Outline of B.A. Sociology Programme

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Programme Outcomes (POs)

1. Learners will develop rational thinking, critical temper and scientific rigour so as enhance productivity and demand of the learner in the job market.
2. Learners will be more proficient in oral and written communication skills appropriate to the discipline
3. Learners will be more socially sensitive and socially responsible citizens endowed with humane values and creativity
4. Cultural heritage, ethical values, and moral standards in the thought process and behavior of the learner will be reinforced

Programme Specific Outcomes (PSOs) of B.A Sociology

1. Learners acquire the basic lessons in sociological imagination and analysis
2. Learners begin to critically understand social structures, institutions and relationships
3. Learners understand preliminary concepts, theories and methodologies specific to the discipline of Sociology
4. Learners will be able to practice sociology as educated and civically engaged persons.
## General Structure and Design of BA Programme in Sociology

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Specific Structure and Design of Sociology courses for B.A.

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Course in Details

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**SG 1144  INTRODUCTION TO SOCIAL SCIENCES**

**Aim of the course**

The course intend to familiarize the students with the emergence of social sciences and Sociology as a discipline, Key sociological concepts and the significance of Sociology

**Course Outcomes**

1. Learners will be enabled to comprehend and evaluate the conceptual framework of Indian social system.
2. Learners will gain understanding of the dynamics of social institutions and applications of different theoretical as well as methodological perspectives of studying Indian Society.
3. Learners will be acquainted with contemporary Indian society in terms of caste, class and religion.
4. Learners will be able to evaluate social, economic and cultural features of minorities and other weaker section in India as well as the Constitutional Provision for the protection of minorities and other weaker section in India.

**Module I: Social Science – An introduction**

Social science – its emergence, historical foundation (Renaissance, Reformation, Enlightenment, Revolutions), Difference between social sciences, natural sciences and humanities

**Module II: Knowledge production in Social sciences**

The Sociology of Knowledge: Karl Mannheim, Views of knowledge-Positivism, Interpretivism, Critical, Feminist, Interdisciplinary aspects in Social Sciences of Sociology

**Module III: Methodology in Social sciences**

Objectivity vs. Subjectivity, Scientific method, Problems of objectivity, Commonsense and Sociological Imagination

**Module IV: Introduction to Sociology**

Sociology: Nature and subject matter, Basic concepts: Society, Community, Association, Institutions, Social groups, Status and Role, Culture, Social control, Social change, Structure and
Function, Norms and values, Scope: Applied Sociology, Public Sociology and Professional Sociology

**Student activity:** Students should be asked to prepare postures using any of Sociological concepts that can be used effectively for understanding society or for analyzing social problems.

**Pedagogy:**
While introducing sociology as a social science emphasis should be laid on the distinctiveness of its perspective rather than on its substantive themes of study. For effective teaching and meaningful learning, illustrations may be drawn from relevant empirical studies. Throughout the course, conscious effort should be made to drive home the relevance and significance of sociology for understanding society and in attempting to solve its problems.

**Essential Readings**
Mac Iver and Page Society: An Introductory Analysis, Mac Millan India Ltd., New Delhi
Perry John (2009) “through the Lens of sciences” in Contemporary Society; An introduction to Social Sciences, Allyn and Bacon
SG 1135 INTRODUCTION TO SOCIOLOGY

Aim of the Course

The course intends to familiarize the students with the origin and development of Sociology as a discipline, key sociological concepts as well as social dynamics and processes in Society.

Course Outcomes

1. Learners from disciplines other than Sociology understand the origin and development of Sociology as well as the scope of the discipline
2. Learner get an introduction to the Key concepts of Sociology
3. Learners will be able to comprehend the significance of social processes and social change

Module I: Understanding Sociology

Definition, Nature and Scope of Sociology, Sociology as a Science, Relation of sociology with other social sciences, Development of Sociology as a discipline, Sociology and Common sense, Development of Sociology in India.

Module II: Foundations of Society

Society, Community, Association, Organization, Institutions, Social Groups, Culture-Folkways, Mores, Values, Sub-culture, Social Structure and Function, Social system, Social process-Associate and Dissociative, Socialization.

Module III: Social processes and social dynamics

Social control-meaning and nature, methods and mechanisms, Social Deviance-basic types, Social Change-factors, Social development-approaches, Social Mobility-types, Social Problems in India

Student activity: Students should be formed into groups and each group may ask to present a concept map on relevant sociological concepts

Pedagogy:

While introducing sociology as a social science emphasis should be laid on the distinctiveness of its perspective rather than on its substantive themes of study. For effective teaching and
meaningful learning, illustrations may be drawn from relevant empirical studies. Throughout the course, conscious effort should be made to drive home the relevance and significance of sociology for understanding society and in attempting to solve its problems.

**Essential readings**


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**SG 1244 UNDERSTANDING INDIAN SOCIETY**

**Aim of the Course**

The course intends to conceptualize Indian society and understand the continuity between then present and the past of Indian society.

**Course Outcomes**

1. Learners will be able to comprehend and evaluate the conceptual framework of Indian social system.
2. Learners will understand the dynamics of social institutions and applications of different theoretical as well as methodological perspectives of studying Indian Society.
3. Learners will acquaint with contemporary Indian society in terms of caste, class and religion.

4. Learners will be able to evaluate social, economic and cultural features of minorities and other weaker section in India as well as the Constitutional Provision for the protection of minorities and other weaker section in India.

Module I: The Structure and Composition of Indian Society
villages, towns, cities, rural-urban linkages, Caste through Ages in Indian society, Scheduled Castes, Scheduled Tribe, Other Backward Castes and Minorities

Module II: Cultural and Ethnic Diversity
Language, Caste, Religion and Race.

Module III: Theoretical perspectives on Indian society

Module IV: Social Institutions in contemporary Indian society
Brahminical views, Caste and class linkages, Religion: Religious pluralism and secularism

Student activity: Students should be asked to prepare a notice board in the class on any of the major challenges faced by the social institutions in India

Essential Readings
Semester II                   Type of course  Complementary II
Credit            3                   Hrs. / Week   4

SG 1235 INDIVIDUAL AND SOCIAL BEHAVIOUR

Aim of the Course
The aim of the course is to introduce nature, methods and concepts in Social Psychology

Course Outcomes
1. Learners will gain an understanding of the basics in Social Psychology
2. Learners will be familiar with the relation between individual and society
3. Learners will be able to recognize social behavior and its dynamics
4. Learners will be able to analyze the role of personality in social system

Module I: Nature of Social Psychology

Module II: Group Behavior
Social group – Characteristics, importance and types – Primary and Secondary and In-group and out-group – Definition, characteristics and classifications of Crowd, Audience, Mob, Public Opinion, Prejudice, Rumour, Characteristics, types and functions.

Module III: Personality and Social System
Personality – Meaning and types, Factors affecting personality – Biological, Psychological and Social – Personality traits, Freudian theory of Personality.

Essential Readings

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**SG 1323 SOCIAL INFORMATICS**

**Aim of the Course**
To update and expand basic informatics skill and attitudes relevant to the emerging knowledge society and also to equip the students to effectively utilize the digital knowledge for their course

**Course Outcome**
1. Learners will be familiarized with the basic concepts and acquire a functional knowledge in the field of informatics.
2. Learners will be equipped with the knowledge necessary to identify, analyze, and report various ICT-related issues faced by society, governments, and organizations.
3. Learners will become aware of the social issues and concerns in the use of digital technology
4. Learners will develop skills in the use of digital knowledge resources in learning
Module I: Basic Concepts
Computer and peripherals - operating systems and major application software - Informatics & Social Informatics – meaning and characteristics - Difference between IT, ICT’s & ITES

Module II: IT skill for Higher education
Internet as a knowledge repository - Academic search techniques - case study of academic websites & study of educational software, academic services- INFLIBNET, NICNET, BRNET, NDL, SWAYAM, Shodaganga, MOOCS

Module III: Social Informatics

Module IV: Cyber Ethics and Cyber Security

Note: Expecting only the conceptual level understanding. No detailed account is needed. No Practical examinations

Student activity: Students are advised to create their cyber presence at least in creating web address blog or other activities.

Pedagogy
The purpose of this course is to introduce ethical, privacy, and legal issues in informatics as well as social research perspectives and literature on the use of information and communication technologies. An effort should be made to reduce the digital divide within the students itself.

Essential reading
SG 1344 SOCIOLOGICAL THEORIES

Aim of the course
The aim of the course is to make the student aware of the origin, development and foundations of Sociological theories.

Course Outcomes
1. Learners become acquaint with the philosophical roots of sociological theory
2. Learners become familiar with the various contexts that led to the emergence of sociology as a distinctive discipline
3. Learners acquire a preliminary understanding of the classical contributions in sociological theories
**Module I: Development of Sociological Theory**
Social Philosophy and Sociology, Philosophy of Social Science-Rationalism and Idealism, Intellectual and Socio-Political background of the emergence of Sociological Theory, Science Modernity and Sociology

**Module II: Pioneers in Sociological Theory**

**Module III: Development of Academic Sociology**
Emile Durkheim–Sociology as study of Social fact, Division of labour, Social Solidarity, Theory of Suicide. Max Weber: Social Action, Ideal types, Power and Authority, Protestant Ethics and Sprit of Capitalism

**Module IV: Materialistic Interpretation of Society**
Karl Marx: Dialectical Materialism, Historical materialism, Economic determinism, Class and class struggle

**Student activity:** Students are to be formed into groups and each group should be assigned a posture preparation project on each theoretical perspective.

**Pedagogy:**
The focus of this paper is on the substantive, theoretical and methodological issues which shaped the thinking of pioneering and classical sociologists and which continue to concern the practitioners of sociology today. Unless otherwise necessary to understand their contributions, the biographical details of the sociologists should be kept to the minimum

**Essential Reading**
Bertn Adams and RA Sydie, Sociological Theory, Vistar Publications
Abraham Francis M., An Introduction to Concepts and Theories, New Delhi, Oxford University Press
Abraham& Morgan, Sociological Thought. New Delhi, Macmillan India
Semester III  Type of course  Complementary III
Credit  3  Hrs. / Week

SG 1335 SOCIOLOGY OF AGEING

Aim of the course
To acquaint the students with the need for addressing the issues and familiarizes with the polices of elderly

Course Outcomes
1. Learners will understand the development of Social Gerontology
2. Learners become aware of the theoretical perspectives on ageing
3. Learners will become familiar with the demographic profile of elderly
4. Learners are able to analyze the major problems faced by the elderly
5. Learners gain an understanding about various measures and policies of elderly

Module I: Social Gerontology

Module II: Perspective on Ageing

Module III: Problem of Elderly and Social support Mechanism
Physical, Psychological, Social and Economic problems, Schemes and Programmes of elderly, Institutional and Non institutional support

Students are advised to visit at least one old age home in their locality (Spend at least 5 hours) or conduct case studies of old age people relating to problems of aged and social security measures.

Essential Reading
Semester IV 
Type of course Core 4
Credit 4 
Hrs. / Week 5

SG 1443 RESEARCH METHODOLOGY

Aim of the course
The aim of the course is to make the students aware of the social research methods.

Course Outcomes
1. Learners will understand the fundamentals of social research and its applications
2. Learners will comprehend the scientific nature of research and various steps involved in it
3. Learners will acquire the various tools, techniques and methods of data collection
4. Learners gain basic knowledge on the role of statistics in social research

Module I: Fundamentals of Social Research
Social Science Research – Meaning and purpose, Types of research – pure, applied and action research, Difference between methodology and methods, Scientific method, Challenges in Social Research – subjectivity and objectivity, Ethical issues in Social Research.

Module II: Methods & Techniques in Quantitative and Qualitative Research
Qualitative Research – Ethnography and Participant Observation, Structured and Unstructured interviews, Focus Group Discussions, Case Studies and Oral Narratives, Quantitative Research – Social Survey
Module III: Steps in Social Research


Module IV: Role of Statistics in Social Research


Student activity: Students shall be asked to prepare a model project proposal for different steps in social research and review at least two research reports based on its research methodology.

Pedagogy

The purpose of the course is to train students as good researchers and investigators. The uses of techniques and methods have to be understood along with the perspective that governs research. An effort should be made to distinguish between techniques and methods.

Essential Readings

Ahuja, Ram (2006), Research Methods, New Delhi Rawat Publications.
Kerlington, F N (1983), Foundation of Behavior Research, New Delhi, Surjeet Publications
Bajpai S R, (1967) of Social Survey and Research, George Allen and Unwin
Semester  IV  Type of course  Core 5
Credit   3  Hrs. / Week  4

SG 1444 SOCIAL PSYCHOLOGY

Aim of the Course
The aim of the course is to introduce nature, methods and concepts in Social Psychology.

Course Outcomes
1. Learners will understand the basic concepts in Social Psychology.
2. Learners will be able to analyze social behavior and its characteristics.
3. Learners will comprehend the nature and factors affecting personality and its relation with social system.

Module I: Nature of Social Psychology

Module II: Group Behavior
Social group – Characteristics, importance and types – Primary and Secondary and In-group and out-group – Definition, characteristics and classifications of Crowd, Audience, Mob, Public Opinion, Prejudice, Rumour, Characteristics, types and functions.

Module III: Personality and Social System
Personality – Meaning and types, Factors affecting personality – Biological, Psychological and Social – Personality traits, Freudian theory of Personality.

Module IV: Leadership
Leadership: Meaning, Characteristics, Classification and types, Functions of leadership.

Essential Readings

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<th>Type of course</th>
<th>Complementary 4</th>
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<td>Credit 3</td>
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**SG 1435.1 WOMEN STUDIES**

**Aim of the course**

The aim of the paper is to introduce “Women Studies” and analysis the conceptual and theoretical perspectives on women studies

**Course Outcomes**

1. Learners will understand the basic concepts related with Women studies
2. Learners will be able to trace the history of women’s movements and the historical roots of feminism
3. Learners acquire the skills to problematize the taken for granted gender bias and prejudices
4. Learners will learn to evaluate and deconstruct the existing gendered social system.
Module I: Introduction to Women’s Studies
Nature, Scope and objectives of women’s studies in India. National Committees and Commissions for women, Women’s movement in Post Independent India, Women’s Studies- An International perspective.

Module II: Concepts and Theoretical Perspectives
Social construction of Gender, Gender and Sex, Gendering, Patriarchy Liberal feminism – Rationality, Freedom, Marxist feminism – production, reproduction, Class, Alienation, Radical Feminism-gender, patriarchy, reproductive Technology, Socialist feminism – Class and gender, Division of Labor, Exploitation

Module III: Major Issues of Women in Contemporary India
Issues Related to Female Children: Female feticide, Female infanticide, Child marriage. Issues Related to Women: Dowry, Divorce, Widowhood, Commercial Sex Workers, Domestic violence, Problems of Elderly and Single Women. Issues Related to Marginalized Women: Problems of Dalit and Tribal Women; Devadasis- discrimination and exploitation in the name of tradition. Problems of Women prisoners, Women living with HIV/AIDS and women who are physically and mentally challenged

Student activity: Prepare a research paper with the help of content analysis on violence against women and children

Pedagogy
Gender is a category of social analysis and is not just a women’s question. It should be treated as a participatory movement to make the world a better place to live in. It should be emphasized that feminism is about power as there are other discourses on power. Examples from the Indian context should be given from all religious communities, regions, cultures and classes to highlight the position of women under them and also to focus on diversity and difference.

Essential Readings
    Gender Roles: A Sociological Perspective. New Delhi: PHI learning (ch-3,8,10,11) 
Kamla Vasin (1994) Patriarchy, New Delhi: Kali for Women, 
    Cambridge: Blackwell Publishers Inc.
Tong, R. (1989). Feminist Thought, Sydney: Unwin,
Veena Majumdar (1985) Emergence of Women’s Question in India & The Role of Women’s Studies, CWDS Occasional Paper -7.

Semester IV

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SG 1435.2 POLITICAL SOCIOLOGY

Aim of the course

The course intends to introduce and familiarize the students Political Sociology as a branch of Sociology and looking at Indian political scene in a sociological angle

Course Outcomes

1. Learners gain familiarity with the major debates and concepts of Political Sociology
2. Learners are sensitized on the role of political socialization and other political processes
3. Learners develop capability to contextualize the current political scenario of India
4. Learners are instilled with a positive attitude towards political participation

Module I: Introduction to Political Sociology

Definition, Subject matter, Scope and Distinctive approach of Political Sociology. Relationship of Sociology with Political Science, Basic Concepts-Nation, State, Government, Citizenship

Module II: Intellectual Context of Political Sociology


Module III: Interrelation between Politics and Society
Political socialization- Definition, Types, and Agents, Political Processes-Adult franchise, Voting behavior, Exit poll, Determinants of political participation, Political Parties, Pressure groups, Role of Pressure tactics, Role of Mass media. Public Opinion, Caste and Politics

**Student activity:** Students should be asked to conduct a survey on the determinants of participation among college students.

**Essential Readings**

Dowse, R. E. & Hughes (1971) Political Sociology, New York, Basic Book,
Eisenstadt, S. N. (ED) (1971) Political Sociology, New York, Basic Book,
Kothari R. (1979) Politics in India, Orient Longmans Ltd.
Key V. O. (1964) Politics, Parities and Pressure Groups, Crowell New York,
Ali Asaraf & L N Sharma, Political Sociology, University Press Pvy Ltd, Hyderabad

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**SG 1541 GENDER AND SOCIETY**

**Aim of the Course**

The course will introduce to the students basic concepts in Gender helps them in understanding the gender attributes and identify and critically approach and analyze gender in daily walks of life and various domains.

**Course Outcomes**

1. Learners acquire knowledge about the key concepts in gender
2. Learners will critically understand the prevailing social practices from the perspective of gender
3. Learners will develop skills in analyzing gender attributes
4. Learners will be able to problematize the taken for granted gender bias and prejudices

**Module I: Key Concepts**

Gender, Sex, LGBTQ, Patriarchy, Gender Discrimination & Gender Inequality, Femininity & Masculinity- Definition and Attributes, Public- Private Dichotomy, Gender Budgeting, Gender Justice

**Module II: Theoretical Perspectives**

Liberal, Marxian, Radical, Psycho analytic, Men’s Studies – Meaning and Nature

**Module III: Gender in Indian context**

Gender & Family- Gender Socialization, Gender Roles, Gender Division of Labour Gender & Economy- Feminization of Labour, Glass Ceiling, Women in Un-organized Sector. Challenges of Transgender


Gender & Media- Gender Stereotyping, Indecent Representation of Women (Prohibition) Act, 1986

**Module IV: Emerging Concerns**

Gender Violence in Family, Workplace and Media, Human Trafficking, LGBT issues

**Student activity:** Visit to Women’s Commission Office, Transgender Cell under Social Justice Department of Government of Kerala.

**Essential Readings**


Pelleschi, Andrea. Transgender Rights and Issues. USA: Essential Library


State Policy for Transgenders in Kerala, 2015.


Semester V  
Type of course  Core 7 
Credit 2  
Hrs. / Week  3

SG1542 STRUCTURE AND TRANSFORMATION OF KERALA SOCIETY

Aim of the course

The aim of the course is to analyze the structure, development and transformation of Kerala society in a sociological angle

Course Outcomes

1. Learners will acquire knowledge about the social and cultural history of Kerala society
2. Learners become familiarize with the trajectory of social transformation in Kerala and its implications to the present day society
3. Learners will acquire skills in understanding and analyzing the various problems of contemporary Kerala society

Module I: Antecedents of Kerala Society:
Society and culture in Sangam, Post-Sangam. Impact of Portuguese, Dutch and British rule on Kerala society and culture.

Module II: Salient Social Institutions:
Structural and functional changes in Family (Tharavad), Marriage (Thalikettukalyanam), Kinship (Matriliney) Economy (Land reforms), Polity (Civic rights movements) and Religion (Religious harmony)

Module III: Social transformation in Kerala:
Caste as a social evil, Anti-caste and anti-untouchability movements - Sree Narayana Guru, Ayyankali, Chattambiswamikal, Vaikom and Guruvayoor Sathyagraha, Temple entry Proclamation.

Module IV. Contemporary Kerala Society:
Demographic transition, Environmental issues, Becoming a consumer state, Marginalized sections and struggles for land, Violence against women. Issues relating to migrant labor

Pedagogy

While analyzing Kerala society emphasis should be laid on to assist the students in recollecting the social and cultural history of Kerala society in a sociological angle. For effective teaching and meaningful leaning illustrations may be drawn from relevant empirical studies, novels and cinema. To familiarize the students the major social transformation in Kerala and its implications in present society, the articles written in academic journals and popular Malayalam journals can be used contemporary social issue in Kerala and its causes and consequences in the form of a seminar paper or assignment
Essential Readings

Kerala Development Report,2005,State Planning Board, Thiruvananthapuram
Ommen MA, Land reforms and socio economic change in Kerala, Christian Institute for the study of religion and society
Saradamony, Emergence of a slave caste , peoples Publishing House
Rao MSA, Social Movements and social Transformation: A study of two backward class movements in India, McMillan

Semester V
Credit 4
Type of course Core 8
Hrs. / Week 4

SG 1543 URBAN PLANNING AND DEVELOPMENT

Aim of the course

The Course aims to familiarize the students with the key concepts and approaches in Urban Sociology and thereby develop an understanding of Urban planning and development with special emphasis on trends and implications of urbanization in India..

Course Outcomes
1. Learners become familiarized with the key concepts in Urban Sociology
2. Learners become aware of the sociological perspectives on urban social life
3. Learners develop analytical capacity among students about urbanization, urban communities, and urban problems.
4. Learners will understand the relevance of urban planning and development

**Module I: Nature and Scope of Urban Sociology**


**Module II: Approaches to Urbanization and Urban Development**


**Module III: Socio-Economic Implications of Urbanization**

Sociological dimensions of Urbanization, Features of Urban family and neighborhood relations - Anonymity and formality, Gated community. Role of Residence Associations Urban poverty, Housing and Slums, Crime and Urban Violence, Pollution, urban waste management.

**Module IV: Planning of Urban Spaces**

Introduction to urban planning. Need importance and strategies of urban planning. Levels of planning. Role of Sociologists in urban planning

*Student activity: Students shall be asked to visit nearby corporation/municipality and to gain an understanding of urban planning and development.*

**Pedagogy**

Key concepts in Urban Sociology may be introduced with special reference on the urban spaces of contemporary India. While teaching the approaches and perspectives in Urban Sociology, students may be enlightened on the modalities of Urban Development.

**Essential Readings**


 Semester V Type of course Core 9
Credit 4 Hrs. / Week 4

SG 1544.1 RURAL DEVELOPMENT

Aim of the course

The aim of the course is to give an understanding about the rural development policies and programmes

Course Outcomes

1. Learners will be able to understand and assess the conceptual meaning of rural development.

2. Learners will be able to identify the characteristics of rural and urban aspects in social life.
3. Learners will acquire the ability to critically evaluate the policies, programmes and strategies for uplifting the rural life comprehensively.

**Module I: Rural Sociology**
Nature, Scope and significance of Rural Sociology, Rural Urban Differences

**Module II: Rural Development- an introduction**
Rural Development- Concept and basic elements, Determinants of rural development, Rural problems in India-Poverty, Indebtedness, Health & Sanitation and Problems of Indian agriculture.

**Module III: Rural development: Policies and Programs**
Need for rural development in India. Rural development policies in India. Major RD Programs in India- CDP, IRDP, Mahatma Gandhi NREGS, PMAY (IAY), NRLM

**Module IV: Planning for rural development**
Planning-Levels and functions. Niti Ayog, State Planning Commission, District Planning Committees Decentralization of planning. Role of Panchayat raj Institutions in Rural Development

**Field visit:** Visit to a Development Block / Panchayati Raj institutions in order to understand programmes and policies undertaken for rural development and the role of PRIs in Rural Development.

**Student activity:** Students shall be asked to visit a Panchayat/ Local body and study the different levels of planning undertaken for rural Development. They were also encouraged to participate in a Gram Sabha meeting to understand its modus operandi.

**Essential Reading**
Singh Katar (2009), Rural development Principles Policies and Management (3rd edition), New Delhi, Sage publications
Walter Buckley (1967) Sociology and modern system theory, New jersey, Prentice hall
Chitambar JB (2018) Introductory Rural Sociology, New Age
Dunn, Edgar S (1971), Economic and social development. A process of social learning
GopalaKrishnan P & Ramamoorthy (1993), Text Book of Project mnagement, New Delhi, Mcmillian Inida Ltd
Maheshwari SR (1995) Rural Development in India, New Delhi, Sage
Mydral , Gunnar (1957), economic Theory and under developed regions, Mumbai, Vora & coDelhi, Sage publications
Buckley Walter(1967) Sociology and modern system theory, New jersey, Prentice hall
Aim of the Course
The course intends to conceptualize migration and Diaspora in prevailing context.

Course outcomes
1. Learners are able to understand the concepts migration and Diaspora
2. Learners become aware of the factors responsible for migration
3. Learners gain theoretical understanding on the process of migration
4. Learners will know the relationships between migration and development in Kerala society.

MODULE I Basic Concepts
Migration and Diaspora, Immigration and Emigration, In-migration and Outmigration, Internal migration, Forced migration, Seasonal migration, Rural urban migration, Temporary and Permanent migration, Return migration

MODULE II: Theories and perspectives

MODULE III: Migration and development in Kerala
Migration from Kerala in colonial and post-colonial eras. Socio-economic impact of Remittances, Changes in household, Consumption, Socio- economic development, Social mobility.

**Student activity:** Prepare a status report of migration from Kerala to other states and abroad.

**Pedagogy**

Migration is one of the three factors of demographic change, the other two being birth and death. So population structure influences migration. Today migration is even more relevant as globalization is the dominant process across the globe of which migration is a significant aspect.

**Essential Readings**


Robin Cohen (1996) *Theories of Migration*, Edward Elgar Publishing,


**Semester V**

**Type of course** Core 10

**Credit** 4

**Hrs. / Week** 4

**SG 1545.1 SOCIOLOGY OF DEVELOPMENT**

**Aim of the Course**

The course intends to expose the students of the development processes going on in the global context and its implications in developing countries
Course Outcomes

1. Learners obtain conceptual understanding of social development
2. Learners get familiarized with the theories of development
3. Learners become aware of the global scenario of development

Module I: Concepts of Development

Social Change, Progress, Growth, Social Development, Economic Development, Human Development, Gender development, Sustainable Development. Participatory development

Module II: Theories of Development

Modernization Theory - Rostow, Dependency Theory – Immanuel Wallenstein, Gandhian Development Model

Module III: Global Scenario of Development


Pedagogy: based on latest Human Development Report (UNDP) compare the development indicators of any ten countries including India, Find out reason for development and underdevelopment in these countries based on Development theories and models.

Essential reading

Amin Samir. (1979) Unequal Development. New Delhi: OUP


Semester  V          Type of course  Core 10
Credit      4          Hrs. / Week      4

SG 1545.2 SOCIOLOGY OF DISASTER MANAGEMENT

Aim of the Course
Types of disasters, disaster preparedness, disaster mitigation and management of disasters and make them aware of the sociological dimensions of disaster management.

Course Outcomes
1. Learners gain knowledge about disasters and various types of disasters
2. Learners will be able to understand the sociological dimensions of disasters and disaster management
3. Learners develop skill for disaster mitigation and preparedness
4. Learners will understand the policies and agencies of disaster management in India

Module I: Introduction to Disaster
Disaster- Meaning, definition. Types- Natural Disasters- Flood, Cyclone, Earth Quake, Draught, Land slide, Tsunami
Manmade disasters- Industrial accidents, nuclear disasters, accidents, structural failures, war, terrorism

Module II: Sociology of Disaster Management
Socially created disasters, Development induced disaster, Disaster and Class, Disasters and vulnerable sections, Disaster and gender, role of civil society in disaster management

Module III: Disaster Management
Disaster Mitigation, awareness and preparedness, DM-definition, risk management, crisis management, components of disaster management, disaster management cycle

**Module IV: Disaster Management in India**

National Policy on Disaster Management, Disaster Management Act 2005, organisational structure of disaster management agencies, NDRF, Kerala SDRF, Role of government, local bodies, NGOs and inter-governmental agencies in disaster management. Role of mass media in disaster management.

*Field visit: Visit to any disaster affected areas in order to get a firsthand information about the nature and intensity of the disaster and to analyse various disaster management measures and programs implemented in the area.*

*Student Activity: Identify the possible risks in any area and find out the risk preparedness and awareness among people by conducting field visits and surveys. Visit and interact with the agencies and persons working in the field of disaster management.*

**Essential Reading**


Sen Amartya (1981), Poverty and Famines New Delhi, OUP


Govt. of India: National Disaster Response Plan, 2001
Modh Satish : Citizen’s Guide to Disaster Management
Parasuram, s & Unnikrishnan, PV: India Disaster Report: Towards a Policy Initiatives
Pellling Mark (ed): Natural Disasters and Developemnt in a Globalizing World
Singh, R, S (Ed): Natural Hazards and Disaster Managemet: Vulnerability and Mitigation
Taori Kamal (2005) : Disaster Management through Panchayati Raj, New Delhi, Concept Publishing
Cuny F (1983) Development and Disasters, OUP
Government of India, 2009. National Disaster Management Policy,
Govt. of India: Disaster Management Act 2005, Government of India, New Delhi.

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Semester V
Credit 4

**SG 1545.3 SOCIAL DEMOGRAPHY**

**Aim of the Course**

The aim of the paper is to introduce Social Demography and analyze the conceptual and theoretical perspectives on Social Demography.

**Course Outcomes**

1. Learners will be able to understand the components, dynamics and trends in social demography and population growth.
2. Learners gain basic knowledge on the theoretical perspectives in social demography
3. Learners develop skill in understanding the policy implications in social demography.

**Module I: Introduction to Social Demography**

Scope – Sources of Demographic Data - Census, Vital Statistics, Civil Registration in India, Sample Survey.

**Module II: Demographic Perspectives**

Module III: Components of Population Change

- Fecundity: meaning, definition, role in population change factors affecting fertility.
- Migration: definition, types, factors, socio-cultural impacts.

Module V: Population Growth in India


Pedagogy

This course in Demography provides the definition and scope of Demography, the data requirements in Demography and sources of data are discussed in great detail. The various demographic events that play important role in population growth and composition are also discussed. Historical perspectives of the changes in population and of the demographic events are also included in this course.

Essential readings


Semester V

Type of course Open Course
Credit 2
Hrs. / Week 3

SG 1551.1 LIFE SKILL EDUCATION

Aim of the Course

The aim of the course is to introduce Life Skill Education and to impart various skills soft skills for day-to-day life

Course Outcomes

1. Learners gain basic knowledge about Life Skill Education
2. Learners will be able to identify different elements of soft skills
3. Learners develop skills to enhance capabilities
4. Learners will be enabled to understand about self and personality in relation to society

Module I: Introduction to Life Skill Education

Definition and components of life skill, Life Skill based education, Life Skill approach and capability, Approach of Amartya Sen. Four pillars of Life Skill Education – Learning to know, learning to be, learning to live together, learning to do, Enhancing capabilities through life skill education.

Module II: Soft Skill Development

Definition of Soft Skill, Elements – communication Skill, Critical thinking and Problem Solving, Team Work, Management, Professional Skills, Ethical and Moral values, Leadership skills – Importance and the need for the promotion of soft skill, competency matrix, techniques to improve Soft Skills, Hard Skills and its importance.
Module III: Self and Society

Self-esteem, Self-control, Emotional intelligence, Emotional quotient, Personality determinants – Physical, Psychological and social. Healthy Personality and Sick Personality, Conflict resolution, Positive thinking and Assertiveness

Essential Readings

Anna Maria Hoffman; AM Hoffman@Unesco.org
Delors Jacques, Learning; The Treasures within, UNESCO, Paris
Kakkar SB, Educational Psychology, New Delhi, PHI

Semester V

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SG 1551.2 MASS COMMUNICATION AND SOCIETY

Aim of the course: aim of the course is to analyze the link between Mass communication and Society and to introduce some theories of media and communication

Course Outcomes

1. Learners become familiarized with the basic idea of mass communication and different types of media and communication
2. Learners gain basic understanding of the different theories of mass media and communication
3. Learners are able to identify the linkage between media and society
Module I: Introduction to Mass Communication

Nature, Characteristics, Types and Functions of mass media. Folk and traditional media, Print and Visual media, Internet and Blogging media and technology. Relevance of Sociology in Mass Communication

Module II: Theories of Media and Communication

Mc Luhan’s Theory – The Medium is the Message
Raymond Williams – Communication Revolution
Habermass – Culture and Public Space
John Thompson – The Media and Society

Module III: Media and Society

Mass media and popular culture, Impact of media on society, globalization of news, computer and communication revolution, commercialization of news, media imperialism, media and politics, media violence against women

Essential Readings

Aveseh, Asough. (2012). Social Media And Ethics - The Impact of Social Media on Journalism Ethics,. Center for International Media Ethics (CIME).
S. Shabnoor, S. Tajinder. (2016).Social Media its Impact with Positive and

### SG 1641 ENVIRONMENTAL SOCIOLOGY

#### Aim of the Course:
To study the basic issues and challenges in environmental sustainability and develop an environmental friendly perspective and practices in life

#### Course outcome
1. Learners become aware of the various environmental issues
2. Learners gain knowledge about certain theoretical foundations in environmental studies
3. Learners will develop an understanding about how developmental programmes affect the existence of human life
4. Learners will be familiarized with environmental movements and efforts at environmental conservation

#### Module I: Environmental Sociology
Origin, Definition, scope, importance of environmental Sociology. Social ecology and its major categories. Use and abuse of the natural resources and bio diversity conservation

#### Module II: Theoretical foundations of environmental sociology

#### Module III: Environmental issues
Issues pertaining to water, air, soil, nuclear hazards, solid waste, sanitation, e-waste, Development Induced Displacement, Global warming, climate change. Ozone depletion

#### Module IV: Global Environmental Issues and Environmental Movements in India

**Field Visit/ Student Activity:** - Students are advised to collect data on the origin, ideology and outcome of an environmental movement in India and submit report/visit any disaster prone zone are of your locality and submit the report

**Pedagogy:** While analyzing Environment and society, emphasis should be laid on to assist the students in recollecting the social and cultural issues and impacts of environment in sociological angle. For effective teaching and meaningful leaning illustrations may be drawn from relevant empirical studies, novels and cinema. To familiarize the students the major social and ecological issues and prospects in present society, the articles written in academic journals and popular journals can be used contemporary environmental issue in Kerala and India and its causes and consequences in the form of a seminar paper or assignment

**Essential readings**


Baviskar, Amita : In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley, OUP, Delhi, 1997.


John Hannigan, Environmental Sociology, Taylor and Francis, 2014


King Lesile, Mc Carthy Deorth,Auriffeille (Ed). Environmental Sociology, From Analysis to Action, 2014, Rowman & Little field publishers


Schnaiberg Allan, 1980, The Environment, Oxford University Press. N.Y.
Shardha Singh & Manisha Shukla (2005), Environmental studies. AITBS Publishers Delhi, 2005

Semester VI  Type of course  Core 12
Credit  4  Hrs. / Week  5

SG 1642 SOCIOLOGY OF HEALTH

Aim of the Course
To explore social epidemiology as a subject of importance and interest to public health

Course Outcomes
1. Learners will gain a basic understanding on the social background of health and diseases
2. Learners will become aware of the importance of social and medical interventions for the prevention and control of diseases
3. Learners will acquire skills in recognizing the need for effective health policies and programmes for the promotion and protection of health

MODULE I: Social Medicine and Social Epidemiology

MODULE II: Concept of Health and Disease
Definition and dimensions of health: – Physical mental social spiritual emotional and occupational. Concept of well-being – Heredity, environment, life style, socio economic status, health and family welfare services, aging of population, gender and other factors such as health related systems ( Food and agriculture , education and social welfare ). Concept of disease causation – Germ theory of diseases, epidemiological triad, multi factorial causation of diseases, natural history of disease and levels of prevention
MODULE III: Maintenance and Inequalities in Health


MODULE IV: Health policy in India

Health policies and health indicators for sustainable development: Challenges to health care system – Commercialization of health care, need for quality Maintenance

Student Activity: Students are advised to visit a hospital and observe maintenance and inequalities in health

Essential reading

Albrecht, Gary, L & Fitzpatrick, R (1994) Quality of Life in Health care : Advances in Medical Sociology, Jai Press, Mumbai
Coe, Rondney, M (1970,)Sociology of Medicine, McGraw Hill, New York
Cockerham, Willam,C, (1997) Reading in Medical Sociology, Prentice Hall, New Jersey
Conard,Peter, et al. (2000) Handbook of Medical Sociology, Prentice Hall, New Jersey
Dasgupta,R (1993) Nutritional Planning in India, NIN, Hyderabad
Venkataratnam, R (1979) Medical Sociology in an Indian Setting, Macmillan, Madras.

Semester VI

Type of course Core 13
Credit 4
Hrs. / Week 5

SG 1643.1 SOCIAL STRATIFICATION

Aim of the course

The aim of the course is to make the student aware of the social inequalities in the society.
**Course Outcomes**

1. Learners will be able to understand the scope, definition, types and aspects of Social Stratification.
2. Learners will be able to identify the fundamentals and the emerging issues of social problems, social differentiations from the sociological perspective.
3. Learners will be enabled to analyze the impact of social stratification in globalized society and evaluate multiple views related with this
4. Learners will develop an understanding about the major approaches to stratifications studies

**Module I: Social Stratification**

Meaning, definition, characteristics, types, functions of social stratification and social mobility.

**Module II: Forms of Stratification**

Gender, Slavery, Estate, Caste and Class

**Module III: Approaches and studies of Stratification.**

Functionalist Views - Parsons, Kingsely Davis and Moore, Melvin Tumin . Dialectical View

**Module IV: Emerging Inequalities**

Agrarian social stratification and land based inequality. Recent trends and impact of globalization. Urban development and new forms of social inequalities. Digital divide

*Student Activity:* Inequalities / discrimination may be studied through case studies/ field and a report may be submitted on the basis of the same.

**Pedagogy**

Social stratification aspects in society may be introduced with special emphasis on the forms of stratification found in historic times as well as in contemporary Indian society. Illustrations drawn from the field works of eminent sociologists would help in effective teaching and learning.

**Essential readings**

Sage Publications

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**SG 1643.2 SOCIAL WELFARE ADMINISTRATION**

**Aim of the course**

The aim of the course is to make the student aware of the concepts and agencies of social welfare administration and social policy

**Course Outcomes**

1. Learners will acquire knowledge about various dimensions of social welfare administration
2. Learners will be able to analyze about the major social welfare programmes and agencies
3. Learners will be able to understand social policy and social legislations in India and appraise its significance and implications to the welfare of citizens
Module I: Meaning of Social Welfare Administration

Social welfare administration: Concept, Meaning, Definition Nature and Scope. Needs, Objectives, Principles, functions and Social welfare administration at national, state and local level. Importance of social welfare administration in India.

Module II: Agencies of Social Welfare

Social welfare programme and agencies: Evolution of social welfare in India; Social welfare agencies; meaning, definition, types and model of NGO’s; Role of NGOs in national development, governmental schemes on social welfare, Central social welfare board. Social welfare agencies in India.

Module III: Social Policy and Weaker Sections

Social policy: Definition, need, evolution and constitution base; sources and instrument of social policy. Policies regarding other backward castes (OBCs), scheduled castes (SCs), scheduled tribes (STs). Policies and programmes for women, children, aged and handicapped. Development and implementation of programme for weaker sections, Welfare of the weaker sections.

Module IV: Social legislations and Social welfare

Social Welfare legislation: Meaning, Definition, importance of social welfare and social legislation, social legislation as an instrument of social change, Limitations of social legislation. Constitutional provisions - Fundamental rights and Directive principles of State policy; Social legislations for weaker sections

Student activity: students are advised to conduct a study among their neighborhood about social welfare and social security measures given by government and NGOs and present the findings in the class room.

Essential Readings

Dension D & chairman, Valeeries, Social Policy and Administration, George Allan and Unwin, London.
Moser, Caroline O.N. (1994) Gender Planning and Development; Theory, Practice and Training, London; Routledge
Semester VI
Type of course Core 14
Credit 3
Hrs. / Week 4

SG 1644.1 SOCIOLOGY AND VISUAL CULTURE

Aim of the Course
The aim of this paper is to introduce the learners to the construction of seeing as a social process in relation to visual media and culture.

Course Outcomes
1. Learners gain an understanding about the scope and significance of visual culture in everyday life
2. Learners will acquire a basic knowledge about changes in society and culture through visual experience such as film, art, museums, photographs etc.
3. Learners will become familiarized with emerging research methods (visual oriented) that are required to make sense of social life in a changing world.

Module I: Introduction
Introducing Visual Cultures; The Spectacles of Modernity, technology and Sociology
The scope of visual sociology; The Process of Seeing, Iconic Communication, Doing Sociology Visually
Ethical Considerations in Visual Sociology; Social Responsibility, Respect for People’s Rights, Dignity, and Diversity

Module II: Visual Environments and Representations
Power, Knowledge and gaze of the State; Subordination, Resistance, Hegemony
Visual Practices and Identity formation; Social Media, Visual Culture and Contemporary Identity
Art of resistance: Confrontation between the powerless and powerful through art forms; folktales, poems, songs, folklore, dance

**Module III: Society and Visual Practices**

Society and Virtual Realities: Internet, Visual Media and Cinema

Visual Cultures of Everyday Life; Rural-Urban Divide, Poverty, Caste / Class Distinctions.

Gender and Stereotypes; the Male Gaze, the Women and the Gaze, Oppositional Gaze

**Module IV: Museums, galleries, and field trips**

It is important for the students to gain first-hand exposure to works of art and other visual artifacts. The students will benefit from engaging with museums and galleries in the region, in addition to field trips to film festivals, art festivals, Kochi-Muziris Biennale, Museums and art galleries. This will enhance the students’ ability to observe things such as the art, architecture, and visual culture through the lens of sociology and sociological imagination. This field trip oriented module allows for experiential learning and offer an opportunity to reflect upon the ideas we have explored with reference to shared exemplars.

**Essential Readings:**


Roma Chatterji ‘Global Events and Local Narratives: 9/11 and the Chitrakaars’ In Speaking with Pictures: Folk Art and Narrative Tradition in India (p 62-103)


Srivastava, Sanjay. ‘Urban spaces, Disney-Divinity and Moral Middle classes in Delhi’ In Economic and Political Weekly Vol. XLIV, Nos. 26 & 27 (June 27, 2009), pp. 338-345
Certeau, Michel De. The Practice of Everyday Life. (Trans) Steven Rendall, Berkeley: University of California, 1984 (p. xi-xxiv)

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SG 1644.2 SOCIAL ANTHROPOLOGY

Aim of the Course

This course intends to familiarize the students about the discipline of anthropology in general and social anthropology in particular. The first module of the course in this connection offers an overview about the origin and development of social anthropology in 19th century. The second module of the course looked at different methods used in social anthropological researches.
Being one of the major research area of social anthropological researches, the course in its third and fourth module familiarize students about ethnic communities, their features, problems and state policies for tribes in India.

**Course Outcomes**

1. Learners will comprehend the basics of social anthropology as a discipline
2. Learners will be able to understand the different methods adopted in social anthropology
3. Learners will become familiarized with the social and cultural life of the tribal society in India and Kerala.
4. Learners gain a preliminary understanding of the transformations in Tribal society in India & Kerala

**Module I: Nature and Scope of Social Anthropology**

Origin of social anthropology, Meaning of social anthropology, Nature of social anthropology, Scope of social Anthropology, Branches of social anthropology (Social and Cultural anthropology)

**Module II: Methods of social Anthropology**

Historical method, Comparative methods, and Ethnography, Case study, Participant and non-Participant observations, Focus group interview.

**Module III: Tribes in India and Kerala**

Definition of tribes, Characteristics of tribes, Types of tribes, Tribal zones in India, Tribes in Kerala, Major tribal problems in Kerala.

**Module IV: Policies and Approaches of Tribal development**

Policy of Isolation, Policy of assimilation, Policy of integration

**Field Visit:** Visit at least one tribal settlement in Kerala and submit a report based on the socio-cultural and economic organization and their problems

**Essential Readings**


Prasad, Archana (2003) *Against Ecological Romanticism, Three Essays Collective*, New Delhi,


Chacko M Parryaram (2005). *Tribal Communities and Social Change*, SagePub. N.Delhi,
Lodha Neetha (2003). State of Tribal Women, Mangal Deep Pub, Jaipur,

Semester VI
Credit 2
Type of course Elective
Hrs. / Week 3

SG 1661.1 NGO AND SOCIAL INTERVENTIONS

Aim of the course
The aim of the course is to impart skill in NGO Management

Course Outcomes
1. Learners become familiarized with the role of NGOs in development
2. Learners will be able to understand the functioning of NGOs
3. Learners begin to critically understand the approaches by which developmental issues are addressed by the NGOs
4. Learners become aware of the role of NGOs in the implementation of various developmental policies and programs

Module I: Introduction to NGOs
NGO – Definition, Characteristics, Types, Historical evolution of NGOs in India, NGOs, Voluntary organizations and nonprofit organizations. NGO as a Third Sector of Development

Module II: Civil Society and Civil Mobilization
Civil society and social welfare, Concept and impact of social mobilization, Role of NGO in social development, Problems of NGO Difference between Government and Non-Government organizations

Module III: Formation of an NGO
Formation of an NGO: Types – as a trust, as a society and as a company. Procedure for formation of an NGO and the registration procedure, Important Legislations – Society Registration Act 1860 and Travancore Cochin Literary Scientific and Charitable Societies Registration Act, 1955

Module IV: Project Formulation and Implementation by NGOs
Meaning of project formulation, Steps in Project formulation – Conceptualization, Planning
Formulation of Objectives, Budgeting, Fund raising and evaluation. Preparation of a sample
proposal format and check list of preparing a projects proposal

**Student activity:** Students shall be asked to visit a Non- Governmental organization and
the different levels of activities undertaken by them and submit the findings as an assignment
Seminar paper. They were also encouraged to participate at least 1 week in the activities of
NGO as a internship

**Essential Readings**

Nabi (2003), Hand book for NGOs, A Nabi Publication, New Delhi
Michael Edwards, Alan Fowler (2002). The Earth Scan Reader on NGO management, Earthscan
Lisa Jordan, Peter Van Tuijl (2007) NGO accountability: Politics, Principles and Innovations,
Earthscan
Ann Hudock (1999), NGOs and Civil Society: democracy by proxy? Wiley Blackwell,
Julie Fisher (1998), Non- Governments: NGOs and the political development of the Third
World, Kumaran Press,
Fifty Years After Freedom, New Opportunities and Challenges for Voluntary Action in India,
Proceedings of the National Assembly of Voluntary Organizations, Held on October 2-4,
1997, By Sebasti L. Raj, Indian Social Institute, Published by Indian Social Institute, 1998
David Lewis, The management of non-governmental development organizations: an
introduction, Routledge, 2001
R Sooryamoorthy & Gangrade, NGOs in India, New Delhi, Rawat Publications
Bava, Noorjahan, (ed), NGOs in Development, Theory and Practice, New Delhi, Kanishka

**Websites**

http://www.ac.uk/id21/
http://www.edc.org/GLG/CapDev/Dosapage.htm
http://www.intrac.org
http://www.lse.ac.uk/Depts/global/yearbook.htm
www.oneworld.net
http://www.development gateway.org/


**SG 1661.2 CRIMES AND SOCIETY**

**Aim of the course**

The aim of this subject is to sensitize the learners about the causes, social dimensions and measures to control forms of crime consequences of crime and introduce various theoretical perspectives on crime.

**Course Outcomes**

1. Learners will be able to acquire knowledge regarding crime, its changing profile and various theoretical perspectives on crime.
2. Learners will develop a sociological understanding towards crime and criminal justice in our society.
3. Learners will become sensitized to the causes, social dimensions, consequences and measures to control various forms of crime.

**Module I Crime: Concept and Theories**

Crime: The Concept, Characteristics and classification. Criminology

Theories of Crime –

a. Pre-Classical School or Demonological Theory
b. The Classical School or Free Will Theory
c. Neo-Classical School
d. Positivist Approach or Organic Deficiency Theory - Cesare Lombroso, Enrico Ferri and Raffaele Garofalo.

Victimology: The Concept and definition, Perspectives of victimology

**Module II Changing Profile of Crime**

Organized Crime: Meaning and features.

White Collar Crime: Meaning features, causes,

Cybercrimes: Meaning, definition and features

Crime against Women-- Female Foeticide, Female infanticide, Eve-teasing, Dowry Death, Domestic Violence and Sexual Abuse, Rape

Terrorism: The concept, and characteristics and causes of terrorism in India

Cybercrime: The concept, definition and features
Module III Correction of Criminals
Correction: Meaning and Significance.
Punishment: Meaning, Objectives and types- Retribution, Deterrent, Prevention and Reformation.

Student activity: Visit any prison and conduct a few case studies on prisoners so that students get a real picture of the effectiveness of correctional measures.

Essential Readings
Makkar,S.P. Singh and Paul C Friday (1993) Global Perspectives in Criminology Jalandhar