

# **SREENARAYANAGURU**

## **O P E N U N I V E R S I T Y**

### **POST GRADUATE PROGRAMME IN SOCIOLOGY LEADING TO THE TITLE OF MASTER OF ARTS**

#### **SCHEME & SYLLABUS**

**(Semesters I, II, III and IV)**

**2022 Admission onwards**

**June 2021**

**POST GRADUATE PROGRAMME IN SOCIOLOGY  
LEADING TO THE TITLE OF MASTER OF ARTS  
SCHEME & SYLLABUS  
(Semester I, II, III, IV)**

**2022 Admission onwards  
June 2021**

# SREENARAYANAGURU OPEN UNIVERSITY

## POST GRADUATE PROGRAMME IN SOCIOLOGY

### Programme Structure and Course Distribution

Sem	Discipline Core Course (4 Credit each)	Discipline Specific Elective (4 Credit each)	Ability Enhancement Compulsory Course(DS) (2 Credit each)	Ability Enhancem ent Compulsor y Course(IS) (2 Credit each)	Skill Enhance ment Course (2 Credit ) Compulsor y/ Internship	Dissertation/ Project Work and Viva Voce (4 Credit )	Cross border Discipline Courses (4 Credit )  (optional)	Total Credit per Semester
<b>I</b>	M21SO01DC						M21CM01CB M21EG01CB M21HS01CB	<b>18</b>
	M21SO02DC		M21SO01AC (DS) PROJECT PLANNING & MANAGEMENT				M21ML01CB M23AR01CB M23SN01CB	
	M21SO03DC						M23HD01CB	
	M21SO04DC						M23CA01CB M23PH01CB M23EC01CB  (A maximum of 2 courses with 4 credits. Not exceeding 1 per semester)	

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<b>II</b>	M21SO05DC			M21UC01AC (IS) FOUNDATIONAL SKILLS FOR RESEARCH AND WRITING				<b>18</b>
	M21SO06DC							
	M21SO07DC							
	M21SO08DC							
<b>III</b>	M21SO09DC	M21SO01DE/ M21SO02DE/ M21SO04DE/ M21SO03DE (Any Two)			M21SO01SC Personality & Counselling-1			<b>18</b>
	M21SO10DC							
<b>IV</b>	M21SO11DC	M21SO05DE M21SO06DE (Any one)			M21SO02SC Personality & Counselling-2	M21SO01DP		<b>18</b>
	M21SO12DC							
<b>Total</b>	<b>12</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>8</b>	<b>72-80</b>

## Semester-wise Program Details

First Semester			
SI No	Type of the course	Course Code	Course Name
1	Discipline Core	M21SO01DC	FOUNDATIONS OF SOCIOLOGICAL THEORY
2	Discipline Core	M21SO02DC	FUNDAMENTALS OF SOCIAL RESEARCH
3	Discipline Core	M21SO03DC	INDIAN SOCIOLOGY
4	Discipline Core	M21SO04DC	ECONOMY, POLITY AND SOCIETY
5	Ability Enhancement Compulsory Course (AC)  (Discipline Specific (DS))	M21SO01AC (DS)	PROJECT PLANNING AND MANAGEMENT

Second Semester			
SI NO	Type of the course	Course Code	Course Name
1	Discipline Core	M21SO05DC	SOCIOLOGICAL THEORIES
2	Discipline Core	M21SO06DC	RESEARCH METHODS IN SOCIOLOGY
3	Discipline Core	M21SO07DC	GENDER AND SOCIETY
4	Discipline Core	M21SO08DC	SOCIOLOGY OF DEVELOPMENT
5	Ability Enhancement Compulsory Course  (AC, Institution Specific (IS))	M21UC01AC(IS)	FOUNDATIONAL SKILLS FOR RESEARCH AND WRITING

Third Semester			
SI No	Type of the course	Course Code	Course Name
1	Discipline Core	M21SO09DC	RECENT DISCOURSES IN SOCIOLOGICAL THEORY
2	Discipline Core	M21SO10DC	RURAL AND URBAN SOCIOLOGY
3	Discipline Specific Elective	M21SO01DE/ M21SO02DE/ M21SO03DE/ M21SO04DE (Any Two)	MEDIA AND SOCIETY
			SOCIETY AND EDUCATION
			SOCIOLOGY OF KERALA SOCIETY
			DIASPORA STUDIES
5	Skill Enhancement Compulsory Courses (SC)	M21SO01SC	PERSONALITY AND COUNSELLING – I

Fourth Semester			
SI No	Type of the course	Course Code	Course Name
1	Discipline Core	M21SO11DC	ENVIRONMENTAL SOCIOLOGY
2	Discipline Core	M21SO12DC	SCIENCE, TECHNOLOGY AND SOCIETY
3	Discipline Specific Elective	M21SO05DE M21SO06DE (Any one)	SOCIOLOGY OF RELIGION
			SOCIOLOGY OF HEALTH AND WELLBEING
4	Skill Enhancement Compulsory Courses (SC)	M21SO02SC	PERSONALITY AND COUNSELLING – II

5	Project	M21SO01DP	DISSERTATION/ PROJECT WORK and VIVA VOCE

Cross Border Courses			
SI No	Course Code	Course Name	Offering Department
1	M23AR01CB	ARABIC FOR ALL	DEPARTMENT OF ARABIC
2	M23CA01CB	MACHINE LEARNING FOR ALL	DEPARTMENT OF COMPUTER APPLICATION
3	M21CM01CB	ORGANIZATIONAL BEHAVIOUR	DEPARTMENT OF COMMERCE
4	M21EG01CB	ROMANTICS AND VICTORIANS	DEPARTMENT OF ENGLISH
5	M23EC01CB	GENERAL ECONOMICS	DEPARTMENT OF ECONOMICS
6	M23HD01CB	BEGINNER'S HINDI	DEPARTMENT OF HINDI
7	M21HS01CB	STRUGGLE FOR INDIAN INDEPENDENCE	DEPARTMENT OF HISTORY
8	M21ML01CB	കവിതയും കഥയും (Kavithayum Kadhayum)	DEPARTMENT OF MALAYALAM
9	M23PH01CB	SOCIAL ETHICS	DEPARTMENT OF PHILOSOPHY
10	M23SN01CB	SAMSKRUTHA VARTHANI	DEPARTMENT OF SANSKRIT



## **Evaluation:**

The evaluation of the programme will be based on two aspects:

1. Continuous Internal Evaluation (CIE)
2. End Semester Examination (ESE)

CIE and ESE will be in the ratio 30:70

# First Semester

# **SREENARAYANAGURU OPEN UNIVERSITY**

## **MASTER OF ARTS IN SOCIOLOGY**

### **SEMESTER 1 – DISCIPLINE CORE**

#### **M21SO01DC: FOUNDATIONS OF SOCIOLOGICAL THEORY**

**(PG Regulations 2021) (Credits: 04)**

#### **Course Objectives:**

The course attempts to introduce the learner to the origin and development of Sociological theory. It outlines the basic components and elements of theorising. The paper also explains the Classical Theoretical Paradigms that have played a significant role in laying the foundations of Sociological Theory

#### **Course Outcomes:**

- Learners will be in a position to outline the basic elements of Sociological Theory
- Learners recognise the major approaches in Sociological Theory
- Learners appraise the contributions of the major proponents of Classical Sociological Theory

#### **Course Outline:**

Block 1: Origin and Development of Theory and Classical Traditions

Block 2: Karl Marx: Materialist Dialectics

Block 3: Max Weber: Interpretivism

Block 4: Georg Simmel: Formalism

### **BLOCK 1: Origin and Development of Theory and Classical Traditions**

#### **Unit 1. Theory**

- Definition and Elements

#### **Unit 2. Positivist Traditions**

- Auguste Comte
- Herbert Spencer

#### **Unit 3. Functionalist Tradition**

- Emile Durkheim

### **BLOCK 2: Karl Marx: Materialist Dialectics**

#### **Unit 1. Historical Materialism**

- Dialectical Materialism
- Materialistic Interpretation of History

#### **Unit 2. Theory of Class and Class Struggle**

- Alienation

- Commodity Fetishism

### **Unit 3. Theory of Social Change**

## **BLOCK 3: Max Weber: Interpretivism**

### **Unit 1. Major concepts**

- Verstehen
- Ideal Type
- Social Action

### **Unit 2. Aspects of Bureaucracy**

- Stratification
- Authority
- Bureaucracy

### **Unit 3. Protestant Ethic and Spirit of Capitalism**

- Protestant Ethic
- Religion and Capitalism

## **BLOCK 4: Georg Simmel: Formalism**

### **Unit 1. Forms and Types of Interactions**

- Formal Dimension of Interaction
- Social Forms
- Sociation
- Sociability

### **Unit 2. Philosophy of Money**

- Money and Value
- Money and Freedom
- Money, Reification, and Rationalisation
- Social Effects of Money

### **Unit 3. Metropolis and Mental Life**

- The Rural-Urban Contrast
- Lifestyle and Assertiveness
- Culture and Spirit of Living

## References:

1. Andersen, H., & Kaspersen, L. B. (2000). *Classical and modern social theory*. UK: Blackwell Publishing.
2. Coser, L. A. (2012). *Masters of sociological thought*. Delhi: Rawat Publications.
3. Craib, I. (1997). *Classical social theory*. England: Oxford University Press
4. Fletcher, R. (2015). *The Making of Sociology: A Study of Sociological Theory* (2 Volume Set). Delhi: Rawat Publications
5. Giddens, A. (1973). *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber*. England: Cambridge University Press.
6. Hughes, John. et.al. (1995). *Understanding Classical Sociology: Marx, Weber, Durkheim*. Delhi: Sage Publication
7. Judge, P. S. (2012). *Foundations of Classical Sociological Theory: Functionalism, Conflict and Action*. US: Pearson
8. Baehr, P. (2016). *British Sociology and Raymond Aron*. In *Sociological Amnesia* (pp. 17-36). UK: Routledge.
9. Ritzer, G. (2011). *Sociological Theory (Eight Edition)*. New York, America: The McGraw-Hill Companies.
10. Turner, Jonathan H. et al. (2011) *The Emergence of Sociological Theory*. Delhi: Sage Publications.

**SREENARAYANAGURU OPEN UNIVERSITY**  
**MASTER OF ARTS IN SOCIOLOGY**  
**SEMESTER 1 – DISCIPLINE CORE**  
**M21SO02DC: FUNDAMENTALS OF SOCIAL RESEARCH**  
**(PG Regulations 2021) (Credits: 04)**

**Course Objectives:**

The course helps the learner to develop a critical understanding about social reality. It helps the students to learn about the current trends in social research. The Course deals with the advances in Social Science research and develops a critical capacity to understand social reality. It also discusses the different approaches to social and enquiry and the nature process of social inquiry.

**Course Outcomes:**

- Learners develop a critical perspective in understanding social reality
- Learners become up-to-date with current developments in social reality
- Learners appraise the Philosophical foundations of Social Research
- Learners develop the skill to plan a Social Research

**Course Outline:**

Block 1: Introduction to Social Research

Block 2: Understanding Social Reality

Block 3: Approaches to Social Research

Block 4: Process of Social Research

**BLOCK 1: Introduction to Social Research**

**Unit1. Historical Background**

- Enlightenment, Reason and Science
- Ontology, Epistemology and Hermeneutics
- Cartesian philosophy

**Unit 2. Positivism**

- Positivism as a method
- Critique of Positivism

**Unit 3. Paradigms of Research**

- Positivist
- Constructivist/Interpretive
- Critical and Feminist

## **BLOCK 2: Understanding Social Reality**

### **Unit 1. Nature of Social Reality**

- Binaries, Reflexivity
- Theory-Research Duality
- Sociological Imagination.

### **Unit 2. Research Strategies**

- Objectivity, Subjectivity and Value Debate
- Quantitative and Qualitative Methods as Research Strategies

### **Unit 3. Politics of Knowledge Production**

- Corporatisation of knowledge
- Euro-centrism
- De-colonisation of Research Methodologies

### **Unit 4. Research Ethics**

- The Concept, Need, and Significance
- Policy Making and Methods

## **BLOCK 3: Approaches to Social Research**

### **Unit 1. Types of Approach**

- Deduction
- Induction

### **Unit 2. Scientific Method**

- Method
- Research Methodology

### **Unit 3. Criteria of Data**

- Validity and Reliability
- Data Representativeness

### **Unit 4. Community Based Research**

- Scope of Community Based Research

## **BLOCK 4: Process of Social Research**

### **Unit 1. Steps in Social Research**

- Nature and Categories of Social Research
- Steps in Social Research
- Formulation of Research Problem-Selection of Domain and Topic

### **Unit 2. Review of Literature**

- Purpose of Literature review
- Sources and Types

### **Unit 3. Research Procedure**

- Research Questions, Research Objectives
- Hypothesis: Formulation and Types
- Conceptual and Theoretical Framework
- Research Design- Case study, Experimental, Longitudinal, Cross sectional and Comparative.

### **Unit 4. Final Steps in Research**

- Research Report
- Importance of Bibliography

### **References:**

1. Amin, S. Et. Al. (2009). *Eurocentrism*. New York: NYU Press
2. Babbie, E. (2004). *The Practice of Social Research*. USA: Thomson and Wadsworth
3. Bailey, K. D. (1982). *Methods in Social Research*. New York: Macmillan
4. Bryman, A. (2008). *Social Research Methods*. New York: Oxford University Press
5. Creswell, J. (2009). *Research Design*. New Delhi: Sage publishers
6. David, M & Sutton C D. (2011). *Social Research: An Introduction*. New Delhi: Sage publishers
7. Garner, M. W. C. & Kawulich Barbara (eds). (2009). *Teaching Research Methods in Social Sciences*. UK: Ashgate publishers
8. Glaser, B. G., & Strauss, A. L. (2017). *The discovery of grounded theory: Strategies for qualitative research*. UK: Routledge.
9. Grbich, C. (2000). *New Approaches in Social Research*. New Delhi: Sage publishers
10. Greer, S. A. (1989). *The logic of social inquiry*. US: Transaction Publishers
11. Hammersley, M. (2011). *Methodology: Who Needs It?* New Delhi: Sage publishers
12. Hollis, M. (2002). *The Philosophy of Social Sciences*. UK: Cambridge University Press
13. Howell, K. E. (2013). *The Philosophy of Methodology*. New Delhi: Sage publishers
14. Kumar, A. (2003). *Research Methodology in Social Research*. New Delhi: Sarup and Sons



15. Matson, R. (2005). *The Spirit of Sociology*. UK: Pearson Education
16. Mills, C. W. (1966) *The Sociological Imagination*. England: Oxford University Press
17. Punch, K. F. (2003). *Survey Research - The Basics*. New Delhi: Sage publishers
18. Smith, L. T. (1999). *De-colonising Methodologies: Research and Indigenous Peoples*. UK: Zed Books
19. Ward, S. C. (2012). *Neoliberalism and the Global Restructuring of Knowledge and Education*. UK: Routledge
20. Williams, M. (2003) *Making Sense of Social Research*. New Delhi: Sage publishers.

# **SREENARAYANAGURU OPEN UNIVERSITY**

## **MASTER OF ARTS IN SOCIOLOGY**

### **SEMESTER I – DISCIPLINE CORE**

### **M2ISO03DC: INDIAN SOCIOLOGY**

**(PG Regulations 2021) (Credits: 04)**

#### **Course Objectives:**

The course introduces the learner to the important approaches in studying Indian Society. The paper familiarizes the students with the pioneers of Indian Sociological Thought and provides an introduction to Indian society. The course presents major contemporary social problems issues of Indian Society

#### **Course Outcomes:**

- Learners comprehend the basic elements of Indian Society
- Learners recognise the major approaches in Indian Social Thought
- Learners analyse the nature and dynamics of Social Stratification
- Learners critically evaluate the socio-political context of Indian Society

#### **Course Outline:**

Block 1: Approaches to the Study of Indian Society I

Block 2: Approaches to the Study of Indian Society II

Block 3: Social Stratification in India

Block 4: Aspects of Politics in Contemporary Indian Society

#### **BLOCK 1: Approaches to the Study of Indian Society I**

##### **Unit 1. Development of Sociology in India**

- Contextualisation
- Indigenisation

##### **Unit 2. Indological Approach**

- Louis Dumont- Homo Hierarchicus, Purity and Pollution
- Ghurye- Origin and Features of Caste System
- Irawati Karve- Kinship Studies

##### **Unit 3. Structural - Functional approach**

- M.N. Srinivas- Social Structure and Mobility
- S C Dube- Village Society

## **BLOCK 2: Approaches to the Study of Indian Society II**

### **Unit 1. Civilisational Approach**

- Surajit Sinha- Tribes and Indian Civilisation.
- N.K. Bose- Civilisational View of Indian Society,

### **Unit 2. Dialectical Approach**

- D. P. Mukherjee- Indian Social Structure.
- A. R. Desai- Social Unrest and Nationalism

### **Unit 3. Subaltern Approach**

- David Hardiman- Devi Movement, Feeding the Baniya
- B.R. Ambedkar- Annihilation of Caste

## **BLOCK 3: Social Stratification in India**

### **Unit 1. Caste in India**

- Caste Mobilisation
- Politicisation of Caste
- Caste as Pressure Group

### **Unit 2. Class Structure in Indian Society**

- Agrarian Class and Working Class
- Industrial Class and Emerging Middle Class

### **Unit 3. Tribes in India**

- Causes and Consequences of Transformation
- Politicisation of Tribes

## **BLOCK 4: Aspects of Politics in Contemporary Indian Society**

### **Unit 1. Movements and Ideologies**

- Nationalism and Secularism
- Communalism, Regionalism and Ethnicity
- Continuity and Change : Tradition and Modernity

### **Unit 2. Positive Discrimination in India**

- Scheduled Castes and Scheduled Tribes and Other Backward Classes

### **Unit 3. Women in Indian Society**

- Gender Discrimination
- Gender Exploitation

## References:

1. Desai, A. R. (1994). *Rural sociology in India*. Mumbai: Popular Prakashan.
2. Desai, A. R. (1957). *Srinivas, MN and Others" India's Villages"*(Book Review). *Indian Journal of Agricultural Economics*, 12(1), 108. New delhi: ISAE Publishers
3. Srinivas, M. N. (1995). *Social change in modern India*. Hyderabad: Orient Blackswan.
4. Srinivas, M. N. (1976). *The remembered village* (No. 26). US: University of California Press.
5. Dumont, L. (1980). *Homo hierarchicus: The caste system and its implications*. UK: University of Chicago Press.
6. Kapadia, K. M. (1966). *Marriage and family in India*. UK: Oxford University Press.
7. Beteille, A. (2022). *Caste, Class, and Power: Changing Patterns of Stratification in a Tanjore Village*. United States: University of California Press.
8. Mandelbaum, D. G. (1970). *Society in India: Continuity and change* (Vol. 1). US: University of California Press.
9. Singer, M. B., & Cohn, B. S. (Eds.). (1968). *Structure and change in Indian society* (Vol. 47). US: Transaction Publishers.
10. Singh, Y. (1974). *Modernization of Indian tradition*. London: Oriental Press
11. Kothari, R. (Ed.). (1995). *Caste in Indian politics*. Hyderabad: Orient Blackswan.
12. Das, V. (1977). *Structure and cognition: Aspects of Hindu caste and ritual*. India: OUP
13. Dhanagare, D. N. (1993). *Themes and perspectives in Indian sociology*. New Delhi: Rawat Publications.
14. Gupta, D. (2000). *Interrogating caste: Understanding hierarchy and difference in Indian society*. New Delhi: Penguin Books India.

# **SREENARAYANAGURU OPEN UNIVERSITY**

## **MASTER OF ARTS IN SOCIOLOGY**

### **SEMESTER 1 – DISCIPLINE CORE**

#### **M21SO04DC: ECONOMY, POLITY AND SOCIETY**

**(PG Regulations 2021) (Credits: 04)**

#### **Course Objectives:**

The course attempts to introduce the learner to become aware about the sociology of economic life. The course outlines the basic concepts and the theoretical debates in the field of Political Sociology. The paper also familiarises the themes such as local- level politics, citizenship and welfare state and politics and society in India

#### **Course Outcomes:**

- Learners become aware about the sociology of economic life and its relation with other socio-cultural institutions.
- Learners understand that the overall social domain in which people live, conditions their economic activities.

#### **Course Outline:**

Block 1: Introduction: Significance of Studying Economy and Politics

Block 2: Consumption, Exchange and Political Structures

Block 3: Economy Polity and the State: The Interconnections

Block 4: State and Society

### **BLOCK 1: Introduction: Significance of Studying Economy and Politics**

#### **Unit 1. Social Significance of Property**

- Property, Market and Production Process
- Distribution and Political Structure

#### **Unit 2. Production and Reproduction**

- Concepts of Value, Labour, Money
- Rationality

#### **Unit 3. Approaches to the Study of Politics**

- Structural Functionalism, Conflict theory
- Symbolic Interactionism, Feminist theory
- Post Structuralism, Post-colonial theory

### **BLOCK 2: Consumption, Exchange and Political Structures**

### **Unit 1. Basic Political Concepts**

- Power, Authority, and Legitimacy
- Consensus, Conflict, Elites and Masses

### **Unit 2. Economic Issues**

- Gift Exchange
- Market
- Commodity Form
- Consumption

### **Unit 3. Political Issues**

- Local Structures of Power
- Wider Political System

## **BLOCK 3: Economy Polity and the State: The Interconnections**

### **Unit 1. Planned Economies**

- Centralised Planned Economy
- Free Market Economy
- Mixed Economy-Transition

### **Unit 2. Welfare Systems**

- Welfare State
- Social Welfare System, Social Welfare Programs

## **BLOCK 4: State and Society**

### **Unit 1. Global Market**

- Scope and Factors of Global Market
- Consumer Classes - Major Theories
- Economic Domination

### **Unit 2. Political Systems**

- Types: Capitalism, Socialism and Democracy
- Fascism, State and Society

### **References:**

1. Braverman, H. (1974). *Labour and Monopoly Capital*. New York: Scientific research publishers
2. Collins, R. (1988). 'A Comparative Approach to Political Sociology' in R. Bendix (ed.): *State and Society* (42-67). Berkeley: University of California Press.

3. Aizenshtadt, S. N. (Ed.). (1971). *Political sociology: a reader*. New York: Basic Books.
4. Gerth, H. H. and C. W. Mills (eds.). (1948). *From Max Weber: Essays in Sociology*. London: Routledge publishers
5. Lane, D. (1976). *The Socialist Industrial State: Towards a Political Sociology of State Socialism*. London: George Allen and Unwin
6. Mintz, S. (1985). *Sweetness and Power: The Place of Sugar in Modern History*. New York: Viking Penguin.
7. Akhil G. (ed.). *The Anthropology of the State: A Reader*. Oxford: Blackwell Publishing. Pp. 169-186.
8. Lipset. M. (eds.). (1966). *Class Status and Power* (240-66). London: Routledge & Kegan Paul
9. Polanyi, K. (1975). *The Great Transformation*. New York Octagon Press.
10. Robinson, M. S. (1988). *Local Politics. The Law of the Fishes*. Delhi: Oxford University Press.
11. Rudolph, L.I. and S.H. Rudolph. (1987). *In Pursuit of Lakshmi, The Political Economy of The Indian State*. Delhi: Orient Longman
12. Runciman, W. G. (1963). *Social Science and Political Theory*. UK: Cambridge University Press.
13. Schapiro, L. (1972). *Totalitarianism*. London: Pall Mall.
14. Simmel, G. (1978). *Philosophy of Money*. New York: Routledge. Chaps.
15. Smelser, N. J. and R. Swedberg (Eds.). (2005). *The Handbook of Economic Sociology*. (2nd Edition). Princeton: Princeton University Press.

**SREENARAYANAGURU OPEN UNIVERSITY**  
**MASTER OF ARTS IN SOCIOLOGY**  
**SEMESTER 1 - ABILITY ENHANCEMENT COMPULSORY COURSE**  
**(DISCIPLINE-SPECIFIC)**  
**M21SO01AC (DS): PROJECT PLANNING AND MANAGEMENT**  
**(PG Regulations 2021) (Credits: 02)**

**Course Objectives:**

The course introduces the learners to the ways of preparing and managing projects, including fundraising. It outlines the basic concepts in project planning, and management. It will also equip the learners with the skills in implementing and evaluating a project.

**Course Outcomes:**

- Learners study the ways in preparing project proposals and project management
- Learners understand the steps involved while preparing research projects
- Learners acquire the skills in writing research proposals and identifying suitable funding agencies
- Learners gain increased employability in the field of research

**Course Outline:**

Block 1: Project Planning

Block 2: Project Implementation and Management

**BLOCK 1: Project Planning**

**Unit 1: Basic Concepts**

- Plan, project and Programme
- Project Planning, Project Proposal and Project Planning Matrix
- Project Cycle and Management

**Unit 2: Project Identification**

- Methods and Techniques
- Scope, Goals and objectives of the Project
- Feasibility Study and Opportunity Study

**Unit 3: Project Work Plan and Time Frame**

- Preparation of Action plan and time schedule
- Project Appraisal techniques
- Risk Management



## **BLOCK 2: Project Implementation and Management**

### **Unit 1: Major Components**

- Principal Investigator and Co-Principal Investigator(s)
- Research Associates, Postdoctoral associates
- Facilities and Equipment

### **Unit 2: Project Monitoring and Evaluation**

- Need and Criteria for evaluation
- Achievement of targets
- Utilisation of funds and Follow up programmes

### **Unit 3: Final Steps in Project Planning**

- Preparation and Submission of final project report
- A sample research project proposal

### **References:**

1. Bell, J. (1987). *Doing Your Research Project*. Milton Keynes: Open University Press
2. Bhavesh, M. P. (2000). *Project Management*. DELHI: Vikas Publishing House Pvt. Ltd.
3. David I. C. (1995). *Project Management: Strategic, Design and Implementation*. US: McGraw Hill
4. Joy. P.K. (1994). *Total Project Management*. US: Macmillan India Limited
5. Moshin. M. (1977). *Project Planning and Control*. Mumbai: Vikas Publishing House Pvt. Ltd.
6. Nagarajan. K. (2001). *Project Management*. Delhi: New Age International (P) Ltd.
7. Prasanna, C. (2002). *Projects, Planning, Analysis, Financing, Implementation & Review*. New York: McGraw Hill Publishing Company.
8. Vasant, D. (1997). *Project Management*. Pune: Himalaya Publishing House.

# Second Semester

# **SREENARAYANAGURU OPEN UNIVERSITY**

## **MASTER OF ARTS IN SOCIOLOGY**

### **SEMESTER 2 – DISCIPLINE CORE**

#### **M2ISO05DC: SOCIOLOGICAL THEORIES**

**(PG Regulations 2021) (Credits: 04)**

#### **Course Objectives:**

The course aims at familiarising the learner with the major theoretical perspectives in Sociology. It also attempts to develop an appraisal of the different perspectives in Sociological Theory.

#### **Course Outcomes:**

Recognises the major Theoretical Perspectives in Sociology  
Appraises the major Theoretical Perspectives in Sociology  
Evaluates the major Theoretical Perspectives in Sociology  
Critically reviews the major Theoretical Perspectives in Sociology

#### **Course Outline:**

Block 1: Functionalist Perspective  
Block 2: Conflict Perspective  
Block 3: Interactionist Perspective  
Block 4: Structuralism

### **BLOCK 1: Functionalist Perspective**

#### **Unit 1. Anthropological Functionalism**

- Radcliffe Brown
- Bronislaw Malinowski

#### **Unit 2. Analytical Functionalism**

- Talcott Parsons

#### **Unit 3. Empirical Functionalism**

- Robert K Merton

### **BLOCK 2: Conflict Perspective**

#### **Unit 1. Conflict Functionalism**

- Lewis A Coser

#### **Unit 2. Dialectical Conflict Theory**

- Ralph Dahrendorf

### **Unit 3. Critical Theory**

Habermas

## **BLOCK 3: Interactionist Perspective**

### **Unit 1. Symbolic Interactionism**

- G.H Mead
- Erving Goffmann

### **Unit 2. Phenomenology and Ethnomethodology**

- Alfred Schutz
- Karl Mannheim
- Erving Goffman: Ethnomethodology

### **Unit 3. The Interpretation of Cultures**

- Clifford Geertz

## **BLOCK 4: Structuralism**

### **Unit 1. Structuralism**

- Ferdinand De Saussure
- Claude Levi-Strauss

### **Unit 2. Structuralist Marxism**

- Nicos Poulantzas

### **References:**

1. Turner, J. H., & Turner, P. R. (1978). *The structure of sociological theory*. US: Dorsey Press..
2. Giddens, A. (1979). *Central Problems in Social Theory: Action, Structure and Contradiction in Social Analysis*. United States: University of California Press.
3. Martindale, D. (2013). *The nature and types of sociological theory*. UK: Routledge.
4. Coser, L. A., & Rosenberg, B. (Eds.). (1959). *Sociological theory: A book of readings*. London: Macmillan.
5. Bottomore, T. B. (1979). *A History of Sociological Analysis*. United Kingdom: Pearson Education.
6. Kinloch, G. C. (1977). *Sociological theory: Its development and major paradigms*. US: McGraw-Hill Companies.

**SREENARAYANAGURU OPEN UNIVERSITY**  
**MASTER OF ARTS IN SOCIOLOGY**  
**SEMESTER 2 – DISCIPLINE CORE**  
**M21SO06DC: RESEARCH METHODS IN SOCIOLOGY**  
**(PG Regulations 2021) (Credits: 04)**

**Course Objectives:**

The course aims at familiarising the learner about the various methods and tools of sociological research and provides the learner with an understanding of the differences in Quantitative and Qualitative research methods. It emphasizes the importance of statistical analysis in quantitative research and also to the mixed methodology.

**Course Outcomes:**

- Learners recognise the different research methods available in Sociology
- Learners develop skills in application of Statistical Methods in Social Research
- Learners enhance the ability to use Quantitative techniques of Research
- Learners acquire the skill to use Qualitative research methods

**Course Outline:**

Block 1: Quantitative Methods and Survey Research

Block 2: Statistics in Social Research

Block 3: Understanding Qualitative Research

Block 4: Techniques in Qualitative Research

**BLOCK 1: Quantitative Methods and Survey Research**

**Unit 1. Nature of Quantitative Research Methods**

- Scope and Limitations of Quantitative Research Methods
- Evaluation Research and Programme Evaluation

**Unit 2. Sampling**

- Probability and Non-Probability Methods - Types
- Tools of Data Collection: Interview Schedule, Questionnaire

**Unit 3. Aspects of Data**

- Attributes and Variables - Types
- Classification, Tabulation and Interpretation of Data
- Graphical and Diagrammatic Representation of Data

- Sources and Uses of Meta data – Census, NFHS, Public records and Archives

#### **Unit 4. Scaling Techniques**

- Types and Uses
- Thurstone Scale
- Likert Scale

### **BLOCK 2: Statistics in Social Research**

#### **Unit 1. Basic Aspects**

- Meaning and Uses
- Limitations of Statistics

#### **Unit 2. Measures of Distribution**

- Measures of Central Tendency: Mean, Median and Mode
- Measures of Dispersion: Range, Quartile deviation, Mean deviation and Standard deviation.
- Correlation: Karl Pearson's Coefficient of Correlation, Spearman's Rank Correlation Coefficient

#### **Unit 3. Parametric and Non-parametric Tests**

- 't' test and its application in Social Research
- Chi-square test and its application in Social Research

#### **Unit 4. Computer applications in social research**

- Statistical packages

### **BLOCK 3: Understanding Qualitative Research**

#### **Unit 1. Philosophical Approaches to Qualitative Research**

- Post-positivism
- Social constructionism

#### **Unit 2. Nature and Scope of Qualitative Research**

- Major Preoccupations in Qualitative Research
- Concept of Site, Field and Researcher in Qualitative research
- Changing paradigms

#### **Unit 3. Field Research in India**

- History , Multidimensionality and Scope of Qualitative research

## **BLOCK 4: Techniques in Qualitative Research**

### **Unit 1. Methods of Qualitative Research**

- Observation, Case study, Content analysis, Narrative inquiry
- Life cycle, Genealogy, Focus Group Discussion
- Oral history, Discourse method, Folklore, Action Research, PRA and PLA

### **Unit 2. Qualitative Data Analysis**

- Thematic and Narrative analysis
- Analytic induction, Coding, Analytic Memos
- Use of Qualitative data analysis software

### **Unit 3. Complementarities of the Various Research Methods**

- Triangulation and Mixed research
- Continuity and interdependence between quantitative and qualitative research

### **Unit 4: Use of Computers in Data Representation and Report Writing**

- Representations
- Presentations and writing report

## **References:**

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# **SREENARAYANAGURU OPEN UNIVERSITY**

## **MASTER OF ARTS IN SOCIOLOGY**

### **SEMESTER 2 – DISCIPLINE CORE**

#### **M21SO07DC: GENDER AND SOCIETY**

**(PG Regulations 2021) (Credits: 04)**

#### **Course Objectives:**

The course introduces the learner to key concepts in understanding the many ways by which ‘gender’ operates in society. It also gives a glimpse into the different theoretical discourses on gender and brings out the need for examining social reality from a gender framework. It also sets the learner thinking about adopting an action oriented approach to gender induced deprivation.

#### **Course Outcomes:**

- Learners understand the operation of gender in various social institutions
- Learners analyse the essence of major theoretical discourses vis-à-vis gender
- Learners review development policy from a gender framework
- Learners identify viable strategies for countering gender-based inequalities

#### **Course Outline:**

Block 1: Conceptualizing Gender

Block 2: Theoretical Perspectives on Gender

Block 3: Gender: Socio- Economic and Political Discourse

Block 4: Gender and Development

### **BLOCK 1: Conceptualizing Gender**

#### **Unit 1. Key Concepts in Gender Studies**

- Sex and Gender, Social Construction of Gender
- Gender Socialization, Gender stereotypes
- Gender identity, Gender role, Gender Discrimination
- Gender Fluidity
- Heteronormativity, Gender continuum
- Gender division of labour
- Transgender: LGBTQIA+, Trans sexual

#### **Unit 2. Measures and Approaches of Gender Development**

- Gender Development Index, Gender Empowerment Measures
- Approaches to Gender and Development: Women in Development (WID)
- Women and Development (WAD), and Gender and Development (GAD)

## **BLOCK 2: Theoretical Perspectives on Gender**

### **Unit 1. Types of Feminism**

- Liberal and Socialist
- Marxist and Radical Feminisms

### **Unit 2. Subaltern Feminism**

- Black Feminism and Dalit Feminism
- Indigenous Feminism

### **Unit 3. Feminism: Contemporary Debates**

- Raewyn Connell
- Michel Foucault

## **BLOCK 3: Gender: Socio- Economic and Political Discourse**

### **Unit 1. Gender in Social Institutions**

- Perspectives on Gender and Development - Family, Marriage, Peer Group, Education, Religion, Law, and Media
- Gender Mainstreaming in International Development

### **Unit 2. Gender Division of Labour**

- Production and Reproduction
- Female Labour in the Era of Globalization
- Women's Work and Wages- Feminisation of Poverty and Gender segregation

### **Unit 3. Women and Political Representation**

- Women's Reservation Bill and Property Rights
- Violence Against Women
- Women's Movement in India

## **BLOCK 4: Gender and Development**

### **Unit 1. Kerala Model of Development**

- Historical factors
- Political, Social and Cultural movements

## Unit 2. Gender Analysis of Development Policy

- Gender Policy in India-Objectives and Methods
- Gender and Development Policies & Programs- (MGNREGP)
- Paradigm Shift from Welfare to Empowerment
- Role of NGOs- Women's Organizations

### References:

1. Anna C. F. & Wendy W., Pam S., and Joan K. (2003). *Gender Studies: Terms and Debates*. UK: Palgrave MacMillan
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# **SREENARAYANAGURU OPEN UNIVERSITY**

## **MASTER OF ARTS IN SOCIOLOGY**

### **SEMESTER 2– DISCIPLINE CORE**

#### **M2ISO08DC: SOCIOLOGY OF DEVELOPMENT**

**(PG Regulations 2021) (Credits: 04)**

#### **Course Objectives:**

The course offers the learners insights into basic concepts relating to development and aims at familiarising the learner with the major theoretical perspectives on development. It also attempts to familiarise the learner with development and policies and the consequences it has on different sections of society.

#### **Course Outcomes:**

- Learners develop a critical understanding of the key components related to development
- Learners appraise the major Theoretical Perspectives regarding Development
- Learners assess the challenges that societies face in dealing with the ideas of development
- Learners are equipped to critique and evaluate the development -policies

#### **Course Outline:**

Block 1: Ideas, Concepts and Historical Understanding

Block 2: Perspectives of Development & Underdevelopment

Block 3: Development Strategies, Policies and Impacts

Block 4: Dilemmas and Challenges of Development

### **BLOCK 1: Ideas, Concepts and Historical Understanding**

#### **Unit 1. Basic Concepts**

- Indices of Development
- Human Development Index

#### **Unit 2. Historical Aspects**

- Location of the idea of development
- End of colonialism and Rise of Nationalism in the Third World societies
- Desire for Development

#### **Unit 3. Changing Conceptions of Development**

- Economic growth
- Human development
- Social Development and Sustainable Development

### **BLOCK 2: Perspectives of Development & Underdevelopment**

### **Unit 1. Modernisation Theory**

- W.W. Rostow

### **Unit 2. Under development Theory**

- A.G. Frank
- Samir Amin

### **Unit 3. World System Theory**

- Immanuel Wallerstein

### **Unit 4. Alternative Development**

- E. F. Schumacher
- Amartya Sen

## **BLOCK 3: Development Strategies, Policies and Impacts**

### **Unit 1. Paths of Development**

- Gandhian Approach
- Socialist and Mixed Approach

### **Unit 2. Indian Experience of Development**

- Five-Year Plans
- Economic Reforms-Globalisation and Liberalisation
- Repercussions of Globalisation
- Decentralisation: Kerala Model of Development

## **BLOCK 4: Dilemmas and Challenges of Development**

### **Unit 1. Disparities in Development**

- Region and Caste
- Gender and Indigenous communities
- Facilitators and Inhibitors of Socio-Economic Development

### **Unit 2. Social Movements**

- Resistance movements against Development
- Development induced Displacement
- Rehabilitation of displaced people
- Environment Problems at the National and local level

### **References:**

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2. Bardhan, P. (1984). *The Political Economy of Development in India*. Delhi: Oxford University Press
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**SREENARAYANAGURU OPEN UNIVERSITY**  
**MASTER OF ARTS IN SOCIOLOGY**  
**SEMESTER 2 - ABILITY ENHANCEMENT COMPULSORY COURSE**  
**(INSTITUTION SPECIFIC)**  
**M21UC01AC (IS): FOUNDATIONAL SKILLS FOR RESEARCH AND WRITING**  
**(PG Regulations 2021) (Credits: 02)**

**Course Objectives:**

- To introduce the learners to the fundamentals of research and writing.
- To provide the learners insights into research, methods of reviewing literature and identifying research gaps.
- To acquaint the learners with the different writing formats including synopsis, abstract, thesis, research papers etc.
- To give the learners an understanding of research ethics, plagiarism, publication procedures and benchmark for publication.

**Course Outcomes:**

Upon completion of the program the learners will be able to:

- Understand the different concepts associated with research and writing.
- Acquire the foundational skills for research, documentation and publication.
- Become aware of the basics of writing, synopsis, abstract, thesis and research papers.
- Differentiate primary, secondary sources, identify research gaps and understand the nuances of plagiarism.

**Course Outline:**

Block 1: Understanding Research

Block 2: Writing Formats

**BLOCK 1: Understanding Research**

**Unit 1:** Distinguishing Research from Inquiry - Causative premises of inquiry - formal and informal inquiry - questions and answers.

**Unit 2:** Research - primary and secondary - research etymology - driving reasons and questions for organised research - significance and steps - design of research.

**Unit 3:** Bibliographic sources for research and annotation - locating sources for a bibliography.

**Unit 4:** Reviewing Literature - primary & secondary sources - convergence and divergence - identifying research gaps - establishing significance of research.

**BLOCK 2 : Writing Formats**

- Unit 1:** Synopsis - executive summary - abstract writing - conventions and practices.
- Unit 2:** Citing and citation styles - managing references - different style sheets.
- Unit 3:** Research ethics - intellectual property rights - copyrights & plagiarism.
- Unit 4:** Publication procedures - benchmarks for publication - research gate & scopus.

## References:

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# Third Semester

**SREENARAYANAGURU OPEN UNIVERSITY**  
**MASTER OF ARTS IN SOCIOLOGY**  
**SEMESTER 3 – DISCIPLINE CORE**  
**M21SO09DC: RECENT DISCOURSES IN SOCIOLOGICAL THEORY**  
**(PG Regulations 2021) (Credits: 04)**

**Course Objectives:**

The course provides an outline of the recent debates and developments in sociological theory. It attempts to create a critical appraisal of the recent arguments which have influenced sociological theory.

**Course Outcomes:**

- Learners identify the contributions made by various thinkers in the recent theoretical debates in Sociology.
- Learners appraise the recent theoretical debates in Sociology.
- Learners evaluate the recent theoretical debates in Sociology.
- Learners critically review the recent theoretical debates in Sociology.

**Course Outline:**

Block 1: Micro Macro Integration

Block 2: Modernism and Late Modernism

Block 3: Post-structuralist Debates

Block 4: Post-modernist Debates

**BLOCK 1: Micro Macro Integration**

**Unit 1. Integrated Sociological Paradigm**

- George Ritzer

**Unit 2. Multidimensional Sociology**

- Jeffery C Alexander

**Unit 3. Micro Foundations of Macro Sociology**

- Randall Collins

**BLOCK 2: Modernism and Late Modernism**

**Unit 1. Agency, Structure, Structuration**

- Anthony Giddens

**Unit 2. Against Postmodernism**

- Alex Callinicos

### **Unit 3. Liquid Modernity**

- Zigmund Bauman

## **BLOCK 3: Post-Structuralist Debates**

### **Unit 1. Death of the Author**

- Rolland Barthes

### **Unit 2. Structuralist Marxism**

- Louis Althusser

### **Unit 3. Gender Performativity Theory**

- Judith Butler

## **BLOCK 4: Post-Modernist Debates**

### **Unit 1. Discourse Analysis, Knowledge & Power**

- Michael Foucault

### **Unit 2. Deconstruction**

- Jacques Derrida

### **Unit 3. Habitus, Field, Capital**

- Pierre Bourdieu

## References:

- Bauman, Z. (2003). *Intimations of Postmodernity*. London: Tylor & Francis.
- Beck, U. (1992). *Risk Society: Towards a New Modernity*. London: Sage Publications.
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**SREENARAYANAGURU OPEN UNIVERSITY**  
**MASTER OF ARTS IN SOCIOLOGY**  
**SEMESTER 3-DISCIPLINE CORE**  
**M21SO10DC: RURAL AND URBAN SOCIOLOGY**  
**(PG Regulations 2021) (Credits: 04)**

**Course Objectives:**

The course attempts to introduce learners to the realities of rural and urban societies from a sociological perspective. It outlines basic components and elements of rural and urban life. The paper also explains the changing scenarios in Indian rural and urban settings. The course highlights the governance mechanisms in rural and urban regions and also introduces the learner to the social problems of these two regions.

**Course Outcomes:**

- Learners develop a critical perspective in understanding rural and urban social realities.
- Learners develop the ability to analyse the nature and dynamics of rural and urban social institutions.
- Learners evaluate the transformations in rural and urban societies with special reference to India.
- Learners develop the ability to assess the presence of inequalities and mechanisms to deal with these situations both in rural and urban settings.

**Course Outline:**

Block 1: Understanding Rural Societies

Block 2: Changing Rural Society

Block 3: Understanding Urban Society

Block 4: Urbanisation and India

**BLOCK 1: Understanding Rural Societies**

**Unit 1. Rural Sociology**

- Definition, Nature and Scope
- Perspectives on Rural Society: Historical and Ecological.

**Unit 2. Agrarian Social Structure**

- Family in rural society
- Peasants and Farmers
- Agriculture and Related Guild Systems

**Unit 3. Caste in Rural Society**

- Features of Traditional Caste System
- Emerging Trends in Caste System

## **BLOCK 2: Changing Rural Society**

### **Unit 1. Agrarian Class Structure**

- Land Relationships and Agrarian Social Structure in Colonial India
- Changing Land Relationships in Post Independent India

### **Unit 2. Emergent Class Relations in Post Independent India**

- Commercialisation of Agriculture
- Decline of Agrarian Economy
- De-Peasantization and New Farmers Law

### **Unit 3. Rural Governance**

- Panchayati Raj and Caste Panchayats
- Community Development Programmes.

## **BLOCK 3: Understanding Urban Society**

### **Unit 1. Urban Sociology**

- Definition, Nature and Scope
- Rural-Urban Differences

### **Unit 2. Types of Urban Society**

- Town, City, Metropolis, Megapolis and Megalopolis
- Ethnic Enclaves, Gated Communities and Ghettos.

### **Unit 3. Classification of Urban Centres**

- Industrial Cities
- Service and Business Centres.

### **Unit 4. Urban Social Life**

- Urbanisation, Urbanity and Urbanism
- Rural - Urban Continuum.

## **BLOCK 4: Urbanization and India**

### **Unit 1. Growth of Cities in India**

- Historical Perspective
- Impact of Colonialism
- Neo- Colonialism in Indian Urban Societies.

### **Unit 2. Sociological Implications of Urbanisation in India**

- Impact on Occupational and Class Structure
- Religion, Kinship Network and Polity.

### **Unit 3. Urban Migration**

- Internal and International Migration
- Impact and Consequences of Migration on India.

### **Unit 4. Urban Problems**

- Housing Problems
- Slums and Environmental Issues
- Unemployment and Gentrification.

### **References:**

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**SREENARAYANAGURU OPEN UNIVERSITY**  
**MASTER OF ARTS IN SOCIOLOGY**  
**SEMESTER 3 – SKILL ENHANCEMENT COMPULSORY COURSE**  
**M2ISO01SC: PERSONALITY AND COUNSELLING-1**  
**(PG Regulations 2021) (Credits: 02)**

**Course Objectives:**

This course aims to familiarize students with the nature, process and theories of personality development, to acquaint them with the awareness of counselling and to expose students to the various types of intervention and strategies.

**Course Outcomes:**

- To make awareness about the multiple contexts and nature of human personality.
- To familiarize theories and approaches related to intervention of individuals, systems, and communities.
- To familiarize nature, types and methods of counselling.

**Course Outline:**

- Block 1 : Introduction to Personality
- Block 2: Nature of Counseling

**BLOCK 1: Introduction to Personality**

**Unit 1 : Basic Concepts of Personality**

- Definition and Nature of Personality
- Factors of Personality

**Unit 2 : Stages of Development of Personality**

- Psycho-Motor Development
- Cognitive Development
- Language Development
- Emotional Development
- Emergence of Self and Gender identity

**Unit 3: Classical, Psychoanalytic and Neo Psychoanalytic Approaches**

- Sigmund Freud
- Carl Jung
- Alfred Adler
- Karen Horney
- Erik Erikson

**BLOCK 2: Nature of Counseling**

**Unit 1 : Basic Concepts of Counselling**

- Definition and Types of Counselling
- Stages of Counselling

**Unit 2 : Training, Job setting**

- Activities of Counsellor
- Ethical Principles of Counselling

**Unit 3 : Goals and Methods of Counselling**

- Advanced Empathy & Immediacy
- Confrontation, Interpretation & Roleplaying

**Unit 4 : Assessment Techniques and Tools of Assessment**

- Psychometric Test & Anecdotal Records
- Rating Scale & Socio-Metric Test

**References:**

- Frager, R. & Fadiman, J. (2007). *Personality and Personal growth*. 6th Edn. New Jersey: Pearson Prentice Hall.
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# **SREENARAYANAGURU OPEN UNIVERSITY**

## **MASTER OF ARTS IN SOCIOLOGY**

### **SEMESTER 3– DISCIPLINE SPECIFIC ELECTIVE**

#### **M21SO01DE-MEDIA AND SOCIETY**

**(PG Regulations 2021) (Credits: 04)**

#### **Course Objectives:**

The course introduces basic concepts and theoretical discussions in sociology of media and communication. It helps to analyse the relationship between media and society

The paper also discusses the issues related to media and Indian society

#### **Course Outcomes:**

- Learners recognise basic ideas on mass media and communication
- Learners summarise the concepts and theories on mass media and society
- Learners appraise the relationship between mass media and society

#### **Course Outline:**

Block 1: Concepts and Types

Block 2: Theories of Media and Communication

Block 3: Media and Socio-Political System

Block 4: Media and Indian Society

#### **BLOCK 1: Concepts and Types**

##### **Unit 1. Communication: Basic Concepts**

- Definition and Functions of Communication
- Types of Communication: Intra Personal, Interpersonal and Mass Communication

##### **Unit 2. Media: Basic Concepts**

- Definition and Functions of Media
- Types of Media: Print Media, Electronic and Digital Media
- Social Media: Social Networking Sites, Blog, Vlog, Trolls

##### **Unit 3. Sociology of Media and Communication**

- Scope of Communication in the Society
- Sociological Dimensions: Socio-Cultural Institutions

## **BLOCK 2: Theories of Media and Communication**

### **Unit 1. Communication Theories of Harold Innis**

- Time and Space Bias
- Monopolies of Knowledge
- Balance, Bias and Empire

### **Unit 2. Theories of McLuhan and Baudrillard**

- Global Village
- The Medium is the Message
- Jean Baudrillard: Media and Culture, Media as a Hyper Reality

### **Unit 3. Cultural Materialism**

- Raymond Williams

### **Unit 4. Media and Modern Society**

- . John B Thomson

## **BLOCK 3: Media and Socio-Political System**

### **Unit 1. Aspects of Media**

- Media and Surveillance
- Media as an Industry

### **Unit 2. New Media and Alternative Identities**

- New Media: the concept
- Media, identity and Politics

### **Unit 3. Mass Media and Globalisation**

- Media Imperialism and Media Convergence
- Emergence of Global Media
- Media and Developing Countries

## **BLOCK 4: Media and Indian Society**

### **Unit 1. Media and Society**

- Media and Entertainment
- Education and Development

### **Unit 2. Media and Social Transformation**

- Impact on Women, Youth and Children
- Impact on Rural and Urban Societies

### **Unit 3. Issues of Surveillance**

- Legal and Social Regulations of Media in India
- Cultural Policing

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# **SREENARAYANAGURU OPEN UNIVERSITY**

## **MASTER OF ARTS IN SOCIOLOGY**

### **SEMESTER 3 – DISCIPLINE SPECIFIC ELECTIVE**

#### **M21SO02DE: SOCIETY AND EDUCATION**

**(PG Regulations 2021) (Credits: 04)**

#### **Course Objectives:**

The course opens up opportunities for reviewing the institution of education from a sociological lens. It studies the interrelationship between education and caste, class, tribe, gender, economy and polity from a socio-historical perspective. The course motivates learners to reflect on the role of education as an 'equaliser' by critically analysing the major theoretical perspectives on education, and review the functioning of different sites of education with reference to creating spaces for social mobility and empowerment.

#### **Course Outcomes:**

- Learners gain understanding of the relationship between education and society from a multidisciplinary perspective.
- Learners review the theoretical perspectives on education and relate them to the contemporary scenario in the field of education.
- Learners deconstruct the myths surrounding education.
- Learners identify the priorities for policy and practice to create an equal and just society.

#### **Course Outline:**

Block 1: Education as a Social Institution

Block 2: Sociological Perspectives on Education

Block 3: Education, Social Stratification and Social Mobility

Block 4: Education in India: A Socio-Historical Critique

#### **BLOCK 1: Education as a Social Institution**

##### **Unit 1. Education: Basic Concepts**

- Meaning and Functions of Education
- Types of Education

##### **Unit 2. Education and Socialization**

- Socialization Process
- Agencies of Socialisation

##### **Unit 3. Education and Social Change**

- Factors of Social Change
- Modernisation Theory

#### **BLOCK 2: Sociological Perspectives on Education**

### **Unit 1. Structural Functionalism**

- Emile Durkheim
- Talcott Parsons

### **Unit 2. Marxist Perspectives**

- Louis Althusser
- Samuel Bowles
- Gintis

### **Unit 3. Current Debates on Education**

- De- Schooling Society of Evan Illich
- Cultural Reproduction of Bourdieu
- Knowledge and Power of Foucault
- Cultural Hegemony of Gramsci

### **Unit 4: Feminist Discourses**

- Savitribai Phule
- Tarabai Shinde

## **BLOCK 3: Education, Social Stratification and Social Mobility**

### **Unit 1. Social Stratification and Education**

- Education as a Factor of Social Stratification
- Cross-cultural understanding of Education

### **Unit 2. Determinants of Educational Access and Utilisation**

- Caste and Class
- Ethnicity, Tribe and Gender
- Rural-Urban Location

### **Unit 3. Education and Social Mobility**

- Education as a Factor of Change
- Social Reproduction or Status Change

## **BLOCK 4: Education in India: A Socio-Historical Critique**

### **Unit 1. Education in Pre-Independent India**

- Education during the British Period
- Colonial Policy and Practices

### **Unit 2. Constitution of India and Public Education Sector**

- Growth, Gaps and Policy Initiatives



- Public Education Sector in India

### **Unit 3. Contemporary Challenges**

- Challenges of Public Education System

### **Unit 4.: Literacy Movement in Kerala**

- History, Practice and Functions of Literacy Movement

## **References**

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# **SREENARAYANAGURU OPEN UNIVERSITY**

## **MASTER OF ARTS IN SOCIOLOGY**

### **SEMESTER 3 – DISCIPLINE SPECIFIC ELECTIVE**

### **M21SO03DE: SOCIOLOGY OF KERALA SOCIETY**

**(PG Regulations 2021) (Credits: 04)**

#### **Course Objectives:**

The course attempts to give historical and cultural underpinning of Kerala society. It helps to understand the social structure and various dynamics in Kerala society. The paper also outlines the development experiences and challenges in a sociological point of view.

#### **Course Outcomes:**

- Learners' knowledge in the historical structural formations in Kerala society helps to evaluate the changes in various social institutions.
- Learners' understanding of social transformations by different forces in Kerala society helps to appraise its impact in various socio-political contexts.
- Learners' analytical understanding of religious traditions in Kerala helps to assess the multicultural impact on societal change.
- Learners' analytical understanding of contemporary Kerala builds critical thinking on recent changes in Kerala.

#### **Course Outline:**

Block 1: Kerala Social Structure: Sociological View

Block 2: Socio-Cultural Formations in Kerala

Block 3: Social Transformation: Different Forces

Block 4: Contemporary Kerala: Prospects and Challenges

#### **BLOCK 1: Kerala Social Structure: Sociological View**

##### **Unit 1. Historical Background**

- Social Formations in Kerala

##### **Unit 2. Political and Economic Structure**

- Development of Naduvazhi System and Rights of Naduvazhi
- Origin of Janmi System and Janmi-Kudiyar Relations

##### **Unit 3. Caste System**

- Origin and Nature of Relationships

- Caste based Disabilities in Kerala

#### **Unit 4. Dynamics in Kinship and Family**

- Joint Family System
- Marumakkathayam: Origin and Reasons for Disintegration

### **BLOCK 2: Socio-Cultural Formations in Kerala**

#### **Unit 1. Socio-Cultural Elements**

- Foreign Trade
- Spread of Brahmin Settlements
- Emergence of Feudal Era- Temple as Landlord
- Kalari System

#### **Unit 2. Role of Religion**

- Dravidian Religion, Jainism and Buddhism
- Development of Hinduism
- Bhakthi Movement
- Christian and Islamic Religions

#### **Unit 3. Religious Pluralism and Religious Harmony**

- Concept of Pluralism and Harmony
- Religious Pluralism and Harmony in Kerala

#### **Unit 4. Development of Malayalam Language**

- Contributions of Thunjath Ramanujan Ezhuthachan
- Contributions of Hermann Gundert

### **BLOCK 3: Social Transformation: Different Forces**

### **Unit 1. Kerala under Colonialism**

- Historical View
- Administrative Reforms

### **Unit 2. Socio-Religious Reform Movements**

- Sree Narayana Guru & Ayyankali
- Vakkam Moulavi, Sahodaran Ayyappan & Poikayil Appachan
- Anti-Caste Movements –Vaikom Satyagraha, Guruvayoor Satyagraha and Temple Entry Proclamation

### **Unit 3. Educational Scenario in Kerala**

- Role of Kings and Missionaries
- Role of Democratic State

### **Unit 4. Formation of Modern Kerala and Political Movements**

- Nivarthana Movement & Cochin Praja Mandal
- Peasant and Working Class Movements: Kaiyur, Punnapra-Vayalar
- Aikya Kerala Movement
- Land Reforms and Consequences

## **BLOCK 4: Contemporary Kerala: Prospects and Challenges**

### **Unit 1. Kerala Model of Development- A Critique**

- Challenges of Kerala Model

### **Unit 2. De-Centralisation and People's Planning**

- Evaluating the Impact of Decentralization in Kerala.

### **Unit 3. Demographic Trends and Patterns**

- Fertility and Mortality
- Migration and Malayali Diaspora
- Replacement Migration

### **Unit 4. Subaltern Struggles for Land in Kerala**

- Muthanga Struggle
- Chengara and Arippa Struggles

## References:

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# **SREENARAYANAGURU OPEN UNIVERSITY**

## **MASTER OF ARTS IN SOCIOLOGY**

### **SEMESTER 3 – DISCIPLINE SPECIFIC ELECTIVE**

#### **M2ISO04 DE: DIASPORA STUDIES**

**(PG Regulations 2021) (Credits: 04)**

#### **Course Objectives:**

The course intends to introduce the students to diaspora as an academic discipline. It describes the socio-historical background of the Indian diaspora and analyses the processes of change and continuity among the diasporic communities. The course examines the representations of diaspora in different fields and also the issues confronting the Indian diaspora.

#### **Course Outcomes:**

- Learners acquire a basic knowledge of diaspora studies as an academic discipline.
- Learners explain the major theories of diaspora.
- Learners contextually identify the development and dynamics of Indian diaspora.
- Learners analyse the representations and issues of Indian diaspora.

#### **Course Outline:**

Block 1: Diaspora Studies as an Academic Discipline

Block 2: Theories of Migration and Diaspora

Block 3: Indian Diaspora

Block 4: Representations and Issues of Indian Diaspora

### **BLOCK 1: Diaspora Studies as an Academic Discipline**

#### **Unit 1. Diaspora: Basic Concepts**

- Meaning of Diaspora
- Features and Implications of Diaspora
- Significance of Diaspora Studies

#### **Unit 2. Types of Diaspora**

- Classifications of Diaspora

## **BLOCK 2: Theories of Migration and Diaspora**

### **Unit 1. Theories of Migration**

- Push and Pull Theory
- Everett Lee's Theory
- Ravenstein's Theory

### **Unit 2. Theories of Migration and Formation of Diaspora**

- Migration Systems Theory
- Transnational Theory

### **Unit 3. Theories of Diaspora and Identity**

- Manuel Castells
- Stuart Hall

## **BLOCK 3: Indian Diaspora**

### **Unit 1. Indian Diaspora: A Historical Overview**

- Pre-Colonial view
- Colonial and Post-colonial

### **Unit 2. Perspectives of Studying Indian Diaspora**

- Retentionist and Adaptationist
- Plural Society
- Ethnicity and Political Economy Perspectives

### **Unit 3. Case Studies of Indian Diaspora**

- Cultural Revivalism: The Caribbean
- Enclavisation and Racism: USA, UK and Canada
- Transient Diaspora: West Asia
- Ethnicity, Racism and Violence: Sri Lanka

## **BLOCK 4: Representations and Issues of Indian Diaspora**



### **Unit 1. Diaspora and Identity**

- Gender and Diaspora
- Indian Diaspora in Cyberspace
- Indian Diaspora and Films & Diasporic Writings

### **Unit 2. Diaspora and Government of India**

- Policies and Initiatives by the Government of India
- Pravasi Organisations

### **Unit 3. Remittance Economy and Socio-Economic Impact**

- Problems of Return Migrants
- Socio-Cultural and Economic Problems: The Case of Kerala

### **References:**

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# Fourth Semester

# **SREENARAYANAGURU OPEN UNIVERSITY**

## **MASTER OF ARTS IN SOCIOLOGY**

### **SEMESTER 4 – DISCIPLINE CORE**

#### **M2ISO11DC: ENVIRONMENTAL SOCIOLOGY**

**(PG Regulations 2021)(Credits: 04)**

#### **Course Objectives:**

This course is designed to introduce the relevance of environmental concerns in sociological studies. To understand various environmental issues, the need for a critical evaluation of human intervention and motives are needed. It also focuses on various approaches within the sub-discipline and how these approaches may be used to understand environmental issues and movements in our society. The course also looks at how various social movements have emerged in response to environmental degradation in the physical environment.

#### **Course Outcomes:**

- Learners identify the core concepts, theories and perspectives in the study of environmental sociology.
- Learners recognise the changes in the physical environment through a sociological point of view.
- Learners critically evaluate the origins and the impact of environmental movements as a response to different social issues.

#### **Course Outline:**

Block 1: Introduction to Environmental Sociology

Block 2: Theoretical Models in the Study of Environmental Sociology

Block 3: Environmental Movements in India

Block 4: Technology, Development and Environment

#### **BLOCK 1: Introduction to Environmental Sociology**

##### **Unit 1. Human Agency and Environment**

- Human beings and Environment
- The Sociological Point of View

##### **Unit 2. Human Activities on Environment**

- Impact of Human Activities
- A Historical Point of View

##### **Unit 3. The Enlightenment, Environment and Social Theory**

- 19th-21st Century Social Theory

- Development of Environmental Sociology

#### **Unit 4. Ecological Critique of Sociology**

- Realist-Constructionist Debate
- Paradigms and Perspectives in Environmental Sociology.

### **BLOCK 2: Theoretical Models in the Study of Environmental Sociology**

#### **Unit 1. New Ecological Paradigm**

- William R Catton
- Riley Dunlap

#### **Unit 2. Risk Theory**

- Antony Giddens
- Ulrich Beck

#### **Unit 3. Ecological Modernization Theory**

- Arthur P.J. Mol
- Gert Spaargaren
- David Sonnenfeld

#### **Unit 4. Eco-feminism and Feminist Environmentalism**

- Vandana Shiva
- Maria Meis

### **BLOCK 3: Environmental Movements in India**

#### **Unit 1. Chipko Movement**

- Importance and Features of the Movement

#### **Unit 2. Silent Valley Movement**

- Ecology and the Movement

#### **Unit 3. Anti –Tehri Dam Movement**

- Significance of the Movement

#### **Unit 4. Narmada Bachao Andolan**

- History and Features of the Andolan

### **BLOCK 4: Technology, Development and Environment**

### **Unit 1. Technological Advancement and Environmental Degradation in Contemporary Times**

- Impact of Hazardous Industries
- Development Induced Displacement
- Impact on Indigenous Communities

### **Unit 2. Environment and Appropriate Technology**

- Criteria for Selection of Technology
- Holistic Vision of Socio Economic Development

### **Unit 3. Environmental Democracy and Climate Change**

- Environmental Equity and Environmental Justice

### **Unit 4. Sustainable Development and its Critique**

- Concept of Sustainable Development
- Criticism

## References:

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# **SREENARAYANAGURU OPEN UNIVERSITY**

## **MASTER OF ARTS IN SOCIOLOGY**

### **SEMESTER 4: DISCIPLINE CORE**

#### **M21SO12DC: SCIENCE, TECHNOLOGY AND SOCIETY**

**(PG Regulations 2021) (Credits: 04)**

#### **Course Objectives:**

The course attempts to introduce the learners to the relation between science, technology and society. It outlines the ways in which scientific, technological, and social factors interact to shape modern life and explains the social organisation of science and the techno-scientific dimensions of social life.

#### **Course Outcomes:**

- Learners become aware of the ways in which scientific, technological, and social factors interact to shape modern life.
- Learners understand the relation between science, technology and society.
- Learners comprehend the conceptual and theoretical views on science, technology and society.
- Learners develop critical sensibility towards the intellectual, moral, political, and social issues raised by the rapid growth of science and technology in the 20th century and beyond.
- Learners are enabled to fathom the social organisation of science and the techno-scientific dimensions of social life.

#### **Course Outline:**

Block 1: Science, Technology & Society Interface

Block 2: Technology, Knowledge and Power

Block 3: Major Technological Interventions

Block 4: Science and Technology – Sociological Concerns

### **BLOCK 1: Science Technology & Society Interface**

#### **Unit 1. The Rise of Modern Science**

- Renaissance and Enlightenment & Scientific Revolution
- Emergence of Academic Disciplines
- Universities and Formal Research.

#### **Unit 2. Modernization and Capitalism**

- Concepts and Features of Modernization
- Concepts and Features of Industrial Capitalism.

#### **Unit 3. Indian Scenario-Reception of Modern Science in India**

- Indian Social Structure and Science



- Brain Drain and Brain Gain
- Science Policy- Nehruvian View
- Scientific Laboratories and Institutions.

## **BLOCK 2: Technology, Knowledge and Power**

### **Unit 1. Technology as Science and Knowledge**

- Science & Non-Science Dichotomy
- Indigenous and Popular Science
- Categorizations and Power Relations in Academia.

### **Unit 2. Globalisation and Market Oriented Knowledge Production**

- R&D – Capitalist Interventions in Academia and Funding
- Interrelationship between Industry and Universities
- Science and Technology from Public Resource to Intellectual Property and Patent.

### **Unit 3 - Social Science and Science**

- Positivism and Social Theory
- Subject-Object Dichotomy
- Predominance of Quantitative Techniques in Social Research
- Use of Technology in Social Research.

## **BLOCK 3: Major Technological Interventions**

### **Unit 1. Technological Interventions in Re-defining Space and Time**

- Industrialisation
- Urbanisation
- Migration.

### **Unit 2. Technology, War and World Peace**

- Legitimization of Weapon Technology and Emergence of Dominant Nations
- Political Economy of National Security and International Relations.

### **Unit 3. Technology, Biotechnology and Environment**

- Advances in Medical Technology
- Development of Pharmaceutical Research and Medical Practices
- Implications of Green Revolution
- GM Crops and Excavators.

## **BLOCK 4: Science and Technology – Sociological Perspectives**

### **Unit 1. Theoretical Concerns**

- Daniel Bell-Post Industrial Society
- Manuel Castells- Network Society
- Herbert Schiller-Information and the Market

### **Unit 2. Technological Interventions in Social Life**

- Michel Foucault- Panopticon Imagery of Surveillance
- Bruno Latour-Actor-Network Theory (ANT)
- Anthony Giddens- Information, Reflexivity and Surveillance

### **Unit 3. Major Areas of Sociological Enquiry**

- Governance and Social Control
- Technocracy and E- Governance
- Akshaya, Technocrats as a New Class
- Surveillance Social Institutions and Technology

## References:

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**SREENARAYANAGURU OPEN UNIVERSITY**  
**MASTER OF ARTS IN SOCIOLOGY**  
**SEMESTER 4 – SKILL ENHANCEMENT COMPULSORY COURSE**  
**M2ISO01SC: PERSONALITY AND COUNSELLING-2**  
**(PG Regulations 2021) (Credits: 02)**

**Course Objectives:**

This course aims to familiarise students with the perspectives and approaches in personality development, and make aware about the strategies and difficulties in the process of counselling.

**Course Outcomes:**

- Learners are able to comprehend the understanding of perspectives and approaches in personality development.
- Learners are able to appreciate the role of counselling in career and family.
- Learners are able to make awareness on the outcomes of career and family counselling.

**Course Outline:**

- Block 1: Perspectives and Approaches in Personality Development
- Block 2: Counselling for Career and Family

**BLOCK 1: Perspectives and Approaches in Personality Development**

**Unit 1 : Learning Perspective**

- Dollard & Miller
- Julian Rotter

**Unit 2 : Cognitive Perspective**

- Jean Piaget
- George Kelly

**Unit 3 : Humanistic Perspective**

- Abraham Maslow
- Carl Rogers

**BLOCK 2: Counselling for Career and Family**

**Unit 1: Career Counseling**

- Career Counseling: Concept, Purpose, and Benefits
- Counseling for Stress and burnout

**Unit 2: Marital and Family Counseling**

- Marital and Family Counseling: Concept, Purpose and Benefits
- Group Counseling: Concept and Benefits

**Unit 3: Counseling: Issues and Outcomes**

- Issues Related to Counseling Process and Outcomes.

## References

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- Mischel, W.; Shoda, Y.; & Smith, R. E. (2004). *Introduction to Personality*. New Jersey: John Wiley & Sons.
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**SREENARAYANAGURU OPEN UNIVERSITY**  
**MASTER OF ARTS IN SOCIOLOGY**  
**SEMESTER 4: DISCIPLINE SPECIFIC ELECTIVE**  
**M21SO05DE: SOCIOLOGY OF RELIGION**  
**(PG Regulations 2021) (Credits: 04)**

**Course Objectives:**

Religion is an important institution which can influence various aspects of the society like economy, polity, education etc. This course analyses the different ramifications of religion as a social institution and their processes.

**Course Outcomes:**

- The learners outline the different profiles of the institution.
- The learners identify the major theoretical perspectives on the institution.
- The learners appraise the role of religion as an agent of social change.
- The learners examine the contestations over religion.

**Course Outline:**

Block 1: Introduction

Block 2: Theoretical Perspectives

Block 3: Religion as an Agent of Social Change

Block 4: Contestations over Religion

**BLOCK 1: Introduction**

**Unit 1. Religion: Basic Concepts**

- Definition and Nature of Religion
- Functions of Religion
- Types of Religion: Naturism, Animism, Totemism, Polytheism, Monotheism, Atheism

**Unit 2. Evolutionary Psychological Approach on Religion**

- Pascal Boyer
- Clifford Geertz

**Unit 3. Anthropological Approach on Religion**

- James Frazer
- Bronislaw Malinowski

**BLOCK 2: Theoretical Perspectives**

### **Unit 1. Emilie Durkheim: Unifying Factor of Society**

- Perspective of Durkheim
- Elementary Forms of Religious Life

### **Unit 2. Max Weber: Theodicy and Politics of Religion**

- Religion and Max Weber
- Protestant Ethic and Spirit of Capitalism

### **Unit 3. Karl Marx: Conflict Perspective**

- Marxian Perspective of Religion

### **Unit 4. Levi-Strauss: Structural Analysis**

- Structural Approach of Religion

## **BLOCK 3: Religion as an Agent of Social Change**

### **Unit 1. Religious Movements, Ideology and Power Relations**

- Religious Reform Movements
- Reformation in India
- Religion and Power Relations

### **Unit 2. Popular Religion and Cultic Religion**

- Cult, Sect and Religion
- Popular Religion

### **Unit 3. Religion and Politics- Politicisation of Religion**

- Politicisation of Religion
- Indian Scenario

## **BLOCK 4: Contestations over Religion**

### **Unit 1. Fundamentalism: Concept and Issues**

- Concept of Fundamentalism
- Issues of Fundamentalism in India

### **Unit 2. Communalism: Concept and Impact**

- Communalism; the Concept
- Communalisation Problems in India

### **Unit 3. Proselytism: Concept and Dimensions**

- Dimensions of Proselytization

### **Unit 4. Secularism: Concepts and Threats to Secularism**

- Concept of Secularism
- Secularism in Modern India: the challenges





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**SREENARAYANAGURU OPEN UNIVERSITY**  
**MASTER OF ARTS IN SOCIOLOGY**  
**SEMESTER 4 – DISCIPLINE SPECIFIC ELECTIVE**  
**M21SO06 DE: SOCIOLOGY OF HEALTH AND WELL BEING**  
**(PG Regulations 2021) (Credits: 04)**

**Course Objectives:**

This course attempts to introduce the social aspects of health and well-being. It will help the learner with the conceptual and theoretical understanding of health. It portrays the various healthcare systems and its problems which make people aware of the role of sociologists.

**Course Outcomes:**

- Learners locate basic conceptual clarifications and help to reframe sociological knowledge.
- Learners understand theoretical dimensions of health and help to analyse the social context in which one belongs.
- Learners analyse health in connection with many social bases like class, ethnicity, culture and gender to build context specific knowledge.
- Learners create a critical understanding by analysing the health care system and its problems.

**Course Outline:**

Block 1: Basic Conceptual Understanding  
Block 2: Theoretical Perspectives  
Block 3: Social Transformation: Different Forces  
Block 4: Health Care System and Problems

**BLOCK 1: Basic Conceptual Understanding**

**Unit 1. Health: Basic Concepts**

- Health, Concept of Well-being and Happiness Index
- Standard of Living and Quality of life
- Physical Quality of Life Index
- Concept of Disease & Social Epidemiology

**Unit 2. Dimensions and Determinants of Health**

- Determinants of Health
- Dimensions of Health

### **Unit 3. Social Basis of Health**

- Social class, Gender and Health
- Ethnicity, Culture and Health
- Health and Development

## **BLOCK 2: Theoretical Perspectives**

### **Unit 1. Marxian Perspective of Health**

- The Political Economy Perspective of Karl Marx

### **Unit 2. Structural – Functional Perspectives and Health**

- The Sick Role-Talcott Parsons

### **Unit 3. Health and Symbolic Interactionist Perspectives**

- The Social Construction of Illness
- The Social Construction of Treatment
- Labelling Approach

### **Unit 4. Medical Discourse**

- Michel Foucault
- Medical Nemesis: Ivan Illich

## **BLOCK 3: Social Transformation: Different Forces**

### **Unit 1. Folk Medicines and Traditional Healing Practices**

- Environmental Hygiene-Health Nutrition
- Health Attitudes and Behaviour.

### **Unit 2. Social Aspects of Acute and Chronic Lifestyle Diseases**

- HIV/AIDS.
- Social Dimensions of Pandemic Diseases.

### **Unit 3. Health and Social System**

- Family, Religion, Economy and State.
- Occupational Health & Health and Ageing
- Health and Environment
- Social Causes of Sickness: Attitudes, Beliefs, Values and Superstitions.

### **Unit 4. Rehabilitation**

- Principles of Rehabilitation
- Agencies- State and Private Agencies
- Problems of Therapy and Rehabilitation.

## **BLOCK 4: Health Care System and Problems**

### **Unit 1. Private and Public Health Care Services**

- Indigenous Systems of Medicine
- Voluntary Health Services
- Problems in Health Care Services.

### **Unit 2. National Health Programmes**

- Health Care Delivery Systems in India
- Primary level, Secondary level, Tertiary level.
- NRHM and National Health Policy.

### **Unit 3. Community Health Problems**

- Rural Health- Issues and Problems

### **Unit 4. Globalisation and the Health Sector**

- Privatisation
- Patents and Poor
- Right to Health and Health Insurance
- Consumer Protection Act.

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Albrecht, G. L. & Fitzpatrick, R. (1994). *Quality of Life in Healthcare: Advances in Medical Sociology*. Mumbai: Jai Press.

Basu, S.C. (1991). *Handbook of Preventive and Social Medicine. 2nd Edition*. Calcutta: Current Books International.

Berkman, L.A. & Kawachi, I. (2000). *A Historical Framework for Social Epidemiology*. London: Oxford University Press.

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- Oommen, T.K. (1978). *Doctors and Nurses: A Study in Occupational Role Structure*. New Delhi: Mcmillan.
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- Straus, R. (1999). Medical Sociology: A Personal Fifty-year Perspective. *Journal of Health and Social Behavior*; Vol. 40, No. 2. Pp: 103–110. New York: American Sociological Association.
- Warbasse, J. P. (2003). *Medical Sociology: A Series of Observations Touching upon the Sociology of Health and the Relations of Medicine to Society*. New York: Forgotten Books.

# **SREENARAYANAGURU OPEN UNIVERSITY**

## **MASTER OF ARTS IN SOCIOLOGY**

### **SEMESTER (1-4) – CROSS BORDER DISCIPLINE**

#### **M21CM01CB: ORGANISATIONAL BEHAVIOUR**

**(Offered by Department of Commerce)**

**(PG Regulations 2021) (Credits: 04)**

#### **Course Objectives:**

To develop theoretical and practical knowledge of various aspects of individual and group behaviour in an organisational setting.

#### **Course outcomes:**

After the completion of this course, the learners will be able to:

Learn about the theory behind organisational behaviour, its significance in human resource management, how people behave both individually and in groups, the basis of group dynamics, the nature of conflicts, and how to handle it.

#### **Course Outline:**

Block 1: Introduction to Organisational Behaviour

Block 2: Individual Behavior

Block 3: Individual and Group Dynamic

Block 4: Organizational Conflict

#### **Course Details:**

#### **Block 1: Introduction to Organisational Behaviour**

##### **Unit 1 Introduction**

Meaning - definition of OB- concepts-nature-elements- approaches to the study- organizational development-levels of analysis-contributing disciplines to the understanding of OB.

##### **Unit 2 Models of OB**

Developing OB model- behavioristic, social learning and cognitive frameworks- behavioural indices-efficiency and effectiveness- contemporary application & challenges of OB

##### **Unit 3 Learning**

Meaning and definition- process-theories of learning- OB in a learning organisation- Work-Life conflicts-ethics and ethical behaviour in organizations-improving ethical behavior.

#### **Block 2: Individual Behaviour**

##### **Unit 1 Foundation of individual behaviour**

Meaning–definition-factors influencing individual behavior - personal factors- environmental factors- organizational systems and resources

##### **Unit-2 Attitude**



Meaning and definition- components- functions- formation- changing of attitude- prejudice and attitude

### **Unit 3 Personality**

Meaning and definition -determinants of personality- personality traits - personality models- personality tests and measurement - personality typology- theories of personality

## **Block 3: Individual and group dynamic**

### **Unit 1 Perception**

Meaning -perceptual process–factors influencing perception- perception and individual decision making-perceptual biases/errors-honing perceptual skills learning–theories of learning-operant conditioning- social learning-principles of learning

### **Unit 2 Motivation Theory**

Meaning-definition–theories of motivation -Maslow’s- Herzberg’s-Alderfer’s and McClelland’s theories –Equity theory of Stacy Adam’s - Vroom’s Expectancy theory.

### **Unit 3 Group dynamic**

Definition-important-types of groups-group formation-group development-stages of group development-group performance factors, group norms- group status- group size.

## **Block 4 Organizational Conflict**

### **Unit 1 Organizational culture**

Meaning-Definition-culture and formalisation- functions- sustaining Culture-ethical organisational culture-creating a customer-responsive culture

### **Unit 2 Types of conflicts**

Sources- patterns- levels-types of conflict- conflict process - levels of conflict-Traditional and modern approaches to conflict- functional and dysfunctional organisational conflicts-resolution of conflict

### **Unit 3 Organizational development**

Meaning- concept-definition-need for change-resistance to change- theories of planned change- organizational diagnosis- OD intervention.

### **References:**

1. Griffin, R. & Moorhead, G. (2007). *Organizational Behavior: Managing People and Organizations*. 18th Edition, Boston: Houghton Mifflin Company.
2. Hersey, Paul, Kenneth H. Blanchard and Dewey E Johnson. (1969). *Management of Organizational Behaviour*. Prentice Hall Publisher.
4. Ivancevich; John and Micheel T. Matheson. (1999). *Organizational Behaviour and Management*. New Delhi: Tata McGraw-Hill.
5. Newstrom, John W. and Keith Davis. (1993). *Organizational Behavior: Human Behavior at Work*. New Delhi: Tata McGraw-Hill.

6. Robbins, Stephen P. (2018). *Organizational Behavior*. New Delhi: Prentice Hall.
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**SREENARAYANAGURU OPEN UNIVERSITY**  
**MASTER OF ARTS IN SOCIOLOGY**  
**SEMESTER (1-4) - CROSS BORDER DISCIPLINE**  
**M21EG01CB -ROMANTICS AND VICTORIANS**  
**(Offered by Department of English)**  
**(PG Regulations 2021) (Credits: 04)**

**Course Objectives:**

The objectives of this paper are to:

1. Understand the socio-cultural, political and intellectual contexts that nourished Romantic and Victorian Literature.
2. Evaluate critically the different phases of Romanticism, the change in mood and temper in the Victorian era and the conflict between science and religion at the turn of the century.
3. Enable the students to evaluate critically the English mind-set in the context of rapid social transformations in the nineteenth century.
4. Identify and explain the features of the different kinds of literary texts in terms of the literary movements.

**Learning Outcomes:**

At the end of the course, students will be able to:

1. Relate the texts selected for study to the genres they belong to and identify and explain the structural, formal, stylistic and literary features.
2. Display an awareness of the contributions of the poets, novelists and prose writers.
3. Explain and analyze the similarities and differences between the different types of novels of the Romantic and Victorian ages.
4. Understand the social and literary changes that influenced drama in the century.

**Course Details:**

**Block I - Socio-political and Literary Contexts**

**Unit - 1**

The French Revolution and its impact – the Industrial Revolution – urbanisation and unemployment – the Luddite Riots – Peterloo Massacre – the Reform Act of 1832 – Corn Laws– the Hungry Forties – the Oxford Movement.

Change in mood and temper in the Victorian age – spread of science and technology – the

conflict between science and religion – Parliamentary reform and political stability – Utilitarianism – Charles Darwin – Karl Marx and Sigmund Freud – Methodism – the rise of education – Public school system- changes in social life – politics of colonization – the Victorian Dilemma – the Victorian Compromise – Victorian Morality.

## Unit - 2

**Poetry:** The Romantic Revival and Revolt – William Wordsworth and Samuel Taylor Coleridge – the *Lyrical Ballads* – Wordsworth's theory of poetry – different phases of Romanticism – the younger Romantics – John Keats, Percy Bysshe Shelley, Lord Byron – Women poets of the Romantic age – Anna Laetitia Barbauld, Elizabeth Benger, Charlotte Smith – Fleshly school of poetry – Aestheticism - Decadent poetry – Contemplative poetry, love poetry, elegy, dramatic monologue – Alfred Lord Tennyson, Matthew Arnold, A.H. Clough, Robert Browning, Elizabeth Barrett Browning – Pre-Raphaelites – D.G. Rossetti, Christina Rossetti, Algernon Swinburne, William Morris – Precursors to Modernist poetry – Thomas Hardy – Gerard Manley Hopkins, Rudyard Kipling – Symbolism – Arthur Symonds

## Unit - 3

**Drama:** Verse drama in the Romantic age –closet drama – Samuel Taylor Coleridge – William Wordsworth – George Gordon Byron – Percy Bysshe Shelley– John Keats – Lord Tennyson – the decline of drama in the Romantic and Victorian ages – causes – dramatists of transition –

T.W. Robertson and Stage Naturalism – spectacular theatre and melodrama– Pinero and Jones and the problem play – Oscar Wilde and Comedy of Manners.

## Unit - 4

**Prose and Fiction:** The rise of the modern review and magazines – Essay writing and criticism – Thomas De Quincey and J.G. Lockhart – Charles Lamb – the personal essay – William Hazlitt – Leigh Hunt – Coleridge's prose writings – Mary Wollstonecraft – the development of the English Novel in the first half of the nineteenth century –Walter Scott – the Historical Novel

– Jane Austen – Horace Walpole, Mary Shelley – the Gothic Novel

Prose in the age of Tennyson – Thomas Carlyle – Arnold’s essays – other prose writers – Walter Pater, Leslie Stephen, Thomas Huxley and John Henry Newman – Age of Fiction – Charles Dickens and the Humanitarian Movement – William Thackeray – George Eliot – the – the Bronte sisters, George Meredith, R.L. Stevenson – Hardy and the Wessex novels.

### **Recommended Reading**

- 1) Choudhury, Bibhash. (2005). *English Social and Cultural History: An Introductory Guide and Glossary*. New Delhi: PHI. Print.
- 2) Daiches, David. (1961). *A Critical History of English Literature*. Vol. 2. London: Secker& Warburg. Print.
- 3) Ford, Boris. (1980). *The Pelican Guide to English Literature*. Vol. 5 and Vol. 6. Penguin Books. Print.
- 4) Sampson, George. (2004). *The Concise Cambridge History of English Literature*. 1941. Cambridge: Cambridge UP. Print.

## **Block II - Poetry and Drama** **Prescribed Texts**

### **Unit – 1**

#### **Detailed Study**

#### **Poetry**

William Wordsworth “Ode: Intimations of  
Immortality” Samuel Coleridge “Dejection: An  
Ode”

P. B Shelley “Ode to a  
Skylark” John Keats “Ode on a  
Grecian Urn” Lord Tennyson

“The Lotus-Eaters” Robert  
Browning “My last Duchess”

Matthew Arnold “Dover  
Beach”

G. M Hopkins “Pied Beauty”

**Unit – 2**

**Detailed Study**

**Drama**

Oscar Wilde *The Importance of Being Earnest*

**Unit - 3**

**Non-detailed Study**

**Poetry**

Lord Byron “She Walks in Beauty”

Robert Southey “My Days among the Dead are Past”

Charlotte Smith Sonnet VIII “To Spring”; Sonnet XLIV “Written in the Churchyard at Middleton Sussex”

Emily Bronte “No Coward Soul is Mine”

D. G Rossetti “The Blessed Damozel”

Christina Rossetti “In an Artist’s Studio”

Elizabeth Barrett Browning *Sonnets from the Portuguese* –14 and 22

**Unit - 4**

**Non-detailed Study**

**Drama**

P. B Shelley *Cenci*

**Block III- Prose and Fiction**

**Prescribed Texts**

**Unit - 1**

**Detailed Study**

**Prose**

Charles Lamb “Oxford in the Vacation”

William Hazlitt “On Familiar  
Style” John Ruskin “On Books  
and Reading”

## Unit - 2

### Non-detailed Study

#### Prose

Matthew Arnold “Sweetness and Light,” *Culture and Anarchy*, Chapter I. Pages:1-19.

## Unit - 3

### Non-detailed Study

#### Prose

Walter H. Pater “Preface” and “Conclusion” from *Studies in the History Of The Renaissance*.

## Unit - 4

### Non-detailed Study

#### Fiction

Charlotte Bronte *Jane Eyre*

Charles Dickens *Great Expectations*

George Eliot *Silas Marner*

Thomas Hardy *The Mayor of Casterbridge*

## **Block IV - Critical Responses**

This is a set of critical responses to texts in modules 2 and 3. These are to be used as critical tools for the analysis of primary texts. No annotations are to be asked from the following texts.

### **Recommended Reading**

Abrams, M. H. (1953). “Introduction: Orientation of Critical Theories.” *The Mirror and the Lamp: Romantic Theory and the Critical Traditions*. Oxford: Oxford UP, 1971.3-29. Print.

Bloom, Harold. (1971). “Prometheus Rising: The Backgrounds of Romantic Poetry.” *The Visionary Company: A Reading of English Romantic Poetry*. 1961. Rev. and enl. ed. Ithaca: Cornell UP. xiii-xxv. Print.

Walker, Hugh. (2011). “The New Age.” *The Literature of the Victorian Era*. 1910. Cambridge: Cambridge UP. 1-22. Print.

## Suggested Readings:

- Alexander, Michael. (2007). *A History of English Literature*. Chennai: Palgrave Macmillan. Print.
- Bloom, Harold. (1971). *The Visionary Company: A Reading of English Romantic Poetry*. 1961. Rev. and enl.ed. Ithaca: Cornell UP. Print.
- Bowra, Cecil Maurice. (1949). *The Romantic Imagination*. London: Oxford UP, 1964. Print.
- Brantlinger, Patrick. (2009). *Victorian Literature and Postcolonial Studies*. Edinburgh: Edinburgh UP, Print.
- Burwick, Fredrick. (1996). *Poetic Madness and the Romantic Imagination*. Pennsylvania State University Press.
- Butler, Marilyn. (1981). *Romantics, Rebels, and Reactionaries: English Literature and its Background 1760 to 1830*. London: OUP.
- Bush, Douglas. (1957). *Mythology and Romantic Traditions*. 1937. New York: Pageant. Print.
- Evans, Ifor. (1990). *A Short History of English Literature*. New York: Penguin. Print.
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- Frye, Northrop. *A Study of English Romanticism*. New York: Random House, 1968. Print.
- Grierson, Sir Herbert John and James Cruick shanks Smith. (1946). *A Critical History of English Poetry*. London: Bloomsbury Academic. Print.
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- Knight, George Wilson. (2002). *The Starlit Dome: Studies in the Poetry of Vision*. 1941. London: Routledge. Print.
- Lawrence, Karen, Betsy Seifter and Lois Ratner. (1985). *McGraw-Hill Guide to English Literature Vol. II: William Blake to D. H. Lawrence*. New York: McGraw-Hill. Print.
- Peck, Johnand Martin Coyle. (2013). *A Brief History of English Literature*. 2002. 2<sup>nd</sup> ed. UK: Palgrave Macmillan. Print.
- Radford, Andrew and Mark Sandy, ed. (2016). *Romantic Echoes in the Victorian Era*. London: Routledge. Print.
- Trilling, Lionel. (2008). *The Liberal Imagination: Essays on Literature and Society*. 1950. New York: New York Review. Print.



Watt, Ian, (Eds.) (2008). *The Victorian Novel: Modern Essays in Criticism*. London: Oxford UP, 1971. Print Ruston, Sharon. *Romanticism*. Viva Continuum. Delhi.

Moran, Maureen. (2008). *Victorian Literature and Culture*. Viva Continuum. Delhi.

Raymond Williams. (1983). The Romantic Artist. *Culture and Society*, 1780-1950.

**SREENARAYANAGURU OPEN UNIVERSITY**  
**MASTER OF ARTS IN SOCIOLOGY**  
**SEMESTER (1-4) – CROSS BORDER DISCIPLINE**  
**M21HS01CB: STRUGGLE FOR INDIAN INDEPENDENCE**  
**(Offered by Department of History)**  
**(PG Regulations 2021) (Credits: 04)**

**Course Objectives:**

- To develop an understanding about the nature of colonial intervention in India.
- To familiarise the impact of colonialism in the Indian context.
- To familiarise the growth of nationalism in India.
- To evaluate the nature of the freedom movement in India.

**Course Outcomes:**

- Understand the nature of colonialism in India.
- Evaluate the impact of colonial exploitation in India.
- Analyze the growth of nationalism in India.
- Develop patriotism and national feeling among the learners.

**BLOCK-I-COLONIAL INTERVENTION**

**Unit 1 Nature of Colonialism in India:** Features of Colonialism- Colonial Interventions in India- Administration- Economy- Agrarian Settlements- Commercialization of Agriculture

**Unit 2 Impact of Colonial intervention:** Impact on indigenous crafts- Drain of wealth- De-industrialization or Development- Debates- Famine- Marx on India

**Unit 3 Colonial Modernity:** Colonial modernity in India- Social and Cultural policy- Humanitarian measures- Instruments and means of social change- Creation of a public sphere

**Unit 4 Impact of Colonial Modernity: Quest** for social equality- Reform movements- Methods of reform- Weaknesses and limitations – Social Reforms in Modern India- Growth of Nationalism- Women's movements

**BLOCK-2 -EMERGENCE OF INDIAN NATIONALISM AND THE BEGINNING OF NATIONAL MOVEMENT**

**Unit 1 Emergence of Indian Nationalism:** Nature and significance of modern Nationalism- Causative factors for the growth of Indian nationalism- Impact of western education and western culture- Rediscovery of India's Past- Role of press and vernacular literature- Anti-Indian policy of the British- Beginning of Historical Researches

**Unit 2 Emergence of Indian National Congress:** Early Political Associations- Theories on the foundation of Indian National Congress- Safety Valve theory- Role of A.O Hume- Early Congress sessions

**Unit 3 Moderate Phase of the Congress:** Nature of function- Moderate leaders of the Congress- Major demands- British attitude towards the Congress- Achievements and drawbacks

**Unit 4 Emergence of Extremism:** Surat Split of the Congress- Partition of Bengal and the Swadeshi movement- Ideological basis of Extremism-Cancellation of Partition of Bengal

**BLOCK-3-IMPACT OF FIRST WORLD WAR AND GANDHIAN INTERVENTION**

**Unit 1 First World War and Indian Nationalism:** Outbreak of First World War- Annie Besant and the Home Rule League- Bal Gangadhar Tilak and Home Rule activities- Terrorist movements in India and abroad- Congress League Scheme-Reunion between Moderates and the Extremists

**Unit 2 Emergence of Gandhi in Indian Politics:** South African experiments-Satyagraha Ashrams in South Africa and India- Gandhian techniques of Satyagraha- Champaran Satyagraha- Ahmedabad Mill Strike- Kheda Satyagraha- Rowlatt Act and Satyagraha of Gandhi

**Unit 3 Non Cooperation Movement:** Jallianwala Bagh Tragedy- Khilafat Issue- Beginning of Non Cooperation Movement- Nature of the movement- Spread of the movement- Chauri Chaura incident and cancellation of the movement

**Unit 4 Swarajist Interlude and after:** Swarajist interlude and the progress of National movement- Swarajist experiments- Simon Commission 1927- Nehru report- Lahore Session of the Congress 1929

#### **BLOCK-4 STRUGGLE FOR SWARAJ**

**Unit 1 Civil Disobedience Movement and other developments:** Civil Disobedience Movement- Round Table Conferences- Three Round Table Conferences- White Paper- Poona Pact- Government of India Act of 1935- Congress in Office

**Unit 2 Emergence of Socialist ideas:** Trade Union Movement- Bardoli Satyagraha- Growth of Peasant Movements-Women in Revolutionary Movement- Kalpana Dutta- Bina Das- Preethy Latha Vadedar

**Unit 3 Second World and Indian Nationalism:** Emergence of Second World War- Resignation of Congress Ministries- Quit India Movement

**Unit 4 Communal Politics and Partition of India:** Two Nation Theory of Jinnah- Cripps Mission- Cabinet Mission-Direct Action Day- Wavell Plan- Simla Conference- Subhash Chandra Bose and INA- RIN Mutiny- Partition and Independence

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**SREENARYANAGURU OPEN UNIVERSITY**  
**MASTER OF ARTS IN SOCIOLOGY**  
**SEMESTER (1-4) – CROSS BORDER DISCIPLINE**  
**M21ML01CB: കവിതയും കഥയും (Kavithayum Kadhayum)**  
(Offered by Department of Malayalam)  
(PG Regulations 2021) (Credits: 04)

**Objectives**

1. മലയാള കവിതയുടെ ചരിത്രം മനസ്സിലാക്കുക
2. മലയാള കവിതയിലെ കാൽപ്പനിക നവകാൽപ്പനിക പ്രവണതകളെക്കുറിച്ച് അറിവ് നേടുക
3. സമകാലിക മലയാളകവിത അഭിസംബോധന സൂക്ഷ്മരാഷ്ട്രീയങ്ങളെക്കുറിച്ച് ധാരണ നേടുക
4. ഇരുപതാം നൂറ്റാണ്ടിന്റെ ആരംഭം മുതലുള്ള മലയാള ചെറുകഥാചരിത്രത്തെക്കുറിച്ച് ധാരണ നേടുക
5. ആധുനിക - ആധുനികാനന്തര കവിതകളുടെയും കഥകളുടെയും സവിശേഷതകൾ തിരിച്ചറിയുക
6. പരിസ്ഥിതി -ഭൂമി - സ്ത്രീപക്ഷ രചനകളുടെ രാഷ്ട്രീയം മനസ്സിലാക്കുക

**Course outcomes**

1. മലയാള കവിതയുടെ ചരിത്രത്തെക്കുറിച്ച് സാമാന്യമായ ധാരണ ലഭിക്കുന്നു
2. ആധുനിക കവിതയിലെ വ്യത്യസ്ത ധാരകൾ പരിചയപ്പെടുന്നു
3. ഉത്തരാധുനിക കാലത്തിന്റെ സവിശേഷതകൾ മനസ്സിലാക്കുന്നു.
4. ഭൂമി -സ്ത്രീപക്ഷരചനകളുടെ രാഷ്ട്രീയം വിശകലനം ചെയ്യുന്നു

5. മലയാള ചെറുകഥയുടെ ഭാവകത്വ പരിണാമചരിത്രത്തെക്കുറിച്ച് അറിവ് നേടുന്നു
6. സമകാല കവിതയുടെയും ചെറുകഥയുടെയും സവിശേഷതകൾ കണ്ടെത്തുന്നു

#### Course Details

#### ബ്ലോക്ക് ഒന്ന്

പാട്ട് - മണിപ്രവാളം - നിർവചനങ്ങൾ - ചെറുശ്ലോകം - കൃഷ്ണഗാഥ - ഭക്തിപ്രസ്ഥാനം - പുരാണകഥാപുനരാഖ്യാനം - എഴുത്തച്ഛനും കൃതികളും - കുഞ്ചൻ നമ്പ്യാർ - തുള്ളൽ പ്രസ്ഥാനം - പൂന്താനം - ശ്രീനാരായണഗുരു - വിലാപകാവ്യപ്രസ്ഥാനം - മലയാള കവിതയിലെ കാല്പനികത - കവിത്രയം

#### വിശദപഠനം:

#### യൂണിറ്റ് - 1

1. ചെറുശ്ലോകം - അക്രൂരാഗമനം (290 വരികൾ)
2. എഴുത്തച്ഛൻ - ലക്ഷ്മണോപദേശം (126 വരികൾ)

#### യൂണിറ്റ് - 2

1. കുഞ്ചൻ നമ്പ്യാർ - ഘോഷയാത്ര
2. ശ്രീനാരായണഗുരു - ദൈവദശകം

#### യൂണിറ്റ് - 3

1. വി. സി. ബാലകൃഷ്ണപ്പണിക്കർ - ഒരു വിലാപം (ആദ്യത്തെ 12 ശ്ലോകം)
2. കുമാരനാശാൻ - വീണപൂവ്

#### യൂണിറ്റ് - 4

1. വള്ളത്തോൾ - അച്ഛനും മകളും
2. ഉള്ളൂർ - ഭൂതക്കണ്ണാടി

#### ബ്ലോക്ക് രണ്ട്

കവിത കവിത്രയത്തിനുശേഷം - കാല്പനികതയുടെ മുന്നേറ്റം - പിൻക്കാല കാല്പനികത -ഭാവഗീതങ്ങൾ - മിസ്സിസിസ്സം - സിംബലിസം - മറ്റു പ്രസ്ഥാനങ്ങൾ - കാവ്യഭാഷയുടെ പരിവർത്തനം - മലയാള കവിതയിലെ ആധുനികത - നവീനകവിത - എൻ. വി. കൃഷ്ണവാര്യർ - അക്കിത്തം - അയ്യപ്പപ്പണിക്കർ - കടമ്മനിട്ട - സച്ചിദാനന്ദൻ - കെ. ജി. ശങ്കരപ്പിള്ള - ആധുനികനന്തരമലയാള കവിത - കവിതയുടെ രൂപപരമായ മാറ്റങ്ങൾ - ദളിത് - പരിസ്ഥിതി -പെണ്ണെഴുത്ത്

#### വിശദപഠനം:

#### യൂണിറ്റ് - 1

1. ബാലാമണിയമ്മ - മഴുവിന്റെ കഥ
2. ചങ്ങമ്പുഴ - മനസ്സിനി

3. വൈലോപ്പിള്ളി - കന്നിക്കൊയ്ത്ത്

#### യൂണിറ്റ് - 2

1. ജി. ശങ്കരക്കുറുപ്പ് - സൂര്യകാന്തി
2. ഇടശ്ശേരി - ഹനുമത് സേവ തുഞ്ചൻ പഠമ്പിൽ
3. വയലാർ രാമവർമ്മ - സർഗ്ഗസംഗീതം

#### യൂണിറ്റ് - 3

1. അയ്യപ്പപ്പണിക്കർ - മൃത്യുപൂജ
2. എ. അയ്യപ്പൻ - അത്താഴം
3. സച്ചിദാനന്ദൻ - ഇവനെക്കൂടി

#### യൂണിറ്റ് - 4

1. കുരീപ്പുഴ ശ്രീകുമാർ - ഇഷ്ടമുടിക്കായൽ
2. അനിത തമ്പി - ആലപ്പുഴ വെള്ളം
3. എം. ആർ. രേണുകുമാർ - കൊതിയൻ
4. വി. എം. ഗിരിജ - കുന്തി

#### ബ്ലോക്ക് മൂന്ന്

ചെറുകഥ: നിർവചനം - വിദേശ സ്വാധീനം - ആദ്യകാല ചെറുകഥകൾ -  
വ്യത്യസ്ത പ്രമേയങ്ങൾ - വേങ്ങയിൽ കുഞ്ഞിരാമൻ നായനാർ -  
നവോത്ഥാന കഥകൾ - സാമൂഹിക ചലനങ്ങൾ - റിയലിസം - തകഴി - എസ്.



കെ. പൊറ്റക്കാട് - കേശവദേവ് - വൈക്കം മുഹമ്മദ് ബഷീർ -

ലളിതാംബിക അന്തർജനം - പൊൻകുന്നം വർക്കി-കാരുർ - ദരിദ്രരുടെയും

അധഃസ്ഥിതരുടെയും കഥകൾ

യൂണിറ്റ് - 1

1. ലളിതാംബിക അന്തർജനം - ധീരേന്ദു മജുന്ദാരുടെ അമ്മ

2. തകഴി ശിവശങ്കരപ്പിള്ള - കൃഷിക്കാരൻ

യൂണിറ്റ് - 2

1. എസ്. കെ. പൊറ്റക്കാട് - ഒട്ടകം

2. വൈക്കം മുഹമ്മദ് ബഷീർ - പൂവമ്പഴം

യൂണിറ്റ് - 3

1. കാരുർ നീലകണ്ഠപ്പിള്ള - മോതിരം

2. ഉറുബ് - രാച്ചിയമ്മ

യൂണിറ്റ് - 4

1. എം. ടി. വാസുദേവൻ നായർ - കറുത്ത ചന്ദ്രൻ

2. ടി. പദ്മനാഭൻ - കാലഭൈരവൻ

3. എൻ. മോഹനൻ - കൊച്ചുകൊച്ചു മോഹങ്ങൾ

ബ്ലോക്ക് നാല്

ആധുനിക - ആധുനികാനന്തര കഥകൾ - കഥയും അന്തർഭാവവും - സമകാല  
ചെറുകഥ - ആഖ്യാനത്തിലെ മാറ്റങ്ങൾ - ആഗോളവൽക്കരണം -  
സ്വത്വരാഷ്ട്രീയം - സ്ത്രീ - പരിസ്ഥിതി - ദളിത് കഥകൾ

വിശദപഠനം:

യൂണിറ്റ് - 1

1. മാധവിക്കുട്ടി - ശർക്കര കൊണ്ടൊരു തൂലാഭാരം
2. സി. വി. ശ്രീരാമൻ - വാസ്തുഹാര

യൂണിറ്റ് - 2

1. എം. മുകുന്ദൻ - പ്രഭാതം മുതൽ പ്രഭാതം വരെ
2. സക്കറിയ - ആർക്കറിയാം

യൂണിറ്റ് - 3

1. സി. അയ്യപ്പൻ - ഭ്രാന്ത്
2. കെ. ആർ. മീര - കൃഷ്ണഗാഥ
3. സന്തോഷ് ഏച്ചിക്കാനം - കൊമാല

യൂണിറ്റ് - 4

1. ഇ. സന്തോഷ് കുമാർ - സങ്കടമോചനത്തിന് ഒരു കൈപ്പുസ്തകം
2. ജി. ആർ. ഇന്ദുഗോപൻ - ചട്ടമ്പിസദ്യ

## സഹായക രചനകൾ

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എസ്.

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9. മധുസൂദനൻ, ജി. 2006, *കഥയും പരിസ്ഥിതിയും*, കോട്ടയം, ഡി. സി. ബുക്സ്.

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# **SREENARAYANAGURU OPEN UNIVERSITY**

## **MASTER OF ARTS IN SOCIOLOGY**

### **SEMESTER (1-4) – CROSS BORDER DISCIPLINE**

#### **M23AR01CB: ARABIC FOR ALL**

**(Offered by Department of Arabic, Credits: 04)**

#### **Objectives**

1. To be acquainted with Arabic vocabularies and phrases related to everyday life.
2. To develop communication skills for various situations.
3. To make the learners able to communicate easily with Arab natives and make cultural exchanges with them.

#### **Course Outcome:**

1. Develop basic conversational techniques and skills in Arabic.
2. Acquire communication skills for various situations.
3. To familiarize with Arabic vocabularies and phrases.
4. Communicate easily with Arab natives and make cultural exchanges with them.

#### **Outline of the Course:**

##### **Block 1: Arabic for Everyday Life**

**Unit 1:** Conversations: Greetings, self-introduction and introducing others

**Unit 2:** Conversation among family members

**Unit 3:** Conversation at public places

**Unit 4:** Time and Date

##### **Block 2: Arabic for Travel and Tourism**

**Unit1:** Dialogues in journey

**Unit 2:** Conversation on health, visa and Passport

**Unit3:** Tourism related expressions and conversations

##### **Block 3: Arabic for Workplaces**

**Unit 1:** Conversations at offices and institutions

**Unit2:** Telephonic talks

**Unit 3:** Conversation at educational institutions

##### **Block 4: Arabic for Commercial Establishments**

**Unit 1:** Conversation at hotels

**Unit 2:** Conversation at flats

**Unit 3:** Conversation at shops and markets

**Unit 4:** Conversation at banks and financial institutions.

**List of References:**

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3. Nasif Mustafa Abdul Azeez and Muhyudheen Swalih : *Al Arabiya Lil Hayat*, Vol: 1, King Saud University . KSA.
4. DrMahmood Ismail Sweeni: *Al Arabiya Linnasheen*, Ministry of Education, KSA.
5. Dr S.K. Bahmani: *Easy Steps to Functional Arabic*
6. Mohd Alish: *Ahlan Wa Sahlan – Functional Modern Standard Arabic for Beginners*, Yale University Press, London and Amazon books.
7. Dr VP Abdul Hameed: *The Commercial Arabic: A textbook on Functional Arabic*, Al Huda Book Stall Calicut
8. Abdul Hameed V P and Abdul Haleem N K, *Arabic for Various Situations*, Al Huda Book Stall Calicut
9. Veeran Mohyideen, *Functional Arabic*, Arabnet Calicut
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**SREENARAYANAGURU OPEN UNIVERSITY**  
**MASTER OF ARTS IN SOCIOLOGY**  
**SEMESTER (1-4) – CROSS BORDER DISCIPLINE**  
**M23CA01CB: MACHINE LEARNING FOR ALL**  
**(Offered by Department of Computer Application, Credits: 04)**

**Course Description:**

This course provides an introduction to the field of Machine Learning, which is a subfield of Artificial Intelligence. Students will learn the basic concepts and techniques of Machine Learning, including supervised learning, unsupervised learning, and reinforcement learning.

**Course Objectives:**

1. To introduce the basic concepts and techniques of Machine Learning.
2. To teach learners how to apply Machine Learning algorithms to real-world problems.
3. To help students understand the strengths and limitations of Machine Learning.
4. To develop the ability to analyze and evaluate Machine Learning algorithms.
5. To provide hands-on experience with Machine Learning tools and software.

**Course Outcomes:**

1. Students will be able to understand the basic concepts and techniques of Machine Learning.
2. Students will be able to apply Machine Learning algorithms to real-world problems.
3. Students will be able to analyze and evaluate Machine Learning algorithms.

<b>M23CA01CB: MACHINE LEARNING FOR ALL</b>	
<b>Block I: Introduction to Machine Learning</b>	
<b>Unit 1</b>	Overview of Machine Learning
<b>Unit 2</b>	Types of Machine Learning paradigms
<b>Unit 3</b>	Familiarization of Jupyter Notebook, Python libraries: NumPy, SciPy, Pandas, Matplotlib, SciKit-Learn (Practice Session)
<b>Unit 4</b>	Pandas Familiarization – Loading and Dealing data-Data preprocessing techniques (Practice Session)
<b>Block II: Supervised Learning</b>	
<b>Unit 1</b>	Regression Techniques- Linear Regression, Logistic Regression.
<b>Unit 2</b>	Concept of Artificial Neural Network, Prediction using perceptron - Feed Forward Neural Network
<b>Unit 3</b>	Support Vector Machine
<b>Unit 4</b>	Performance Evaluation Metrics: Classification, Confusion Matrix, ROC curves, Precision, Recall
<b>Block III: Unsupervised Learning and U</b>	
<b>Unit 1</b>	Unsupervised Learning - Partition based approaches
<b>Unit 2</b>	Hierarchical Clustering methods
<b>Unit 3</b>	Density based clustering
<b>Unit 4</b>	Introduction to Reinforcement Learning

<b>Block IV: Feature Selection and Dimensionality Reduction</b>	
<b>Unit 1</b>	Feature Selection
<b>Unit 2</b>	Dimensionality Reduction – Principal Component Analysis (PCA)
<b>Unit 3</b>	Dimensionality Reduction – LDA
<b>Unit 4</b>	KMeans after PCA (Practice Session)

**Recommended TextBooks /References:**

1. Machine Learning, Tom M. Mitchell, McGraw Hill.
2. K. P. Murphy, “Machine Learning: A probabilistic perspective”, MIT Press, 2012.
3. Stephen Marsland, “Machine Learning An Algorithmic Perspective”, CRC Press.



# **SREENARAYANAGURU OPEN UNIVERSITY**

## **MASTER OF ARTS IN SOCIOLOGY**

### **SEMESTER (1-4) – CROSS BORDER DISCIPLINE**

#### **M23EC01CB: GENERAL ECONOMICS**

**(Offered by Department of Economics, Credits: 04)**

#### **Course Objectives:**

1. To understand the discipline of economics in general
2. To be familiarised with the major branches of economics
3. To be able to distinguish between growth and development
4. To be aware of exchange rate mechanism under trade
5. To get introduced to the basic features of Indian economy and examine various issues and crisis experienced in the economy

#### **Course Outcomes:**

1. Learners will be able to get an understanding of the scope of economics and basic concepts of micro and macroeconomics.
2. They will be able to get an understanding of the functions of money and monetary policy.
3. They will be able to develop preliminary knowledge about the scope of public economics and fiscal policy instruments.
4. They will be able to know the basic structure of the Indian economy and understand economic reforms since 1991.

#### **COURSE OUTLINE**

Block 1: Micro and Macroeconomics

Block 2: Development and International Economics

Block 3: Money and Public Economics

Block 4: Indian Economy

#### **COURSE DETAILS**

##### **BLOCK 1: Micro and Macroeconomics**

**Unit 1:** Economics as a social science - Subject matter and scope of Economics - Different economic systems - Micro-Macro distinction - Scope of Microeconomics -The basic economic problems and solutions

**Unit 2:** Demand function - Law of demand - Supply Function - Law of Supply - Concept of Equilibrium - Concept of Utility - Production function -Short-run Vs Long-run

**Unit 3:** Macroeconomics - Definition, and Scope- Macroeconomic Variables - Stock and Flow, Exogenous and Endogenous Variables - Circular Flow (two sectors)

**Unit 4:** National Income Concepts - Methods of Measurement - Difficulties in the measurement of National Income

## **BLOCK 2: Development and International Economics**

**Unit 1:** Growth and Development - Indicators of economic development - PCY - PQLI - HDI - HPI - Multidimensional Poverty Index - Basic needs - Sustainable development

**Unit 2:** Inequalities in income distribution - Lorenz curve and Gini coefficient - Inverted U-hypothesis

**Unit 3:** BOP – Exchange Rate - Exchange Rate determination – Purchasing Power Parity Theory – Fixed and flexible Exchange Rates - Devaluation – Revaluation - Depreciation - Appreciation

**Unit 4:** Free Trade and Protectionism - Trade restriction – Tariff – and non-tariff barriers - Import Quotas - Dumping - International Cartels - Infant Industry Argument

## **BLOCK 3: Money and Public Economics**

**Unit 1:** Concept of Money - Functions - Inflation- Types of inflation - Impact of inflation - Measures to regulate inflation

**Unit 2:** Banking and Capital Market - Types of Deposits - Monetary Policy (Concept Only) - RBI Instruments - Concepts of Capital Market - Shares, Bonds, Stock Market, SENSEX, NIFTY

**Unit 3:** Public Revenue and Public Expenditure- Sources of public revenue-Tax, Non-Tax sources -Types of public expenditure

**Unit 4:** Budget - Concept and significance - Classification of the budget - Revenue and capital accounts - Fiscal deficit - Fiscal Policy (Concept only)

## **BLOCK 4: Indian Economy**

**Unit 1:** Characteristics of Indian economy- Role of Agriculture, Industry, and Service sectors in Indian Economy

**Unit 2:** Poverty and Unemployment – Measures of Poverty - Poverty rate in India - Unemployment – Measures of employment – Rural-Urban and Female-Male Unemployment Trends - Causes of Unemployment in India

**Unit 3:** Economic Crisis of 1991- Economic Reforms of 1991- Liberalisation, Privatisation, and Globalisation

**Unit 4:** Recent Reforms - Planning Commission to NITI Aayog - Introduction of GST – Fiscal Federalism and GST - Demonetisation of rupee

## **Reference:**

1. Lipsey, Crystal (1999): *Principles of Economic Analysis*, 9th Edition, Oxford University Press.
2. Ahuja H. L (2012): *Microeconomics: Theory and Applications*, S. Chand, New Delhi

3. Pindyck, R.S and Rubin field, D.L (2001): *Microeconomics*, Pearson Education.
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6. Stone and Stone (1968): *National Income and Expenditure*, Bowes and Bowes
7. Ghosh and Ghosh, *Fundamentals of Monetary Economics*, Himalaya Publishing House
8. Maheswari and RR Paul (2003): *Banking and Financial Services*, Kalyani Publications
9. Natarajan and Parameswaran(2013): *Indian Banking*, S.Chand and Co
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11. Gupta, Suraj B. (2009): *Monetary Economics –Institutions, Theory and Policy*, S.Chand& Company Ltd, New Delhi.
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17. UmaKapila (2013): *Indian Economy since Independence*, Academic Foundation, New Delhi
18. Thirlwal, A.P (2011): *Economics of Development*, New York, Palgrave Macmillan.
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20. Acharya, Shankar and Rakesh Mohan (2010) (ed), *India's Economy – Performance and Challenges*, Oxford University Press, New Delhi.
21. Hunt, Elgin F and David Colander (2008). *Social Science and Introduction to the Study of Society*, Routledge.
22. Salvatore, D (2008) - *International Economics*, (8th Edition). Wiley India, New Delhi
23. Soderston, B and Reed G.(1994) - *International Economics*, 3rd Edition, McMillan Press Ltd. London.
24. Dutt, Ruddar, and Sundaram (2014): *Indian Economy*, S Chand, and Company, New Delhi.
25. Tomlinson. B.R (2013): *The Economy of Modern India-From 1860 to the 21st Century*, Cambridge University Press, New Delhi.
26. Ahluwalia, I.J. and I.M.D. Little (ed) (1999): *India's Economic Reforms and Development*, (Essays in honor of Manmohan Singh), Oxford University Press, New Delhi
27. Census Data, Accessible via URL <http://censusindia.gov.in/>

# **SREENARAYANAGURU OPEN UNIVERSITY**

## **MASTER OF ARTS IN SOCIOLOGY**

### **SEMESTER (1-4) – CROSS BORDER DISCIPLINE**

#### **M23HD01CB: BEGINNER'S HINDI**

**(Offered by Department of Hindi, Credits: 04)**

#### **Objectives**

1. This course covers Structure of Hindi, Communicative Contexts of Hindi, Development of Vocabulary , Syntax and Discourse, Indian Language Computing, Technological Contexts of Hindi Computing.
2. Translation of Simple Sentences from English to Hindi, Origin and Development of Hindi language.
3. Introduction to Hindi Poetry, Introduction to Hindi Prose, Hindi in the International Scene.

#### **Course Outcome**

1. Acquire capability in spoken and written Hindi- Pronunciation, Script and Spelling, Spoken Skills, Comprehension. Understand the basics of Hindi Script and spelling and will be able to develop the right pronunciation and speaking skills of the language. Develop the writing and speaking skill through acquiring a thorough knowledge of the language that aims in attaining the language proficiency.
2. Comprehend applied Hindi grammar- Structure of Hindi- Communicative Contexts of Hindi- Parts of Speech. Acquire the basics of grammatical structure of Hindi comprising of parts of speech and other communicative contexts offered through applied Hindi grammar that promotes their communicative skill thus emphasizing the accountability of the language.
3. Develop the Vocabulary, Syntax and Discourse and Hindi Computing- Indian Language Computing- Technological Contexts of Hindi- Computing. Understand and acquire progress in the language through the enrichment of the vocabulary, Syntax and Discourse development and comprehend the dimensions of Hindi Computing and its reliability with technological aspects.
4. To familiarize the translation of Simple Sentences from English to Hindi and vice versa.
5. Understand Hindi Literature- Origin and Development of Hindi Language. Introduction to Hindi Poetry, Introduction to Hindi Prose. Acquire the basics of Hindi literature mainly in poetry and prose and get accustomed to it by recognizing its relevance in the development of Hindi language.
6. Understand Hindi in the International Scene- Technology and Hindi- Hindi in the field of advertisement – Usage of Hindi in various scenarios. Explore the benefits of Hindi language in the field of technology, advertisement and usage of Hindi in various scenarios thereby attaining

a clear idea of relevance of Hindi in vivid fields taking into account its International acceptance too.

### **Course Content**

#### **Module 1 : Spoken and Written Hindi**

Unit 1 : Pronunciation, Script and Spelling, Spoken Skills, Comprehension.

#### **Module 2 : Applied Hindi Grammar**

Unit 1 : Structure of Hindi

Unit 2 : Communicative Contexts of Hindi and Parts of Speech.

#### **Module 3 : Practice of Translation**

**Unit 1 :** Translation of Simple Sentences from English to Hindi and vice versa.

#### **Module 4 : Hindi in the International Scene**

Unit 1 : Technology and Hindi

Unit 2 : Hindi in the field of Advertisement

Unit 3 : Usage of Hindi in various scenarios.

### **References**

1. Vyavaharik Hindi Vyakaran Anuvad Tatha Rachna – Dr.H. Parameswaran
2. Bhasha Aur Proudhyogiki – Vinod Kumar Prasad, Vani Prakashan, New Delhi
3. Bhasha Aur Vyavahar – Brajmohan, Vani Prakashan, New Delhi.

# **SREENARAYANAGURU OPEN UNIVERSITY**

## **MASTER OF ARTS IN SOCIOLOGY**

### **SEMESTER (1-4) – CROSS BORDER DISCIPLINE**

#### **M23PH01CB: SOCIAL ETHICS**

**(Offered by Department of Philosophy, Credits: 04)**

#### **Course Outcomes:**

- Knowing social ethics and various themes and issues in it
- Understanding moral frameworks which address our day-to-day issues affecting social and professional relationships and practices.
- Explore the moral/ethical dimensions of our day-to-day encounters with rights, information, internet, society and state

#### **Course Outline**

Block 1- Introduction to Ethics

Block 2 - Information, Technology and Internet Ethics

Block 3- Social Issues Related to Rights

Block 4 - Individual and Social Issues Related to State

#### **Block 1- Introduction to Ethics**

Unit 1: Ethics: Nature and Scope

Definition, Voluntary and involuntary actions, Right and Wrong, Introduction to normative ethical theories such as teleological, deontological, utilitarian and virtue ethics

Unit 2: Relation of Ethics to Psychology, Sociology and Religion

Unit 3: Social Ethics: An Introduction

Social ethics as a branch of ‘applied ethics,’ the application of ethical reasoning to social problems

#### **Block 2 – Information, Technology and Internet Ethics**

Unit 1 - Information Communication Ethics

Ethics and politics of production, utilization and communication of information

Impact of fake news/misinformation and miscommunication on Social-psychological-political-legal spheres.

Ethical, legal and societal aspects of using information and communication technologies

Unit 2 – Ethics of Cyber-warfare

Cyber-attacks on digital infrastructure and social-political-national-global impact

Unit 3 – Internet Ethics

Access to internet, Privacy, big data, net neutrality

### **Block 3 - Social Issues Related to Rights**

Unit 1 – Contraception and Abortion

Moral status of the fetus

Unit 2 - Self-determination and Suicide

Suicide as an individual right which society has no right to intervene in

versus

Suicide as a social justice issue which we have social obligation to prevent from

Unit 3 – Euthanasia

Unit 4 - Capital Punishment

### **Block 4- Individual and Social Issues Related to State**

Unit 1: Nature and Justification of State

Social Contract theory: Thomas Hobbes, John Locke and Jean-Jacques Rousseau

Justification of democracy

Unit 2: Nature and Scope of Freedom in Society

Individual versus social freedom. Duties and responsibilities

Unit 3: Equality and Social Justice

Equality before the law/ equal protection of the laws, Affirmative action, Protection from social exclusion, labour exploitation, bonded labour, and slavery, Access to health care, equal pay, housing, employment opportunities, Criminal justice ethics/ Ethics of social reform in Crime and Punishment

### **References:**

Marquis, (2007), “Why abortion is immoral,” in Jeffrey Olen, Vincent E. Barry, Julie C. Van Camp, *Applying Ethics: A Text with Readings* , Wadsworth Pub

James Rachels and Stuart Rachels (2012), *The Elements of Moral Philosophy*, 7th Edition, McGraw-Hill, Boston

Christopher Bennett (2010), *What is This Thing Called Ethics?* Routledge, London

Sandel, Michael (2009), *Justice: What's the right thing to do?* London: Penguin Books

Tom Beauchamp (2001), *Philosophical Ethics: An Introduction to Moral Philosophy*, McGraw-Hill, Boston

Jane S Zembaty, Thomas A. Mappes (2011), *Social Ethics: Morality and Social Policy*, McGraw

Hill.

James Melville, Coleman (2010), *Social Ethics: An Introduction to the Nature and Ethics of the State*, Nabu Press

Russ Shafer Landau (ed.) (2012), *Ethical Theory: An Anthology* (Blackwell Philosophy Anthologies) Oxford: Blackwell.

Ayer, A. J. (1952), "A Critique of Ethics," in *Language, Truth and Logic*, Dover: 102-13.

Bentham, Jeremy (1907), *An Introduction to the Principles of Morals and Legislation*, Oxford: Clarendon Press

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# **SREENARAYANAGURU OPEN UNIVERSITY**

## **MASTER OF ARTS IN SOCIOLOGY**

### **SEMESTER (1-4) – CROSS BORDER DISCIPLINE**

#### **M23SN01CB: SAMSKRUTHA VARTHANI**

**(Offered by Department of Sanskrit, Credits: 04)**

### **Objectives**

- संस्कृतभाषायाः अध्ययनाय अलब्धावसराणां अनायासेन संस्कृतप्रवेशाय अवसरप्रदानम्।
- काव्यास्वादनक्षमतोत्पादनम्।
- नाट्यप्रयोगपरिज्ञानम्।

### **Learning Outcomes**

- संस्कृताध्ययनस्य प्रारंभाय अवश्यमध्येतव्यानां सुबन्तानां तिङन्तानाञ्च परिचयप्रदानम्।
- छात्राणां पदसम्पदः प्रवृद्धिः।
- अन्यासां भारतीयभाषाणामपि पदसम्पदां अवगमने सौकर्यप्रदानम्
- भारतीयसंस्कृतेः महिमातिरेकं अवगन्तुं, तस्या वाहिनीरूपाया अस्या भाषाया अध्ययनेन छात्रान् प्रभावयितुम्।
- सुसम्पन्ने संस्कृतसाहित्ये परिचयप्रदानम्।

### **Block: 1 सुबन्त - तिङन्त - पदपरिचयः।**

**Unit - 1** पुंलिङ्ग – नपुंसकलिङ्गशब्दाः- बाल, हरि, गुरु, पितृ, राजन् (पुंलिङ्गे)।

फल, वारि, दधि, मधु, जगत् (नपुंसकलिङ्गे)।

**Unit - 2** स्त्रीलिङ्गशब्दाः सर्वनामशब्दाश्च –लता, मति, नदी, स्त्री, मातृ, भास् -

स्त्रीलिङ्गशब्दाः। अस्मत्, युष्मत्, तत्, एतत्, किम् – सर्वनामशब्दाः

(तत्, एतत्, किं- त्रिषु लिङ्गेषु)

**Unit - 3.** तिङन्तपरिचयः (Conjugations) - भूधातुः (परस्मैपदी) दशलकारेषु।

**Unit - 4** वदि (वन्द्) धातुः (आत्मनेपदी) - दशलकारेषु। एध् धातुः लिटि केवलम् –  
अनुप्रयोगलिटः अवगमनाय)

**Block:2 काव्यपरिचयः - श्रीकृष्णविलासकाव्यम् (सुकुमारकविः)**

**प्रथमसर्गः 1 – 28 श्लोकाः।**

**Unit - 1** श्लोकाः 1 - 7

**Unit - 2** श्लोकाः 8 - 14

**Unit - 3** श्लोकाः 15 - 21

**Unit - 4** श्लोकाः 22 - 28

**Block : 3 काव्यपरिचयः - श्रीकृष्णविलासकाव्यम् (सुकुमारकविः)**

**प्रथमसर्गः 29– 54 श्लोकाः।**

**Unit - 1** श्लोकाः 29 - 35

**Unit - 2** श्लोकाः 36 - 42

**Unit - 3** श्लोकाः 43 - 48

**Unit - 4** श्लोकाः 49 - 54

**Block :4 भासस्य कर्णभारः।**

**Unit - 1** कर्णभारे कर्णस्य प्रवेशः ।

**Unit - 2** कर्णस्य अस्त्रवृत्तान्तः ।

**Unit - 3** कर्णभारे शक्रस्य प्रवेशः ।

## Unit - 4 कर्णस्य कवचकुण्डलदानम् ।

### Reference

1. श्रीकृष्णविलासकाव्यम् – सुकुमारकविः, प्रथमसर्गः

2. भासः - कर्णभारः ,

2. शब्दमञ्जरी – विद्यासागर के. एल्. वी. शास्त्री R.S.Vadyar and Sons, Kalpathy, Palghat.

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4. सुकुमारकविविरचितं श्रीकृष्णविलासकाव्यम् (प्रथमसर्गः)

(With Sanskrit commentary “Vilasini” by Ramapanivada and Malayalam commentary “Prasadam” by Prasad Anchal – Published by M. K. Ponnammamma, Chithralayam, Anchal P.O.)