: EDUCATIONAL SOCIOLOGY**

**(ELECTIVE CORE COURSE FOR DUAL CORE PROGRAMME)**

No. of Credits: 5, No. of hours/week: 6

Course Outcomes

1. Understand sociological meaning of education and its current interrelationships with contemporary society
2. Recognize the role of social institutions in the process of education and socialization
3. Attain familiarity with different sociological theories and perspectives on education
4. Analyze how education influences socio-economic transformations

### **MODULE I INTRODUCTION**

Sociology of education - Subject matter, scope and relevance

Types of education - Formal, Non-formal, informal, adult, continuing education

School as a micro social system; schooling as disciplining

### **MODULE II SOCIOLOGICAL PERSPECTIVES ON EDUCATION**

Marxian and Structural Perspectives – Gramsci, Althusser, Bourdieu

Critical Perspectives – Paulo Friere, Ivan Illich

Liberal Perspectives – Tagore, Gandhi, J. Krishnamurthi

### **MODULE III EDUCATION AND SOCIAL STRATIFICATION**

Inequalities in Education – gender, dalit, adivasis, people with special needs

Dominant curriculum and hidden curriculum

Education and opportunity: equality and equity, inclusive education, social mobility

### **MODULE IV CHANGING DIMENSIONS OF EDUCATION**

Neo-liberal economy and education: commercialization

Technology and its impact on education

Education and globalization

## References

1. Acker, S. 1994. Gendered Education: Sociological Reflections on Women, Buckingham: Open University Press.
2. Chanana, Karuna. 1988. Socialization, Education and Women: Explorations in Gender Identity. New Delhi: Orient Longman.
3. Chitnis, Suma & P.G. Altbach. 1993. Higher Education Reform in India, Experience and Perspectives, New Delhi: Sage.
4. Gandhi, M.K. 1962. Problems of Education, Ahmedabad: Navjeevan Prakashan.
5. Gore, M.S. et.al. (ed.). 1975. Papers on the Sociology of Education in India, New Delhi, NCERT.
6. Illich, Ivan. 1973. Deschooling Society, London: Penguin.
7. Shatrugan, M. 1988. Privatising Higher Education, EPW. pp.2624.
8. Doyal, Lesley and Sophie Watson. 1999. Engendering Social Policy. Buckingham: Open University Press.
9. Friere, Paulo. 1972. Pedagogy of the Oppressed, Harmondsworth: Penguin Books.
10. Educational Policy and Practice'' In The Receiving Higher Education, 21 (3): 279-302.
11. Jayaram, N. 1990. Sociology of Education in India, Jaipur: Rawat Publication.
12. Jefferey, R. And Alaka M. Basu. 1996. Girls' Schooling, Women's Autonomy and Fertility Change in South Asia, New Delhi: Sage.
13. Kamat, A.R. 1985. Education and Social Change in India. Bombay: Somaiya.

### **COMPLEMENTARY COURSES**

The following complementary courses are suggested with the option for choice (two complementary courses can be selected). The syllabus for complementary courses of sister departments are prepared by the respective Boards of studies.

<b>Sl. No</b>	<b>Course and Code</b>	<b>Credit</b>
<b>1</b>	SGY1(2)C01 PRINCIPLES OF SOCIOLOGY*	<b>4</b>
<b>2</b>	SGY3(4)C02 SOCIOLOGY OF INDIAN SOCIETY	<b>4</b>
<b>3</b>	SGY3(4) C03 INTRODUCTION TO SOCIAL PSYCHOLOGY	<b>4</b>
<b>4</b>	SGY3(4) C04 INTRODUCTION TO POLITICAL SOCIOLOGY	<b>4</b>
<b>5</b>	SGY3(4) C05 INTRODUCTION TO ECONOMIC SOCIOLOGY	<b>4</b>
<b>6</b>	SGY3(4) C06 BASICS OF SOCIAL ANTHROPOLOGY	<b>4</b>
<b>7</b>	SGY3(4) C07 EDUCATION AND SOCIETY	<b>4</b>
<b>8</b>	SGY3(4)C08 MEDIA AND SOCIETY	<b>4</b>
<b>9</b>	SGY3(4)C09 SOCIOLOGY AND SOCIAL WORK	<b>4</b>
<b>10</b>	SGY3(4)C10 SOCIOLOGY OF DEVELOPMENT	<b>4</b>
<b>11</b>	SGY3(4)C11 SOCIOLOGY OF FAMILY, MARRIAGE AND KINSHIP	<b>4</b>
<b>12</b>	SGY3(4)C12 SCIENCE , TECHNOLOGY AND SOCIETY	<b>4</b>
<b>13</b>	SGY3(4)C13 SOCIOLOGY OF MARGINALISATION AND SOCIAL EXCLUSION	

\*The course which has to be taught as first complimentary course in Sociology (Either in I or II semester according to Type I or Type II choice). Remaining one course may be selected from the above listed courses (SGY3(4)C2 - SGY 3(4)C13) by taking into account of the relation with the Core Paper. (For example, For Economics core students, the second complimentary course in Sociology may be Economic Sociology. For Political Science Core, Political Sociology may be opted). Colleges can choose from the above complementary courses offered by the University without affecting the existing workload.

# **SYLLABUS**

## **COMPLIMENTARY COURSES**

### **SGY1 (2) C01: PRINCIPLES OF SOCIOLOGY**

No. of Credits: 4 / No. of hours/week: 6

#### **Course Outcomes**

- Understanding that society can be studied scientifically
- Recognises some contributions of the social sciences in understanding contemporary social realities
- Developing a sociological perspective on current issues

#### **MODULE I SOCIOLOGY: AN INTRODUCTION**

What is Sociology? Nature, Scope and relevance

Basic concepts – Society, Social groups, Social institutions, social mobility

Sociology and Common Sense Knowledge - Sociological Imagination

#### **MODULE II INDIVIDUAL AND SOCIETY**

Socialization – types and agencies and relevance

Social control – types, agencies and relevance

Social structure and social stratification

#### **MODULE III CULTURE AND SOCIETY**

Sociological Perspectives on culture

Dominant culture, Sub Culture and popular culture

Cultural change today: Globalisation, Internet revolution and multi culturalism

#### **MODULE IV SOCIETY IN INDIA TODAY**

Ethnocentrism and identities of region, religion, language and caste

Gender as an issue-control over women by state, religion, family

Media and hyper-reality

## References

1. Giddens, Anthony, 2006, *Sociology*, Polity, Ch. 1, 2.
2. Mills, C. Wright (2000/1959): *The Sociological Imagination*, Delhi: Oxford University Press, pp. 3-5, 8-11
3. Beteille, Andre (1996) *Sociology and Common Sense*, Economic and Political Weekly 31(35/37) Special Number (Sep. 1996): 2361-2365
4. Haralambos, Michael and Holborn (2014): *Sociology: Themes and Perspectives*, London: Harper-Collins.
5. M. Francis Abraham (2006) *Contemporary Sociology: An Introduction to Concepts and Theory*, Delhi: Oxford University Press.
6. Berger, Peter, 1963, *Invitation to Sociology*, Doubleday, New York, Ch. 1,2 ,3.
7. Macionis, John J., 2005, *Sociology*, Pearson, Ch. 1, 3
8. Peter Worsley - *Introducing Sociology*

## Supplementary Material

1. *On caste issues*: S. Joseph. 2005. Identity card (poem – Malayalam/English) Kottayam: DC Books. (Translation 2010: K. Satchidanandan)
2. *On adivasi issues*: Sreemith Sekhar (2013) *The Red Data Book: An Appendix* (documentary).



## SGY3 (4) C05: INTRODUCTION TO ECONOMIC SOCIOLOGY

No. of Credits: 4/ No. of hours per week: 6

### Course Outcomes

Familiarising the origin and development of Economic Sociology  
Understanding the basic concepts of Economic Sociology  
Analysing modern societies in the perspective of Economic Sociology

### MODULE I: DEVELOPMENT OF ECONOMIC SOCIOLOGY

#### I.1. Introduction: Definition, Origin and Development of Economic Sociology

Comparison between Economics and Economic Sociology

Social contexts of economic action: Economic action, its meaning, varieties of embeddedness, social networks in economic behavior

### MODULE II: THEORETICAL PERSPECTIVES

2. 1. Sociological views of Economy: Marx (Materialistic Interpretation of Society), Weber (Economy and Society)

Durkheim (Division of Labour), and Parsons (Economy as a sub system)

Karl Polanyi ( Economy as established Process) ,New Economic Sociology

Mark Granovetter (Embeddedness)

### MODULE III :SOCIOLOGICAL APPROACHES TO ECONOMIC INSTITUTIONS

Sociological theories on Consumption □ Marry Duglous, Baron Isherwood (use of goods),

Pierre Bourdieu (Forms of Capital),

Veblen (Conspicuous Consumption)

### MODULE IV : SOCIOLOGY OF LABOUR AND MARKET

Discrimination in Markets, Social determinants of inequalities in wage and earning in India

Socio □ Cultural aspects of Economic Development in India- Impact of Religion and Caste

Scope of Economic Sociology in the context of Globalisation

## References

1. Arrow ,Kenneth1974 ,The Limits of Organisation .New York :W.W
2. Norton Becker , Gary 1976 The Economic Approach to Human Behaviour.Chicago: University of Chicago Press
3. Bourdieu,Pierre 1986a “The Forms of Capital”. In John .G.Richardson,ed., Handbook of Theory and Reseach for Sociology of Education.,Westport, Conn:Greenwood Press
4. Di Maggio,Paul 1994 “Culture and the Economy.” In Neil Smelsor and Richard Swedburg,(ed.)
5. Handbook of Economic Sociology.Princeton, NJ.and NY Princeton University Press and Russel Sage Foundation.
6. Di Maggio Paul ,and Waltor Powell,eds 1991, The New Institutionalisation in Organisational Analysis.Chicago: University of Chicago Press.
7. Friedland ,Roger ,and A.F . Robertson ,eds 1990 Beyond the Marketplace: Rethinking Economy and Society.
8. Granovetter, Mark(1974) 1995 Getting a Job:A Study in Contactsand Careers.Cambridge, Mass.: Harvard University Press.
9. Granovetter,Mark 1985 “ Economic Action and Social Structure : A theoryof Embeddedness.”
10. American Journal of Sociology 91:481-510
11. Parsons , Talcott, and Neil Smelser 1956, Economy and Society: A Study in the Economic And Social Theory. London: Routledge and Kegan Paul.
12. Polanyi, Karl, Conard M. Arensburg, and Hartry W. Pearson, (ed). 1957 Trade and Market in the Early Empires. Glencoc ,III.: Free Press.
13. Smelser,Neil.1963, The Sociology of Economic Life, Englewood Ciffs, NJ : PrenticeHall Inc.
14. Swedberg, Richard 1987,”Economic Sociology : Past and Present.”Current Sociology 35(1)
15. Zelizer ,Viviana 1979 Pricing the Priceless Child :The Changing Social Value of Children

## **OPEN COURSES**

During the Vth Semester , Two Open courses are offered to the students of other departments. Colleges can choose any one course from the two listed below.

**SGY5D01: LIFE SKILL DEVELOPMENT/**

**SGY5D02: KERALA SOCIETY: STRUCTURE AND  
TRANSFORMATION SGY5D03: BASICS OF DISASTER  
MANAGEMENT**

## **SYLLABUS OPEN COURSES**

### **SGY5D01: LIFE SKILL DEVELOPMENT**

**No. of Credits: 3/ No of hours**

**/week:3 Course Objectives**

- Attaining knowledge of necessary life skill for the application in everyday life
- Equip with the quality of addressing issue relevant to the life situations
- Enable to establish productive interpersonal relationships with others

#### **MODULE I :INTRODUCTION TO LIFESKILL**

Introduction to life skill- Definition of Life skills, Components of life skills, Need for Life skill training

Core life skills- The Ten core Life Skills as laid down by WHO

Life skills for self management- Self Esteem, Self awareness, Self control, Empathy and Sympathy, Emotional Quotient and Social Quotient, Developing Positive thinking and Assertiveness

#### **MODULE II: LIFE SKILLS FOR SOCIAL INTERACTION**

Thinking skills- Creative and Critical Thinking ,Problem Solving, Decision Making, Goal Setting

Communication skills: Effective Communication, Barriers in effective communication , Public Speaking

Emotional skills- Stress and Strain, Coping Strategies, Conflict resolution: Steps and stages

## MODULE III : LIFE SKILL FOR CAREER PLANNING

Employment and Career, Career Planning

Choosing a Career- Need and importance of Career Guidance, Sources of career information

Applying for a Job- Preparation of Resume, Follow up communication, Interview facing and Group discussion

### References

- UNESCO (1997). Adult Education The Hamburg Declaration, UNESCO, Paris.
- UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris.
- WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations□
- Inter-Agency Meeting, WHO, Geneva.
- Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv□  
Gandhi National Institute of Youth Development, Tamil Nadu.
- Santrock W. John (2006). Educational Psychology. (2nd Edn.) New Delhi: Tata□
- Dahama O.P., Bhatnagar O.P, (2005). Education and Communication for  
Development, (2nd Edn.), Oxford & BH Publishing Co. Pvt. Ltd. New Delhi.
- Debra McGregor, (2007). Developing Thinking; Developing Learning - A guide to  
thinking skills in Education, Open University Press, New York, USA

### Web Sites:

1. UNESCO – <http://www.unesco.org/>
2. UNFPA - <http://www.unfpa.org/>
3. UNICEF - <http://www.unicef.org/>
4. United Nations - <http://www.un.org/>
5. WHO - <http://www.who.int/en/>
6. India Portal - [www.indiaportal.gov.in](http://www.indiaportal.gov.in)