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**KANNUR UNIVERSITY**  
(Abstract)

MA Rural and Tribal Sociology Programme - under Choice Based Credit Semester System in Departments - Revised Scheme, Syllabus and Model Question Papers Implemented with effect from 2015 Admission - Orders issued.

ACADEMIC 'C' SECTION

U.O No. Acad/C1/9760/2015

Civil Station (PO), Dated, 5 -11-2015

- Read:
1. U.O.No.Acad/C3/2049/2009 dated 11/10/2010
  2. U.O.No.Acad/C3/2049/2009 dated 05/04/2011
  3. Meeting of the Syndicate Sub-Committee held on 16/01/2015
  4. Meeting of the Curriculam Committee held on 10/04/2015
  5. U.O.No.Acad/C4/14536/2014 dated 29/05/2015
  6. Meeting of the Department Council held on 16/07/2015
  7. Letter from the Course Director, Dept.of Rural and Tribal Sociology
  8. Meeting of the Curriculam Committee held on 03/09/2015

**ORDER**

1. The Regulations for P.G. Programmes under Choice Based Credit Semester System were implemented in the Schools/Departments of the University with effect from 2010 admissions as per paper read (1) above and certain modifications were effected to the same vide paper read (2) .
2. The meeting of the Syndicate Sub- Committee recommended to revise the Scheme, Syllabi & Model Question Papers for all the University Departments /Schools under Choice Based Credit Semester System (CCSS) w.e.f. 2015 admission vide paper read (3) above.
3. As per the paper read (4) above, the meeting of the Curriculam Committee recommended certain modifications/ additions to the Regulations for PG Programmes under Choice Based Credit Semester System and the Regulations were modified in the University w.e.f. 2015 admission vide paper read (5).
4. The Department Council vide paper read (6) above has approved the Scheme, Syllabus & Model Question Papers for MA Rural and Tribal Sociology Programme under Choice Based Credit Semester System for implementation with effect from 2015 admission.
5. The Course Director, Dept.of Rural and Tribal Sociology vide paper (7) above has forwarded the Scheme, Syllabus & Model Question Papers for MA Rural and Tribal Sociology Programme in line with the revised Regulations for Choice Based Credit Semester System for implementation with effect from 2015 admission.
6. The meeting of the Curriculam Committee held on 3-09-2015 approved the Scheme, Syllabus and Model question papers for MA Rural and Tribal Sociology Programme under Choice Based Credit Semester System in the Department vide paper read (8) .

(PTO)

7. The Vice Chancellor after considering the matter in detail and in exercise of the powers of Academic Council conferred under section 11 (1) of Kannur University Act 1996 and all other enabling provisions read together with has accorded sanction to implement the Scheme, Syllabus and Model Question Papers for MA Rural and Tribal Sociology Programme under Choice Based Credit Semester System offered in the University Department with effect from 2015 admission subject to report before the Academic Council.

8. Orders are, therefore, issued accordingly.

9. The revised Scheme, Syllabus and Model Question Papers of MA Rural & Tribal Sociology Programme effective from 2015 admission are appended.

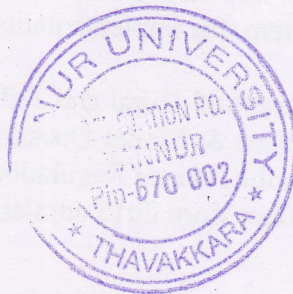
Sd/-  
JOINT REGISTRAR (Academic)  
For REGISTRAR

To

The Course Director,  
Dept. of Rural and Tribal Sociology, Mananthavady Campus.

Copy to:

1. The Examination Branch (through PA to CE).
2. PS to VC/ PA to PVC /PA to R/ PA to CE
3. JR/AR 1(Acad).
4. The Computer Programmer (For uploading in the Website)
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Forwarded/By Order

SECTION OFFICER

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**(U.O.No.Acad/C1/9760/2015 dtd 5 -11-2015)**



**KANNUR UNIVERSITY**

**M.A. Degree Course in RURAL AND TRIBAL SOCIOLOGY**  
**(Under Choice Based Credit Semester System)**

**SCHEME & SYLLABUS**  
**2015**

**DEPARTMENT OF RURAL AND TRIBAL SOCIOLOGY**  
**KANNUR UNIVERSITY MANANTHAVADY CAMPUS, EDAVAKA P.O.,**  
**WAYANAD, PIN- 670 645**  
**PHONE: 04935 274 580**  
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## 1. Objectives of the Course

India's soul lies in her villages. She is overwhelmingly rural and agrarian in nature. The rural society, the main sector of Indian society, contains two highly marginalized groups-the Dalits and the Tribals. Kerala too is rural and agrarian. The tribal population scattered over 36 tribes and concentrated mainly in the districts of Wayanad, Kasargod, Idukki and Palakkad. There existed a symbiotic relationship between the ecosystem and local population. This reciprocal relationship, the crux of their life was hampered by the arrival of outsiders. The new inhabitants started to see everything in economic terms. Thus the local people especially tribes were excluded and marginalized from their resource base and collective identity. Consequently the development planners call them as "poor" and "down trodden" without considering their rich cultural heritage.

The Constitution of India uniquely addresses the issue of the communities "Scheduled" as castes and Tribes, in an effort to not merely ensure "equality" but also to compensate for age-long oppression and neglect by providing for "compensatory justice". However, despite the massive programmes launched since independence for the welfare of the rural people in general and dalits and tribal population in particular, they continue to be poor, unhealthy and illiterate. Now rural India is seething with discontent and conflict and witnessing its destruction without being replaced by a socially healthy, economically progressive and culturally advanced type. The plight of the tribals is much more pathetic. As a result they exhibit a high degree of alienation, rejection, unrest and simmering discontent which make the situation in tribal areas particularly disquieting. Besides, even now certain sections of rural India continue to be the citadels of social evils and social rigidity.

This fact proves that rural and tribal reconstruction is impossible without a systematic study of the rural and tribal social organization, of its structures, functions, evolution and other social and ideological forces operating in these societies. Programmes and policies of rural renovation based on pure economic factors alone succeed. To reconstruct a rural and tribal society on a higher basis, it is imperative to study the social, cultural and other forces operating in these societies besides the economic forces. Moreover the world has much to learn from rural and tribal society especially from their harmonious relation with nature, their herbal medicine, self government, food habits, mode of production etc.

Therefore it is indispensable to make a study of rural and tribal society, of its economic foundations, social and cultural superstructure, of its institutions and functions, of problems arising from the rapid process of their disintegration and above all their high values and techniques which are highly relevant to the modern world.

These facts point to the relevance of Rural and Tribal Sociology, which besides providing a scientific knowledge about rural and tribal society and the laws governing its development, can also serve as a guide and suggest practical programs of reforms and reconstruction of these societies in the economic, social and cultural fields.

In this background the course – MA Rural and Tribal Sociology - aims to achieve the following objectives:

1. Study of the rural and tribal social structure, institutions, art, language, religion etc. and their functions and problems.
2. Study and formulation of the schemes and programmes for the welfare of the rural people especially the Dalit and Tribal people and offer academic assistance to these programmes.
3. Study of the rural and tribal issues and academic support and creation of public opinion in favour of them.
4. Study of the levels and impact of the cultural contact between the rural and tribal people.
5. Conscientisation and empowerment of rural people especially the Dalits and the Tribals.
6. Identification of the areas of conflict between rural people and tribals and formulation of schemes for their peaceful co-existence.
7. Study and preservation of the rich rural and tribal 'knowhow' in the fields like medicine, food, agriculture etc. and their transmission to the world.

With these objectives in mind that the course and its syllabus are designed inspired by Comteian concept of Sociology – 'Sociology as the study of society for the purpose of social reconstruction', and post – behaviorists views –

‘knowledge must put into action’, ‘social scientist have a major role in the social reconstruction’ etc.

## **2. Eligibility for Admission**

A total of 20 students are admitted every academic year. Those graduates of recognized universities who have scored at least 50% of marks (OBC/OEC - 45%, SC/ST - Minimum Pass Mark) or equivalent grade for the qualifying examination (including main and subsidiary) are eligible for admission. There will be an Entrance Test for the applicants. **Selection will be made purely based on the Marks/Grade obtained in the Entrance Test.**

The University, usually during the month of June/July, will notify the admission to the course along with notification for admission to its other PG courses. Regulations regarding the reservation of the seats are as per the rules of Government of Kerala/Kannur University. Those who have appeared for the final examination can also apply; however, the candidates should produce the consolidated mark list before announcing the rank list.

## **3.General**

The course is divided into four semesters and each semester will have approximately 90 instructional days with five hours of instruction each day.

The programme has 13 core theory courses (four each in the first and second semesters and five in the third semester), 3 electives (one in the second and two in fourth semester), one dissertation, a field study cum-report and a comprehensive viva-voce. The topic of dissertation must be on rural / tribal/ dalit society and affiliated topics in consultation with the faculty. As in the case of other theory courses, will be evaluated by the external examiners as well. The field study requires full time stay of the students among the rural or tribal people for a minimum of 4 weeks for the study and service and a report at the end.

Each theory course has maximum 100 marks – 60 for End Semester Examination (ESE) of three hours duration and 40 marks for Continuous Evaluation (CE) during the semester.

Each theory course of the end semester examination is divided into an average seven modules of more or less equal contents and importance. Total number of credits for the course is 80 and its split up is as follows. Core courses

(13) have 4 credits each, elective courses (3) have 5 credits each, dissertation have 7 credits, field Study and Viva have 3 credits each.

Unless specified otherwise, the rules and practices of the University related to reservation in admission, fee concessions, bonus marks for NCC, NSS, sports & games, Post Graduate examinations regarding CE, attendance, reappearances, revaluation, credits /grading / division / class, position etc., are applicable to this course also.

#### **4. Other details about the course**

(a). Choice based credit semester system is followed for the programme. Credit is the measure to assess the value or relative importance of a course, computed on the basis of the time to be devoted for teaching theory and/or practical. Credit defines the quantum of contents/syllabus prescribed for a course and determines the number of hours of instruction required per week. Thus credits will be assigned on the basis of the number of lectures/tutorials/laboratory works and other forms of learning required completing the course contents in a sixteen – week schedule per semester.

(b). Each student at the time of admission will be assigned to an advisor by the Department Council. He/she will advice the student about the academic programme and counsel on the choice of course.

(c). The course structure is with core,elective and open courses.

(d). The minimum duration for completion of the two years MA Rural and Tribal Sociology course is four semester.

(e). No regular student shall register for more than 24 credits and less than 16 credits per semester. The duration of the course shall extend to more than two years for the students securing less than 12 credits in a semester.

(f). The minimum total credits for the successful completion of the course is 80 in which minimum credits required for core courses is 60 and minimum for elective courses is 12. Those who secure only the minimum credits for core/elective subject has to supplement the deficiency required for obtaining the minimum total credits required for the successful completion of the programme from Core/Elective/Open courses.

## 5. Evaluation

(1.) End semester examination of each course will be evaluated by the internal examiner who handles the course and an external examiner. CE of the students shall be done by the faculty member who teaches course. The proportion of the distribution of marks among end semester and continuous evaluation shall be 60:40.

(2.) The split up of the marks of the continuous evaluation. i.e. internal marks of each course is as follows,

1. Tests(2)	=	16Marks( Best out of two)
2. Assignments (2)	=	8 Marks (2X4 =8 Marks)
3. Seminar (1)	=	16 Marks
Total	=	40 Marks

(3.) For the ESE, each question paper shall consist of two parts – Part I & Part II. Part 1 requires essay answers, 2 to be answered out of 4, each carrying 12 marks. Part II requires notes type answers, 6 to be answered out of 9, each carrying 6 marks.

(4.) The ESE is conducted by a panel of examiners as stipulated by the University.

## 6. Grading

1. An alphabetical Grading System is adopted for the assessment of student's performance in the course. The grade is based on a six-point scale which is as follows:

<b>Range of marks %</b>	<b>Grade points</b>	<b>Alphabetical grade</b>
90-100	9	A+
80-89	8	A
70-79	7	B+
60-69	6	B
50-59	5	C
Below 50%	0	F

2. A minimum of grade point 5 (Grade C) is needed for the successful completion of the course.

3. Performance of a student at the end of each semester is indicated by the Grade Point Average which is calculated by the following formula.



$$\text{GPA} = \frac{\text{Sum of (grade points in a course multiplied by its credits)}}{\text{Sum of credits of the courses}}$$

4. The overall performance of a student is indicated by the Cumulative Grade Point Average (CGPA) and is also calculated using the above formula.

5. Based on CGPA overall letter grade of the student shall be in the following way

<b>CGPA</b>	<b>Overall letter grade</b>
8.5 and above	A+
7.5 and below 8.5	A
6.5 and below 7.5	B+
5.5 and below 6.5	B
4.5 and below 5.5	C

6. A student who has failed in a course can reappear for the ESE of the same course along with the next batch to acquire the minimum credits needed for the completion of the course.

## 7. Scheme of the Course

### Semester I

SI N o.	Course Code	Title of the Course	Contact Hrs/Week			Marks			Credit s
			L	T/ S	P	ES E	CE	Tota l	
1	RTS 1C001	Sociological Analysis	3	2		60	40	100	4
2	RTS 1C002	Introduction to Sociological Theory	3	2		60	40	100	4
3	RTS 1C003	Environmental Sociology	3	2		60	40	100	4
4	RTS 1C004	Rural Sociology	3	2		60	40	100	4
		Total	12	8		240	160	400	16

### Semester II

SI N o.	Course Code	Title of the Course	Contact Hrs/Week			Marks			Credit s
			L	T/ S	P	ES E	CE	Tota l	
1	RTS 2C005	Social Anthropology	3	2		60	40	100	4
2	RTS 2C006	Tribal Sociology of India	3	2		60	40	100	4
3	RTS 2E001	Elective	4	2		60	40	100	5
4	RTS 2C007	Social Research	3	2		60	40	100	4
5	RTS 2C008	Population and Society	3	2		60	40	100	4
		<b>Total</b>	16	10		300	200	500	21

### Semester III

SI N o.	Course Code	Title of the Course	Contact Hrs/Week			Marks			Credit s
			L	T/ S	P	ES E	CE	Tota l	
1	RTS 3C009	Sociology of Health	3	2		60	40	100	4
2	RTS 3C010	Sociology of Development	3	2		60	40	100	4
3	RTS 3C011	Rural Problems and Development	3	2		60	40	100	4
4	RTS 3C012	Tribal Issues and Development	3	2		60	40	100	4
5	RTS 3C013	Dalit Texture of Rural India	3	2		60	40	100	4
		<b>Total</b>	15	10		300	200	500	20

### Semester IV

SI N o.	Course Code	Title of the Course	Contact Hrs/Week			Marks			Credit s
			L	T/ S	P	ES E	CE	Tota l	
1	RTS 4E002	Elective	4	2		60	40	100	5
2	RTS 4E003	Elective	4	2		60	40	100	5
3	RTS 4C(F)014	Field Study			5		50	50	3
4	RTS 4C(D)015	Dissertation			5	100		100	7
5	RTS 4C(V)016	Viva-Voice				50		50	3
		<b>Total</b>	8	4	10	270	130	400	23

**Electives (any Three)**

SI No .	Course Code	Title of the Course	Contact Hrs/Week			Marks			Credits
			L	T/S	P	ES E	CE	Total	
1	RTS E001	Kerala Society with Special Focus on Tribes	4	2		60	40	100	5
2	RTS E002	Sociology for Social Work	4	2		60	40	100	5
3.	RTS E003	Empowerment of Rural and Tribal Women	4	2		60	40	100	5
4.	RTS E004	Issues Faced by Rural and Tribal Children	4	2		60	40	100	5
		<b>Total</b>	12	6		180	120	300	15

**Open Course**

SI No .	Course Code	Title of the Course	Contact Hrs/Week			Marks			Credits
			L	T/S	P	ES E	CE	Total	
1	RTS (O) 001	Indian Constitution and Politics	4	2		60	40	100	3

## 8. Syllabus of the Course

### FIRST SEMESTER

#### RTS 1C001

### SOCIOLOGICAL ANALYSIS

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#### OBJECTIVES

The objective of this course is to introduce the students to the discipline and familiarize them with sociological analysis as a theoretical background for the various other papers

#### MODULE I Sociology: Introduction

Emergence of sociology – definition, scope and importance of sociology-branches of Sociology  
Sociology and other social sciences (anthropology, economics and history)

Sociological perspectives: functional, conflict and interactionist perspectives.

Basic concepts in sociology:- Society – Community –Institutions – Associations – Culture–

Social Interaction –Social processes

Sociology in India

#### MODULE II Social Institutions and Social Groups

Family and Marriage – Forms and Types of Marriage, Kinship and Clan

Education

Political Institution

Economic Institution

Religion

Social Groups- Definition and Characteristics of Groups

Types of Groups: primary and secondary, formal and informal, in-group and out-group, reference group

#### MODULE III Norms, Status, Role and Social Control

Social norms: Values, folkways, mores, taboo, laws, ideology

Social Roles: multiple roles – roles set — role conflict.

Social Status: status set – status sequence, ascribed and achieved status

Social control- Definition, types and agencies

Conformity and deviance- anomie

#### MODULE IV Socialization

Functions and stages of socialization, re-socialization, anticipatory socialization, adult socialization

Agencies of socialization

Theories of socialization

## **MODULE V Social Stratification**

Definitions and determinants of social stratification: social differences, hierarchy, inequality –  
Social forms of stratification, caste, class, race, gender, estate, slavery, ethnicity  
Theories of social stratification – social mobility-types (horizontal, vertical, intergenerational)

## **MODULE VI Social Change**

Concepts and types of social change  
Evolution, diffusion, progress, revolution, transformation and development  
Change in structure and change of structure  
Factors of social change –demographic, economic, political, geographic, cultural  
Theories of social change - cyclical and dialectical.

## **Module VII Social Movements**

Social Movements-Definition, characteristics and types, formation, condition for success, life cycle, ideology, leadership.  
Theories of Social Movement - relative deprivation theory, the strain theory, the revivalist theory – social movements and social change – reform, revival, revolution, splits, counter movements, transformation and decline.

### **Reference:**

- Vidya Bhushan and Sachdeva (1981) *An Introduction to Sociology*
- Giddens Anthony (2001) *Sociology*
- Francis Abraham *Sociology*
- Kuppaswamy B (1981) *Social Change in India*
- Srinivas M.N (1972) *Social Change in Modern India*
- C Wright Mills *Sociological Imagination*
- Berger Peter *Invitation to Sociology*
- Mac Iver and Page *Society: An Introductory Analysis*
- P. Gisbert *Fundamentals of Sociology*
- Ganshyamshah, Social Movements in India
- Oommen TK, Nation, Civil society and Social Movements in India
- Rao, M.S.A., Social Movements and Social Transformations
- Singh, K.S, Tribal Movements in India Vol I & II
- Misra, V.K, K.C. Malhotra, Nomads in India
- Misra, P.K, Economic Development and Social Stratification

**RTS 1C002**  
**INTRODUCTION TO SOCIOLOGICAL THEORY**

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**OBJECTIVES**

This course is offered to students as an invitation to the fundamental sociological theories ranging from the classical to recent deliberations. Careful measures have been taken to incorporate the important theoretical spotlights of all major sociological thinkers. This course is also intended to highlight the linkages between the theoretical debates and its present-day relevance and applications.

**MODULE I Evolution of Sociological Theory**

Social philosophy, social thought, social doctrine, social theory and sociological theory  
Definition and meaning of sociological theory  
Relevance of studying sociological theory

**MODULE II Pillars of Sociological Theory**

Structuralism, functionalism, conflict theory and exchange theory

**MODULE III Distinct Sociological Theories**

Marx's theory of dialectical materialism, class war- and social evolution.  
Durkheim's theory of suicide  
Weber's theory of protestant ethic and capitalism  
Pareto's theory of circulation of elites

**MODULE IV Comparative Sociological Theories**

Positivism (Saint Simon and August Comte)  
Individual and Society (Spencer and Durkheim)  
Social Progress and Evolution (Comte and Spencer)  
Sociology of Religion (Karl Marx, Max Weber and Emile Durkheim)

**MODULE V. Modern Macro Sociological Theories**

Economic Sociological Theories (Weblen and Schumpeter)  
Pattern Variables (Talcott Parsons)  
Neo-Functionalism (Jeffrey Alexander)  
Neo-Marxism (Frankfurt School)  
Structural Marxism (Habermas and Louise Althuser)

**MODULE VI Modern Micro Sociological Theories**

Feminism (Rosa Luxemburg)  
Marxism and Feminism (Wright)  
Symbolic Interactionism (G.H Mead and Herbert Blumer)  
Phenomenological Theories (Alfred Schultz, Peter Berger and T.G Luckman)  
Ethno-methodology (Garfinkel and Goffman)

Society and Gender (Gilman and Webb)  
Post Structuralism and Post Modernism (Michael Foucault and J. Derrida)  
Integrative Development (Micro-Macro integration and structural integration)  
Anthony Giddens and Pierre Bourdieu

**Reference:**

- Abraham *Modern Sociological Thought*
- Adams *Sociological Theory*
- Calhoun Craig *et. al Classical Sociological Theory*
- Giddens Anthony *Capitalism and Modern Sociological Theories*
- Gouldner, Alvin *Current Crisis in Sociological Theory*
- Ritzer, George and Douglas J. Goodman. *Sociological Theory*
- Ritzer, George. *Modern Sociological Theory*
- Saxena *Modern Sociological Theory*
- Sen *Social Theories and Modern Society*
- Francis Abraham *Sociological Theories*
- Turner Jonathan H *The Structure of Sociological Theories*
- Coser, Luise *Masters of Sociological Thought*
- Craib Ian *Classical Social Theory*
- Blumer Herbert *Symbolic Interactionism: Perspective and Method*
- Berger, Peter et.al. *The Social Construction of Reality*
- Weber, Max *The Protestant Ethic and the Spirit of Capitalism*

**RTS 1C003**

**ENVIRONMENTAL SOCIOLOGY**

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**Objectives**

This course is intended for the creation of awareness about the environment, environmental degradation and its social impact, the need of conservation and sustainable development etc.

**MODULE I Environmental Sociology**

Nature, scope, importance and development  
Social conceptualization of the environment  
Institutionalization Environmental Sociology  
Social ecology  
Environment and ecology- ecological crisis

**MODULE II Environment and Society**

Concept of environment- principle of environmentalism  
Theoretical perspectives of Environmental Sociology  
Urban and rural environment

### **MODULE III the Environment: A Sociological Issue**

Sustainable development: concept, theme, dimensions  
Sustainable community- sustainable development approaches in India- sustainable agriculture  
Preservation, conservation, protection and improvement of environment  
Response to environmental issues in India: environmental protection agencies, environmental laws and regulations- environmental regions and planning in India  
Indigenous Intellectual Property Rights-Bio-diversity Registers

### **MODULE IV Environmental Degradation**

Problems and impact  
Rural environmental degradation- pollution: water, air, solid waste- Pollution control  
Environmental degradation in Kerala with reference to Wayanad and other tribal areas  
Ecorestoration as an instrument of Tribal development-Case of AHARDS(Attapady)  
Environment and global warming and ozone depletion

### **MODULE V Natural Disasters**

Draughts, desertification, floods, earthquakes, cyclones, volcanoes, famine, Tsunami

### **MODULE VI Environmental Health and Education**

Concepts of environmental health and education  
Environmental education movements

### **MODULE VII Environmental Movements in India**

Environmental conflicts- displacements  
Chipko Movement  
Narmada Bachao Andholan

### **Reference:**

- Archana Prasad *Environmentalism and the Left*
- Sundar PK *Environmental Sociology*
- Rilei E Dunlap *Handbook of Environmental Sociology*
- Guha, Ramachandra *Social Ecology*
- Bell *Invitation to Environmental Sociology*
- Gupta *Global Environmental Problems and Policies*
- Vandana Siva *Ecology and Politics of Survival*
- Rogers *An introduction to Sustainable Development*
- Sukant K Chaudhary, *Culture, Environment and Sustainable Development*
- Singh G.B. *Forest Ecology in India*



**RTS 1C004**  
**RURAL SOCIOLOGY**

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**OBJECTIVES**

This course is introduced to impart basic knowledge on the rural society of India and its socio-cultural and economic dynamics. It would also aim an analytical background to other courses related to Indian rural society like Rural Problems and Rural Development etc.

**MODULE I. Rural Sociology- Introduction**

Meaning, definition, scope and importance  
Relevance of rural sociology in India  
Rural sociology and rural reconstruction  
Approaches to the study of rural society  
(Indological, structural, functional, evolutionist, Marxist, Gandhian and subaltern approaches) – futuristic studies on rural communities.

**MODULE II Concepts and characteristics of Rural Sociology**

Characteristics of Rural Sociology  
Rural Urban differences, Rural-Urban continuum, Suburbanism  
Great Tradition and Little Tradition  
Sanskritisation, parochialization, universalisation, industrialization, westernization and modernization

**MODULE III Rural Social Institutions**

Family: Joint, extended and nuclear- Changes  
Marriage: Traditional and Modern  
Religion: Characteristics, Caste and Religion  
Kinship &Caste

**MODULE IV Rural Social Structure and Stratification**

Agrarian social structure,  
Agrarian Classes- Zamindari, Ryotwari, Mahalwari, Rural Craftsmen  
Land tenure system- land ownership and its types- marginal farmers- land reforms  
Theoretical approach to rural social Stratification  
Rural class and caste system (Caste-class nexus, concept of Dominant caste, Jajmani System, untouchability)  
Status of women in rural society

**MODULE V Rural Economy and Polity**

Agriculture and agrarian economy- Characteristics  
Pre-British Economy, British Influence on Indian economy- brain drain- Rural Economy in Modern India

Traditional Political Structure (Vedic, Buddhist, Medieval and British)  
Modern State in India- parliamentary democracy, federalism, democratic decentralization- Panchayati Raj-secularism meaning prospects and challenges

### **MODULE VI Rural Language, Art and Education**

Folk culture  
Rural language- features  
Rural art- forms and status- rural aesthetics  
Rural education-traditional education (Gurukula and Guild System), British education (Spread of English and primary education)  
Education in Independent India (Free, universal, compulsory education- Development of higher, technical and informal education)

### **MODULE VII Gandhism and Rural Society**

Indian cultural interpretations-Arthashastra-Budha's views on democratic institutions- Rabindranath Tagore's experiments at santhiniketan.  
Holistic approach of Gandhiji- Gramaswaraj, appropriate technology etc...

### **MODULE VIII Challenges of Rural Society**

Poverty, unemployment, Casteism –communalism,population explosion,migration and urbanization, violence,terrorism, land issue

### **Reference:**

- Desai, A.R. *Rural Sociology in India*
- Mandelbaum *Society in India*
- Srinivas, M.N *Social Change in Modern India*
- Srinivas,M.N India's Village
- Srinivas,M.N, Caste in modern India and other Essays
- Ghurey G.S,Caste and race in India
- Singer, Milton *When a Great Tradition Modernizes*
- Dube, S.C. *India's Changing Villages*
- Sharma R.K *Rural Sociology*
- Sharma, Suresh K. *Rural Development in India*
- Nayak K.B *Rural Development and Underdevelopment*
- Chitambar J.B. *Rural Sociology*
- Marriot Mckim (Ed) *Village India*

**SECOND SEMESTER**  
**RTS 2C005**  
**SOCIAL ANTHROPOLOGY**

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**Objectives**

This course is framed to impart basic knowledge in the concepts and theories of social anthropology as a background for the in-depth study of rural and tribal society

**MODULE I Introduction to Anthropology**

Anthropology: meaning, definition - branches of anthropology  
Emergence of anthropology  
Relevance of anthropology-applied and action anthropology  
Fieldwork tradition in anthropology-features of anthropological field work.

**MODULE II Social Anthropology**

Meaning, definition, nature and scope  
Relationship with sociology, history, philosophy, political science and economics  
Methods of Social anthropology-Genealogical, Comparative, Field work

**MODULE III Anthropology of Social Institutions**

Anthropology of family, marriage and kinship, clan  
Anthropology of Religion: Magic, Religion and science- religious organizations- myth, rituals- religion and its relation to other social institutions- theories about the origin of religion- totemism, animism

**MODULE IV Anthropology of Culture**

Elements of culture, characteristics of culture, culture and civilization- cultural process- evolution, enculturation, acculturation, assimilation, diffusion, integration, invasion  
Anthropological theories of Cultural Growth- evolutionary theory, diffusion theory, Acculturation theory,  
Integration of culture- functionalism  
Theories of civilization, characteristics- civilisational study in Social anthropology  
Folk-Urban continuum (Redfield)  
Culture of Poverty (Oscar Lewis)  
Universalisation and Parochialisation (Mckim Marriot)  
Rural cosmopolitanism, compartmentalisation (Milton Singer)

**MODULE V Tribes and Anthropology**

Tribe-meaning, definition and characteristics  
Related terminologies-tribes, Scheduled tribe, De-notified Tribes, primitive tribes  
Tribes and castes  
History of the tribes –theories about their origin  
Significance of Anthropology in the study of Tribal Sociology  
Role of Anthropology in tribal development, welfare and research

## **MODULE VI Major Indian Anthropologists and their Contributions**

Anthropology in India

Major Indian Anthropologists-The colonial school: Thurston, L.K. Ananthakrishna Iyer

SC Roy, D.N. Majumdar, G.S. Ghurey, L.P. Vidhyarthi etc

Anthropological Survey of India-objectives and functions

### **Reference**

- Upadhyay *History of Anthropological Thought*
- Majumdar D.N *Social Anthropology*
- Marwin Hari *Introduction to Cultural Anthropology*
- Thomas Hylland Ericson *What is Anthropology?*
- L.P Vidhyarthi *Sacred Complex*
- Evans Pritchard *Introduction to Social Anthropology*
- R.L. Beals and Harry Hoijer *Introduction to Anthropology*
- Hoebel, E. Adamson, *Anthropology*
- Malinowski, B *A Scientific Theory of culture and other Essays*
- Radcliffe Brown *Mother's Brother in South Africa*

### **Classic Ethnographic Studies**

- Roy S.C. *The Oraons of Chotanagpur*
- Rivers W.H.R. *The Todas* - (2 vols)
- Iyer L.K. Ananthakrishna Reprint 1981; *The Tribes and Castes of Cochin*
- Grigson W *The Maria Gonds of Bastar*
- Aiyappan A and Mahadevan. K. *Ecology, Economy, Matriliney and Fertility of Kurichiyas*
- Mathur PRG *The Mappila Fisherfolk of Kerala*.
- Man. E.H. *The Aboriginal Inhabitants of Andaman Islands*
- Zvelebil, *The Irulas of the Blue Mountains*
- Royal Anthropological Institute of Britain and Ireland, *Notes and Queries on Anthropology*.
- 

**RTS 2C006**

## **TRIBAL SOCIOLOGY OF INDIA**

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### **Objectives**

This course introduces the sociological aspects of the tribes in India by focusing on the substantive topics concerned with Indian tribes like the definition, classification, organization, institutions etc. The major thrust of the course is contemporary tribal situation in India and the students are expected to familiarize with the changing social and cultural life of tribes in the country.

## **MODULE I. Tribal Sociology –the Study of Tribal Society**

Definition, characteristics and scope of tribal sociology  
Need for studying tribal sociology  
Tribal legacies –eco-friendship, tribal medicines, tribal food habits, tribal folklore, self-governance  
tribal studies –futuristic studies on tribal communities  
Tribal studies in India

## **MODULE II Demography of Indian Tribes**

Classifications of Indian tribes -territorial, linguistic, physical and racial, economic, cultural and religious  
Facts and figures about Indian tribes  
Demographic characteristics of Indian tribes- before and after independence  
Census and Indian tribes  
Tribes and their demographic indicators- population size and distribution, sex ratio, literacy rate and educational level- marital status, work participation and religion-geographical distribution of scheduled tribes in India-scheduled areas  
Demographic characteristics, indicators and distribution of tribes in Kerala.  
Constitutional and legal safeguards in India- scheduled areas-Panchayati raj-Rights in Forest

## **MODULE III Cross Section of Tribal Society**

Social Structure and Stratification of Indian Tribes -Tribal dignitaries- class- gender -race  
Tribe-caste continuum  
Status of women in tribal communities  
Tribal Social Institutions- kinship, youth dormitory, marriage and family-Cross cousin marriage- Dravidian Kinship  
Tribal political institutions-role of tradition, role of chief and tribal panchayath  
Cultural institutions –tribal aesthetics, art and folklore  
Religion and religious institutions-features-totemism and animism-life after death  
Ceremonies related to life cycle-birth, puberty, marriage, childbirth and death

## **MODULE IVEconomic Life and Institutions of Tribes in India**

Economic organization of tribes  
Production- consumption economy -hunters, food gatherers, pastoralists, cultivators  
Shifting cultivators, artisans  
Role of land and forest in the economic life of tribals

## **MODULE V Ethnographic Profile of Selected Tribes**

The Todas of Nilgiris(Pastrolist)  
The Chenchus of Andhra Pradesh(Food gatherer –hunter)  
The Khasis of Meghalaya(Matrilineal and matriarchal)

The Oraons of Chota Nagpur (Agriculturists)

The Tribes of the Andaman Islands.

Cholanaickan(food gatherer),Kadar(food gatherer turned agriculturists),Adiyan(Bonded labourer turned agricultural labourer),Mullukurumba(Agricultural labourer cum agriculturists),Kurichian(settled agriculturists),Paniyans

## **MODULE VI Tribes in Transition- ‘Things Fall Apart’**

Causes and agencies of change –deliberate and undeliberate –govt.and education- religious conversions, migration ,forest policies etc.

Micro changes:

Changes in tribal social institutions, customs, habits, dress, ornaments etc

Changes in religion-Hinduisation and conversion

Disintegration of tribal political system-path of integration to the mainstream

Economic changes-forest restrictions, restrictions on shifting cultivation, land alienation, emergence of industrial laborers, emergence of salaried class ,division of labor, property ownership and succession, market

Macro changes

From tribe to class

Peasantisation

From unspecialisation to specialization (of roles)

From consumption economy to market economy

De-tribalisation

Modernization trends in tribal communities

Effects of Constitutional and legal protection.

## **MODULEVII Preparation of the Profile of a Tribal Colony**

### **Reference:**

- Hasnain, Nadeem 2002. *Tribal India*, Palaka Prakashan , New Delhi
- Mahratna, Arup 2005. *Demographic Perspectives on India’s Tribes*, New Delhi, Oxford University Press
- Kundu, Manmatha 2003. *Tribal Education: New Perspective*, New Delhi, Gyan Publishing
- Chacko Pariyaram ed. (2006) *Tribal Communities and Social Change*, New Delhi, Sage Publications
- Robinson Rowena (2007) *Religious Conversions in India*, New Delhi, Oxford University Press
- Elwin Verrier (1964) *The Aborigines*, London, Oxford University Press
- Vidhyarthi L.P (1964) *Cultural Contours of Tribal Bihar*, Calcutta, Punthi Pustak
- Bhowmiek K.L. (1971) *Tribal India*, The World Press Pvt. Ltd.
- Singh K.S. *Economies of the Tribes and their Transformation*
- Bose Pradip Kumar (1999) Stratification among Tribes in Gujarat in Sharma K.L. Sharma ed. *Social Inequality in India*, Jaipur, Rawat Publications
- Behera, Deepak Kumar and George Pfeffer eds. 2008. *Contemporary Society: Tribal Studies* (Volume 7), New Delhi, Concept Publishing Company

- Tripathi S.N. 1998. *Tribals in India: The Changing Scenario*, New Delhi, Discovery Publications
- Rivers W.H.R, *Todas of Tilgiris*
- Heimendorf *The Chenchus of Andhra Pradesh*
- Mathur PRG; *Tribal Situation in Kerala*
- K.S.Singh *Tribal Situation in India*
- Bhanu B Ananda *The Cholanaikkan of Kerala*
- Bhanu B Ananda & Seetha *Kakkoth Mullukurumba*
- Antony Walker *The Toda of South India*
- Madhavamenon .T and Sasikumar(Ed) *Encyclopaedia of Dravidian Tribes(3 Vol)*
- A.K.Danda,S.B.Chakraborty et.al(Ed) *Agrarian Situation in India(2 Vol)*
- Mohanti V *Tribal culture of India*
- Ehmfels, V *Kadar*
- Misra.P.K *The JenuKurumba*
- Misra ,Rajalakshmi *The Mullukurumba of Kappala*
- Trautman, *Dravidian Kinship*
- Iravati Karve ,*Kinship Organisation in India.*
- Elwin Verrier *A Philosophy for NEFA*
- Galantar Mare, *Competing Equalities, Law and Backward Classes in India.*

### **RTS 2 E001**

(Selected from RTS E001/RTS E 002/RTS E 003/ RTS E 004)

### **RTS 2C007**

## **SOCIAL RESEARCH**

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### **Objectives**

This course aims to acquaint the students with social research and its strategies and various methods of research and tools of data collection. This course also aims at teaching the students the basic statistical tools relevant for social research and also enables the students to prepare their thesis.

### **Module I Social Research**

Meaning, purpose and relevance –scientific method and scientific research  
Steps of social research, relationship between theory and research

Approaches and methods of Social Research  
Deductive and inductive methods

Research ethics

## **Module II Qualitative and Quantitative Methods**

Distinction between: a) Research methodology, research methods and research techniques (ie.tools of data collection) b) Quantitative and qualitative methods and techniques

Quantitative methods-experimental methods, survey

Qualitative methods-field study-case study, content analysis and historical method-folk methods

## **Module III Primary Stages of Social Research**

Formulation of research problem, review of literature and formulation of hypothesis

Research design: Longitudinal, Cross-sectional, Experimental.

## **Module IV Collection of Data**

Primary data and secondary data- census and sample methods in the collection of data

Sampling: meaning, need, types/ methods-probability and non-probability sampling - risks in sampling-sampling error

## **Module V Tools and Techniques of Data Collection**

Quantitative tools-structured interview-structured observation, socio-metry

Qualitative tools-Observation, interview, questionnaire, interview schedule, projective techniques, focus group discussion

## **Module VI Processing of Data**

Editing, coding, tabulation, classification: class interval and frequency distribution

Diagrammatic and graphical representation of data: bar diagram; histogram, pie diagram.

Rating and scaling: meaning and types

## **Module VII Analysis and Interpretation of Data and Conclusions and Generalizations**

a. Statistical tools of analysis

Measures of central tendency: mean, median and mode

Measures of dispersion: range, standard deviation, quartile deviation and mean deviation

Skewness and curtosis

Linear correlation and regression analysis

b. Basics of inferential analysis

Parameters and statistic, null hypothesis, alternative hypothesis – types of error: Type I and Type

II error – critical region- level of significance

## **Module VIII Formulation of Generalization and Report (Thesis) Writing:**

Conclusions and generalizations

Format and formalities of thesis with special reference to footnotes, bibliography and other documentation.

## **Reference:**

- William.J.Good & Paul.K.Hatt *Methods in social Research*
- Wilkinson & Bhandarkar *Methodology and techniques of social research*
- Pauline.V. Young *Scientific Social Surveys and Research*



- William.M.K.Trochim *Research Methods*
- Ahuja Ram *Research Methodlogy*
- Blumer Martin *Sociological Research Methods: An Introduction*
- Sjoberg, Gideon and Roger Nett *A Methodology for Social Research*
- Popper Karl R. *The Logic of Scientific Discovery*
- Durkheim Emile *The Rules of Sociological Method*
- Mills C. Wright *Sociological Imagination*
- Kothari , C.R *Research Methodology: Methods and Techniques*
- Alan Bryman *Social Research*
- Vimal .P.Sha *Research Design*
- Pelto and Pelto *Craft of Social Anthropology*
- Sarana Gopala *Comparative method in Anthropology*

## **RTS 2C008 POPULATION AND SOCIETY**

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### **Objectives**

This course helps the students to familiarise theories of population, composition, structure, dynamics and features of population. The course is also intended to discuss components of population change and India's population problems. It also reviews population control measures and their implementation.

### **MODULE I POPULATION STUDIES: AN INTRODUCTION**

Population studies: meaning, definition, nature, subject matter, scope and significance of population studies

Nature and sources of population data-census and social surveys and their utility

Basic demographic concepts: birth rate, live birth, still birth, death rate, life expectancy and sex ratio

### **MODULE II PROCESSES OF POPULATION**

Fertility and fecundity – definition and determinants, differentials with special reference to rural and tribal society

Mortality and morbidity – definition and determinants, differentials with special reference to rural and tribal society

Migration: definition, determinants, patterns, streams and impacts.

### **MODULE III POPULATION STUDIES: THEORETICAL PERSPECTIVES**

Pre-Malthusian Theories

Malthusian Theory

Optimum theory  
Marxian Perspective  
Demographic Transition Theory

#### **MODULE IV POPULATION DISTRIBUTION AND COMPOSITION**

Population distribution-density and growth

The need for adopting balanced spatial distribution of population

Population composition: biological, economic, socio-cultural, rural and urban

#### **MODULE V POPULATION PROBLEMS: QUANTITATIVE AND QUALITATIVE**

Quantitative problems: over population, higher dependency ratio, density of population and urbanization

Qualitative problems: poverty, unemployment, low standard of living, illiteracy, malnutrition, slums, crime, prostitution and beggary

#### **MODULE VI POPULATION PROFILE OF INDIA**

Vital registration system in India: uses and limitations

Population projections in India and its implications

Population policy in India: strategies and debates

#### **MODULE VII REPRODUCTIVE HEALTH**

India's Population policy and programme

Measures taken for population control in India

Factors hindering family planning programme in India

Reproductive Health

#### **REFERENCE**

- Bose, Asish (1991) *Demographic Diversity of India Delhi*
- Premi, M.K. et. al.(1983) *An Introduction to Social Demography Delhi*
- Sharma, Rajendra (1997) *Demography and Population Problems*
- Srivastava, O.S.(1994) *Demography and population studies New Delhi*
- Rao, Kamala Gopal (1974) *Studies in Family Planning: India*
- Ashish Bose et.al. (1974) *Population in India's Development*
- Agarwal, S.N. (1989) *Population Studies with Special Reference to India*
- Bose, Ashish (1991) *Demographic Diversity in India*
- Banarjee, D.( 1985) *Health and Family Planning Services in India*
- Dubey, Surendra Nath( 2001) *Population of India*

- Kohli, S.(1977) *Family Planning in India*
- Malthus, T.R. (1986) *An Essay on the Principle of Population*
- Premi, M.K. (2004) *Social Demography*, Delhi
- Sharma, Rajendra (1997) *Demography and Population Problems*
- Srivastava, O.S. (1998) *Demography and Population Studies*
- Peterson, William (1975) *Population*
- Ragini Sen,(2003) *We the Billion*

### THIRD SEMESTER

RTS 3C009

## SOCIOLOGY OF HEALTH

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### Objectives

This course provides general understanding of sociological aspects of health and health care/medicine. It also familiarizes the students the health policies and planning in India and also creates awareness on the sociological perspectives of health and medicine.

### MODULE I HEALTH, MEDICINE AND SOCIOLOGY

Sociology of health and medicine- definition, principles and scope  
 Medicine: traditional and modern view of medicine  
 The relationship between medicine and sociology

### MODULE II HEALTH AND ILLNESS

Concept of well-being, standard of living and quality of life  
 Concept of illness  
 Qualitative experience of patient  
 Social explanations of etiology of disease

### MODULE III SOCIO-CULTURAL DIMENSIONS OF HEALTH AND ILLNESS

Socio-contextual analysis of illness behavior: the sick role concept- occupational health- community health- social epidemiology- nutrition and health-environment and health-role of mass media and promotion of health - medicalisation of health

### MODULE IV HEALTH AND HYGIENE

Definition and determinants of health  
 Biomedical, ecological and psychological dimensions of health  
 Concept of hygiene  
 Hygiene: personal, social, environmental.

## **MODULE V HEALTH AND EDUCATION**

Health education – approaches – teaching and evaluation, health communication campaign- role of media – organizational aspects

## **MODULE VI HEALTH DISPARITIES**

Health and social stratification

Gender analysis of health

Medical marginality

## **MODULE VII HEALTH CARE SYSTEM IN INDIA**

Public health sector, private health sector, voluntary health services and indigenous systems of medicine

Health care delivery systems in India: primary level, secondary level and tertiary level

National Health Policy -National health mission

## **MODULE VIII MEDICAL SYSTEMS AND SERVICES**

Medical beliefs and practices

Indian System of Medicine: Past and Present

Integrated Health Approach

## **REFERENCE**

- Bloom, S.W. (1963) *The Doctor and His Patient*
- Dingwal, Robert (1976) *Aspects of Illness*
- Dutt, P.K. (1965) *Rural Health Services*
- Hasan, K. (1967) *The Cultural Frontiers of Health in Village India*
- Madan, T.N. (1980) *Doctors and Society*
- Nagla, Madhu (2013) *Gender and Health*
- Nagla, Madhu (2014) *Sociology of Health*
- Oommen, T.K. (1978) *Doctors and Nurses: A Study in Occupational Role Structure*
- Park, J.R. and K.Park (2000) *Text Book of Preventive and Social Medicine*
- Parson, Talcott (1951) *The Social System*
- Coe. Rodney M. (1970) *Sociology of medicine*
- Dasgupta, R. (1993) *Nutritional planning in India*
- Nayar, K.R. (1998) *Ecology and health: A system approach*
- Venkataratnam, R. (1979) *Medical sociology in an Indian setting*
- Rao, Mohan. (1999) *Disinvesting in health: The World Bank's prescription for health*
- Amick, Benjamin C. (1995) *Society and health*
- Giddens, Antony (2009) *Sociology*
- Govt of India (2002) *National Health Policy II*
- Foucault, Michel (1973) *Madness and Civilisation*

**RTS 3C010**  
**SOCIOLOGY OF DEVELOPMENT**

**Objectives**

As a theoretical base for the coming courses, this course aims to provide a theoretical framework as well as sociological perspectives of development in the context of India in general and Kerala in particular

**MODULE I The Concept of Development**

Meaning and indicators of development  
Development and progress: economic and social dimensions  
Change, modernization and development  
Economic, Social and human development  
Evils of development-relevance of sustainable development

**MODULE II Sociology of Development**

Modernisation  
Liberal perspective on development  
Marxian perspective on development  
Gandhian perspective on development  
The constitution of India-concept of Compensatory justice to compensate for age old victimization- scheduling of communities –reservation.

**MODULE III Critics of Development**

Dependency Theory of underdevelopment  
World System Theory- Immanuel Wallerstein  
Development of underdevelopment-A.G. Frank  
Uneven development- Sameer Ameen  
Gender perspectives on development

**MODULE IV Sustainable Development**

The concept of sustainable development  
Micro-planning- ‘small is beautiful’ –E.F.Schumacher  
Ecology and sustainable development  
Consequences of development on ecology and environment  
Participatory approach for the management of natural resources

**MODULE V Development Experiences of India**

Development approaches of pre- and post-independent India- aims and objectives of India’s Five Year Plans-The Tribal sub-plan approach-Panchayati raj and Tribal development- A sociological appraisal of the five year plans.  
The present scenario of development in India- liberalization, privatization and globalization- India’s development politics since 1990

**MODULE VI Economic, Social and Cultural Dimensions of Globalization**

The concept, definition and features of globalization-liberalization and privatization  
Economic, social and cultural dimensions of globalization

Concept of new world order -an alternative to globalization  
The slogan of inclusive Development.

**MODULE VII Development Experience of Kerala**

Political action and development- land reforms, People’s Planning Programme, Total Literacy Campaign, Democratic decentralization  
Migration and development, demographic transition  
The link between Social development and economic growth  
Critique to the ‘Kerala Model of Development’  
Development experience and marginalized communities in Kerala- dalits, tribes and women

**Reference:**

- Alavi, Hamza and Theodore Shanin *Sociology of Developing Societies*
- Wallerstein, Immanuel World System Theory
- Schumacher *Small is Beautiful*
- Amin Samir *Development of the Underdevelopment*
- Frank Richard and Barbara S. Chasin *Life is Little Better*
- Sen Amartya *Inequality Reexamined*
- K.C Zachariah et. al. *Kerala’s Demographic Transition*
- Dube S.C *Modernization and Development*
- Sulunkhe S.A *The Concept of Sustainable Development*
- Jeffrey Robin *Politics, Women and Well-being: How Kerala Became a Model*
- Majeed Akhtar *Regionalism, Developmental Tensions in India*
- Mahendrakumar, M.S *Pecuniarisation*
- Galantar Mare, *Competing Equalities, low and backward classes in India.*



**RTS 3C011**  
**RURAL PROBLEMS AND DEVELOPMENT**

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**Objectives**

The objective of this course is to create awareness among the students about the rural problems and their solutions. This course also aims an analysis of the various schemes for the development of the rural people.

## **MODULE I Rural Economic Problems**

Poverty: concept and meaning, poverty in the global context, relative and absolute poverty, dimensions of poverty, estimate of poverty in India, poverty line- profiles of the poor

Unemployment-

Debt-bonded labour

Problems related to agriculture- depeasantisation - farmers' suicides.

Other problems of the peasantry-migration, landless labourers, debts, bonded labour, health, energy crisis.

## **Module II Rural Social Problems and Problems of Marginalized groups**

Illiteracy

Illhealth and malnutrition

Environmental degradation-related to forest, land use, water, fuel-

Casteism,communalism,violence, terrorism, recent issues related to Khapa panjayath, honour killing etc.

Rural Marginalized Groups and their Problems

SC's – untouchability,

ST's –Alienation of Land,rights in foresta

Migrant workers, artisans

Problems of women and children

## **MODULE III Peasant's Response to the Problems-Peasant Movements**

Pre-independent and post independent movements – Kurichia Revolts of 19<sup>th</sup> century,Thebhaga Movement, Telenghana Movement, Mappila Rebellion, Naxalbari Movement, Farmer's movements of 1980's- Maoist movements - general characteristics of peasant movements-backward class movement

## **MODULE IV Rural Development and Pillars of Rural Development**

Rural Development – meaning, strategies, participatory approach- Gandhian concept of rural development

Agrarian and land reforms - Green and White revolution

Co-operatives,

Community development projects

Panchayati Raj- local level development –microplanning

## **MODULE V Employment Generation Schemes and Rural Diversification**

Schemes for self employment.

Schemes for wage employment

Schemes for the development of rural industries –schemes for diversification

## **MODULE VI Schemes for Social Development and the Development of Marginalized Groups**

Schemes for the development education

Schemes for the abolition of caste system and untouchability

Schemes for the abolition of bonded labour

Schemes for the development of women and children  
General Schemes of social assistance

## **MODULE VII Development of Rural Infrastructure**

Development of Rural Infrastructure-PURA  
Solution for energy and environmental problems

### **Reference:**

- Reddy *The role of Youth in Rural Development*
- Singh *Rural Development Strategies in Development*
- Rahul Mudgal *Poverty Alleviation and Rural Development*
- Rahul Mudgal *Socio-cultural Dimensions of Rural Development*
- Rahul Mudgal *Rural Development: Policies and Management*
- Singh *Encyclopedia of Rural Planning and Development*
- Singh *Integrated Rural Development Programs*
- Kannan K.P *The Changing Face of Rural India*
- F.A.O *Education for Rural Development*
- Rao, M.S.A *Social Movements and Social Transformations*
- Singh .K.S. *Tribal Movements in India*

## **RTS 3C012**

# **TRIBAL ISSUES AND DEVELOPMENT**

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### **Objectives**

This course aims at imparting knowledge on tribal issues, theoretical and practical questions of tribal development, the various developmental activities undertaken for the tribes under constitutional obligations etc.

### **MODULE I Problems of the Tribals**

Common problems of the tribals and the non-tribals

Poverty, indebtedness, unemployment, health, drinking, housing, education, communication, migration, bondage, unwed mothers.

Specific Problems of the Tribals

Landalienation, shifting cultivation, industrialisation, urbanization, migration, depopulation, displacement and rehabilitation-psycho-socio-cultural adjustments – deforestation, forest laws and ecological degradation.

### **Module II Tribal Discontent and its Manifestation-Tribal Movements and Tribal Regionalism**

Reasons for tribal discontent- relative deprivation, migration of non-tribals, the question of tribal identity



Tribal Movements- Santhal rebellion, Munda rebellion, Naga rebellion, Mizo rebellion, Gujjar's agitation for Tribal Status  
Tribal movements and political parties  
Tribal Regionalism-demand for separate tribal state and autonomy for tribal areas  
Tribal movements in Kerala ; Kurichia rebellion, recent movements under Advasi Gothra Sabha .

### **MODULE III Tribal Development and Tribal Welfare Administration**

Approaches to tribal problem – strategy of tribal development – alternative models – Debate between GS Ghurey and Verrier Elwin  
Jawaharlal Nehru's Panchaseel.  
Relevance of anthropology and sociology in tribal developmental  
Attitudes of the political parties to tribal issues  
Tribal Welfare Administration  
Administrative and institutional machinery for tribal administration and development- during pre-independent and independent India –statutory bodies to look after the tribals and their development.

### **MODULE IV Constitutional Safeguards and Legislative Measures for the Protection and Empowerment of the Tribals and for the Preservation of their Cultural Identity**

Constitutional Safeguards and Legislative Measures for the protection of the tribals,  
Constitutional and Legislative measures especially reservation for the empowerment  
Reservation –in legislative bodies, educational institution and employment  
Legislation for the prevention of land alienations, atrocities, safeguarding forest rights.  
Scheduled Areas-Panchayatiraj and Self government-Protection of tribal intellectual property rights-Bio-diversity registers.

### **MODULE V Schemes for the Economic Development**

Schemes for the Development of employment  
Schemes for the Development of civil amenities

### **MODULE VI Schemes for the Social Development**

Schemes for the Development of education  
Schemes for the Development of health

### **MODULE VII Evaluation of tribal Welfare Programmes -Research, Training and suggestions for Tribal Welfare**

Tribal Research Institutes in India  
Preparation of the profile of a tribal hamlet focusing on the problems and welfare programs implemented there.

## Reference:

- Sahu *Problems of Aging among the Indian Tribes*
- Sahu *Tribal Culture and Development*
- Sahu *Aspects of Tribal Studies*
- Sharma *Tribal welfare and Development*
- Sharma *Tribal Development in Andaman Islands*
- Rath *Tribal Development in India*
- Rao *Tribal Development: Policy and Practice*
- Padhy *The Challenge of Tribal Development*
- Tripathy *Tribal Co-operatives and Rural Development*
- Mathew A. *Impact of Globalisation on Tribes*
- Chacko P *Tribal Communities and Social Change*
- Kumar *Tribal Development in India*
- Mathur, PRG, *Tribal situation in Kerala*
- Singh KS, *Tribal Situation in India*
- Singh KS, *Tribal Movements in India* (2 Vol)
- Menon, T., M. and Sasikumar, M. (eds) *Encyclopaedia of Dravidian tribes*

## **RTS 3C013 DALIT TEXTURE OF RURAL INDIA**

### **Objectives**

The objective of this course is to examine the issues related to the lower strata and the major component of the rural society of India, -the depressed classes especially the scheduled classes- without which neither the study of rural society of India nor its development will be complete and possible.

### **MODULE I Caste System**

Social stratification in India

Caste-definition, origin features-scheduled caste.

Theories about caste (Louis Dumont, G.S.Ghurey, B.R.Ambedkar)

Criteria for scheduling castes and tribes.

Distinction between caste and tribe.

### **MODULE II Untouchability**

Meaning and definition

Theories about the untouchability

Comparison between apartheid theory-Black

Subaltern studies in India-emergence of Dalit Sociology-contributions of

Stephen fuchs, Ambedkar, Ranjit Guha, David Hardiman-Indian

**MODULE III Facts and Figures about the Dalits**

Related terminologies-depressed classes, Harijan,Dalit, Scheduled caste, OBC-  
Demographic profile-  
Dalit dominant states-  
Numerically dominant Dalit communities in India  
Profile of the Dalit communities in Kerala.

**MODULE IV Exclusion of the Dalits** - Economic,Educational,Health and Social

Poverty,unemployment, financial exclusion  
Educational problems of the Dalit  
Health problems of the Dalit  
Lack of civil amenities  
Intensity of social exclusion and marginalization.

**MODULE V Dalit reforms- leaders and Movements**

Phule –Sree Narayana Guru-Ayyankali-Ambedkar,Gandhiji,Periyar  
Dalit Panther Movements.BhahujanSP

**MODULE VI Protective and Empowerment measures**

Protective measures-Constitutional safeguards and legislative measures  
Empowerment measures-constitutional provisions and legislative measures  
Statutory bodies to look after the protection and empowerment of the Dalit.

**MODULE VII Schemes for the Development of the Dalits**

Employment Guarantee and Employment Generation Schemes-achievements,  
failures and suggestions  
Educational development –Schemes achievements, failures and suggestions  
Health development- Schemes achievements, failures and suggestions  
Schemes for civil amenities  
Reservation-in legislative bodies, educational institutions and employment  
Opportunities -positive and negative impacts of reservation.

**MODULE VIII Caste Survives**

Caste in politics-politics of number-caste based parties  
Prevalence of untouchability –case studies  
Caste discrimination in all walks of life.  
Atrocities against the Dalits

**Reference**

- Sukhadeo Thorat, Dalits in India; Search for a common destiny
- Nagla,BK; Indian Sociological Thought
- .Michael,SM(Ed);Dalits in Modern India

- Anil Bhumali ;Development of Scheduled caste
- Shruthi Singh; Dalit Ethnography
- Himansu Charan sadangi ;Dalit The Downtrodden of India
- Mahapatra,BC; Dalitin Third millennium
- Saurabh Dube; Untouchable Past
- Mod,SKi;Socio-economic Development of Dalits in India
- Hugo Gorringer; Untouchable citizens
- Kshirsagar RK; Dalit Movement in India and its leaders

#### **FOURTH SEMESTER**

##### **RTS 4E 002**

**(Selected from RTS E001/RTS E 002/RTS E 003/ RTS E 004)**

##### **RTS 4E 003**

**(Selected from RTS E001/RTS E002/RTS E003/ RTS E004)**

##### **RTS 4C(F) 014**

##### **FIELD STUDY**

A field study of four weeks duration is a core and unique course of this MA Programme .The field study requires full time stay of the students among the rural and tribal people for four weeks for study and service and they have to prepare a report based on it. The objective of the field Study is to attain practical knowledge and experience in all the courses which they have studied already. It also aims to help the students to formulate a research problem for their dissertation and inculcate interest among them to serve the tribals and the marginalized groups.

##### **RTS 4C(D) 015**

##### **DISSERTATION**

The dissertation, a major component of the course which carries 7 credits, must be based on the culture, problems, and development etc. of rural/tribal/dalit society. Unlike the report of the Field Study the dissertation should be prepared strictly following the methodology of social research. The objective of this course is to inculcate among the students interest and experience and to give and training in social research.

##### **RTS 4C (V) 016**

##### **VIVA- VOCE**

The viva-voce will be a comprehensive one which covers all the courses of the programme .Its objective is to make a general assessment of the knowledge of the students acquired during the course and their ability to express what they have studied during the programme.

## ELECTIVE COURSES

### RTS E 001

#### KERALA SOCIETY WITH SPECIAL FOCUS ON TRIBES

##### Objectives

This course aims a historical analysis of the sociology of Kerala with special emphasize on the tribal society of the state.

##### **MODULE I Kerala Society and its Agrarian Social Structure**

Pre-historic Kerala- Historiographic trends, contexts and approach-Extortion and Expropriation of forest Produce-evidence from Sangham Period literature and Chilappathikaram.

Consolidation of agrarian social structure in the early medieval period

Feudal state with weak centre

Political structure: The *Perumal* and the rise of makotal

Chiefs of four temples and the thousand force.

Role of *Nadu* and *Naduvazhi*.

##### **MODULE II Temple. Agrarian Economy and Culture in Medieval Kerala.**

Role of the temple.

Christian, Jewish an Islamic presence in medieval trade and society.

Power, dominant classes and the judicial process.

Structures of everyday life.

Knowledge and culture.

##### **MODULE III Colonial Modernity: Penetration and Consolidation**

Early colonial rule and institutions.

Colonial expansions: land policy and land revenue.

Trade and agriculture.

Agro-processing and manufacture.

Protests and revolts against British colonisers.

Pazhassi Revolt, Veluthambi Rebellion.

Kuruchia Revolt, Peasant uprising in 19<sup>th</sup> century, Malabar Revolt of 1921

##### **MODULE IV Caste, Social Reform and Transformations in Family and Kinship Colonial Kerala**

Caste and British interventions

Changes in the occupational structure.

Structural marginality of intermediate castes.

Caste and class – transformations

Anti-caste struggles.

Matriliny in Kerala : approaches and perspectives-Thaliketuv kalyanam and the problem of Definition Nayar marriage.

Matriliny in pre-modern Kerala.

Transformations in Taravad, Inheritance, Succession, Marriage and descent in colonial Kerala.  
Changes in matriliney in post-independent Kerala.

### **MODULE V Democratization and Secularization : Kerala Society in 20<sup>th</sup> Century**

Nationalist Movement

Radical and class movements, working class movement, agricultural worker's movement, peasant organizations, library movement, women's movement, ecological movement.

Land reforms and social consciousness

NGO s and Development

People's planning and democratic decentralisation in Kerala.

Communist discourse and challenges to secularisation and democratisation.

### **MODULE VI History, Demography and Culture of Kerala Tribes**

Characteristics of the language, art and religion of Kerala tribes - their major social and political institutions-

### **MODULE VII Tribal Issues and Unrest in Kerala**

Causes of tribal issues- Land alienation, displacement, migration, welfare programmes- tribal situation in Kerala

### **Reference:**

- Abraham Vijayan *Caste, Class and Agrarian Relations in Kerala*
- Chris Fuller *Nayars Today*
- D. Banerji (ed) *Poverty Class and Health Culture in India*
- David M. Schneider & Kathaleen Gough *Matrilineal Kinship*
- Genevieve Lemereiner *Religion and Ideology in Kerala*
- P.R.G. Mathur *Tribal situation in Kerala*
- K. Panur 'Keralathile Africa'
- Thurston *Ethnographic Notes on Southern India*
- T.J. Nossiter *Communism in Kerala*
- John O.K 'Wayanad Rekhakal'
- George Mathew, *Communal Road to Secular Kerala*
- Subba T.B *Wonder that is Culture*
- Kulirani Francis *People of India (Kerala)*
- Panikkar K.N *Against the Lord and King: Peasant Movements in Malabar*
- Kannan K.P *The Changing Face of Rural India*

## **RTS E002**

### **SOCIOLOGY FOR SOCIAL WORK**

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#### **Objectives**

The objective of the course is to create awareness among the students about the relevance and need of sociology for social work profession, which relies and applies sociological knowledge extensively, by introducing them to social work profession. It also aims to create an awareness about social problems and inculcate a spirit of social service among them.

#### **Module I Social Work and Social Worker**

meaning, definition, characteristics, values, philosophy and evolution- social work as a profession – social worker: Role, qualities, problems, and responsibilities- social work ethics

#### **Module II Social Work as Applied Sociology and Sociology as an Aid to Social Work**

Dependency of social work on sociology- social basis of social work- need of the knowledge of social factors for social work application

Relation of Social work with other social sciences (Anthropology, psychology, economics and political science)

#### **Module III Social Development Perspective of Social Work**

Perspectives of social work- global, human rights, ecological and social development

Social problems context of social work

#### **Module IV Functions and Methods of Social Work**

Functions: preventive, curative and promotive, developmental, empowerment, capacity building, self-reliance and self-help

Methods: social case work, social group work, community organization, social welfare administration, social work research, social action- recent trends in social work methodology

#### **Module V Fields of Social Work**

Social work in relation to families, children, school and juvenile delinquency,

Medical and psychiatric social work, social work for the disabled and the aged

#### **Module VI International Social Work**

Meaning, strategies, contexts and fields. (poverty, development, post-conflict reconstruction, displacement and forced migration, and for specific population - street children, child laborers, migrant workers and their families, drug addicts, aids orphans in Africa.)

#### **Module VII Non Governmental Organizations (NGOs)**

Meaning, characteristics, role

Issues related to funding

Preparation of the profile of an N G O

#### **Reference:**

- Martin, Davis (ed.) *Balckwell Companion to Social Work*
- *Blackwell Encyclopedia of Social Work*

- David Cox and Manohar Pawar *International Social Work – Issues, Strategies and Programmes*.
- Banerjee G.R *Papers on Social Work: An Indian Perspective* Tata Institute of Social Science, Bombay.
- Dasgupta.S *Towards a Philosophy of Social Work in India*. Popular Book Service, New Delhi
- Firendlander. W.A *Social Welfare*, Prentice Hall of India, Pvt. Ltd New Delhi.
- Galaway and Compton *Social work Process*, The Dorsey Press. Homewood, Illinois 1979.
- Gangrade. K.D *Dimension of Social Work* Marvel Publications, New Delhi.
- Khanduka S.D: *Social Work in India*, Sarvodaya Sahithya Samaj, Rajasthan.
- Misra P.D *Introduction to Social Work*
- Paul Chowdhary *Introduction to Social Work*, Atmaram and Sons, New Delhi.
- Stroup. H.H *Social Work: An Introduction to the Field*. American Book Company
- Wadiya A.R *History and Philosophy of Social Work in India*: Allied Publishers, Bombay.
- Charles Zastrow *The Practice of Social Work*
- Ministry of Welfare, Government of India *Encyclopedia of Social Work in India- Volume I,II,III and IV*

Johnson Wayne H. *The Social Services: An Introduction*

### RTS E 003

## EMPOWERMENT OF RURAL AND TRIBAL WOMEN

### Objectives

This course aims to impart knowledge about the factors which contribute to the powerlessness of rural and tribal women and the schemes for their empowerment in the theoretical background of women empowerment.

**Module I Women in Society** – sex differences and sexual discrimination in society, traditional bases of sexual identity – actual differences between sexes – gender based division of labour, social consequences of women’s employment in modern society – socialization into sex roles – stratification by gender – theories – sexism.

**Module II Status of Women in Rural and Tribal Society:** socio – demographic status, social status – status of tribal women – economic status – political status- status of women and changing form of family structure .

Rural and tribal women – critical areas of concerns – problems – unique problems of tribal women- female foeticide

**Module III Education and Training of Rural Women:** *schemes* for girls’ education – reasons for educational backwardness of women, training of rural women.



**Module IV Health and Nutrition Related to Women:** health and nutritional status- policies and programmes.

**Module V Empowerment of Women Gender Framework Approach** basic concepts of gender –empowerment process – indicators of empowerment gender analysis approach.

**Module VI Empowerment of Rural and Tribal and Women** – policies, strategies and programs – evolution of policy on women national policy on empowerment of women – administrative machinery- programmes for economic social and political empowerment – Panchayath Raj – constitutional protection of women – legislative measure for women’s welfare.

**Module VII Feminist Movements** – purpose, approaches proposed by Babana Bovee Polk, impact of feminist movements on rural and tribal women.

**Reference:**

- Neera Desai And M Krishnaraj :*Women And Society In India*
- Neera Desai *Women’s Movement in India*
- M.N Sreenivas :*Changing Position of Indian Women*
- Maithreyi Krishnaraj: *Women Studies In India*
- Chandrakala:*Changing Status Of Women*
- Bodra *Empowerment of Tribal Women*
- Boraian *Empowerment of Rural Women*
- Bhanu *Tribal Women Empowerment and Gender Issues*
- Moorthy *Primitive Tribal Women: Health Status*
- Rege *Sharmila Sociology of Gender*
- Clarke Alice *Gender and Political Economy*
- Monica Das Gupta *Women’s Health In India – Risk and Vulnerability*

**RTS E 004**

**ISSUES FACED BY RURAL AND TRIBAL CHILDREN**

**Objectives**

Children are the worst victims of rural and tribal problems. Therefore the care for their health and education must precede all rural and tribal development. This course is designed for those students who want to specialize in these aspects.

**MODULE I Situation of Rural and Tribal Children in India**

Demographic trends, health status, nutritional status, educational status, children at work, bonded-child-labour, and discrimination against ‘girl child’/ female foeticide.

## **MODULE II Health and Nutrition of Rural and Tribal Children**

Nutritional needs of children – nutritional status and common nutritional problems and deficiencies – infant and child mortality – health problems- correlates of early childhood mortality- policies and programs.

## **MODULE III Educational and Other Issues of Children in Rural and Tribal Context**

Current situation – early childhood care and education,  
Juvenile Delinquency- Meaning and definition, causes, remedies,  
Rehabilitation institutes both governmental and non- governmental for child orphans, HIV-  
infected, handicapped and mentally retarded

## **MODULE IV Intervention of UNICEF**

Structure, objectives, function, role and achievements  
The United Nations Convention on the Rights of the Child (CRC/UNCRC)

## **MODULE V Constitutional and Legislative Measures**

Constitutional measures and legislative measures for the protection of child rights in India  
National Policy on Children – 1974

## **MODULE VI Integrated Child Development Services Programme (ICDS)**

Objectives and target groups  
Other significant child development programmes and policies

## **MODULE VII Child Dignity and Holistic Development**

The right to live with dignity and access to opportunities for holistic development

### **Reference:**

- Misra G.P and Pandey P.N *Child Labour in India*
- Government of India Ministry of HRD, Department of Women and Child Development *Annual Report 1996*
- NIPCCD *National Evaluation of Integrated Child Development Services*
- Routi *Environmental Concept Development in Children*
- Murphy *Child Development and Personality*
- Grant James P. *The State of World's Children*

**OPEN COURSE**  
**RTS (O) 001**  
**INDIAN CONSTITUTION AND POLITICS**

**Objectives**

The objective of this course is to familiarize the interested students, irrespective of their discipline with the basic principles and provisions of the Constitution and the politics of the country and to make them enlightened democratic citizens. This course also aims to equip them for various competitive examinations.

**Module I: Introduction-** General features of Indian political system-Constitution: Meaning and definition- Classification of Constitution –Merits of Constitutionalism  
Constitutional development: The Constituent Assembly of India.

**Module II: Pillars of the Constitution** -Preamble of the constitution - Fundamental rights- Directive principles of state policy – Fundamental duties.

**Module III: Union Government**

The Union Executive- President and Vice president – their election and powers  
The Prime Minister and Council of Ministers – Civil service in India-UPSE  
The Union Legislation- Rajya Sabha and Lok Sabha – their composition powers and functions  
Integrated Judicial system in India: Composition, Functions and Powers of the Supreme Court and High Court.

**Module IV: State Government**

Governor, Chief Minister- State Legislature- Union Territories- Special provision regarding Jammu and Kashmir

**Module V: Amendment of the Constitution-** Procedure- Major Amendments- 73<sup>rd</sup> and 74<sup>th</sup> Amendments- Democratic decentralization

**Module VI: Nature of Indian Federalism-** Division of powers - Centre - State Conflicts.

**Module VII: Party System in India-** Characteristics of Indian Party system- National and Regional parties- Interest groups and Pressure groups- Coalition politics

**Module VIII: Indian Democracy**

Challenges to Indian democracy- Poverty and other Economic challenges -Illiteracy – Casteism and communalism- Regionalism- Corruption and criminalization of politics- Impact of globalization on Indian democracy.

**Reference**

1. D.D Basu: Introduction to the Constitution of India
2. S.L Sikri : Indian Government and Politics
3. J.C. Johari : Indian Politics
4. M. V Pylee: Indian Constitution

**KANNUR UNIVERSITY**  
**M.A RURAL AND TRIBAL SOCIOLOGY**  
**FIRST SEMESTER EXAMINATION**

**Time: 3 hours**

**Maximum Marks: 60**

**RTS 1C001      SOCIOLOGICAL ANALYSIS**

**I. Write an essay on any two of the following**

1. Describe any two major theoretical perspectives in sociology.
2. Explain the major forms and types of marriage
3. Describe the nature and types of social movements with suitable examples.
4. What is social stratification? Explain and differentiate its various forms.

(2 x12=24 Marks)

**II Write 'note 'on ANY SIX of the following.**

5. Describe the nature and scope of sociology.
6. Explain the major function and stages of socialization.
7. What is social group? Explain the various types of social group.
8. Define social status. What are the various types of social status?
9. Explain any *three* of the following concepts.  
a) Community b) Association c) Mores d) Culture
10. Discuss the role of religion in societal life.
11. Discuss the development of sociology in India and its distinct features.
12. What is Social Control? Explain various type and agencies of social controls.
13. Examine the role of various social institutions in determining social life

(6x6=36 Marks)

**KANNUR UNIVERSITY**  
**M.A RURAL AND TRIBAL SOCIOLOGY**  
**FIRST SEMESTER EXAMINATION**

**RTS 1C002 INTRODUCTION TO SOCIOLOGICAL THEORY**

**Time: 3 hours**

**Max.Marks:60**

**I. Write an essay on any two of the following**

1. Write an essay on the contribution of Max Weber to sociological theory.
2. Classical Sociologist held different methodologies for societal analysis. Justify.
3. Discuss the nature of Marxian theory and explain his concept of social change..
4. What is Interactionism? Briefly discuss the contribution of G.H. Mead and C.H. Cooley.

(2 x12=24 Marks)

**II . Write ‘note ‘on ANY SIX of the following.**

5. Discuss Comte’s positivism and Law of three stages.
6. What is ethno methodology? Describe the various methods suggested by Harold Garfinkel.
7. Explain the theoretical contributions of Habermas.
8. Discuss Anthony Giddens’ structuration theory.
9. Write a short essay on Talcott Parsons’ functionalism.
10. Describe Pareto’s theory of circulation of elites.
11. Briefly explain Emile Durkheim’s contributions to Sociology.
12. What is Post Structuralism? Explain Derrida’s concept of deconstruction.
13. Explain Herbert Spencer’s evolutionist approach.

(6x6=36 Marks)

**KANNUR UNIVERSITY**  
**M.A. RURAL AND TRIBAL SOCIOLOGY**  
**FIRST SEMESTER EXAMINATION**

**RTS 1C003 ENVIRONMENTAL SOCIOLOGY**

**Time: 3 hours**

**Max.Marks:60**

**I. Write an essay on Any two of the following**

1. Discuss the specific nature of Environmental Sociology and explain its relevance in studying rural and tribal societies.
2. Describe the prominent theoretical perspective in Environmental Sociology.
3. Critically examine the role of laws and regulations in curbing environmental issues in India..
4. Discuss the views of various Commissions for the conservation of Western Ghats and explain its environmental implications.

(2x12=24 Marks)

**II. Write 'note 'on ANY SIX of the following.**

5. Describe the relevance of sustainable development.
6. Differentiate between rural and urban environment.
7. Examine the sociological implications of environmental conservation.
8. Critically examine the role of education in environmental conservation.
9. Explain the major incidence led to emergence of Narmada Bachao Andolan.
10. Describe any two recent environmental movements in Kerala.
11. Examine the causes and consequence of global warming.
12. Examine the factors responsible for environmental degradation in tribal areas.
13. Discuss the principles of environmentalism.

(6x6=36 Marks)

**KANNUR UNIVERSITY**  
**M.A. RURAL AND TRIBAL SOCIOLOGY**  
**FIRST SEMESTER EXAMINATION**  
**RTS 1C004 RURAL SOCIOLOGY**

**Time: 3 hours**

**Max.Marks:60**

**I. Write an essay on any two of the following**

1. Examine the salient features of rural education in India
2. Give a comparative account of various land tenure systems prevailed in India.
3. Write an essay on Gandhian perspective on rural societies.
4. Describe any two theoretical approaches for the study of rural societies.

(2x12=24 Marks)

**II. Write 'note 'on ANY SIX of the following.**

5. Discuss the nature and scope of rural sociology
6. Differentiate between Little tradition and Great tradition with examples.
7. Discuss the process of transforming rural societies into urban societies.
8. Define the following  
A) Sanskritisation B) Westernisation C) Universalisation D) Modernisation
9. Examine the features of the rural family and describe its nature of changes.
10. Explain the educational System followed in Ssanthinikethan.
11. Describe the nature and transformation of rural political structure.
12. Explain the nature of folk culture and art forms in rural societies.
13. Discuss the major challenges of rural societies in India.

(6x6=36 Marks)

**KANNUR UNIVERSITY**  
**M.A. RURAL AND TRIBAL SOCIOLOGY**  
**SECOND SEMESTER EXAMINATION**

**RTS 2C005**  
**SOCIAL ANTHROPOLOGY**

**Time: 3 hours**

**Maximum Marks: 60**

**I. Write an essay on ANY TWO of the following**

1. Describe the major concerns of anthropology and explain its significance in the contemporary society.
2. Elucidate the relationship between sociology and anthropology and examine the difference in their methodology.
3. Describe the major anthropological theories of cultural growth.
4. Discuss the major contributions of Indian anthropologist.

(2x12=24 Marks)

**II. Write 'note' on ANY SIX of the following.**

1. Discuss the concept of Folk-Continuum with examples.
2. Describe the theories of origin of religion.
3. Differential between Universalisation and Parochialisation with examples.
4. Describe the objectives and functions of anthropological survey of India.
5. What are the various cultural processes?
6. Examine the role of fieldwork in Anthropology.
7. Discuss the role of field work in Anthropology
8. Explain the Functionalist perspective on culture
9. Explain the distinct nature of Anthropological views on family

(6x6=36 Marks)



**KANNUR UNIVERSITY**  
**M.A. RURAL AND TRIBAL SOCIOLOGY**  
**SECOND SEMESTER EXAMINATION**

**RTS 2C006**  
**TRIBAL SOCIOLOGY OF INDIA**

**Time: 3 hours**

**Maximum Marks: 60**

**I. Write an essay on ANY TWO of the following:**

1. Discuss the demographic characteristics of Indian tribes
2. Describe the nature of tribal political institution.
3. Describe the major problems faced by tribes in India
4. Examine the impact of constitutional measures on tribal development.

(2x12=24 Marks)

**II. Write 'note' on ANY SIX of the following:**

1. Discuss the nature and scope of Tribal Sociology
2. Explain the prominent tribal legacies
3. Briefly explain the prominent studies on tribes in India
4. What are the distinct features of tribal art and folklore?
5. Discuss the nature and role of religion among tribes
6. Examine the nature of ceremonies related to life cycle among tribes
7. Distinguish between assimilationist and isolationist perspectives on tribal welfare
8. Explain the features of tribal economic organization
9. Discuss the discursive formations on ownership of land among tribes in Kerala

(6x6=36 Marks)

**KANNUR UNIVERSITY**  
**M.A. RURAL AND TRIBAL SOCIOLOGY**  
**SECOND SEMESTER EXAMINATION**

**RTS E002**  
**SOCIOLOGY FOR SOCIAL WORK**

**Time: 3 hours**

**Maximum Marks: 60**

**I. Write an essay on ANY TWO of the following**

1. Describe how sociological can contribute towards effective Social Work. Give examples
2. Explain the major functions of Social Work.
3. Discuss the role of a professional social worker in the contemporary society
4. Examine the relation between Social Work and other Social Sciences.

(2x12=24 Marks)

**II. Write 'note' on ANY SIX of the following:**

1. Elucidate the difference in approach between sociological and social work in addressing social problems
2. Describe the social work ethics? Explain the qualities of a professional social worker
3. Describe the social context in which social work emerged as a profession
4. Describe the major methods adopted by professional social workers?
5. What is NGO? Briefly explain the relevance of NGOS.
6. Explain how the professional social work is different from voluntary social service
7. Examine the role of social workers in conservation of environment
8. In your opinion what are the challenges faced by a social worker while addressing sensitive social issues.
9. Explain the scope of medical and psychiatric social work

(6x6=36 Marks)

**KANNUR UNIVERSITY**  
**M.A. RURAL AND TRIBAL SOCIOLOGY**  
**SECOND SEMESTER EXAMINATION**  
**RTS 2C007**  
**SOCIAL RESERACH**

**Time: 3 hours**

**Maximum Marks: 60**

**I. Write an essay on ANY TWO of the following**

1. What is scientific method? Explain various stages of social research
2. Describe the qualitative and quantitative methods of social research
3. Explain the merits and demerits of various measure of central tendency. Find mean and median of the following data

Marks	0-10	10-20	20-30	30-40	40-50
No. of students	6	13	11	7	3

4. Illustrate any three diagrammatic representation of data

(2x12=24 Marks)

**II. Write 'note' on ANY SIX of the following.**

1. What is ethics of research? Assess the view that sociological reassert can and should be value free.
2. Explain the context of using measure of correlation and regression in social research
3. Explain the steps involved in the process of formulating a research problem and describe its essential qualities
4. Write a brief note on research designs
5. Explain difference between questionnaire and schedule
6. Describe the importance of reporting. Explain the format of research report
7. Explain the importance of formulating hypothesis in social research
8. Examine the merits and limitations of using statistical methods in social research
9. What is sampling? What are the various methods of sampling?

(6x6=36 Marks)

**KANNUR UNIVERSITY**  
**M.A. RURAL AND TRIBAL SOCIOLOGY**  
**SECOND SEMESTER EXAMINATION**  
**RTS 2C008**  
**POPULATION AND SOCIETY**

**Time: 3 hours**

**Max.Marks:60**

**I. Write an essay on any two of the following:**

1. Define the concept of population studies and elaborate on its scope and significance
2. Discuss major theoretical perspectives on population studies
3. Define and differentiate quantitative and qualitative problems due to population growth
4. Critically examine the evolution of India's population policy

(2x12=24 Marks)

**II. Write 'note' on ANY SIX of the following:**

1. Write a note on reproductive health
2. Population projections for India and its implications
3. Explain ill-effects of population explosion
4. Explain the different categories of composition
5. Describe demographic transition theory
6. Differentiate between fertility and fecundity in the context of rural society
7. Elaborate on the concept of mortality and morbidity with respect to tribal society
8. Define migration and its impact on Indian society
9. Differentiate between survey and census methods

(6x6=36 Marks)

**KANNUR UNIVERSITY**  
**M.A. RURAL AND TRIBAL SOCIOLOGY**  
**THIRD SEMESTER EXAMINATION**  
**RTS 3C009**  
**SOCIOLOGY OF HEALTH**

**Time: 3 hours**

**Max.Marks:60**

**I. Write an essay on any two of the following;**

1. Define sociology of health and medicine and elaborate the scope of it in the context of India.
2. Critically examine socio-cultural dimensions of health and illness
3. Define the concept of hygiene and elaborate on the key dimensions of hygiene
4. Explain in detail the health disparities that prevail in India

(2x12=24 Marks)

**II. Write 'note' on ANY SIX of the following:**

1. National Health Mission (NHM)
2. Concept of integrated health approach
3. What are the different levels of health care delivery system in India
4. What is indigenous system of medicine
5. Explain the concept of medical marginality in india
6. Elaborate on the role of media in health education
7. Sick role concept
8. Social concept of epidemiology
9. Compare traditional and modern systems of medicine

(6x6=36 Marks)

**KANNUR UNIVERSITY**  
**M.A. RURAL AND TRIBAL SOCIOLOGY**  
**THIRD SEMESTER EXAMINATION(mm/yyyy)**

**RTS 3C010**  
**SOCIOLOGY OF DEVELOPMENT**

**Time: 3 hours**

**Maximum Marks: 60**

**I. Write an essay on ANY TWO of the following**

1. Discuss the two theoretical perspectives on development
2. Critically examine the impact of five year plan on India's development
3. What is liberalization policy? How much it is influential in development process?
4. Discuss the difference between sociological and economic perspective of development

(2x12=24 Marks)

**II. Write 'note' on ANY SIX of the following:**

1. Define social development .Differentiate it with human Development
2. What is modernization?
3. What is sustainable development?
4. Discuss the relevance of Gandhian views in contemporary society
5. Critically evaluate the development initiative on tribal development with examples
6. Describe the importance of reporting. Explain the format of research report
7. Describe the concept and theories of underdevelopment
8. Explain the world system theory.
9. Discuss the concept of "Kerala model Development"

(6x6=36 Marks)

**KANNUR UNIVERSITY**  
**M.A. RURAL AND TRIBAL SOCIOLOGY**  
**THIRD SEMESTER EXAMINATION**  
**RTS 3C011**  
**RURAL PROBLEMS AND DEVELOPMENT**

**Time: 3 hours**

**Maximum Marks: 60**

**I. Write an essay on ANY TWO of the following:**

1. Describe the nature and characteristic features of rural societies in India
2. Critically evaluate the impact of rural development project with suitable examples.
3. Discuss the general characteristics of peasant movement in India
4. Discuss the nature of transformation of tribal societies into rural societies and its consequence on land use patterns.

(2x12=24 Marks)

**II. Write 'note' on ANY SIX of the following:**

1. What is green revolution?
2. Explain the nature and characteristics of a social movement
3. Discuss the causes and consequence of environment degradation in rural societies
4. Explain the impact of casteism in rural social stratification.
5. Describe how education is helpful in curbing social problems
6. Explain the genesis of Naxalbari movement
7. Discuss the impact of rural employment guarantee schemes in social development
8. Examine the cause of farmers' suicide in Kerala
9. Discuss the importance of cottage industries in rural development

(6x6=36 Marks)

**KANNUR UNIVERSITY**  
**M.A. RURAL AND TRIBAL SOCIOLOGY**  
**THIRD SEMESTER EXAMINATION**  
**RTS 3C012**  
**TRIBAL ISSUES AND DEVELOPMENT**

**Time: 3 hours**

**Maximum Marks: 60**

**I. Write an essay on ANY TWO of the following:**

1. Discuss the nature and transformation in perception on land possession and utilization among tribes in Kerala
2. Discuss the impact of any two tribal development projects in Kerala
3. What are the characteristics of tribal social movement? Discuss the nature of any two tribal movements in India
4. Discuss the major causes of indebtedness and poverty among tribes in India

(2x12=24 Marks)

**II. Write 'note' on ANY SIX of the following:**

1. Discuss the various forms of exploitation of tribes by the non tribes
2. Explain the occupational and cultural variation among tribes in Kerala?
3. What do you mean by polarization of tribes, explain?
4. Describe Panchasheel principles of tribal development and its various dimensions
5. Describe G.S Ghurye's approach to the study of tribal welfare
6. Explain the major constitutional provisions for tribal education
7. Describe the cause and consequence of recent tribal movements in Wayanad
8. Examine the major programmes initiated for tribal education.
9. Examine the role of tribes in environment conservation.

(6x6=36 Marks)



**KANNUR UNIVERSITY**  
**M.A. RURAL AND TRIBAL SOCIOLOGY**  
**THIRD SEMESTER EXAMINATION**  
**RTS 3C013**  
**DALIT TEXTURE OF RURAL INDIA**

**Time: 3 hours**

**Maximum Marks: 60**

**I. Write an essay on ANY TWO of the following**

1. Define social stratification and discuss cast as the major form of social stratification in India
2. What do you mean by the term untouchability? And discuss the major theories of untouchability.
3. Critically evaluate the major subaltern studies in India
4. Write an essay on exclusion of the dalits.

(2x12=24 Marks)

**II. Write 'note' on ANY SIX of the following.**

1. Explain the criteria for scheduling castes
2. 6 Explain the financial exclusion of dalits.
3. Briefly discuss the role of Ambedker for the upliftment of dalits
4. Write a short note on statutory bodies for the empowerment of the dalit.
5. Give a briefly account of the employment guarantee schemes for dalits.
6. What do you mean by the term caste discrimination?
7. Explain the term "reservation policies"
8. Give a brief account of dalit dominant states.
9. Briefly discuss the health status of dalits.

(6x6=36 Marks)

**KANNUR UNIVERSITY**  
**M.A. RURAL AND TRIBAL SOCIOLOGY**  
**FOURTH SEMESTER EXAMINATION**

**RTS E003**

**EMPOWERMENT OF RURAL AND TRIBAL WOMEN**

**Time: 3 hours**

**Maximum Marks: 60**

**I. Write an essay on ANY TWO of the following**

1. Discuss the major problems faced by rural and tribal women in contemporary society
2. Explain the major constitutional provisions for women's welfare in India.
3. Discuss the impact of feminist movement in India with examples
4. Examine the impact of educational backwardness on status of woman.

(2x12=24 Marks)

**II. Write 'note' on ANY SIX of the following.**

1. Explain the relationship between family and status of women
2. Explain the health problems faced by rural and tribal women
3. What is empowerment? describe the indices of women empowerment
4. What are the causes and consequence of gender division of labour?
5. Explain how poverty is a social phenomenon. How it affects women?
6. Discuss how the political participation of women will help in empowering women
7. Discuss the social and cultural causes of female feticide.
8. Explain the concept of 'feminisation of poverty'.
9. Differentiate between sex and gender

(6x6=36 Marks)

**KANNUR UNIVERSITY**  
**M.A. RURAL AND TRIBAL SOCIOLOGY**  
**FOURTH SEMESTER EXAMINATION (mm/yyyy)**  
**RTS E 004**

**ISSUES FACED BY RURAL AND TRIBAL CHILDREN**

**Time: 3 hours**

**Max.Marks:60**

**I. Write an essay on any two of the following**

1. Describe the core issues faced by rural and tribal children
2. Suggest remedial measures to reduce infant mortality and tackle malnutrition among rural and tribal children
3. Constitutional and legislative measures for the protection of child rights
4. Critically evaluate the Integrated Child Development Scheme

(2x12=24 Marks)

**II. Write 'note' on ANY SIX of the following.**

1. Examine the relevance of 'Right to Education' Bill in our country
2. The need for social inclusive policy for differentially able children
3. Role of NGOs in the care of rural and tribal children
4. Juvenile delinquents and their social rehabilitation
5. Critically examine child labour in rural and tribal context .
6. Briefly describe discrimination against girl child
7. School drop-out and stagnation in the context of rural and tribal children.
8. Protecting rural and tribal children from substance abuse.
9. Discuss factors responsible growth stunting among rural and tribal children.

(6x6=36 Marks)